

GRAMMAR SCHOOL STUDENTS AS MANAGERS ON A CROSSWAY: TOWARD KNOWLEDGE OR VIOLENCE?

Dobromir Bonacin ¹, Danijela Bonacin ¹ and Alen Jerkunica ²

¹ Faculty of Education, Travnik, Bosnia & Herzegovina

² College of sports management, Split, Croatia

Original scientific paper

Abstract

The purpose of this research was pointing to basics of violence in sport (but not only in sport). Research was designed as questionnaire with 1047 grammar school pupils of both sex, described with a large number of indicators, condensed on latent dimensions of social stratification and clique detection. Results have shown all relations complexity, but also that we can detect basic presumptions on which violence repose. It was concluded that such complex "machinery" is too often leaded by individuals and groups from top, and that their goals are not completely immanent to sport as phenomenon, but the sport is only polygon realization of for ideas that are not fully sociologically justified from sport declarations position. Problem solving of violence in sport should be searching in long-term education, and that is primary task of sport managers on any level.

Key words: grammar school pupils, sport, violence, sociology, management, education

Introduction

Management and leadership

Semantic translation of a word management means to manage, or guide, but actually is a process (Wiener, 1948; Malacko & Rađo, 2006; Bonacin et al., 2007). Management is a process of coordination and effective exploitation of human and material resources in order to achieve certain goals. Basic functions of management are planning, organizing, human potential management, guiding and decision-making control. The basic purpose of management is functional integral system insurance it relates to. Management is also a property function, **directing** business activities and development by making and implementing decisions and is based on the right to property; the owner of the property is a bearer of management functions. Management is realized in a process of making decisions (Bahtijarević-Šiber & Sikavica, 2001; Visković, 1997).

"History" of management

Through history is evident that humans, since the most primitive phase of their existence, discovered importance of human resources and their adequate exploitation, which gave him opportunity to survive and progress (like fire). This is how they start managing information they have (Bonacin, Da., 2008 a). Further they found out how to catch an animal from a distance – javelin (spear), bow and arrow and those weapons/tools remained the main weapons for humans all the way to the last couple of hundred years (Drašković & Makek, 1983). Common life required solving sociological relations, legal status (at that time when customary law developed) which means there had to be one individual in charge (chief or elder). He managed all the events on his level, sometimes even in phases after his death – by inheritance of knowledge and objects (Bonacin, Da., 2008 a). From the Phoenicians onward literacy started.

Starting with 22 letters they could read and write. With voice letter they connected close and distant people and the ones that will inherit them in the future (Drašković & Makek, 1983). In late era's e.g. feudal age, Lords did not care what is happening with their county; is it depleted or overpopulated. They only cared to collect the levy every month. But they had a good network management of tax collectors and soldiers that collected levy each month or punished peasants. The kings and other Lords organized people to voluntarily (and for money) plan and organize new colonies and their colonization. This makes them managers of their time in a certain way (Bonacin, Da., 2008 b). Such trend continued in the period of intensive use of machines (since VII century onwards), which are literally managed and in the present time in the center of events we put information and ability of its accumulation and appliance in a real life. It is obvious that planning, managing, monitoring etc. was always present even the quality and competence was different. This certainly does not diminish the importance of such discovery, but contrary indicates at one of the most important tendencies in human development.

Definition of violence

We could have concluded that management was always present since there is a different level of knowledge among people. This knowledge could be described as inferior, neutral and superior. Fundamental question is: What is happening when lower levels try to manage higher levels? The result is destruction, in other words violence within human proportions. On the other hand, each educational acting contains at least a little violence and education it's just a matter of proportions. While inferior influences superiors destructively, and at the same time superior is trying to educate inferior that is a message to superior they didn't teach them good and a message for inferior they are not destructive enough (Bonacin, Da., 2008 b).

Violence can truly articulate only as a social level conflict within the community whether it is micro or macro community. In that context we can conclude that two concepts exist: **Violent education** occurs when superior level is trying to make the desired change of inferior in a short time from a position of so called higher interests. If there is no adequate preparing and no true arguments, inferiors will resist education, but to be able to implement this education, superiors starts to implement violence. The opposite happens when the inferiors are trying to change superiors: we call that **educational destruction**. All models and shapes of violence today, especially in sporting events are allocated within this range. We only have to recognize reasons and messages emitted within the event we describe as violence in sport.

