

Corporate Culture of a Higher Education Institution as a Factor in Forming Students' Professional Identity

La cultura corporativa de la institución de educación superior como factor de la formación de la identidad profesional de estudiantes

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Abstract

The purpose is to examine the features of the correlation between the evaluations of *corporate culture* by university students and their professional identity. *Corporate culture* of a university is considered as an integral system of standards, rules, beliefs, values and behavior patterns of its participants. *Corporate culture* determines the uniqueness of a university among other educational institutions. The paper establishes correlation between the students' perceptions of the university *corporate culture* with organizational identity ($p \leq .05$). The study investigates the variable "organizational identity" as an intermediary between the university *corporate culture* and the students' professional identity. The research determines that the students' evaluation of the university *corporate culture* affects organizational identity, and through it – professional identification of future specialists. Comparative analysis of the ideas about the real and desired images of *corporate culture* of a higher education institution proves that a hierarchical, bureaucratic model corresponds to organizational culture of the university; a democratic, collaborative model ($p < .05$) corresponds to the desired image of organizational culture. The students' self-identification with the university community has a positive correlation with their professional identification.

Resumen

El objetivo del trabajo es estudiar las particularidades de la interrelación entre las evaluaciones de la cultura corporativa de estudiantes de la universidad y su identidad profesional. La *cultura corporativa* de la Universidad se considera como un sistema coherente de normas, reglas, convicciones, valores, ejemplos de comportamiento de sus participantes. La *cultura corporativa* determina la singularidad de la universidad entre otras instituciones educativas. Existe la interrelación entre las concepciones de los estudiantes sobre la *cultura corporativa* de la universidad y la identidad organizacional. Se investigó la variable "identidad organizacional" como mediadora entre la *cultura corporativa* de la universidad y la identidad profesional de los estudiantes. Se determinó que la evaluación de los estudiantes de la *cultura corporativa* de la universidad influye en la identidad organizacional y, a través de ella, en la identificación profesional de futuros especialistas. El análisis comparativo sobre la imagen real y deseada de la cultura organizacional de la institución de educación superior, mostró que un modelo jerárquico, burocrático corresponde a la cultura organizacional de la universidad; mientras que un modelo democrático y colaborativo ($p < .05$) corresponde a una imagen deseable. La identificación de los estudiantes con la comunidad universitaria se correlaciona positivamente con la identificación profesional.

Key words

Palabras clave

Universidad – Cultura Organizacional – Identidad – Identificación Profesional

Introduction

The modern university is a part of the educational system, while reflecting the situation in society and affecting the life of all other elements, spheres of society via its main function related to the safekeeping, development of inner values, knowledge, professional skills and culture^{1,2}.

Presently the university is transformed into educational corporation, which is a social system, based on unique quality of products (new knowledge) and services (youth education system, advanced training, etc.), rules of conduct and ethical principles of employees, reputation at national and international level^{3,4,5}. At the moment, there is development of new educational paradigm – the training of professionals, which requires new approaches to university management, the implementation of new educational technologies, transformations in the sphere of interpersonal communication, which covers all participants of the educational process⁶.

The perspective direction of such transformations is the humanization of relationships, creation of conditions for self-development and self-improvement of the individual, which requires an appeal to the phenomenon of organizational culture⁷. At the same time, the higher education institution (if we consider it as corporate organization) has its own originality insufficiently researched in psychological science⁸.

¹ Nesmeianova, R. K. & Lipatov, S. A. "The relationship of the perception and attractiveness of corporate culture with the organizational identification of employees". *Organizational Psychology*, 7(3), (2017): 67-84.

² Onishchenko, O. V. "The phenomenon of corporate culture of the university in the system of development of cognitive activity of students". *Bulletin of the Vyatka State Humanitarian University*, 3(1), (2011): 137-148.

³ Ilinskii, I. M. "Educational revolution". (Moscow: Publishing House of the Moscow Humanitarian.-Social. Academies, 2002).

⁴ Liu, Ya., Wang, W. & Chen, D. "Linking Ambidextrous Organizational Culture to Innovative Behavior: A Moderated Mediation Model of Psychological Empowerment and Transformational Leadership". *Frontiers in Psychology*, 10, (2019): 10.

⁵ Sokurenko, M. B. "Real and desired model of organizational culture of the university in the view of teachers and students". *Electronic Journal "Psychological Science and Education"*, 3, (2010): 1-8.

