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# **THE OVERALL FACTOR OF ALL GOOD – THE WELL-BEHAVED AND EDUCATED PERSON**

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**Abstract:** The article deals with the issue set as its title. It is essential for the efficiency of any other activity and our civil behaviour. As it is in many other countries, it could become a reality in our country as well, provided that the central government and private funds spending on science and education grows at a faster rate than the budget spending in any other aspect and its quality is improved proportionally. This thesis is corroborated through conceptualization of the issue as per its status quo in the current context and explanation of its importance for the overall social development.

**Keywords:** national ideal, strategy, productivity, quality, alternative price, migration.

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## Introduction

*The power of the state is in education.  
It defines the destiny of the country.*  
**(Park Chung Hee)**

*Uneducated people are their own foes.*  
**(Todor Vlaykov)**

**A**n inspiring national ideal is undoubtedly of key importance for a successful and sustainable development. According to Prof. T. Tanev proves (Tanev, T., 2016), its realization implies both an adequate strategy (path) and its transformation into a national cause (common cause). Moreover, our national ideal was defined a long time ago as our native country being in its juridical and political form of a "just (non-discriminating) and venerated (loved, respected, and treasured) republic" and following the strategy (direction) for mass education and upbringing proposed by our Revivalists and sublimated in the Anthem of the Bulgarian Education by S. Mihaylovski and P. Pipkov.

As far back in time as the days of Ancient Rome, it was believed that there was no greater power and greater wealth than people. The Enlightenment adopted as its key impulse the behest "Dare to know!", which turned science and education into the main drives of social development and a support for everything. Today they are an even greater necessity. A scientific, technological and digital communication and information revolution unprecedented in its scale and diverse effects is underway. It, according to Jeremy Rifkin, globalized human consciousness and brought to the fore not so much material pursuits as the need for high human qualities (Rifkin, 2005, p. 9, 13, 262). Ultimately, it requires that we should keep abreast in order to fit successfully into the changing conditions and environment.

I will try to defend my thesis defined as a title, following the usual cognitive procedure - conceptualizing the problem in its context and explaining its significance for the overall social development.

### **On teachers, learners, and social environment**

The growing modernization of life combined theoretical and practical training and put forward five basic requirements for the qualities of modern educators: **vocation, diligence, professionalism, persistence and authority**. It is these qualities that turn them into highly effective mediators who support,

facilitate, stimulate and motivate learners. In effect, they should give them abilities for independent reasoning and decision-making taking into account both the specifics of life problems and a culture of civil behaviour.

It is especially needed today for many reasons. The fact is that not only our domestic but also the international environment is becoming an important factor. The world is open for contacts, learning, and travel and more often than ever requires foreign language knowledge and skills. The Internet, the social networks and the digitization of almost everything are also changing the way people communicate, learn, and interact. They facilitate and individualize the choice of contacts and information. However, to some extent, they take away the warmth of the direct interaction between teachers and learners, which is transferred to our social interaction where we do not adhere to the rules of good public behaviour. Being poor, the lust for money has impaired our spirituality and humanity. This decreases the importance of moral values, tactful behaviour, emotional restraint and tolerance. There is no respectable decency to counteract thuggish disrespect and vulgarity. The deterring role of the family, the educational system, and the civil organizations and institutions is missing.

The result is evident from the NSI's statistics and newspaper publications. Compared to previous periods, the number of primary and secondary school graduates today is quite alarming. In five years, from 2018 to 2022, the number of primary school graduates decreased from 71.8 to 61.3 thousand, and that of secondary school graduates - from 49.5 to 36.4 thousand. The number of those who completed higher education with a bachelor's and master's degree also decreased drastically. In 2021, they were 58.3 thousand, and in 2022 – 48.8 thousand (including graduates of secondary education in previous years). This is only partially due to our declining population, and possibly - to emigration as well. The main reason is the growing number of dropouts, who indulge in idleness, hedonism, and criminal activities. All these facts further increase the responsibility of parents, educators, politicians, law enforcement agencies to the society in view of the present and the foreseeable future.

