Illustrative graphs

(The graphs below illustrate some outcomes of the on-going analysis of our database)[1]

Principal Component Analysis
<u>3 component model (varimax rotation):</u>
TVE=58,89%
KMO=0,88; p<0,001

<u>1 component model:</u>
TVE=38,6%
KMO=0,88; p<0,001
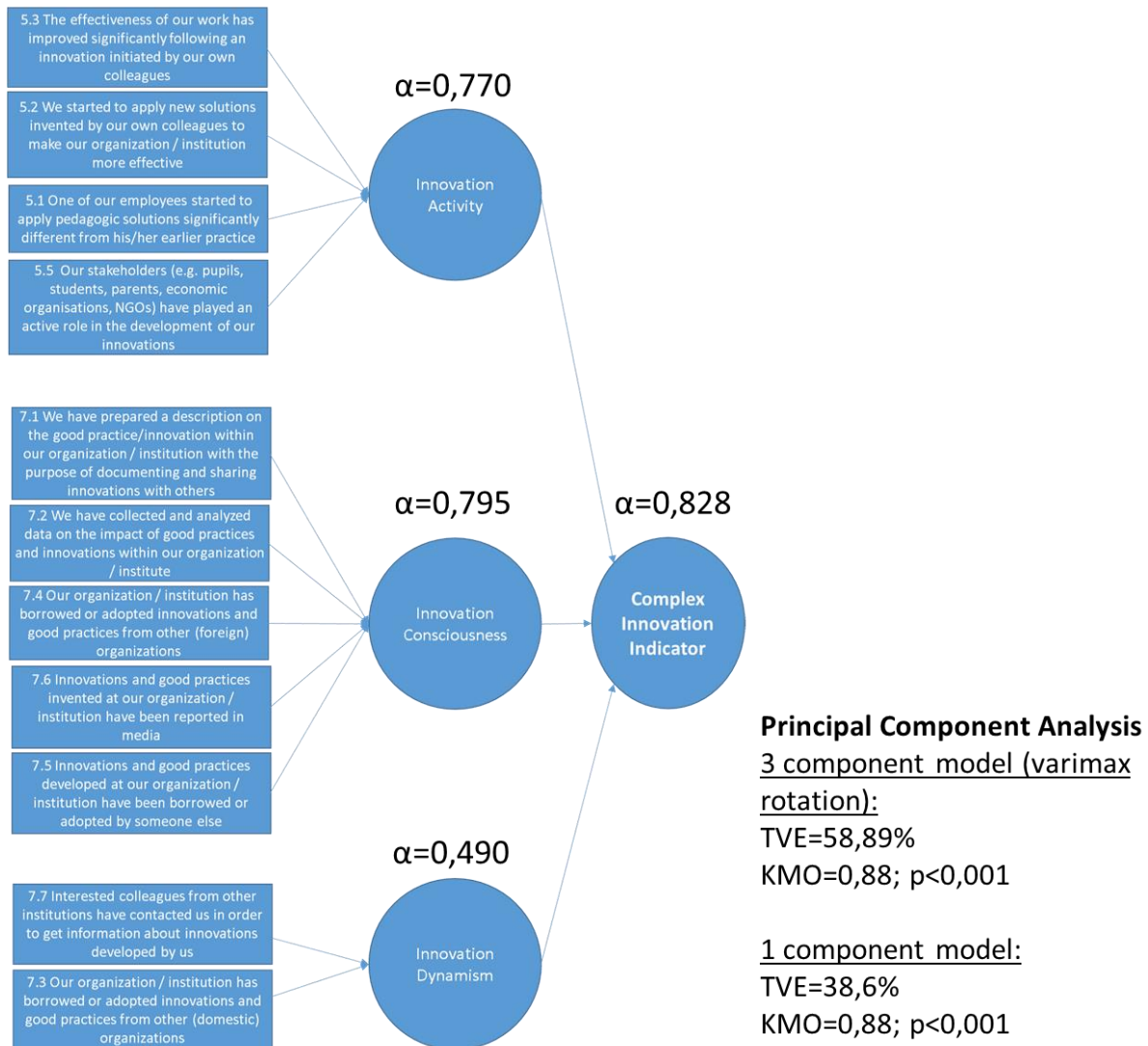
The listed variables constitutes for the 3 component and 1 component model of educational institutions innovativeness. The Principal Component Analysis (eigenvalue > 1) yielded 3 components. The innovation activity refers to the various activites of the organization that refers to the extent of how innovative could the specific organisation be considered. The second component is the innovation consciousness which refers to the conscious and unconscious nature of innovation procedures and the extent of how conscious the organisation in the generation and dissemination of innovation and knowledge management. Lastly, the third component is the innovation dynamism which refers to the processes of dissemination and diffusion from an intra- and interorganisational perspective. The 3 component model shows high Cronhach's alpha values, and explains a high rate of

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total variance (58,89%). The reliability of the 1 component model is also high (0,828) with a lower explained total variance (38,6%).