⁶ Shutenko, E. N. "Self-realization of students in a modern university as a humanitarian problem of youth socialization [Electronic resource]. *Prospects for Science and Education*, 1, (2014).

⁷ Zavatska, N. Ye. "Organizational culture as a component of the psychological culture of students of higher education". *Psychological culture: species, invariants, development*. (Sumy: Mriia. 2014).

⁸ Karamushka, L. M., Tereshchenko, K. V., Lahodzinska, V. I., Ivkin, V. M. & Shevchenko, A. M. "A set of techniques for studying the features and determinants of the organizational culture of

This day, the evaluation of higher education institution as an organization involves the recognition of its complex hierarchical structure, the study of its activity in real social competitive environment, the identification of specific interests and strategies. The progress of higher education institution, like any modern organization, depends largely on the *corporate culture* development level.

Literature review

Corporate culture, as the internal environment of any organization, is designed to create a sense of employees' affiliation to common issue, their solidarity with the mission and strategy of the organization, and consequently, the motivation to succeed in their own activities⁹. That is, *corporate culture* is considered as a means of creating contributory conditions for increasing the organization's management efficiency and competitiveness in the market^{10,11}.

Each organization forms its own culture. Just as temper influences human behavior, organizational culture influences people's behavior, thoughts, and actions in the organization. It characterizes the approach of the members of organization to solving problems, working with stakeholders, and defines as how they generally operate now and plan to continue working. It designates the place of organization in the social space, represents those non-enacted laws, standards and regulations that unite the organization members.

The *corporate culture* of the university is considered as integral system of standards, rules, beliefs, values, behavior patterns and interaction of its participants¹². *Corporate culture* acts as a means of administration, teaching staff and students' combination aimed at achieving the organization's development goals. *Corporate culture* is accepted by staff and students and determines the uniqueness of the university among other educational institutions^{13,14,15}.

The study of the organizational culture of the university is complicated by its out of the common structure, peculiarities of goals and tasks, which affect the

educational organizations". Actual problems of psychology: Organizational psychology. Economic psychology. Social Psychology, 1(40), (2014): 9-15.

⁹ Boros, S., Curseu, P. L. & Miclea, M. "Integrative tests of a multidimensional model of organizational identification". Social Psychology, 42(2), (2011): 111-123.

¹⁰ Nesmeianova, R. K. "The relationship of the socio-demographic characteristics of employees with their organizational identification and the attractiveness of corporate culture for them". Social Psychology and Society, 9(1), (2018): 67-77.

¹¹ Onishchenko, O. V. "The phenomenon ...

¹² Lovakov, A. V. & Lipatov, S. A. "Organizational identification and employee perceptions of organizational culture". Bulletin of the University (State University of Management), 23, (2010): 50-54.

¹³ Kalenchuk, V. O. "Student's Social Status as a Factor of Assessment of the University's Organizational Culture". Insight: the psychological dimensions of society, 2, (2019): 72-77.

¹⁴ Onishchenko, O. V. "The phenomenon ...

¹⁵ Shavyrina, I., Demenenko, I. & Kravchenko, E. "Customer-Centric Organizational Culture of the University as a Factor of Efficient Social and Economic Development of the Region". SHS Web of Conferences, 50, (2018): 01011.

dynamic aggregate of this culture bearers, who are not only teachers and staff, but also students, whose complement is constantly changing. Studying the impact of the organizational culture of higher education institution on students' life is extremely consequential due to the fact that students are carriers of the characteristics of the culture, traditions, values, image of the university.

If the teaching staff and the administration – the categories are more stable, then the students – the category is unstable. At the university, *corporate culture* is influenced at the level of “teacher – student”, “student – student” and “administration – student” relationships. After all, students are the deliverers of the university corporate culture, traditions, values, and image. It occurs not only during their studies, but also in the future, years after graduation from higher education institution, when they transfer these values into the professional community^{16,17}.

Depending on the extent to which traditions and values are accepted by the students, positive and / or negative information about the university is disseminated. Indicators such as: value-based unity of the community; emotional and psychological climate in the community; pride in belonging to the students' community; students' activity and initiativeness in the organization; corporate events and rituals; acceptability of corporate standards and rules of conduct; thoroughness of knowledge about the essentiality of corporate culture; personality traits (communication skills, team-work skills, communicative potential, organizational capabilities, ability to organize activities in non-standard situation, speech and intercourse culture) – allow to adequately value the level of *corporate culture* of the university students' community¹⁸.