Violence in sport

On the level of target – analysis we noted there is a large number of manifestation forms related to sports where we recognize violence. Although potentially most dangerous form fun behaviour is only one form of violence. Sport today is an industry where billions of dollars is involved and huge number of individuals is present (Malacko & Rađo, 2004). With sport and sportsmen there is more and more supporting activities such as transport, medical services, manufacturing and equipment sales, political campaigns, educational institutions, media activities, marketing etc. (Bonacin, Da. et al., 2009). Anderson et al. (2004) are talking about violent advertisement. This aspect of media rhetoric propaganda exceeds cultural and ethical standards, putting consumers into awkward position. It is well known that market “winning” is one of the key things in business (Marren, 2004).

He further talks about the crash within western civilization, which connects too many inconsistency and misunderstanding of formal and informal group individuals. It is obvious that stratums and stratification lead toward misunderstanding and sometimes deep gap, avoidance and disrespect of elementary human determinants like right to live, right to health, right to education which are basic right and foundation for other rights (Bilić & Bonacin, 2007). In accordance with this there are inappropriate invasion of corporate and media interests into our lives (McLean et al., 2009). There are many situations where many individuals practically live “virtual” lives outside of reality and without actual contact with other people that surround them. If a lot of individuals feels rejected or socially disintegrated then a big process start those Reicher et al. (2004) describe as a psychology of a crowd regarding public order. Possible collective conflict can not be solved by rigid violent repressive methods, but it requires much serious comprehension of collective identity, priority understanding and different group’s intentions in active sociological and repressive activity because legal and illegal large group activities have to be separated which is only shallowly viewed manifest as fan violence with sport.

In similar direction are heading considerations of Hodgson (2001) who speaks about inadequate education of official individuals for non violent procedure in general. Even that is hard to conduct all concrete repressive measures without active role of coercion means when excess already occurs, should consider series of procedures that would lead to a lot less expressed violence. Dionisio et al. (2008) such behavior describe as tribal and cult is common advent regarding the club they are usually attached, which implicates conflict even brutality toward members of other “cult”. Such symbolism, that strive to ritual and phanaticism, has to lead to violence always when “deposit” is so big (e.g. important game, supported by media and others). That is how we are not surprised that for the members of one “cult” is not important to follow the game; since they think their role is to participate - not to observe. Hunt et al. (1999) are suggesting classification that includes following fan types; temporary, local, devoted, fanatic and non-functional. Each of these types under certain circumstances can become violent, which is directly related with club’s expectations. Hearn (1992) speaks about new world of sporting facility and management and role of women, inducing that the role of man in management can be brutal and oppressive and it is well known there is a lot more men in management than women. Steiner (2004) quotes that we already have recognized elements of unacceptable behavior of managers that aims toward phanaticism, like huge act intensity and intolerance, but the third characteristic might be the key one for understanding of that phanaticism. Stokes (2007) is analyzing such tendencies and observes militant/non militant as possible management paradigm in such defined diverging domains. Anyhow, reflections of such tendencies have been recognized and sometimes the members of fans call each other “soldier” which certainly doesn’t belong to sport criteria in general, unfortunately with usage of different kind of weapons.

Problem and goal

Level of knowledge

As we concluded, violence is conflict between different knowledge levels where inferior group is trying to “lower” superior group, and superior is trying to educate inferior and “advance” it. When nothing of the above happen (not total destruction nor total advancement) which is always the case, then we have management. That means that positions are levelling (becoming equal), otherwise if the difference remains the same, education and destruction continue but more seriously since the tensions arise (Bonacin, Da., 2008 a).

Position and role of top management

From all previously mentioned, aware of today, we can conclude that **everything we are - makes us to optimize what we have and “go further”**. In ancient times, vision of future was only to have full stomach, but it evolved into this what we have today.

