

Novel approaches to form the corporate culture in pedagogical universities

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Abstract

The role of a corporate culture in the development of the modern education, especially in the improvement of the university education is considered. On the example of pedagogical university it's shown that the active research work promotes the formation of a corporate culture within the educational institution. At the same time an availability of the corporate culture leads to the expansion and intensification of scientific work. As a result of our research it was confirmed a particular importance of scientific schools and international consortiums in the formation of a corporate culture.

Keywords: corporate culture, pedagogical universities, research work, scientific schools

1 Introduction

The education system in each country is continually evolving and improving. From time to time new reforms and innovations are proposed. Their effectiveness is tested by practice. The relationship of reforms to innovations requires a special consideration. Here it is only worth mentioning that a reform can be described as a 'top-down' approach. In this case the initiative of a team is limited. At the same time the innovation is characterized as a "bottom-up" or "grassroots" approach, and different individuals and organizations can show their creativity. Besides that we can speak about reforms in the conventional sense (explicit reforms) and implicit reforms that just are introducing innovations.

In educational institutions technological improvements are also practiced (different types of schedules, different types of knowledge control, etc.). Technology has a certain value and can improve a higher education as it happens in other knowledge-based sectors like music, journalism, and financial services, where new providers improve the access and convenience while reducing costs. It is clear that technology does not guarantee innovation. The prerogative of each educational institution is to determine the processes by which innovations emerge and create own innovative approaches. It should be noted that many innovative practices have no scholarly literature base. We investigated *the ways of a creation of own corporate culture* in the pedagogical university as an effective innovation approach to improve the educational process.

A corporate culture is a significant factor for prosperity of a company, any institution or university.

The modern companies pay special attention to formation of their corporate culture. This trend is typical also for the education sector where important social problems such as a training of specialists, educational services, information processing etc. are solving. There is a direct connection between the employees and the means of production. This relationship determines a character of the necessary corporate culture. We can find in publications different definitions and various schemes for the corporate culture. For example, [1] in Figure 1 four basic types of corporate culture are shown. Usually these types are combined dependently on the problems that an organization should solve. The appropriate activities that could lead to formation of different types of corporate culture can be carried out on any level beginning from authorities and to ordinary performers. Any initiative should be taken by a whole team. Further experience confirms the feasibility of this initiative.

As to educational institution it is naturally to choose "Incubator type" and "Guided missile" types as the main strategy of corporation culture formation. It is extremely important that a corporate culture evolved strategically in order to optimize the development of institution. For an educational institution such as university the introduction of innovations is possible first of all through the use of internal resources of the university, of which the most important is the intellectual potential of the collective [2]. This internal resource contributes significantly to the formation of the corporate culture of an educational institution and to the progress in the educational process generally.

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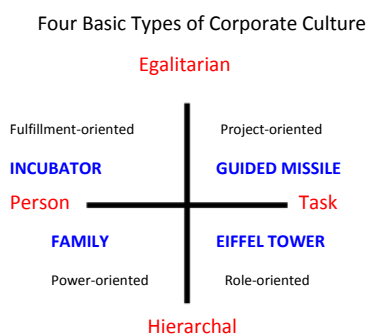


FIGURE 1 One of possible schemes for corporate culture

In the XXI century the main directions of the university education improvement are determined as:

- ✓ Educational, which is embodied in the transfer of knowledge from one generation of specialists to another;
- ✓ Exploratory, that is provided by the development of science;
- ✓ Servicing, as the service of the state and society;
- ✓ Cultural, that ensures the development of culture and intelligence;
- ✓ Humanistic, as a broadcast of important ideas that determine the sense of human life and also its activities [3].

The corporate culture of an educational institution should be formed on the base of these main directions of the university education improvement adopted at the present time. The psychological and moral climate of university, the ability of its employees to act together in line with common values and interests is understood today as corporate culture. The modern university is a socio-cultural institution where not only finished forms of culture are broadcast mainly in the form of knowledge but also where these forms are created and where one learns how to create them. Corporate culture determines the place of each university in the world embodying the unwritten laws, rules and regulations that unite its employees and link them together in common activities.

