Evaluating Schools on Innovation Term: A Phenomenological Research

RESEARCH ARTICLE

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Abstract

The aim of this study is to evaluate schools in the framework of becoming innovative organizations according to the views of teachers and administrators through the concept of innovation. The research was designed in phenomenological qualitative research designs. The study group of the research consists of 18 participants working at primary, secondary and high school levels. The data were collected with a semi-structured interview form based on the literature. Content analysis method was used in data analysis. According to the research finding, reasons such as technological developments, disasters and increasing competition are the main reasons for innovation movements in schools. In addition, innovation initiatives such as spreading technological applications, improving learning processes and heightening skills training are more common in schools. According to another finding, there is a need for innovation movements in the areas of equipment, curriculum and reducing the number of classes in schools. According to another finding, administrators and teachers should have leadership skills, take initiative and exhibit innovative behaviours in the innovation process. According to the results of the research, considering that technology and artificial intelligence affect our daily lives in many aspects, it has become a necessity to increase innovative behaviours in schools to attract students' interest and increase their focus on the lesson. In addition, it has been concluded that many innovative movements in the field of education were not on the desired level. Schools are institutions that process, produce, present and spread knowledge. Therefore, schools should be able to adapt to the changing world conditions and adapt to change significantly.

Keywords: innovation in education, innovative school, innovative approach

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Okulların İnovasyon Kavramı Üzerinden Değerlendirilmesi: Bir Olgubilim Araştırması

ARAŞTIRMA MAKALESİ

Öz

Bu çalışmanın amacı, yenilikçi örgütler olma çerçevesinde okulları inovasyon kavramı üzerinden öğretmen ve yönetici görüşlerine göre değerlendirmektir. Araştırma fenomenolojik nitel araştırma deseninde tasarlanmıştır. Araştırmanın çalışma grubunu ilkokul, ortaokul ve lise düzeyinde görev yapan 18 katılımcı oluşturmaktadır. Veriler literatüre dayalı olarak hazırlanmış yarı yapılandırılmış görüşme formu ile toplanmıştır. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Araştırma bulgusuna göre teknolojik gelişmeler, afetler ve artan rekabet ortamları gibi etkenler okullardaki inovasyon hareketlerinin başlıca sebepleri olmaktadır. Ayrıca okullarda daha çok teknolojik uygulamaları yaygınlaştırılma, öğrenme süreçlerini zenginleştirme ve beceri eğitimlerini ön plana çıkarma gibi inovasyon girişimlerinde bulunulmaktadır. Bir diğer bulguya göre okullarda donanımsal alan, müfredat ve sınıf mevcutlarının azaltılması konularında inovasyon hareketlerine ihtiyaç duyulmaktadır. Bir başka bulguya göre ise İnovasyon sürecinde yönetici ve öğretmenlerin liderlik becerilerine sahip olmaları, insiyatif alabilmeleri ve yenilikçi davranışlar sergileyebilmeleri gerekmektedir. Araştırma sonuçlarına göre ise teknoloji ve yapay zekânın günlük hayatımızı birçok açıdan etkilediği düşünüldüğünde, öğrencilerin ilgisini çekmek ve derse odaklanmalarını artırmak için okullarda inovatif davranışların artırılması bir gereklilik haline gelmiştir. Ayrıca eğitim alanındaki birçok inovatif hareketin istenilen düzeyde olmadığı sonucuna ulaşılmıştır. Okullar bilgiyi işleyen, üreten, sunan ve yayan kurumlardır. Bu nedenle eğitim ve öğretim kurumları olan okullar, değişen dünya koşullarına uyum sağlayarak değişime önemli ölçüde adapte olabilmelidir.

Anahtar Kelimeler: eğitimde inovasyon, yenilikçi okul, yenilikçi yaklaşım

Introduction

The rapid developments in science and technology continue at a remarkably pace cause, innovative behaviour and innovation in many sectors. Of course, these developments have made it necessary to exhibit innovative behaviours and the concept of innovation has been brought to the forefront. As a dictionary meaning, innovation does not contain an inclusive definition, but it is named with concepts such as 'renewal' and 'innovation'. Innovation, which means 'doing something new and different', derives from the Latin word 'innovare'. Elçi (2007) defines innovation as changes, differences and innovations in products, services and business methods in order to create economic and social value, and Yamaç (2001) defines innovation as 'creating economic and social benefits while using science and technology'. When we look at the content meaning of innovation, we see the concept of innovation. Therefore, the word innovation is often confused with the concept of 'invention'. However, it is not correct to explain innovation

with a shallow definition such as making any invention. Because in order to be able to innovate, only inventions are utilised, in other words, innovation is a more comprehensive concept that also includes inventions (Roberts, 1998).

Innovation, as a concept closely related to knowledge, creativity, technology and continuous development, has made its mark on the current era. Therefore, the 21st century is accepted as an era of great technological and scientific innovation. In this century, there are great developments in many sectors and many of these developments are based on innovation and technology. Innovation is the process of developing new ideas, products and processes and is usually introduced to the market in a competitive environment (Altan, 2018). In this context, today, it is not enough for organizations to innovate only in the technological context, they need to have unique and sustainable innovations in a competitive environment (Wang and Ahmed, 2004).

Considering that the world is in a rapid innovation and change effect, it is not possible to consider educational institutions independent from innovation and change. Because the education system constitutes the core of the society, it can be said that it is one of the areas where innovation and change are most needed. Therefore, schools, which are education and training institutions, should be able to adapt to the changing world conditions and adapt to change significantly. Especially the innovative behaviours of administrators, teachers and students, who are the most important components of educational organisations, their efficiency in the process of creating these behaviours, the reasons, results, methods and techniques they use have become important. The use of innovation in education and learning involves enabling students to learn more effectively, teachers to be better supported and educational institutions to become more innovative. Especially innovations such as digital education platforms, distance education technologies and artificial intelligence supported learning methods support the creation of interactive learning environments in education. Many countries that do not want to fall behind in economic competition also make significant investments in innovation-centred education (Keleşoğlu, 2017). It is emphasised that all over the world, people, especially children, are beginning to clearly feel the need for innovations in education in the 21st century. Kurtuluş (2012) stated that in terms of the globalisation of the economy and the increase in competition and the increase in the technological needs of societies, the existing school varieties seem to be far from offering every student the opportunity to be successful. In

connection with these reasons, it can be said that innovative systems in education should be given more importance in order to achieve success in the global economy and to develop in different fields. In addition, for an organization to be successful, they need to be innovative organizations with innovative thinking in order to be open to continuous discovery and learning, to make the right strategic decisions, and to support the development of their employees in order to make them strong (Stevenson and Kaafarini 2012). Innovation in education is generally defined as innovation in the field of education and creating something new that deviates significantly from traditional practices (Erdemet, 2017). For this reason, innovation in education aims to educate individuals who can keep up with social change by leaving traditional practices aside and trying to instill the achievements required by the age in all inputs in education (Mourshed et al., 2010).

