

## MANAGEMENT MODEL OF EDUCATIONAL INSTITUTION ACCORDING TO BASIC FUNDING SOURCES

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Review paper

### Abstract

*The purpose of this article is the definition of a general model and pointing to substantial differences in the management and disposal the necessary resources between public and private higher education institutions. The analysis is an assumption about where the differences are generally generated and the resulting products if any other differences that reflect the total range. Design and approach in the article was to compare authors own copyright research, consulting other literature citations, and articulation of conclusions related to these issues. The results of the comparison and logical conclusion execution led to the conclusion that there is and would not even supposed to be some specific differences in all aspects relating to the relevant institutions that approve action in higher education institutions. With this direct connection, of course, also there should be no significant difference in the structure of the program that is in the content value of the realization of goals, which means neither the structure of learning outcomes. Finally, there is no difference in the segment which is the resultant response to the balance sheet that is implemented and demonstrates the mandatory part of the competent authorities. Differences, however, can certainly register the mode of action of management, since the private institution respects market as short-term and public institutions as long-term activity modulator. The value of this work can be seen in sending a clear message that there are important differences between public and private institutions and that is precisely the difference in management, which makes important strategic, and operational decisions, and consideration should essentially be focused on this crucial point. The findings of this study can be easily interpolated into sports associations, and certainly to other forms of organized labor in the social community, where you meet budget, market, mixed and otherwise specified funding.*

**Key words:** management, model, funding, public, private

### Introduction

In recent years, often appearing in the current public opinion about the opposite sense, the importance and benefits existence of private to public higher education institutions and various newspapers, abundant scientific and unscientific reports about their differences and harmful both to the detriment of others. Students complain, and the 'rise of the revolution', silent majority of professors, professionals and those who do not - think, argue journalists looking for problematic cases, all along trying to get some benefit, then put it mildly - a troubled public (Bogler, 1994; Branković & Pisker, 2010). Since the primary goal of higher education institutions - a shaping young men and turning it into a functional segment of society, one cannot but wonder that what is the real situation? What is the difference between public and private higher education institutions and what does it have a private and public schools do not (and vice versa)? Finally, to which institution to enroll my own child? It is still a lot of questions but this two to three are quite sufficient for a headache which incidentally causes the issue to everyone, and especially the important is just funding and allocation of resources (Chan and Soong, 2011; van Gelderen, 2010). As can be seen, there is no level that is not in contact with this theme and that is not directly concerned - the internet is full of forums, blogs, web portals deeply interested in similar topics and contradictory opinions and a general concern and uncertainty in the center of the story (Gordon, 1995).

But it all boils down to roughly the following: in Bosnia and Herzegovina society, there was a visible lack of confidence towards the newly opened private universities and colleges that are considered to be elitist, "wild", "or illegal", at least, unnecessary. Such perceptions of private education in Bosnia & Herzegovina lives because colleges "spring up like mushrooms" and some recognize it that such universities serve for those who complete their education in the "line of least resistance" because it failed to state universities are social institutions to buy social peace or be enrolled in the B&H lead to popular prejudice "If it is expensive, must be good" (Mehmedić-Đonlić, 2011). Furthermore, no matter what or you'll end up and what it is to educate (Jebaraj et al., 2011).

According to Citizens Initiative point of Europe, among other things, it is necessary to adjust the curriculum to provide the knowledge and skills needed in the labor market and establish and enforce professional orientation of students that must be standardized and focused on identifying students' affinity for the needs of the modern workplace power (Branković & Pisker, 2010). This opinion is worth much in today's world of market-oriented modern era (Lozano, 2011). And that's what's for sure. The population living in the moment, in these areas, as well as populations in other parts of the world forgets that today the market and according to their own rules (Alho & Salo, 2000).

