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Innovative culture of teachers –
part of organisational culture

Innowacyjna kultura nauczycieli –
część kultury organizacyjnej

Introduction

A general education establishment becomes efficient, competitive and high-performance when it is innovative. We should acknowledge that significance of innovation at educational establishments of the Republic of Moldova is not considerably pointed out in the strategical development plans. As a matter of reality, establishments go the right way when they develop an innovative culture of their teachers within organisational culture. Unstable

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economic situation, the era of advanced technologies, and new conditions require another approach to the institutional management. Aiming to overcome all such challenges, an establishment should be obliged to maintain organisational culture that embraces innovative effects in order to satisfy its teachers, students, parents, educational community, and so on.

Objective

The cultural perspective, which is determined by the establishment's values, management systems, communication platforms, decision-making criteria, and so on, is essential for the process of innovation, since development of innovative culture starts from morality. Insufficient openness to innovations in education, risk aversing, institutional inertia, reticence of the teaching staff regarding changes at the level of perception – these are all the reasons that made us identify the scientific purpose: to study theoretically, at the early stage, the interdependence and influence of organisational culture on innovative culture of the teaching staff. Since there are still insufficient studies of innovative culture of the teaching staff at a general education establishment, when carrying out the research, we started from the examination of already available scientific findings developed by professionals, particularly in the sphere of business and entrepreneurship.

Discussions

The professionals assert that innovative culture is the nucleus of organisational culture and it exerts an efficient impact when the efforts support and stimulate innovative performance within the employees. Furthermore, cultural properties possessed by the organisation are essential within the process of innovation, while cultural elements and organisational management processes increase or inhibit the tendency for innovation.

Culture, in its different forms, has always been a key driver of innovation. The notion of "culture" derives from the Latin verb "colere", which means „to cultivate", and takes a part of its meaning from the association with a process of progress. Culture has an influence on an action not through providing the final values, but through modelling a range of tools, habits, skills and modes, that people draw their action strategies from (Yun, Zhao, 2020).

Although definitions of culture vary, it is clear that it comprises material and social values of a group of people (i.e. habits and attitudes) and is specific to a certain organisation. Values and hypotheses are noticeable in the shared behavioural and experiential rules of such organisation's members. Culture increases the co-operation and co-ordination within an organisation and may also indirectly improve its performance. Creating strong organisational culture is a tool to exert influence on the behaviour of employees and to improve the performance (Iordan, 2017), (Yun, Zhao, 2020).

Aiming to understand deeply the influence and ties between innovative culture and organisational one, we should start from the meaning of the concept of organisational culture in order to identify common elements. So, we propose herein an analysis relying on specialised literature and concerning the notion of organisational culture, which was defined by several authors (Table 1).

Table 1 *Meanings of the concept of organisational culture*

Authors	Meanings of the concept of organisational culture
Ouchi (1981)	"A set of symbols, ceremonies, and myths that communicate the basic beliefs and values of the organisation of its members."
Deal and Kennedy (1982)	"A model of human behaviour, comprising thinking, speaking, action, and artefacts, and depending on the learning capacity of a person and on knowledge transfer to next generations."
Schein (1992, 2005)	"A pattern of invented, discovered or developed basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. A system of material elements, values, rules and beliefs shared by the members of a group."
Pascale (1995)	"Consequent application of an internal pattern that determines behaviour, values and schemes of thinking, action and speaking within an organisation."
Jennings (1996)	"That what is defined by a company as normal and helps its employees to find sense in the events and symbols that are intrinsic to their organisation."
Sherriton and Stern (1997)	"A prescriptive pattern of organisation, depending on the manager's personality."

Zorlentan (1998) Vlasceanu (1999)	"A group of individual and group elements, both conscious and unconscious ones, rational and irrational ones, between which active ties are made having a strong impact on organisation's successes."
Stanciu and Ionescu (2004)	"Patterns, which the logical traditions of tacit values arise from, referring to the bases of culture and specific problems."

Source: own study

Noticing the interdependence between organisational culture and innovative culture is not difficult now due to the following components:

- behavioural actions within the interaction among people: frequently used in rituals and customs;
- rules that are shared/accepted by working groups within the organisation as a whole;
- dominant values that are imposed within an organisation;
- organisational policy concerning the employees and the clients;
- rules for members' integration into the organisation;
- climate within an organisation, physical aspect and relations with clients or other persons from the external environment, and so on (Gresoi, Matei, 2020), (Gresoi, Matei, 2020), (Bruma, 2014), (Dolineanschi, 2008), (Brătianu, 2007), (Juc, Nistiriuc, 2013), (Nita, Stanciu, 2015).