In today's world, many factors such as technological innovations, social transformations, changes in education, economy and social policies of governments, the effects of globalisation and changes in the direction of international policies directly or indirectly affect the structure and functioning of organisations (Kılınçkaya, 2013). Such dynamic changes require organisations to transform not only the way they function but also their management approach and adopt innovations. The ability of educational institutions to keep pace with this change depends on closely monitoring the developments in their environment, using the resources they have effectively and continuously improving these resources. In the studies in the literature, it is stated that improving students' knowledge, skills and personal development by improving teachers' classroom practices and trying new approaches support creativity and provide guidance on how innovative ideas can be adopted (Aksoy, 2007; Lander, 1994; Schermerhorn, 1989). In this case, it shows that educational institutions should care about the concept of innovation in order to become organisations that have adopted an innovative approach. Serdyukov (2017) draws attention to the fact that since schools have to operate in challenging and rapidly changing environments, principals and teachers are expected to continuously innovate school practices in order to maintain the quality of education, while Fullan (2016) suggests in his theoretical study that collaborative sharing of responsibility is essential for the success of innovations in educational institutions. All these expressions show that it is of vital importance for educational institutions to adopt an understanding of competition based on innovation. Therefore, it is thought that this study will contribute in terms of its

results in order to reveal the perceptions towards innovation movements in both systemic and organizational contexts and to determine the innovation studies that are felt as a need for the future. In addition, the results of the research will provide ideas that will contribute to the stakeholders of the education system in terms of implementing innovation and innovative behaviours in education and taking action according to the areas of need in this regard.

As a result, development, innovation and change in the field of education cannot be separated from human essence. The efficiency of this process can only be possible with parallel and creativity-oriented studies. When the studies in the literature are examined, it is emphasised that educational institutions, which are constantly in a cycle of innovation and change, need to adapt to the innovation and change process in order to sustain their existence and to provide efficient and effective educational activities (Borko, 2004; Stokes et al., 2010; Waller, 2008). Similarly, studies have been conducted on principals creating an innovation environment, measuring the innovation capacity of schools, innovative teacher characteristics, innovation and school systems, innovative classroom practices, the status of employees in education within the scope of learning organisations to follow and use innovations, etc. (Aslan & Kesik, 2016; Blömeke, Nilsen & Schere, 2021; Da'as et al., 2022; Demir, 2022; Jin et al., 2022; Kocasaraç and Karataş; 2018). As a result, it has been determined that there are organisational barriers to follow innovations in general, the understanding of innovation supports organisational learning mechanisms, and students' perceptions of democracy and autonomy are higher in innovative schools.

Based on the fact that the aim of the innovation process in education is how students can learn better, how teachers can use better methods, techniques and materials, and how administrators can encourage teachers and students more and add dimension to the teaching process, the aim of the study was determined as schools through the concept of innovation in order to become innovative organizations. In line with this purpose, answers to the following sub-problems were sought:

1. What are the reasons that challenge schools to exhibit innovative behaviours?
2. In which areas are innovation activities in schools?
3. Have the innovation activities carried out so far been successful?
4. In which areas are innovations needed in schools?
5. What kind of tasks and responsibilities do teachers and administrators have in areas where innovation is thought to be needed?

Methodology

In this part of the study, information about the research model, study group, data collection tool, data collection, analysis and ethics of the research are given.

Research Design

The research was designed as a qualitative study in the phenomenology design, one of the qualitative research designs. The reason why the phenomenology research design, which focuses on social realities through human experiences, is preferred within the scope of the research is the assumption that the phenomenon-specific perceptions, orientations and experiences within the framework of the research subject are coded and the data are revealed and in-depth analysis is provided in terms of meaning. Because phenomenology is about describing experiences as they are reflected (Merleau-Ponty, 2016).

Study Group

Maximum diversity sampling, one of the purposeful sampling methods, was used to determine the study group of the research. In order to ensure maximum diversity, a total of 18 participants from administrator and teacher groups, primary, secondary and high school levels were included in the study. In determining the number of participants of the study group, maximum satisfaction from the data obtained was taken as a reference and data collection was terminated when the data reached the saturation point and returned to repetition. Descriptive information about the participants is given in Table 1.

Table 1

Descriptive Information about the Participants and Participant Codes

Variable	Group	N	%	Participant codes
Gender	Female	10	55,6	P1,P2,P4,P6,P7,P11,P13,P16,P17,P18
	Male	8	44,4	P3,P5,P8,P9,P10,P12,P14,P15
	Total	18	100	18
Age	Under 30	1	5,6	P4
	31-40 age	7	38,9	P1,P2,P8,P10,P12,P17,P18
	41 years and above	10	55,6	P3,P5,P6,P7,P9,P11,P13,P14,P15,P16
	Total	18	100	18
Occupational position	Teacher	12	66,7	P1,P3,P4,P6,P7,P8,P9,P12,P13,P16,P17,P18
	Administrator	6	33,3	P2,P5,P10,P11,P14,P15
	Total	18	100	18
Occupational seniority	1-5 years	7	38,9	P1,P2,P4,P6,P7,P8,P12
	6-10 years	7	38,9	P3,P5,P9,P10,P11,P13,P14
	11 years and above	4	22,2	P15,16,P17,18
	Total	18	100	18
School type	Primary	6	33,3	P3,P5,P7,P8,P11,P18
	Secondary	6	33,3	P1,P4,P6,P9,P10,P12
	High school	6	33,3	P2,P13,P14,P15,P16,P17
	Total	18	100	18

In Table 1, it is seen that 10 of the participants are female, eight of them are male; one of them is under 30 years old, seven of them are between 31-40 years old, and 10 of them are 41 years old and above. In terms of professional duty and seniority, 12 of them are teachers, six of them are administrators; seven of them have a professional seniority of 1-5 years, seven of them have a professional seniority of 6-10 years and four of them have a professional seniority of 11 years or more. It is also seen that six of them work in primary schools, six in secondary schools and six in high schools.

