UNIVERSITY'S RECEPTIVITY TO SOCIAL INNOVATIONS: THEORETICAL ASPECT

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Abstract

The relevance of this study. Social innovations issues still cover a very small part of the scientific work in the field of education. It should be stressed that such innovations are particularly important in the education system, as their development not only contributes to the improvement of the quality of teaching or the progress of educational institutions, but also makes a significant contribution to the creation of a sustainable future and to highlighting and solving social problems in society. **The main problem.** What is the conceptual basis of a university that enables a university to be receptive to social innovations? **Object of research:** University receptivity to social innovations. **The aim** of this study is to reveal which concepts lead a university to be the most receptive to social innovations. **Results.** Social innovations can not only meet the needs of an individual, but also drive social inclusion. Susceptibility to innovation is traditionally defined as the ability of entities to apply innovative ideas and solutions, to be able to create innovations and disseminate them in society. A modern university should be open, innovative, dynamic, responsive to society and its needs. Regardless of the concept chosen by a university, the third mission of higher education should not be forgotten – to use the university's knowledge for a common goal, be socially responsible, and contribute to the well-being of society. **Research methods.** This analysis is prepared by using the methods of semi – systematic thematic analysis. Social innovations can not only meet the needs of an individual, but also drive social inclusion. In most cases, the benefits of social innovation reduce public spending by eliminating a specific social problem and creating some added value for the group of people targeted by social innovations. Susceptibility to innovation is traditionally defined as the ability of entities to apply innovative ideas and solutions, to be able to create innovations and disseminate them in society. Susceptibility to social innovations is determined by innovation potential and innovative activity. Management, which is determined by the choice of managerial staff, communication skills, applied methods and support of managers to apply social innovations, is particularly important in the structure of innovation potential. Internal and external factors/components are also important in shaping receptivity to social innovations.

Keywords: innovations, social innovations, receptivity to innovations, university concepts, modern university.

Introduction

The development of the knowledge and consumer society shows that solutions to the problems encountered both in everyday life and at work increasingly require intellectual effort and a scientific approach, which can be guaranteed by quality education systems. This situation leads to exceptional public attention to the phenomenon of higher education, where the priority for universities in creating and disseminating new knowledge becomes indisputable. And despite the existing resilience of universities to change (Blass & Hayward, 2014), ongoing technological developments, emerging policy challenges, new and diverse stakeholder needs, changing higher education funding systems, and increased expectations of students are forcing many universities around

the world to gain a competitive advantage and survive through innovations (Elrehail et al., 2018) and more specifically, to seek to make innovation a natural part of the university's culture and day-to-day operations (Sciarelli et al., 2020; Elrehail et al., 2018).

There are many definitions of "innovation" in the scientific literature. Nevertheless, it is agreed that they become the key to a competitive advantage for a person or an economic entity in a changing environment in search of a more efficient, superior and modern solution to a problem. (Kudokas & Jakubavičius, 2019). No exception and higher education institutions, where various types of innovations are introduced and developed lead to higher quality studies and help to maintain positions in local and global markets (Gulden et al., 2020). Recent years have shown a growing interest among researchers beyond process and product innovation in higher education (Elrehail et al., 2018) but also in organizational (Sciarelli et al., 2020), open (Huggins et al., 2020; Ye et al., 2020) and technological (Bond et al., 2018) innovations and their impact on the activity and competitiveness

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of higher education. In addition, with the general growing need for social innovations in society (Audretsch et al., 2022), these innovations have also been analyzed as an opportunity and a challenge for higher education institutions (Dryjanska et al., 2022; Arocena & Sultz, 2021; Monteiro et al., 2021; Anderson et al., 2018). The declining social role and loss of social leadership status in society have been revealed and is an indisputable problem in higher education, especially in universities (Pelekh, 2020). Paradoxically, according to Blass & Hayward (2014) universities could play a key role in creating and developing social innovations, becoming advocates and drivers of change instead of being critics or victims of change. However, this requires the integration of social innovations into university activities, where receptivity to social innovations becomes particularly important (Schröder, & Krüger, 2019; Sysoieva et al., 2021). Nevertheless, researchers do not focus on revealing the essence of the university's receptivity to social innovations and identifying how social innovations in universities can contribute to solving various social problems. These aspects, therefore, form the core of a scientific problem that can be defined by the question: what is the conceptual basis of a university that enables a university to be receptive to social innovation?

