EXAMINATION OF POSTGRADUATE EDUCATION THESES ON INDIVIDUAL INNOVATIVENESS IN THE EDUCATION FIELD

EĞİTİM ALANINDA BİREYSEL YENİLİKÇİLİK KONUSUNDA YAPILMIŞ LİSANSÜSTÜ EĞİTİM TEZLERİNİN İNCELENMESİ

МАГИСТЕРСКИЕ РАБОТЫ И ДОКТОРСКИХ ДИССЕРТАЦИИ НА ТЕМЕ ОБ ИНДИВИДУАЛЬНЫХ ИННОВАЦИЯХ В СФЕРЕ ОБРАЗОВАНИЯ

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ÖZ
Bu çalışmanın amacı, eğitim alanında bireysel yenilikçiliğe ilişkin lisansüstü eğitim tezlerini yıllara, kademelere, üniversitelere, enstitülere, bölümlere, araştırma yöntemlerine, örnekleme yöntemlerine ve veri toplama araçlarına göre incelemektir. Araştırmada bireysel yenilikçilik ile ilgili tezler incelendiği için nitel araştırma yöntemi tercih edilmiştir. Çalışma grubunu 2011-2021 yılları arasında yapılmış 40 lisansüstü eğitim tezi oluşturmaktadır. Elde edilen verilerin analizinde betimsel analiz kullanılmıştır. Araştırmanın bulguları; eğitim alanında bireysel yenilikçilik konusunda en fazla tezin 2019 yılında ve en az 2011, 2012, 2013, 2014 yılında yürütüldüğü görülmüştür. Tezlerin 3 tanesinin doktora düzeyinde ve 37 tanesinin yüksek lisans düzeyinde olduğu görülmüştür. Konu ile ilgili Anadolu, Gazi, Bartın, Necmettin Erbakan ve Yıldız Teknik Üniversitelerinde 3'er tez yürütülmüştür. En fazla tez eğitim bilimleri ve sosyal bilimler enstitülerinde yürütülürken, en az tez sağlık bilimleri ve lisansüstü eğitim enstitülerinde yürütülmüştür. En fazla tezin eğitim bilimleri anabilim dalında, en az tezin erken çocukluk eğitimi, çocuk gelişimi ve eğitimi, yaşam boyu öğrenme, spor yönetimi bilimleri, eğitim yönetimi ve planlaması, Türkçe ve sosyal bilimler eğitimi, özel eğitim, beden eğitimi ve spor öğretmenliği, uzaktan eğitim, eğitim teknolojisi anabilim dallarında yürütüldüğü görülmüştür. Tezlerin 39 tanesinde nicel ve 1 tanesinde karma yöntem tercih edilmiştir. Tezlerde en fazla tercih edilen seçkisiz örnekleme yöntemi, en az tercih edilen ölçüt, kartopu, amaçlı, küme ve oranlı eleman örnekleme yöntemidir. Tezlerin 39 tanesinde ölçek ve 1 tanesinde yarı yapılandırılmış görüşme formu kullanılmıştır.
Anahtar kelimeler: bireysel yenilikçilik, tez, inceleme

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Examination Of Postgraduate Education Theses On Individual Innovativeness

ABSTRACT

The aim of this study is to examine the postgraduate education theses on individual innovativeness in the field of education. Qualitative research method was preferred. The study group consists of 40 postgraduate education theses made between 2011-2021. Descriptive analysis was used. Findings of the research; Theses on individual innovativeness in the field of education were conducted between 2011 and 2021. The most theses on this subject was conducted in 2019 and the least thesis was conducted in 2011, 2012, 2013, 2014. It was observed that 3 of the theses were at the doctoral level and 37 of them were at the master's level. Three theses were conducted at Anadolu, Gazi, Bartın, Necmettin Erbakan and Yıldız Technical Universities. The most theses were conducted in educational sciences and social sciences institutes, the least thesis was conducted in health sciences and graduate education institutes. The most theseswere in the department of educational sciences, the least thesis was early childhood education, child development and education, lifelong learning, sports management sciences, educational administration and planning, Turkish and social sciences education, special education, physical education and sports teaching, distance education, educational technology departments. Quantitative method was preferred in 39 of the theses and mixed method in 1 of them. The most preferred method was random sampling method and the least preferred criterion, snowball, purposive, cluster and proportional element sampling method. Scale was used in 39 of the theses and semi-structured interview form was used in 1 of theses.