For those who do not know, who have forgotten or do not want to admit to themselves and others, the fact is that except for the finish, what drives profit world. It's getting out, if it ever existed, and idealistic vision of the ultimate goal of education was as noticeable as the knowledge is in itself, which tends to final form Humboldt University. At least, the rule is: "Knowledge? OK, but what would you know without a material / financial and other satisfactions. "Maybe this one will look different, but the fact remains that the modern economy requires well-educated, privileged labor force. How can this be provided? Just with appropriate competent educational institutions, that studies too (Margherita & Secunda, 2011). How should institutions be competitive in the international market, it is in the process of development and must be carried out market research needs to be innovative in production processes, etc. (Pojskić, 2006). Institutions that do not progress - tends dystrophy and disarray. What does higher education institutions must have in order to achieve your goal? As each institution: vision, mission, business plan and resources. First of all, the general resource - the people (carriers of the process), time (which we are limited) and information / knowledge that represent content that is transmitted in the educational process. Then the material and financial resources (Bonacin, 2011<sup>th</sup> / Sports Management - lectures). Thus, to compare: public higher education institutions (JVU) have a vision, mission, and a business plan. It also has private higher education institutions (PVU). JVU have competent human resources (from managers to cleaners), and PVU also. JVU have a space in which to place the education process, and also PVU.

JVU has the necessary requisites for the exercise of all processes (computers, laboratories, brooms, etc), and PVU also. Both operate on the basis of approval of the competent legislative body and since they received approval, it is to assume that they get the necessary time. Both work to achieve the ultimate goal - the transfer of knowledge that is 'produced' psycho-physical largely completed, an able-bodied, functional person who will continue to transmit social values (Parker et al, 2011; Parkin et al., 2011). So where's the difference?

### **Problem and aim**

From the above, as the subject of this paper are in addition to public and private higher education institutions that exist as an important segment of society that have a very important goal - the transfer of knowledge and social values to new generations and support them in forming a healthy, happy, able-bodied young men who will hold a social structure and values. For purposes of this paper is based on pre-defined models and subsequent relationships that exist in society (Bonacin, Bonacin & Rađo, 2009) and the model of globalization, individualization and group determination (Bilić, 2005) and other related research, established a model of governance in higher education institutions.

The problem consists of determining the differences that exist in the whole formed a model of management in higher education (or other) institutions with regard to funding of public and private institutions with the aim of defining the actual state of management in the same society.

### **Methods**

Methodologically, the material in this review, it is about assessing the situation on the basis of comparison of available adequate resources on the basis of which is formed by a management model in higher education institutions.

### **Model and legislation**

The market is just one segment of society around which is now broken spear no matter what was said and what is the aspect watched. Each, even the least action of any institution is the way to follow market trends. It is therefore very important, especially from the functional point of view to recognize and identify the processes taking place in all around us, even on the market. Firstly there is the constant exposure of any building that is on-line process (persistence), then an object's interaction with the environment that includes other entities that common process (synergy) and the realization of their own thinking (vision, mission) entities within a wider area that surrounds it that is a batch process or development (Bonacin, Bonacin & Bilić, 2010) According to Bonacin, Bonacin & Bilić (2009) just hierarchical structure is the natural order of relationships formed on the basis of internal relations, so it is logical to start any form of research adequate models of each organization and therefore the higher education institution has a local and global interaction within society on the basis of which is formed (figure 1). Each educational and sports organizations / institutions exist within a social community and its relation to the interaction of global and local level where there are three models of relationships: a structural network, hierarchical positioning and real relationships based on equality (Bonacin, Bonacin & Rađo, 2009). According to the results of other studies in reality there is a clear set of entity types of action together and directed towards three main functions in the organization: Logistics (Management), Product (Drive) and Support (Maintenance) and any organization / institution functions best if it is structured as follows (Bonacin, Da., 2008). As for management, Bonacin, Da., Mujkić & Rađo (2007) were given two types of managers which facilitate the selection of managers and provides a clearer picture of what is happening "on top". First - a stable type of manager who works under the established network of communication and financial flows and the other guy - unstable, which is bipolar, stratified to younger people and propulsive, focused on their own sources of funding and other resources. And the elderly are almost maximally oriented sources funding from the relevant ministries (Instability in these cases because of the relatively uncertain position in which both type found).

