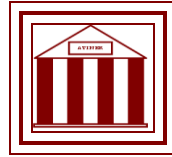


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**Claims of Business Ideology to
University Education**

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Claims of Business Ideology to University Education

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Abstract

*“Money degrades all the gods of man
and turns them into a commodity”*
Karol Marks¹

The fact is that both education and the economy are extremely important and influential areas of the state. Attest that not only the pages of history, but also all sorts of government reports, market research and evaluation of young people. Currently, it is clear that they were in the situation of having not only a mutual co-existence, cooperation. Thus, the hermetic idea of the university in accordance with reflections of classical thinkers in the public discourse has eroded (Mayo, 2011, p 144). In so-called "meantime" there is a lot of discussion on the effects of this interaction, which are taken threads of relationship with industry, education, graduate profile and the related problem of academic mismatch to the expectations of the employer, or, finally, it was worthwhile to study as such.

In this article I would like to take a look at the submission of the university market regulation. Kind of a priori, I advance the thesis that **the business ideology inevitably engages with the academic world, but in unauthorized way claim to the seizure of claim ethos of the university.**

Keywords:

Corresponding Author:

¹K. Marks (2005). *W kwestii żydowskiej*. Warszawa: Studenckie Koło Filozofii Marksistowskiej (Uniwersytet Warszawski), s. 19.

Teleology of university

In the literature, one can easily find the voices of praise for the noble mission of the university, emphasizing its social and universal significance for mankind. Mieczysław Krapiec postulates that the purpose of the university have been investigations over the man as independent being and over the means which enable it to rational action. Man-person is the goal for himself, since it was created in the image and likeness of God, and only in him can attain the fullness of his existence. For this reason, it is necessary to know the ontological structure of man and its rational action, freedom and its limitations. So vast area requires a structured study (Krapiec, 2000, p 607). From the time of Wilhelm von Humboldt State University position has become more important because it was the best school, having the privilege of proclaiming what a country can be regarded as true and right. It had also guaranteed the status of a research institution. A similar thought upholds Kazimierz Twardowski, claiming that the university has to fulfill the momentous task of bringing humanity expressed in the light of pure knowledge, enrich and deepen learning and acquisition of scientific truths and probabilities, and to cultivate the skills of their investigation - thus creates the highest intellectual values that would arise man in participation (cf. Twardowski, 1992, p 462). It is no wonder that university education in their idea is identified for the highest level of knowledge and the peak in the official structure of education. It requires, therefore, the relevant maturity for both moral and mental (cf. Alarcon, 2009/2010, p 6). Jadwiga Mizińska emphasizes that "traditional university stand out against their background (higher education institutions - P.Ch.) (...) collection, storage, fostering and cultivating universal knowledge, with respect to all people and which deals with human generalities" (cf. Mizińska, 2012). To put university target *tout cort* can say that it seeks the truth in the way of scientific knowledge in accordance with the strict methodological rigors.

The Business Ideology - A Synthetic Characteristics

Attempt to precisely define what is the ideology of business is not an easy task because of the numerous controversies and conflicting views on issues of entrepreneurship, business ethics, and finally the philosophy of neo-liberalism. Much of the work in the domestic and world literature focuses on the negative tone of concepts analyzed here, forgetting the ethos presented by specialists in economic and social conditions.

In this paper, saying "the ideology of business," I would like to refer to a set of principles and values that were hidden by the concept It is a kind of philosophy, the way which follow the entrepreneurial people Well, this issue gives Kazimierz Denek, who argues that modern civilization is referred to as a "knowledge society" is under considerable influence of neo-liberalism, which has a gigantic economic development, uncontrolled market forces and consumerism (Denek, 2011, p 195) The ideology of neo-liberalism has gained

supremacy delving deep into the human consciousness, becoming an integral part of common sense, by means of which people interpret and understand the world, and which are guided in life (Harvey, 2008, pp. 9-10, by: Potulicka, 2010, p 282) Undoubtedly still strongly affect the business sphere, as it is in that business often find their realization of neo-liberal aspirations.