Of scientific interest is the research of organizational culture from the teaching perspective in higher education. This study analyzed the organizational culture of the National University of the East (UNE-Paraguay) following the methodology adapted from Hofstede¹⁹, from the perspective of teachers. The results show the trends of the organizational culture of the UNE, finding significant differences between the variables Faculty and seniority in the institution²⁰.

¹⁶ Chipunza, C. & Malo, B. “Organizational culture and job satisfaction among academic professionals at a South African university of technology”. *Problems and Perspectives in Management*, 15(2), (2017): 148-161.

¹⁷ Shutenko, E. N. “Self-realization of students ...”

¹⁸ Mkrtchyan, G. A. & Isaeva, O. M. “Assessment of organizational culture of enterprise university by the model “The cube double c” of R. Goffi & G. Jones's”. *Social Philosophy and Society*, 8(2), (2017): 21-34.

¹⁹ Hofstede, G. “Cultures and Organizations: Intercultural Cooperation and its Importance for Survival. *Software of the Mind*”. (Londres: Harper Collins. 1991).

²⁰ Ortiz-Colón A. M.; Ovelar Flores L. A., Almazán, L. M. y Agreda, M. M. “Organizational culture from the teaching perspective in higher education”. *Revista ESPACIOS*, Vol. 38 (60), (2017): 28.

The *corporate culture* of the university is linked to social expectations²¹ and training of future professionals^{22,23}.

In today's civilized world, organization is place where much of people's lives and activities take place. For the present, membership of person in the organization is one of the most considerable forms of affiliation in a social group. In the development and successful functioning of the organization, of great importance is such socio-psychological atmosphere which affects the productivity and efficiency of work. A study of these issues has displayed that successful organizations are characterized by high level of culture, which is formed as a result of well thought – out efforts to develop the spirit of the organization^{24,25,26,27}.

The meaning that scientists put into this concept influences research approaches, their conceptual plans and results. Within each scientific approach, it is possible not only to recognize the type of culture, but also to find approaches to solving the scientific and practical problems that arise in the process of activity of organizations. In our study, L. Constantine's²⁸ scientific approach is applied – paradigmatic approach to the study of organizational culture. We shall consider the main points. Researcher S. Lipatov studied the concept of L. Constantine and came to the conclusion that the essence of *corporate culture* is determined by its organizational paradigm, that is, that form (model) that contains a set of basic ideas of employees what an organization it can be, as well as a way of perceiving and understanding organizational reality²⁹.

The organizational types, described by L. Constantine³⁰, differ in how and in what value priorities they set, how they solve fundamental problems, namely: succession and changeability, communion and diversity, traditions and innovations, that is, the core of its culture. The researcher identified four basic

²¹ Popovych I. S.; Blynova, O. Ye, Aleksieieva M. I., Nosov P. S., Zavatska N. Ye., y Smyrnova O. O. "Research of Relationship between the Social Expectations and Professional Training of Lyceum Students Studying in the Field of Shipbuilding". Revista ESPACIOS, 40(33), (2019): 21.

²² Popovych, I. S., & Blynova, O. Ye. "Research on the Correlation between Psychological Content Parameters of Social Expectations and the Indexes of Study Progress of Future Physical Education Teachers". Journal of Physical Education and Sport, 19(3), (2019): 847-853.

²³ Popovych, I. S.; Halian, I. M., Halian, O. I., Burlakova, I. A., Serbin, Iy. V., Toba, M. V., Buhaiova, N. M. y Bokhonkova, Yu. A. "Sensory Regulation of Future Teachers in a Situation of Uncertainty". Revista ESPACIOS, Vol. 41(2), (2020): 28.

²⁴ ynova, O. Ye. & Kruglov, K. O. "The value of social capital for the psychological well-being of employees". Insight: the psychological dimensions of society, 1, (2019): 72-78.

²⁵ Kameron, K. & Kuinn, R. "Diagnostics and change in organizational culture". (SPb: Peter. 2001).

²⁶ Lovakov, A. V. & Lipatov, S. A. "Organizational identification ...

²⁷ Nesmeianova, R. K. & Lipatov, S. A. "The relationship ...