Data Collection Tool

The data were collected with a participant identification form prepared by the researcher and a semi-structured interview form based on the relevant literatüre review. While developing the interview form, eight research questions were first written, and then two expert opinions were consulted to determine the most appropriate questions for the purpose of the research. The experts stated that two questions measured similar things and one question was not suitable for the purpose. The final interview form was designed to include five descriptive information questions about the participants and five main questions about the research topic, and the data were collected in May 2024.

Data Collection and Analysis

In order to collect the research data, each participant was visited in their own schools on the basis of their volunteerism and the interviews were conducted in appropriate environments for approximately 45-50 minutes. The interviews were recorded with voice recordings and notes taken by the researcher. The transcribed records and the notes taken during the interviews were compared and the suitability of the data with the purpose of the research was checked. At the end of the comparison, it was determined that there was no opinion that was not suitable for the purpose. The data obtained were analysed by content analysis method. The data set was coded by two different field experts and they were asked to create code lists. By comparing the generated code lists, the codes with and without consensus were determined and the codes without consensus were reviewed again [$18 \div (18 + 2) \times 100 = 90\%$]. Subsequently, the codes were combined under common sub-themes to ensure semantic integrity. In addition, while presenting the data, each question was determined as a theme and direct participant views were included (P1, P2, P3...). In order to increase data validity and reliability, the principles of credibility, transferability, consistency and verifiability were taken into consideration. In this respect, in order to ensure credibility, the research questions were prepared based on extensive field research readings and data were collected from participant groups with different professional positions. For transferability, descriptive characteristics of the research environment and participants are presented. In order to ensure consistency, the transcribed data and the notes written during the interviews were compared and the data analysis process of the research was presented in detail and the percentage of consistency

was calculated. For verifiability, direct participant opinions were included and the research data were sent to the participants after they were transcribed and their confirmations were received.

Findings

After the data analysis; 5 themes were determined as the reasons for exhibiting innovative behaviours, areas of innovation, innovation success, areas where innovation is needed, duties and responsibilities in the innovation process. The themes and sub-themes are presented in Figure 1.

Figure 1

Themes, Sub-themes and codes
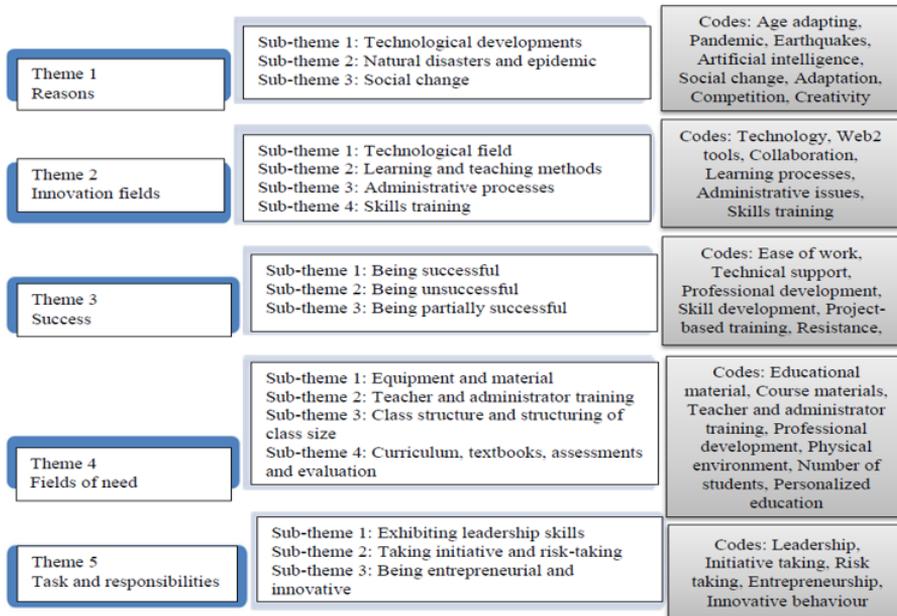
Theme 1: Reasons for exhibiting innovative behaviours

In this theme, it was pointed out that since it is thought that schools are likely to be overshadowed by all innovations with the start of a dizzying change and transformation, issues such as the mission of schools, their place in the future, their ability to provide brain power to future generations and their tendency to maintain the traditional structure have started to be discussed, and it was stated that there are many reasons that force educational organisations to exhibit innovative behaviours. Participants have identified these reasons as keeping up with the age, pandemic, earthquakes, artificial intelligence, social change, adapting to the environment, increasing competition, and the need for creative solutions. Depending on these codes, three sub-themes were determined. These sub-themes and participant statements are given below.

Sub-theme 1: Technological developments

In this sub-theme, the participants emphasised that technological developments make innovative thinking compulsory and that innovative approaches can be implemented in schools through technology. Some of the opinions of the participants are given below:

"The development of technology and the occurrence of social events such as pandemics force schools to exhibit innovative behaviours." (P3)

"Yes, there are many reasons. The most important of these is the developing technology. We live in a world where technology is developing at a speed that we cannot control and all other fields need to keep up with it."(P2)

"I think there are reasons that challenge schools, which are schools, to exhibit behaviours that are based on the application of the thinking system based on producing innovative solutions." (P16)

Sub-theme 2: Natural disasters and epidemics

Another sub-theme under the theme of reasons that challenge schools to exhibit innovative behaviours is 'natural disasters and epidemics'. The majority of the participants stated that the recent earthquake and the pandemic process before it led educational institutions to act outside the traditional in the context of educational and instructional processes. Some of the opinions of the participants are given below:

"Sometimes there is a necessity behind the emergence of innovative behaviours. For example, a new term such as distance education system emerged during pandemic and earthquake processes ."(P5)

"The existence of epidemics, the spread of autism, the difference in the personal characteristics of students, the decrease in the age of education, etc."(P8)

Sub-theme 3: Social change

Under this sub-theme some participants emphasized that the changes in all areas of society affect educational institutions, which will be most affected by social changes and at the same time initiate social changes. Some of the views of the participants are given below:

"If new methods are used in the social, cultural and administrative environment, schools will also be affected by these innovative behaviours."(P11)

"Schools should act innovatively in the face of changing social, technological and economic conditions of the society. "(P4)

"The fact that schools have a dynamic process will increase efficiency. If we aim for social development and want to increase competitiveness and if we aim to bring education to the level of contemporary education, it is inevitable that we adopt and implement innovative behaviours." (P9)

Theme 2: Fields in which innovative activities are carried out

In the theme of areas of innovation in education, the participants pointed out that in order to increase school and teacher innovation in education, training programmes are tried to be implemented on innovative leadership skills, innovative ideas and using digital platforms for learning-teaching effectiveness. Participants have defined the areas of innovation in educational organisations with codes such as technological equipment, web2 tools, information network, collaboration, skill development. Depending on these codes, four sub-themes were determined. These sub-themes and participant statements are given below.

