THE MANAGEMENT AND EFFECTIVENESS OF PROFESSIONALIZATION: AN EDUCATIONAL-BASED EPISTEMICAL STUDY

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ABSTRACT

This academic paper was developed with the aim of analyzing the management challenges for the effectiveness of professionalization. Managers of companies and educational units must contain all their demands in a unit in the administrative sector, so that there are no gaps or divisions in the separation of problems, such as lack of communication and difficulty in working as a team. Therefore, thinking about the actions of managers is immensely important for a good forwarding of professionalization. This is a bibliographical and documentary research, with a qualitative interpretive nature. With regard to the conditions for the effectiveness of the management process in the Brazilian business and educational fields, it became effective for us to carry out a bibliographic survey of existing studies on the subject since the turn of the 21st century. It is argued, therefore, that it is necessary to adopt a more professional and qualified management for the development and concreteness of the professional subject, as well as all those involved in the administrative system.

Keywords: Management. Professionalization. Subject.

RESUMO: Est*e trabalho acadêmico foi desenvolvido com o objetivo de analisar os desafios de gestão para efetividade da profissionalização. Gestores de empresas e unidades educacionais devem conter todas as suas demandas em unidade no setor administrativo, de forma que não existam lacunas nem divisão na separação de problemas, como a falta de comunicação e a dificuldade de trabalhar em equipe. Pensar, portanto, na ação dos gestores têm imensa importância para um bom encaminhamento da profissionalização. Trata-se de uma pesquisa bibliográfica e documental, de cunho qualitativo interpretativista. No que diz respeito às condições para efetividade do processo gestor nos ramos empresarial e educacional brasileiro, tornou-se eficaz que fizéssemos um levantamento bibliográfico de estudos existentes sobre a temática desde a virada para o século XXI.   Defende-se, portanto, que é preciso adotar uma gestão mais profissional e qualificada para o desenvolvimento e a concretude do sujeito profissional, bem como todos os envolvidos no sistema administrativo.*

Palavras-chave: Gestão. Profissionalização. Sujeito.

INTRODUCTION

Some companies are of great importance in the economy of Brazil and in several countries, which corroborates to enhance Professionalization. These start their activities with their founders' own resources, in which the subjects pool their savings and invest in the businesses they want to open to subsidize their own livelihood. Thus begins the management process.

Given these initial considerations, this academic work was developed with the aim of analyzing the management challenges for the effectiveness of professionalization. Managers of companies and educational units must contain all their demands in a unit in the administrative sector, so that there are no gaps or divisions in the separation of problems, such as lack of communication and difficulty in working

as a team. Therefore, thinking about the actions of managers is immensely important for a good forwarding of professionalization.

In the sense of companies in the educational and health sectors, given their problems, this work will investigate the effectiveness of professionalization with a view to excellent management. It is necessary to consider that the democratic management of education is present and represented in the Federal Constitution of 1988 (CF/88), in the Law of Guidelines and Bases of Education (LGB/96) and in the Law Project of the National Education Plan that is in appreciation in the Legislative Houses (PNE 2011-2020). Thus, with regard to Education, in Chapter III, Section I, in its article 206, item VI, the democratic management of public education is instituted.

In methodological terms, it is a bibliographical and documental research, of an interpretive qualitative nature. With regard to the conditions for the effectiveness of the management process in the Brazilian business and educational fields, it became effective for us to carry out a bibliographic survey of existing studies on the subject since the turn of the 21st century. It is argued, therefore, that it is necessary to adopt a more professional and qualified management for the development and concreteness of the professional subject, as well as all those involved in the administrative system.

As for the structural divisibility of the manuscript, after the Introduction, the first section adds a discussion around the axes of administration, management and professionalization, and to complement this discussion, two figures were brought up. After this theoretical section follows the methodological part of the work, in which we mention some works that guided our research, as well as dealing with its classification. Finally, there are the final considerations.