²⁸ Constantine, L. L. "Work Organization: Paradigms for Project Management and Organization". Communications of the ACM, 36(10), (1993): 35-43.

²⁹ Lipatov, S. A. "Questionnaire "Scales of organizational paradigms" L. Constantine". Journal of the Practical Psychologist, 2, (2005): 186-198.

³⁰ Constantine, L. L. "Work Organization: Paradigms for Project ...

types (systems) of organizations. Each model has a specific set of characteristics and reflects a certain organizational culture³¹:

1) "Closed system" – means hierarchically organized power with clear distribution of functions and roles, compliance with strict regulatory laws, negative feedback, loyalty and conformity of employees; 2) "Random system" – the lack of clear division of roles and stability; rules and regulations; culture focused on creativity and non-conformism – the priority of individual interests over the collective ones; 3) "Open system" – is synthesis of the first two types; the culture is adaptive, it adheres to the principles of agreement, it is focused on joint activity and cooperation; appreciated interdependence, readiness for dialogue; 4) "Synchronous system" – the principle of goals and values unity, coordinated joint activity is based on private arrangement; roles are allocated based on implicit expectations.

Therefore, *corporate culture* ensures the successful functioning of the corporation.

Culture is also understood as "one of the organizational subsystems that performs the function of adapting the organization to the environment and identifying employees"³². Consequently, organizational culture is the catalyzer for the formation and successful completion of identification processes.

Corporate culture, its perception, evaluation and internalization by employees, fully describes the organizational and psychological context in which the activity takes place. Therefore, in the field of organizational psychology research on the relationship of employees' identification with the organization and their perceptions of *corporate culture* is of interest at this time. Studies have revealed that the relation between the two constructs is not direct and indirect by different variables^{33,34}.

The greatest achievement in mastering *corporate culture* – identifying oneself as part of it – is the cultural identity that lecturers / instructors and students in the educational organization master. It is followed by recognition of the university mission, the presence of the university pedagogical potential, basic principles of activity, organizational norms and rules of conduct, which have been selected in the development strategy and put into practice³⁵.

One of the most well-known definitions of this concept brings into open organizational identification as a perception of similarity and a sense of unity

³¹ Constantine, L. L. "Work Organization: Paradigms for Project ...

³² Lipatov, S. A. "Questionnaire "Scales of organizational ...

³³ Boros, S., Curseu, P. L. & Miclea, M. "Integrative tests ...

³⁴ Nesmeianova, R. K. "The relationship of ...

³⁵ Lovakov, A. V. & Lipatov, S. A. "Organizational identification ...

with organization. An individual defines himself/herself in terms of the corporation of which he/she is a member³⁶.

Determining professional identity, we emphasize the subject's belonging to particular group of people performing the activity, brought up in the context of general requirements, values, and sharing many meanings of both the activity itself and the culture of relationships around it. Therefore, although professional identity is formed in the course of the activity, it is also related to the understanding of one's place in the social world, the specifics of the professional community. The professional identification of future psychologists is understood based on L. Shneider's³⁷, scientific approach, according to which two important aspects are distinguished in professional identity: awareness of oneself as representative of particular occupation and professional community.

Hypothesis. 1. There is a statistical link between the university's *corporate culture* and students' organizational identities. 2. Student's self-identification with the university community is positively correlated with the level of professional identification of the future specialist.

Purpose: the features of the interdependence between valuations of university students' *corporate culture* and their professional identity need to be studied.

1. Methodology and methods

The methodology for the empirical study of the *corporate culture* of higher education institutions as a factor in forming students' professional identity is a series of sequential measures using psychodiagnostic tools. The proposed methodology has been tested in researches of various human activities^{38,39,40,41,42}. All the experimental and empirical studies outlined are directly related to the subject of our study.

³⁶ Ashfort, B. & Mael, F. "Theory of social identity in the context of organization". *Organizational Psychology*, 2(1), (2012): 4-27.

³⁷ Shneider, L. B. "Professional Identity". (Moscow: MOSU. 2001).

³⁸ Khmil, V. V. & Popovych, I. S. "Philosophical and Psychological Dimensions of Social Expectations of Personality". *Anthropological Measurements of Philosophical Research*, 16, (2019): 55-65.

