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EXAMINING THE ADOPTION AND USE OF INNOVATIVE PRACTICES BY CLASSROOM TEACHERS WORKING IN DIFFERENT SOCIO-ECONOMIC EDUCATION INSTITUTIONS*

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Abstract

The purpose of this study is to examine the views of the innovative applications of class teachers who work in Tokat Province Central district in 2018-2019 in terms of various variables in terms of their adoption and use status. In this study, teachers who form one of the two basic feet of education, the basis of training qualified human power, are aimed at identifying what they know about the concept of innovation, adopting and using innovative applications. For study, 30 class teachers are reached in different socio-economic area (good, medium,poor) in the district of Tokat Province Central for Central district. Within the scope of the research, interviewing technique was conducted, interviews were conducted with class teachers who work in different socio-economic education area and a qualitative review was conducted. The content analysis method, one of the qualitative data solution methods, has been used in the analysis of data. As a result of the study, teachers followed innovative applications, are aware of innovative applications from different sources, and innovative applications are useful in learning

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permanently on students and processing their lessons, and making it easier for them to learn more about their lessons.

Key words: Innovation, innovation, innovative, innovation, innovative applications

INTRODUCTION

The concept of innovation is emphasized as a basic requirement of change and development in economic order. It is possible to talk about innovation in different species, as well as different levels of individual, group, organization, or society. Sometimes it is innovation to be the first in the world, while sometimes activating a system that has not been used for that organization is also considered innovation. Theoretical and actional diversity that it has has made innovation a difficult concept to identify and brought the study of different disciplines. Innovation, which is created at an individual level and implemented in a wide range of framework from national innovation systems to national innovation systems, is examined in different dimensions within the framework of the system approach. Especially from an organisational perspective, it is seen as an inevitable requirement that will provide competitive advantage (Eriş, Süral-Özer and Timurcanday-Özmen, 2010).

Innovation is a process that covers the development, production, adoption and spread of things that are new. If a new service or process has not passed to the stage of adoption and spread by the community from the beginning, it will not mean anything beyond a social invention or difference that has no social meaning (Uzkurt, 2017). Innovation is a process of change, but not every change is innovation. If change was seen positively and contributes positively to the purpose of the system that it changed, it can be considered as innovation. With this quality, innovation is a narrower comprehensive concept than change (Saylı and Baytok, 2014). Therefore innovation covers different mental processes, it would be wrong to see it as a technological phenomenon only. Innovation should also be seen as finding new management and organisation, new management and techniques in the organisation processes, processing information and implementing them (Dinçer, 2013).

Innovation activities begin with the production of the idea. In order to create ideas, to transform into innovative activities and to use solutions that will create added value, ideas need to be knowledgeable about internal and external conditions and sectoral developments. Education and schools play a key role in the formation of innovation culture in a society or in preventing this formation. Consequently, in primary and secondary education, studies to be done especially in schools are gaining importance. Teachers play a very important

role in this process. Supporting creativity in class, approving innovation and beyond that being a model for students is one of the ways to improve creativity and innovation in children (Bozkurt, 2012).

The demands of countries and parents from teachers are different and changing every day. The ability to adapt to innovations will be easy for teachers close to the high-innovative style of thinking to keep up with change. Only teachers with innovative and innovative thinking can create an innovative generation. Teachers must have the ability to keep up with the future technology and the way of thinking. In this way, generations adopting innovative thinking style will create societies that are open to innovation. In innovative teacher should be all innovative equipment to raise good citizens. (Kocasaraç and Karataş, 2018).

One of the important environmental external elements for teachers who are grown with a new understanding and shape education is the employment system. The employment system is a process that wants not only to maintain the physical presence of people in a certain place, but to use the skills, skills, adaptation, innovation and creativity abilities that people have. In this process, the source of knowledge and ability directly affects people's business achievements is through teaching and training (MEB, 2015).

In the creation of the organizational structure, organisational impact is expected to increase organizational effectiveness by using resources effectively and efficiently and accomplishing organizational purposes. In the creation of the organizational structure, the distribution of jobs between units, coordination, authorization and responsibilities to be given to individuals must be taken into account. In the shape of the school structure, a harmony between elements such as purpose, environment, technology, human, strategy is necessary. Some problems with the school are seen as a result of inappropriate organizational structure and systems. It is also accepted that these can be solved only through reconstruction and organization development processes. Constant studies are conducted in schools, as in other organizations, and in schools, continuous work is done (Şişman, 2012).