ADMINISTRATION, MANAGEMENT AND PROFESSIONALIZATION

We start from the principle that "To manage is to conduct the actions of organizations, develop an organizational plan for all related activities" (CHIAVENATO, 2014, p. 47). According to records by Ludovico and Santini "[...] it was only around 1940, in the United States, that the practice of marketing emerged, because of the need to increase sales, following the growth of industrialization" (LUDOVICO; SANTINI, 2013 , p. 5). In its praxis [...] The administration is than the rational conduction of the activities of an organization, whether profitable or not. It deals with the planning, organization (structuring), direction and control of all activities at work (CHIAVENATO, 2014, p. 1-2). Let's look at an example of Business Resources linked to Factors of Production:

Figure 1: Example of organizational structure of the Institution's financial area
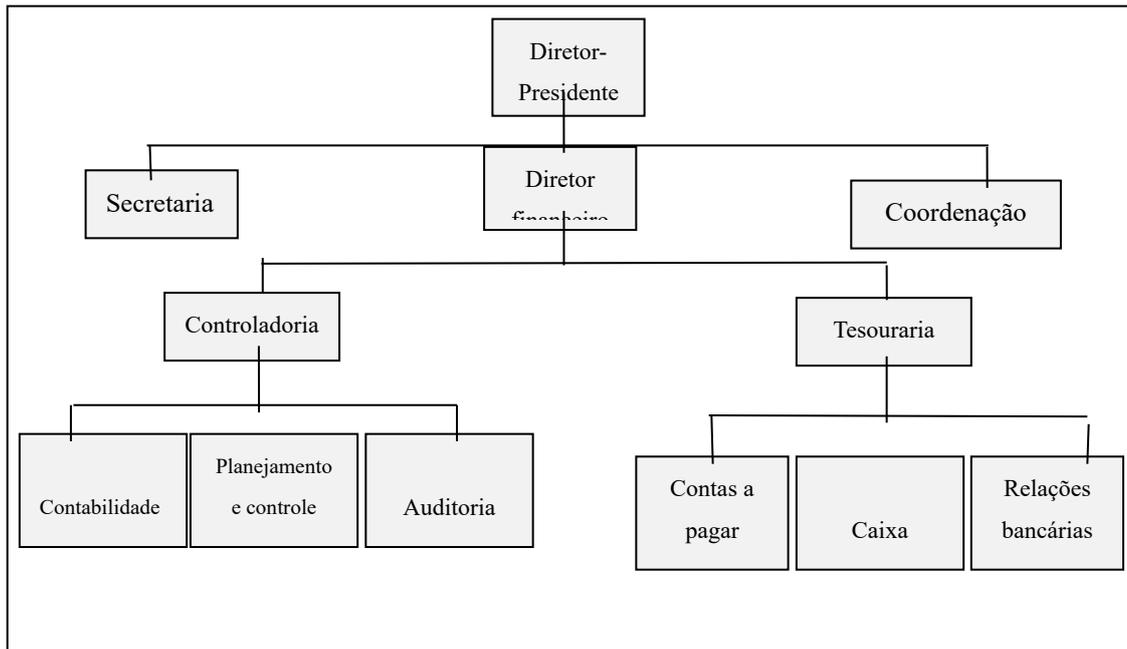

Fonte: (CHIAVENATO, 2014, Pag. 23)

Source: Chiavenato, 2014, p. 23

In general, the Financial Management function is associated with a company executive who coordinates the activities of the controller and treasurer (CHIAVENATO, 2014, p 23). In any company, even small ones, financial management is the area in which the greatest attention should be paid, given that it is the generating matrix of the company's activities in the market (CHIAVENATO, 2014). According to Chiavenato (2014, p 14) "The two main objectives of FG are: the best possible return on investment - which is profitability or profitability - and its rapid conversion into cash - liquidity." However, it is possible to verify how much financial management is of great importance for the educational company.

