

TYOLOGICAL STRUCTURE OF FUTURE EDUCATORS IN SPACE OF SOCIOLOGICAL ATTRIBUTES FOR THE PURPOSE OF INITIALIZATION ACTION PLAN OF SCHOOL MANAGEMENT

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Abstract

It was prepared and designed action research with the intention of improving educational management, specifically in the management of schools. This under the assumption that it is possible to recognize the typical typological structure (taxons) in the population. The aim of this study was to determine the real existing groups (clusters) within a set of indicators which described 406 students studying I and II cycle of the Bologna model in the wider area of Southeastern Europe. The results point to a very specific taxonomic structure in which the dominant role played positively or negatively value-oriented projections on taxons. The first two taxons (groups) speak of the positive orientation of attitudes in the space of sociological attributes while the other two (taxon 3 and 4) the opposite. Taken as a percentage, it can be said that the majority (60%) of respondents expressed positive values in sociological attributes while a minority (40%) of which in particular 23% show negative values in sociological area. It could be said that 23% of the population we can put mildly antisocial. It could be described as completely shy of any serious and systematic social interaction. It seems that among the students of educational schools there is a deep division in respect of access to education as a concept. This certainly requires a particular focus of research because it is a very impressive indication of the deepening divide within society.

Key words: students, education, sociological attributes, cluster analysis, values, ambivalence

Introduction

Throughout the written (or otherwise recorded) history tries to "golden thread" of human existence - management as a motive of man's survival and enable adaptation to constant change, in a word - development (To Bonacin., 2008). From the most primitive level of its existence, a man possessed knowledge (some level of) the importance of the resources that are in it and around it, and their connecting and organizing the meaningful structure, and that there are and there have always been different level of knowledge, one has to manage those differences somehow reduced. However, levels and conditions of their existence are constantly changing. Due to lack of knowledge, or their low levels, has tended to control everything around them, because obviously the one who knows the forefront of those who did not know.

So has the right and obligation to "take". But in terms of management science of recent times. The generally accepted term for what is in fact the management is "management", a term that was first used by Frederick W. Taylor (Drucker, 1974 11, according to Šunje 2002) in the second half of the 19th century. When the entry of humanity into the industrial revolution and appearance of the first large-scale enterprise systems, the need for a serious study of business (Šunje, 2002). According Bahtijarević-Siber & Sikavica, (2001), management is the process of co-ordination and efficient use of human and material resources in order to achieve certain goals. Its main functions are planning, organization, human resource management, management and control and decision making.

The main purpose of management is functional integral system insurance to which it relates. Management is also a property function, directing business activities and development by making and implementing decisions and is based on the right to property; owner is a bearer of management functions. Management is realized in the decision making process, ie, decision-making. According to Parsons (Tillman, 1994) the school system is part of a comprehensive education system whose function is to education, preserve the structure of society by further delivery system of values and norms (cultural transmission) the next generation and the social formation of personality (socialization) but on the other hand Illich (according Haralmbos and Heald, 1989). understands the educational system as the core problems of modern industrial society. According to him, the schools are the first, most important and most important phase in the creation of stupid, conformist and easily manipulative citizen.

In school one learns to flatter authorities, accept alienation, use the services of institutions and appreciate them and forgets to think for themselves (Haralmbos and Heald, 1989). Modern times and progress in all areas led to the creation of new models of schools that are "left to themselves" and there was a kind of decentralization. The growing awareness in terms of science and technology have enabled schools work easier and forced them to become a real small company with directors - managers, who practically live together with the school to "market services".

It is obvious that the classic way of keeping the school does not meet modern approaches. Therefore, it is now possible to speak about school management. According to Staničić (2007) concept of school management is of recent date because in education management occurs much later than in the economy, and even later than in other areas because of the social status of education. Education is an activity until recently was controlled centrally in most states. The role of managers is a transfer of decisions taken at the level of central government policies. Decentralization and greater autonomy of decision-making, the greater the onus on the lower levels of decision-making. Managers are required to make its own decisions in the interest of the school and students and to provide for qualitative implementation of these decisions. Emphasizes the importance of good governance. Furthermore, Stanicic believes that the management of education possible to speak in a broader sense, as the administration and management of the overall educational activities (educational management), in the narrow sense, as the leadership and management of the school and on the job (ruko) leader upbringing educational institutions (school management). One of the core segments of school management is precisely the human resource that is within the structure of school management differently positioned and that the school system actually "creates". The initial idea is to be adequately positioned to adequate resources within the hierarchy of school management with the ultimate aim of better management and thus achieve the objectives of education. Hence the importance of recognizing the possibility of adequate capacity in the future educators. In this regard, this paper connects precisely these two important areas - school management and human resources management. Simple layman's terms, the ideal would be to "the right man to be positioned in the right place at the right time." Why? Because people (human resources), weather information and the three most important human resources in general and this is especially true for managers. (Bonacin, D. and Bonacin, Da., 2011b) is therefore evident the importance of timely recognition of human resource management in particular in the type of education.

In order therefore, a real man could be positioned in the right place at the right time, must first complete the regular adequate education, which means that a good part of his life to spend in school where they influence it different "atmospheric" and other conditions. Must be a student. What makes it so interesting student population? The student population is known by many features. First of all because it is a future intellectuals and prospective managers in the social, cultural and technical sphere. After graduation, it is expected that they are slowly taking decisive role in the modulation and implementation of management actions. Therefore it is of no small significance identification of fundamental management approach which will later conduct. For these reasons is defined by a complex set of indicators that can provide