Sub-theme 1: Technology field

Under the sub-theme of the technology field of the theme of areas of innovation in education, the participants pointed out that there are pedagogical innovations that are reshaped depending on technology in our country and in this framework, various studies are carried out based on the implementation and dissemination of technology-based innovative approaches in schools. Some of the opinions of the participants are given below:

"In the education system of our country, innovative studies are carried out especially in technology, digital skills, inclusive education and increasing the professional skills of teachers."(P15)

"Recent examples of innovation in education include; more use of computers in education, steam studies, coding lessons, smart boards, zoom and eba platforms, smart classrooms, virtual applications, kahoot, web 2 tools, robot competitions and web-based education content project studies, this is my work studies. Examples of studies such as solving complex skills, competitions, independent knowledge acquisition studies can be given."(P9)

Sub-theme 2: Learning and teaching methods

Under this sub-theme some of the participants attract attention to the changes in teaching and learning methods and stated that there are differentiated teaching and learning strategies in both classroom and out-of-class environments. Some of the views of the participants are given below:

"Making the student active in both learning and teaching points from the position of listening and using the smart board is the most basic innovation movement I have observed."(P13).

"Today, the ease of access to computers, the use of computers in research, the widespread use of computers in lessons and schools have enabled the individual to obtain independent information. Homework assignments given according to students' levels contribute to students' learning. "(P14).

"Technological tools in the teaching process, innovation movements such as conducting distance education-teaching processes over the information network are carried out."(P1)

Sub-theme 3: Administrative processes

Under this sub-theme some participants attract attention to the innovative movements in communication, planning and decision-making processes among administrative practices. They also stated that asking teachers for their opinions and collaborating with different institutions is a great innovation. Some of the opinions of the participants are given below:

"It can be stated as a subject of innovation that information such as requests for allowances, which are among administrative tasks, can be done quickly and securely in electronic environment."(P10)

"Innovative changes have occurred in the processes of administrators communicating with students and parents. "(P3)

Sub-theme 4: Skills training

Some of the participants attract attention to the innovation movements in the field of skills education and stated that programs to develop students' social skills, empathy and emotional intelligence have gained more importance in education. Some of the views of the participants are given below:

"Ecological awareness and sustainable living skills are taught to students so that they can be sensitive to environmental problems and generate solutions to these problems. These issues show how schools are adopting innovative approaches to provide students with more effective and meaningful learning experiences."(P10)

"While educating our students, some basic skills are overshadowed by academic skills. For this reason, mobility has been made in skills teaching with the new curriculum."(P6)

Theme 3: The success of innovative movements in schools

In this theme, participants generally emphasised that the adoption of innovative initiative movements by teachers and the compatibility between the school culture and the goals of innovation initiatives have a very important place in the success or failure of innovation initiatives in educational organizations. In the research, under the theme of the success of innovation movements in educational organizations, three sub-themes were formed as successful, unsuccessful and partially successful in line with the opinions of the participants. These sub-themes were defined with codes such as providing ease of work, lack

of technical support, contribution to professional development, skill acquisition, project-based training, resistance and insufficient resources. These sub-themes and participant statements are given below.

Sub-theme 1: Being successful

Under the sub-theme that innovation movements are successful, the majority of the participants emphasized that Ministry of National Education (MoNE) is in an effort to systematically adapt to the changing and developing world and emphasized that there are infrastructure studies that enable students to access and learn together. Some of the views of the participants are given below:

"We can state that innovation projects such as Tübitak science fair and GAP are positive contributions in the name of innovation as they help students to improve themselves and increase the academic achievement of schools."(P2)

"Since the introduction of the EBA system for students reflects positively on students' lessons, we can say that this innovative movement is also successful."(P14)

Sub-theme 2: Being unsuccessful

Some of the participants stated that innovation movements in the education system were unsuccessful. In particular, they emphasized that the implementation of innovative movements without the necessary infrastructure and prerequisites paved the way for the formation of unsuccessful initiatives. Some of the opinions of the participants are given below:

"The success of innovations is directly proportional to the competence of practitioners and guidance. Therefore, the failure of the innovations made so far or the failure to achieve the desired result is due to the fact that the trainers do not do the applications correctly or cannot do them at all."(P10)

"The success of innovation movements in the field of education depends on the processes of planning, implementing and supporting these innovations. While well-designed and supported innovations can provide significant improvements in education, unfortunately, initiatives that face difficulties such as insufficient resources and support, resistance and implementation problems, incompatibility with educational policies and standards, inadequate training and preparation have not yielded the expected results."(P12)

Sub-theme 3: Being partially successful

Under the sub-theme of being partially successful, some participants stated that innovation movements without pilot implementation and adequate information did not have the expected high impact. Some of the opinions of the participants are given below:

"It has been partially successful in terms of the fact that the opportunities to benefit from many innovation movements for students have not been created equal conditions for every student." (P8)

"The FATIH project is a great innovation movement. However, the fact that the expected result was not obtained is an indication that the expected result was not obtained from this innovation and a partial success." (P5)

Theme 4: Fields where innovation are needed

In this theme, in general, the participants pointed out that the resources school have, technological competences and characteristics of being open to innovation are insufficient to train the required manpower. They also emphasised that schools should develop innovation strategies to supply with expectations. According to the views of the participants, the areas where innovation is needed in educational organizations are presented under four sub-themes: equipment and materials, teacher and administrator training, structuring in classroom structure and availability, and curriculum and textbooks. These sub-themes were defined with codes such as diversifying educational materials, using different teaching tools, teacher and administrator training, professional development, servant training, physical environment, crowded student population, current skill acquisition trainings, and personalized education. These sub-themes and participant statements are given below.

