

THE CONNECTION BETWEEN VALUE SYSTEM AND INNOVATIVITY OF MEDIA STUDENTS IN SERBIA, CROATIA AND BOSNIA AND HERZEGOVINA

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Abstract- In this paper we deal with the connection between value system and innovativity of media students in Serbia, Croatia and Bosnia and Herzegovina. Research sample consisted of 426 students. Connection between value system of respondents and their attitude towards innovations is established. Research has also shown that there are significant statistical intercultural and intersex differences in relation of value and attitude towards innovations.

The expressed intercultural and intersex differences, according to our opinion, reflect differences in the line traditionalism-modernism, where Bosnian students are closer to the pole of traditionalism, because they evaluate the tradition that leads to group harmony very much. In case of Serbian and Croatian students, viewpoint is closer to the pole of modernism, individualism and willingness to change are highly appreciated.

Key words: innovation, intercultural differences, value.

1. INTRODUCTION

According to INSEAD Global Innovation Index 2011 report, Serbia is at 55th place in the world rating of innovative activities. This is certainly related to non-systematic approach to innovative development of Serbia. Indexes of ability for production and innovations of Serbia point out that innovative potential is not sufficiently used. Although overall rating has climbed from 92nd place in 2009 and 101st in 2010 to 55th in 2011, that is far from good. If we compare rating of countries from the environment (with whose students we have conducted this research), Bosnia and Herzegovina and Croatia, we can see that rating of Bosnia and Herzegovina in 2011 is 76th place (last year it was 121), and Croatia is significantly better than both countries - in 2011 it was 44th place, in 2010 it was lower by one - 45th, and two years before it was significantly lower, even 62nd place.

Innovative organizational culture is the one in which constant improvement of organization through generation and application of ideas in all parts of organization is a standard of conduct for employees! [Birdi, Wall and Wood, University of Sheffield, UK]. By this definition, space for dealing with innovative activities and a set of innovative individuals spreads multiply and ultimately - innovativeness is not a privilege of a small number of those who are „responsible“ for that (e.g. employees in scientific-research (SR) and research-development (RD) sector), and it is certainly not the activity that gives results in previously set deadlines, amounts and forms! The existence of innovation culture implies motivation of all the employees to permanently use their creative potentials, for which preconditions are: adequate education, continuous training, as well as conditions for generation and implementa-

tion of innovations. Therefore, innovation can be a new or improved product, process, service, manner of work [OECD, 1992, according to Kutlača:2006, 7-10].

To what extent is innovativeness and innovation culture have come to life in our economy and society? Which organizational, financial, fiscal, educational and other activities are taken for the purpose of supporting and promoting the construction of innovation culture of population and establishment and functioning of National Innovation System (NIS) in Serbia? How is all that reflected at the level of a company, faculty, research laboratory? These are only some of the questions to which scientific public requires answers. In this paper, we will attempt to respond to some of them: how socio-cultural factors affect the attitude towards innovations, how the value system of an individual affects the attitude towards innovations, how the value system of society affects the attitude towards innovations.

2. PREVIOUS STUDIES

In cross-cultural psychology and related disciplines there are studies which point to the fact that basic values of a culture influence not only the economic growth, health of population, life extension, feeling of bliss and happiness, but also creative and innovative disposition of personality. [Diener, E., :2000, Baker, W.E., Inglehart, R.:2000, 18-20, Shane, S.: 1992, 1995]

Despite the above-mentioned fact, relation between cultural values and innovativeness of the members of a specific society is not sufficiently investigated.

On the basis of previous cross-cultural studies, we have come to the conclusion that innovativeness is influenced by two elements of culture: **horizontality** (non-hierarchy) of society and **individualism**. [Shane, S.:1992, 10010-1028]

Innovativeness is more present in non-bureaucratic societies, because bureaucracy kills creativity. In bureaucratic societies, there is a behaviour control system which hampers creativity, imagination and innovativeness. Inventions and innovations are often followed by radical social changes which aspire to minimization by surrounding themselves with redistribution of power in hierarchical society. In individual societies, freedom necessary for creation is more appreciated. Innovators should be rewarded both materially and morally, which is a characteristic of individualistic societies that know how to appreciate and support individualism. Psychological characteristics of independence, achievements and non-conformism are important for innovativeness and creativity, are more widespread in individualist societies.