information in the broader context of the current position of the student population. The methodological point of view it is a cross-section of states to provide answers to questions of the current social status of students in the socio-control sphere in general, and the basic intention of the paper is to recognize the position of the management of students' potential in the area of selected dimensions of social attributes. It is absolutely essential recognition of the ways in which control activities are manifested in the company or its segments in general. This population was selected and for another reason and that is the fact that their general intensive development has almost been completed or at the end, and represent almost the final participants in the educational community programs with the objectives of the community who have a certain degree implemented. Then certainly of no small importance to identify potential control status to be based on these findings may act (if desired) in terms of selection, guidance or development and investment and in particular sets of individuals eligible for action within the framework of certain management levels. Of course, as is management potential complex structure and not an end in itself but is embodied in the real conditions of the society, the potential of the research to be linked with a number of other dimensions of social relations coexist, and that's why more and selected already listed domain to ensure that more thorough intervention in the areas that control potential support (Bonacin Yes. 2011 my master). On the basis of all knowledge said, thoughtfully action research in the field of training of school management. It would, according to the idea, implemented in cycles (school year). The first step in the research is to determine which types of control even among educators and there. If you can isolate recognizable types, it is necessary to all potential managers in specific schools istestirati due to the resulting model, and those that better fit the desired typological structure enables the management in accordance with the law and other normative acts. It could be said that at that time these schools governance structure is optimized with regard to the scientific knowledge of the work. After a while, will be tested indicators of school work. If you are satisfactory we will see whether it changed or repaired and then goes into another cycle. So it is a continuous monitoring of changes within the school management.

Sociological space

From a sociological point of view, each individual is first and foremost an independent unit, being that there is a thought that learning and growing and as such co-exist with others. Such an individual in a micro sense is the basic building block of society. Only the interaction of several individual deals with the existence of a group or society. In makrosociološkom therefore global terms such individuals, stepping in relation to each other to form a single company which, as such, is the basic building block of today's global society.

Of course, just by interacting more specific, comprehensive structured companies can talk about the creation of a global society, ie. On the formation of the social structure on a global level. (Bonacin, 2011). The concept is explained by the company in many ways, by various theorists of society, so that there are several definitions of society, but the common parameters is relatively easy to sort out: the company is an abstract entity relationship between individuals and the system links that make up the interdependent parts which is capable of its own play. It adapts to the environment (production activity), integrated (a normative order). It also has a hierarchy of goals and ways to achieve them, and maintains a certain dominant cultural values form through which social life and takes it as an interweaving of culture, people and social order (Fanuko et al. 1995).

In doing so, the American sociologists need to distinguish between the social order (social order) which means real fact of organization and dynamism društvnog life ie. of continuous reproduction and transformation of social structures (social structure), which means the idealized "frozen" static image of the social order that can be scientifically explained. Each company has specific characteristics which distinguish it from other companies and has one of the general characteristics that have all of society. One of the fundamental attributes of any society is its structure. The social structure of the ordered set of elements and their relationships. The fact is that social life is organized, ie. That is going on according to certain rules and forms under which social structure directs, regulates and limits the activities and behavior of people in society. In addition, it allows that social action - participation of the individual in society. But at the same time, although independent of individual, social structure exists only through the action of these same individuals.

They, in addition to the transformed and reproduced. Interconnections between different parts of the social structure can be very complex. The most important elements of social or social structures are social position and status, social roles, social groups and social institutions. Social status is the place that the individual has in the social structure. In principle, a person still has more positions because at the same time one can be president of the football club, an inspector at the fire station, for the member of the party, and so on. Each social status differently ranked and evaluated includes different adequate status as one of the basic elements of social stratification. Taking these areas in any society is regulated as newborn members should be placed in certain positions. This can be solved in two ways: by attributing the achievement. Attribution (askripcija) the allocation of positions, regardless of ability, effort, or by selecting individual rezultalima sometimes happens at birth as in the case of caste system achieved the position is the result of personal action, ability, talent, knowledge, persistence and choice.

Not with anything fixed, but is the result of purposeful actions and choices ie. the individual achievements (doctor, basketball). By taking certain positions, certain status, individuals "play" different social roles related specifically to the position and status. Generally those that are expected of them. Every social position has been accompanied by a series of norms - roles that determine what behavior is expected of an individual who occupies that position. Failure to comply with the norms resulting in sanctions of various types. But most of the norms and consequences related to the role of the people "means" (Fanuko et al., 1995; Haralambas and Heald, 1989). More individuals with a permanent and relatively stable established specific conditions form a social group. All social groups have the same features: a border (in / out), they are socially created realities (imaginary), each group has a specific set of values, rules and norms of behavior different from other groups, and each develops a unique sense of group membership. Established to physical proximity, kinship, loyalty, status, contract, interest, situational, and so on. The primary društveno groups have a high degree of intimacy (the family), a secondary social groups have a lower level of intimacy and behavior defined interests (political parties), the reference group all those groups with whom the individual compares, etc.

Groups are formed on a hierarchical basis and as soon as the group becomes too large or has a special content occurs and leadership. The social organization is a group of people connected formalized relationship of subordination, supremacy and cooperation in carrying out the common task and a common goal. The organizational structure consists of formalized relationships and roles that individuals have. For a modern society characterized by bureaucracy as a formal type of cooperation organization (administration with the help of systematic coordination of people). Social institution is a system of norms, values, social position and role, and organized activities which allows members of society achieve vital social objectives, such as eg. Education. It is an ongoing collection of cultural patterns and social relations that meet the essential function of a group or society (institutions, family, economic institutions, political institutions, educational institutions, etc.). Institutions define the procedure for achieving certain goals, ensuring the performance of these procedures and ensure the achievement of certain milestones under the condition of following procedures, after completion of the task rewarding and punishing improper or illegal ways of achieving a goal (Fanuko, 1995; Haralambas and Heald, 1989; Kuvačić 2004, Bonacin, Yes, 2008). In most countries, social groups (and organizations) operate specific relationships: a) the communication consisting of the giving and receiving of information (Anic and Goldstein, 2007), wherein the communication system and the simplest consists of the source, in which the information produced and that it emits, encoder that converts the initial

information in the form of transfer, communication channel to transfer information in a certain direction, a decoder that will take the information and turn it into a form that will understand reception, reception, ie, the occurrence of which information will be transferred and interference, which are usually on the communication channel (Bonacin, 2008); b) manipulation of the process or series of processes of subjection of individuals, the public and the media a certain type of interest with the help of force, power, interest and discourse (Prpic and Puhovski, 1990), ie, handling or handling facilities (Anic and Goldstein, 2007). Manipulation of subjects is possible only if they know their interests, intentions, desires, needs, ...; c) power is the ability of a person or group to name another person to act as the ones at will would not behave.