The aim of this study is to reveal which concepts lead a university to be the most receptive to social innovations.

Research methods. In the article, in order to reveal the topic, a method of semi-systematic thematic analysis was chosen, which is useful in identifying theoretical perspectives or general problems in a particular discipline. The application of the semi-systematic literature analysis method is intended to review the research problems of researchers in various fields in a retrospective (Snyder, 2019).

Selection process of scientific literature. Literature search was carried out in 2021 October – 2022 April, using the SCOPUS and EBSCO databases. Sources are selected using keywords. The following keywords were used to find related publications: "innovations", "social innovations", "receptivity to innovations", "university concepts","modern university". Due to the lack of research on this topic, the literature was focused on sources not older than 14 years. The search for sources was carried out as long as duplication was avoided and the scientific sources met the selection criteria.

Literature selection criteria. Selected inclusion and exclusion criteria were used to select published sources for analysis (Table 1).

A total of 48 scientific sources were reviewed, and 29 sources were selected and analyzed according to the source inclusion and source exclusion criteria in Table 1. In presenting the results of the analysis of the scientific literature, first, the concept of social innovations and their problems in education and the receptivity of the organization to innovations are presented, then the influence of the university on its receptivity to social innovations is analyzed.

Research Results and Discussion

Social innovations and their problems in education

The concept of "innovation" is quite complex and multifaceted, and as it is the subject of interest and research in many disciplines around the world, it still lacks a universally accepted definition and typology (classification) (Tierney & Lanford, 2016). One of the most commonly used and broadest definitions of innovation, encompassing its various forms, is given by Oslo Manual Report (OECD/Eurostat (2018): "The general definition of an innovation is as follows: An innovation is a new or improved product or process (or a combination thereof) that differs significantly from the unit's previous products or processes

Table 1

Criteria for inclusion and exclusion of literature review

Source inclusion criteria	Source exclusion criteria
The sources are published in Lithuanian, English and Russian	Sources published in languages other than Lithuanian, English or Russian
Focused on new sources (up to 14 years old)	Sources published before 2008
Content of the source summary (if the observation of the study matched the full source)	Sources that did not match the content of the study were rejected
The content of the sources matched the keywords in the topic	The keywords mentioned in the sources were in a different context unrelated to the topic in question
Sources of full access	Sources with only abstracts without the ability to view the full article were rejected

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and that has been made available to potential users (product) or brought into use by the unit (process)". However, this concept is more associated with the private sector. Nevertheless, innovation occurs in any sector, including the public sector. It is also relevant in education because education plays a crucial role in creating a sustainable future. In this sector, as claimed by Mykhailyshyn et al., (2019), innovation is considered to be a fairly broad concept encompassing education, as well as technological, infrastructural, scientific, legal, administrative, social and other innovations with different concepts. Still, in general, these are the innovations that "… are intended to raise productivity and efficiency of learning and/or improve learning quality". (Serdyukov, 2017).

As the importance of education as a social institute serving the needs of society is growing, social innovations is gaining in importance in their activities and especially in higher education. The experience of Covid-19 has clearly confirmed this, showing that, together with teaching, learning and research, which are integral to defining the role of education in the wider social context, creating better youth employment opportunities, reducing societal disparities, ensuring better inclusion of vulnerable and marginalized groups, creating impactful research obviously generates sustainable socio-economic returns (McDonnell-Naughton & Păunescu, 2022).

Social innovations is a fast-growing phenomenon. The first year of their mention as the object of research is considered to be 1970, but a breakthrough in the interest in social innovations is believed to be reached in the year 2000, especially related to the direction of business and management. And over 10 years of research, the number of publications related to social innovations has increased by 500 percent (Bataglin & Kruglianskas, 2022). Nevertheless, and with the growing recognition of these innovations and their contribution, social innovations remains under-explored (Rao-Nicholson et al., 2017) and their definitions still remain difficult to understand (Marques et al., 2018). Many authors who provide definitions of the term "social innovations" cite as their reference to a social area, the fulfilment of social needs and the promotion of social inclusion, which are reflected in vastly quoted Phills et al., (2008) definition of social innovations, as well as in the concept presented by the European Commission (Fougère et al., 2017; Oeij et al., 2019) definition given that social innovations is "…*the invention, development and implementation of new ideas to solve social problems faced by individuals, groups or communities*". In this case, a social problem is any situation that prevents individuals, groups or communities from being included in society or from functioning qualitatively in it.

