



Organizational innovation and creativity perception of public sports organization employees in Turkey

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Araştırma Makalesi/Research Article

DOI: 10.5281/zenodo.10045016

Gönderi Tarihi/ Received:

Kabul Tarihi/ Accepted:

Online Yayın Tarihi/ Published:

11.09.2023

26.10.2023

29.10.2023

Abstract

Globalization in today's business world brings different problems for every sector and every institution. The solution to these problems will only be possible by offering innovative and creative solutions. Self-development of innovative individuals will also take place through the support provided by their organizations. This situation makes it important to investigate whether there is an innovative and creative working climate provided by the organization in terms of innovation and creativity of the employees. This is also true for the employees of the Ministry of Youth and Sports of Turkey, which is the public institution and organization that directs the sports sector, which is one of the world's major economies, on a country basis. In this context, this study aims to examine the innovation and creativity perceptions of the employees of the central and provincial organizations of the Ministry of Youth and Sports. The study was designed according to the correlational survey model and causal-comparative research in quantitative research methods. The study group was determined according to the convenience sampling method, which is one of the non-random sampling methods. The working group comprised of 424 Ministry of Youth and Sports central and provincial employees. In the study, the "Innovation Climate Scale" was used as a data collection tool. In the analysis of the obtained data, parametric tests were used after the normality examination. As a result of the analyzes, it was determined that the innovativeness perceptions of the employees of the central and provincial organizations of the Ministry of Youth and Sports are above the average. In conclusion, it can be stated that the employees of the central and provincial organizations of the Ministry of Youth and Sports of Turkey work in an innovative and creative organizational environment.

Keywords: Creativity, innovation, innovation climate

Türkiye'de kamu spor kurumu çalışanlarının örgütsel yenilikçilik ve yaratıcılık algısı

Öz

Günümüz iş dünyasında yaşanan küreselleşme, her sektör ve her kurum için farklı problemleri beraberinde getirmektedir. Bu problemlerin çözümü ise ancak yenilikçi ve yaratıcı çözüm yolları sunmakla mümkün olacaktır. Yenilikçi bireylerin kendilerini geliştirmesi de örgütlerinin sağladığı destek aracılığıyla gerçekleşecektir. Dolayısıyla bu durum, çalışanlar açısından örgütlerde yenilikçi çalışma ikliminin var olup olmadığı algısının araştırılmasını önemli kılmaktadır. Dünyanın büyük ekonomileri içerisinde yer alan spor sektörüne ülke bazında yön veren kamu kurum ve kuruluşu olan Gençlik ve Spor Bakanlığı çalışanları için de bu durum geçerlidir. Bu bağlamda bu çalışmada Gençlik ve Spor Bakanlığı merkez ve taşra teşkilatı çalışanlarının örgütlerine ilişkin yenilikçilik algılarının incelenmesini amaçlamaktadır. Çalışma nicel araştırma yöntemlerinde ilişkisel tarama ve nedensel karşılaştırma tekniklerine göre tasarlanmıştır. Çalışma grubu seçkisiz olmayan örnekleme yöntemlerinden ulaşılabılır örnekleme yöntemine göre belirlenmiştir. Çalışma grubu 424 Gençlik ve Spor Bakanlığı merkez ve taşra teşkilatı çalışanından oluşmaktadır. Çalışmada veri toplama aracı olarak "Yenilik İklimi Ölçeği" kullanılmıştır. Elde edilen verilerin analizinde normallik incelemesinin ardından parametrik testler kullanılmıştır. Analizler sonucunda Gençlik ve Spor Bakanlığı merkez ve taşra teşkilatı çalışanlarının örgütlerine ilişkin yenilikçilik algılarının ortalamasının üzerinde olduğu saptanmıştır. Sonuç olarak Gençlik ve Spor Bakanlığı merkez ve taşra teşkilatı çalışanlarının yenilikçi bir örgüt ortamında çalıştıkları ifade edilebilir.

Anahtar Kelimeler: Yaratıcılık, yenilikçilik, yenilik iklimi

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Genişletilmiş Türkçe Özet makalenin sonunda yer almaktadır.

This research was presented as an oral presentation at ERPA International Health and Sport Science Education Congress between 8-10 September 2023.

