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Abstract

Theoretical approaches on educational strategies pragmatism justify the emergence of certain paradigms that illustrate a commitment of the social actors at all levels. In this way, the raised methodological problem highlights a certain social weight designed to support to a certain extent the need for communication within the managerial society. Moreover, the exhaustive understanding of such a model only shows that at value level, educational strategies justify the need for some forms of specific education. Therefore, as a structural entity at the level of educational strategy it reveals the attitudes of social actors that depend on a certain behavior characteristic to the managerial society.

Keywords

managerial society, educational strategy, strategic assessment, educational value

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Educational strategies and their pragmatism

Each of us was born within a society more or less developed, with a limited number of resources that are not always able to satisfy the existential needs. It is also very true, sociologically speaking, that this society shapes us as unique individuals, molding us after its social model. However, at the level of this model there occur modifications resulting from both the educational and economic revolution, whose impact is focused in particular on the social actor, who bears a certain transformation at the behavioral level. Therefore, a developed society in terms of management can lead to forming individuals whose economic competence is identified at social level through explanations of cognoscible structures.

Most of the times, as we probably know, managerial practice is not identified with theoretical concepts, fact that leads to a conflict dimension in which there is a discussion of educational values, establishing the context in which discrepancy arose between the two models. Thus, it is intended an adjustment in terms of education, through pragmatic strategies that motivate the social actors to be engaged in the economic process of contemporary society development. However, there is not enough a merely implementation of the strategies set without a prior evaluation of both the conflict and the strategies, with the risk of their incompatibility. Therefore, through educational values, the individual is assigned with specific managerial attitudes, which transform the conflict into a socio-economic process compatible with the society.

A proficient society involves one or more successful strategies that can find their applicability within managerial practice. One factor that may contribute to the success of such strategies may be first of all the creativity. We can talk about economic, managerial and social creativity, according to the diversity of problems the contemporary society is facing. However, these issues cannot be but achievement forms of a purely educational experimental method.

However, educational differences of any kind involve a shift from the training idea to the one of implementing the main educational content. The importance of implementing the main assumed strategies expresses practically a reality specific to the instructive domain where educational process relates to the specific rules of this domain, i.e. to an educational culture (Pastor; Cimpan; Stoica: 2005, 325-337). In this way, implemented educational strategies provide alternatives and determine specific value markers. Thus, the involved methodological resources support a specific form of economic reality, which makes possible the analysis of the educational typologies based on the managerial potential of the actors involved in this process. Moreover, the analysis of the educational system aims an important aspect of social reality. In these circumstances, the used strategies lead to a teaching methodology (Eșı: 2010, 41-50), so that “managerial” decisions could be optimally projected on
competition. In this case it is about the efficiency of the strategic development actions specific to managerial education.

Also, from a social point of view, educational reality is a purely information valorization process, which, related to the idea of performance, highlights the operationalization of the objectives established prior to the economic activities. Under these circumstances, the specific methodology of the educational process reveals a reference of managerial-educational paradigms to the strategy undertaken by the economic decision-makers. The analysis of such an approach lies in the fact that those involved in the educational strategy subordinate to a tacit conventionalism. Thus, an optimal systematization of the operational plan allows the placement of the information content within a pragmatic understanding. This situation highlights actually a specific form of conventional and spontaneous education, and also of a participatory management (Joia: 2000, 96-97) through which the assumed decisions are scientifically justified.

Therefore, this methodological foundation finds its full justification to the extent that the assessment of education implies a certain relation to the specific skills of the educational actors. It is obvious at the level of this instructive reality that, as socio-cultural entity, the educational actor, “has” a history of the (self) training process, that he must take into account when planning to support competition and professionalism in an educational environment.

The methodology of teaching activity depends on how there are perceived at socio-educational level the possible inherent limitations that otherwise an educational system has. The need for new educational paradigms at social level reveals the fact that the knowledge legitimacy problem requires a compliance relation between society and education. In this respect, scientific perspective is needed at the level of educational activities and the meanings of specific socialization forms highlight pragmatic approaches.