All together bring us to a conclusion two ways of optimization; spontaneous or stochastic that proceeds naturally as combination of more quasi-coincidental conditions or deliberate or directed, intentional (Aksentijević et al., 2008). Aristotle decided a man is a "zoon politikon" (political animal, which means everything he does, wants, and can includes other people and that is the only way he can survive. Many psycho – sociological and other researches confirmed this statement. That is **external environment** that exist with each man as individual. What acts within sport organization we call **internal environment** and **business environment** consists of competition, buyers, suppliers, regulators and strategic partners (Bonacin, Da., 2008 a). In such strong dynamic environment, alignment of all segments in interest of sport organization has to be determined from the top, and since each serious organization is hierarchal organized (Bonacin & Bonacin, 2008). Šunje (2002) distinguishes two types of organization; a) mechanical and b) organic) but in both cases on the top is top management. In lines of Adisez (1996) it is clear that striving to top-form projects inevitably projects some people of superior management habitus as leaders located on the top in making decisions and concepts. The goal of management is some newly formed condition that system has to transform to in the shortest possible time and with the least expenditure of energy and maximum utilization of resources (Malacko & Rađo, 2006). Considering hierarchy levels in organization we distinguish managers of the first line that coordinate the work of operational employees on the bottom of organization, managers of middle line responsible for some sectors, and top management that are on the top and responsible for entire organization (Bonacin, Da., 2008 a). It is obvious that all of them, especially top managers have important role in social attitude modelling in much wider area then sport organization itself, since huge part of environment is in direct contact with organization so it is impossible to avoid responsibility for advent such as violence in sport.

Position and role of high school students

Social structure is composed of many different social positions, social roles, groups and institutions (Fanuko et al., 1995) and presents very complex and demanding creation connected with network of different interactions. This function is saturated with system of various norms, rules that determine appropriate behavior in a certain situations and which all individuals within organization have to follow (Fanuko et al., 1995; Dwyer, 2005). In such structure, each individual from newly born child to an old man has its own position, often more then one depending on the aspect of view (O'Leary, 1997; Gilson et al., 2005; Irwin, 2008). High school is specific period in a man's life, primarily because it corresponds to intensive biological and social development. The term "adolescence" comes from Latin 'adolescero' which means to grow to mature. Scientist has a different view on the beginning of population of adolescents but average in all societies it starts at age of 13.

Although it depends on the conditions in that society and it can be at age of 18, 20, 23 (Andersson & Meyer, 2000; Chan, 2008). High school students obviously take a role of their exemplar (peers, parents, teachers, public persons, media figures) and based on that build their identity and self-perception (Anderson et al., 2000; Gilson et al., 2005; Irwin, 2008; Bonacin et al., 2009). Which direction they will develop to depends mostly on the existence environment they belong to or will belong and can be described as three sub-systems; a) **Socialization**, set of factors that prepare individual to accept his role in community (educational status, basic residential born status), b) **institutional**, defined as hierarchic network on institutional roles (professional status, political status, political orientation) and c) **sanction**, set of positioning, usage and evaluations of material and symbolic rewords (economic status, life style, residual status) (Saksida & Petrovič, 1972; Bonacin, Da. et al., 2008). Micro-sociologically we recognize following appearances a) **functional clique**, the strongest sub-group opposition clique, with obvious tendency of gaining and maintaining control over actual, b) **opposition clique** weaker subgroup with obvious tendency to take over supervision over acute achieving goals, and c) **regulative clique**, group that gathers individuals with obvious tendency to balance between two other sub-groups. Within those cliques, we notice on individual level appearances of primary and secondary leaders of certain cliques, favourite individuals without major functional impact (mascots) and isolators (that everyone avoid) (Bonacin, 2006). Certainly, managing tendencies at this phase have direct repercussions at positioning in macro and micro – sociological system and vice versa.

Methods

For this research we applied two sets of methods aimed at two directions. Primarily we collected a large number of publications and presented only a few in order to clearly illustrate attitudes, paradigms, and research results as well as interpretation of aimed thematic importance. In second phase we applied multivariate methods for data processing in order to gain maximum of useful information. Total effective of the sample consisted of 1047 students of Grammar school in Herzegovina described with 112 indicators condensed into set of simple discoveries (author of the survey: Danijela Bonacin). There were totally 647 female and 400 male students. We applied methods a) data normalization and elementary statistic, b) analysis of latent dimensions and clustering and c) canonical analysis for connecting two different sets in factor area (Bonacin, 2004). Survey tasks from sub-area of micro-sociological structure and decision making included following statements: 1) The rules are conditioned always by the same group of people that is making decisions (AP01), 2) People who set the rules are stable and independent (AP02), 3) People who control institutions are politically active (AP03), 4) I think I would run some institutions better (AP04), 5) We should try to take some decisions (AP05), 6) It is easy to organize a group