Russian psychologists, led by Žuravljeva, have carried out empirical study of psychological readiness of citizens regarding innovations in 1993, and according to the criterion mentioned, they have made a division of socio-psychological types ranging from „active reformers“ to „active opponents“. Results obtained witness about multi-factor nature of innovativeness and necessity of differentiating the evaluations of psychological readiness of different social categories of citizens towards social innovations.

In her studies, Sovetova has proven that innovativeness (both general and specific) can be related to personality traits of respondents. Accordingly, the relationship towards the new and changes (innovation component) appears as individual category of the culture of a particular people and it has historical roots and changes over time. [Sovetova, O.S.:2000]

In 2009, Lebedeva has carried out a cross-cultural study of values and relation towards innovations on students from Russia, Canada and North Caucasus, and, somewhat earlier, China. Her studies have shown that connection between values and relationship towards innovations has both universal and culturally specific character. The connection between value system of society and relationship towards innovations is established. [Lebedeva, N.M.:2009, 81-92]

In the studies of Dolinger conducted in 2007, it was shown that more creative students have a different value system than their colleagues. Results have shown that they highly evaluate *independence and universalism* in their value system, so that these two categories positively correlate with innovative-

ness and creativity, and *tradition, security and power* are negative and very low value in their value system. [Dolinger, S.J.:2007]

3. THEORETICAL BASIS OF RESEARCH

Dominant social values as one of the main elements of culture influence the behaviour of the members of a particular nation. Lately, the most popular and mostly used theoretical starting point for studying value system is Schwartz's standpoint. [Schwartz, S.H.:1999, 453-464]

Relying on theoretical and empirical studies, Schwartz has grouped values into ten categories (motivation types): power, achievement, hedonism, stimulation, independence, universalism, benevolence, tradition, conformity, security.

Numerous studies have shown that this model can be taken as universal for all types of society. As individuals from different societies can attribute different meaning to the values, all the above-mentioned values are grouped into value-motivational oppositions, divided into two bipolar axis: *readiness to change* (independence and stimulation), *conservatism* (security, conformism and tradition), *self-confidence* (power, achievement, hedonism), *emphasis on others* (universalism, benevolence). [Lebedeva, N.M.:1993, 4-15, Schwartz, S.H.:1999, Diener, E.:2000]

Starting from Schwartz's theory, we can assume that values on the pole *readiness to change* should be related to aspirations towards creativity and innovativeness, and values on the opposite pole *conservatism* should be negatively related to innovativeness.

Innovative personality traits were studied by Lebedeva's questionnaire. This questionnaire examines the personality innovativeness index, based on creativity assessment, risk because of success, orientation towards the future and self-confidence.

4. EMPIRICAL RESEARCH

Goals and tasks of research

1. examine intercultural and intersex differences in values and attitudes towards innovations;
2. Examine inter-relationship between value system and relationship towards innovations in three groups of media students (Serbia, Bosnia and Herzegovina and Croatia);
3. Implement cross-cultural verification of universality and specificity of relationship between values of cultures and relation towards innovation in different cultures;

Research hypothesis

H0 - We assume that values of individuals are related to their attitude towards innovations and that character of that relation can be culturally conditioned.

H1 - We assume that there are intercultural and intersex differences between values by opposition *traditionalism and self-confidence*.

H2 - We assume that there are intercultural and intersex differences in attitudes towards innovations (we assume that attitudes of Croatian and Serbian students towards innovations are more positive than attitudes of students from Bosnia and Herzegovina), as well as that in total sample, the men have more positive attitude towards the innovations than women.

H3 - We assume that values *readiness to change* and *universalism* influence the positive attitude towards innovations, while *power* and *traditionalism* have a negative impact.

H4 - We assume that impact of values on the attitude towards innovations also has universal and culturally specific character.