When the relevant literature is examined, research on innovation management is seen. In these research, as a method descriptive (Öztürk, 2017), relational (Kurt, 2016), comparative (Özbek, 2014), general scan model (Kıcıroğlu, 2010) and the qualitative research method (Işıklı, 2010; Kurtuluş, 2012) were used. Investigated research survey (Beycioğlu, 2004; Eser, 2015), mixed method (Öztürk, 2015), document analysis (Temizkan, 2014), interview (Aslan et al, 2016; Bülbül,2010,Işıklı,2010,Özgür,2017, Öztürk2015 were used. Investigated research SPSS package program was used to analyze data (Beycioğlu, 2004; Kıcıroğlu, 2010; Kurt, 2016; Özbek, 2004; Öztürk, 2015; Temizkan, 2014; Top, 2011).

According to the results of the researches examined, researchers who deal with the management dimension of innovation (Bülbül, 2012; Top, 2011) have shown that managers' position and education levels affect the innovation attitude, and teacher dimension (Eser, 2015; Kurt, 2016; Kurtuluş, 2012; Öztürk, 2017; Öztürk, 2015) researchers have expressed that primary school teachers are moderately innovative. While researchers expressed teachers age, senior, gender directly affect innovation (Top, 2011), he expressed that age, seniority, gender varies as a point of view of innovation (Işıklı, 2010).

Looking at the relevant literature, the general nature of the work done has addressed the management dimension of innovation and the effect of innovation management on school culture. But there is not enough research, as far as it is known, for adopting and using innovative applications of class teachers. In this direction, the purpose of this research is to examine the views of the innovative applications of class teachers who work in the Tokat Province Central district in 2018-2019 in terms of various variables. For this purpose, the following questions will be answered:

1. What are the teachers' views of school management to encourage new applications?
2. What are the views of teachers towards elements that affect their adoption of innovation?
3. What are the teachers' views on their application in their new apps classrooms?
4. What are teachers' views on their research trends in new applications?

METHOD

Research Model

The research is patterned with a qualitative research approach. Qualitative research can be defined as research, observation, interview and document analysis, where qualitative data collection methods are used, where perceptions and events are monitored in a realistic and holistic way in the natural environment (Yıldırım and Şimşek, 2018, p.41). Phenomonology coincides with areas where qualitative research focuses. In this respect, phenomenology is one of the perspectives that form the foundations of qualitative research. It is also a qualitative research pattern, because some qualitative research focuses on explaining and depicting facts. The main data collection tool is a interview in phenomonological research (Yıldırım and Şimşek, 2018, p.71).

Working Group

The study group of the research is the class teachers who work in the center district of Tokat province. Teachers interviewed were selected according to easy accessible status sampling method from purpose sampling methods. Table 1 contains demographic information of teachers.

Table 1. Demographic information of teachers

Personal Variables	Groups	n
Gender	Male	16
	Female	14
Senior Year	5-10	1
	10-14	4
	15-19	8
	20-25	12
	26 and above	5
Working Time at school	1-5 Years	18
	6-10 years	8
	11-15 Years	4
Learning Status	Front License	1
	License	27
	Master	2
	Doctorate	0
The Socio-Economic Area they work	Good	10
	Medium	10
	Poor	10

Data Collection Tools

In this research, face to face interviews were conducted with class teachers who work in the central district. Structured interview method was used from types of interviews. During the creation of interview questions, the relevant literature was scanned and the suggestions of the class teachers involved in the application were applied. All these studies were presented to the opinion and recommendation of five experts in the field. In this way , "scope validity" has been tried to be ensured in line with the opinions and suggestions of both class teachers and experts in their field.

Analysis of Data

In this section, content analysis method, one of the methods of data analysis, which is one of the data solution methods of data analysis was used in qualitative research in the resolution of the interview technique. In content analysis, the purpose is to reach concepts *and* relationships that can explain the collected data. Data summarized and interpreted in descriptive analysis is subjected to a deeper processing in content analysis and concepts and themes that are not not noticed by a descriptive approach can be discovered by content analysis. The data collected for this purpose must be first conceptualized, then organized logically according to the emerging concepts and the, themes that explain the data must be determined accordingly (Yıldırım and Şimşek, 2018, p.242).

FINDINGS

The Views on the Adoption and Use of Innovative Practices by Teachers Working in Different Socio-Economic Regions

The frequency distributions of the views of teachers working in good socio-economic regions about their use of innovative practices are given in Table 2.

Table 2. Views of Teachers Working in Good, Middle and Poor Level Socio-Economic Regions on the Use of Innovative Practices.

Views - Economic Region	Good Level Socio-Economic Region	Medium Level Socio-Economic Region	Poor Level Socio-Economic Region
Yes I use it	9	8	8
Sometimes I use it	1	2	2
No I do not use	0	0	0

Table 2 provides insight into the use of innovative practices by classroom teachers working in a good socio-economic region. When table 2 is examined, I use yes (n=9), sometimes I use (n=1), no (n=0), and there are specs. It is seen that classroom teachers working in a good level socio-economic region use innovative practices.