In educational institutions, the expectations of subjects are shaped by perception and commitment and generate conflicts in organizations. During decision-making, it is necessary for each administrator to position themselves in view of their expectations, perception and commitment to the organization (CASILLAS, et al., 2007)

Some, the most involved with the governing bodies, tend to interpret this result as conjectural and motivated by certain changes in the business environment (CASILLAS et al., 2007, p 82). In view of the above, we can see, in Figure 2, the manager's process of experiences and expectations, which presupposes that he/she has a perception of the architecture of his/her work environment.

Figure 2: Experiences and Expectations Process
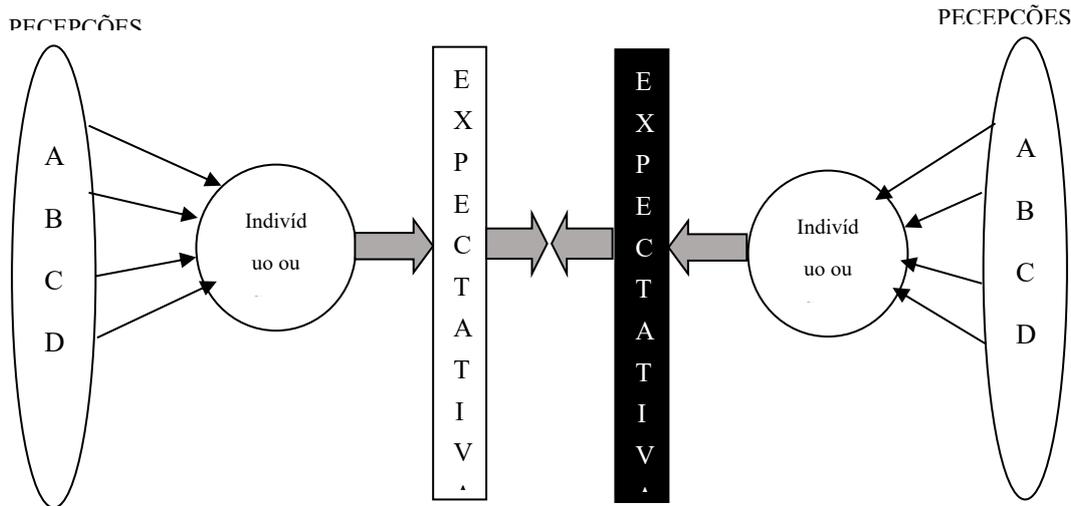
Source: Casillas, et al., 2007, p 83

As seen in Figure 2, "Expectations therefore depend on how facts are viewed. Differences in the processes of perception cause, consequently, differences in expectations and they are the ones that, at a given moment, provoke a conflict. [...]" (CASILLAS, et al., 2007, p 82 and 83). This means that in the management process for the improvement and circumscription of professionalization there is a long path of experiences, as the subjects do not act alone, but are correlated with each other, and therefore they are on the threshold, between expectations and experiences.

It is essential that we resort to provisions of the Law that establish democratic educational management:

The importance of education and its impact on the population's quality of life is so evident that there are many other national and international legislations, in addition to those already mentioned, that discuss the legitimate right to education. As examples, we can cite two articles of the Statute of the Child and Adolescent (ECA), Law nº 8.069, of July 13, 1990 and an article in the International Charter of Human Rights, also entitled Universal Declaration of Human Rights, adopted and proclaimed by the General Assembly of the United Nations (UN) in its Resolution 217A (III) of December 10, 1948 (BRASIL, 2007, p. 57)[1].