Research sample

In our study, three groups of media students were involved - Serbia, Croatian and students from Bosnia and Herzegovina - from the cultures for which we assume that they have different value systems, as well as different development level of society.

There were 426 respondents, of which 193 Serbian students, 96 Croatian and 137 from Bosnia and Herzegovina, aged from 18 to 28.

Table 1. Research sample

Cultural group	Number of respondents	Age	Sex	
Serbia	193	18-22	m	81
			f	112
Croatia	96	18-26	m	34
			f	62
Bosnia and Herzegovina	137	20-28	m	57
			f	80

Research procedure

Research was carried out by on-line completing of questionnaire. Respondents were asked to complete the questionnaire with seven-level scale, assessing each of 57 values mentioned, and the question was „Which values are the most important for me and which values influence the basic principles of my life?“

Research was carried out in May and June 2011.

Research instrument

Instrument included two questionnaires: Schwartz Value Survey (SVS57) and the questionnaire of N.M. Lebedeva „Innovative personality traits“

Variables of research

Independent variables

- 10 individual values: power, achievement, hedonism, stimulation, independence, universalism, benevolence, tradition, conformity, security.
- 4 value oppositions - conservatism (observed through arithmetic mean of values security, conformity, tradition); readiness to change (observed through arithmetic mean of values independence and stimulation); self-confidence (observed through arithmetic mean of values universalism, benevolence; emphasis on others (observed through arithmetic values hedonism, achievement, power).

Dependent variables

Innovative personality traits:

- Creativity - observed through arithmetic mean of answers to 5 questions,
- Risk for success - observed through arithmetic mean of answers to 4 questions,
- Orientation to future - observed through arithmetic mean of answers to three questions,
- Belief in oneself - observed through arithmetic mean of answers to 3 questions
- Personality innovativeness index observed through arithmetic mean of creativity scale, risk for success, orientation on future and faith in oneself.

Statistical processing of data was done using SPSS11.0

For the assessment of psychological evaluations, we have used the procedure Reliability, using the Cronbach's alpha. For the verification of diversity, we have used Z-criterion of Kolmogorov-Smirnov for selection independence. For verification of variables independence, we have used stepwise and enter analysis, and for the control of the sex, age and their mutual impact - multicollinearity.

4. 1. Research results

4.1.1. Intergroup differences of values and attitude towards innovations

Statistical analysis of intergroup difference of students' values according to the criterion of Kolmogorov-Smirnov is given in the following table:

Table 2. Statistical analysis of intergroup difference - Serbian and Croatian students

Groups Values	Serbian students			Croatian students			Z - criterion
	Me	range	Min-max	Me	range	Min-max	
Security	3.93	3.64	1.98- 5.62	3.72	3.87	1.71- 5.58	1.61*
Conformity	3.79	4.78	1.45- 6.23	3.91	3.41	2.20 -5.61	.73
Tradition	2.10	5.12	.3 1 -4.81	3.11	4.24	.92- 5.16	1.77**
Benevolence	4.58	4.20	2.15- 6.35	4.71	3.42	2.18 -6-21	.89
Universalism	3.61	4.63	.85- 5.48	3.91	3.30	2.60- 5.90	1.77**
Independence	4.67	5.66	1.50- 7.00	4.49	3.52	2.31- 5.84	1.36*
Stimulation	3.91	7.14	.49 -6.65	3.93	5.56	.40- 5.96	.45
Hedonism	3.80	5.40	.02-6.95	4.26	4.40	1.58- 5.98	1.55*
Achievement	4.34	6.96	1.45- 6.85	4.51	2.81	2.89- 5.70	1.23
Power	3.25	6.10	.60- 6.70	2.20	5.07	.15 -5.22	2.97***
CONSERVATISM	3.48	2.15	1.81 -4.55	3.50	2.14	2.27- 4.71	.73
READINESS TO CHANGE	1.25	4.87	1.64- 6.52	4.16	3.79	1.81- 5.60	.83
EMPHASIS ON OTHERS							
SELF-CONFIDENCE	4.08	3.63	1.98 -5.61	4.34	2.48	2.93- 5.42	1.86**
	3.73	5.21	1.23- 6.45	3.63	3.16	2.21-5.37	.77