INTRODUCTION

The concept of organizational innovation, which has gained importance for both individuals and organizations nowadays (Damanpour, 2017), is defined as the application of an organizational method in which a new or existing method is updated in an organization's business processes (structure, management systems, managerial skills, etc.) or managerial activities (Hage, 1999; Fernandes et al., 2018). Because the solution of the problems faced by the individual is not always possible with traditional methods. Therefore, some complex or newly encountered problems may need to be solved with creative and innovative approaches (Yıldız et al., 2022). This requirement is a situation that is not only as an individually but also as an organizationally encountered in daily life. Assuming that organizations are a living mechanism, they also face some problems at the point of maintaining their continuity. This problem will only be solved by the members of the organization. In this context, the solution of problems that cannot be solved with traditional approaches will only be possible with innovative and creative solutions (Sapprasert & Clausen, 2012). At this point, a situation stands out. This is the extent to which the organizations of which individuals are members are open to creative and innovative ideas. If the organization is one that is closed to innovation, the solution of the problem will be difficult. Employees of organizations with this climate will move away from being innovative and creative. This situation is important for the organizations involved in the sports sector, which is one of the largest economies in the world, as it is in every sector and business group (Hayton, 2021). Innovative and creative approaches are the approaches needed by all sports actors such as athletes, coaches, technical directors and managers. It is necessary for the athlete to change the game positively at the most important moment of the sports competition. It is also necessary for the coach at the point of training his athletes and integrating them into new and different positions. It is necessary for the sports manager to provide a competitive advantage to the sports organization he manages and to realize his organizational goals (Demir et al., 2020; Mülhim, & Kul, 2020). When the relevant literature is examined, it is known that the success of creative and innovative organizations is higher than non-creative and non-innovative organizations (Hage, 1999; Razavi & Attarnezhad, 2013; Azar & Ciabuschi, 2017). At this point, the trainings organized by organizations to develop the creativity and innovation skills of their employees support this situation. These trainings are carried out both theoretically and practically. Training through experiential learning and conferences are among the training methods used (Yıldız et al., 2022). Here, it is remarkable what an innovative and creative organization provides to its employees. Because as a result of

the opportunities or opportunities provided, a competitive advantage is obtained. Studies in the relevant literature state that opportunities such as learning, following developments in every field, leadership, creative perspective, developing human and financial resources, and knowledge and talent development provided by creative and innovative organizations to their employees provide a competitive advantage against other organizations (Fernandes et al., 2018). When considered for the sports sector, it is possible to say that these opportunities and resources will provide sports actors a competitive advantage against other organizations, as they will benefit in terms of developing new initiatives, performance increase, sponsorship agreements and establishing new enterprises (Sapprasert & Clausen, 2012). In this context, this study is important for sports organizations to understand the importance of creating an innovative and creative working climate in order to provide competitive advantage and to guide in order to create this climate. Theoretically, the concepts of innovation and creativity, which are quite new and have not been studied enough yet (Damanpour, 2017; Hayton, 2021; Chuo & Amponstira, 2023), are important in terms of expanding the concept and thus contributing to the literature by working with different sectors and subjects. In the light of all these situations, this study aims to examine the creativity and innovation perceptions of the employees of the Central and Provincial Organization of the Ministry of Youth and Sports of the Republic of Turkey, which is the public institution that directs the country's sports in the sports sector, which is one of the few major industries and economies of the world.

METHOD

In this study, it is aimed to examine the innovative and creativity perceptions of the employees of the General Directorate of Sports towards their organizations. The study was designed according to the relational screening and causal comparison technique, which is one of the quantitative research methods.

Research group (population-sample)

The study group of this research was determined according to the accessible sampling technique, which is one of the non-random sampling methods. All of the participants in the working group consist of the employees of the Ministry of Youth and Sports of the Republic of Turkey, General Directorate of Sports, central and provincial organizations. Detailed information about the participants is given in the table below.

Table 1. Demographic information of the participants

Variable	Type	Frequency	Percent
Gender	Female	162	%38.2
	Male	262	%61.8
Marital Status	Married	327	%77.1
	Single	97	%22.9
Age	20-56	424 (\bar{x} =35.67)	%100
Educational Status	Primary-Secondary School	77	%18.2
	HighSchool	111	%26.2
	Undergraduate	206	%48.6
	Postgraduate	30	%7.1
Graduation Area	Area (Sports Sciences)	112	%26.4
	Non-Area (Another)	312	%73.6
Years of Employment	1-35	424 (\bar{x} =8.33)	%100

When Table 1 is examined, it can be seen that the 162 (38.2%) of the participants were female, 262 (61.8%) were male, 327 (61.8%) were married, 97 (22.9%) were single, their mean age was 35.67, and the age range was found to have changed between 20 and 56. In terms of education level, 77 of them (18.2%) were at primary and secondary school, 111 (26.2%) were at high school, 206 (48.6%) were at the graduate level (7.1), and 112 (%) were graduates. It was determined that 26.4% graduated from the field of sports sciences, and 312 (73.6%) were not graduated from the field of sports sciences but were out of the field. Finally, it was concluded that the participants worked at the institution for an average of 8.33 years.