The central place in this kind of reflection on the socio-economic reality takes market. **The free market is a kind of stage** where operators take the ruthless struggle that seeks to eliminate rivals. In this regard, business man, like a wolf in the vision of Hobbes (supplemented by the principle of Machiavelli - "the end justifies the means"), selfishly seek to achieve individualistic goals (Gajos, 2000, p 115). Even Milton and Rose Friedman wrote that "self-interest is not shortsighted selfishness. It is all that stirs interest among the participants exchange all, what value is each of the objectives pursued "(2012, p 567). The freedom of the free market *ex definitione* implies **reluctance to state paternalism**. Walter E. Williams expresses explicit sharp judgment that "state intervention appears naked in the face of properly thought out arguments related to private property, voluntary exchange and balance of the markets" (2012, p 601). Andrzej Szahaj argues that the assumption that the state is in principle an obstacle to economic development is fundamentally wrong, because not supported by the history of the known solutions to the political and economic (2012, p 99). Zygmunt Bosiakowski notes that the starting point is **economic equilibrium of supply and demand**. The criterion of efficiency investments are profit management, and the objective function of an operator is to maximize profit. As the market forms of management strives to multiply capital in accordance with the principle: if you can not use the capital asset itself, give the opportunity to be used by others (cf. Bosiakowski, 2008, p 17). Kaufmann, Franz-Xavier in the early 90s of last century drew attention to the fact that **in the field of interest is the individual with the productivity**, and therefore tax payers of the state (Marx, 2009, p 106). Is forgotten thereby, that in Christian social teaching work is conceived as a human, personal expression of life, and the capital is a tool, implication of the result (Sutor, 1994, p 316). Archbishop Reinhard Marx notes that "today, not only entrepreneurs compete with each other, but also workplaces, and thus the people in it. Workers employed in one, but having branches in many countries worldwide concern are no longer for themselves but their colleagues, but also, and above all, whether they want it or not, rivals" (Marx, 2009, p 219). Behaviour of this type (in both humans and animals) noted naturalist and ethologist Konrad Lorenz. He stated that the competition of people stems from a game that relieves tension and triggers joy, but sometimes turns into a fight, making it the stress (Lorenz, 1986, p 122). Lorenz also stresses that **the race between people with good financial** goes hand in hand with a compulsive urge of getting money and the compulsion to win the race, as in man there is an innate desire to achieve a high rank in the hierarchy (Ibid, p 138).

Creation of business reality is not necessarily based on the categories of identity and ethics, but rather economics¹. Zbigniew Kwiecinski points out that the market "justifies selfishness and greed in human relationships, suspend all ethical reflection on them" (2000, p 191). In addition to the spontaneous order of the free market economic system is synthesized, so that morality does not play there any significant role (Jabłoński 2002, p 219).

Tomasz Szkudlarek notes that the market is based on the quantified value of money and the education market has no direct measure of this kind. So they are a kind of replacement for the performance of pupils / students understood the final value (measured by number), e.g. test results, a decision to accept on specific course of study. Thus, the valuation is not subject to gain knowledge and skills a student / student and work through it inserted in the self-development (Szkudlarek, 2002, p 98). Through the transfer of the center of gravity of the economic criterion seeks to harmonize the education system regardless of in its essential diversity. To put it simply - it's cheaper (Ibid, p 93).

Claims against University Education

It is obvious that the labor market is one of the main recipients of the effects of the education system. Also the same education significantly affects the situation on the labor market during the recession, and with better economic situation dependency is lower (Fedorowicz, Sitek, 2010, p 283). Today, **the higher education paradigm has changed** - with the increase in demand for higher education has become a necessary condition, but not sufficient for success in the labor market. The reason for this is increase in the percentage of students entailing the phenomenon of inflation diplomas. Observable is also a mismatch between the technical ("hard") and non-technical ("soft" - emotional, social) skills (Szafraniec, 2011, p 137). Nevertheless, young people are fully aware that education does not guarantee employment, but can at least reflect on himself and transforms into a necessary measure against degradation. For this reason, interest in the study has been favored by (Ibid, p 91). However, today, in terms of both demand and supply of education reached a kind of saturation effect (Borowicz, 2000).