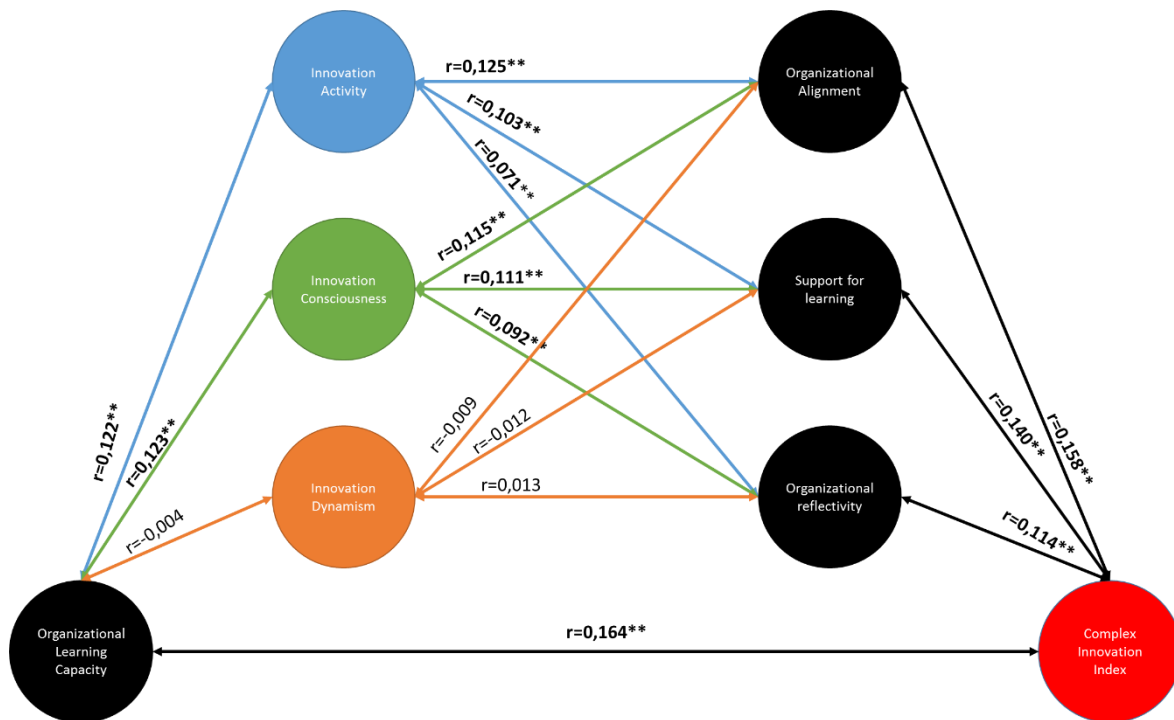
Pearson correlations between the Organisational Learning Capacity factor and its sub-factors and the Complex Innovation Index and its subcompontents. (** Correlation is significant at the 0.01 level (2-tailed). The correlations within the subfactors of the OLC are rather high due to the promax rotation and the correlations within the CII are rather low due to the varimax rotation.