Data collection tools

In this study, the “Innovation Climate Scale” was used as a data collection tool. The scale was developed to determine the perceptions of the employees in terms of supporting a creative and innovative working environment of the organization. The measuring instrument was developed by Scott and Bruce (1994). It was adapted to Turkish Culture by Sönmez et al., (2017). The scale consists of 3 sub-dimensions and 14 items. The measurement tool is scored as a five-point Likert scale. When the sub-dimensions of the scale are examined, Supporting Innovation ($\alpha=0.85$) consists of 5 items, Inhibition of Innovation ($\alpha=0.77$) consists of 6 items, and Funding ($\alpha=0.73$) consists of 3 items. Explanatory and Confirmatory Factor analyzes were performed in the validity and reliability study of the scale, and it was determined that all statistical index values were within the criterion value ranges (Sönmez et al. 2017). In this study, the internal consistency coefficient of the scale was examined and Cronbach Alpha values were found to vary between 0.62 and 0.78. These values are within the criterion value range in the relevant literature. The alpha coefficient showing the internal consistency of the measurements

is 0.60-.80, which is considered quite reliable (Tavşancıl 2014). In this context, it is possible to state that the measurement tool provides internal consistency for this study.

Data collection/processing method

In the data collection process of the research, first permission to use the data collection tool was obtained. Afterwards, an ethical compliance report was received from Bolu Abant İzzet Baysal University Human Research Ethics Committee for the ethical suitability of the research. During the data collection process within the scope of the study, the data were collected physically by creating a questionnaire. The delivery of physical questionnaires to the participants was provided by mail and cargo.

Data analysis

Firstly, descriptive statistics and normality analysis were used in the analysis of the obtained data. Within the scope of these analyzes, missing values and extreme values in the data set were examined. No missing data was detected in the data set. In the extreme value analysis, z scores were examined and values (8) other than ± 2.58 (Field, 2009) in the literature were excluded from the data set. Then, the normality distributions of the data were examined. In the test of normality, Z-skewness and Z-kurtosis values obtained by dividing the kurtosis and skewness values accepted in the literature by their own standard errors were taken into account (Gürbüz & Şahin, 2018). In this part, the ± 3.29 criterion value range expressed by Field (2009) is taken into account. When the relevant values were examined, it was determined that all Z-skewness values ranged between 2.56 and -2.50. These values mean that the data show a normal distribution. After the data showed a normal distribution, it was decided to use parametric tests in the analysis of the data (Büyüköztürk, 2017). In the analysis of the data, sub-dimensions of the scale and variables of gender, marital status and graduation area were analyzed using independent samples t-test. Educational status was analyzed with one-way analysis of variance. Age and working age at the Institution were analyzed by Pearson Correlation Analysis.

FINDINGS

In this part of the study, there are findings related to the analysis of the data obtained from the participants.

Table 2. Examination of organizational innovation climate in terms of gender variable

Variable	Gender	n	\bar{X}	S.d.	Df	t	p
Supporting Innovation	Female	162	3.53	0.61	422	-2.467	0.01*
	Male	262	3.69	0.61			
Blocking Innovation	Female	162	3.01	0.59	422	5.800	0.00*
	Male	262	2.64	0.65			
Resourcing	Female	162	3.28	0.66	422	-3.413	0.00*
	Male	262	3.53	0.76			
Innovation Climate Scale	Female	162	3.25	0.34	422	1.487	0.13
	Male	262	3.20	0.33			

*p<0.05

When the table is examined, no significant difference was determined between the female ($\bar{x}=3.25\pm 0.34$) and male ($\bar{x}=3.20\pm 0.33$) participants in terms of the gender variable in the scores obtained from the participants ($t(422)= 1.487$; $p>0,05$). In the sub-dimension of supporting innovation, a difference was determined in favor of male ($\bar{x}=3.69\pm 0.61$) participants compared to female ($\bar{x}=3.53\pm 0.61$) participants ($t(422)=-2.467$; $p<0.05$). In the sub-dimension of preventing innovation, a difference was determined in favor of female ($\bar{x}=3.01\pm 0.59$) participants compared to male ($\bar{x}=2.64\pm 0.65$; $t(422)= 5.800$; $p<0.05$). In the sub-dimension of providing resources, a difference was determined in favor of male ($\bar{x}=3.53\pm 0.76$) compared to female ($\bar{x}=3.28\pm 0.66$) participants ($t(422)= -3.413$; $p<0.05$).

