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Review

Medić Jasminka, Council of Peoples of Republic of Srpska, Bosnia and Herzegovina

medic@vijecenarodars.net

Gagović Željka, Forests of the Republic of Srpska, Bosnia and Herzegovina

SOCIOECONOMIC TENSIONS AS A RESULT OF A DEVELOPMENT STRATEGY IN SOCIETY

Summary: *The main objective of this work is, starting from the identified task – determining the reasons of the presence of socio-economic tensions that arise as an inevitable manifestation of economic development, to explain the resistance of the environment to the acceptance of the fact that today's time is the time of economy of human capital and investment in people, and that the future is in good management of human capital (Ristić et al. 2016, 632). To make this possible it is necessary to persuade people to accept the fact of necessity of raising education to a higher level.*

Accordingly, certain scientific methods will be used in the work, primarily the method of description, comparative method and analysis. The research results point to the fact that people invest the best and meeting the highest standards when they invest in themselves. Namely, people themselves invest in the wealth of the nation, increasing the overall capital of human society, regardless the existing knowledge in the national treasure is limited to the components that are outside of a man.

Based on the research results the conclusion imposes that education is to be taken as the investment in people. For that reason it is wrong to treat the educational expenditures as current consumption, that is as the expenditures for welfare and use of resources that reduce savings. Education is not basically a consumer good but it presents the quality of population in the form of human capital with the increasing returns. Knowledge, as a result of educational services, according to Marshall is “the most important engine of production, which allows us to rule the economy and to satisfy our needs“ (Ristić et al. 2016). Aware and educated individual, employed and responsible, being capable to determine the true life values at the same time and not to burn in his profession, presents the holder of way out from the socio-economic tensions that impede the further implementation of the development strategy.

Keywords: *tensions, socio-economic disparities, education, human capital, development strategy*

INTRODUCTION

The main theme of this work is relation between development of the society strategy and dominant reliance on the education and socio-economic tensions. Along with the development of social standards, and different levels of individual's education, socio-economic tensions occur, as a result of the big differences in people's incomes. Highly educated people, experts

wanted in their fields who are well paid for their work, are a minority in society. As opposed to them, there are a huge number of those, who did not invest in their education, and they stayed at their not so well- paid work places, or even worse, they are not employed at all. Mostly, this part of society is potential bearer of socio-economic tensions.

Raising awareness of individuals in society is important, so that they realize that they can find their identity, nourish culture, and the authority through knowledge and education, that will help them progress and that is the main aim of work. General development of the society and public government implies employment of the experts and highly educated people. It means that, responsible individual should know that he will have more chances of getting a job if he is educated. As so, this individual is a need in society, because investing in education is a valuable investment, it's not a cost.

The main hypothesis of this work is socio-economic tension in community nowadays, that is directly proportional to social development, and inversely proportional to the level of individual's education.

Concretely, as the development grows bigger and faster, also the possibility of the socio-economic tension grows, as a result of layering and the lack of will of individuals to invest in their own growth and education. The majority of population is carrier of socio-economic tensions, because they see the faults in others, and not in themselves. So far on, as the individuals have higher education, there is less cause for development of socio-economic tension; by investing in their own education individual with his professionalism contributes to common development strategy.

1. CONCEPT AND THE DEVELOPMENT OF EDUCATION

We can observe education in a broad and wide sense. In narrow sense, education is a process of gaining knowledge, and improving skills, developing abilities, adopting the system of values and rules of conduct. On the other hand, knowledge can be determined as „system or logical view of the facts and generalisation about objective reality that man learned and kept it in his conscience“ (Pedagogical encyclopedia 1989, 29).

According to Jelavić, education can be defined as intentional, pedagogically (didactically) designed and systematically organised learning, representing the experience of individuals, which is reflected in increase (quantitative and qualitative) of knowledge and skills, and development of capability (Jelavić 1994).

Education cannot be separated from the socialization process and upbringing, nor it is separate phenomena, it permeates with a number of processes and it is a witness of human possibilities. So we can say that the education is a process of forming and preparing people for living in a social community. Education, as seen in a broad meaning of this term, is an ongoing process of learning about values, and it is a process for a life time. The main characteristic of this process is a permeation and connection of the formal and informal education in development of the individual growth, and shaping up.