Sub-theme 1: Equipment and material

Under this sub-theme the majority of the participants attract attention to the fact that there are still equipment and material deficiencies in schools today due to the rapid use of technology in our lives. Some of the views of the participants are given below:

"In the field of providing opportunities for students to develop problem solving, critical thinking, communication skills. In terms of creating a pool of ideas among teachers. Updating course contents, diversifying educational materials, including cultural and artistic activities in classes." (P5)

"It can be about course materials, course equipment. Bringing and taking notebooks and books, making students write are very troublesome processes." (P8)

"There is a need for educational materials, projects, technology materials, laboratories. Because in order to keep up with the developing and producing new world, it is necessary to be renewed especially in the field of education." (P2)

Sub-theme 2: Teacher and administrator training

Some participants, under this sub-theme emphasized the problems in the teacher and administrator training system, which is an important problematic of the education system. In particular, it was stated that practitioner trainings are important for educational institutions that shape the society to implement the policies in their fields in the best way and to make the education system more functional. Some of the views of the participants who expressed their opinions on this issue are given below:

"There is a need for innovation in teacher and administrator training. They are very inadequate in developing themselves." (P15).

"There is still no established system in teacher training, selection and training of administrators, which is expected and desired. There is a need for up-to-date, practice-oriented, skill-building professional development innovations in which education practitioners can improve themselves in every field." (P13)

Sub-theme 3: Class structure and structuring of class size

The physical structures of the classrooms and the crowded number of students per teacher are among the issues that need to be innovated. The participants drew attention to the changing student structures especially after 2005 and emphasized that the physical environments of the classrooms and the number of students per teacher should be restructured with a contemporary education approach. Some of the opinions of the participants are given below:

"A more functional curriculum, educational buildings and classrooms, the relationship between achievement and measurement should be made more functional." (P10)

"Lesson durations, teacher-parent meetings should be limited, class sizes should be reduced, and employees in the organization should be subjected to rotation." (P11)

"Reducing class sizes, training new teachers, modernization of school buildings, tackling low performance among extreme groups in urban and rural areas." (P6)

Sub-theme 4: Curriculum, textbooks assessments and evaluation

Under this sub-theme some participants, attract attention to the innovative movements needed in the fields of updating the curriculum, learning outcomes and textbooks in an applicable way. Although there have been attempts in this field, the failures of the old order and new understanding practices were pointed out and the necessity of addressing this issue in a realistic way was emphasized in today's world where the implementation of artificial intelligence in schools is being discussed. Some of the opinions of the participants are given below:

"In schools, innovations are needed in areas related to book publications, curriculum and examination units." (P14)

"Communication skills, practical survival skills, farming, agriculture, handicrafts, preparation for new professions and information." (P9)

"In addition to traditional examination and assessment methods, a process-orientated assessment techniques and systems that provide continuous feedback should be developed." (P12)

Theme 5: Teachers and administrators tasks and responsibilities in the innovation process

Under this theme, attention was drawn to an innovative school climate in educational organisations in general and the need for an understanding that sees changes as opportunities and the need for administrators and teachers who can take risks by using initiative was emphasised. Depending on the views of the participants, the tasks and responsibilities of teachers and administrators in innovation processes in schools were evaluated under three sub-themes: exhibiting leadership skills, taking initiative and taking risks, and being entrepreneurial and

innovative. These sub-themes were defined with codes such as creating new opportunities, being entrepreneurial, being open to change and innovative, owning the organization, establishing strong communication networks, and ensuring continuity. These sub-themes and participant statements are given below.

Sub-theme 1: Exhibiting leadership skills

Some participants, who stated that in order for educational institutions to play a leading role in the change process, there is a need for leading administrators and teachers who can transform their environment, drew attention to the duties and responsibilities of educators who develop their professional skills, who are interested and inquisitive, who try to educate themselves in every subject, and who will be a good role model. Some of the participant statements are given below:

"Administrators should encourage innovation in educational institutions and lead the creation of an innovative culture. "(P4)

"Teachers and administrators need to demonstrate leadership skills and provide continuous professional development opportunities for teachers and administrators to learn and use innovative practices ."(P10)

Sub-theme 2: Taking initiative and risk-taking

Under this sub-theme some participants emphasized the need for practitioners who are compatible with the system but can take risks. In addition, based on the fact that change, transformation and innovation are inevitable in educational institutions as in every social field, the importance of taking risks for the best interest of the institution and students was emphasized. Some of the participant statements are given below:

"Teachers and administrators should increase innovation opportunities in schools and classrooms or initiate studies to determine what can be done to overcome obstacles ."(P2)

"Especially in teaching methods and techniques, teachers and administrators need to take themselves out of traditional thinking and take initiative." (P1)

"Teachers should update the curriculum, teaching techniques and learning environments according to the interests and needs of students and keep them up-to-date. Administrators should be open to innovation and should encourage and facilitate innovations in their educational institutions." (P15)

Sub-theme 3: Being entrepreneurial and innovative

Under this sub-theme, some participants pointed out that questions such as how to be entrepreneurial and innovative? How to develop such a system of thinking? and that the duties and responsibilities of administrators and teachers should be redesigned accordingly. It was also emphasized that even though schools are not for-profit businesses, there is a need for entrepreneurial and innovative practitioners since they have the mission of raising individuals who ultimately shape and develop society. Some of the participant statements are given below:

"They should be educators who produce, develop, innovate and have an entrepreneurial spirit." (P3)

"Administrators should be open to innovative ideas and teachers should be open to innovative behaviors in education through their personal development, in other words, they should be entrepreneurs ."(P14)

Discussion, Conclusion and Recommendations

Depending on the data obtained in line with the research purpose, which was determined as evaluating schools through the concept of innovation in order to become innovative organizations, 17 sub-themes were created under five themes. The main reason that pushes schools to think innovatively is undoubtedly the possibilities and requirements of the age into which the growing generation is born. Considering that technology and artificial intelligence affect our daily lives in many aspects, it becomes imperative to increase innovative behaviors in schools in order to attract students' attention and make the lesson the focal point. Bülbül (2012) stated that in order to be defined as innovative organizations, schools should have practices such as being entrepreneurial, supporting creativity, designing curricula to adapt to changes, e-learning, using information and communication technologies effectively, and using information technologies in communication. According to the results of the research, technological developments, natural disasters and epidemics, and social change movements force educational institutions, which both lead the changes in this field and are affected by the changes in these fields, to show innovative behaviors. Within the scope of the protocol signed by MoNE with the Red Crescent Society in 2019, disaster awareness and first aid trainings for boarding school administrators and students in Ankara should be considered as an attempt to accelerate educational activities in this field. Owen and Valesky (2011) stated that when it is a matter of social change, organizational managements should facilitate openness to

innovation by creating a flexible environment in risk taking, directing employees to coordination that enables cooperation and removing boundaries.