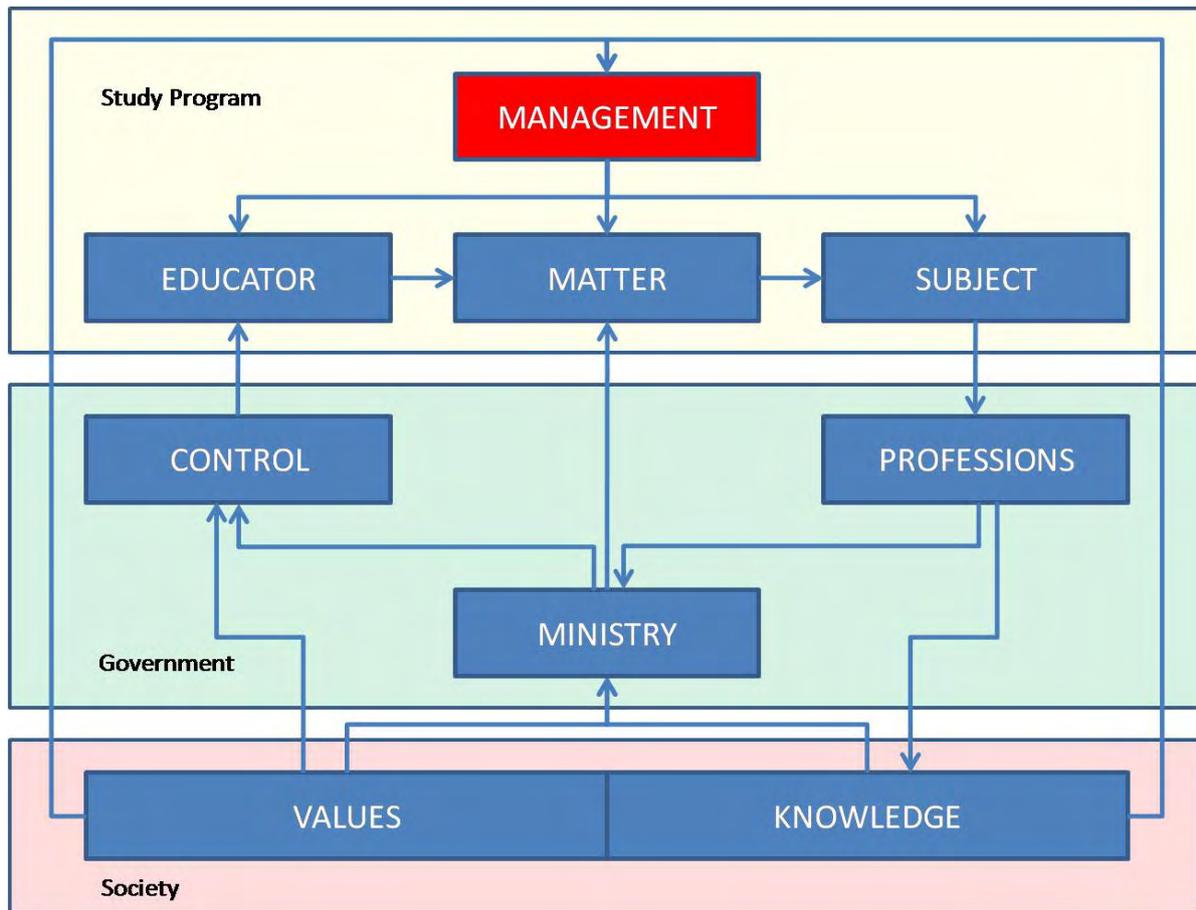


Figure 1. The general integral education management model  
[Source: authors]