Keywords: individual innovativeness, theses, examination

АННОТАЦИЯ

Целью данного исследования является изучение тезисов последипломного образования об индивидуальных инновациях в области просвещения. В данной исследовании они сгруппированы по годам, уровням, университетам, институтам, кафедрам, методам исследования и отбора и сбора данных. Предпочтение было отдано качественному методу исследования. В нижеследующей исследовании рассматривались тезисы об индивидуальной инновационности. Было исследовано 40 диссертаций и магистерской работы, выполненные в период 2011-2021 гг. При анализе полученных данных использовался описательный метод. Результаты исследования: было установлено, что больше всего тезисов по индивидуальным инновациям в сфере образования было выполнено в 2019 году, а меньше всего в 2011, 2012, 2013, 2014 годах. Надо отметить, что из них 3 диссертации были докторские, а 37 из них магистерские работы. По нашей теме в технических университетах Анадолу, Гази, Бартын, Неджметтин Эрбакан и Йылдыз были выполнены по три диссертации. Большинство диссертаций было выполнено в институтах социальных наук, а меньше всего диссертаций было выполнено в медицинских институтах и институтах по образованию пост-бакалавриата. Больше всего диссертаций посвящено педагогическим наукам, меньше всего - дошкольному образованию, развитию и образованию детей, обучению на протяжении всей жизни, наукам спортивного менеджмента, управлению и планированию образования, турецкому языку и общественным наукам, специальному образованию, физическому воспитанию и преподаванию спорта, дистанционному обученю и образовательным технологиям. Количественный метод был предпочтён в 39 тезисах, а смешанный метод - в 1-ом. В диссертациях и магистерских работах больше всего предпочтаются метод случайной выборки. Меньше всего предпочтительным является метод критериев, т.н. снежок, кластерного и пропорционального элементов. Шкала

использовалась в 39 тезисах, а полуструктурированная форма интервью использовалась в 1-ом из них.

Ключевые слова: индивидуальная инновация, диссертация, рецензия.

1. INTRODUCTION

Today, there are new technological developments every day, new ideas are put forward, old knowns are changing. These developments are innovation; The individual's transfer of innovation to his life is called innovativeness (Handa & Gupta, 2009). Being open to changes and making more positive changes in the current situation and self-behaviors with an innovative approach is an element related to the external environment as well as the mental world of the individual. Here, we come across whether the environment in which the individual works is supportive of him or not, whether the extra effort he makes is rewarded. In a more general framework, the perception of how he/she is seen by the institution and his/her superiors is important in terms of affecting the intention and effort of the individual. In this way, the individual will either look for innovations and take action by seeing the courage, adequacy and responsibility of implementation, or he/she will be able to turn to withdrawal behavior because he/she does not feel the support of the institution, although it is necessary and important. (Kayasandık, 2017). Van Braak (2001) defined innovation as showing a tendency towards something new or reacting to innovations in a particular field. The concept of innovation has been subjected to many different classifications. One of these classifications is the concept of individual innovativeness, which aims to reveal the innovativeness levels and categories of individuals. Kılıçer (2011) defined individual innovativeness as an individual's willingness to innovate, adopting the innovation and having a positive attitude towards innovation, using it or benefiting from it.

According to Rogers (2003), innovation is defined as an idea, practice or object key that is perceived as new by an individual, group or society. Innovation with a broader perspective; It is defined as the production, sharing and conversion of information into new technologies, products, services or processes (Bülbül, 2010). Innovation, the process of revealing new ideas (Nail, 1994); It is expressed as representing a change in the current situation, as the discovery of something completely new and an effort to develop something that already exists (Oke, Munshi, Walumbwa, 2009: 64) or as the degree of adaptability of the intellectual product formed at the end of the creative process (Lumsden, 1999). Individual innovation is defined as developing, adopting and implementing an innovation (Yuan & Woodman, 2010). According to the theory of individual innovation, new knowledge that is always present in social systems is processed by those who adopt it (Rogers, 2003). Individual innovativeness, on the other hand, refers to the differences that individuals reveal in terms of innovation. Not all individuals are equally innovative. Individuals' understanding of innovation is important in terms of establishing a healthy balance between socio-cultural values and changes occurring at the universal level.(Uzkurt, 2008).