All such components taken in the aggregate reflect and make understandable the concept of organisational culture. Consequently, organisational culture is understood as a complete set of principles, beliefs, values, symbols, convictions, traditions, attitudes and behaviours of the employees of an organisation, and of specific behavioural models that are dominant within an organisation, which are transferred to next generations, reflected in decisions and adopted actions, as well as implemented in order to achieve competitive development of such an organisation. Within strong organisational culture, the majority of employees share a common set of values, beliefs, attitudes and behaviours regarding the way such an organisation should be directed in (Nita, Stanciu, 2015), (Nica, Iftimescu, 2014).

The early studies of culture integration, taken as a whole, have shown that organisational culture has many manifestations:

- adopted values – they are also sometimes called content themes, when adopted values are deducted from behaviour;

- formal practices – written rules governing the organisational structures;
- informal practices – unwritten rules of proper or improper behaviour, decision-taking procedures, information about employees, rituals of corporate parties, dressing rules, interior design and architecture.

Many researchers consider that it is useful to define culture as patterns of interpretation that serve as a basis for such manifestations. Hence, cultures are not just a list of various manifestations, but also an "explanation of what makes them cohere, first of all" (Martin, Frost, 2014, p. 8).

Hence, over a long period of time, the authors publishing within the area of management have presented the patterns of organisational culture that influence innovative culture, considering, in this event, many criteria. Relying on the degree of support and prevalence in the employees, the following may be identified:

- strong cultures: the employees are united, they have the same states, interests and feelings, while the organisation deals with communication of beliefs, values and specific behaviours. The employees are carefully selected only from those ones who are compatible with the organisation's mission or vision or who are able to get adapted to its specificity.
- weak cultures: they are characterised by inhomogeneity of values, beliefs and rules; cultural contradictions that cause major conflicts are prevalent.

Relying on the structural configuration, we may distinguish the following cultural patterns:

- culture of the "spiderweb" type: the manager is the centre of authority, with the lines of force and influence coming out of it. In this case, the organisation with such a culture depends greatly on the manager's character and personality;
- culture of the "temple" type: values and perspectives are clear, expressed and communicated in writing, they are revolving around the discipline, Organisation and Operating Regulation and Bylaws, they are well-known and strictly abided by;
- culture of the "network type": the tasks are distributed in conformity with the intellectual potential of each person. The employees are trusted; the capacity of creativity, self-guidance and self-control is engaged;

- culture of the "cluster" type: the emphasis is placed on the individual objectives and goals of the employees (Urban, 2011).

Considering the hierarchic system of authority and concept of employees concerning the role and goals of their organisation, and also relying on the role of each employee within such an organisation, several types of organisational culture may be identified:

- family-type culture: the emphasis is laid on the hierarchy and orientation to the employees; respect for and care of the organisation's employees is noticeable;
- pyramid-type culture: the emphasis is placed on the hierarchy and orientation to the goal, while the status of a person depends on the function they fulfil within the organisation;
- project-type culture: the employees are oriented to the project, and the emphasis is placed on the members' equality;
- affirmation-type culture: the employees are treated equally; however, the emphasis is placed on creativity and innovation (Urban, 2011).

The analysis of influence of organisational culture on innovative culture may also start from the cultural properties of people. The most well-known tool of analysis of cultural dimensions was realised by the Dutch professor Geert Hofstede, who, relying on an opinion poll, studied the organisational behaviour in several tens of countries and managed to identify a range of five fundamental dimensions that differentiate a culture from another, such as:

- individualism versus collectivism: in an organisation where the individualist behaviour prevails, the ties within its members are weak; there is a big freedom of choosing the directions of action, while each person pursues their own goal; in an organisation where the collectivism prevails, the employees discuss their decisions and actions, considering the opinions of other members;
- distance to the power: way of resource distribution, amplifying the inequality and social distance;
- attitude to incertitude is based on the attitude to time, on the different accent that may be put on the past, present or future;
- masculinity versus femininity refers to division of social roles between the genders: organisations of masculine type are tending to put the accent on hierarchical relations, while organisations of feminine

type are tending to focus more on co-operation, preservation of environment, and significance of life quality;

- short-term orientation versus long-term orientation: the short-term period refers to the tendency to consumption and keeping the image through maintaining the performance, while the long-term period refers to keeping the relations which are based on the status and material savings (Juc, Nistiriuc, 2013), (Urban, 2011).