³⁹ Popovych, I., Blynova, O., Zhuravlova, A., Toba, M., Tkach, T. & Zavatska, N. "Optimization of development and psycho-correction of social expectations of students of foreign philology". *Revista Inclusiones*. Vol: 7 num Especial, (2020): 82-94.

⁴⁰ Popovych, I., Borysiuk, A., Zahrai, L., Fedoruk, O., Nosov, P., Zinchenko, S. & Mateichuk, V. "Constructing a Structural-Functional Model of Social Expectations of the Personality". *Revista Inclusiones*, Vol: 7 num Especial, (2020): 154-167.

⁴¹ Popovych, I., Kononenko, O., Kononenko, A., Stynska, V., Kravets, N., Piletska, L. & Blynova, O. "Research of the Relationship between Existential Anxiety and the Sense of Personality's Existence". *Revista Inclusiones*, Vol: 7 num Especial, (2020): 41-59.

⁴² Popovych, I., Lymarenko, L., Tereshenko, N., Kornisheva, T., Yevdokimova, O., Koverznieva, A., y Aleksieieva, M. "Research on the Effectiveness of Training Technologies' Implementation in Student Theater". *Revista Inclusiones*, Vol: 7 num 2, (2020): 104-121.

The empirical study involved 49 students majoring in “Psychology” who are getting Master’s degree at Kherson State University. The age of the research participants was 22-27 years. The average age of the sample was 23.4 years (SD = 1.1).

For the empirical study, the technique “Scales of organizational paradigms” (“OPS”) (Constantine, 1993⁴³; adapted by Lipatov, 2005⁴⁴) was applied. The questionnaire contains 25 blocks, each of which is a statement and four answer options. The respondent has to compare what (he or she thinks) best describes the organization on the basis of comparison of the four options. Answer options are specific descriptions of one of four organizational models (paradigms).

In addition, the questionnaire items are combined into seven scales: 1) leadership and management style; 2) communication style; 3) focus on changes; 4) individual / group orientations; 5) style of system coordination; 6) work environment scale; 7) problem-solving and decision-making style. Some of the judgment blocks work on several subscales at one time.

To research organizational identity, namely: relevance and concernment for the students under study (belonging to the “students” category, to the university community) the modified “Self-Attitudes Test” (“SAT”) (Kuhn & McPartland, 1954⁴⁵; adapted by Ivanova, 2012⁴⁶) was applied. The organizational identity is defined as significant category for the research participants: availability – deficiency in the list of categories of self-determination, rate with which it is observed, places in the list of other categories. To obtain the average organizational identity rank, “reverse” (mirror) scale was applied⁴⁷, that is, the closer is the category, denoting organizational identity, to the top of the row, the higher is the rank (for example, if the respondent indicated in the first place – “student”, “I study at the university”, “study at particular faculty”, “future psychologist”, etc., then such answer received 10 points, if in the second place – 9 points, etc.).

In order to determine the psychological features of the professional identity, “Methods of professional identity research”⁴⁸ was applied, which allows to recognize its main types: premature identity; diffusive identity; identity crisis (moratorium); mature identity achieved⁴⁹.

⁴³ Constantine, L. L. “Work Organization: Paradigms for Project ...

⁴⁴ Lipatov, S. A. “Questionnaire “Scales ...

⁴⁵ Kuhn, M. H. & McPartland, T. S. “An Empirical Investigation of Self-Attitudes”. *American Sociological Review*, 19(1), (1954): 68-76.

⁴⁶ Ivanova, N. L. “The problem of social identity in psychological research”. *World of Psychology*, 1, (2012): 18-27.

⁴⁷ Kuzmin, M. Y., Konopak, I. A. & Sinyova, O. V. “The Analysis of “Twenty Exercises” Method Introduced by M. Kuhn and T. McPartland Through Multidimensional Scaling”. *News of Irkutsk State University. Series: Psychology*, 11, (2015): 15-26.

⁴⁸ Shneider, L. B. “Professional Identity...”

⁴⁹ Shneider, L. B. “Professional Identity...”

“Mature identity achieved” implies that a person has formed a set of professionally meaningful goals, values and beliefs that provide him / her with a sense of focus and consciousness of life. “Moratorium” – a person is in a state of professional identity crisis and is actively trying to solve it, using different options. “Premature identity” arises in cases when a person has not made independent life choices; identity is not perceived; it is a version of dictated identity. “Diffuse identity” demonstrates that a person has no professional goals, values and beliefs, as well as attempts to form them, him / her refuses active choice and self-determination.