In education, social innovations can be understood as processes of knowledge resources, pedagogical and organizational practices and educational discourses, constellations of actors that identify or eliminate shortcomings, constraints and limitations in the education system and contribute to newer and better practices to address social problems and improve quality of life, education, productivity (Schröder et al., 2018; Kappor et al., 2018, Osetskyy et al., 2020; Fahrenwald et al., 2021). While analyzing social innovations, important to note, that it can work at three levels. Socio-political reform, changes in regulatory frameworks and institutional norms – can be assigned to the macro level, new business models, new services, new management practices – meso level, and strengthening of user participation and new professional practices that generate added value for the addressees asat the micro level (Schröer, 2021). However, despite the breadth of social innovations in the education system, and especially in higher education, it remains central to tackling a wide range of social problems, the value of which belongs to society but not to individuals, and the solutions themselves are not only more effective but also more sustainable (Bolz & Bruin, 2019) while increasing the use of resources to improve the high quality and competitiveness of human capital (Osetskyy et al., 2020).

Success indicators for social innovations in higher education should address the "implementation" of innovations, effective new or improved opportunities and relationships, and better use of assets and resources (Oeij et al., 2019). To do this, a higher education institution, such as a university, must first and foremost be receptive to innovations, as research has empirically indicated that the receptivity to change and to innovations is a direct antecedent to the intention to adopt innovations (Bourrie et al., 2016). From a classical point of view, this can be understood as the subject's desire, potency and ability to create and apply new solutions in its activities (Antropov & Neklyudova, 2021). From a systemic point of view, receptivity to innovations can be seen as an indicator of the capacity to create, transfer and implement innovations (Figure 1).
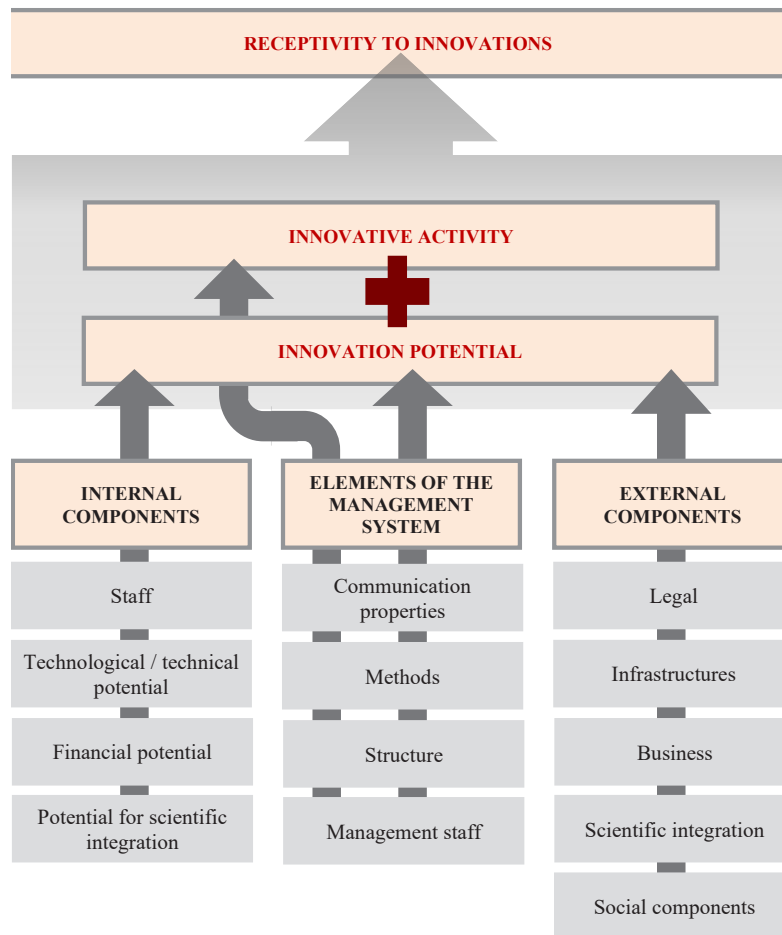
Fig. 1. Receptivity to innovation as an indicator of an organization's innovations activity and innovation potential (Войтешонок & Парамонова, 2015)