There are three main sources of power: physical power, economic wealth and spiritual abilities; d) forcing the application of power of one entity to the other. Coercion is really homing behavior of another entity so as presentation or application of an evil, also different physical, economic and spiritual; e) power is little more than naked power and coercion. It is a compulsion that is legitimate and formally based on customary and legal norms (Viskovic, 1997; Kuvačić, 2004). The transition from traditional societies to modern during the Industrial Revolution brought about the founding of the economic and social structure of society on technology. This resulted in the process of modernization when societies become more diverse and more complex, namely: mobilization in which the old economic and other forms of poor and people become vulnerable to the adoption of new patterns of social differentiation and that means the appearance of all the major social roles. There has been a process of urbanization that establishment of an increasing number of people of different professions and backgrounds in the cities and the process of secularization (secularization) resulting from the domination of science over technology and religious philosophy. The main effort of modern society is the effective organization and use of knowledge. Obviously, both the individual and society have certain mechanisms of survival and development.

Some of them have already been built when creating individual / society and some were subsequently acquired by learning and cognition and their application and integration into everyday life. These methods and processes involving the exchange of the common values of the individual / society in the new generation, are contained in the historical, political, legal, and economic dimensions, then educational, socialization, internalisation and educational dimensions and through process optimization knowledge and imbued with morality. The man throughout history changed in accordance with the previously described events in a way that causes them, moreover, lies in their focus and changing them, directs and completes. As a "final product", when the man today, is the result of long-term biological evolution.

From the perspective of time and everything that exists, that rapid development occurred in a relatively short time but we follow the evolution of man in the last few million years (Bonacin and Bonacin, 2010). Throughout this time it has gone through various changes that made it being as it is today. The man changed in the biological sense to the growing complexity of today's complexity, in terms of socio-political changes of individual subsistence minimum rose to optimized the community in which strategic planning and expands to others, exploiting resources. In demographic terms increased the size of the community, migrated seeking space and structured build permanent settlements and interaction exchanged all sorts of things ending in the human potential. In terms of educational change, from the initial interaction with nature (action-reaction), a man came into a situation that progresses, specialized knowledge and develop sophisticated models of education. In terms of technological change since the minimum processing found in nature has developed a special-purpose funds for the design and strategic actively acted and intervened in the environment for their own goals. In terms of scientific change, from the initial recognition of random natural events eventually invented different things and come into a situation that links the implementation and development of knowledge for better living conditions and progress.

In terms of changes in management in the beginning there was an autonomous individual control (connection with nature), then operated on the basis of efficiency for survival and the creation of accumulation and hierarchy relationships deployed, the powers. Over time, the independent nature determined the positioning control and, finally, the development of integrative balance needs and resources. In terms of moral changes initially acted spontaneously and without planning, then instinctively protect their own offspring in terms of continuing species and keeping the integrity of the group defined group range. Eventually, he helped the entities outside the primary group due empathy for other living things and finally, today acts or should act collectively altruistic general in terms of moral and ethical (Bonacin, D. and Bonacin, Da., 2010). Furthermore, man is at every moment of its existence, enveloped and permeated by the rules of different types and power which means clear that the existence of a function only if the rules are followed. Because of that was designed and created the whole structure of institutions different hierarchical set (depending on the quantity and quality of the content of this obligation to attend), whose task is transferring the necessary knowledge. Higher education is one of the last formal stage as well as education and legally not mandatory. But real life and functioning of the ubiquitous market says otherwise. The roles that individual wants to play in conjunction with the position and status, seeking a higher education. From the point of control, the policy is a long-term comprehensive strategic planning existence of a society in a period of time including the moment

'now' until a certain period in the future. For these purposes, "the company as a living being" spawned the country as a functional apparatus through which to plan and implement this plan implemented, and the right to a set of standards that enable this. In the broadest sense of the policy includes all the ways in which man solves community relations. But currently what most people interested in the part of the policy that applies to the question of power and authority in society, in the sense that (according to Weber), there probability that an individual or group to impose its will and spend even in spite of resistance from others (Power) ie. it would be likely that a group of people obeys a command, or all commands from a particular source of the threat of certain sanctions (power). Each government, in order to be government must be legitimate, ie, most members of society must be considered that the rule is valid and justified. Political institutions through which organizes and holds dominion are an integral part of political institutions - state and society. The dimension of the society in which political life takes place is called the civil society. Modern society ie. The modern state was created a social contract that is. Tacit and unwritten agreement of individuals to a joint institution transferred some of their rights. In return, the state protects their freedom, lives and private property (Fanuko et al., 1995). Those individuals involved in the whole process of political events in two ways: as voters being involved in the selection of political leaders and as employees within the same hierarchical structure. How could they be voters and workers, must be of legal age under the applicable law. Given the importance of the role of state control of various types, is evident the importance of correct choice of which follows solely from the knowledge and belief of the individual who chooses. To be able to live and develop, people need to produce, exchange and consume each other and provide different kinds of services. So isprofilirane economic dimensions are designed in the modern era. Man produces in order to spend. It offers what is produced and to whom should itself takes what he needs. For example, with the help of money. The space in which to do all these transactions, where the "rule" supply and demand is called a market. Social structures that provide production, exchange and consumption are called economic institutions (Fanuko et al., 1995). But the market is on the one hand only a fictional concept in spatial terms. On the other hand, at every moment of his life the man is exposed to market "something". It is surrounded by a variety of processes that sometimes acting spontaneously. How these processes would not run randomly, it is necessary to manage them. To educate is to manage it. What will be offered in the market, so as to produce and in what quantities? How to be produced and for whom? As a man who participates in the process end? How can such an environment is reflected on the young? Trace of leaves to a modern consumer society on the future managers? I should know. One way in which at least partly can be sure that any work on the future managers, is

