

WORK, EDUCATION, SOCIETY. INTERDEPENDENCE AND COMPLEMENTARITY

Blaga Cornelia

*Universitatea din Oradea, Facultatea de Științe Economice, Oradea, România
blaga_cornelia78@yahoo.com*

Ștefănescu Florica

*Universitatea din Oradea, Facultatea de Științe Economice, Oradea, România
florica.stefanescu@gmail.com*

Abstract: This paper proposes an analysis of interdependencies between work, education and society, identifies and describes work functions (economic, social, cultural, educational, playful) and develops relationship between labor and education issues, through the mutual influence ascertained over time. Checking the specialty literature we noticed the importance of labor for all socio-economic and cultural as well as parallel evolution of labor and education, both in terms of organization and content. The conclusions of this paper highlight the need to explore new perspectives in the relationship between work and education for shaping policies and strategies conjugated in these two areas, required by the new socio-economic and demographic development globally.

Keywords: labor, education, society, economy,

JEL classificassion: J24; I21; I25;

Introduction

Labor has always had a fundamental role in people and social groups existence. Labor status evolved in time, this being determined and influenced by the level of social, economic development and creative and social maturity of those who performed labor activities. In reality it was demonstrated that labor represents the fundamental value which characterizes life and human evolution through the different pahses of development by the means of scientific creativity, efficiency and morality.

Currently work is taking place within some more and more complex socio-economic structures. Labor general universe as well as its forms have made the object of reflections and various assessments (Dobrotă, Șerban, 2008). This is about the complex theoretical-scientific confrontations regarding an aspect or another of labor content and role as well as the doctrinal ideological confrontation with regard to what it is and what this process should represent in the present and future society.

The economists O. Giarini and P. Liedtke define work as being “an understanding between human beings and their environment having as a main aim autoconservation” (Giarini, Liedtke, 2001, p. 31).

Labor – the French economists J. Bremond și A. Geledan say – “it constitutes a creative activity of material goods and providing services, an activity which is supported by all workers who have the technical knowledge and are in a certain relationship with labor means” (Bremond, Geledan, 1995, p. 264).

In the philosophical sense, Academician Mihai Drăgănescu considered that “labor is a human action method necessary to integrate himself into material existence and the social one and to transform them, and the man himself ... labor is an essential operator specific to man and society, or in other words, this is a natural condition of human life.” (Drăgănescu, 1987, p. 161).

What is unanimously accepted as the definition of work refers to the fact that labour is specific human activity, mandatory for the existence of man and society, for general progress. In order to analyze the concept of labour it is important to know the meaning of labour throughout history, from the beginning of human evolution, when people’s work involved hunting, farming and reaping, up to now, when the symbolic work becomes important, the scientific work. At the beginning of human evolution, work was a permanent battle for survival in a hostile environment, on which man had no influence. Education must prepare pupils/students for life, career and to become active citizens in a democratic society.

Labor and its functions: economic, social, cultural, educational, playful.

The role of labour in economic growth and development. Work is indispensable to economic life, being a production factor at its origin. No matter how perfected technology is, it fails to fully replace human labor, technology itself being a result of work. For many decades, macroeconomics focused on the issue of economic cycles, now there is a real "neoclassical revival" of interest in economic growth, factors and its effects (Topel, 1999). In this context is highlighted the relationship between "human capital accumulation and economic growth"(Kyriacou, 1991; Benhabib, Spiegel, 1994), are brought back to debate the theories about "the role of human capital in producing new human capital" or about "the relation between economic growth and inequality" (Kuznets, 1955).

Cultural function of labor. Training and development of human personality as a potential „labor force” refers to the labor culture through spiritual values accumulated and validated socially in time and space. The cultural function of labor activity reflects the activity of knowing the nature and society, achieved through the cognitive perspective of the individual; it highlights the activity of “valuation” which implies the “fulfilment of knowledge” by reporting to the needs, goals, and aspirations of man, based on the work of creation, its own personality, capable of (self) training. (Cristea, 2000). Through labor, man validates a certain system of values, strengthens some values, but can acquire new values or can even change his/her value terms of reference.