Examination Of Postgraduate Education Theses On Individual Innovativeness

Rogers (1995) divided people into five groups as Innovative, Pioneering, Questioning, Skeptical and Traditionalist in terms of their innovativeness level. Those who accept an innovation without questioning Innovative; Those who walk ahead of society as leaders are classified as Pioneers, while Inquisitors are those who are cautious and not against innovation. Skeptics are those who do not accept innovation for a long time or consider it unnecessary because they do not have the opportunity. Traditionalists, on the other hand, oppose innovation on the suspicion that it will break their ties with the past. While people with innovative features integrate innovation into their lives, it is possible that they sometimes benefit from different learning environments due to their innovativeness as well as realizing their learning processes in traditional schools and institutes. According to Gardner (1990), the innovativeness of individuals differs from person to person. While some individuals have the necessary characteristics for innovation, others have qualities that prevent innovation. Individuals with high individual innovativeness, besides being open to experience innovation, set out by calling innovation useful and important. These individuals tend to use the new information they encounter accidentally while searching for ways to improve themselves for different experiences or by adding them to the previous ones; while doing this, he/she interprets the thoughts of other individuals in the society objectively and constructs them with the new information he has learned (Leavitt & Walton, 1975). In addition, they are individuals who are willing to accept and apply technology (Jackson, Yi & Park, 2013).

There are many studies on the examining of national/international scientific articles, books, papers or theses. Since this research aims to examine theses on individual innovativeness in Turkey, previous studies that analyzed master's and/or doctoral theses are included. Accordingly, the current studies examining postgraduate theses in Turkey can be summarized as follows:

The aim of Vardarlıer & İncesu's (2021) study is to reveal the current situation on organizational justice and organizational cynicism behavior, to create an overview and to contribute to future research. Within the scope of the study, a total of 10 master's theses on organizational justice, 8 master's theses and 2 doctoral theses on organizational cynicism, 6 master's theses and 1 doctoral theses, which deal with these two concepts together, between 2010-2019. 27 postgraduate theses are included. Organizational justice and organizational cynicism are mostly related to which subjects and compared. In the study conducted using the meta-analysis method, it was seen that the subjects of 'organizational citizenship, intention to job satisfaction, leadership, organizational culture, psychological contract and capital, organizational commitment, organizational trust, mobbing and burnout' were mostly included in relation to organizational cynicism. In relation to organizational justice, it was observed that the subjects of 'performance evaluation, leadership, organizational trust, job satisfaction, organizational commitment, organizational citizenship and burnout' were examined the most.

The main purpose of Gül & Beyşenova's (2019) study is to analyze and evaluate postgraduate theses studies on leadership characteristics registered in the

National Thesis Center database of the Higher Education Institution with content analysis. The sample of the research consists of 150 postgraduate theses, 136 of which are master's and 14 doctoral theses, on leadership characteristics. According to the results obtained in the research, it was determined that the most theses was published between the years 2014-2015 and the highest contribution was made by Marmara University. In addition, it has been determined that the theses on leadership characteristics are generally at the master's level and quantitative research methods are mainly used in the studies.

The aim of Aksaraylı's (2014) study; It is to determine the thematic distribution of postgraduate theses in the field of job satisfaction in Turkey between 2008-2012. In the study, in which the qualitative research method was used, the case study model was adopted. It has been determined that 292 postgraduate theses studies on job satisfaction were conducted in Turkey between 2008-2012. However, due to the fact that some theses were not allowed to be used and published, the number of theses considered within the scope of the sample was 244. In the study, the "thematic analysis form" developed within the scope of the research was used as a data collection tool. In the study, frequency analysis and categorical analysis techniques, which are content analysis types, were used in the analysis of the data. The findings showed that the themes of Institutional Commitment and Burnout/Anxiety Level were concentrated in postgraduate theses in the field of job satisfaction.

The study of Akyol, Yavuzkurt, Tanrısevdi & Gidiş (2021) was conducted on articles about organizational behavior published in the Journal of Educational Management in Theory and Practice (KUEY) in the field of Educational Administration between 2011 and 2017, and organizational behavior in the field of Educational Management registered in the National Theses Center. In the study, 41 articles downloaded electronically from this journal were examined according to their years, subjects, models and data collection techniques. 459 postgraduate theses; It has been examined according to its subjects, years, types, original language, university, permission status, data collection techniques, models and departments. When the downloaded postgraduate theses were examined, it was determined that the theses on organizational behavior in the field of educational administration were made in 3 departments and 6 branches of science in 45 universities. In total, 119 of 459 theses were done in Social Sciences Institutes and 340 in Educational Sciences Institutes. In addition, it was determined that there were 377 master's theses and 82 doctoral theses. In this study, document review and content analysis techniques were used. As a result of the study, it was found that the subjects of organizational citizenship, organizational commitment and organizational culture were mostly researched in the KUEY journal. In addition, when the postgraduate theses were examined, it was determined that the most studies were on organizational commitment, job satisfaction, burnout and motivation. As a result, it has been seen that organizational behavior topics are highly preferred topics in the field of educational administration, but there are

concentrations on certain topics. In addition, it has been revealed that qualitative and mixed studies are less preferred than quantitative studies.