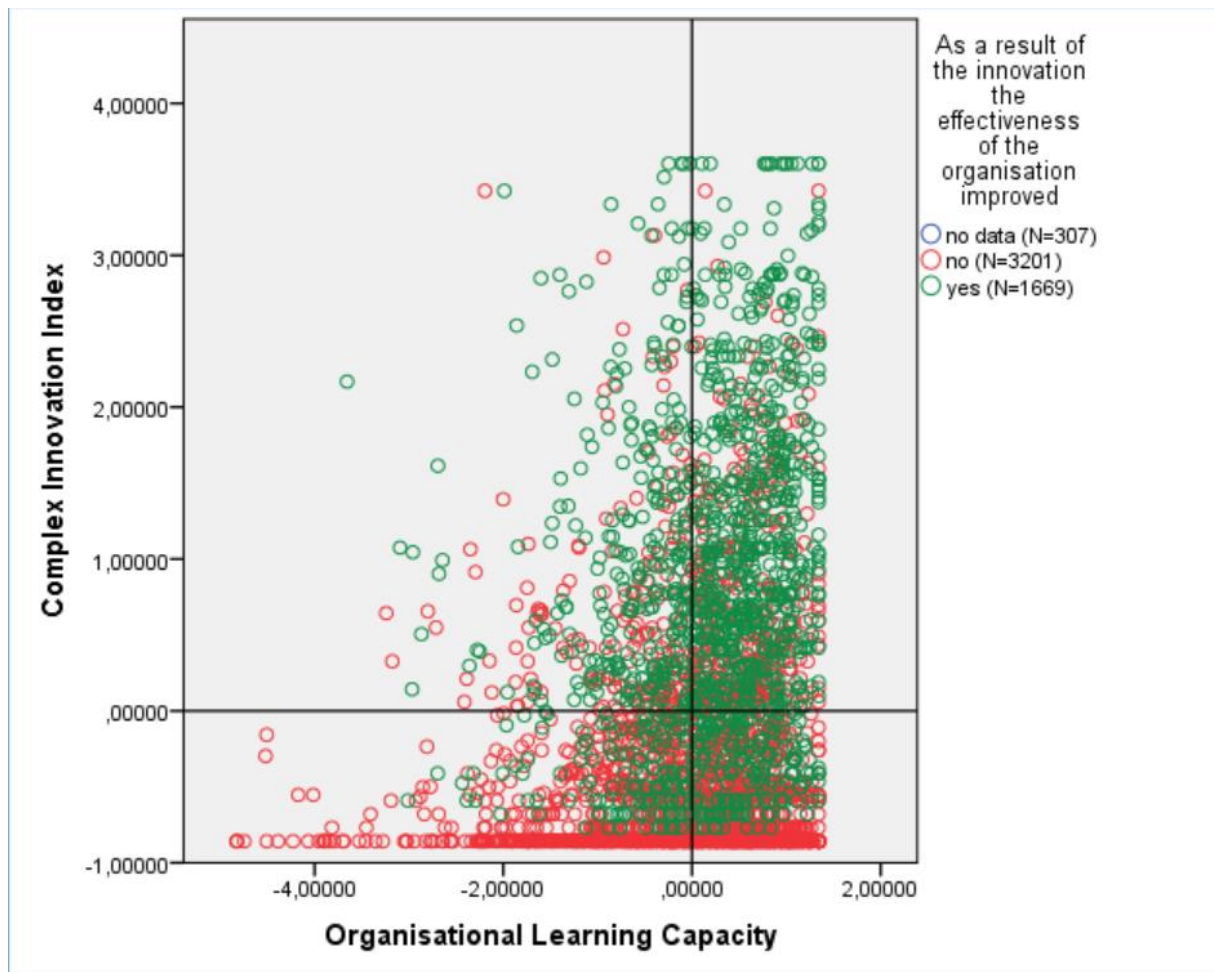
The Innova questionnaire asked participants that thanks to the innovation that they named, how the effectiveness of the organisation changed? We recoded this variable into a dummy variable (0 – doesn't improved the effectiveness of the organisation; 1 – improved the effectiveness of the organisation). Our scatterplot shows the Complex Innovation Index (the saved factors scores) and the Organisational Learning Capacity (the saved factor scores) coloured according to the change in effectiveness dimension. The factors scores has a mean of 0 on the whole sample.