Education doesn't start in school, or it ends with it. It is considered that the education of the individual starts in prenatal period. The concrete process of learning starts in primary school, and it ends in various age for various individuals. For the minority of population, the education never ends, which is consistent to Platon who said long ago that education should last „from early childhood to the end of the life“.

Existence of the school as a basic institution of the education system, and teaching as a work method in it, represents organised transference of knowledge, skills and experience, exploration of the world's problems, values and the meaning of living. Personality traits of pupils and educators, also as traits of the family and social community affect the educational process in school. Education that we gain in school, is the basis of all together education of the individual, both as a process of expanding and enrichment of experience and as a process of individual growth and personal development.

In his modern form, education that implies teaching in special forms of buildings, and schools, developed gradually. No longer than 150 years ago, children of the wealthy parents, had personal teachers. Majority of population did not have any education, till the first decades of the XIX century, when a school system started in Europe and the USA. The process of industrialisation and expanding of the cities created a requisite for a specialised education. Abstract learning of the disciplines is more present, than practically transferring of skills as it was before. And so, in modern society individuals should learn basic skills such as: reading, writing, calculating and gain general knowledge about their physical, social and economic surroundings. At the same time, it's very important for them to know how to learn, so that they are capable to deal with the new and technically complex, various information. Unfortunately, many do not understand the importance of education. There are various excuses and explanations to justify the lack of interest, and, objectively, it is all related to the low levels of awareness and, in some part, laziness.

2. EDUCATION AND SOCIAL INEQUALITIES

The dominant understanding of the role of education in democratic society is based on a motto that anyone who has a will and energy to work, should have equal chances to success and progress in community, no matter their heritage.

However, studying inequalities in education, it is realised that the school is not the answer to these problems, and that the education is not some allmighty key for resolving social problems of inequalities. These findings were specially popular and dominant during the 60th, in XX century, containing empirical facts. Modern study of the school systems, after many decades of the great expansion, pointed that the education as a equality factor has its limitations, and it is less likely that it is a chance for social equality. Those limitations are evident when it comes to individuals who are handicapped physically or intellectually, or those with a social status „handicap“. Small percentage of pupils from lower layers of society have an access to high schools and universities, and so it is a sign and warning of a nondemocratic school systems. Not long after, it is found that even the primary education, that is mostly obligatory, is not free of selectivity, and that the differences in family heritage and status show at the beginning of education process, or even right after birth. All of the above, resulted in layering and inequalities, and therefore in losing the interest for education. Researching the causes of not enough individuals that learn constantly and work on their education, that affects quality and standard of living, a number of theories came up, and in this work we will observe the most interesting ones.

2.1. The theory of the language codes

The relations between social layers resulted in different speech systems or language codes. Bernstein.

(Basil Bernstein) during the 70th in XX century considered that the children who come from different social environments, in the early childhood develop different codes, or forms of speech, that later on, affect their impression of school, and education. And, this author was not interested in differences in vocabulary or verbal skills in a common way, but on system differences in ways that the language is used, especially when you compare poor with wealthy kids.

Bernstein's theory about two different linguistic models of expression, as he called it „mutual“ and „formal“, language, and later on „limited“ and „developed- code, points that children of the middle social class use both of these codes, while a certain number of children from a working class use only one, the „limited“. So, according to Bernstein, children differ by a relative use of syntax and lexicon-it is not about grammar system, dialect or slang, it's the different use of grammar structures and vocabulary, and it is caused by a different relations in

social structure (Bernstein 1979). Linguistic development of children from the middle class according to Bernstein is learning of the codes, ways of expression, with individualised meanings of the words, so it can be suitable for various of situations. Now the child is capable to express abstract ideas more easily. As Bernstein says, the children that adopted developed-linguistical codes, are more capable to follow and understand the formal, academic education than the ones who use limited codes. With these ideas, we can understand the reason why those who come from certain socio-economic areas have not so good achievement in school. And so to that, most of the people in society are using limited codes which is why many children are not willing to cope with permanent education.