2 Corporate culture in pedagogical university

The problem of creating a corporate culture in pedagogical university has its own features. First, it is necessary to take into account the general cultural traditions of the country. They are formed in the course of the historical process and can be linked to mental specificity of the population. It is of great educational value. For example, in order to illustrate the mental specificity of different countries, in Table 1 the specificity of the relationship of employer and employee in USA and Japan is presented.

TABLE 1 The features of the relationship of employer and employee in USA and Japan [4]

USA	Japan
Do not value emotional sensitivity	Valued emotional sensitivity
Straight-forward, impersonal	Hide emotions
Litigation; little conciliation	Conciliations
Low commitment to employer; willing to break ties if needed	Loyal to employer; employer takes care of employees; extreme reluctance to break ties
Individual leader decision making (with input from team)	Group decision by consensus
Methodical decision making	Step-by-step decision making
Profit or good of individual is ultimate aim	Good of group is highest aim

Defining the specific conditions of formation of corporate culture in the pedagogical universities, we proceeded from the fact that the starting point in this process should be the mission of institution. Everything that has an impact on the corporate culture (choice of strategies, management style, a personality of the leader, common values, and traditions) is caused by the mission of the institution. The mission of any enterprise is its vital goal [5].

The effective corporate culture assumes:

- ✓ Teamwork, cooperation (team spirit);
- ✓ Job satisfaction and the pride for the results;
- ✓ Dedication to the organization and willingness to meet its high standards;
- ✓ High demands on the quality of work;
- ✓ Readiness for change, due to the requirement of progress and competition, despite the difficulties and bureaucratic obstacles.

A pedagogical university solves its own specific tasks on the base of pedagogical and psychological approaches. We define such characteristic features of corporate culture in pedagogical university:

- ✓ Highly favourable moral climate;
- ✓ A high level of ethical relations;
- ✓ A high motivation of teachers to achieve the best educational effect;
- ✓ A deep link of scientific research with the educational process, especially in the fields of psychology and pedagogy;
- ✓ A high level of responsibility and organization.

It is not simple to define the realistic 'production' mission for the pedagogical university, which is under the strong influence of the state educational policy and also mental features and values of Soviet period. Therefore, we turned to the field of the scientific research, which is a specific task for the teachers of any university and in particular of pedagogical university. Organization of scientific research largely determines the features of corporate culture in pedagogical university.

3 The ways of formation of corporate culture in pedagogical university

Similarly to large enterprises that combine different types of production activities, universities and especially pedagogical universities can be defined as special corporations, where obvious and traditional educational activities are linked to scientific, methodological, organizational and other types of socially important activities [6]. On the basis of this provision we consider the efficiency of pedagogical university operation in terms of optimal management of scientific research.

An active research work influences the efficiency of the university activities on the whole in two directions: an increase of the educational level and a formation of the appropriate corporate culture.

An impact of a scientific research on the educational process is reflected in:

- ✓ Enriching the educational content with new scientific ideas and the development of new educational standards;
- ✓ Improvement of techniques and methodologies of teaching process on the basis of research;
- ✓ Research in the pedagogical field as an effective way to improve the professional skills of teachers;
- ✓ Development of creative abilities and cognitive activity of students;
- ✓ Determining the ways and prospects for the university education.

As to link of scientific research to formation of corporate culture, two questions have to be clarified. The first question is what features of the organization and performance of scientific work can significantly influence a corporate culture of pedagogical university. The second question is how to use optimally the intellectual potential of teaching staff to achieve a high level of scientific research and a maximal effect in the improvement of all activities of the university through formation of the appropriate corporate culture.

We claim that the scientific research in pedagogical university provides an atmosphere of creative students' attitudes toward their future professional occupation. It is an important element of a corporate culture of pedagogical university. A special influence on the formation of corporate culture has reputable scientific schools. Our experimental results confirm this statement.