According to what is explained in the official MEC document, the participation of teacher democratization in the composition of the management process enables collective work in accordance with the needs of the school community. Article 15 of the document on Democratic Management of the MEC states that "Education systems will ensure public school units of basic education that integrate them with progressive degrees of pedagogical and administrative autonomy and financial management, in compliance

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[1] A importância da educação e do seu impacto na qualidade de vida da população é tão evidente que há muitas outras legislações, nacionais e internacionais, além das já citadas, que discutem o direito legítimo à educação. Como exemplos, podem-se citar dois artigos do Estatuto da Criança e do Adolescente (ECA), Lei nº 8.069, de 13 de julho de 1990 e um artigo na Carta Internacional dos Direitos Humanos, também intitulada Declaração Universal dos Direitos do Homem, adotada e proclamada pela Assembleia Geral das Nações Unidas (ONU) na sua Resolução 217A (III) de 10 de dezembro de 1948

with the general rules of public financial law". Thus, in the view of Maximiniano (2000, p179) "[...] The organization that plans seeks to anticipate changes in its internal systems and in the environment, as a way to ensure its survival and efficiency." Because it is through good planning that companies can achieve the desired goal.

With regard to professionalization linked to the management process, Lopes (2014) helps us to understand that "The constitution of a body of knowledge specific to the profession of being a teacher is at the base of the processes of professionalization and the exercise of professional teaching" (LOPES, 2014, p. 6, emphasis added). Such knowledge is considered as vital instruments and help us to understand the "importance that the composition/legitimation of this body of knowledge has in its interface with projects aimed at achieving greater professionalism and, more specifically, with the processes of building a more effective exercise of teaching professionalism" (LOPES, 2014, p. 6).

For Gauthier (2006), professionalization directs us to two different but interdependent processes: professionalism and professionalism. The first "[...] consists of a set of more or less formalized characteristics of a profession at a given time" (GAUTHIER, 2006, p. 167). The second is an external process that "[...] somehow implies a work that tends to favor the recognition by society of the experience that the members of a professional body have" (GAUTHIER, 2006, p. 168), which it would be, according to Lopes, "related, therefore, to occupational control and the elevation of the social status of the profession" (LOPES, 2014, p. 7).

According to Lück (2006), effective management leads subjects to the real positioning of people as active, conscious and responsible beings for social processes. It is in this sense that democratic management is defined for Araújo (2009, p. 20) as "[...] a way to enable all beings involved in the institution to exercise their citizenship with greater assertiveness, relate better and achieve freedom of expression. In the case of professors who are the protagonists of teaching, "those involved incorporate more knowledge, whether formal or informal, making them more responsible, autonomous and creative" (ARAÚJO, 2009, p. 20).

According to this discussion, we can understand that the subject is an agent "who, in their social and historical relationships with other equally responsible subjects (including despite themselves), constitutes the very society without which they do not exist" (SOBRAL , 2009, p. 54). This is the management process on the way to professionalization, as it is necessary to consider the construction of spaces for reflection and exchange of knowledge for the effectiveness of exercises and positions (AZAMBUJA, 2020) in situated social practices (BARTON; HAMILTON, 2000).

RESEARCH METHODOLOGICAL PROCEDURES

According to Freitas and Prodanov (2013, p44) "Researching scientifically means carrying out this search for knowledge, relying on procedures capable of giving reliability to the results. The nature of the question that gives rise to the research process varies. [...]". on the same scale of interpretation, from a qualitative research perspective (BORTONI-RICARDO, 2008), we started collecting data with studies on management and professionalization since the turn of the 21st century. Who is scientific research, considering that it is part of our study?

Scientific research is the realization of a planned study, and the method of approaching the problem is what characterizes the scientific aspect of the investigation. Its purpose is to discover answers to questions by applying the scientific method. Research always starts from a problem, an interrogation, a situation for which the available knowledge repertoire does not generate an adequate answer. To solve this problem, hypotheses are raised that can be confirmed or refuted by research. Therefore, all research is based on a theory that serves as a starting point for the investigation. However, remember that this is a two-way avenue: research can sometimes generate inputs for the emergence of new theories, which, to be valid, must be supported by observed and proven facts. [...] (FREITAS; PRODANOV, 2013, p. 43)[2]

Our research consists of qualitative work, which, according to Minayo, "works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables" (MINAYO, 2001, p. 14). According to Tozoni-Reis (2009, p. 10) "Qualitative research defends the idea that, in the production of knowledge about human and social phenomena, it is much more interesting to understand and interpret their contents than to describe them." Below we explain Table 1, which aggregates 4 (four) scientific studies on Administration, Management and Professionalization.