2.2.The theory of cultural capital

One of the most important French sociologist Burdije (Pierre Bourdieu) paid attention to the problem of reproduction of inequalities that exists in society. At the end of XX century Burdije defined culture as a system of symbols and meanings. The basic concepts of his theory which are used to explain social differences in educational achievement are cultural, economic and social capital field and habitus. This author speaks about three models of cultural capital: inborn (cognitive abilities and cultural propensity), objective (cultural welfare such as: books, paintings etc.) and institutional capital (educational qualification). With cultural capital, economic capital is a related term and it is, according to Burdije, financial situation and possessing of material goods. Both the cultural and the economic capital are important for educational achievement, and it depends on contribution of the family and their resources, as well as social that depends on resources that come from membership of an individual in a particular group, or links with others besides the family, all of that is a way for some individuals to achieve their goals and interests.

According to Burdije the class that is dominant in society imposes their culture through educational system, and so they transfer the dominant symbols and meanings into the next generations, reproducing dominant culture (Bourdieu 1990). And so, through system of education, the culture and values of the dominant class present legitimate and objective culture and values of the society, and not just as the culture and values that dominant class support. In other words, culture and values of the dominant classes, through education, are represented as culture and values of the whole society.

2.3.Theory of the cultural reproduction

The base for discussion about cultural reproduction, comes from the results of an empiric research of Willis (Paul Willis) in one school in Birmingham. The aim of the research was the question: what is the cause of the cultural reproduction or, as he says: „ How do children from working class get to work in a working class“ ? It is often considered that children from the lower classes think that they are not „ smart enough“ for well- paid jobs, or jobs that will bring them a certain high social status. And so, they turn to vocations with limited chances for advancement.

Willis based on a certain group of pupils that showed resistance to school system. They felt content in making conflicts with teachers, making different types of problems, and a school was not environment suitable for them. They were not interested in creating careers, thinking that they belong to the adults world, because they have a job. They will, later on, realise that they are trapped in hard working and less paid work, and so they become carriers of social tension.

In the argument which is often based on Burdije Willis says that the estetic respect of art is exposed to inner hyperinstitutionalisation, which means separation of art from life, emphasizing the form and not the function with the final aim of keeping yourself away and those who respect it from „ non-cultural mass, „

Part of this process is a denial of a link between estetic and education (Education in a wider sense), production and reproduction of necessary knowledge based on a estetic respect. As it comes to denial of these links, the estetic respect is presented like something that is inborn, and not learned, so that this question is not considered as inability of aproaching to knowledge. (Willis 1990, 3).

As Willis says: „ interpretation like this does not correspond to real lives of people and their experiences“. Knowledge of those from poor societies, can have a small or even none efect at the University, but it includes subtle abilities and skills, so as any other intelectual skills that are taught in school.

2.4.Theory of the hidden education programme

In the other half of the XX century, a huge number of researchers were questioning education in a holistic way. One of the most popular radical theoreticians of the recession of schools, Ivan Ilic considered that the biggest part of knowledge people get out of the school, and that the schools are responsible for a lot of issues in society, especially for detachment between people. According to Ilic , school is dehumanising and destructive, and the forms of the learning that are out of the formal institutions are the only human and creative. Those were the reasons why he recommended recession of schools, and creating a learning network , and all of individuals that have knowledge to offer and the ones who wants to gain education should be a part of. In criticising the school system Ivan Ilic wasn't the only one, he had certain followers, one part of them were saying that the most important aim is student's freedom, deschooling of society, and they were against the idea that the school needs to be necessary, and controled by the state. Ilic considered schools as nonefficient, and extremely, it can be harmful for human society development. According to Ilic, the modern view on the problem is that the schools are for certain age groups and knowledge becomes the product that should be consumed by as much people as possible. He thinks that, despite of expectation of schools to increase social chances of equality, a child that comes from poor family, even in schools of the equal quality, can not follow up with a child that comes from privilege status families. The kids that are poor do not have the same conditions, like the child from a higher classes.

3. RELATION BETWEEN EDUCATION AND A SOCIAL DEVELOPMENT

To explain the cause of socio-economic tensions, it is necessary to determine the core of education. To define how it actually contributes to an individual? To distinct: what does a reasonable and educated man think about the development, who invested in himself, and what about this issue think a man who did not invest, simply because he thinks that this investment is just a cost.