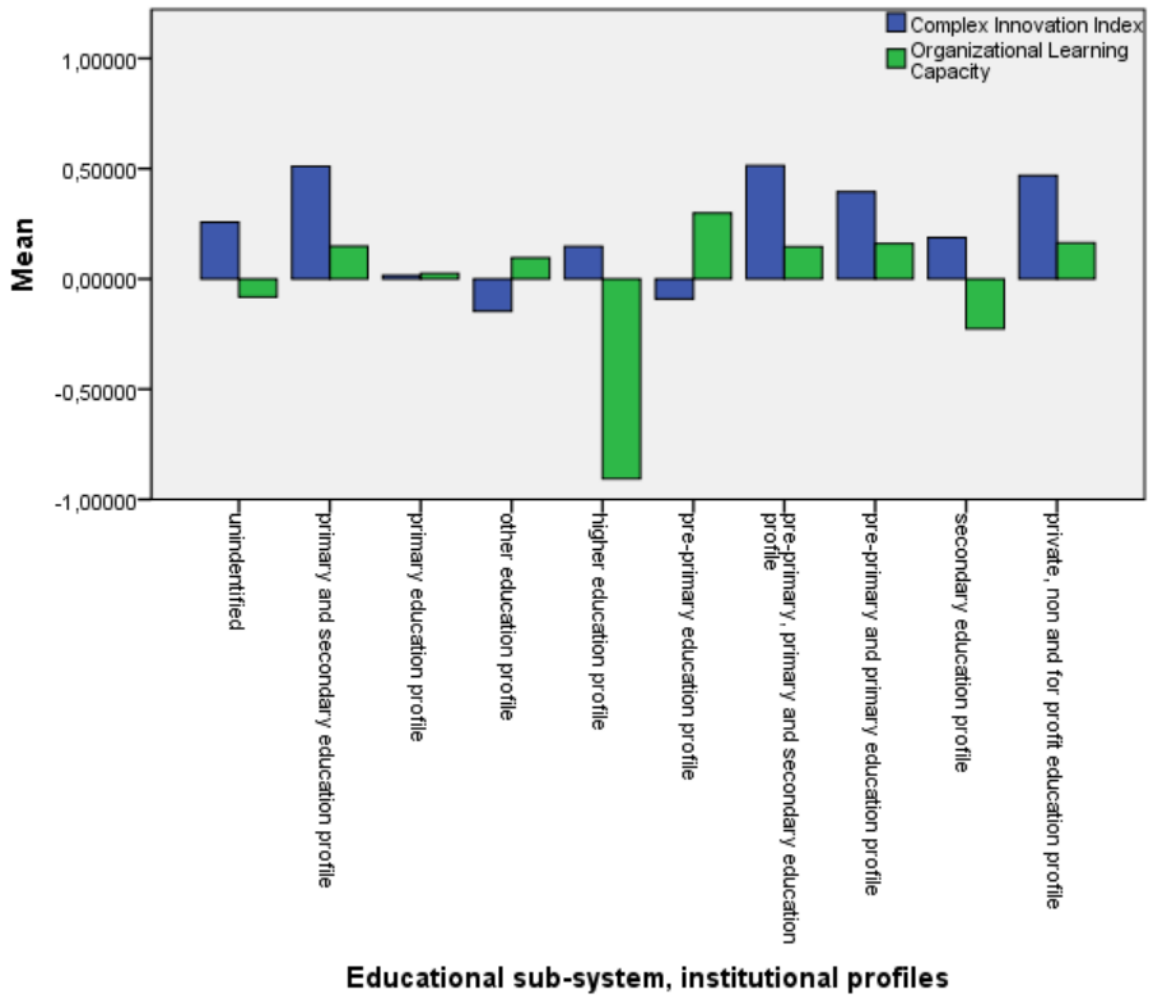
The means of the Complex Innovation Indicator and Organisational Learning Capacity (saved factor scores) from the viewpoint of different educational sub-systems.

The other education profile consists of institutions like public education colleges, pedagogical professional service providers etc.