The social function of labor. Normally the work is divided according to the distribution of skills in society, and the more advanced the society is the harder it is that jobs match the personal skills of each individual.

To enable social efficiency and solidarity is not enough that each individual should have a task, but fulfilling it should be pleasing and motivating that individual; if the

work is creating dissatisfaction, it is because social functions do not correspond to the distribution of personal skills. In simple, archaic societies, people can easily replace each other in their work. (Durkheim,2008). In the opinion of Durkheim "every member of society must be prepared at any time to do something else than what he was doing up to that time", something that contemporary studies reflect through continuous or permanent education (life-long education). A sociological argument also intervenes here. Note the job mobility phenomenon, increasingly widespread, both in terms of work place and the profession itself. The pressure to adjust is exerted on labor, as well as on learning.

The playful function of labor. Game, learning, labor and creation are specific forms of activity that we encounter in all stages of childhood. Their specific weight is different at different ages. Kids from early childhood learn by playing. For preschool kids the game continues to predominate, but he begins to learn after a certain program and to fulfill some tasks given by parents, educators, even if learning and work especially turns into game. Schoolkids begins to learn and take it seriously. This is his/her main activity, and activity and play and not have subordinate role. Teaching is very specific work that prepares schoolkids for life and for the future. Besides the ability to comply with rules of the game there should also exist the will to achieve them. The game is often tedious, sometimes exhausting. Thus, far from being born out of laziness, the game will be born out of will. So there is a mutual respect between game and work. The game is the vestibule that leads to work, to an exercise. Game features are complex noticing a shift from functional games and exercise games to games with topic and games with rules (Cretu, 2009, p.185).

Educational function of labor. The interdependence between work and education

A closer look at the evolution of work and education over time reveals a certain parallelism, but also an obvious interdependence.

Primitive work is associated with lack of education, at least in its formal meaning. When the need for education is acknowledged, it only benefits the children from wealthier families, education being done by preceptors which had to be paid. Middle Ages bring upon the stage of history schools as educational institutions, even if access to them is restricted for peasantry, which is why this class will be suppressed and kept at the edge of survival, while representatives of the upper classes, educated, have the organizational skills to manage ownership and labor, replicating the socioeconomic status of their parents.

Rational thinking and an emphasis on exact sciences in schools contributes to the technical and technological discoveries underlying mechanization and industrialization. This is the moment when the state assumes the education of young people through the establishment of state schools and instituting mandatory education at certain levels, driven by the need to provide skilled labor for the economy.

Today world of education and labor are intertwined. The current students are part of "Generation Y" and whose parents were part of the Baby Boom generation. They are the generation whose parents are too busy and allow children the opt for

the virtual world to the detriment of the real world. They are a generation that communicates easily via the English language and means of communication ever faster and more efficient, is adaptable and pragmatic, a generation that lives the present intensely, is motivated by opportunities and challenges and less concerned with debt, and is deeply affected by routine and exhaustion (Generation Y Research, www.ashridge.org.uk, 2014). A generation with these features requires an educational approach and subsequent work organization that coordinates the needs of young people: fostering creativity, teamwork, programs based on communication, IT, modeling and simulation (Marin, 2001; Negreț -Dobridor, I., Panișoară, 2005).

As to mutual influences between work and education, they differed from one stage to the next during the evolution of the two fields: sometimes work meant the practical application of theoretical concepts acquired in school, at other times it was a source of theorizing, formulating rules and laws that have been the subject of study of some school subjects (Stefanescu, 2010)

Another aspect of the interdependencies between work and education is represented by the necessity of adapting educational services need to labor market requirements, and imposing, through education, certain directions in the development of the labor market (Stefanescu, 2013).

