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THE ROLE OF THE EDUCATIONAL SERVICES IN THE INFORMATION SOCIETY – THE EXAMPLE OF THE MUSIC INDUSTRY

Introduction

The industrial revolution improved the living standards of human but also showed its dark sides. One of them was the increase of unemployment caused by the displacement of people by machines. This phenomenon was described by numerous well-known economists as David Ricardo [Ric21] or Karl Marx [Mar09], [Gust12]. However technological development is associated with mankind progress, its dark sides highlighted most in the era of mass production. Especially after the financial crash in 1929, people started seeing the technological progress as a danger. By the time of the Great Depression human had used the technological progress to improve all products. Unfortunately the production of things with long life cycle led to decrease in sales. The lower sales meant the lower production and caused the increase of unemployment. To counteract this phenomenon the new technologies were used to manufacture the products with the shorter life cycle. It led to excessive production and waste of natural resources. That situation directed to objection of many economists and ecologists. Opposing the globalization and devastation of the environment some solutions are proposed. One of them is the idea of the degrowth [Lato09] which advocates for the downscaling of production and consumption [Wiki13].

The different view of the issue of technology influences on economy is presented in works of Jean-Baptiste Say. He noticed that although the inventions eliminated jobs in some trades, they also created them in other different ones. Furthermore the inventions created the new professions which hadn't existed [Gust12]. As for Arthur Cecil Pigou, he claimed that the inventions not only creat-

ed the possibility of production of new goods but also reduced their prices and increased the demand [Pig32], [Gust12]. Joseph Alois Schumpeter regarded the technological unemployment as a temporary phenomenon an unavoidable by-product of business cycles in capitalist development [Hag13]. The similar point of view is presented in the article by Erick Brynjolfsson and Andrew McAfee [BrMc12]. Although they show that contemporary machines are encroaching into areas that used to be the domain of people, they also notice that despite all described dark sides, innovations were inscribed in history of humanity and contributed to development of mankind [BrMc12]. This way of thinking led us to the era of the information society. In contemporary world inventions and new technologies not only create new jobs but also affect positively products life cycle.

The main aim of this article is to present the examples of business activities in information society which can prove the actuality of Say's, Pigou's and Schumpeter's tenets. Presented examples concern business activities related to educational services. They show how new technologies create new jobs in the area of educational services and how new jobs affect brand awareness and sale. The first section deals with mentality of information society members and value of education. The second section presents Yamaha Music Schools and Suzuki Schools as the examples of the educational services fostering human creativity and creating new jobs. The third section contains the similar examples of educational services in other branches. The drawn conclusion are presented in the last section.

Mentality of information society members – value of education

On one hand, the new technologies caused the increase of joblessness and the overproduction. On the other hand, they initiated the development of mankind. This development is related to the phenomena, named by J.A. Schumpeter as *creative destruction*. According to J.A. Schumpeter each new general purpose technology instigates a new business cycle. The animation of cycle starts after the new technology comes into general use. After reaching the maturity by the new technology, the cycle comes into the depression phase. After it another new technology appears and destroys the old institutional structure created by outgoing technology. The upcoming new technology creates its own institutional structure, which improves economic situation and develops the society [Gust12], [Hag12]. The problem with new general purpose technologies is that they always require new skills from humanity. Unfortunately our skills and institutions don't keep up with the rapid changes of technology [BrMc12]. It causes the problem

with unemployment. Therefore, the education has the principal meaning which will increase especially in the information society.

In today's world information is the main good. We are the information society. This kind of society requires its members to be well educated. Transforming information process requires an extensive knowledge. First of all, the members of information society have to use machines designed to work with information. Besides, they have to know how to process the information. Since the industrial revolution, the mankind has invented a lot of labor-saving appliances. Today preparing food, washing or cleaning are easier than before – even one hundred years ago. According to Maslow hierarchy of needs, reaching basic needs, people think about needs of higher order such as, needs of self-realization. For this reason the members of information society educate even after university graduation. In addition, living in information society when technology changes very fast we have to educate all the time to catch up with the changing environment.