Relation between education and society is not a one way street. It is easy to prove that contribution to education development as of certain dimensions of social development, depends on a context, precisely on a certain characteristic of a social (political) system, economy and inhereted cultural forms. So, education can be an important part and a base for development, but it can also be used for backwardness, and keeping a bad system alive. In perspective of the economics, the concept of educational profitability is very complex. There are a number of indirect economic and social needs, which of, decisions about education investments and reform interventions, should depend on. The profit of education depends not only on it's quality, but on benefits of educated people in economy. Education can be the most profitable but also the biggest lapse, if the most educated people leave in countries that did not invest in them, or they didn't use their skills in their own country.

The education contributes to understanding the process of conflict, but it can also create one. The example of creation of conflict is a generation gap. Younger generations learn new

knowledge, in a new different way, so it changes or tears down the old ways. Like so, the social progress is possible with education. Some theoreticians consider that the process of conflict and fight is the most important issue, representing it as a natural state of society, and the main characteristic of social relations.

A global market of high education is a result of globalisation and technological progress. Education on the internet and „electronic universities“ make education and gaining diplomas more and more available (Gidens 2001, 509). Certificates, diplomas and testimonials can be gained even without classroom and traditional education institutions. Today, education is available to everyone, so it doesn't makes sense that an individual creates social tensions. Participating in educational process, and choosing the area that is the most suitable, is all it takes. So on, along with the increasing number of educated individuals, intensity of socio-economic tensions decreases, as we said in the introduction.

4. LITERACY IN BOSNIA&HERZEGOVINA

The term literacy has two definitions, statistic and functional. Agency for Statistics of Bosnia and Herzegovina defines literacy based on a question-does a person know how to read and write a short text? But, the term literacy in XX century is much more than just knowledge of letters and numbers. Nowadays, the experts for education talk more and more about „ functional literacy“. Functional literacy includes knowledge, skills and values that allow individuals to participate in a modern society, from citizen's duties, to resolving various problems at work, in family and social life in general.

In rural ambience, there are many children that are „ functionally illiterate“, although they know to read and write, and it is caused by poverty and other factors. The primary education is not enough for an individual, to participate in society processes, it can only be the basis for a much wider and complex knowledge that can be earned later on during the education., and it literates through media, visually and technologically.

According to unverified census from 1991. in Bosnia&Herzegovina a number of illiterate individuals was 367.733 (9,9%), which is 3,4% men and 16,4% women.

So on, according to a research of UNESCO for period from 2002. to 2004., there are almost 200.000 illiterate people. Also, in this report there is indicating data that there are 7,75% of men and 22,21% of women in urban areas that never attended primary school, and in rural areas even 24,7% of men and 47,50% of women. Compared with the world data, in 2000. there was 20,3% of population that is illiterate, based on a total population, from age of 15, and up, and in most developed parts of Europe merely 1,8%. According to UNESCO, 0,2% of illiterate population is acceptable and it is maximum allowed in 2016. (Third report of the monitoring conducted public policies of an grownup education in Bosnia in 2015).

At the 2013.census, whose results have been available to the public recently, Bosnia has the highest level of illiteracy (2,82%). Concerning the region, the lowest level is in Croatia (0,80%), in Serbia (1,96%) and in Montenegro (1,50%).

These data can point to and explain existence and growth of socio-economic tensions. If this high percentage of population is without primary school, and even illiterate, than it is obvious that a small percentage of individuals understand importance of education, and for their poorly status they do not point at their lack of education, they blame others for taking everything for themselves and there's nothing left for them.

5. EDUCATION AND SOCIOECONOMIC TENSIONS

The direct consequence of the discontinuous and insufficient education in population is shown among youngsters population. Namely, a young people face with a numerous problems, problems of their parents for example, growing poverty, high unemployment and worsening health status, and other, including socio-economic inequality, as the cause of the socio-

economic tensions. For a young people it is very important that they can feel safe in environment where they grow up, so that they could grow in a mature, responsible individuals, close to others, capable to love and to be loved, full of selfconfidence and respect for others. They are aware that only with education they provide better life conditions, and so they are not bitter when they observe those who invested money and worked hard, to become educated, with a decent income, that can provide them a normal quality of life.