Table 1 Evolution of education systems in terms of education for work

Criteria	Classical education	Evolutionary education (innovative)	Logical atomism or new educational realism
Origins and current/influences in education	-Socratic -Platonic -Kantian -Hegelian	- Darwinian - Spencerian - Schumpeterian	-Informational energy logic and science
Characteristics	- People informed by the means of educational dialogues; - Oral and written courses; - Ethical, metaphysical, theological, philosophical theories; - Specific educational spaces; - Medieval reason and faith; - Order and safety in education;	- systemic education; - new educational, scientifically fundamented ideas; - educational institutions with new organizational forms, new methods of educational management, new functional structures; -new educational	- Replacement of generations with knowledge with specialized generations; - Focus on competencies acquired on smaller circles of knowledge; - It is more pragmatic; - it structures skills developed by educational atomization and by logic at the level of information energy in a well defined and

	- Monotony and routine in the educational process;	product/ service; - it tries to identify a new general law of the universe; - it destroyed incoherently the boundaries in science between disciplines;	distinct field;
Contributions of education systems to social development	- it proposes reforming the individual in society in line with the highest virtues of knowledge and morality; - educational initiation; - intellectual and physical education prevails; - it develops the theories of empiricism, rationalism and philosophy;	-a new organizational form; - New methods of management and organization of education through a network of local, national and even international capitalization; - it forms specialized skills focused on discipline;	- real progress in educational process; - competencies acquired in specialised spaces/competences narrower of applicative pragmatic knowledge; - skills attained in knowledge within a distinct and well defined field, which facilitates a clearly defined professional trajectory; - it allows the emergence of an integrated education that allows various forecasts and estimates with small margins of error.

Source: Own processing after Săvoiu, Vasile, Tăchiciu (2014)

As reflected in the table above, the three education systems approached originally have currents and theories specific to periods in which they occurred. Regarding the classical education it is inspired by the classical Greeks philosophy (Socrates, Plato), combined with the classical German philosophy (Kant, Hegel), evolutionary education (innovative) valorify the theories of Darwin, Spencer and Schumpeter, while education focused on logical atomism approach or new educational realism is based on information energy logic and science.

In terms of the main features the significant differences are noticed regarding the organization of educational process, contents, methods and aims of education.

Finally, in terms of contribution to society development, it is noticed the shift from predominantly humanistic education to technological professional education with a deep pragmatic character.

Complementarity between labor, education, society

Education considers personality training and development, in all its aspects. The major significance of this is the removal of the human being from its biological state and its evolution to a spiritual, cultural, social and professional state. The reality of contemporary society is marked by an increased dynamism in terms of change; constantly generating new demands, new challenges which the individual must face, making use of all its capacities to adapt and perfect. In these circumstances, labor, education and society are closely interdependent, even complementary. Today, some educational objectives are pursued both by labor organizations and by society. Thus, issues concerning socialization, compliance and legislation, human relationships are equally a concern not only for the school but also for organizations and society.

Equally, training is provided not only in the workplace as it was in a period of socioeconomical development, but especially in education in all forms (initial training) and only afterwards in the workplace through continuous education. (Dave, 1991).

Both education and labor ensure the development of the whole society, and, in turn, society is a good environment to the pursuit and development of education and labor.

Society is the main beneficiary of all educational efforts, improvement of the individual and the results of his work. The pressure on education comes from society, which imposes new demands and standards on the formation of the personalities of young people. Therefore synchronization between the development of education and social development is absolutely necessary. Change, renewal, adaptation are attributes of contemporary education, determined by issues such as developments in knowledge, science, culture, information technology and pedagogical research results, and the dynamics of social life. J.W. Botkin and his collaborators (1981) distinguished between maintenance learning and innovative learning. The authors show that traditional societies have promoted maintenance learning, which ensures the acquisition of rules, methods or fixed rules in order to deal with known situations or to solve certain problems. Maintenance learning is essential but insufficient because it does not cope with extreme situations. When conditions are constantly changing, innovative learning is required. It envisages possible future events, outlines alternatives and prepares individuals to act in new situations. Innovative learning involves formulating problems, giving up clichés. Innovative learning in contemporary society seems to be more productive than maintenance learning because it prepares individuals to act in new situations.

Conclusions

Modern education has completely changed priorities compared to tradition of the twentieth century, one of the predominant factors being the advent of the Internet and its expansion as well as economic and financial crises.

In these circumstances, there are a number of paradigm shifts in education and in terms of its interdependence with labor.