The aim of Koşar (2018) is to analyze comprehensively the theses studies on organizational citizenship behavior in Turkey between the years 2000-2017. In this study, descriptive content analysis method and categorical analysis technique were used. The universe of the study consists of the theses in the database of the National Thesis Center and made between the years 2000-2017, and the sample consists of 74 theses (master's and doctorate) made in Turkey that meet the criteria determined in the study and are open to access. In order to collect the data, the Examining Theses on Organizational Citizenship Behavior Form was prepared. The data collected at the end of the study were transferred to the Excel program, summary tables were used and the frequency of the categories obtained was given. When theses are examined in general; Between the years 2000-2004, no theses was made, more theses were made in public universities, theses were concentrated in Istanbul, Aegean and Western Anatolian regions, the subject was studied generally in master's theses, analyzes were made according to demographic variables, quantitative research methods were frequently used, mostly data were collected with questionnaires, it is seen that simple random sampling methods are preferred and descriptive statistics, Anova and t-test are frequently used as analysis methods. As a result of this study, it is recommended to diversify the sample regions, the types of schools and participants from which the data was collected, the research methods and designs, the participants from whom the data were collected, and the data collection tools in the subsequent studies to be conducted on this subject.

The main purpose of Köyüstü's (2018) study is to bibliographically examine the master's and doctoral theses in Turkey in the last ten years, in which the subjects of organizational commitment and motivation have been studied together. In the study carried out using content analysis, a total of 20 postgraduate theses on the subject were examined. In the study, descriptive analyzes such as frequency, percentage and mean were used and Microsoft Excel 2010 package program was used for the relevant calculations. As a result of the study, the following information was obtained: the most theses was written in 2015, the master's theses were more common, the women showed more interest in this subject, the most theses was written at Beykent University, all the theses were written in Turkish, the average number of theses was 159, the most theses were written in the social sciences institute, most of them were quantitative, the sample size average was 277, the most used test types were correlation, anova and t, the most theses were written in the education sector, the participants were mostly teachers, health personnel and hotel workers, it was determined that the most theses were written in the department of business administration, all of the theses were managed by professors, associate professors and assistant professors, and the sampling method was not specified in 60% of theses.

Fırat and Tösten (2021) aimed to examine the postgraduate theses on school health in Turkey. In the research, postgraduate theses studies on school health in Turkey were analyzed using the meta-syntheses method. In the research, a

total of 32 studies, including 22 master's theses, 5 doctoral theses and 5 specialization in medicine, made between 1978 and 2021 were analyzed. The National Thesis Search Center database of the Higher Education Council (YÖK) was used in the determination and selection of the theses. In order to ensure validity and reliability in the research, the purpose of the research and research questions were clearly stated and criteria were developed for the data collection method. The data obtained from the theses; The aims of school health, the provinces where the research was carried out, the sample group, the method used, the data collection tools, the results obtained in the researches and the suggestions of the researchers were evaluated. In the research, most of the theses about school health conducted to determine the effects of teachers and school administrators on school health.

Kutanis, Özsoy, Karakiraz, Aras, Erol & Uslu (2015) examined postgraduate theses in the field of organizational culture in terms of subject and method. For the purpose of the research, a total of 183 postgraduate theses, including 146 master's theses and 37 doctoral theses, whose access was allowed by the author, were examined. As a result of the examination of theses; It has been determined that issues such as typology development, scale development, dimension development, criticism of organizational culture studies are not included in almost any theses, quantitative methods are used as a method, and qualitative and mixed methods are used in very few theses. In theses conducted using quantitative methods, it was determined that the scales used in the international arena were preferred and validity and reliability analyzes were neglected in some studies. The findings obtained in the light of the theses examined reveal that the problems of the field continue to a large extent.

Karadağ (2010) tried to determine the quality levels of the research models used in doctoral theses in the field of educational sciences between 2003 and 2007 and the types of analytical errors made. The data collected through epistemological document analysis in the research were analyzed using frequency analysis, descriptive analysis and typological analysis. Akyol and Akçay (2015) categorized the postgraduate theses made in the field of organizational behavior between 2000 and 2010 according to their subject, type, year, original language, name of the university and institute where they were made, department, permission status, method, sample and application area.

Çelik (2016) aimed to determine the general profile of doctoral dissertations on innovation in Turkey between the years 2000-2015. The research includes 100 doctoral theses on innovation that are open to access at the National Thesis Center of the Council of Higher Education. Theses were examined in terms of original language, year, university, institute, department, subject, application area and method. The data obtained in the research were analyzed by content analysis method. As a result of the analyzes made, it was revealed that the theses on innovation were mostly studied at the Institute of Social Sciences, Department of Business Administration and Istanbul University. In addition, it has been

determined that the most researched subject in the theses is innovation performance, and the most widely used method is the survey method.