that affect them from the beginning. To raise them. This 'right' primarily belonging to the family as the primary group but every process of education carries the tendency of educational institutions and so that the process will have an obligation to carry out this kind of education and participate in the teaching process. Education is one of those social phenomena by which human society is essential razlikujeod animal groups. It is a general, permanent and important category of society. Is reflected in the transfer of socially-job experience: achievements, knowledge, practices and attitudes of older to younger generations Education is actually a process of creation of man as a human being with all his physical, intellectual, moral, aesthetic and performance qualities (Šimleša, 1978). He represents the primary socialization - within the family. It is not possible without goals (specific contents for the realization), standard (default state Prozas from achieving the goal) and the values on which the standards are based. The objectives of education can be directed to different dimensions of the human person and changing the course adequately change relations in society and the progress of science and technology (Catic and Stevanovic, 2003). By learning through education first is likely to develop projections, in which the aspects of the self are projected into the world and added facilities (girl and doll). As the ego gradually learns to distinguish between their own situation than other states, he begins to accept detachment and objectivity of others and the world (doll is finally just a doll), but for the unconscious world will always remain a sort of mythological nursery and projections in many forms remains active in adults. On the other hand internalization (or introjection) is a kind of reverse projection, in which our relations with discarded or otherwise lost objects remain as ego-structure, as well as relations between the components of the self (Smith, 1975). Further education, but now through the school institutions, associations, clubs is done through secondary socialization.

Socialization is a long and complex process in which the individual interacts with the social environment to develop, establish and adopt socially relevant and meaningful forms of behavior and experience. The changes by socialization are the result of learning ie. Gaining experience. Socialisation takes place through various types and mechanisms of learning and imitation of conditionality to the learning model and learning role. Numerous and varied factors which stimulate and direct socialization, affecting its contents and consequences, referred to as agents of socialization. The main primary agent of socialization is the family as previously noted, the education and that the family gets considered the primary socialization (Vukasović, 1990; Fanuko et al., 1995). In a sociological space internalization is a direct result of socialization and is accepting and adopting standards as the personal principles of moral conduct that operate kaounutarnji regulators behavior. Our behavior is not seen as imposed, but is spontaneous and attributed to personal motives.

Higher education

Education is organized (intentional) learning of cognitive, psychomotor and motivation (willing) personality traits. The Croatian language education corresponds roughly to the pedagogical concept of education in his "broad" sense, but without its value connotations. Therefore, we used only the name of education when we think of education and upbringing in their entirety and that when the text becomes supersaturated Repeated use of the compound "education" or "educational-educational" (process, system, activity). As is known, there is no emotion without cognition (cognitive processes share), while cognition has no pronounced activation of the emotional processes. Because learning, especially organized (such as the education and training), begins by activating cognitive processes and because they in general education prevail over emotional. This means that in an organized learning (education), taken as a whole, the education takes precedence over education. This is particularly evident when the teacher is trying to raise by higher forms of learning: learning with insight (understanding), not classical instrumental and the emotional conditioned. This is to some sensual component values, attitude or habit to establish the appropriate cognitive basis. Such education is specifically human because it uses the processes of thought. This means that it aims to raise through education (Bonacin, Da., 2010).

The main difference between the concepts of learning and education, and education is that learning can be spontaneous, ie. Unintentional, (ie. a natural learning), while the education and training to a greater or lesser degree organized learning, and includes feature fittingness learning. After all, the animals learn, but are generally not educated (organized learning animals which spend people, we call dressage). Since the organization of specific weight difference between training and education on the one hand and the natural learning on the other, it is necessary to define the concept of organization (Pastuović, 1999). The structure of education in the present time, in Republic of Croatia provides for the start of pre-school education and care of children from six months to start primary school. The Republic of Croatia is a signatory to the Convention on workers with family responsibilities, No. 156, in Article 5, Section B states that the state is obligated and obliged to take care of children of preschool age. Furthermore, the eight-year elementary education in Croatia is regulated by the Law on Education in Primary and Secondary Schools (Official Gazette 87/2008). Primary education begins enrolling in the first grade of primary school is compulsory for all children resident in the Republic of Croatia, regardless of their to nationality, age, typically from seven to fifteen years of age. The purpose and goals of primary education are focused on the continuous development of the student as a spiritual, moral, intellectual and social being in accordance with their abilities and inclinations.

The existing network of primary schools provides all children in the Republic of Croatia possibility of regular primary education. Secondary education to everyone under the same conditions and according to his ability, after the completion of primary education, to acquire knowledge and skills to work and continue their education. Activity secondary education perform secondary institutions and other legal persons, and includes different types and forms of education, training and development which will be realized in accordance with the provisions of the Law on Education in Primary and Secondary Schools (Official Gazette No. 87/08.) higher education activities carried out by institutions of higher education.

Higher education institutions are university, faculty and art academy within it, polytechnic and college. University, college and art academy founded to perform activities of higher education, scientific, professional and artistic activities and other activities in accordance with the law and their statutes. In the areas of higher education, these higher education institutions shall conduct university, in accordance with the Law on Science and Higher Education (Official Gazette No. 123/03, 105/04, 174/04, 2/07 Constitutional Court Decision, and 46/07 45/09, 63/11), can organize and conduct professional studies. University studies students are able to perform tasks in science and higher education, in business, public sector and society in general. University studies comprise three levels: undergraduate, graduate and postgraduate studies. Polytechnics and colleges shall be established to perform activities of higher education through the organization and conduct of professional studies and may perform professional, scientific and artistic activity in accordance with the Law on Science and Higher Education (Official Gazette No. 123/03, 105/04, 174 / 04, 2/07 Constitutional Court Decision, 46/07 and 45/09, 63/11) and its statute. Professional studies provide students with an appropriate level of knowledge and skills to perform professional activities and qualify them for immediate employment process. Professional studies comprise two levels: professional study and specialist professional graduate study. For carrying out the activities of higher education in the Ministry is established Directorate for Higher Education (<http://public.mzos.hr> 02.19.2015. 10:15).