The perspective undertaken on behalf of a managerial society merely points out that at the level of educational strategies assumed without any restraint, the value principle must refer to the rational-economic eligibility criteria. We also consider that there should be taken into account those methods for professional training in order to establish and acquire professional performance. These performance criteria constitute a form of managerial activity that can be validated at the level of education policy. Also, human responsibility refers to a form of rational strategy that differs from one social system to another (Pănișoreană: 2005, 68-73). Therefore, the requirements of such strategies involve on the one hand, motivational factors such as internal and external ones, and on the other hand, a well-built methodology of how well it is applied a certain strategy. In fact, the level of competence depends on the
personal education of the main decision-makers regarding stratagems and educational security.

Determining educational criteria by which the pragmatism of the initiated activities can be related to the optimal forms of understanding is only a customization of the process underlying educational policy strategies at the level of a general theory of instruction. In this respect, we believe that some of the features that express a complementary relationship between educational and social system refer to high evaluation standards of conceptual-theoretical constructions. Such an assumption legitimizes the existence of some degrees of complexity that are fundamental constituents in assuming educational strategies within a managerial society. Thus, the professional climate has an important role in the subsequent performance of the actors involved in socio-economic activities. In this case it is about the personal conduct and the conduct of the group which expresses specific communication structures. Therefore, we believe that a relevant aspect is given when understanding the dynamics of the social group related to the emotional states of the group members. In this way, professional performance must be the result of optimizing each component that ultimately determines the group climate. As a result, the economic system is built according to the assumed “management”, and to the (psycho) axiological criteria within this system.

However, educational differentiations of any kind involve a shift from the idea of training to the one of applying the main educational content. The importance of applying the main assumed strategies expresses practically a reality specific to the instructive domain where the educational process relates to the rules in this area. In this way, educational strategies put into practice offer alternatives and set certain values markers. Thus, the involved methodological resources support a certain form of economic reality, which makes possible the analysis of educational typologies depending on the managerial potential of the actors involved in this process. Moreover, the analysis of the educational system aims at an important aspect of social reality. Under these circumstances, the applied strategies lead to a methodological restructuring so that “managerial” decisions could be optimally projected upon the competitive dimension. In this case it is about making effective strategic development actions specific to managerial education. Also, from a social point of view, educational reality is a process of information valorization, which related to the idea of performance, highlights the operationalization of the objectives of the economic activities. In these conditions, the specific methodology of the educational process reveals a reference of the managerial-educational paradigms to the strategy assumed by the economic decision-makers. The analysis of such an approach lies in the fact that people involved in the educational strategy subordinate to a tacit conventionalism. Thus, an optimal systematization of the operational plan allows the placement of the informational content within a pragmatic
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### Strategic assessment within managerial society

Strategic assessment within a managerial society is situated in a value dimension. In this respect, at educational level, cognoscible structures reflect a pragmatic socio-cultural perspective. It is about legitimizing a human potential through which specific managerial attitudes are promoted. The analysis of socio-economic processes requires the recognition of the many theoretical and practical models. Therefore, the management of the decisional strategy involves a unique way of understanding and addressing socio-economic models and depends on the diversity of issues the contemporary society is facing. However, these issues cannot be taken into consideration without a decisional model that should accompany them in their educational and managerial approach. Under these circumstances, it is evident the complexity of the elements that identify themselves with information structures, being established an exceptional cognoscible paradigm that could cover the managerial need of society. The essential dimensions of an individual within a managerial society are acquired during his existence, based on knowledge, and at the same time while building up his dynamic personality. The evolution of managerial theories and models have confirmed the need for an educational management, determined by some issues, among which we mention the quality of human resource, the participation at the decision making process, the need of training and improving the managerial dimension, and the assessment, which is focused on quality and success. The success of such a management consists mainly in motivating the participants involved in the socio-economic approach in terms of
value. Concluding what was said above, we affirm the close link between the educational and the managerial part, that lead to a new socio-cultural model, through which there are valorized attitudes both within the society and within its educational process. The success of such a management consists mainly in motivating the participants involved in the socio-economic approach in terms of value. Concluding what was said above, we affirm the close link between the educational and the managerial part, that lead to a new socio-cultural model, through which there are valorized attitudes both within the society and within its educational process.