In the current era, it is important to perceive changes, adapt to changes, produce policies in this direction and transform these policies into practice. In this context, in order for schools to adapt to the age, innovative practices are carried out in areas such as technological field, learning and teaching methods, management processes and gaining the skills required by the 21st century. As Özmusul (2012) states, it is necessary to redesign the education system and make it adaptable to changes in order to raise individuals in accordance with the age in which they live. It can be said that this discourse has similar views with the results obtained from the research data. Because innovations made in different fields in organizations provide growth and development, as well as giving freedom to individuals by offering various professional opportunities, discovery, personal development and learning opportunities (Mische, 2001). In this case, it shows that innovation should be seen as a strategic process and the relationships between all components of the organization should be considered with a system approach approach.

In the last decade, there have been many innovative ideas and practices in education such as technology, digital skills, inclusive education and increasing teachers' professional skills. The targeted number of schools takeholders who can access or benefit from these practices indicates that innovation movements are successful. However, we can say that the fact that students who are disadvantaged both financially and in terms of the region where they live cannot be included in these practices and the existence of insufficient resources and technical support situations is an indicator of the failure of innovation movements. Akdeniz (2020) emphasized that while the future of the industry is being discussed, the fact that schools still cannot get rid of their old structure necessitates serious innovation in education and stated that innovative behaviors should be adopted and developed both by teachers and administrators and throughout education as a whole. Moolenaar and Sleegers (2010), on the other hand, emphasised the concept of innovative climate in order for the members of an organization to engage attention in behaviours that encourage the production of new practices and knowledge, and drew attention to the importance of the perception to be formed in the organization in the success of innovative practices.

Innovation undertakes functional tasks to meet both individual and social needs and is seen as an important necessity. Because it can be said that innovation is essential for an organization to be defined as an innovative organization. Especially in today's competitive environment, organizations need to be constantly renewed in order to keep up with the order (Tunçbilek and Bayrakçı, 2017). Schools are organizations that process, produce, present and disseminate knowledge. Therefore, schools, which are education and training institutions, should be able to adapt to change significantly by adapting to the changing world conditions. For this reason, developed countries are trying to develop continuous and lifelong innovative approaches in education in order to make education valuable and to continuously improve the quality of education (Selçuk, 2018). Educational innovation includes changes in policy goals, curriculum design and implementation, assessment methods, administrative arrangements, leadership, classroom practices, instructional technology, resources, and teacher competencies (Towndrow et al., 2010). In addition, educational innovation includes new or significantly improved classroom teaching, learning and assessment methods, as well as changes in system organization or management (Looney, 2009). We can say that all these discourses support the points mentioned in the research results within the scope of the areas where innovation is needed.

In order for schools to become innovative organizations, there should be school administrators and teachers who have good leadership skills, who are competent in this field and who are determined according to merit. Day and Gu (2008) emphasised that teachers and administrators, who have a mediating role in social development and educational change, should realise their potential for openness to innovation and create differences in course content for the development of students. In addition, it can be said that curriculum changes should be made to develop not only the academic skills of students but also their talents. In this context, it can be said that curriculum changes should be made to develop not only the academic skills of students but also their abilities. Taş (2017) draws attention to the changing roles of administrators, teachers and students in contemporary education systems and emphasizes that teachers should change from the role of providing information transfer to the role of a guide showing what, where and how students can learn, and the administrator should have a leader role open to innovation. Since innovations are not things that occur by chance, a combination of managerial skills and leadership is required (Adair, 2007). Because leadership is an important factor in the successful emergence of innovations.

As the expectations, goals and future outlook of countries change, so do the expectations from schools. In particular, developments in social life affect the school as an educational institution, its functioning, and the roles of administrators, teachers and students, whether desired or not. In today's world, where an understanding of education with a learner-centered understanding has been adopted rather than a teacher-centered understanding, this understanding includes the following: teachers and administrators often adopt project-based learning methods to ensure active student participation. Students are provided with continuous and regular feedback. Students are provided with opportunities to learn together. Managers provide necessary support to staff. Technology is used to provide students with customized teaching materials. Students are helped to develop critical thinking and decision-making skills (Çağlar, 2001). Considering all these, it cannot be said that a system with a manager and a teacher who cannot start their own innovation movement or resist an existing innovation movement is successful. Because we can say that for innovation movements to be successful, teachers and administrators should act in unity and solidarity and be role models for students and society. In addition, as Yılmaz and Kocasaraç (2010) stated, when teachers and administrators are innovative individuals, they can improve all processes by thinking innovatively in their roles and responsibilities such as providing effective classroom and school management and leading the community. Like every research, this research has some limitations. The research is limited to the questions in the data collection tool, participant group views and the qualitative research design used. In this case, it may constitute an obstacle to make an in-depth explanation of what has been done in practice on the subject, that is, the current situation. In addition, the views are limited to the views of teachers working in public schools. The fact that it does not reflect the situation in private schools constitutes a limitation. Depending on the research results and limitations:

- Awareness trainings can be given on what the concept of innovation means and its importance in education.
- Practical studies can be organised especially for administrators and teachers to develop their innovative thinking skills.
- It is recommended that policy makers work collaboratively to develop innovative initiatives that can be improved or enhanced based on realistic and evaluative feedback.

- Subsequent researchers can conduct qualitative case studies or mixed method research on what are the barriers to becoming an innovative organisation and what can be done to become an innovative organization.
- Comparative studies on differences or similarities can be conducted by including private schools in the research.