A scientific school is a special form of collaboration of scientists in the course of development of science. In relation to pedagogical university, a scientific school is linked to the goals and objectives of education, the system of pedagogical values, the basic methodological ideas, etc.

We select such features of scientific school [7]:

- ✓ Recognition of the leadership of the founder of scientific school;
- ✓ Common ideological views and common approaches to solve scientific problems;

- ✓ Common ethical and moral principles;
- ✓ Continuity in solving problems from one generation to another;
- ✓ Close connections with the related scientific schools;
- ✓ Objective evaluation of scientific results of own and related scientific schools.

4 Results and discussion

We studied a development of scientific schools in South-Ukrainian national pedagogical university after K. D. Ushinsky and their influence on the dynamics of a corporate culture of the collective. During five years, we observed how thanks to efforts of the authority the role of scientific schools were increased. The results of research activities of leading scientists and scientific schools have been widely promoted in the educational process, covered in the university press. The most important scientific results were discussed at numerous seminars, meetings, at the university scientific council, and at conversations with students [8].

It is necessary to highlight the role of interdisciplinary research in the formation of corporate culture in university. Strong links between scientific schools of different faculties are formed.

Table 2 shows the results concerning the distribution of teachers by the types of corporate culture in the beginning of our research. All teachers have PhD degree. The method of Cameron-Quinn [9] was used. The method consists of two basic elements: a culture model and an assessment instrument. Thanks to the method's consistent logic, simplicity, and scientific soundness, it can be implemented in the cultural discussion without a lengthy training period.

The Cameron-Quinn method operates on the principle that a particular culture is neither good nor bad per se. What matters most is whether the culture fits with the organization and its strategy. In contrast to many other culture models, it is also based on the assumption that culture cannot be grown arbitrarily. In other words, if a culture characteristic needs to be reinforced, it is always necessary to clarify which other characteristic has to be reduced. This discussion unequivocally leads to a new level of precision and relevance

As it is seen in Table 2, for a group of 134 teachers with the scientific degree of PhD the most teachers belong to a hierarchical type of corporate culture (28.6%). Fewer teachers revealed their penchant for clannish (25.2%) and market (24.0%) type of corporate culture. The last part revealed a commitment to adhocracy type of corporate culture (22.2%). This trend continues regardless of the age of teachers who participated in the survey and the effectiveness of their research activities. One can see that the differences in the belonging to considered types of corporate culture are small, between 22.2 - 28.6%.

TABLE 2 Distribution of teachers between different types of corporate culture

The range of scores for science activity	Average score	Number of teachers	Average age	Types of culture			
				Clannish	Adhocracy	Market	Hierarchical
100-999	603,8	48	45,1	26,4	23,4	24,3	25,9
1000-1999	1425,2	41	45,2	25,5	22,1	23,5	2,9
2000-2999	2381,9	26	45,7	24,4	21,7	24,	29,6
3000-3999	3523,8	13	43,2	25,3	21,8	22,7	30,2
More than 4000	5065,0	6	50,7	18,5	20,4	27,1	34,0
In the total sample 0-8000	1635,1	134	46	25,2	22,2	24,0	28,6

This tendency corresponds to a structure of the corporate culture of international scientific schools [10]. Our observations showed that a participation of scientists in international consortiums influences on the formation of a corporate culture in university, especially on its structure. We observed such chain of linked processes: a formation and structuring of scientific schools – increase of the number of students involved in the creative work – a formation of a specific corporate culture in university – increase of the overall educational level in university.

5 Conclusions

The main features of the corporate culture in pedagogical university are determined. The ways of a formation of the appropriate corporate culture are analysed. The role of scientific schools in the formation and structuring of a corporate culture is studied. Significant factors that influence on the formation of a corporate culture in pedagogical university are revealed. A relationship between the functioning of scientific schools, the features of a corporate culture in the university and the overall educational level is established.

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