of people that could run institutions better (AP06), 7) When deciding the best thing is to stay aside (AP07), 8) When you are not in the center of events you have better approach to problems (AP08) and 9) A lot of people likes me maybe even everyone and that is the best for me (AP09). In the sub-area of goals we applied indicators: 1) I set goals in my life well and work on their achievement. (AC01), 2) Each way is good when it brings you to your goal (AC02), 3) Competent manager find his interest in everything (AC03) and 4) We have to manage people, things and events around us (AC04).

Results and discussion

From results in table 1 and 2, it is visible there is no big difference in micro-sociological structure with male and female sample. Latent clique dimensions are easily recognized and can be structured in three sets of posture; a) functional clique (Obq1), b) opposite clique (Obq2) and c) regulative clique (Obq3). It is interesting that indicators with maximal projections on cliques in different samples are completely same. All this indicates that in sample it is not possible to find structural differences in clique forming, but mechanisms of formation are equal. That is how we discover three sets of micro-sociological modulations that are expected and indicate that mechanisms of forming set of postures as well as micro groups are identical with high school students aged 15 to 19.

Table 1. Oblique rotated position of micro-sociological structure of female sample (n=647)

	O BQ1	O BQ2	O BQ3
AP01	0.40	-0.34	0.32
AP02	0.77	0.07	-0.06
AP03	0.75	0.02	-0.17
AP04	0.11	0.50	0.33
AP05	0.06	0.79	-0.10
AP06	-0.04	0.80	-0.01
AP07	-0.19	0.08	0.74
AP08	0.43	0.01	0.44
AP09	-0.04	-0.04	0.73
	O BQ1	O BQ2	O BQ3
O BQ1	1.00	0.11	0.10
O BQ2		1.00	0.22
O BQ3			1.00

Table 2. Oblique rotated position of micro-sociological structure of male sample (n=400)

	O BQ1	O BQ2	O BQ3
AP01	0.47	-0.14	0.25
AP02	0.78	-0.03	-0.05
AP03	0.70	0.02	0.01
AP04	-0.02	0.73	0.00
AP05	0.46	0.49	-0.08
AP06	0.09	0.77	-0.10
AP07	-0.12	0.13	0.75
AP08	0.26	-0.05	0.59
AP09	-0.39	0.37	0.42
	O BQ1	O BQ2	O BQ3
O BQ1	1.00	0.25	0.12
O BQ2		1.00	0.20
O BQ3			1.00

Taxonomic positions (table 3 & 4), however reveal differences according to gender. At female sample there is a subset which indicates complete micro-sociological integration (37 % of entity) without any essential variations within micro-social structure.

Then the subset with extremely negative postures regarding accepting lead roles in the group (42 %) is visible, and also a subset with negative posture toward opposition and synergy (21 %) appears. Therefore we can conclude that female sample is polarized in two segments: a) one with positive approach toward any kind of micro-sociological role acceptance which makes them carriers of all potential active roles, regardless of whether they are part of functional, opposite or regulative clique (37%) and b) two sub-sets whose common characteristic is negative attitude toward accepting any kind of carrier roles (63 %).

Table 3. Taxonomic position of Micro-sociological structure of female sample (n=647)

G	GR01	GR02	GR03
N	240	271	136
%	37.09	41.89	21.02
AP01	0.17	-0.17	0.03
AP02	0.51	-0.55	0.19
AP03	0.50	-0.50	0.12
AP04	0.39	-0.16	-0.36
AP05	0.35	0.13	-0.88
AP06	0.40	0.29	-1.29
AP07	0.43	-0.13	-0.50
AP08	0.57	-0.42	-0.46
AP09	0.22	0.00	-0.38

Table 4. Taxonomic position of Micro-sociological structure of male sample (n=400)

G	GR01	GR02	GR03
N	239	131	30
%	59.75	32.75	7.50
AP01	0.01	-0.03	0.07
AP02	0.08	0.20	-1.51
AP03	0.14	0.15	-1.76
AP04	0.49	-0.73	-0.76
AP05	0.31	-0.08	-2.08
AP06	0.45	-0.66	-0.74
AP07	0.17	-0.33	0.05
AP08	0.06	0.21	-1.38
AP09	0.21	-0.46	0.35