Statistical processing of empirical data was performed using statistical programs “Statistical Package for the Social Sciences” (v. 23.0) or the other name PASW (Predictive Analytics Soft Ware) Statistics and “Microsoft Excel”. Arithmetic mean value of parameters (M) and mean-square deviation (SD) were calculated. Spearman’s correlation coefficients (r_s) were used to calculate the correlation coefficients, and Student’s t-test was used to prove the statistical difference between the groups. The indexes of reliability of the methods used and the tests of Cronbach’s alpha were within sufficient .8 and high .9 levels. Differences between values of parameters at level $p \leq .05$ were considered statistically significant⁵⁰.

2. Results and discussion

In our study, much attention was paid to the university students’ perceptions of corporate culture. The results provide an idea of how the university works from the students’ perspective and what values are relevant to them. In addition to the actual image of the organizational culture of the university, the student also evaluated its desired image. This made it possible to get a better idea of the organization, to propose certain diagnostic hypotheses about its status, to some extent to form the norm, as an image of the desired future.

The results of the comparative analysis of students’ estimates of real and desired images of the university’s *corporate culture* are presented in Table 1.

Organizational paradigms	Valuations of real corporate culture	Valuations of the desired corporate culture	t-criterion	Significance level
Closed	9.218	3.956	2.71	$p < .05$
Random	6.023	6.531	–	–
Open	6.104	10.417	2.76	$p < .05$
Synchronous	3.655	4.096	–	–

⁵⁰ Gottsdanker, R. M. “Experimenting in psychology”. (NY: Prentice-Hall. 1978).

Table 1

Students' valuation results of real and desirable *corporate culture* (n=49)

Based on the analysis of ideas about the real and desired images of the *corporate culture* of higher education institution, we can draw the following conclusions: the *corporate culture* of the university corresponds to hierarchical tall, bureaucratic official model; the desired image of *corporate culture* is democratic, collaborative co-operative model where the educational process is characterized by a high level of empathy and cooperation. Statistically significant distinctions were obtained between valuations of real university *corporate culture* that appeared to be more closed and those of the desired university culture that should be open to students' eyes ($t=2.71$; $p<.05$).

According to the average data of all the students surveyed, the real valuations of *corporate culture* at the university are practically even, that is, all subcultures (or organizational paradigms) are almost equally present. There is a slight advantage over a "closed" culture, which is normal for such a large state institution as university.

Evaluating the desired corporate culture, psychology students want to significantly reduce the "closeness" of the culture. This means that they seek to lessen the institutionalization of their activities in favor of creativity and to increase attention to their personal potential. Distribution of initial test scores by subscales method "Scales of organizational paradigms" are presented in Table 2.

Subscales	Open		Random		Closed		Synchronous	
	M	SD	M	SD	M	SD	M	SD
Leadership and management style	1.089	.736	1.311	.258	2.164	.279	1.436	.357
Communication style	.951	.278	1.468	.323	1.824	.179	.757	.193
Focus on changes	1.712	.305	1.019	.268	1.092	.164	1.177	.406
Individual / group orientations	1.238	.214	1.506	.309	1.774	.411	.482	.161
Style of system coordination	.784	.196	1.204	.276	1.613	.245	1.399	.271
Work environment scale	1.176	.254	.895	.178	1.527	.274	1.402	.169
Problem-solving and decision-making style	.963	.231	.981	.209	2.342	.318	.714	.182

Note: M – arithmetic mean; SD – mean square deviation.

Table 2

Distribution of initial test scores by subscales method "OPS" (n=49)

When analyzing the evaluations of individual subcultures, the students of the research sample should note the following. According to "leadership and management style" scale, students consider that, as it is now, the university management system relies equally on all subcultures with little emphasis on "closed" model of culture ($M = 2.164$; $SD = .279$). It can be assumed that students do not have enough information about management processes at the university and are not involved with them. It can also be presupposed that student youth do not show initiative to be involved in managing because they are sure that their opinions are not listened to and this will not lead to any changes. Students are likely to want more attention for their personalities from the university's management system. According to the students, the "communication style" is hierarchically oriented ($M = 1.824$; $SD = .179$), the flow of information is directed mainly from top to bottom, according to certain formal channels, the common conception of the students' body is not important for the administration of the university.