Today, the **meshing of education and work** has become a reality, as members enter the education system to the labor market, as well as labor market members participate in education in order to increase its own

¹This mental shortcut needs to be clarified, because it is not so, that the reality of business is stripped of ethical reflection, evaluation and axiological system. It is not, however, rooted in the universal system of values correlated with morality flowing natural law (unbelievers), and the text the Bible or theology of Christian (Catholic or Protestant) (believers). In this case, we are dealing with Social Darwinism supplemented with machiavellizm and relativization of all values. As a result, a picture emerges of brutal combat environment where there are rules, "the stronger wins", "no one will judge the winners", "my interests are paramount", "today A is good, tomorrow may be B". Issue raises wider by Jacques Maritain at paper *Man and the state*.

competences (Fedorowicz, Sitek, 2010, p 241). However, it is possible to indulge in educational activities and work in different proportions. According to the statistics contained in the report of *Society on the road to knowledge 2010* decreases with age participated in formal education to working life (Ibid, p 259). Young people also emphasize that it is important to economic activity (e.g., work, volunteer, internship) and professional (e.g., interest, training, professional development) taken during the study. It is not enough, however, extensive CV but it must be demonstrated that the experience translate into gain specific skills and knowledge (Buza, Niedziałkowska, 2010, pp. 9, Zaremba, 2012, p 114). What's more, people who want to stay in the modern labor market must be constantly improve their skills (Boni, 2009, p 113).

Empirical data defend the thesis that in most OECD economies are in great demand for high skills and the labor market is paying for them to get a high price in the form of wages and salaries (Fedorowicz, Sitek, 2010, p 252). Moreover, the period of unemployment is inversely-proportional to the increase in the level of education, and the longer the worse job search prospects of finding it (Ibid, p 247). On this basis, it can be deduced that the value of higher education has a stable position with an upward trend. However, the decision to take up education is identified with an investment that, according to the theory of human capital, is expected to deliver tangible benefits to one who invests. Hence the duration of education is the resultant balance of benefits and costs (Ibid, p 255). The problem of unemployment is apparent in particular from the fact that the **mismatch of acquired skills while learning the needs of the employer**. The conclusion that the unemployment rate is largely the result of the incompatibility of demand and supply of labor is unanimously discharged by many theorists and practitioners (Ibid, p 244; Szafraniec, 2011, p 128). Thus, the process of learning and its contents are anachronistic dimension¹ (Boni, 2008, p 142; Hejwosz, 2009). Also present is another problem - **education did not adequately prepare to enter the job market and perform tasks specific to a particular job** (Fedorowicz Sitek, 2010, p 267). In the eyes of employers often employees with appropriate training they can carry out the tasks assigned to the position. Not seldom the case that graduates of professional work has nothing to do with the acquired education (Bąkiewicz, Omen, 2010, p 5). Getting a formal education still does not prejudice anything, does not translate into fact to have the desired practical skills. Accused higher education to occupational malpractice dominance theory over practice, lack of information sharing with industry, lowering the level of preparedness of students and a low flexibility in adapting to the needs of employers. The employer is therefore required to pay all costs (money, time, efficiency etc.) independent apprenticeship employee to work (Fedorowicz Sitek, 2010, p 267). The requirements of employers completely fail to match skills to the schools and colleges attach importance. Since the holders of a

¹On the other side locate the attention JF Lyotard, which indicates that the new ICT capabilities determine the nature of science. Hegemony of computer makes the selection of new research directions dictated by the ability to translate these results into machines or bits of information. Teachers are then reduced to the form of data media (cf. Żardecka-Nowak, 2012, p 181).

university degree are expected to: foreign language (66%), computer skills (56%), professional (57%), self-reliance in action (33%), communication skills (29%), specific skills the profession (29%), good organization of work (28%), work as a team (24%), interpersonal skills (22%), availability (17%), analytical skills (15%) and creativity (15%) (see A. Dziedziczak-Fołtyn in: A. Buchner-Jeziorska, 2005, by: Szafraniec, 2011, p 129).