The famous philosopher Karl Popper was right to claim that our adaptation to the environment is also a kind of knowledge. But since we cannot adapt to it, we behave in such a way as to modify it to suit us (Popper, 2008, p. 282, 286). As the French philosopher Luc Ferry points out, when the focus of society on its own problems is replaced by a dissipation of public efforts, the future is blurred in the disappointment of the present (Ferry, 2017, p. 26). Such is the situation today in our country. It is high time for a reaction.

### **The dilemma we face**

It is extremely important to be understood at every social level that the support and spending on both for good working and living conditions and for high- quality scientific research, upbringing and education are the most important investments. Their growth has a long-term and diverse cultural and professional effect and a positively influence on everything else. Therefore, **the attention and resources allocated to this paramount sector as a share of GNI should grow faster than what is allocated on average on everything else.** Otherwise, the quality of scientific and educational results would decrease, which will impair the performance of all other economic sectors as well as the quality of social relationships. It is no coincidence that education in the most developed countries takes the longest time and is most expensive but in turn is subsequently paid off in terms of strong leadership at central government level and in the various sectors and levels of public life. In comparison, in our country both the funding and the public effectiveness of scientific research and education are insufficient, which is due, among other things, to non-compliance with the available analyses and results. We need to change our attitude and policies towards this activity of paramount utility and importance. Otherwise, the conditions and quality of life, including the life of academics (both teaching and research staff) would become problematic. **The dilemma is either to allocate all resources needed for science and education and use their output to support all other sectors or to further weaken their effects in all social spheres.** It stems from ignoring the specific characteristics of the activities.

### **The effects of material and spiritual activities**

The reason why the associated costs and the price of our scientific research, educational and qualification activities are rising is quite profound and significant. Rather than being administrative, it is rooted in their own specifics and hence – economic, related to the nature and importance of this are of primary importance.

First, as a rule investments and remunerations in material production sectors depend on the level of performance. Its rate of growth is still insufficient to ensure accelerated convergence with the leading EU member states in terms of GNI per capita. In general, however, its growth increases the overall wealth and hence incomes. If wages rise above the level of productivity, inflation rates will rise accordingly to reduce nominal incomes to acceptable levels.

In the field of education and scientific research, however, due to its specific characteristics, the principle of reward based on performance cannot be applied. It is not possible, to teach or learn faster without loss of quality just as a symphony cannot be played faster to save time. Not all work is productive. A libretto, as A. Chekhov used to say, is not yet an opera. Modern technologies are changing the ways of pedagogical and research work, but they can economize only on routine functions and non-creative time. As the saying goes, if a machine can replace the educator or the researcher, they deserve it. In order to save resources, higher education institutions often increase the number of students per teacher. In terms of quality, however, the global trend is to limit this number in order to make direct contact and control more effective. Certain savings in the field of training and scientific research are likely only if it is possible to restructure scientific and educational activities, optimize personnel, receive and process the necessary information in a timely manner, create teams suitable for the nature of the activities with a view to their effective and smooth running, the contracting of services with external contractors. But this cannot be permanent and does not save much resources.

Second, in material production, an increase in costs, including wages, may not make production more expensive, as productivity increases and a unit of product may even cost less. This is not the case in research and education as well as in arts and some public services because cost increases are not offset by increased productivity. The budgets of scientific institutes, laboratories, schools and universities must be increased either through corporate and state (municipal) subsidies, or through higher fees from students, which can block their access to education due to poverty.

According to the laws of market economy and the single (national as well as international) market, **when productivity in material production increases, remunerations in the educational and research sphere must also increase.** This is justified by the fact that the opportunity cost of labour in this sphere increases as well. Of course, this approach must be based on increasing the quality of this activity. I have not come across any official figures, but there are rumours that even the personal loyalty bonuses received by some business people are greater than the salaries of scientists and educators. Obviously, these people are well aware of what they could earn in another sector for the same amount of labour if they were not engaged with their current employment. It is normal for them to want to receive the missed benefits at their workplace. This claim is nothing but a manifestation of the law on the single market and the single price for comparable types of labour. It would not be an undeserved gift.