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

Priority for values *security, independence and power* is significantly higher in case of Serbian students, while *traditionalism, universalism* and value opposition of *emphasis on others* is highly evaluated by Croatian students. For representatives of students from Bosnia and Herzegovina, the values *security, conformity, tradition, universalism, power* are significantly higher evaluated than in case of Serbian students, on the level of value opposition of *conservatism*. Serbian students highly evaluate values *independence, stimulation, hedonism, achievement, benevolence*, on the level of value oppositions of *readiness to change orientation on others*.

Significant intersex differences were observed in case of following values: *benevolence, universalism, orientation on others* are more evaluated by female population, while *independence, stimulation and hedonism*, as well as *self-confidence and readiness to change* are the preferences of male population.

Research results have thus confirmed our hypothesis H1 that there are intercultural and intersex differences according to value oppositions *conservatism, readiness to change, self-confidence and emphasis on others (orientation to others)*.

Table 3. Statistical analysis of intergroup difference - students from Serbia and Bosnia and Herzegovina

Groups Values	Serbian students			Students from Bosnia and Herzegovina			Z - criterion
	Me	range	Min-max	Me	range	Min-max	
Security	3.93	3.64	1.98- 5.62	4.24	4.98	1.39-6.38	1.77**
Conformism	3.79	4.78	1.45- 6.23	4.40	4.32	1.57-5-89	3.02***
Tradition	2.10	5.12	.3 1 -4.81	3.80	4.76	1.17-5.93	4.24***
Benevolence	4.58	4.20	2.15- 6.35	4.13	4.26	1.87-6.13	2.7***
Universalism	3.61	4.63	.85- 5.48	3.89	4.03	1.73-5.78	1.66**
Independence	4.67	5.66	1.50- 7.00	4.23	3.54	2.18-5.72	2.94**
Stimulation	3.91	7.14	.49 -6.65	3.56	5.54	.67-6.21	.93
Hedonism	3.80	5.40	.02-6.95	3.82	8.16	-1.18-6.98	.73
Achievement	4.34	6.96	1.45- 6.85	3.84	3.51	2.25-5.76	2.24***
Power	3.25	6.10	.60- 6.70	3.70	5.83	.94-6.77	1.71**
CONSERVATISM	3.48	2.15	1.81 -4.55	4.12	2.39	2.76-5.15	4.64***
READINESS TO CHANGE	1.25	4.87	1.64- 6.52	3.80	3.32	2.37-5.36	2.27***
EMPHASIS ON OTHERS							
SELF-CONFIDENCE	4.08	3.63	1.98 -5.61	2.60	2.60	2.76-5.36	.96
	3.73	5.21	1.23- 6.45	3.72	3.72	1.82-5.55	1.05

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

Table 4. Statistical analysis of intersex difference - the whole sample

Groups Values	Man			Women			Z - criterion
	Me	range	Min-max	Me	range	Min-max	
Security	4.05	4.98	1.39-6.38	4.11	4.48	1.71-6.19	.66
Conformism	4.01	4.20	1.45-5.64	4.10	4.75	1.48-6.23	.75
Tradition	3.27	5.35	.25-5.60	3.05	6.24	-.31- 5.93	.99
Benevolence	4.19	3.92	2.15-6.07	4.50	4.48	1.87-6.35	1.75* *
Universalism	3.64	4.93	.85-5.78	3.78	4.12	1.36- 5.48	1.49*
Independence	4.49	4.88	2.27-7.0	4.42	5.06	1.50-6.56	1.13
Stimulation	4.01	5.25	1.37-6.61	3.43	7.14	-.49- 6.65	2.30***
Hedonism	3.94	6.49	.46-6.95	3.74	8.16	1.18- 6.98	1.38*
Achievement	4.14	4.53	2.31-6.85	4.03	4.96	1.45- 6.41	.87
Power	3.75	5.83	.87-6.70	3.41	6.17	.60- 6.77	1.45*
CONSERVATISM	3.74	2.96	2.19-5.15	3.76	3.15	1.81-4.95	.45
READINESS TO CHANGE EMPHASIS ON OTHERS	4.29	3.69	2.63-6.32	3.89	4.87	1.61-6.52	1.98* **
SELF-CONFIDENCE	3.92	2.96	1.98-4.95	4.15	2.86	2.76- 5.61	1.96***
	3.92	4.20	2.25-6.45	3.69	4.31	1.23-5.55	1.48*