"Hard" data contained in the cited research reports clearly indicate the need for higher education reform. The authors of report *Society on the road to knowledge 2010* citing figures from the Labour Market and Education Observatory of Małopolska accent "(...) the need to continue to find ways to support the development of vocational education, which to a greater extent will prepare graduates to work, including through better professional preparation and practices carried out under conditions as close as possible to the actual place of work" (Ibid, p 266). Also the government strategy supports the achievement of these objectives. It is recommended to increase access to higher education, their modernization, competitiveness, matching education to labor market requirements (both in terms of content and formal) to contribute to the country's economic growth, and improving skills in science, mathematics, creative thinking, problem solving unconventional (cf. Boni, 2009, pp. 376-379). One idea is to design the National Qualifications Framework (NQF), which aims at overcoming the negative effects of graduate education pursued in isolation from practice (Szafraniec, 2011, p 129).

Sometimes tries to defend the myth that great Polish university educated professionals, putting forth opposite arguments proving that they are employed in Western companies. Of course, this kind of rhetoric is not the rule, because in most cases, graduates of the leading Polish universities, universities of technology and economic perform simple accounting work, or other activities designed for graduates of colleges or vocational courses (Jajszczyk, 2009, p 79).

Idealism of idea of a university is an obstacle in the way of its materialisation. Allan Bloom in his much-discussed work *Closing of the American Mind* makes clear the idea that the fundamental problem of the modern university is the complete blur concept of truth in the way of relativism truths, or even outright denial of absolute truth. There is therefore no point in continuing the pursuit of truth, virtue (Polakowski, 2007, p 44). It is better to transform the fields of study in flexible teams of professional courses (Ibid, p 48). Eugenia Potulicka notes that "in our post-national, global perspective, the conditions set out under-funding, universities are an instrument to promote economic growth and strengthening of economic competition. They play a subordinate role for the business. Knowledge is treated in terms of market value in use, utilitarian" (2010, pp. 286-287). In a world set to the "here and now" classic idea seems to be simply unattractive.

Word of Summary

Linking university education organized by the classical vision of the Alma Mater with the requirements of the labor market (wider by economy) is similar to the dispute between the opposition qualities: general - detail of the theory - practice. Moreover, the attempt to synthesize the above expectations state students, graduates, academic faculty and labor market becomes more and more difficult to achieve (Kwiek, 2011, p 77). Interestingly present the results of research M. Pluta-Olearnik, according to which both business and academics point to the need to combine science and business. For entrepreneurs, this aspect is rated as very important (49.6% of respondents) or very important (44%). The researchers also believe it's very important in 78% of cases, and to be quite important in 20% (cf. Pluta-Olearnik, 2009, pp. 96, 107). The results prove the fact that university education and the economy does not have to be a competitive approach, but may become complementary. By Jerzy Woźnicki I note the need to develop a strategy taking into account the evolution of the college external volatility (in the political, economic, social), assess the impact of non-permanent school environment, develop its own strategy and the introduction of internal changes within the system of study, organization and management, quality assurance. That strategy should be linked to the duly adjusted market categories: **the market - but academic competition - but also cooperation, the customer - the consumer, diversified, not always having the right, management - also the representation of the environment, the profit - but not as a primary objective** (Woźnicki, 1996, p 48).

In addition, it would be erroneous evaluation of the quality and relevance of university trying to connect with the requirements of the economy solely through the prism of bitter negativity or carefree euphoria. The prospect of that collaboration brings both interesting opportunities and threats. The strategy seems to be simple - should seek to maximize the benefits and risks leveling according to the Aristotelian principle of the golden mean.

In my opinion the ideal solution would be a fragmentation of the education system in the initial part of a general nature, developing humanistic piece in man and in part practical and professional preparation for performing professional roles. This solution in fact synthesized University with market requirements while maintaining esteem and universities in pursuit of social expectations. Universities as a special kind of institution should take care of their own autonomy in carrying out the task of training the elite intellectual culture and multiply at a high level. They protect the value of doing science and maintaining the standards of intellectual, methodological and ethical issues. In addition, the modern university are needed masters and guides of students and academic staff as partners students (Szymański 2004, p 79). Perhaps a second area of training will be carried out outside the university, because this is not (and will not be much longer) to represent the level of specialized professional institutions.

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