Knowing the importance of being well educated the members of information society start their education in early childhood. Kindergartens are well prepared to work with children. The children are taught many useful things, e.g. existing in a group, presenting their skills, being independent. Education at this level has a big impact on further learning and furthermore on personality. On the field of children education we can also observe development of numerous business activities. The most popular are language schools and numerous sports courses. The children are also offered to attend art classes. Besides sculpturing, handcraft and painting there are a lot of activities educating in music.

E. Brynjolfsson and A. McAfee recommend the race with machines, not against them. To implement this strategy they advise fostering organizational innovation and investing in human capital. To reach this aim they acclaim investments in human education and skills to get most out of racing technology [BrMc12]. Despite all power and speed of today's computers, they show little creative abilities. So, in this area the humanity is ahead of the machines. The system of education should reinforce this natural human potential. Among many ways, fostering human creativity there are also those related to music education. Numerous studies support the statement that the music education helps to have better academic achievements. The music education improves auditory perception skills and might impact reading abilities [ATWL02]. It can also have positive impacts on maths skills. Although there are some researches adding some caveats to this notion [HoO'C13], the active involvement in music has the positive impact on intellectual development of children [SoRo09]. Especially if the

involvement in music is an enjoyable experience, it influences general attainment, team work, self-discipline, emotional sensitivity and creativity [Hall10].

The example of Yamaha Music Schools and Suzuki Schools

Among the business activities based on music education there are Suzuki Schools and Yamaha Music Schools. The roots of both methods are derived from Japan.

Shinichi Suzuki was the author of Suzuki method and philosophical system, described in the book “Nurtured by Love” [SuSu83]. They assume the music education of all children and not only talented ones. Learning to play any instrument is based on children’s abilities of imitation. In the beginning the method was dedicated to playing the violin. After the Second World War it also included other instruments. Today there are many schools based on Suzuki method worldwide. The main aim of this method is the universal child’s development and the sensitivity to beauty. The early learning music influences many skills as language and maths. It also improves manual skills, coordination and memory. Furthermore, a child is taught concentration on the task, cooperation with other people and regular work to achieve targets [MuzZak13].

Yamaha schools are created correspondingly with Suzuki method. Although the popularity of both schools is similar (Figure 1), in Poland Yamaha Music School seems to be more popular than Suzuki School (Figure 2).

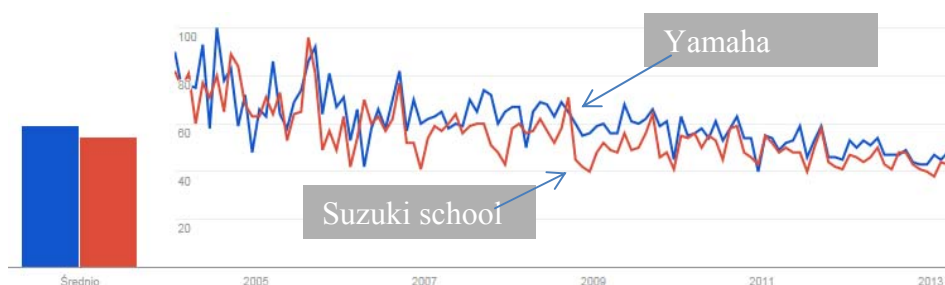


Fig. 1. The interest of Yamaha school and Suzuki school in world

Source: [www1].

It is confirmed by a higher number of Yamaha schools functioning in Poland (Yamaha: 127 [Yam13], Suzuki: 12 [Cums13]) and the Google Trends (Figure 2).