When the literature is examined, it has been seen that researches have been conducted on different subjects such as organizational justice and organizational cynicism, leadership, job satisfaction, organizational behavior, organizational commitment and motivation, school health, innovation, and organizational culture. No research has been found in the literature examining postgraduate theses studies on individual innovativeness. With this research, it is thought that it will contribute to the literature in terms of presenting the current status of the theses on the subject of individual innovativeness, as well as presenting different perspectives to the field with further study suggestions. Examining the postgraduate studies prepared in the field can provide important clues about the subjects of the researches. This kind thematic evaluations can contribute to the process of considering the neglected dimensions of the field by the researchers, together with the determination of the most intensively studied topics in the field. Methodological evaluations, on the other hand, are important in terms of providing important information about the methods frequently used in research. Evaluations of analysis techniques can reveal useful findings regarding the characteristics of analysis techniques used in research. The aim of this study is to examine postgraduate education theses on individual innovativeness in the field of education according to years, levels, universities, institutes, departments, research methods, sampling methods and data collection tools. For this purpose, the following problems were created:

• *How is the distribution of theses on individual innovation by years?*
• *How is the distribution of theses on individual innovativeness according to their levels?*
• *How is the distribution of theses on individual innovation by universities?*
• *How is the distribution of theses on individual innovation by institutes?*
• *How is the distribution of theses on individual innovativeness according to departments?*
• *How is the distribution of theses on individual innovativeness according to research methods?*
• *How is the distribution of theses on individual innovativeness according to sampling methods?*
• *How is the distribution of theses on individual innovativeness according to data collection tools?*

2. METHOD
2.1. Research model

Since theses on individual innovativeness were examined in the research, the qualitative research method was preferred. It is possible to define qualitative research as "research in which qualitative data collection techniques such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic

and holistic manner" (Yıldırım & Şimşek, 2016). In addition, descriptive research model was preferred. Descriptive research enables the examination of existing and ongoing cases (Sönmez & Alacapınar, 2013).

2.2. Study Group

The study group consists of 40 postgraduate education theses conducted between 2011-2021 years. No sampling method was used, the universe was included in the scope of the research. The Council of Higher Education National Thesis Center was applied for accessing the theses.

2.3. Data collection process

The Council of Higher Education National Thesis Center was applied for inclusion of theses in the research process. The term "individual innovativeness" was used while collecting the data. Within the scope of the research, 40 master's and doctoral theses studies were accessed and all of them were included in the research.

2.3. Analysis of Data

Descriptive analysis was used in the analysis of the data obtained in this study. In descriptive analysis, the collected data is explained and interpreted in a systematic and clear way within the framework of predetermined themes (Yıldırım & Şimşek, 2016). In this direction, the data of the study were organized under a total of 8 themes, including years, levels, universities, institutes, departments, research methods, sampling methods and data collection tools of theses. The analysis of the data was completed by interpreting the identified findings. Ensuring the validity and reliability is important in qualitative research. The findings defined in this context were examined by another researcher. The process of the research is given in detail (Yıldırım & Şimşek, 2016). Percentage and frequency from descriptive statistics were used.

3. Findings

Findings were given and interpreted in order according to the problems created for the purpose of the research. The findings obtained as a result of the descriptive analysis conducted in line with first sub-problem are given in Table 1:

Table 1. Distribution of theses on individual innovativeness by years

Years	Theses	
	f	%
2011	1	2,5
2012	1	2,5
2013	1	2,5
2014	1	2,5
2015	2	5
2016	2	5

2017	4	10
2018	3	7,5
2019	17	42,5
2020	6	15
2021	2	5
Total	40	100

When Table 1 is examined; the first theses on individual innovativeness in the field of education was conducted in 2011 and between 2011 and 2021. It has been observed that the theses on this subject was conducted in 2019 most and least in 2011, 2012, 2013, 2014. The findings obtained as a result of the descriptive analysis conducted in line with second sub-problem are given in Table 2:

Table 2. Distribution of theses on individual innovativeness by levels

Levels	Theses	
	f	%
Master	37	92,5
PhD	3	7,5
Total	40	100

When Table 2 is examined; it has been observed that 3 of the theses on individual innovativeness in the field of education were at the doctoral level and 37 of them were at the master's level. The findings obtained as a result of the descriptive analysis conducted in line with third sub-problem are given in Table 3:

Table 3. Distribution of theses on individual innovativeness by universities

Universities	Theses	
	f	%
Anadolu University	3	7,5
Harran University	1	2,5
Orta Doğu Teknik University	1	2,5
Gazi University	3	7,5
Pamukkale University	2	5
Gaziantep University	1	2,5
Bartın University	3	7,5
Dicle University	1	2,5
Ege University	1	2,5
Bahçeşehir University	2	5
Bolu Abant İzzet BaysalUniversity	2	5
Kütahya Dumlupınar University	1	2,5
Necmettin Erbakan University	3	7,5
Trakya University	1	2,5

Fırat University	1	2,5
Adnan MenderesUniversity	1	2,5
Uşak University	1	2,5
Yıldız TeknikUniversity	3	7,5
Zonguldak Bülent EcevitUniversity	1	2,5
Sakarya University	2	5
MarmaraUniversity-İstanbul Zaim University	2	5
Recep Tayyip ErdoğanUniversity	1	2,5
Marmara University	1	2,5
Kastamonu University	1	2,5
İstanbul KültürUniversity	1	2,5
Total	40	100

When Table 3 is examined; theses on individual innovativeness in the field of Education were conducted in Anadolu University, Harran University, Middle East Technical University, Gazi University, Pamukkale University Gaziantep University, Bartın University, Dicle University, Ege University, Bahçeşehir University, Bolu Abant İzzet Baysal University, Kütahya Dumlupınar University, Necmettin Erbakan University, Trakya University, Fırat University, Adnan Menderes University, Adnan Menderes University, Uşak University, Yıldız Technical University, Zonguldak Bulent Ecevit University, Sakarya University, Marmara University - Istanbul Zaim University, Recep Tayyip Erdogan University, Marmara University, Kastamonu University, IstanbulKültür University universities. 3 theses were conducted at Anadolu, Gazi, Bartın, Necmettin Erbakan and Yıldız Technical Universities. Two theses were conducted at Pamukkale, Bahçeşehir, Bolu Abant İzzet Baysal, Sakarya and Marmara-Istanbul Zaim (joint) Universities and one at other universities. The findings obtained as a result of the descriptive analysis conducted in line with fourth sub-problem are given in Table 4:

Table 4. Distribution of theses on individual innovativeness by institutes

Institutes	Theses	
	f	%
Educational Sciences	24	60
Social Sciences	12	30
Health Sciences	1	2,5
Science	2	5
Postgraduate Education	1	2,5
Total	40	100

When Table 4 is examined; theses on individual innovativeness in the field of education were conducted in educational sciences, social sciences, health sciences, science and graduate education institutes. While the most theses were

conducted in educational sciences and social sciences institutes, the least theses was conducted in health sciences and graduate education institutes. The findings obtained as a result of the descriptive analysis conducted in line with fifth sub-problem are given in Table 5:

Table 5. Distribution of theses on individual innovativeness by departments

Departments	Theses	
	f	%
Computer And Instructional Technologies	2	5
Educational Sciences	14	35
Early Childhood Education	1	2,5
Child Development And Education	1	2,5
Lifelong Learning	1	2,5
Mathematics And Science Education	3	7,5
Sports Management Sciences	1	2,5
Education Management And Planning	1	2,5
Basic Training	2	5
Turkish And Social Sciences Education	1	2,5
Physical Education And Sports Teaching	2	5
Special Education	1	2,5
Computer And Instructional Technology Education	4	10
Educational Programs And Teaching	1	2,5
Education Management And Supervision	2	5
Physical Education And Sports Teaching	1	2,5
Distance Learning	1	2,5
Educational Technology	1	2,5
Total	40	100

When Table 5 is examined; theses on individual innovativness in the field of education were conducted in computer and instructional technologies, educational sciences, early childhood education, child development and education, lifelong learning, mathematics and science education, sports management sciences,

educational management and planning, basic education, Turkish and social sciences education, physical education and sports teaching, special education, computer and instructional technology education, education programs and teaching, education management and supervision, physical education and sports teaching, distance education, educational technology departments. The most theses were in the department of educational Sciences, the least theses was early childhood education, child development and education, lifelong learning, sports management sciences, educational administration and planning, Turkish and social sciences education, special education, physical education and sports teaching, distance education, educational technology departments. The findings obtained as a result of the descriptive analysis conducted in line with sixth sub-problem are given in Table 6:

Table 6. Distribution of theses on individual innovativeness by research methods

Research methods	Theses	
	f	%
Quantitative method	39	97,5
Mixed method	1	2,5
Total	40	40

When Table 6 is examined; quantitative method was preferred in 39 of the theses and mixed method in 1 of them. The findings obtained as a result of the descriptive analysis conducted in line with seventh sub-problem are given in Table 7:

Table 7. Distribution of theses on individual innovativeness by sample methods

Sample methods	Theses	
	f	%
Stratified sampling	3	7,5
random sampling	8	20
Easily accessible sampling	5	12,5
Criteriion sampling	1	2,5
snowball sampling	1	2,5
Purposeful sampling	1	2,5
Cluster sampling	1	2,5
Maximum diversity sampling	2	5
Proportional element sampling	1	2,5
Unspecified	18	45
Total	40	100

When Table 7 is examined; in the theses on individual innovativeness in the field of education, stratified, random, easily accessible, criterion, snowball,

purposeful, cluster, maximum diversity, proportional element sampling methods were used. The sampling method was not specified in 18 theses. The most preferred method was random sampling method the least preferred criterion, snowball, purposive, cluster and proportional element sampling method. The findings obtained as a result of the descriptive analysis conducted in line with eighth sub-problem are given in Table 8:

Table 8. Distribution of theses on individual innovativeness by data collection tools

Data collection tools	Theses	
	f	%
Scale	39	97,5
Semi-structured interview form	1	2,5
Total	40	100

When Table 8 is examined; 39 of the theses on individual innovativeness in the field of education were used scale and 1 of them semi-structured interview form.

4.Discussion

Examining theses guides other researchers about previous researches. It is considered important for the researchers to answer questions such as what the literature researches are, which topics and problems are needed for relevant researches, and what are the ways to meet the needs. According to the findings of this research; the first theses on individual innovativeness in the field of education was conducted in 2011 and they were conducted between 2011 and 2021. It has been observed that the theses on this subject were conducted in 2019 most and least in 2011, 2012, 2013, 2014. Çelik (2016) drawed attention to the fact that there was a regular increase in the number of theses on innovation between 2007-2012, and a decrease in the number of theses made between 2013-2015. The years in which the most theses were written on the subject were 2012 with 20 theses and 2011 with 19 theses. According to Ülker, Örnek & Çalhan (2020); although there are limited number of innovation studies in tourism magazines in the literature, when the years of the studies are examined, it has been seen that the studies have increased especially after 2014. It was seen that the most publications on social innovation were made in 2019 (Gülmez, Oğuz & Yalçıntaş, 2020). It was determined that the most studies in the field of innovation economy were carried out in 2017 (Akgül, Yaman Selçi, Geçgil &Yavuz, 2020). Cancino, Merigo & Marques (2015) analyzed academic research in the field of innovation between 1989 and 2013 with the help of Web of Science database. The study compares the annual number of studies in the field of innovation and the total number of articles published annually in the database. The results showed that there has been a strong increase in innovation research in recent years from many leading management journals that have done important work in this field.

It has been observed that 3 of the theses on individual innovativeness were at the doctoral level and 37 of them were at the master's level. It has been observed that the number of doctoral theseswere quite low. Conducting more doctoral studies on individual innovation can be very effective in enriching the literature in our country.

Theses on individual innovativeness in the field of Education were conducted in Anadolu University, Harran University, Middle East Technical University, Gazi University, Pamukkale University Gaziantep University, Bartın University, Dicle University, Ege University, Bahçeşehir University, Bolu Abant İzzet Baysal University, Kütahya Dumlupınar University, Necmettin Erbakan University, Trakya University, Fırat University, Adnan Menderes University, Adnan Menderes University, Uşak University, Yıldız Technical University, Zonguldak Bulent Ecevit University, Sakarya University, Marmara University - Istanbul Zaim University, Recep Tayyip Erdogan University, Marmara University, Kastamonu University, Istanbul Kültür University universities. 3 theses were conducted at Anadolu, Gazi, Bartın, Necmettin Erbakan and Yıldız Technical Universities. Two theses were conducted at Pamukkale, Bahçeşehir, Bolu Abant İzzet Baysal, Sakarya and Marmara-Istanbul Zaim (partnership) Universities and one at other universities. Çelik (2016) found innovation theseswere mostly concentrated in state universities, and they include Istanbul University (8), which ranks first among the institutions that produce the most theses, Gebze Institute of Technology (7) which have the same frequency distributions, Middle East Technical University (7) and Selçuk University (7) is following. When examined in terms of periods, it is possible to state that the period in which the most theses were made was the period of 2011-2015, the theses made in this period constitute 59% of the total theses, and from this point of view, it is possible to state that the subject of innovation is among the current theses topics that have been started to be studied in various universities recently. In the distribution of the researchers whose articles were published in the field of tourism according to the institutions they work, it was concluded that Atatürk University was the university with 11 researchers and the authors who made the most studies on the subject. Mersin University is followed by Atatürk University with eight researchers. When the sample of the studies is examined, the selection of the Marmara Region as a sample in eight studies has revealed that this region is the most preferred destination as a sample (Ülker, Örnek & Çalhan, 2020).