Male model is diverged; a) most of entities are oriented toward opposite actions (60 %), b) less then that (32 %) wants to accept carrier's roles with expressed negative posture toward opposite actions and c) small number (around 8 %) are "mascots" with clearly expressed negative postures in almost all remaining indicators. Such results clearly indicate the fact that two thirds of high school students are very unsatisfied with their micro-sociological position, since they are directed toward opposite actions or micro-sociological isolation. Although, these are entities revealed in adolescence which is characterized with a dose of resistance, disagreement with authorities etc, certainly this is very fertile ground for incorporating elements of value that can not be constructively directed. Such populations are easy to direct toward element of system values that is not corresponding with general cultural behavior which means they can easily end up in violence. According to results in table 5 it is visible that managing tendencies have opposite pre sign in relation with two isolated cliques, especially regulative one, while position of functional clique remains neutral. Because of this we can conclude that girls in high school are not willing to compromise.

And they are waiting for someone else to solve their homework and problems, but also that they are not ready for the main roles. We could say they are not ready to be their own boss but also they will not accept critics or to balance among all this options. It is like they expect that somebody else takes the main role and they support such individuals. This corresponds to the image of a woman supporting a man, and even if it looks like conservative attitude it seems these attitudes are justified.

Table 5. Canonical analysis (female, N = 647)

Indicators	KANF
AC01	-0.80
AC02	-0.13
AC03	-0.36
AC04	-0.52
Functional clique	0.03
Opposite clique	0.59
Regulative clique	0.83
R	0.38
R2	0.15
DF	12
HI	26.45
P	0.00

Since we talk about age of accepting role of grown ups, it is good to know what kind of sociological basis we can expect from them and also to know what is not good to ask from them or in which direction they should not be encouraged as it will be unacceptable targeting where results fail. Male respondents (table 6), however, show different tendencies. With them it is visible that dominates micro-sociological status with all projections positive and the most with projection of functional clique, i.e. taking responsibility for result achievement in general. Negative pre sign have indicators of "Machiavelistic" type according which every way is good to accomplish a goal. This is extremely negative projection (-0,75) which means that Grammar high school students age 15 to 19 well recognize that different ways of goal achievement has its price, so they are not willing to use any means and methods. In the same way they view obligation of managing people, resources and events that surround them (-0,47) which means at this age they are not ready to take responsibility and make decisions. They certainly want to act through actions that ensure high achievements in general, but preferably join some fictive common setting that roots personal responsibility and transfers it to whole clique. *This is not a matter of identity, searching for identity or loosing it, but a question of social expectations that are currently (15 to 19 years of age) too big for them.*

Table 6. Canonical analysis (male, N = 400)

Indicators	KANF
AC01	0.44
AC02	-0.75
AC03	0.00
AC04	-0.47
Functional clique	0.82
Opposite clique	0.55
Regulative clique	0.33
R	0.36
R2	0.13
DF	12
HI	24.77
P	0.00

They still do not posses not even formal (educational) competences nor income what makes it difficult for their social exposition. However, this means they will easily fit with existing models if these models are acceptable. That is very dangerous, since the evaluation of acceptance can be given from different aspects, and which aspect will be used is not under adequate control of system instruments. During that time, violence around us, even in sport, became an important part of everyday life. The news becomes "the death clock" that is broadcasting many times; movies and video games are marked by a "normal" appearance of harassment mutilation and killing enemies in incredible ways. In al this, all of us, especially described high school students, for their own mental health has to adapt and the simplest adaptation is "that violence and killing is nothing unusual". Enormously suffering and pain of the victim is being neglected, no sympathy with the victims but too often glorify "the strength" of any type. This occurs equally from global interstate levels down to individual. This means we have to approach to managers of any level! *Violence as a phenomenon is certainly conflict of levels. If that is the case, then the top levels have obligation to educate all the others.* That education will not and can not end with tranquilization of adolescent or placing them into cages on the games. That is only urgent fire extinguishing. According to research of Bonacin, Da. et al. (2008) which included 72 sports top-managers in B&H, possible change in top management can bring extremely large divergences, and the whole system is aiming in certain direction that can not be adequate for each situation. Also, the research of Bonacin, Da. et al. (2008) about types of top level sport managers indicates that in reality only small and stable number of 4 types exists, where we described older managers, ex athletes, educated younger and managers outside of sport. This certainly reflects to all other segments or to a way of solving this problem. Rađo, Bonacin et al. (2008) present the results of the research that directly indicate identification of individual roles within the frame of top sport management. Management in sport has another extremely important role (Bonacin, Da., 2008 a; Bonacin, Da., 2009) which relates to system monitoring of trainers staff and profession. One part of violence tendency comes directly from sport profession and insufficiently educated coaches (technological sports managers). Nobody (especially sport organization management) reacts when one team comes on the field to "destroy" another team, and will begin to think as of the enemy not the opponent. And what you do to the enemy, we know quite well especially.