Consequently, organisational culture is the basis of the present-day management, ensuring the relations within the employees who have starkly different opinions but share the same values and rules which are imposed by organisation form and type. An efficient activity may take place if organisational culture complies with the organisation's mission and vision, while the employees show will and trust. The concept of organisational culture is a factor of resistance in any appeal for innovation and changes, regardless of the scope thereof (Juc, Nistiriuc, 2013).

Findings of the available studies

The majority of studies have shown that organisational culture (its components, strategy and structure) has a strong influence on innovation if it is stimuled and implemented. Strategy is a factor of organisational culture, while innovation points at opinion and mutual liability for the future. The employees perceive the mission and vision that promote innovation and then they objectively assess the changes. The determinants of structure mean a team that strongly supports and has influence on the degree of innovation's position within the organisation. Well-balanced teamwork allows the individual skills to successfully support the innovation. The team members are stimulated both psychologically and materially, they are honoured and respected for their innovative ideas and for taking independent decisions while the establishment creates an environment for promoting the innovations and draws attention to assessment and awards, accessibility of resources, time, technologies, and so on. The last element of organisational culture is the generous behaviour that stimulates the innovation. This is a systemic approach that encourages presentation of new ideas, conflict avoidance and ongoing education tendencies (Hassan, Rhee, 2019).

A study made by Hassan, Rhee and Dedakhanov (2019) concerning the influence of organisational culture on creativity and innovation in organisations of public governance has proven that innovation and creativity within an organisation are not just a mere opportunity; they are a necessity. Consequently, the significance of creativity and innovation gives a door to intelligent organisations – to identify the opportunities to do something new. First of all, certain tendencies of development imply a change in the way how the employees understand and learn to implement innovations. Aiming to capture the attention and interest of the employees in an absolutely new way, one needs creative techniques. Furthermore, the current and future employees develop themselves, depending on creative tendencies, innovations and other digital equipment, which are implemented in their organisation. Moreover, creativity is regarded as a procedure of building the employees' knowledge. Hence, these are the reasons why it is clearly understood that innovation and creativity are unavoidable conditions for the present and future of organisations (Hassan, Rhee, 2019).

We should mention that organisational culture stimulates, most of all, innovative behaviour of the employees within their organisation. It may make them accept innovation as a fundamental value of their company and feel more engaged in their activities. The majority of companies have, by default, innovative cultures, where various rules, values, hypotheses and all convictions compete to exert influence on real behaviour of its employees. The dominant one that wins finally forms innovative culture. Innovative culture may be identified as a multidimensional context that implies the intention to be an innovator, the infrastructure for keeping such innovation, behaviours at the operational level as necessary for influencing inclinations towards market, values and environment facilitating the implementation of such innovation (Yun, Zhao, 2020).

According to another open study of innovative culture in business companies, which was realised by Yun, and Zhao (2020), innovative culture has four façades: orientation to market, orientation to technologies, business orientation and learning orientation. Innovative culture belongs to the dimensions of those rules or practices, which are a part of the dimension of the basic shared values. In other words, innovative culture is built of such values as curiosity, creativity, flexibility and diversity, openness, trust, responsibility, authenticity and sustainability. The key conditions for development and formation of innovative culture are the following:

- altruist culture that forms a bridge between the minds, to build intelligent relations or to make the brain circulate,
- cultural space for mind evolution that is based on cultural intuitions, since zen practices can stimulate greater creativity in businesspeople.

The fact that a growing number of companies engage in the processes of innovation suggests that they have already developed organisational culture of innovation. Organisational culture which is developed at the company's level may serve as an impulse to boots company's development at the social and individual level. Innovative culture is transdisciplinary culture aiming to integrate pragmatically everything that is wished, needed, useful, feasible or adequate. Innovative culture is regarded as an aspect of organisational culture, where innovative culture always determines the context. In this regard, innovative culture has five properties: vision, knowledge network, inspiration, leadership, ideas, creativity and risk assumption (Yun, Zhao, 2020).

Another research of innovation of the long-term business pattern proposes seven factors that trigger innovation, namely (Yun, Zhao, 2020):
- reprojecting rather than staying in the same place;
- experimenting rather than transforming;
- service logics rather than product logics;
- circular economy rather than linear economy;
- alliances rather than individual races;
- results rather than indulgence;
- tridimensionality rather than one-dimensionality.