The objectively determined impossibility to increase productivity of scientific and educational activities the way it can be done in material

production, is compensated by an equivalent opportunity to increase their quality, which also costs more. But this opportunity raises a dilemma. On the one hand, it will require such an increase of government spending on education and research that would allow those employed in these fields to establish themselves both as professionals and well-paid citizens. It is also a prerequisite for attracting talented candidates with a vocation for career development as educators and scientific researchers. After all, according to the principle of justice, the remunerations for jobs that require superior qualification, such as those of scientists and educators must also be higher. On the other hand, the level of costs in this field could be maintained if some of the people employed in the sector find alternative employment look elsewhere, which would lower the quality of the educational product, as often happens when established specialists have to look for alternative employment or second jobs. As Klaus Schwab, founder and chairman of the annual World Economic Forum summits in Davos, notes that "workers who move from task to task to make ends meet " will suffer loss of "labour rights, bargaining rights and job security." (Schwab, 2016, p. 50).

In today's open society, the problem of value discrepancies is becoming even broader because the opportunity cost of research and education is taken into account no longer on a national scale but on an international scale, which gives rise to a proportional propensity for migration of scientists and educators. The same applies to production of goods and rendering of services such as those provided by doctors and nurses. **The reason lies in the fundamental contradiction that our needs are formed according to international standards and should be satisfied according to our national capabilities.**

Ultimately, it can be said that the socio-economic logic behind research and education can be formulated as follows: If the productivity of material production (and hence remunerations) does not grow, then both in these sectors and in the sector of science and education the alternative price of labour will not grow and we will all be equally poor. The situation in the advanced economies is different. Along with the development of technologies and the increase of the quality of "social capital", such as decent social relations, the growing quality of the "human capital" generated by the educational system has become an important factor in these relations. As a result, the opportunity cost of each type of labour increases and in case of dissatisfaction, the propensity to look for a second job or emigrate increases as well. Timothy Snyder is right when he points out that any institution can cultivate good, but it itself also depends on it (Snyder, T. 2018, p. 23). The same applies to the scientific and educational system.

Therefore, the quality of public relations and labour productivity should grow at faster rates in our country as well. To support scientifically and educationally the other economic activities, **the sector of science and education should outperform them both in terms of the quality of its output and in terms of the subsidies it receives and the remuneration to its employees.** The increase in the quality and productivity of labour as well as the its compensation must be considered not only in terms of a specific industry or sector, but also at a systemic level in society as a whole. As, by the way, the laws of the economy operate, including the single labour market. **If labour productivity in industrial production sectors and the quality of science and education do not grow or if they grow but are not compensated with an increase of the cost of these activities, the ultimate consequence is the disintegration of society and our divergence rather than convergence with the member states of the European Union.**

### **Conclusion**

I conclude my presentation by referring first to the famous Bulgarian theoretician and historian of ideas, Tzvetan Todorov, who lived in France. He points out that it is necessary to keep alive the spirit of the Enlightenment. And we, like the great enlighteners, and also like our Revivalists, are condemned to seek truth rather than possess it (Todorov, Tsv., 2009, p. 114). The world-renowned cognitiveist Steven Pinker is also right when he claims that the growth of knowledge constantly redefines the quality of being human. It, along with the state, the family, property, is one of the most powerful forces of society. It is investing in education that first led to accumulation of wealth and eradication of extreme poverty. The countries with the fastest rates of development are those that have educated their children most extensively. The growth of education is the flagship of human progress (Pinker, S., 2018, pp. 248-250).

So, the solution to the resource problem in the system of science and education is not be something new. It is rooted in following the development trends of human activity itself. In the past, industrial revolutions were done by diverting resources from agriculture to industrial sectors. Today, the dominance of human capital over physical capital is crucial. It requires the release of resources from material production and their redeployment in the sector of intensively produced and used knowledge as the main characteristic of the radically renewed modern life. Let's follow this path in order to be a dignified and equal member state of the European Union.

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