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

Statistical analysis and intergroup differences of attitudes of students examined towards innovations according to the criterion of Kolmogorov-Smirnov are given in Tables 5, 6, 7.

We can see that there is no difference in the attitude towards innovations of Serbian and Croatian students, while the indicators such as *creativity*, *orientation to future*, *self-confidence* and general innovation index are significantly higher in case of students from Serbia than those from Bosnia and Herzegovina.

When we speak about intersex differences, it is important to emphasize that positive attitude towards innovation is much more obvious in case of men than women, through the indicators such as *creativity*, *risk for success*, *self-confidence* as well as general personality innovativeness index. In Serbian sample,

in case of men, the indicator *risk for success* ($Z=1.83$) and personality innovativeness index are significantly higher, in Croatian sample the indicator *creativity* and personality innovativeness index are significantly higher in case of men ($Z=1.56$ and $Z=1.44$). as from students from Bosnia and Herzegovina, the following indicators stand out with men in relation to women: *creativity* ($Z=1.37$), *risk for success* ($Z=1.53$) and *self-confidence* ($Z=1.66$), as well as the personality innovativeness ($Z=1.65$).

By this results, our hypothesis H2 is confirmed, which says that we assume that there are intercultural and intersex differences in attitudes towards innovations (we assume that attitudes of Croatian and Serbian students towards innovations are more positive than the attitudes of students from Bosnia and Herzegovina), as well as that in total sample the men have more positive attitude towards innovations than women.

Table 5. Intergroup differences in the attitudes towards the innovations of Serbian and Croatian students

Groups Orientation on innovativeness	Serbian students			Croatian students			Z - criterion
	Me	range	Min-max	Me	range	Min-max	
Creativity	3.60	3.40	1.60- 5.00	3.60	3.40	1.40-4.80	1.00
Risk for success	3.25	3.75	1.25-5.00	3.12	3.50	2.00- 5.00	.73
Orientation on future	3.67	3.33	1.67- 5.00	3.67	3.00	2.00- 5.00	.39
Self-confidence	3.61	3.67	1.33- 5.00	3.67	2.61	2.00-4.67	.71
Personality innovativeness index	3.50	2.69	2.02- 4.71	3.45	2.37	2.37- 1.60	.15

Table 6. Intergroup differences in attitude towards innovations in case of students from Serbia and Bosnia and Herzegovina

Groups Orientation on innovativeness	Serbian students			Students from Bosnia and Herzegovina			Z - criterion
	Me	range	Min-max	Me	range	Min-max	
Creativity	3.60	3.40	1.60-	3.40	3.80	1.00-4.80	2.03**
Risk for success	3	3.75	5.00	3.25	3.75	1.00- 4.75	.97
Orientation on future	.25	3.33	1.25-5.00	3.33	3.67	1.00-4.67	2.28***
Self-confidence	3.67	3.67	1.67-	3.33	4.00	1.00-5.00	2.05***
Personality innovativeness index	3.61	2.69	5.00	3.28	3.50	1.00-4.50	2.21**
	3.50		1.33- 5.00 2.02- 4.71				

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

Table 7. Intersex difference of attitude towards innovations - entire sample

Groups	Men			Women			Z - criterion
	Me	range	Min-max	Me	range	Min-max	
Orientation on innovativeness	3.60	3.40	1.60-5.00	3.40	4.00	1.00- 5.00	1.53*
Creativity	3.50	3.25	1.75-5.00	3.00	4.00	1.00- 5.00	2.28***
Risk for success	3.61	3.33	1.33-4.67	3.33	4.00	1.00- 5.00	1.16
Orientation on future	3.61	3.33	1.67- 5.00	3.33	4.00	1.00- 5.0(0	2.05***
Self-confidence	3.59	2.17	1.8-,1.58	1.28	3.71	1.00-4.71	2.21**
Personality innovativeness index							