From all the above it is clear that higher education is the final link in the formal education. Of course, the fact that formal education stops, does not mean you stop learning and cognition. It lasts until the end of life. What is covered by the term "information revolution" involves more than just information, but what is important is that it has enabled the availability of knowledge and facilitate its adoption by all age groups and all people who want to learn (at present the minimum requirements). Enabled and nerformalno and informal learning, non-inciting system and that means "literate" citizens are more difficult to manage. So it limits knowledge move upward.

Thus, higher education is not formally required but today's lifestyle is actually asking what ended as a higher level of education. This is especially important in education. Because logic says - educators must be as educated as possible to educate others. Moreover, their training and development should never stop. But what is important to emphasize, or perhaps to repeat is that the period of higher education, so long as the entities are still students, in fact last chance to influence them, in this case the scientific (and practical) reasoned arguments. So, the last opportunity to them (if we are the ones who can do that) possibly focus in community direction.

The role of educators

As the name implies that the person who educates the educator. What does that mean? If education croaticized internationals which includes education and upbringing (Pastuović, 1999) then the educator person who educates. However, when the training is intended to replace a Croatian word then in the general public, law and academia preferred education, not education. Terminology advantage of higher education as a native of the term before the education is that education means to form cheek (personality), which includes cognitive, affective, and motivational personality area. Otherwise, the Croatian word that really encompasses education and training is the training because the training and education of the person still qualifies for something. But this word in our educational theory has taken on a different meaning - the acquisition of practical skills (Pastuović, 2008). Regardless of the meaning of education, and regardless of the generally accepted idea that the school educational institution, to raise in this case, especially in the higher level of education is actually a fight with windmills. Education should be where he belongs - in the primary socialization within the family or in the worst case in the framework of social services and its associated elements. The child should get brought up in the school. It should have adopted the basic universal human values and the beginning of secondary socialization (preschool institutions today) builds value acquired coexistence with others. Already the start of formal schooling, the child should be brought up to greet life with others. Before this additional education ie. Adjustment others belonged to the first grade of primary school, but now the child goes to kindergarten, going to a religious institution, sports club or an art colony and before starting school. Will then learn how to post toilets wash their hands? Or to be silent while the teacher explains? Basically, the role of educators is to educate, in terms of transfer of knowledge and values but in a higher level of education it comes down to something completely different. Some research on the population of high school students (Bonacin et al, 2010) have shown that the views of the individual form generally about the second year of high school. So, under normal circumstances, individuals welcome the study as a formed person.

The only way to them through the study may be affected is that they are familiar with the concept of lifelong learning, to be included in the team work, point to the constant research itself, the new research in the appropriate field ... So, the role of educators in Higher Education to be figuratively speaking, "the light in the darkness" or "bread crumbs" in the dark forest (Hansel and Gretel). The student already has the knowledge in a large amount (had to be), and is already fully raised (should be), but it should be possible to warn, to correct, to point to other solutions, and possibly direct. If I am an educator is not complete and social mores healthy person, and if not adequately passed all the stages of his own education and if not "created" for the transfer of knowledge, so if you do not possess the required characteristics that an educator must have - how will it be able to do? !! What is all of this important to note? It is necessary to be able to identify those who have the appropriate characteristics, and these individuals directed to the field for which they were created. And that's the whole philosophy. And it can be.

Previous studies

Governance and management are generally present more interesting and with scientific and professional positions, and an increasing number of authors illuminated this issue. For the purposes of this paper will list only those publications that suggest a crucial starting point, because it is usually a huge number. Russell (2005) in his book "The Wisdom of the West" provides an overview of Western philosophy from Thales to Wittgenstein, within the historical circumstances in which this philosophy developed, with critical review which shows how developed. The importance of philosophy is evident, given that in some way, "the mother of all sciences" from it and the beginnings of the science, it is true that, for example, in psychology, sociology, pedagogy, and the political economy and management. Fetscher (1989) in his book "The conditions of survival of humanity: is it still possible to save the progress?" Gathers studies labor in "ecological crisis" of industrial society and outline alternative potential solutions. "Today, for most critical contemporaries highly industrialized society lost naive equalization of industrial-technical progress and that cultural - moral" Why? Can controls the future to enter in the future management of some cultural and moral? Fukuyama (2003) in his book "The end of man: our posthuman future (the consequences of) the biotechnology revolution) indicates the need for political control over the use of science and technology. Who would have exercised such control? Controllers any type of course. Naive opportunity to "educate", ie. You educate supervisors gives hope for a better future. Ritzer (1996) in the book "The McDonaldization of society," says the McDonaldization, the modern name for Weber's rationalization. It is of the process by which the principles of fastfood restaurants dominate the growing number of segments of American society, spreading to the

rest of the world, affecting except hospitality and education, health, leisure, eating habits, etc., McDonald's offers consumers and workers učinkovitost, cost-effectiveness, predictability and control. Today's lifestyle too fast and too simple has accepted this kind of uniformity. Turner (2003) in his book "Managing to success: the creation of business organization" shows you how to develop the ideas and philosophy of the barn in the previous two books (born of success and Pathways to Success), and how to apply them to existing hierarchical forms. Also explains how it is possible to develop and nurture the entrepreneurial leadership qualities to guarantee further development. Aydon (2009) in his book "The history of mankind", a position of a man who is not a professional historian, writes about some ideas that governed people's lives in the area of religion, politics and laws of the natural world. Buzan (2006) in his book "Mind maps in the business: to be the best in the business and at the same time have fun," describes the application of mental maps in the business world Covey (2004) in his book "The successful conduct of the foundation principles" is about fundamental principles successful leadership without which the man used by trial and error and experience and instinct.