The highest score ($M = 1.712$; $SD = .305$) on the "focus on changes" scale belongs to the open type of organizational culture, which characterizes flexibility, the ability of university to adapt in changing conditions, cooperation and collectivism, focus on movement, efficiency. Simultaneously, the "individual / group orientations" scale showed predominance of closed culture ($M = 1.774$; $SD = .411$). That is, students believe that the achievement of common goal should be a major unifying factor for the university collective body. This confirms the importance of engaging students, as well as staff, to form the goals of the university.

According to the "style of system coordination" scale, students' evaluations are fairly even, but there is a slight advantage of averaged valuations of closed-type organizational culture ($M = 1.613$; $SD = .245$). Students note strong leadership, the activity of which directly depends on daily work; the university management team itself determines possible directions of development.

The "work environment scale" has even representation of valuations by all organizational paradigms, although the closed type of culture is dominant in student perceptions ($M = 1.527$; $SD = .274$). Students believe that the functions and responsibility for their performance are pre-assigned; the problem-solving approach is usually rational, task-oriented and goal-specific; the working atmosphere is stable, familiar and safe.

The "problem-solving and decision-making" scale reveals that, according to students, decisions are made at the top of the management pyramid based on existing procedures, rules and instructions, as proved by a higher score on the "closed" type of organizational paradigm ($M = 2,342$; $SD = .318$). Students indicate that problem-solving is rational, with clear rules of conduct, and yet

contradictions and conflicts threaten the stability of the organization and interfere with normal operation.

“Self-Attitudes Test” (“SAT”) obtained two parameters that determine the organizational identity of university students:

the rate of emergence of category related to identification with the university community in the general list of the record characteristics; the average rank of organizational identity related categories in the group of students under study (see Tabl. 3).

Parameters	Numerical indicator, %
Rate of mentioning affiliation within the university community	69.38
Average rank of “organizational identity”	7.04

Table 3

Rate and average rank of students’ affiliation to the university community (n = 49)

Data indicate that more than two-thirds of students mention their affiliation with the university community (69.38% of the sample). The average rank of organizational identity is quite high and stands at 7.04.

The professional identity of the study sample was determined by the “professional identity research methodology”⁵¹. The primary data are presented in Tabl. 4.

Types of professional identity	The number of research participants	
	n	%
Mature identity achieved (MIA)	14	28.57
Identity crisis (moratorium) (IC)	21	42.86
Premature identity (PI)	8	16.33
Diffusive identity (DI)	6	12.24

Table 4

Distribution by type of professional identity in the sample of students (n = 49)

⁵¹ Shneider, L. B. “Professional Identity”. (Moscow: MOSU. 2001).

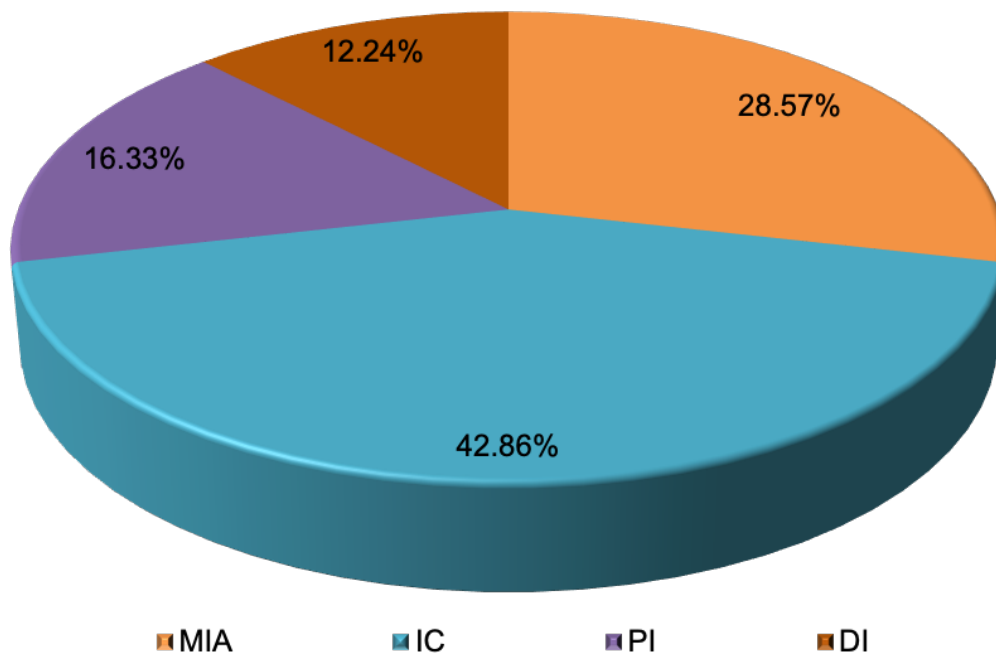


Figure 1
Distribution by type of professional identity in the sample of students (n=49)