Susceptibility to innovation is presented as the interaction of innovation activity (the need to consciously apply innovation) and innovation potential (material, technical, social readiness and capacity of the subject). In this context, performs the elements of the management system that regulate the business processes of all companies/ institutions and may have an impact on the receptivity of innovation. It is important to take specific economic activities into account when analyzing receptivity to innovation. The division of innovation potential into internal and external elements is based on the existing conditions affecting the need for and efficiency of innovation, and it is, therefore, necessary to take into account the need for innovation and its efficiency. the role of external environmental conditions, the totality of all the possibilities and factors available to them. In this case, external innovation potential includes regulatory, infrastructure, scientific, social and business/operational components,

internal – personnel, technical, technological, financial and scientific components (Войтешонок & Парамонова, 2015). The presented concept of innovations receptivity can be applied to the implementation of all types of innovations, including the assessment of the university's receptivity to social innovation as one of the most modern institutions of society.

Concepts of a modern university and their significance for the university's receptivity to social innovations

Analyzing a modern university operating in an uncertain rapidly changing external environment and influenced by the principles of academic freedom, it is often considered an important institution in society. In the discussion of which university is best able to function and represent itself to the public, various concepts are distinguished, such as the science university, business university, bureaucratic university, soft university, authentic university, ecological university (Barnett, 2011).

Table 2

The receptivity of modern university concepts to social innovations

The name of the concept	Features of the concept	Conditional receptivity assessments			Susceptibility to social innovation
Science university	- Knowledge, not understanding, becomes the most important thing in a university; - The natural sciences form the core of university knowledge; - There is a perception that the humanities draw knowledge from the natural sciences; - Increasing requirements for research.	*			Focused on the natural sciences and quantitative research, and social innovations are new ideas based on social relationships and new models of these relationships, so a university based on this concept will not be receptive to social innovations.
Business University	- New opportunities open up for universities, but the dilemma of the cost of institutional authenticity is also inevitable; - Entrepreneurship promotes value choices that lead to conflicting ethical positions for the university.		**		A university based on this concept can be receptive to social innovations in key respects: the creation of social innovation not only brings financial benefits but also gives universities an important role in society.
Bureaucratic University	- Bureaucratic activities prevent authenticity; - It is a closed system, for which no one exists - there is no room for spontaneity, creativity, personal attitude; - The academic community has a lot of administrative work.		**		In such a model, a university may be receptive to social innovations that addresses the problems of a social nature, but bureaucratic procedures are unavoidable in the university for both the development and uptake of such a concept, increasing the time required to apply innovations in practice.
Soft University	- The university is not limited in time, space, rules of existing forms of cognition of the world, or assumptions about the epistemic relationships by which knowledge interacts with the world; - The university covers the whole world and is helped to do so by the digital revolution; - The university is more than a virtual university.		**		This model of university is defined in the scientific literature as a global university that is accessible to all. Based on this university concept, a university can be receptive to social innovations, it develops projects: in the fields of teaching, research and business, interactions between academics themselves, and professional managers enter the academic community.
Authentic university	- An authentic university must be constantly developed and updated, taking into account the circumstances of the time; - An authentic university is constantly striving for authenticity.	*			The values of an authentic university concept are created by the university itself, they must be constantly updated. An authentic university can attribute social innovation to its renewed set of values.
Ecological university	- The ecological idea is focused not only on the environment, but also on creating and "maintaining" a state of well-being in the environment. - The ecological idea also includes ethical aspects; - An ecological university reveals itself by caring for the world, not its impact on it.			***	The ecological idea itself is focused not only on the environment, but also on creating and maintaining a state of well-being in the environment, an ecological university is a university for another.

Conditional estimates: * low receptive; ** average receptive; *** very receptive

Table 2 shows what concepts a modern university is based on and what aspects it can be receptive to social innovations. A university based on the concepts of business, bureaucracy and soft, ecological university is likely to be more receptive to social innovations than universities based on the concepts of science and authentic university because they have specific knowledge, technological/technical readiness and values that integrate social innovations.