Conclusion

Sport as a phenomenon has long ceased to be only locally determined more or less stochastic entertainment and it determined its goals, acting, resources, human potential, requirements and space. In such way, this activity is subject to the same global rules as well as medicine, engineering, construction, economy, justice, politics etc.

This means it has characteristic goals, methods, acting and competence. And while almost all other disciplines (such as listed) regularly verify the only real values of knowledge (because otherwise in architecture bridges will fall, people will die in medicine, in judiciary will be chaos); management in sport (sports management) is left on the open for different impacts and incorporation of divergent and often unacceptable ideas, projects and people.

Entire sport "machinery" is too often led by the individuals and groups, whose objectives are not entirely inherent to sport as a phenomenon, but they use sport only as ground for realization of ideas and goals not necessarily justified from a position of sport as phenomenon. Although not often challenge the good and honest intentions it is not certain that the actual knowledge of such structures is always real objectives of sports

correspondent. ("The road to hell is often paved with good intentions) witnessed by many deviations among which the most obvious one – violence in sport (from doping to the fans demolition). In this work, we considered position of maybe the most sensitive population – high school children, in order to explain why they are the ones to recruit the most potential bullies in sport. *Actually, they are the population that will, in the near future (10 years from now) start to take roles of decision making. One of possibilities is to leave them to stochastic model which is not certain they will move in a positive direction (or worse to teach them to accept existing models) and the other possibility is to direct them to education of humanistic and social context, so tomorrow some of them as managers in sport organizations act in much better way, because education is the only solution that can really solve the problem of violence in sport in all forms.*