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

4.1.2. Mutual relationship between values and innovations

For verification of hypothesis H3 and H4, regression analysis (according to enter method) of values and innovative elements was carried out on entire sample and each cultural group with the analysis of sex differences, age and mutual impact of variables.

These results are given in Tables 8, 9, 10 and 11, only the most significant connections.

Results have shown that innovative elements are positively correlated by values of *independence*, *stimulation*, *universalism*, *achievement*, and negatively by *power* and *traditionalism*.

Table 8. Correlation of values and attitude towards innovations - entire sample

Dependent variables	Independent variables									
	Independence B	Stimulation B	Power B	R ²	F	Traditionalism B	Universalism B	Achievement B	R ²	F
Creativity	.36***	.15**		.17	23	-.21***	.11*		.0	8.
Risk for success	.14**	.22***	18***	.11	18	-.12*			.6	7
Orientation on future	.24***			.07	10	-.23***	.15**	.15**	.0	11
Self-confidence									.1	12
Personality innovativeness index	.22***				8.	-.13*	.16**		.0	9
	.29***	.12*	-.1	.05	1	-.22***	.19***	.20***	.0	8.
				.12	18				.0	7
									.3	18
									.1	
									.2	

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

In case of Serbian media students, values *independence*, *stimulation* and *power* are positively correlated

with innovativeness, and *traditionalism* is negatively correlated.

Table 9. Correlation between values and attitude towards innovation - Serbian sample

Dependent variables	Independent variables									
	Independence B	Stimulation B	Power B	R ²	F	Traditionalism B	Universalism B	Achievement B	R ²	F
Creativity	.42***	.19**		.24	12	-.61**		.19	.0	9.
Risk for success	.22***	.23***	22***	.17	14				.6	6
Orientation on future	.15*	15*		.05	3.	-.22**			.0	8.
Self-confidence					6				.6	9
Personality innovativeness index	.27***			.06						
	.31***	.20**		.11	4.	-.22**			.0	10
				.07	1				.0	
					13				.6	

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

In Croatian sample, values *independence* and *stimulation* positively correlate to innovativeness, while *power* correlates negatively. Correlation between

attitude towards innovation and values *universalism* and *achievement* wasn't established.

Table 10. Correlations of values and attitude towards innovations - Croatian sample

Dependent variables	Independent variables									
	Independence B	Stimulation B	Power B	R ²	F	Traditionalism B	Universalism B	Achievement B	R ²	F
Creativity	.26***	.33**		.2	.1					
Risk for success		.47***		2	4					
Orientation on future		.34**		1	3					
Self-confidence			.24*	.27**	.1	.1				
Personality innovative-ness index					5	4				
				17	.1					2

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

In case of media students from Bosnia and Herzegovina, values *independence*, *universalism* and *achievement* positively correlate with innovative-

ness, and values *traditionalism* and *stimulation* correlate negatively.

Table 11. Correlation of values and attitude towards innovations - B&H sample

Dependent variables	Independent variables									
	Independence B	Stimulation B	Power B	R ²	F	Traditionalism B	Universalism B	Achievement B	R ²	F
Creativity	.20*			.0	5.		.23***	.19	.0	8.
Risk for success				5	6		.17**		.0	7
Orientation on future	.20*	-.19*		.1	4.		.20***		.0	3.
Self-confidence				0	6				.0	4.
Personality innovative-ness index		-.23**				-.13	.27**		.0	5
	.16*			.0	6.		.25***		.0	6.
				.0	8.				.0	8
				.0	4				.0	6.
					1				.0	8

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

In further elaboration, we have carried out regression analysis of correlation between value oppositions and innovativeness index. Results have shown that in the sample of Serbian and Croatian students, there are values which are on the pole *readiness to change*.