Why is it good to know? According to Bonacin & Bonacin (2008) target setting changes the selected entities to the top of the structure would cause a number of important changes in relation to the initial status quo. The whole system can then weigh the various orientations. According to Bonacin and Bonacin (2007) there are three levels of managerial work: 1) the short space of entities that own entity (athlete, student), 2) the area of system support (management) and 3) control that entity and the area surrounding the subject (complete environments) in which the subject is immersed. Between all three areas there are interactions and exchanges of information and the basis of the model is the accumulation of knowledge that is systematically increasing. In this way, management has a key position because it is the systematic support of all actions and in no matter who manages. However, they are often targets of programming as the most important segment in the default management models outside of the subject and therefore it is impossible to express creativity as long as programming is not inherent part of every subject (Bonacin & Bonacin, 2007). All this talk about the importance of management with the highest levels. Finally, one of the most important questions, of which started all this thinking is that the financial question. How is this issue important? When a top manager comes into the institution and take responsibility, an important part of the picture on the state institutions will give him just financial indicators.

Based on the current situation, he / she will make important decisions about how to operate on. Of course it is necessary to know something more of many parameters and conditions that led to this situation, but part of that information can be collected "on the fly." That is the basic information that can provide at least initial decision, which depict a picture as possible to begin a systematic and serious planning. Indicators of liquidity, leverage, activity, efficiency, profitability, can help to conclude whether the higher education institutions (egg, sports organization) in the state, for example, to meet its current obligations, then as to what extent financed from the funds of others, how to effectively use their resources, how much revenue is generated per unit of expenditure, how it operates, etc. The ultimate goal is profit, and possibly superior scientific and educational (or sporting) achievement, which should go "hand in glove" with each other, and allow the placement of educational or sports product that is educated and functionally capable individual athletes (Bonacin, Dacić & Bonacin, 2008). All the above applies to JVU and PVU. Where then are the differences? We have already determined: both have a vision, mission, a business plan, competent human resources who can transmit knowledge (from managers to cleaners), the space in which to place the process of education, props needed for the realization of the process (computers, brooms, etc.).

Both act upon the approval of the competent legislative body and since they received approval to assume that they get the necessary time. Both work to achieve the ultimate goal - the transfer of knowledge that is produced physically completed, an able-bodied, functional person who will continue to transmit social values. Thus, the difference is in the way of financing and disposal of these funds. In order to finance higher education today?

According to the Law on Higher Education (revised text) of Canton Sarajevo, University is an institution that deals with the activities of higher education in accordance with the law (Article 3) and can be established as a public institution or institution and has legal personality (Article 17). A higher education institution acquires assets, manages it and uses it in accordance with the law. Real estate and other property provided by the founders, the founders of the property. Assets acquired from performing its activity, higher education institutions, as well as assets acquired based on endowments and gifts, or otherwise lawfully owned property is an institution that has acquired the property. Such assets may be acquired only for the purpose of performing, developing and improving core business and cannot be used in order to change the status of higher education institutions or usurpation of the rights of the founders of other subjects or the university. The property cannot be alienated or otherwise encumber without the prior consent of the founder, and can only be used for the purpose of performing its activities in accordance with this Act (Article 42). Higher education institutions founded or co-founder of Canton, financed or co-financed from the budget based on the criteria for the funding of universities as public institutions, on the proposal of the Ministry is determined by the Government. According to Article 136 of this Act are defined ways of earning income.

According to the Law on Higher Education of the Republic of Srpska 08<sup>th</sup> July 2010 higher education institutions are Universities and Colleges. They are nonprofit and do their business as a public service and the profit realized by use of the development and improvement of its core activities of higher education. Higher education institutions can be public or private where the public is the founder of the National Assembly of Republic of Srpska and the founder of the private can be a domestic legal or natural person or foreign legal or natural person together with the domestic. In accordance with the Act, manages resources funding for the performance of public higher education institutions of higher education ensure: a) The budget of the Republic, b) their own revenues, c) local government budgets, d) donations and e) other sources. Funding for the performance of higher education Private institutions of higher education ensures the founder of the following sources: a) own revenue, b) donations and c) other sources. Higher education institutions may be financed only from those sources that do not affect their autonomy (Article 135).

In order to meet public needs in the field of higher education may establish cooperation between public and private sectors, in accordance with the regulations governing public-private partnership (Article 140).