In addition, Table 2 provides insight into the use of innovative practices by classroom teachers working in the medium level socio-economic region. When table 2 is examined, I use yes (n=8), sometimes I use (n=2), no use (n=0). Classroom teachers working in the medium level socio-economic region are seen to use innovative practices.

Finally, Table 2 provides insight into the use of innovative practices by classroom teachers working in a poor level socio-economic region. When table 2 is examined, I use yes (n=8), sometimes I use (n=2), no use (n=0). It is seen that classroom teachers working in a poor level socio-economic region use innovative practices.

The views of teachers working in the good, medium and poor socio-economic region on which of the most innovative practices are examined are given in Table 3.

Table 3. The Views of Teachers Working in Good Level Socio-Economic Regions on Which Innovative Practises They Apply Most.

Views - Economic Region	*Good Level Socio-Economic Region*	*Medium Level Socio-Economic Region*	*Poor Level Socio-Economic Region*
Fatih	8	9	8
Eba	6	8	1
İyep	2		
Tecnological Tools	2		
e-Twinning	1		1
EU Projects	1		
Web 2.0	1		
Kahoot	1		
Okulistik		2	
Morpa Kampüs		1	
Gamification and Interactive Learning			3

Table 3 includes opinions on which of the most innovative applications teachers working in the good socio-economic region apply. When table 3 is examined, EBA (n=6), Kahoot (n=1), e-Twinning (1), Fatih (n=8), Iyep (n=2), EU Projects (n=1), Web 2.0 (n=1), technological tools (n=2) are shown. Teachers working in the good level socio-economic region have often implemented innovative practices.

Table 3 is examined as EBA (n=8), Fatih (n=9), Okulistic (2), Fatih (n=8), Morpa Campus (n=1). Teachers working in the medium level socio-economic region have shown that innovative applications are more limited in terms of diversity.

When table 3 is reviewed, it appears to be EBA (n=1), Fatih (n=8), e-Twinning (n=1), gaming and interactive learning (n=3). Teachers working in the poor level socio-economic region have shown that their innovative practices are more limited and less varied.

The views of teachers working in the good, medium and poor socio-economic region on whether innovative practices contribute to the processing of the courses were reviewed in Table 4.

Table 4. The Views Of The Teachers Whether or Not The Innovative Practices on Working in The Good Socio- Economic Region Contribute To The Processing Of The Courses.

Views - Economic Region	*Good Level Socio-Economic Region*	*Medium Level Socio-Economic Region*	*Poor Level Socio-Economic Region*
Improves visual and auditory perception	4	1	2
Contributes	3	8	1
Very useful	1		
Appeals to children	1		
Enables effective learning	1	3	3
Attracts attention		2	2

Makes the teacher's job easier	1
Saves time	1

Table 4 included the opinions of teachers working in the good socio-economic region whether innovative practices contribute to the processing of the courses. Table 4 Improves visual and auditory perception (n=4), appeals to children (n=1), is very useful (n=1), contributes (n=2), enables effective learning (n=1), is seen as a support tool (n=1). According to teachers working in the good socio-economic region, innovative practices are seen to contribute in many areas.

When table 4 is examined, it improves visual and auditory perception (n=1),enables effective learning (n=3), contributes (n=8), it attracts attention (n=2). According to teachers working in the medium level socio-economic region, innovative practices are considered to be contributing.

When Table 4 is examined, improves visual and auditory perception (n=2), permanent and effective learning (n=3), attracts attention (n=2), makes the teacher's job easier (n=1), saves time (n=1), contributes (n=1). According to teachers working in the bad socio-economic region, innovative practices are considered to be contributing.

The views of teachers working in the good, medium and poor socio-economic region of the teachers are being studied on how they are aware of innovative practices are given in Table 5.

Table 5. The Views of Teachers Working in Good Socio-Economic Regions on How They Are aware of innovative practices.

Views - Economic Region	Good Level Socio-Economic Region	Medium Level Socio-Economic Region	Poor Level Socio-Economic Region
Friend	3	2	2
MEB	3	2	3
Tecnological Tools	3		
Teacher training and courses	2	3	2

Managers	1	4	1
Eba	1		
Media	1		2
Colleague	1		
Internet	7	5	8
Social Media	4	4	1
EBA			1

Table 5 gives an insight into how teachers working in the good socio-economic region are aware of innovative practices. Table 5 when reviewed friend (n=3), MEB (n=3), technological tools (n=3), Teacher training and course (n=2), managers (n=1), EBA (n=1), media (n=1), colleague (n=1), internet (n=7), social media (n=4), appears to be present. Teachers working in the good socio-economic region are more likely to follow the innovation through the internet, social media and technological tools (n=14)

Table 5 it is observed that it is friend (n=2), MEB (n=2), teacher training and courses (n=3), managers (n=4), internet (n=5), social media (n=4). Teachers working in the medium level socio-economic region are more aware of the new innovations through the internet, social media and managers (n=13).

