# Education as a process intended to produce a product

This research is interested in the elaborating the uniformity of education system and schooling in such a way that tends to generate financially and socially successful persons, and hence can produce benefits and advantages out of the investment of time, money and energies (Schwarz et al. 277). One of the most significant reasons behind conducting this study includes the changes being witnessed in the moral and ethical values of modern era societies, which look determined to educate and train the students in such a manner that they can become financially successful and independent persons for the future days to come (Yuksel-Sahina 329). Hence, identical with other social institutions, education also is after all a process intended to produce a product.

The contemporary era is rightly regarded as the age of technological and spatial advancements, under which communication and navigational resources have also witnessed tremendous growth and development during the last few decades (Lee et al. 124). However, one of the most essential drawbacks associated with this era includes the commercialization of all the activities, which were considered to be performed for the welfare and service of humanity; education and schooling also come under the category of the institutions, which have adopted the form of a product prepared and invested for the sake of generating profits out of it (Yeng-Keat, & Abdullahi 71).

While discussing the education system of Saudi Arabia, it becomes evident that identical with rest of the globe, the educational institutions of this country also tend to offer career counseling services, along with education, in such a way that the entrepreneurial talent and capabilities can be projected and promoted among the students (Schwarz et al. 273). Hence, instead of training the young people in such a way that they can develop their interest in welfare of the society, the educational institutions look determined to produce the products by getting them equipped with the skills, which would be purchased by society against heavy amounts and finances. Although the educational institutions develop entrepreneurial skills in the students, so that they can launch their personal businesses instead of start searching for jobs and hence adding unpleasant burden on society; nevertheless, the educational institutions appear to be selling their services in such a way that they can produce more and more entrepreneurs in society (Yeng-Keat & Abdullahi 74).

The products are manufactured and launched by the investors and stake-holders in accordance with the needs and requirements of the consumers and customers (Kincaid 67). Hence, the products are presented and marketed for the sake of generating financial gains out of the investments made by them. Therefore, the universities offering education of medicine, engineering, law and management have obtained profound recognition and popularity, because they create doctors, engineers, lawyers and business and administration graduates, which are required and demanded by the societies across the globe. The educationalists educate and train the students by teaching them modern skills, application of which in their respective areas of interest and professions will yield substantial outcomes in form of lucrative salaries, benefits, admiration and recognition subsequently. Therefore, in case the students of some specific educational institution or field turn out to be successful persons in their career life, the other parents will also attempt to get their children in the same schools and fields in order to see them stable and successful in their future life (Yuksel-Sahina 330).

While elaborating the phenomenon with ethical and moral viewpoints, it also looks explicit that the better, appropriate and superior grooming of the students would make them responsible and law-abiding citizens in their grown up years, and hence they will make their valuable contributions in the nation-building activities (Yeng-Keat & Abdullahi 79). As a result, the educational institutions look more concerned in the character-building of their students. The schools and colleges administer extra-curricular activities, including debates and discussions, athletics and sports, and the competitions related to art and literature, which enhance their qualities in one or more fields subsequently (Street & James 2007). The researches have endorsed the fact that the students’ participation in sports and games tend to harmonize their mind-body balance, and increases their intelligence as well (Street & James 2007). Thus, preparing the students in such a way that they can perform better in studies and sports also serves as the effective and advantageous process for producing a beneficial product for society in form of the outstanding athletes and intellectuals.

The theorists advocating the ethics and morality do not support the idea of declaring the schools and students to be the product for sale altogether in commercial viewpoints. On the contrary, education for them should only to obtain knowledge, wisdom and skills, application of which can benefit their society instead of generating financial returns for them. However, by this they forget the very point that being skilled, proficient and earning-hand is also tantamount to being helpful and supportive for the entire social setup (Yuksel-Sahina 330).

To conclude, it becomes evident that Francine Prose is justified in her claim that education and schools can also be compared to the products, which are manufactured and created for obtaining benefits and profits out of them. Since only a healthy, educated and skilled society can assure the building of a progressive, peaceful and prosperous society, educationalists should also pay heed to produce highly proficient, dedicated and law-abiding persons through education and learning.

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