In Bosnia and Herzegovina, where the cantonal parliament has passed a law on higher education institutions, is a framework law or in Middle Bosnia Canton 'Instruction ... "(dated 06 April 2007) IV, Article 3, paragraph d, where congruently to laws very similar to the way insurance is regulated and dispositions of assets, as well as their specific purpose.

According to regulations, egg in the Republic of Croatia unless funding from state funds (which include the central government budget, the budget funds and local units of the National Foundation for Science and Higher Education), sources of funding are: the founder, own revenue of institutions of higher education, university and other foundations and donations (domestic and foreign), other sources, and the private sector and individuals (ZZDVO, article 107). According to data collected Hunjak (2008), based on the financial statements of universities in the period since 2003 to 2007, the proportion of the budget in relation to their own resources was 70:30. The structure is dominated by its own revenues tuition charged students at the undergraduate, graduate and postgraduate studies, and part-time students.

According to the Act of 2003, Article 107., Institutions of higher education can be financed from: "...the founders of the funds, the Croatian budget, the budgets of counties, cities and municipalities, the National Foundation for Science, Higher Education and Technological Development of the Croatian, own market revenues from tuition, research, artistic and research projects, studies, expertise, publishing and other industries, universities and other foundations, profits of companies and other entities under Article 66 this Act, direct investments of individuals, companies and other entities, donations and other sources. "Furthermore, paragraph 2 Articles. 107<sup>th</sup> states that institutions of higher education can be financed "only from those sources that do not affect their independence and dignity." As regards the financing of higher education in Croatia and in nine countries of the European Union (Austria, Czech Republic, Finland, Germany, Hungary, Ireland, Slovenia, Sweden and United Kingdom) and for possible comparisons, the data are available on the website of the Institute for Social Research in Zagreb - Centre for educational Research and Development (see links in the literature).

### Discussion and conclusion

It is to conclude that the financing of public higher education institutions, directed towards a purposeless variability. The process is rigid because it is harder to come up with financial resources and the complete system is reminiscent of mechanic organization - it is less prone to change.

While in the case of private institutions of higher education financing market determines who will finance it, how, how much, when, depending on the needs and the whole system similar to the organic type of organization because it is variable and flexible depending on those needs. As we have already concluded, the internal structure and JVU and PVU are equal. And both type of institutions must satisfy the market in terms of issues of interest to educate and be segmented and analyzed the market. Obviously make both parties, with the company over the long term it works JVU, the PVU as a concrete result must be as soon as possible. JVU does not depend on whether the market this year, requires so much of certain experts, and whiles the whole process of changing plans and programs initiated, but the market will again ask the same profile. But PVU depend on the market and how important they are the result achieved and whether it meets the market. However, the goal is one and the same to others – knowledge results and financial profits. If both have the same structure, same staffing requirements, the same goals, then what is the matter? Obviously the management. It is the knowledge that ensures a manager to educate and control its ability to manage resources. Why? For the simple reason that the "expert" with very little (resources) can do a lot, but "ignorant" would degrade the institution of an abundance of resources, or at best - stagnate until it shuts down or until it is replaced by someone more capable. Specific differences that we observe in the beginning between public and private higher education institutions and speaking with managers work as a few. First of all, the difference in variable amount of available funds with JVU is relatively constant and stable amount of funding because it comes from a safe source (state) while PVU solely depends on the success of their managers (how to find money, how much, when, where). The JVU manager could stagnate for years supported the government rather than something radically changes. But also gravitates JVU "lower limit" the amount of funds budgeted for and therefore in a constant battle for their share of the cake among other users of the budget while PVU directly depends on the success of managers. This of course means that JVU encourages the creation of management but really does not provide adequate conditions while providing PVU requirements for creation and in turn depends on the success of managers. But on the other hand PVU has greater risks as mentioned above because it depends on the market now – immediately, and must be flexible.

But, it means also that it has the ability to facilitate transformation, if necessary, in relation to JVU. As can be seen, most of it applies to a one and it is valuable to others and the difference is actually deleted by a successful manager. But why should we ultimately are interested in the general quality and method of forming a higher education institution?