Complex Innovation Indicator
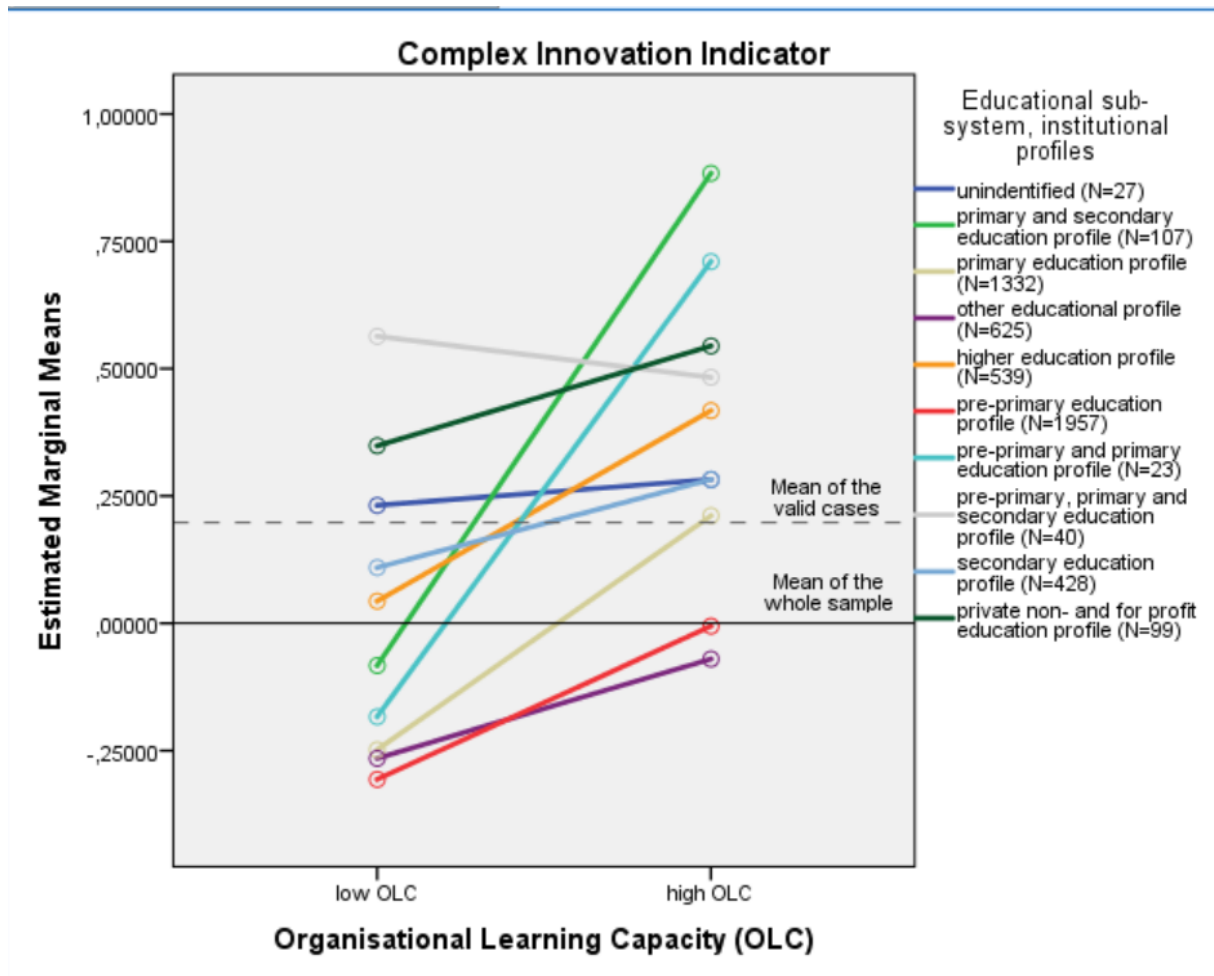
We binned the Organisational Learning Capacity factor scores into two groups (cut at the mean) and named the different institutional profiles regarding the educational sub-system of the institution. It includes clear categories (only primary education, only secondary education) and different combinations (e.g. primary and secondary education). The diagramme shows the mean values of the Complex Innovation Indicator differentiated into the two groups by the value of Organisational Learning Capacity and coloured by the institutional profile.

The other education profile consists of institutions like public education colleges, pedagogical professional service providers etc.