Šunje (2002) in the book "Top Manager: visionary and strategist," says the management with a modern aspect. The book is the product of a combination of the author's American experience and theoretical knowledge. A modern directors have to really be top managers. Špiljak (2008) considers whether the director of the pedagogical leader or manager stating that the classical conducting school usually meant maintaining the prescribed conditions and the performance of "classic" jobs (administrative tasks, conduct meetings, dealing with troubled students, cooperation with parents and external institutions). However, the changes that modern society and economic and social development in the 21st century require the education system and schools, and assume significant changes in the function of management. It now needs to ensure the definition of new targets, rapid adjustment and encourage everything that enables growth and development. In the foreground is put problems of motivating people for quality work, good coordination, encourage change, care for a good social climate, the focus forward - vision, mission, strategic planning and development. Today's director must successfully bring together all the resources and opportunities (resources) at its disposal in order to deal more effectively achieve the stated goals, must be able to encourage the effective changes in the system and must take care of the development and existence of the necessary resources for the operation, and relating to people, material resources and financial resources. Guided by considerations on the basis of which the changes in schools focused on changes in organizational development and change in the pedagogical management of which stems directly application for intense professionalization of principals and their

competence standards, Peko, Mlinarević and Geiger (2009) explored the willingness of the current directors to meet these requirements. The results suggest the need for systematic training of principals modern methods especially in the field of information and technology-communication contemporary teaching forms (seminars, conferences). According to Ischinger, TALIS - an international study of the results of the implementation of educational policies to encourage effective teaching and learning on a sample of 90 000 teachers and principals within / outside the EU (23 countries) has shown in the case of teachers to educational outcomes of students can not go beyond the quality of teachers (teaching)! Teachers do not feel sufficiently trained for new challenges, 55% of teachers looking for more targeted training than they currently receive, seek better support through a system of monitoring and feedback (feedback), the recognition of their work by colleagues / director is a strong incentive for the development and stressed the important role of management (directors). In the case of directors proved to be few in number (approximately 5000), treutno most over the age of 50 and requires quality training of new principals and empowerment of other groups (school boards, managers of expert councils, teachers) because the quality is not just the responsibility of one person. New challenges (in the back 10-15 years) are decentralization (greater school autonomy), the responsibility for results (planning, evaluation, data analysis) and new methods of learning and teaching. What contributes to the empowerment of teachers to achieve better outcomes for students? Establishment of a system of encouraging and giving feedback to teachers: secured strong incentives to teachers, rewarding quality work of teachers, provided a variety of opportunities for professional development throughout the professional career (Milović, 2009). Jukić (2012) explored the role of interpersonal skills in the modern school management and came to the realization that the same are becoming crucial in creating a favourable working environment, increase efficiency and motivation and creating better services. Skills to develop good relationships include inspiring employees, providing feedback, motivating and developing a positive atmosphere. Such an approach built around the so-called. three rounds of school management, a formal and personal power manager serves as a form of inspiration and motivation within the school climate. Therefore, it is obviously good to know a "format" of people that we need to inspire !! That same year, Bakotić deals with managerial challenges in the function of managing knowledge workers in modern companies. Whereby, the knowledge workers include those workers who for their work gained and create new knowledge. They are engines of growth and development of enterprises and their importance in modern enterprises in question. It is determined by ownership of knowledge and ability to solve the most complex problems and develop new more advanced and better solutions that will provide businesses a competitive advantage.

Only knowledge, without organizational support and resources, is worthless. Therefore it is a challenge for management. What are future educators than knowledge workers? Mihaliček (2011) deals with the satisfaction and happiness of teachers whose role in the social environment unavoidable because the modern teacher has a wide range of tasks to be realized. To make it possible, it needs to train and stimulate the adekvanoj level that falls within the scope of management. According to Perin (2012), career guidance Council of Ministers of the European Union in its Resolution is defined as a set of activities that enable individuals to identify their capabilities, competencies and interests at different ages in order to make decisions about education, training and be able to manage their professional career. Most of the activities related to the institutionalized and organized vocational guidance in Croatia is related to the public service employment (Croatian Employment Service).

Perin, in his paper discusses the guidance in terms of the roles and responsibilities of school with that family has a long term impact on the vocational guidance of young people. Modern society requires an individual who is able to make decisions about their professional development in different periods of life. Studies conducted in primary and secondary schools show that students largely not ready for making professional decisions when it is expected of them and suggests the need for career guidance is implicit activity of the entire educational process. Bognar and Bungić (2014) dealt with the possibilities of the evaluation of higher education using the action research various forms of summative and formative evaluation. Research has shown And, as students as objects of teaching process can actively participate in the exercise evaluation and their observations can encourage teachers to improving all phases of the teaching process. They concluded that the evaluation in higher education can be improved by educating teachers and students about its importance for the quality of the teaching process, learning about the different possibilities of involving students in the process. Marinković (2014) examines the current state of the education system in in contemporary social conditions, and our foreign whereby addresses the issue of lack of preparation (on all possible levels) for foreign influences "interested parties". Special interest is related to the possible updating of university classes with the high quality active involvement of university teachers, and students. The principle of interactivity between teachers and students in higher education question is the guarantee of quality performance and the importance of promoting fair intellectuality. Particular weight is given to the systematic professional development and training of teachers and the corresponding impact on the social, mental and emotional competence of students. Consequently, pointing to the need for more intensive development of university higher education - teachers, assistants and students through the program, organizational, communication and other forms of action.

The subject of the problem, the goal and purpose

The basic question of which is managed and basic research is the issue of timely recognition and management staff for reasons primarily properly addressed even as possible. And that natural rules that exist. According to all available references, the last time point at which the person can seriously affect the right one when you attend a higher educational institution - college. So then when the student. Therefore, the student population has become the subject of research and thus the subject of this paper. Thus, the subject of work in terms of identifying the structures of the typological 406 students of educational faculties but for the purposes of action research will be involved and the potential and actual managers in selected schools. To be able to direct and control when properly utilized and optimize school management we have to see whether there are any specific types and how they are positioned in space so that the problem of this work is precisely determining the typological structure of future educators in the area of sociological attributes with the ultimate aim of optimizing school management. The specific aim of the study is to enable the realization of this right of action research identifying typological structure of future educators and as a prerequisite of the Action Research.