Genişletilmiş Özet

Giriş

Bilim ve teknolojideki gelişmelerin gözle görülür derecede hızla devam etmesi birçok sektörde değişikliklere, yenilikçi davranışlara ve yenilenmeye sebep olmaktadır. Bu gelişmeler de beraberinde inovatif davranışlar sergilemeyi gerekli kılmış ve inovasyon yani yenileşme kavramı ön plana çıkmıştır. Sözlük anlamı olarak inovasyon kapsayıcı bir tanım içermemek ile birlikte "yenilenme", "yenilik" gibi kavramlar ile adlandırılmaktadır. "Farklı yeni bir şey yapmak" anlamına gelen inovasyon, Latince "innovare" sözcüğünden türemiştir. 21. yüzyıl teknolojik ve bilimsel olarak büyük bir inovasyon çağı olarak kabul edilmektedir. Bu yüzyılda birçok sektörde büyük gelişmeler olmakta ve bu gelişmelerin birçoğu da inovasyon ve teknolojiye dayanmaktadır. İnovasyon, yeni fikirler, ürünler ve süreçler geliştirme sürecidir ve genellikle rekabetçi bir ortamda piyasaya sunulur (Altan, 2018). Bundan dolayı günümüzde örgütlerin sadece teknolojik bağlamda inovasyon yapmaları onlara yeterli bir avantaj sağlamamakta rekabetçi ortamda benzersiz ve sürdürülebilir yeniliklere sahip olmaları gerekmektedir (Wang and Ahmed, 2004).

Dünya'nın hızlı bir yenilik ve değişim etkisi içerisinde olduğunu düşündüğümüzde eğitim örgütlerini yenilik ve değişimden bağımsız düşünmemiz mümkün değildir. Bu bağlamda eğitim örgütlerinin en önemli bileşenleri olan yönetici, öğretmen ve öğrencilerin yenilikçi davranışları, bu davranışları oluşturma sürecindeki verimlilikleri, onları böyle bir davranışa iten sebepler, sonuçları, kullandıkları yöntem ve teknikler oldukça önemlidir. Yapılan bu çalışmanında hem sistemsel hem de örgütsel bağlamda inovasyon hareketlerine yönelik algıları ortaya koyabilmek ve geleceğe yönelik yapılması ihtiyaç olarak hissedilen inovasyon çalışmalarını tespit edebilmek için sonuçları bakımından katkı sağlayıcı olacağı düşünülmektedir. Eğitimdeki inovatif davranış amaçlarının, öğrencilerin nasıl daha iyi öğrenebileceği, öğretmenlerin nasıl daha iyi yöntem, teknik ve materyal kullanabileceği, yöneticilerin ise öğretmen ve öğrencileri öğretim sürecine nasıl daha çok teşvik edip, boyut kazandırabileceği olması

gerçeğinden hareketle çalışmanın amacı, yenilikçi örgüt olabilme adına eğitim örgütlerini inovasyon kavramı üzerinden değerlendirme olarak belirlenmiştir. Bu amaç doğrultusunda şu alt problemlere cevap aranmıştır:

1. Eğitim örgütlerini inovatif davranışlar sergilemeye iten sebepler var mıdır?
2. Eğitim örgütlerinde özellikle hangi alanlarda inovasyon hareketleri yapılmaktadır?
3. Bu güne kadar yapılan inovasyon hareketleri başarılı olmuş mudur?
4. Eğitim örgütlerinde özellikle hangi alanlarda inovasyonlara ihtiyaç vardır?
5. İnovasyona ihtiyaç olduğu düşülen alanlarda öğretmen ve yöneticilere ne gibi görev ve sorumluluklar düşmektedir?

Yöntem

Araştırma, nitel araştırma desenlerinden fenomenoloji deseninde tasarlanmıştır. Araştırmanın çalışma grubu maksimum çeşitlilik örneklemesine göre seçilmiş 18 katılımcıdan oluşmaktadır. Veriler araştırmacı tarafından hazırlanan katılımcı tanımlama formu ve yarı yapılandırılmış görüşme formu ile toplanmıştır.

Bulgular

Veri analizi sonrasında; inovatif davranışlar sergilemeye iten sebepler, inovasyon yapılan alanlar, inovasyon başarısı, inovasyona ihtiyaç duyulan alanlar, inovasyon sürecindeki görev ve sorumluluklar olarak beş tema belirlenmiştir.

Tema 1: İnovatif davranışlar sergilemeye iten sebepler

Katılımcılar eğitim örgütlerini inovatif davranışlar sergilemeye zorlayan sebepleri; çağa ayak uydurma, pandemi, depremler, yapay zekâ, toplumsal değişim, çevreye uyum sağlama, artan rekabet, yaratıcı çözümlere olan ihtiyaçlar gibi kodlar ile tanımlamışlardır. Bu kodlara bağlı olarak üç alt tema belirlenmiştir.

Tema 2: Eğitim örgütlerinde inovasyon yapılan alanlar

Katılımcılar eğitim örgütlerinde inovasyon yapılan alanları; teknolojik donanım, web2 araçları, bilişim ağı, iş birliği, beceri gelişim gibi kodlar ile tanımlamışlardır. Bu kodlara bağlı olarak dört alt tema belirlenmiştir.

Tema 3: Eğitim örgütlerinde yapılan inovasyon hareketlerinin başarısı

Eğitim örgütlerinde inovasyon hareketlerinin başarısı teması altında; başarılı, başarısız ve kısmen başarılı olma olarak üç alt oluşturulmuştur. Bu alt temalar; iş kolaylığı sağlama, teknik destek eksikliği, mesleki gelişime katkı,

beceri kazanımı, proje temelli eğitim, direnmeler ve yetersiz kaynak gibi kodlar ile tanımlanmıştır.

Tema 4: İnovasyona ihtiyaç duyulan alanlar

Katılımcı görüşlerine göre eğitim örgütlerinde inovasyona ihtiyaç duyulan alanlar; donanımsal ve materyal, öğretmen ve yönetici yetiştirme, sınıf yapı ve mevcutlarında yapılanma ve müfredat ve ders kitapları olarak dört alt tema altında sunulmuştur. Bu alt temaları; eğitim materyallerini çeşitlendirme, farklı ders araçlarını kullanma, Öğretmen ve yönetici eğitimi, mesleki gelişim, hizmetçi eğitim, fiziksel ortam, kalabalık öğrenci sayısı, güncel beceri kazanım eğitimleri, kişiselleştirilmiş eğitim gibi kodlar ile tanımlamışlardır.