An income level determines living standards of individual. For this reason it is logical to set a question, are the socioeconomic tensions conditioned by an income level, amount of money that individual disposes? Psychologists Soto (Christopher J. Soto) and Luman (Maike Luhmann), recently came to a conclusion, after a research, that how much will income affect individuals behaviour depends on personalities. According to them, neurotical people have more intensive reactions to increasing or decreasing income. These neurotic individuals are potential carriers of tensions in society. One of the reasons is their different levels of incomes.

Socioeconomic changes affects psychical structure of the individual and his family. They can be positive, and represent new technological advances. New means of communication, big geographical mobility are big changes. Individual and members of his family take a number of impulses from outside, they positively respond well to it, if they are conscious and educated they are willing to accept it, and use it for their own good. Everything that a normal, well-intentioned man does, to decrease tension, fear, risk and insecurity with a goal to succeed peace and contentment. There are a number of psychological theories about basic laws of humans functioning, can prove written above.

Economic and politic analysts point daily at importance of education and the need for stepping into a better future. They point that investment in education is responsibility to yourself. They highlight the problem, but not the solution to it, and by doing that they only increase insecurity and socioeconomic tensions.

6. ECONOMY OF THE HUMAN CAPITAL AND SOCIOECONOMIC TENSIONS

Growth of the individual, community and the state depends only on work. There's no other way to achieve quality of living standard, but to work hard and learn. If we raised awareness in the family, which is a basis cell of the society, everything would go forward. If all the members in the family, no matter their age, understood the importance of investing in education and invest in every member itself, that family would blossom. This kind of energy would shine so bright in their surroundings, so that they would transfer it to other families. By doing so, a number of other possibilities would occur. Sometimes, it's hard to get a job in your profession, but educated man is self-conscious, and he will wait for his moment patiently. He will work at some less demanding and less paid job, creating income. After some time, he will get the opportunity to get a better job, and he will accept it, because he has a diploma and knowledge. Uneducated, in the mean time, criticises, and makes very bad comments about his faith. His conscious is low, and referring to that fact, we can hardly expect that he will ever realise that he should take responsibility for his actions, and that his status is his fault.

6.1. Managing of the human capital and his economic worth

Education in some wider sense should be understood as an investing in people. For so, investment in education is not a simple cost, like an expense or drain that reduces your savings. Education is not consumable, it is a quality in population, in a form of the human capital with growing income.

Managing of the human resources is „ investing in training and instruction of the personnel that can increase financial results of the organisation; investing money is not a cost it's a true investment, and it is a basic postulate of managing the knowledge at the university“ (Ristic

and Ristic 2012, 130.) Knowledge as a result of an education services is the most important motor of production, that allows us to manage the economy and fulfil our needs. The gained quality of the population which represents value increasing with the investments, is the crucial part of human capital, and its each element, gained in the form of quality, is composed of a certain consumption and investment in order to acquire more human capital.

The wealth of human capital, made this way depends on extra prosperity, that individuals have from it. The size of this human capital presents capability and information that have economic value. Increasing the quality of population investing in people increases overall savings for a new investments in human capital (Ristic et al. 2016, 613) And so, if education is considered as investment, there will be no elements for socio-economic tensions. The reasons for conflict and blaming, and people would take care about their families well being.

Economic worth of human capital, from perspective of entrepreneurship, health, productivity of income or welfare, rises because of a longer lifetime, well-being, that is important factor in a process of incitement of investment in all kinds of human capital and valuation of capital funds. Improved health, as a qualitative attribute of human capital, longer expected lifetime, with a growing contribution to the wellbeing, and percentage of economic growth, are even higher than the statistic shows. (Schultz 1971) . Schultz says that better health and a longer lifetime implies higher productivity of workers, as a result of a participating in labor, better physical health and less loss of working time caused by sickness. Expanding the lifetime is a right step in future. The growth of a health capital is massive, and new investments worth even more. The gain in health is paid off through increased production, that affects longterm through improvement of health. Additional investment in education is a challenge, and a time that educated people spend at work is more productive and profitable. Quality of population is higher, and, accordingly investment in human capital is an important factor of growth. Along with that, saving funds is richer, and in all together it affects decreasing socioeconomic tensions.