Table 5 when reviewed, friend (n=2), MEB (n=3), teacher training and courses (n=2), managers (n=1), media (n=2), internet (n=8), social media (n=1), EBA (n=1) is shown. Teachers working in a poor socio-economic region are more aware of the new on the internet and the MEB (n=11).

The views of teachers working in different socio-economic regions regarding the seniority year and the use of innovative applications have been reviewed and given in Table 6.

Table 6. The Views of Teachers working in different socio-economic regions using innovative Practices with the year of Seniority.

Views	n
5-10	11
11-14	7

15-19	5
20-25	4
26 and above	3

Table 6 included the views of teachers working in different socio-economic regions on their use of innovative practices in proportion to the year of seniority. Innovative applications have been found to be used by teachers for up to 5-10 years.

CONCLUSION

In this study, the teacher's views is that the innovative practices implemented in schools in different socio-economic regions are used and adopted in terms of classroom teachers.

In the study of teachers' use of innovative practices, teachers working in a good level socio-economic region have found that they apply more innovative practices than in the medium and poor socio-economic regions.

When reviewing teachers' views on which of the innovative practices they implement more, teachers in the good socio-economic region have more practice in terms of diversity of innovative applications. Teachers in the medium and poor socio-economic region are limited in diversity, but they are often considered to adopt the FATIH project and use smart board.

When reviewing the opinions of the teachers attending the research on whether innovative practices contribute, opinions have been found that teachers serving in the good socio-economic region have contributed more to children because they have implemented innovative applications in a variety of different ways. Among the teachers in the medium and poor socio-economic region, there was no difference between their views on whether innovative practices contributed.

When reviewing the opinions of the teachers involved in the research on how they are aware of innovative practices, teachers who are in the good socio-economic region have been informed of these practices via the internet, social media and technological tools (n=14). Teachers working in the middle-level socio-economic region have been found to be aware of the internet, social media and managers (n=13). Teachers who served in the poor socio-economic region were found to be aware of the internet and the MEB (n=11)

The literature also states that innovative teachers and innovative teaching practices will be an important actor for today's and future education (Ferrari, Cachia and Punie, (2009). It is stated that teachers who apply innovative teaching models in their courses will enable their students

to be creative and improve the efficiency and effectiveness of the courses. Provide the educational needs of the new generation, it is considered a necessity to implement innovative teaching methods and techniques for all teachers (Zhu, Wang, Cai ve Engels, 2013, p. 9-13).
In today's schools, the skills and competencies required by teachers are both increasing and differentiating; more flexible and sustainable learning environments and different learning methods are needed. (Töre, 2019, p. 1765)

It is stated that expectations increase not only for students, but also for teachers. Teachers are expected to adopt and absorb innovative approaches to emerging new education technologies and teaching with an innovative attitude and behavior. (Thurlings, Evers and Vermeulen, 2015, p. 431).

SUGGESTIONS

Based on the results obtained from this research, the following recommendations may be made.

1. As the innovation process can be started with new ideas, each idea should be supported after the correct assessments. Those who are not cared for or are shelved by prejudice without the need for evaluation will remove employees from creativity.
2. All organizations have their own unique face, unique structure, corporate rules and objectives. The innovation activities carried out in this respect must first be considered based on the institution's characteristics. New ideas may not create the expected change in other institutional structures around us, or may not increase the synergy of institutions to the expected rate. From this point of view, it is necessary to pay more attention to the work that makes ideas practical in all institutions.
3. It is a public requirement that countries want to make their education policies the same in all regions of the country over the same period of time and at the same efficiency. However, the conditions between countries' regions are all different and give importance to quality rather than quantity, which causes the data requested to be generated and delivered numerically without applying. This results in incorrect data being generated and misinterpreted as a result of being delivered to the center. It is necessary to evaluate the innovations in accordance with the specifications of each region, and to set the timing according to the regional conditions.
4. Considering the differences in socio-economic status, studies, in-service trainings and innovative practices should be introduced and disseminated to educational institutions in disadvantaged regions.
5. Teachers are expected to be innovative in all societies and countries. However, there are many factors for the formation of innovative behaviours and practises in our teachers. In order for innovative thinking and behaviors to be formed, all methods should be applied together in

order to guide and encourage innovative practices in our teachers who will form the construction of the future.

6. In our education system, there is a need for quantitative and qualitative research and investigations that will lead the education staff who will raise future generations to reflect innovative practices in their lessons and to increase the use of innovative practices.

7. Considering that the political, socioeconomic and cultural structures of the countries in our world where different education systems aim to educate the students of the future in the best way, it should be known that the factors affecting the innovative behaviors of teachers in these different countries and systems will also vary.

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