Tema 5: İnovasyon sürecindeki görev ve sorumluluklar

Katılımcı görüşlerine bağlı olarak eğitim örgütlerindeki inovasyon süreçlerinde öğretmen ve yöneticilere düşen görev ve sorumluluklar: liderlik becerisi sergileme, insiyatif kullanma ve risk alma ve girişimci ve yenilikçi olma olarak üç alt tema altında değerlendirilmiştir. Bu alt temalar; yeni fırsatlar oluşturma, girişimci olma, değişime açık ve yenilikçi davranma, kurumu sahiplenme, güçlü iletişim ağları kurma, süreklilik sağlama gibi kodlar ile tanımlanmıştır.

Tartışma, Sonuç ve Öneriler

Okulları yenilikçi düşünmeye iten en temel sebep kuşkusuz yetişmekte olan neslin içine doğduğu çağın imkânları ve gerektirdikleridir. Teknolojinin ve yapay zekânın gündelik hayatımızı birçok yönüyle etkilediği göz önünde bulundurulduğunda öğrencilerin dikkatini çekmek ve dersi odak noktası haline getirebilmek için eğitim örgütlerinde inovatif davranışların artması mecburi hale gelmektedir. Bülbül (2012), yenilikçi örgüt olarak tanımlanabilme adına eğitim örgütlerinin girişimci olma, yaratıcılığı destekleme, öğretim programlarını değişimlere uyum sağlayıcı şekilde dizayn etme, e-öğrenme, bilgi ve iletişim teknolojilerini etkili kullanma, iletişimde bilişim teknolojilerini kullanma gibi uygulamalara sahip olmalarını gerektiğini belirtmiştir. Araştırma sonucuna göre, teknolojik gelişmeler, doğal afet ve salgın hastalıklar, toplumsal değişim hareketleri hem bu alandaki değişimlere öncülük eden hem de bu alanlarda meydana gelen değişimlerden etkilenen eğitim kurumlarını inovatif davranışlar göstermeye zorlamaktadır.

İçinde bulunduğumuz çağda değişimleri algılamak, değişimlere uyum sağlamak, bu doğrultuda politikalar üretmek ve bu politikaları uygulamaya dönüştürmek önem kazanmaktadır. Bu bağlamda eğitim örgütlerinin de çağa uyum sağlayabilme adına; teknolojik alan, öğrenme ve öğretim yöntemleri, yönetim süreçleri ve 21. yüzyılın gerektirdiği becerileri kazandırma gibi alanlarda inovatif uygulamalar yapılmaktadır. Özmusul'un (2012) da belirttiği gibi eğitim sistemini bireylerin içinde bulunduğu çağa uygun bir şekilde yetiştirebilmek için, yeniden tasarlamak ve değişimlere uyum sağlar hale getirmek gerekmektedir. Bu söylemin araştırma verilerden elde edilen sonuçlar ile benzer görüşlere sahip olduğunu söyleyebiliriz.

Eğitimde son on yılda teknoloji, dijital beceriler, kapsayıcı eğitim ve öğretmenlerin mesleki becerilerini arttırma vb. çok sayıda yenilikçi düşünce ve uygulamalar yapılmaktadır. Bu uygulamalara erişebilen ya da bunlardan faydalanabilen eğitim örgütü paydaşlarının hedeflenen sayılarda olması inovasyon hareketlerinin başarılı olduğunu gösterir. Ancak gerek mali açıdan gerekse yaşanılan bölge bakımından dezavantajlı olan öğrencilerin bu uygulamalara dâhil olamaması, yetersiz kaynak ve teknik destek durumlarının varlığı inovasyon hareketlerinin başarısız olduğunun bir göstergesidir diyebiliriz.

İnovasyon, hem bireysel hem de toplumsal ihtiyaçların karşılanmasına yönelik işlevsel görevleri üstlenmekte ve önemli bir gereklilik olarak görülmektedir. Özellikle günümüz rekabetçi ortamında düzene ayak uydurabilmek için örgütlerin devamlı olarak yenilenmeleri gerekmektedir (Tunçbilek ve Bayrakçı, 2017). Eğitim örgütleri bilgiyi işleyen, üreten, sunan ve yayan kuruluşlardır. Dolayısıyla eğitim ve öğretim kurumları olan okullar, değişmekte olan dünya koşullarına uyum sağlayarak değişime önemli derecede uyum sağlayabilmelidirler. Bu nedenle de gelişmiş ülkeler eğitimi değerli kılmak ve eğitimlerinin kalitesini sürekli iyileştirmek için eğitimde sürekli ve yaşam boyu inovatif yaklaşımlar geliştirmeye çalışmaktadırlar (Selçuk, 2018). Tüm bu söylemlerde araştırma sonuçlarındaki inovasyona ihtiyaç duyulan alanlar kapsamında belirtilen noktaları destekler niteliktedir diyebiliriz.

Eğitim örgütlerinin yenilikçi örgütler olabilmeleri için özellikle liderlik becerileri iyi olan, yetkin ve liyakata göre seçilmiş okul yöneticileri ve öğretmenlere ihtiyaç vardır. Ayrıca öğrencilerin sadece akademik becerilerinin değil yeteneklerinin de geliştirilmesine yönelik müfredat değişimlerinin yapılması gerektiği söylenebilir.

Ülkelerin beklentileri, hedefleri ve geleceğe bakışları değiştikçe okullardan beklentiler de değişmektedir. Özellikle sosyal hayattaki gelişmeler, istense de istenmese de bir eğitim kurumu olarak okulu, işleyişini, yönetici, öğretmen ve öğrencilerin rollerini etkilemektedir. Öğreten merkezli bir anlayıştan çıkıp öğrenen merkezli bir anlayışa sahip eğitim anlayışının benimsendiği günümüzde öğretmen ve yöneticiler proje tabanlı öğrenme yöntemlerini benimsemeli ve sürece öğrencinin aktif katılımı sağlanmalıdır. Ayrıca bu süreçte teknoloji kullanılarak öğrencilere özelleştirilmiş öğretim materyalleri sunulmalı, eleştirel düşünme ve karar verme becerileri geliştirilmelidir (Çağlar, 2001). Tüm bunlar göz önüne alındığında kendi inovasyon hareketini başlatamayan veya var olan bir inovasyon hareketine direnen bir yönetici ve öğretmenin olduğu sistemin başarılı olabileceği söylenemez.

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