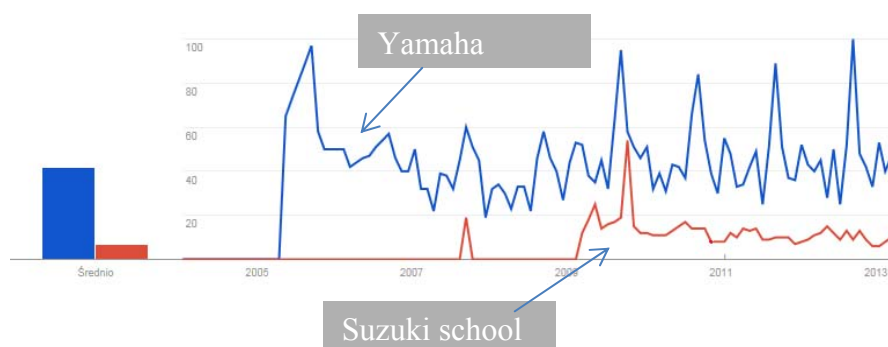


Fig. 2. The interest of Yamaha school and Suzuki school in Poland by Google Trends
Source: [www1].

Trade mark of Yamaha is also well known as a producer of motorcycles, marine products and snowmobiles. It is also well known as a manufacturer of musical instruments including pianos, guitars, string instruments, drums and wind instruments. It manufactures also audio-visual products and music production tools. Yamaha Music Schools function as a part of Yamaha Corporation. They are a good example how activity in educational branch increases brand awareness. Yamaha Music Schools are opened worldwide (Figure 3).

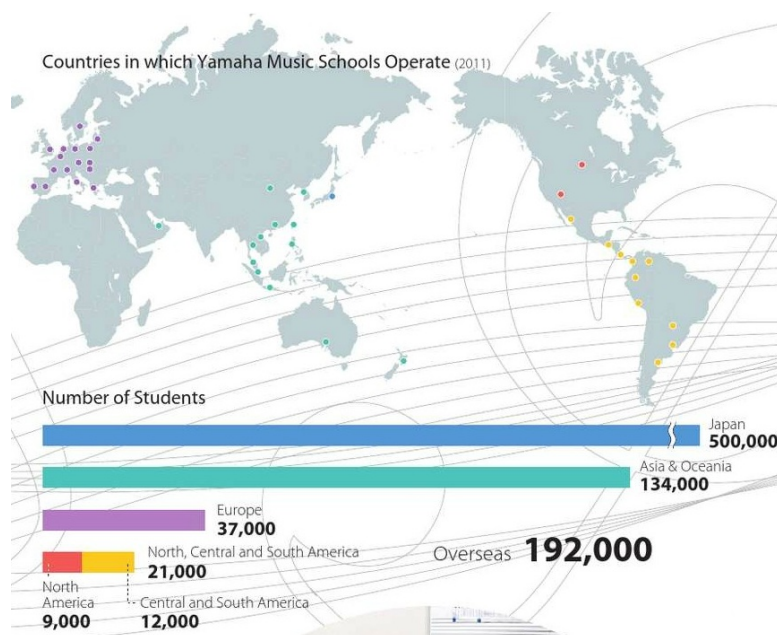


Fig. 3. The extent of Yamaha schools
Source: [www2].

According to data from Google Trends, we can suppose that in each country Yamaha school life cycle is different (Figure 4).

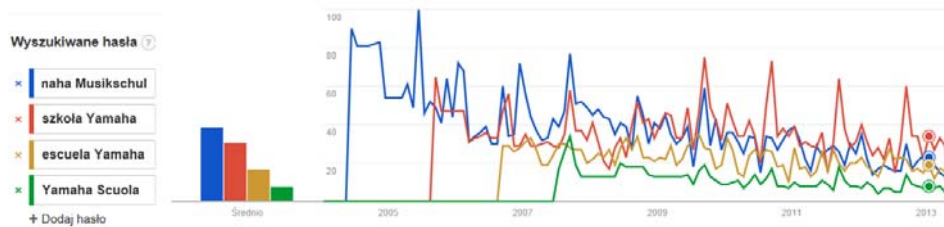


Fig. 4. The interest of Yamaha school in different languages (German, Polish, Spanish, Italian)

Source: [www1].

The schools are designed first of all for pre-school children but also for older children, teenagers and adults. The main foreign market entry strategy is franchising [Dul09]. It provides each school with the access to standardized educational materials, organizational and marketing system. Every few years Yamaha schools exchange instruments and make the sale to their pupils of previous ones at competitive prices.