Based on the data obtained, it was found that almost a third of the respondents consider themselves to be “mature identity achieved” type (28.57%), about half of persons (42.86%) are in the status of professional identity crisis, which is probably due to completion university education and the need to start professional career soon; a small proportion of psychology students can be attributed to the type of premature identity (16.33%) and diffusive identity (12.24%).

In the next stage, a correlation analysis is performed to find out the interdependence between the student’s *corporate culture* valuation parameters, the students’ organizational identity, and the types of professional identity.

Parameters	Organizational identity	Professional identity
Open culture	.387**	.416**
Closed culture	– .331*	.223
Synchronous culture	.284	.117
Random culture	.231	.219

Note: * – $p < .05$; ** – $p < .01$. The loadings of the significant variables are given in bold type.

Table 5

Correlation links between university *corporate culture* types and students' professional and organizational identity (n=49)

The results of the correlation analysis assured that the "open type of corporate culture" at statistically significant level is related to the students' awareness and positive valuation of their affiliation to the university community, with their "organizational identity" ($r_s = .387$; $p < .01$).

The results of the study denoted that when students perceive university as an organization based on the principles of collaboration, agreement, interchangeability and interdependence, it assumes role-sharing based on agreement, they seem to regard team and management relations as constructive and the conditions of study and work as comfortable.

They also believe that the communication is extensive and free, their opinion is important for the faculty, the university management staff is contacted. This conclusion confirms that there is correlation of organizational identity with the "closed type of corporate culture" ($r_s = -.331$; $p < .05$), that is, students feel "removal" from the processes taking place in the university space, from discussing and adopting the strategic goals of university development, consider that the system of power and leadership is rigidly hierarchical, formal, information is transmitted mainly "from top to bottom" in the form of decrees, instructions, orders, directions. Students' shared opinions about events that are important to their lives are almost ignored, or the process looks formal.

"Professional identity" at statistically significant level is associated with an open type of *corporate culture* ($r_s = .416$; $p < .01$), which leads to the conclusion that when a student believes that the university approves and promotes progressive change and the creativity of staff and students, then he or she is more likely to have a positive identification with the organization and thus to achieve more mature professional identity.

With a high level of identification with the organization, the student believes that the degree of interpersonal trust is high at the university, and the atmosphere enhances motivation. When a student perceives the university community as being creative and innovative, he or she is more involved in the activities of the university, and believes that his / her opinion is significant and taken into account in the work process. In such a situation, he appreciates the working atmosphere of the team, which contributes to the overall success of the activity.

The results obtained suggest that when students have a high level of identification with the university environment, they consider the activity in the organization constructive with a positive emotional atmosphere and well-established communication channels.

3. Conclusions

The interconnection between students' valuations of the university's *corporate culture* and their organizational identity has been established, reflecting their affiliation with the university community ($p < .05$). It is found that there are variances in the organizational identification of those students who evaluate the type of *corporate culture* of the university as "open" as opposed to those who evaluate as "closed" ($p < .05$).

2) Comparative analysis of perceptions about the real and desired images of the *corporate culture* of higher education institution proved that the university corresponds to hierarchical tall, bureaucratic official model; democratic, collaborative co-operative model ($p < .05$) corresponds to the desired image form of culture.

3) The interdependence between students' perceptions of the organizational culture of the university as "open", with mature professional identification of students, has been established. This proves the influence of comfortable, democratic, creative educational environment of the university on the development of students' professional identity.

4) Hypotheses confirmed: a statistical link was established between the perception of the *corporate culture* of the university and the organizational identification of students. Students' identification with the university community correlates positively with professional identification.

Taking into account the importance of the problem of students' professional identification in the period of university study, it should be noted that the formation of productive university culture is of extreme relevance in the context of psychological science.

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