Literature

- Adizes, I. (1996) *Težnja ka Top formi* /In Serbian/ (Aspiration to top form). Novi Sad: Adizes.
- Aksentijević, NK., Ježić, Z., & Đurić, K. (2008) Upravljanje ljudskim potencijalima kao pretpostavka inovativnosti i uspješnosti poslovanja. *Informatologija*, 41(1): 46-50.
- Andersson, S., Hedelin, A., Nilsson, A., & Welander, C. (2004) Violent advertising in fashion marketing. *Journal of Fashion Marketing and Management*, 8(1): 96–112.
- Anderson, H.C., & Meyer, D.J.C. (2000) Pre-adolescent consumer conformity: A study of motivation for purchasing apparel. *Journal of Fashion Marketing and Management*, 4: 173-181.
- Bahtijarević-Siber, F., & Sikavica, P. (Ur.) (2001) *Leksikon menedžmenta* /In Croatian/ (Management lexicon). Zagreb: Masmedia.
- Bilić, Ž., & Bonacin, D. (2007) *Uvod u kineziološku rekreaciju* /In Croatian/ (Introduction to kinesiological recreation). Mostar: Fakultet prirodoslovno-matematičkih i odgojnih znanosti.
- Bonacin, D. (2004) *Uvod u kvantitativne metode* /In Croatian/ (Introduction to quantity methods). Kaštela: Personal.
- Bonacin, D. (2006) *Uvod u teoriju treninga* /In Croatian/ (Introduction to training theory). Kaštela: Personal.
- Bonacin, D., & Bonacin, Da. (2007) Model cjelovitog djelovanja menadžmenta u sportu /In Croatian/ (A model of entirely acting in sports management). *III Međunarodna konferencija "Menadžment u sportu" Beograd, Fakultet za menadžment u sportu Univerziteta „Braća Karić“ i Olimpijski komitet Srbije*. Zbornik radova, pp. 115-119. (Ur. Nićin, Đ.).
- Bonacin, D., Bilić, Ž., & Bonacin, Da. (2008) *Uvod u antropološku analizu* /In Croatian/ (Introduction to anthropological analysis). Travnik: Kineziološki fakultet.
- Bonacin, Da. (2008 a) *Optimizacija klasično dizajnirane strukture sportske organizacije*. /Diploma thesis/ (Optimisation of classically structures sports organisation). Sarajevo: Fakultet sporta i tjelesnog odgoja.
- Bonacin, Da. (2008 b) Prapovijesni čovjek, moderni čovjek, čovjek koji upravlja /In Croatian/ (Ancient man, modern man, man that manage). *Međunarodni simpozij "Čovjek i moderni svijet", Univerzitet u Sarajevu*, Sarajevo, pp. 73-80. (ur. Čaklović, F.).
- Bonacin, Da., & Bonacin, D. (2008) Sistemska procjena posljedica mogućih promjena u vrhu upravljačkog segmenta sustava /In Croatian/ (Systematic consequence of possible changes in top level of management system segment). *IV Međ. konferencija "Menadžment u sportu"*. Beograd, pp.141-149.
- Bonacin, Da., Mujkić D., & Rađo I. (2008) Hijerarhijska alokacija vrhunskih sportskih menadžera na temelju taxonomizacije anketnih indikatora /In Croatian/ (Hierarchical allocation of top level sport managers based on indicators taxonomisation). *Međunarodna znanstveno-stručna konferencija Sport za sve u funkciji unapređenja kvalitete života. Velesajam i KIF, Zagreb*, Zbornik radova, pp:231-240.
- Bonacin, Da. (2009) Local and global interactions of sports organization within society. *NTS III Interantional Expert Symposium, Sarajevo, Acta Kinesiologica*, 3(1): 88-92.
- Bonacin, Da., Bilić, Ž., & Mašala, A. (2009) Sociološka diferencijacija srednjoškolki temeljem upravljačkih tendencija /In Croatian/ (Sociological determination of female grammar school pupils based on management tendencies). *III Međunarodna konferencija "Menadžment u sportu" Beograd, Fakultet za menadžment u sportu Univerziteta „Braća Karić“ i Olimpijski komitet Srbije*. Zbornik, pp. (Ur. Nićin, Đ.).
- Bonacin, D., Lovrić, F., & Rađo, I. (2009) Sociološka diferencijacija srednjoškolaca temeljem upravljačkih tendencija /In Croatian/ (Sociological determination of male grammar school pupils based on management tendencies). *III Međunarodna konferencija "Menadžment u sportu" Beograd, Fakultet za menadžment u sportu Univerziteta „Braća Karić“ i Olimpijski komitet Srbije*. Zbornik, pp. (Ur. Nićin, Đ.).
- Chan, K. (2008) Social comparison of material possessions among adolescents. *Qualitative Market Research: An International Journal*, 11(3): 316-330.