The modern university, regardless of the concept, operates directly and indirectly and is influenced by society. It maintains close links with the public in the development of new scientific knowledge and is a hub for science, technology and innovations. It can be argued that a modern university should be open, innovative, dynamic, responsive to society and its needs. Regardless of the concept chosen by the university, it should not forget the third mission of the university and use its knowledge for a common goal, to be socially responsible, contributing to the well-being of society.

Susceptibility to innovation is traditionally defined as the ability of entities to apply innovative ideas and solutions, to be able to create innovations and disseminate them in society. Susceptibility to social innovations is determined by innovation potential and innovative activity. Management, which is determined by the choice of managerial staff, communication skills, applied methods and support of managers to apply social innovations, is particularly important in the structure of innovation potential. Internal and external factors/components are also important in shaping receptivity to social innovations.

Conclusions

Social innovations can not only meet the needs of an individual, but also drive social inclusion. In most cases, the benefits of social innovation reduce public spending by eliminating a specific social problem and creating some added value for the group of people targeted by social innovations.

A modern university should be open, innovative, dynamic, responsive to society and its needs. Regardless of the concept chosen by a university, the third mission of higher education should not be forgotten – to use the university's knowledge for a common goal, be socially responsible, and contribute to the well-being of society.

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СПРИЙНЯТЛИВІСТЬ УНІВЕРСИТЕТУ ДО СОЦІАЛЬНИХ ІННОВАЦІЙ: ТЕОРЕТИЧНИЙ АСПЕКТ

Анотація

Актуальність даного дослідження. Питання соціальних інновацій досі охоплює дуже малу частину наукової роботи в галузі освіти. Слід наголосити, що такі інновації є особливо важливими у системі освіти, оскільки їх розвиток сприяє не лише покращенню якості викладання чи прогресу навчальних закладів, а й робить вагомий внесок у створення сталого майбутнього та до висвітлення та вирішення соціальних проблем у суспільстві. Основна проблема. Яка концептуальна основа університету дозволяє університету бути сприйнятливим до соціальних інновацій? Об'єкт дослідження: Сприйнятливість університету до соціальних інновацій. Мета даного дослідження – виявити, які концепції змушують університет бути найбільш сприйнятливим до соціальних інновацій. Результати. Соціальні інновації можуть не тільки задовольнити потреби особистості, але й стимулювати соціальну інтеграцію. Сприйнятливість до інновацій традиційно визначається як здатність суб'єктів застосовувати інноваційні ідеї та рішення, вміти створювати інновації та поширювати їх у суспільстві. Сучасний університет має бути відкритим, інноваційним, динамічним, чуйним до суспільства та його потреб. Незалежно від того, яку концепцію обере університет, не варто забувати і про третю місію вищої освіти – використовувати знання університету для спільної мети, бути соціально відповідальним, сприяти добробуту суспільства. Методи дослідження. У статті з метою розкриття теми було обрано метод напівсистемного тематичного аналізу, який є корисним при виявленні теоретичних перспектив або загальних проблем окремої дисципліни. Застосування методу напівсистемного аналізу літератури призначене для ретроспективного огляду дослідницьких проблем дослідників різних галузей (Snyder, 2019). Соціальні інновації можуть не тільки задовольнити потреби особистості, але й стимулювати соціальну інтеграцію. У більшості випадків переваги соціальних інновацій зменшують державні витрати, усуваючи конкретну соціальну проблему та створюючи певну додану вартість для групи людей, на яку спрямовані соціальні інновації. Сприйнятливість до інновацій традиційно визначається як здатність суб'єктів застосовувати інноваційні ідеї та рішення, вміти створювати інновації та поширювати їх у суспільстві. Сприйнятливість до соціальних інновацій визначається інноваційним потенціалом та інноваційною активністю. У структурі інноваційного потенціалу особливе значення має менеджмент, який визначається вибором управлінського персоналу, комунікативними навичками, застосовуваними методами та підтримкою менеджерів щодо застосування соціальних інновацій. Внутрішні та зовнішні фактори/компоненти також важливі для формування сприйнятливості до соціальних інновацій.

Ключові слова: інновації, соціальні інновації, сприйнятливість до інновацій, університетські концепції, сучасний університет.