Pragmatic interpretations regarding the legitimacy of a pedagogical potential at educational level reflects a theoretical and a conceptual architecture through which cognoscible structures fit in a value dimension. Thus, the strategies used within an educational paradigm only provide a pragmatic socio-cultural perspective on instructional activities. Therefore, a new assumed educational paradigm must promote attitudes that should generate pragmatic valences given that there is allowed a permissive education correlated with the tolerant attitude of the educational actors.

As a systemic entity, education must play a role regarding the communication relationship between the educational actors. In other words, the way of addressing a social reality in the context of value education expresses stringent methodological problems that do not always find effective solutions. As a result, the acute need to try at educational level a reassessment of the axiological structures generates a permissive education through which the formal-informal paradigm reflects new forms of organization.

This fact emphasizes both a social and a pragmatic perspective through which the reality of an educational system itself is emphasized. In addition, the structural organization of a socio-educational system illustrates the potential value system through which the development of the cognoscible structures legitimizes the pragmatic nature of a social reality. Thus, seen as a social phenomenon, educational reality is a specific form of communication subordinated to a whole process of evolution. In this situation it is about the fact that social reality is closely interrelated to the reality of the objective world.

The existence of a process of communication refers to the idea of legitimacy of educational alternatives in the context of social pragmatism. Therefore, an overview of the organizational forms characteristic to a social system shows how human personality implements its own way of being through education. The dynamics of educational reality expresses actually methodological approaches on the instructional approach. In other words, this perspective reflects a process through which it is acknowledged the existence of educational alternatives in relation to the professional skills of the participating actors.
In these circumstances, we consider, first of all, that educational reality reflects an educational model based on competitive learning. Secondly, as far as desirable, at both theoretical and practical level, such an educational model must be supported by explanations based on human possibilities of learning and interpreting the existing laws at the level of competitive educational reality. Thus, the combination of the two issues leads us to argue in favor of the idea that social pragmatism and educational paradigm fit into an educational reality that can be “assessed” based on competitive axiological principles.

The development and the acceptance of social norms require specific forms of learning that, from a pragmatic point of view, reveals well-founded conceptual-theoretical correspondences. In this way, the expressiveness of the communication act highlights the importance of the novelty item when assuming new educational strategies. However, scientific explanations are organized according to social analysis, designed to somehow legitimize the assumptions related to the acceptance of such strategies within a managerial society.

The raised methodological issue points out that economic activity in general generates specific ways of interpreting educational reality. In this way, at social level there are concentrated organization strategies regarding the promotion and the assimilation of new scientific paradigms. Moreover, illustrating an educational pragmatism reflects the realization of certain needs of the system as such. In addition, scientific interpretations result precisely from theoretical-applicative connections expressed within the new paradigm.

The pragmatic approach to economic education emphasizes the instrumental value of methodological strategy, whose materialization involves the valorization of the educational content. Such analysis may lead to certain legitimacy on the need for media education and we believe that this is possible provided that certain supporting arguments contain varying degrees of complexity, understood as necessary and sufficient assumptions in the logic of the social reality. Thus, the interest in media education should reflect a perspective built on a style of thinking always submitted to a transformation process, where a paradigm does not replace another one, but completes each other.

This image expresses the fact that a form of educational strategy requires the consideration of conceptual-theoretical structures designed to support the architectonics of the pragmatism characteristic to the new paradigm. In other words, the substantiation of educational strategies represents a methodological reality through which it is highlighted the process of assuming new knowable structures. Moreover, this approach involves a series of activities characteristic to managerial education. In this way, we think that somehow the need for new theories and concepts within an educational paradigm is supported. Therefore, conceptual-theoretical differences reveal some problems that need to be solved.
only by reference of the attitude of scientific community to alternatives that can face the problems characteristic to the environment in which they occur.
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