- Dionisio, P., Leal, C., & Moutinho, L. (2008) Fandom affiliation and tribal behaviour: a sports marketing application. *Qualitative Market Research an Int. Journal*, 11(1): 17–39.
- Drašković, B., & Makek, I. (1983) *Narodi u prostoru i vremenu* /In Croatian/ (Nations in space and time). Zagreb: Školska knjiga.
- Dwyer, R.J. (2005). Formal organizations in contemporary society: The relevance of historical perspectives. *Management Decision*, 43(9): 1232-1248.
- Fanuko, N. et al. (1995) *Sociologija* /In Croatian/ (Sociology). Zagreb: Školska knjiga.
- Gilson, N.D., Cooke, C.B., & Mahoney, C.A. (2005) Adolescent physical self-perceptions, sport/exercise and lifestyle physical activity. *Health Education*, 105(6): 437-450.
- Hodgson, J.F. (2001) Police violence in Canada and the USA: analysis and management. *Policing: An International Journal of Police Strategies & Management*, 24(4): 520–551.
- Hunt, K.A., Bristol, T., & Bashaw, R.E. (1999) A conceptual approach to classifying sports fans. *Journal of Services Marketing*, 13(6): 439–452.
- Irwin, S. (2008) Subjectivity and social structure. *Int J of Sociology and Social Policy*, 28(7-8): 273-284.
- Malacko, J., & Rađo, I. (2004) *Tehnologija sporta i sportskog treninga* /In Bosnian/ (Technology of sport and sports training). Sarajevo: Fakultet sporta i tjelesnog odgoja.
- Malacko, J., & Rađo, I. (2006) *Menadžment ljudskih resursa* /In Bosnian/ (Management of human resources). Sarajevo: Fakultet sporta i tjelesnog odgoja i Olimpijski komitet BiH.
- Marren, P. (2004) 'Impact' as a verb and the decline of western civilization. *J Business Strategy*, 25(5).
- McLean, R., & Wainwright, D.W. (2009) Social networks, football fans, fantasy and reality: How corporate and media interests are invading our lifeworld. *J Information, Comm. and Ethics in Society*, 7(1): 54–71.
- O'Leary, J. (1997) Developing a new mindset: the "career ambitious" individual. *Women in Management Review*, 12(3): 91-99.
- Rađo, I., Bonacin D., Bonacin Da., Bilić, Ž. & Manić G. (2008) Identifying structure of organization and individual roles at the example of sport managers. *V International conference on Kinesiology "Research trends and Applications"*. Zagreb, pp.345-348. (Ur. Milanović, D., i Prot, F.).
- Reicher, S., Stott, C., Cronin, P., & Adang, O. (2004). An integrated approach to crowd psychology and public order policing *Policing: An Int J of Police Strategies & Management*, 27(4): 558–572.
- Saksida, S., & Petrović, K. (1972). Teoretični model socijalne stratifikacije - poskus kvantitativne verifikacije. *Teorija in praksa*, 9(10): 1407-1419.
- Steiner, C.J. (2004) A conceptual framework for studying fanatical managers. *Mng. Decision*, 42(6): 738–757.
- Stokes, P. (2007) The "militarizing" of organization and management studies: Reconnoitring the tensions – problems and possibilities for reshaping the terrain? *Critical perspectives on int. business*, 3(1): 11–26.
- Wiener, N. (1964) *Kibernetika i društvo* /In Serbian/ (Cybernetics and society). Beograd: Nolit.
- Šunje, A. (2002) *Top menadžer: vizionar i strateg* /In Bosnian/ (Top manager, visionary and strategist). Sarajevo: Tirada.
- Visković, N. (1997) *Država i pravo* /In Croatian/ (State and law). Zagreb: Birotehnika.
- Wiener, N. (1948). *Cybernetics: Or the Control and Communication in the Animal and the Machine*. Paris: MIT Press.
- *** (1969). *Enciklopedija leksikografskog zavoda, (P-SJO)*. Zagreb: JLZ Miroslav Krleža.

SREDNJOŠKOLCI KAO POTENCIJALNI MENADŽERI NA PREKRETNICI: PREMA ZNANJU ILI PREMA NASILJU?

Sažetak

Svrha ovog istraživanja bila je ukazivanje na temelje nasilja u sportu (iako ne samo u sportu). Istraživanje je dizajnirano kao anketa sa 1047 učenika i učenica gimnazija, opisanih velikim brojem indikatora, koji su kondenzirani na latentne dimenzije socijalne stratifikacije i detekcije klika. Rezultati su pokazali složenost odnosa, ali i da je moguće detektirati temeljne pretpostavke na kojima nasilje počiva. Zaključeno je kako je kompletna sportska "mašinerija" prečesto sa samog vrha vođena od pojedinaca i grupa čiji ciljevi nisu potpuno imanentni sportu kao pojavi, već im je sport samo poligon za realizaciju ideja i ciljeva za koje nije posve sigurno da su sociološki opravdani s pozicije sporta kao pojave. Rješenja problema nasilja u sportu treba tražiti u dugoročnoj edukaciji, a to je primarna zadaća menadžera u sportu na svim razinama.

Cljučne riječi: srednjoškolci, sport, nasilje, sociologija, menadžment, edukacija

Received: September 22, 2009.

Accepted: October 11. 2009.

Correspondence to:

Asst.Prof. Dobromir Bonacin, Ph.D.

University of Travnik

Faculty of Education

Aleja konzula 5, 72270 Travnik, B&H

Phone: +387 (0)30 540 876

E-mail: dobromirb@actakin.com