6.2. Working capacity crisis and socioeconomic tensions

Today, it's very usual for us to spend most of the day at work, and in extremes, the working hours lasts even we come home, which can affect us in a negative way. Along with that, the employed got into a crisis of working capacity, that is shown at a doctor's offices, teachers, priests and psychologists, managers and students, and it threatens to consume it's victims. Basically, this phenomena is called burn-out, that manifests like a loss of energy, spiritual and physical exhaustion, in suffering, depression unwillingness, hopeless, etc. The burn-out syndrome has been studied since the 70th of the past century, and it reflects psychophysical response to increasing levels of stress at the work place, and it is manifested differently at different individuals. During the burn-out, people become aggressive, depressed or even hallucinating.

Almost every profession can cause burn.out effect, because of the accelerating way of living, and it depends on intensity of psychosocial burden of work, and not having enough time. And this is the way to get trapped by chronic professional stress. Too much duties, firmness, persistence at work, excessive tasks, too much responsibility at the position are causes of burn-out. And it grows day by day. The primary phase characteristics are excessive tasks, too much work and activities, longer and longer unpaid staying at work overtime, and an idea that a man is irreplaceable. And parallelly, the postponement of your own needs. Social contacts get fewer more and more, and the most of the time those are contacts with clients. The other phase of the syndrome has a characteristic called “ reduced engagement” and it manifests like losing illusions, creating distance to your clients, or patients, and it becomes more and more visible. In this phase cynicism and a less interest for work dominates. General glumness at work starts, those who are stricken go back into “ internal imigration”, intimately inside self, they quit, etc. In the third phase, they look for another one to blame. Sometimes,

they do admit that it's their fault, they develop anxiety, depression, apathy and pessimism, and sometimes it's all about blaming others. They even become aggressive, blaming others mostly "the system", they are irritable, have a lack of trust and negativity every day.

At the end they become hopeless, even thinking about taking their own lives etc. Working ability downfalls, motivation, creativity and more and more superficial work on tasks. As a result of this condition, psychosomatic illness occurs (ulcer in a stomach, problems with heart, bloodstream and skin) or addictions of alcohol or medications, until, finally as a last stadium, desperation overcomes as an imprint.

Overengaged people burn-out, the ones who consider their profession as a vocation, who had ideals. Figuratively speaking, first as a fire and a flame, but in the end it burns just like a dry grass. Flegmatic and ignorant ones, accept their profession but don't link emotions to it, they see it just as a way of earning money to survive, waiting to get retired, are a less threatened, and have a less tendency to social tensions.

CONCLUSION

Socio-economic tensions are directly proportional to society development, and vice versa proportional to the growth of the individual, which is explained above and also, matches to results of a researches of respectfull authorities. These socioeconomic tensions have roots in different concious levels of individual, and on different leves of education.

Education is, as a social product, available to a human since the birth, and it's direct result is a individual who is responsible to himself and for his family. He works actively, and contributes to community because he partipates in it's growth, and on the other hand, individual who is content will not create tensions and won't be the one who blame others for his failures.

Effects of the education show after a some time. The essence of this work is socioeconomic tension that occurs when people value differently hard work and education.. Individuals who expect effects soon after education, or gaining diploma, could be disappointed. In transition countries only a small number of individuals get a proper work place and a decent income right after they finish education. Patience is what it takes, and waiting for the right moment, workplace, new project, where they need an educated individual. If it lasts too long, waiting can cause lack of selfconfidence.

Socioeconomic tensions are a normal retainer of developing strategy in any society. The causes of socioeconomic tensions are mostly individuals who will blame the economy for their own failure and social status, that can not provide comfort, especially with their modest and average education. There are a huge number of individuals that resist, out loud or in private, the permanent education of everyone. Among them, there are highly educated individuals who consider that the system did not give them a right chance. On the other hand, economy needs hard working, responsible and committed workers that are gratefull for the given chance to work, and will do their best to prove their worth with results and progress.

At the end, if we do not fully understand conditional connection between high education and a good social status, we can expect upgrowth tensions.

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