From the very simple reason - it takes place within the processes important for man as a thinking being, a being who teaches and being in interaction with others (Bonacin, Da., May, 2011. / Sports Management - lectures). Within it takes the process of knowledge transfer - the share of human capital as the company survives thanks to transfer these values to new generations. Is it not clear to very important need to manage everything related to this knowledge? People who carry it, the space in which transfers, quantity and quality of knowledge that is passed, defining the vision, mission and business plan of such transfer - and no less important - the funding. And it is an educational institution is a place where everything is combined, in the case of a higher education institution built on the very high level of finalizing. And not in any way. The knowledge that is transmitted is structured and comprehensive. It has a cause and effect (causality), composed of a variety of events, information and changes that pervade (multidimensionality), was created in the same time, in different areas and different conditions (integrity), all this happens in certain historical framework that have their own rules (Bonacin & Bonacin, 2008. / Sports History - Lectures), and finally, a man of his origin control everything around him with respect to the level of knowledge on which it actually is (Bonacin, Da., 2008). In society there is a total amount of knowledge, that knowledge is not of yesterday and the man was passing, and passing various changes (biological, socio-political changes, educational changes, changes in management, scientific change, and moral change). Such changes in different shape place today too (Bonacin & Bonacin, 2009), so we need to implement new insights into existing and combine them to the desired "optimal" conditions - optimize (Bonacin, Da., 2008). To manage anything, important is the requirement to possess the knowledge and education as the area as complex, demanding and important, and therefore the objectives of educational management and educational institutions at all levels must be high - the highest! And regardless of whether it is public or private institution.

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## MODEL UPRAVLJANJA OBRAZOVNIM INSTITUCIJAMA U SKLADU S TEMELJNIM IZVORIMA FINANCIRANJA

### Sažetak

Svrha ovog članka je definicija općeg modela i ukazivanje na suštinske razlike u upravljanju i raspolaganju potrebnim sredstvima između javnih i privatnih visokoškolskih institucija. Analizirana je pretpostavka o tome gdje se razlike uopće generiraju i temeljem toga proizvodi li to eventualne druge razlike koje se reflektiraju na ukupni domet. Dizajn i pristup članku je komparacija vlastitih autorskih istraživanja, konzultiranje drugih literaturnih navoda, te artikulacija zaključaka vezanih uz tu problematiku. Rezultati usporedbi i izvođenja logičkih konkluzija doveli su do zaključaka prema kojima nema i ne bi ni trebalo biti nekih posebnih razlika u svim segmentima koji se tiču mjerodavnih institucija koje odobravaju djelovanje visokoškolskih ustanova. S time direktno u vezi, naravno, također ne bi trebalo biti bitnih razlika ni u strukturi programa tj. u sadržajnoj vrijednosti realizacije ciljeva, što znači niti u strukturi ishoda učenja. Konačno, razlika nema ni u segmentu koji je posljedični odgovor na financijsku bilancu koja se realizira i predočava u obveznom dijelu prema nadležnim tijelima uprave. Razlike se, pak, sigurno mogu registrirati u načinu djelovanja menadžmenta, budući je kod privatnih institucija tržište kratkoročno, a kod javnih institucija dugoročni modulator aktivnosti. Vrijednost ovog rada može se očitovati u upućivanju jasne poruke da postoji bitna razlika između javnih i privatnih institucija i da je ta razlika upravo u menadžmentu koji donosi važne strategijske, ali i operativne odluke, te promišljanja u suštini trebaju biti usmjerena na tu ključnu točku. Spoznaje ovog rada moguće je lako interpolirati i na sportske udruge, a zasigurno i na druge oblike organiziranog rada u socijalnoj zajednici, gdje se susreću budžetsko, tržišno, mješovito i drugačije definirano financiranje.

**Ključne riječi:** upravljanje, model, financiranje, javno, privatno

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Received: August 04, 2011

Accepted: May 26, 2012

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