Precisely such results have confirmed our hypothesis H3,, by which we have assumed that values *readiness to change* and *universalism* influence positive attitude towards innovations, while *power* and *traditionalism* have a negative influence. This was confirmed on the whole Croatian and partially Serbian sample of students interviewed. Results have also shown cultural specificity: in Serbian sample value *power* positively correlates with the attitude towards innovations and *risk for success*, and in sample of students from Bosnia and Herzegovina, value *stimulation* negatively correlates with the *orientation to future and self-confidence*.

Precisely these results have confirmed our hypothesis H4 that impact of values to the attitude towards innovations has both universal and culturally specific character.

5. DISCUSSION OF RESULTS WITH CONCLUSIONS

Cross-cultural study which was carried out with media students from Serbia, Croatia and Bosnia and Herzegovina has shown that there are intercultural and intersex differences in individual values of respondents.

Expressed intercultural and intersex differences, in our opinion, reflect differences on the line traditionalism-modernism, on which students from B&H are closer to the traditionalism pole, because they estimate tradition that leads to group harmony. In case of Serbian and Croatian students, standpoint is closer to modernism pole, because they appreciate more individualism and readiness to change.

Conducted research has shown that there are significant intersex differences: women estimate more the *orientation to other people (benevolence, universalism)*, and the men values *readiness to change (independence, stimulation)* and *self-confidence (hedonism, power)*. Our results completely correlate with results of the studies of other researchers: results of studying sex differences of individual value systems in 70 cultures have shown that men prefer values *power, stimulation, independence, achievement, hedonism*, and women *benevolence and hedonism*. [Schwartz, S.H.:2006, 249-288]

All of the above-mentioned points to the fact that we have confirmed our first research hypothesis H1.

Intergroup comparison of the results of our research has shown that in attitude towards innovation there are no differences between Serbian and Croatian media students, as well as that there are differences between students from Serbia and B&H. Significant intersex differences have also come to sight: in all three cultural groups, men have more positive attitude towards innovations than women, which can also be explained from the aspect of the theory of social roles. This points to the confirmation of our second research hypothesis H2.

Results of regression analysis of the correlations between values and innovativeness have enabled complete confirmation of our third research hypothesis H3. These results fully correlate with other foreign studies [Dollinger, S.J.:2007, Schwartz, S.H.:2006, 249-288, Shane, S.: 1992, 29-46, Shane, S.:1995, 931-952] and testify on universality of the character of correlations which we have spoken about.

On representative samples of studies of different cultures, Schwartz has reached a conclusion that hierarchical order of the values could be the following: *benevolence, universalism, independence* at the top, and *power and stimulation* at the bottom.

This order of values was also confirmed in our study, but it is important to point out that there are also cultural specificities. By combining the results of Croatian and Serbian students, we have obtained a result showing that Croatian students more evaluate *security*, and students from Bosnia and Herzegovina *security and conformism*. Precisely these last two values provide harmonic social relations and assist the avoidance of conflicts and non-impairment of group norms. Precisely the high evaluation of these values enables the maintenance of status-quo and prevents the search for new solutions and, accordingly, the innovativeness.

Value *independence* is most evaluated by Serbian students and it is precisely a source of creativity and it encourages innovativeness, so it enables the search for new solutions in conditions of crises in which the society is found.

Cultural specificity has shown among students from Serbia and Bosnia and Herzegovina. In Serbian sample, value *power* is rather expressed and it positively correlates with the attitude towards innovations, particularly *risk for success*. Preferring this value, according to Schwartz, can lead to the impairment of social harmony, but also to the motivation of people for the sake of group interests.

Preferring this value in case of Serbian students can be explained by authoritarianism of Serbian society and by the fact that innovations in such cultures need to come „from the top“ and risks related to new solutions can be encouraged by authority of the power or they can encourage the power itself.

The facts mentioned not only do confirm our zero and fourth research hypotheses, but they put before us a new research and practical problem: how to successfully reach innovations regardless of the cultural specificities.

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