Among all Yamaha products, the electronic instruments have the main role for this article. In Poland for Yamaha Music Schools the keyboards play the special role. They are even more popular than the guitars (Figure 5 and 6). Playing the keyboard is like playing the piano. The children learn reading music notes but thanks to many keyboard functions playing is easier. It is also more spectacular because of keyboard's accompaniments and voices systems.

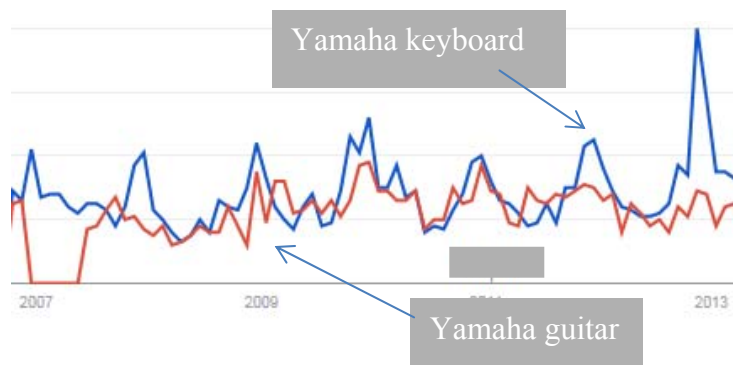


Fig. 5. The interest of Yamaha keyboards and guitars in Poland by Google Trends

Source: [www1].

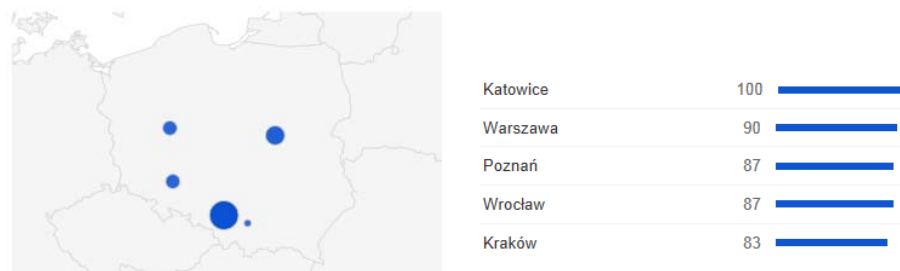


Fig. 6. The regional interest of Yamaha keyboards and guitars in Poland by Google Trends

Source: [www1].

The method of education

Music education of pre-school children bases on a special method. During the lessons the parents accompany the children and they participate in the process of education. Yamaha education method assumes studying in a group. During each lesson children learn a new song. The main theme of each song is also the main theme of art activities of children. During the lessons the children listen to music, paint, draw or stick. They have special books. They also use the music instruments such as rattles, tambourine or drums. At home children listen to songs from lessons recorded on CD. The music education of older children and teenagers also concerns teaching in the groups. The pupils can choose among a few instruments such as the keyboard, the guitar or the saxophone. However the most popular instrument is the keyboard. There are a few reasons of it. First of all after infant educating programs children are pupils who are four years old. Playing the keyboard at this age is easier than playing the guitar or saxophone. Besides playing the keyboard is more spectacular thanks the many functions of the instrument. During the lesson pupils learn reading tunes written with the notes. Usually the main music theme is based on pop music which is an additional motivation for pupils to play. Besides reading the notes, pupils learn accompaniment and improvisation [Yama13].

The music education in Poland

The activities such as Yamaha and Suzuki music schools fill a gap in Polish society. In Poland after the Second World War the system of music state schools was created. Only the most talented children can educate in those kind of schools and the level of education is very high. In this way many children can't learn playing any instrument. With time the disproportion between the children educated in music state schools and the children not educated in them has become enormous. It also has resulted the decrease of music education of all Polish society [BGMS10]. The situation changed with the emergence of initiatives as Yamaha and Suzuki music schools. The music education has become more available.