Innovation-oriented culture is a beginning of innovation of products, services and even of the business pattern within the companies. If a company may change specific cultural properties, hence, it is able to assume the role of an innovator that changes the rules and may get growing opportunities provided by sales markets. There are three dimensions of innovative culture: 1. shared values, such as collective beliefs, 2. behavioural rules, such as clearly expressed values when formulating the company's strategy, and 3. visible practices, such as stories, rituals or events within the organisation (Yun, Zhao, 2020).

If we focus on innovative culture as a part of organisational culture now, within the framework of our initial approach, depending on the mission and vision, and specificity of general education establishments, then we will support the interdependence of these two managerial behaviours. Hence, we may deduct that innovative culture of the teaching staff is such a way of

thinking and behaving that creates, develops and sets the values and attitudes within the establishment, which, in its turn, may emerge, accept and support such ideas and changes that imply improvement in this establishment's operation and efficiency, even though such changes may also mean a conflict with conventional and traditional behaviour (Claver, Llopis, 1998).

Conclusions

We may affirm that organisational culture is currently more and more often regarded as a factor having a decisive influence on the performance of an organisation. Innovative culture as a component part of organisational culture, which it has interdependent relations with, plays an extremely important role as a whole. It also has the important role of generating certain organisational climate, since the mood of the teaching staff depends greatly on the mission, vision, values, traditions and behaviour rules as promoted within their establishment. Innovative culture is a strong motivator for achieving the optimal performance both of the teaching staff and of the educational establishment. The results of the empirical research will be the foundation of the diagnostic experiment or the pre-experiment phase, which will aim to determine the degree of knowledge, understanding and integration by teachers, in their own complex vision, of knowledge in the domain of innovative culture, as well as the identification of practices existing in general education institutions.

Abstract: The development of the innovative culture of the teachers will be possible and efficient only if it is based on theoretical and praxiological patterns of their innovative culture. In this context, the scientific issue that follows to be under discussion consists in strengthening the theoretical and praxiological concepts of the teachers' innovative culture development, and the elaboration of a paedagogical model for the development of the teachers' innovative culture that will contribute to a change in education.

This thesis is a theoretical study of interdependence and influence of organisational culture on innovative culture. The lack of studies of innovative culture of the teaching staff within a general education establishment has entailed theoretical research of the already existent scientific findings and of the results of the studies made by professionals, particularly, in the sphere of business and entrepreneurship. There has been made a synthesis of the specialised literature concerning the definitions of the concept of organisational culture and types of cultures that would have either a positive, or a negative impact on the values, rules and innovative behaviour within the organisation. The studies provide the triggering factors of innovative culture and preconditions for development and formation of innovative culture, as well as the dimensions of such innovative culture.

Keywords: organisational culture, innovative culture, factors and conditions of innovative culture, dimensions of innovative culture

Streszczenie: Rozwój kultury innowacyjnej nauczycieli będzie możliwy i skuteczny tylko wtedy, gdy zostanie oparty na teoretycznych i prakseologicznych wzorcach ich kultury innowacyjnej. W tym kontekście następna problematyka naukowa polega na wzmocnieniu teoretycznych i prakseologicznych koncepcji rozwoju kultury innowacyjnej nauczycieli oraz wypracowaniu pedagogicznego modelu rozwoju kultury innowacyjnej nauczycieli, który przyczyni się do zmiany Edukacja.

Niniejsza praca jest teoretycznym studium współzależności i wpływu kultury organizacyjnej na kulturę innowacyjną. Brak badań nad kulturą innowacyjną kadry pedagogicznej w placówce szkolnictwa ogólnokształcącego pociągnął za sobą konieczność teoretycznego zbadania dotychczasowego dorobku naukowego oraz wyników badań dokonywanych przez profesjonalistów, zwłaszcza w sferze biznesu i przedsiębiorczości. Dokonano syntezy literatury specjalistycznej dotyczącej definicji pojęcia kultury organizacyjnej oraz rodzajów kultur, które miałyby pozytywny lub negatywny wpływ na wartości, zasady i zachowania innowacyjne w organizacji. W badaniach przedstawiono czynniki wyzwalające kulturę innowacyjną oraz warunki rozwoju i kształtowania się kultury innowacyjnej, a także wymiary tej kultury innowacyjnej.

Słowa kluczowe: kultura organizacyjna, kultura innowacyjna, czynniki i uwarunkowania kultury innowacyjnej, wymiary kultury innowacyjnej

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