The contemporary reality of academic education, implements a different future of education in which teachers will become tutors or mentors, in which departments disappear, courses and lecture rooms with benches and chairs, in which educational institutions will have small rooms dedicated to dialogue assisted by the Internet or completely by themselves, where computers in different forms and equipped with the most diverse software, universal assistants, silent and efficient servants who can easily change their way of exposing, collecting data, assessing and processing, drawing conclusions and identifying complex evolutive scenarios.

Modern education is centered on skills training, to prepare young people for labor in several directions: cooperation and communication, participation and involvement, practical and applied knowledge, foreign languages and skills to decipher the meanings of a message, respect towards the fragility of natural equilibrium and cultural values, analytical, sythetic, lateral, complex, dynamic and strategic thinking skills, skills for optimizing applied solutions, creativity and innovation, motivation and confidence in their own strengths, curiosity for the new, up to date knowledge of science and cutting-edge technology etc.

Modern education enables the creation of a completely new personality profile, that of the person adaptable to changes and ready to evolve in other directions by evolutionary or adaptive skills learned in school.

The impact of education on labor will be to improve the quality of labor, improving labor market integration or labor market development through inventiveness, creativity, positive motivation, collaborative and participatory spirit, social participation, respect for the quality of work well done.

References

Benhabib, J. and Spiegel, M. (1994), "The role of human capital in economic development: evidence from aggregate cross-country data", *Journal of Monetary Economics*, 34:143–74.

Bremond, J., Geledan, A. (1995). *Dicționar economic și social*, Editura Expert, București

Crețu, Tinca, (2009). *Psihologia varstelor*, Editura Polirom, București

Cristea, S. (2000)., *Dicționar de pedagogie*, Editura Litera, București

Dave, R.H., (1991). *Fundamente ale educatiei permanente*, București

Dobrotă, N., Șerban, A. (2008). *Munca – esență, forme, structuri și finalitate*, Editura ASE, București

Drăgănescu, M. (1987). *Mutații în caracterul muncii*, în „Tratat de economie contemporană”, vol. 2, Cartea 1, Editura Politică, București

Durkheim, Emile (2008). *Diviziunea muncii sociale*, Editura Antet, București

Generation Y Research, (2014), <http://www.ashridge.org.uk/Website/Content.nsf,> 2014 [Accessed 5 November 2016].

Giarini, O., Liedtke, P.M. (2001). *Dilema ocupării forței de muncă și viitorul muncii*, Editura All Beck, București

Giarini, O., Malița, M. (2005). *Dubla spirală a învățării și a muncii*, Editura Comunicare.ro, București

Kuznets, S. (1955). "Economic growth and income inequality", *American Economic Review*, 45:1–28..

Kyriacou, G. (1991). "Level and growth effects of human capital", *Working Paper*, C.V. Starr Center, New York University.

Marin, C. C., (2001). *Filosofia educației*, Editura Aramis, București

Negreț-Dobridor, I., Panișoară, I. O., (2005). *Știința învățării*, Editura Polirom, Iași

Săvoiu Gh., Vasile D., Tăchiciu, L. (2014). "Abordarea inter-, trans-, cros- și multidisciplinară în educația universitară în domeniul administrării afacerilor", *Amfiteatru Economic*, Vol. XVI, Nr.37, August 2014, http://www.amfiteatruconomic.ro/temp/Articol_1307.pdf [Accessed 2 November 2016].

Ștefănescu F. (2010). *Evoluții economice și demografice în spațiul european*, Editura Universității din Oradea, Oradea

Ștefănescu, F., Saveanu, S. (2013). "Economy, Education and Creativity" in *Psychologia ekonomiczna*, 2/2013, Krakow, p.53-66, DOI: <http://dx.doi.org/10.14659/PJOEP.2013.03.04>

Topel, R. (1999). Labor Markets and Economic Growth, in *Robert Topel* (eds.), *Handbook of Labor Economics*, vol 3, Part C, Elsevier, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.200.3817&rep=rep1&type=pdf> [Accessed 12 October 2016].