The prices of music instruments, especially the electronic ones also became more available. The lower prices of the keyboards comparing to acoustic pianos caused easy and common access to these kind of music instruments. As A.C Pigout noted, new technologies increased the access to products and caused decrease of their prices [Gust12]. Additionally the members of society have felt the need of music education of their children. They regard it as an investment in the human potential and the creativity so required in today's world. This attitude of society has given new jobs for music teachers and those who organize these kind of music schools. It also stimulates the sale of music instruments for schools and pupils. This way the tenets of Say and Schumpeter about job creating by inventions seems to be still actual.

The examples of educational services in other branches

The other example of educational services is the activity of producer of Statistica software. It is the software package for statistical and analysis, released by StatSoft. The activity of StatSoft is addressed to academic. The university staff and the students can use Statistica under license Site Licence free. It is renewed annually. Having the access to this software package the university staff teaches using Statistica. There are also numerous competitions based on Statistica [PolSI13]. Hereby this statistical tool is popularized. Probably present students will also use the Statistica package in their future work. In this way the new potential customers are created. Popularizing Statistica, StatSoft also organize the training centers with numerous courses. There are also various online guides, manuals and articles.

Similar activities are noticed by Cisco, the enterprise related to teleinformatics equipment and services. To popularize its trademark various trainings on the field of network are offered. The main recipients of those trainings are the high school pupils and the students. On the web sites the training videos and expert advice are placed.

Conclusion

Although the technological development improved the living standard of human, it was also seen as a danger. This danger was named technological unemployment. As it is known, the technological unemployment is taken from the insufficient education of society. It is shaped when the technology overtakes common knowledge and skills of society members. To counteract this phenomenon it is necessary to intensify the society education. It often happens that the main role in this intensification is led by enterprises. They organize schools, often with the special method of training. To popularize the software they offer the special licenses. These licenses are dedicated to the academic staff, who in turn, promotes the software among students. After graduation the recent students will probably use this software in their jobs.

These activities of enterprises not only promote the trademark but also generate the new jobs. The examples of Yamaha school and Suzuki school show this phenomena. Yamaha and Suzuki methods of teaching provide the new jobs for music teachers worldwide. Furthermore, appearance of these methods and schools reviled in our society the need of different education of our children. This need is related to the race with the machines on the job market. The winning of humanity in this race is possible only if we are ahead. Despite the fact the computers are encroaching into areas that used to be the domain of people, they don't possess some skills. One of them is creativity, which we can develop introducing the arts to education.

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ROLA USŁUG EDUKACYJNYCH W SPOŁECZEŃSTWIE INFORMACYJNYM – PRZYKŁAD BRANŻY MUZYCZNEJ

Streszczenie

Postęp technologiczny od zawsze polepszał standardy życia ludzkiego, a także pokazywał swoje ciemne strony. Jedną z nich był wzrost bezrobocia wynikający z zastępowania człowieka przez maszyny. Negatywny wpływ postępu technologicznego był podkreślany przez licznych ekonomistów. Inne spojrzenie na tę problematykę prezentowali Jean-Baptiste Say, Arthur Cecil Pigou i Joseph Alois Schumpeter. W swoich pracach udowodnili oni, iż bezrobocie wynikające z postępu technologicznego jest zjawiskiem tymczasowym. Postęp technologiczny, choć eliminuje miejsca pracy w jednych branżach, kreuje je w innych. Co więcej, tworzy zawody, które dotąd nie istniały. Dodatkowo zmniejsza ceny dóbr i zwiększa popyt na nie.

Głównym celem artykułu jest przedstawienie przykładów biznesowej działalności, które potwierdzają prawdziwość tez Saya, Pigou i Schumpetera. Prezentowane przykłady dotyczą biznesowej działalności związanej z usługami edukacyjnymi. Pokazują one, jak nowe technologie wpływają na tworzenie nowych miejsc pracy, a te z kolei na świadomość marki i sprzedaż produktu. Ponieważ przykłady biznesowej działalności dotyczą usług edukacyjnych, więc w artykule opisano mentalność członków społeczeństwa informacyjnego i szczególną wartość edukacji w takim społeczeństwie. Jako główne ilustracje wspomnianych usług w branży muzycznej przedstawiono przykłady szkół muzycznych Yamaha i ośrodków muzycznych kształcących metodą Suzuki.