The primary hypothesis

The main hypothesis H0: It is possible at the level of statistical significance chosen to establish the existence of typological structure of future educators in the area of sociological attributes
Auxiliary hypothesis H1: Possible optimization of school management

Methods

Environment and Head of project

Organized by the Faculty of Education, University of Travnik, the year 2010 started the international project "Research of sociological, management and moral values of students" (Principal Investigator prof. Dobromir Bonacin, PhD). In order to complete the procedure, the student population is selected from a wider area to ensure intelligibility (Pula, Opatija, Rijeka, Split, Osijek - Croatia, Niš - Serbia, Mostar, Travnik, Kiseljak - Bosnia and Herzegovina). Information required this work emerged from this research.

Sample of entities

In this paper the total effective sample is 406 entities of both sexes and ages 19-27 years. This allows effective and credible conclusion generalization knowledge due to the large population from which it is drawn. Such efektiv allows any correlation, projections or saturation greater than 0.0971 is statistically significant at the 95% confidence reasoning, each greater than 0.1271 is statistically significant at the conclusion of the 99% safety.

Sample of indicators

Entities have a total of 138 indicators divided into seven domains. Each domain is defined by the model of a previously conducted research or experience in conducting such studies: 1. dimensions of social stratification (39 indicators), 2. Hierarchical control potential (30 indicators), 3. Cultural dimensions (15 indicators), 4. Political dimensions (12 indicators), 5. The economic dimensions (12 indicators), 6. Motivational dimensions (12 indicators), and 7 the potential utilization (18 indicators).

Methods of data processing

138 indicators divided into 7 subspace is factored separately within each area. Thus obtained 24 latent dimensions (6 stratification, 4 drivers, 2 cultural, political 3, 3 economic, 3 utilization, motivational 3). On these data was performed taxonomic clustering analysis (Veldman, 1981) with an extension of the algorithm for better description of taxons (Bonacin, 2008).

Results and discussion

According to the results in Table 1 shows the existence of four taxons under GK criterion (Gutman Kaiser). Generally, the species were evenly distributed, ie. no taxons with extremely small or extremely large number of individuals. Furthermore, the first two taxons show positive values of variables to taxons while the other two show the most negative values to variables taxons.

The first two taxons (groups) speak of the positive orientation of attitudes in the space of sociological attributes while the other two (taxon 3 and 4) the opposite. Taken as a percentage, it can be said that the majority (60%) of respondents expressed positive values sociological attributes while a minority (40%) of which in particular 23% show negative values of sociological attributes. It could be said that 23% of the population to put it mildly antisocial. It could be described as completely shy of any serious and systematic social interaction.

Table 1. Description of taxons on latent dimensions

Grupe		TX01	TX02	TX03	TX04	TOT	
N		148	93	71	94	406	
%		36.45	22.91	17.49	23.15	100.00	
Stratifikacion	Educative status	SEDU	0.68	0.88	-0.98	-1.21	0.00
	Passive material status	SPAS	-0.18	0.71	0.50	-0.79	0.00
	Micro-social status	SMIK	-0.04	0.29	0.54	-0.63	0.00
	Macro-social status	SMAK	-0.18	0.62	0.58	-0.76	0.00
	Status of birth place	SROD	0.17	-0.47	0.27	0.00	0.00
	Active social status	SAKT	-0.40	0.23	0.89	-0.26	0.00
Management	Guidance	HVOD	0.59	0.90	-0.93	-1.11	0.00
	Opportunism	HOPO	0.19	0.90	-0.30	-0.98	0.00
	hip	HLID	0.15	1.00	-0.25	-1.04	0.00
	Delegation	HDEL	0.33	0.81	-0.47	-0.96	0.00
Culture	Conventions	KKON	0.57	0.88	-0.86	-1.12	0.00
	Caution	KOPR	0.54	0.85	-0.80	-1.08	0.00
Motivation	Primary	MPRI	0.59	0.83	-0.89	-1.07	0.00
	Secondary	MSEK	0.13	1.01	-0.32	-0.97	0.00
	Tertiary	MTER	0.42	0.84	-0.81	-0.87	0.00
Resources utilization	Technology	ITEH	0.60	0.86	-0.96	-1.07	0.00
	Art	IUMJ	0.17	0.88	-0.35	-0.87	0.00
	Science	IZNA	0.19	0.87	-0.39	-0.87	0.00
Economy	Acting	EDJE	0.16	0.88	-0.25	-0.95	0.00
	Consequences	EPOS	0.19	0.81	-0.19	-0.96	0.00
	Means	ESRE	-0.11	0.68	0.01	-0.51	0.00
Politics	Regulation	PREG	0.25	0.88	-0.28	-1.06	0.00
	Authority	PVLA	-0.49	-0.01	0.96	0.06	0.00
	Opposition	POPO	0.25	0.95	-0.39	-1.04	0.00

How is that possible in a population of future educators? Obviously needs to work on stricter selection models to human schools. In fact, the very concept and definition of education stems existence of specific characteristics that as educators and the educational managers must have in order to perform their job properly. Part of the research population concentrated in the second taxon is expressed most likely just desirable features sociological dimensions and attributes. Since all values are positive to expect their high integration into society as well as the possible influence of the quality of management and space management. As you could see, the identification and recognition of the features of these two taxons was relatively easier for a maximum projection of certain variables, be it in the negative (4 taxa) was significantly positive (taxon 2), however, is not exactly the same as the situation in the first and

third taxon. Mathematically it could be said that a group of integrated and asocial stretch space in extreme and opposite direction. It is a frightening picture that arises from studying separately taxon 4 because it is difficult to reasonably accept the facts on which the features of the participants (future trainers) the following: the absence of any need for education (and tomorrow will teach others). Then utter passivity in relation to the financial status (and tomorrow will need to feed the family), lack of interest in micro and macro social status (and live in a real middle), their absence management tendencies of any kind, escape from the conventions and prudent action (which may constitute ill-mannered and insolence), inability to express motifs within the personal and social motives and ignoring the importance of economics, politics, technology, art and science ... One could say that this is hard to describe anti-social