Theses on individual innovativeness were conducted in educational sciences, social sciences, health sciences, science and graduate education institutes. While the most theses were conducted in educational sciences and social sciences institutes, the least theses was conducted in health sciences and graduate education institutes. Çelik (2016) foundthe subject of innovation is a subject studied in various institutes (Educational Sciences, Natural Sciences, Health Sciences, Social Sciences) and different departments (business, economics, tourism management, technology management, science and technology policy studies, etc.). While it was a subject that was studied only in the Departments of Business and Economics

under the Institute of Social Sciences in the 2000-2005 period, it has become a subject that has been started to be studied in other institutes and departments in the following periods. According to the total rates, this subject was mostly studied in the Institute of Social Sciences with a rate of 83%. Again, it was seen that the Department of Business Administration, which is under the Institute of Social Sciences, has a frequency of 59 and the Department of Economics, with a frequency of 9, compared to others. Durán-Sánchez, Peris-Ortiz, Álvarez-García, & del Río (2018) concluded that since 2006, there has been a significant increase in the number of studies dealing with social innovation from different fields of knowledge other than Business, Management and Accounting, Social Sciences, Econometrics and Finance. In the studies carried out in the field of innovation economics, it has been observed that the most studies are carried out on subjects such as economy, business and management (Akgül, Yaman Selçi, Geçgil &Yavuz, 2020).

Theses on individual innovativness were conducted in computer and instructional technologies, educational sciences, early childhood education, child development and education, lifelong learning, mathematics and science education, sports management sciences, educational management and planning, basic education, Turkish and social sciences education, physical education and sports teaching, special education, computer and instructional technology education, education programs and teaching, education management and supervision, physical education and sports teaching, distance education, educational technology departments. The most theses were in the department of educational Sciences, the least theses was early childhood education, child development and education, lifelong learning, sports management sciences, educational administration and planning, Turkish and social sciences education, special education, physical education and sports teaching, distance education, educational technology departments. Çelik (2016) found the subject of innovation is a subject studied in various institutes (Educational Sciences, Natural Sciences, Health Sciences, Social Sciences) and different departments (business, economics, tourism management, technology management, science and technology policy studies, etc.). While it was a subject that was studied only in the Departments of Business and Economics under the Institute of Social Sciences in the 2000-2005 period, it has become a subject that has been started to be studied in other institutes and departments in the following periods. According to the total rates, this subject was mostly studied in the Institute of Social Sciences with a rate of 83%. Again, it was seen that the Department of Business Administration, which is under the Institute of Social Sciences, has a frequency of 59 and the Department of Economics, with a frequency of 9, compared to others.

Quantitative method was preferred in 39 of the individual innovativeness theses and mixed method in 1 of them. It was observed that the qualitative method was never used. When the research methods adopted in the articles in the field of tourism are examined, it is seen that the quantitative researches are superior in number. It is among the results that the data are generally collected by the

questionnaire technique in quantitative research and by interview technique in qualitative research (Ülker, Örnek & Çalhan, 2020). It is claimed that the traditionally widely used research methods in both natural and social sciences are "quantitative research methods" (Yıldız, 2004).

In the theses on individual innovativeness, stratified, random, easily accessible, criterion, snowball, purposeful, cluster, maximum diversity, proportional element sampling methods were used. The sampling method was not specified in 18 theses. The most preferred method was random sampling method and the least preferred criterion, snowball, purposive, cluster and proportional element sampling method. Studies in which different sample methods are preferred can be conducted.

39 of the theses on individual innovativeness were used scale and 1 of them semi-structured interview form. Çelik (2016) says when the theseswere examined from a methodological point of view; it was seen the most used method is the survey method. When the research methods adopted in the articles in the field of tourism are examined, it is seen that the quantitative researches are superior in number. It is among the results that the data are generally collected by the questionnaire technique in quantitative research and by interview technique in qualitative research (Ülker, Örnek & Çalhan, 2020).

In this study, it is aimed to examine the theses on individual innovativeness and to determine the common and different aspects of theses on this subject. Based on the results of this study, it is among the priority issues that can be recommended to diversify the sampling method, research methods and data collection tools. Among these suggestions, it is a priority to use the qualitative research method in the research of individual innovativeness. In order to increase the number of theses, it may be recommended to support graduate students and academicians. It may be suggested to examine the subject of individual innovativeness with different variables, to repeat the theses research studies on this subject at different times and to compare the results. Conducting more studies on individual innovation can be very effective in enriching the literature in our country and making individual innovativeness to be heard by wider masses. It is very important for the institutes, theses advisors and academic staff to be more sensitive to this issue and to support the studies to be done.

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