Table 1: Sample of studies on Administration, Management and Professionalization

SCIENTIFIC ARTICLE	MAIN OBJECTIVE
LUCK, H. *Gestão escolar e formação de gestores*. *Em aberto, Brasília: Inep, v. 17, n. 72, 2000, p. 11-34.*	Discuss about school management and the training of managers, and in this sense it is argued that managers need to be constantly in training.
ARAÚJO, M. C. M. *Gestão escolar*. *Curitiba: IESDE, 2009.*	Present a study of the representation of school management in the 21st century.
CHIAVENATO, I. *Introdução à teoria geral da administração*: *9ª edição, Barueri, SP, Manole, 2014.*	Carry out a discursive analysis of the General Theory of Administration.

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[2] A pesquisa cientifica é a realização de um estudo planejado, sendo o método de abordagem do problema o que caracteriza o aspecto científico da investigação. Sua finalidade é descobrir respostas para questões mediante a aplicação do método científico. A pesquisa sempre parte de um problema, de uma interrogação, uma situação para a qual o repertório de conhecimento disponível não gera resposta adequada. Para solucionar esse problema, são levantadas hipóteses que podem ser confirmadas ou refutadas pela pesquisa. Portanto, toda pesquisa se baseia em uma teoria que serve como ponto de partida para a investigação. No entanto, lembre-se de que essa é uma avenida de mão dupla: a pesquisa pode, algumas vezes, gerar insumos para o surgimento de novas teorias, que, para serem válidas, devem se apoiar em fatos observados e provados. [...] (FREITAS; PRODANOV, 2013, p. 43)

*LOPES, Claudivan Sanches. Formação e Profissionalização da Docência. **Revista de Estudos e Pesquisas em Ensino de Geografia.** Florianópolis, v. 1, n. 2, 2014, p. 3-30.*	Analyze how professionalization training processes are constituted when concatenated with teaching.

Source: Data collected by the authors in Administration, Education and Teaching journals

Qualitative research data are portrayed and described with many elements of reality, with details (FREITAS, 2013). In the details shown in Table 1, it is noticeable that our collection, considering studies since the turn of the 21st century, centralizes discussions that orbit around school management, professionalization and the theory of administration.

As this work is classified as a bibliographic research, we turn to Marconi and Lakatos (1992), for whom "Bibliographic research is the survey of all the bibliography already published, in the form of books, magazines, separate publications and written press" (MARCONI; LAKATOS, 1992, p. 75). According to Tozoni-Reis (2009, p7) "[...] The important thing here is to understand research as a process of knowledge production for the understanding of a given reality, that is, to help in its interpretation".

This manuscript, therefore, takes effect from the discussion and reinterpretation of the collected data, given that we re-emphasise existing studies on management and professionalization, in order to innovate and contribute to the topic.

CONSIDERAÇÕES FINAIS

In order to answer existing questions on the subject and contribute to subsidizing future research, we believe that we have fulfilled our proposed objective, which is to analyze the management challenges for the effectiveness of professionalization.

We defend that the action of managers is valuable and critical for a good refinement and improvement of professionalization. It is work that is valid for the population in general, regardless of the specific areas in which one works. With regard to the conditions for the effectiveness of the management process in the Brazilian business and educational fields, we carried out a bibliographical survey of existing studies on the subject since the turn of the 21st century.

It is not easy, nor is it an instructional manual. It is necessary to have breaks with the systemic form of educational plastered functioning that still exists in several units in the Brazilian territory. For this realization to contribute to a fairer and more egalitarian society, the engagement and mobilization of leaders is necessary, as well as the effort of managers in the sense of always strengthening themselves through qualifications. All this arsenal will allow the creation of new positions of the managing subjects, which will act as a device to act in the changes and in the realization of the professionalization.

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