behavior, and perhaps across the border of social pathology. On the other hand, the second type described taxonomist is even somewhat idealized version of educators with very desirable attributes for the highest projections of the variables: leadership, secondary motivation, educational status, conventions, regulation continues to order almost any other. It is obvious that this taxon has the intention to take responsibility (leader), educate and educate others, motivated by the multiple and especially in sociological sphere while a high value on other variables indicate a thorough knowledge of the profession, willingness to dialogue and agreements, and actively solve the tasks with the use of technology, art, science, and so on. Perhaps it was desirable that out of such a set of socially integrated individuals recruited not only educators but also education managers and real leaders. The remaining taxon 2 is slightly more difficult to define, although it up immediately obvious that one (1. taxon) is inclined to the positive and the other (3. taxon) negative pole. Taxon 1 best describe the variables of educational status, technology, leadership, technology, convention and caution, and the primary and tertiary motifs (which means that the company does not matter) while negatively oriented variables active social status and power that could be interpreted as avoiding social promotion and avoiding interference in politics. From the previous order to get a picture of an individual who is "safely cocooned", most likely it is in its profession or hobby, for example. Apparently it is the intellectual who is educated and will educate others in sociological no way represents an important linkage or interaction which means that it will not pose a resource from which to recruit managers nor will largely run social dynamics, but will be a resource hierarchical smaller range and volume but sometimes it can probably be of huge benefit used in a very narrow field of activity (a specialist in something, but nothing more than that). In most, taxon 3 variables has a negative sign which means you had a negative focused in the social sense. This leading educational status, leadership, convention and caution, primary and tertiary motivations and technologies, while noticeable whole series of variables with a lower negative values. Apparently it seems contradictory that the variable power extremely positive (0.96) and variable active social status (0.89), indicating a need or intention to express their own values and knowledge in the social community, however, how to fit in with the previously obtained image under-educated, under-cultural and unmotivated person? Obviously not the same as in the framework of taxon 4 because there

was no need for the government and it is a key dividing line of the two taxons which taxon 4 articulates the anti-social behavior as a taxon 3 as bullying. Figuratively speaking, it is a locally oriented bullies who "do not know" and want to manage, and also achieved on the basis of force. For these reasons are constantly torn between two irreconcilable terms of which one is a violent need to manage and rule and the other knowledge and insights. But it is not certain that this kind of behavior and these typological structures must describe pathological, at least as long as they take greater concern and organized scale. As seen from the above, the results showed the existence of four taxons that could have been recognized as two of stretched space: taxon 2 (integrated structure) and taxon 4 (asocial typological structure) and between them are clearly recognizable even at smaller sizes range taxon 3 (typological structure of local thugs) and 1 taxon (typological structure of isolated specialists). It is suggested that to seriously take into account the school management of these typological structures as in the case of pure confirmation of their existence in the concrete situations in schools, the consequences of this selection are not at all irrelevant. As can be seen from all the above, the main and auxiliary hypotheses were confirmed. It is possible to identify and identified the typological structure of trainers in the area of social attributes which forms the basis of optimization of school management.

Conclusion

Prepared and designed action research with the intention of improving educational management, specifically in the management of schools. To action research could be carried out in cycles made the first estimate existent typological structure (taxons) of future educators with the intention that estimates of these are possible quality managers. Knowledge of it transferred to the school in order to implement the second phase action research, ie. the allocation of human resources. After some time (school year) carried out an assessment of effects, and then again, possibly with a team of experts once again set a new initial state also based on established typological structures. These typological structure that more closely isolated in the first step of research were: typological structure asocial types, typological structure integrated into society, typological structure of local thugs and typological structure of isolated individuals. It is obvious that this typological structure identified quite clearly and precisely indicate who, where, when and why has the place in school management and who is not.

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TIPOLOŠKE STRUKTURE BUDUĆIH EDUKATORA U PROSTORU SOCIOLOŠKIH ATRIBUTA U SVRHU INICIJALIZACIJE AKCIJSKOG PLANA ŠKOLSKOG MENADŽMENTA

Sažetak

Pripremljeno je i projektirano akcijsko istraživanje s namjerom unaprijeđenja edukacijskog menadžmenta, konkretnije menadžmenta u školama. Ovo pod pretpostavkom da je moguće prepoznati tipične tipološke strukture (taxone) u populaciji. Cilj ovog rada bio je utvrđivanje realno postojećih grupa (klastera) unutar skupa indikatora kojima je opisano 406 studenata koji studiraju I i II ciklus po Bolonjskom modelu u širem arealu Jugoistočne Europe. Rezultati ukazuju na jako specifičnu taksonomsku strukturu u kojoj dominantnu ulogu igraju pozitivno odnosno negativno orijentirane vrijednosti projekcija na takson. Prva dva taksona (grupe) govore o pozitivnoj usmjerenosti stavova u prostoru socioloških atributa dok je kod druga dva (takson 3. i 4.) upravo suprotno. Gledano u postotcima, može se reći da većina (60%) ispitanika iskazuje pozitivne vrijednosti socioloških atributa dok manjina (40%) od čega naročito 23 % posto pokazuju negativne vrijednosti socioloških atributa. Moglo bi se reći kako je 23 % populacije blago rečeno asocijalno. To bi se moglo opisati i kao potpuno zaziranje od bilo kakve ozbiljne i sustavne društvene interakcije. Čini se kako i među samim studentima edukacijskih kadrovskih škola postoji duboka podijeljenost u svezi pristupa edukaciji kao pojmu. Ovo svakako zahtijeva posebno usmjerena istraživanja, jer predstavlja vrlo impresivnu indiciju produbljanja jaza unutar društva.

Ključne riječi: studenti, edukacija, sociološki atributi, cluster analiza, vrijednosti, podvojenost

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