Table 3. Examining organizational innovation climate in terms of marital status variable

Variable	Marital status	N	\bar{X}	S.d.	Df	t	p
Supporting Innovation	Married	327	3.63	0.60	422	0.058	0.95
	Single	97	3.62	0.65			
Blocking Innovation	Married	327	2.80	0.65	422	1.404	0.16
	Single	97	2.70	0.68			
Resourcing	Married	327	3.44	0.71	422	0.534	0.59
	Single	97	3.40	0.80			
Innovation Climate Scale	Married	327	3.24	0.33	422	1.446	0.14
	Single	97	3.18	0.35			

When the table is examined, no significant difference was determined between the married ($\bar{x}=3.24\pm 0.33$) and single ($\bar{x}=3.18\pm 0.35$) participants in terms of the marital status variable in the scores obtained from the participants ($t(422)= 1.446$; $p>0.05$). No significant difference was determined between married ($\bar{x}=3.63\pm 0.61$) and single ($\bar{x}=3.63\pm 0.66$) participants in terms of the sub-dimension of supporting innovation ($t(422)= 0.058$; $p>0.05$). No significant difference was determined between married ($\bar{x}=2.81\pm 0.65$) and single ($\bar{x}=2.70\pm 0.68$) participants in terms of the sub-dimension of preventing innovation ($t(422)= 1.404$; $p>0.05$). No significant difference was determined between married ($\bar{x}=3.45\pm 0.71$) and

single ($\bar{x}=3.40\pm 0.80$) participants in terms of the resourcing sub-dimension ($t(422)= 0.534$; $p>0.05$).

Table 4. Examining organizational innovation climate in terms of age variable

	Age
Supporting Innovation	0.02
Blocking Innovation	-0.17*
Sourcing	0.05
Innovation Climate Scale	-0.10*

* $p<0.05$

When the table regarding the analysis of the relationship between the innovation climate and the age of the participants was examined, no significant relationship was determined between supporting the Innovation and providing resources, which are the sub-dimensions of the Innovation Climate Scale ($p>0.05$). A low negative correlation was determined between the sub-dimension of blocking innovation ($r=-0.17$) and the Innovation Climate Scale (-0.10) total score and the age of the participants ($p<0.05$). To put it more clearly; As the age of the participant increases, there is a decrease in the perception of the organization to prevent innovations and to work in an innovative organizational climate.

Table 5. Examining organizational innovation climate in terms of educational status variable

Variable	Educational status	N	\bar{X}	S.d.	Df	F	p	Difference (Scheffe)
Supporting innovation	1.Primary-secondary school	77	3.68	0.54	3. 420	2.676	0.04*	2>3
	2. High school	111	3.74	0.56				
	3. License	206	3.55	0.66				
	4. Graduate	30	3.64	0.59				
Blocking innovation	1.Primary-secondary school	424	3.63	0.62	3. 420	3.443	0.01*	3>2
	2. High school	77	2.85	0.63				
	3. License	111	2.65	0.73				
	4. Graduate	206	2.86	0.62				
Sourcing	1.Primary-secondary school	30	2.60	0.64	3. 420	3.597	0.01*	1>3 2>3
	2. High school	424	2.78	0.66				
	3. License	77	3.58	0.81				
	4. Graduate	111	3.54	0.78				
Innovation climate scale	1.Primary-secondary school	206	3.32	0.64	3. 420	2.033	0.10	-
	2. High school	30	3.46	0.83				
	3. License	424	3.43	0.73				
	4. Graduate	77	3.30	0.32				

* $p<0.05$

When the table is examined, no significant difference was determined between the participants in terms of the variable of educational status ($F(3,420) = 2.033$; $p>0.05$). In the sub-dimension of supporting innovation, a significant difference was determined regarding the

education level. In the post-hoc test conducted to determine the said difference, it was determined that the participants with high school education ($\bar{x}=2.64\pm0.65$) had a higher perceptions of organizational support for innovation compared to the participants with undergraduate education ($\bar{x}=3.74\pm0.57$), ($F(3,420)=-2.676$; $p<0.05$). In the sub-dimension of preventing innovation, a significant difference was determined regarding the educational status. In the post-hoc test conducted to determine the said difference, it was determined that the participants with undergraduate education ($\bar{x}=2.65\pm0.73$) had a higher perception of frustration in innovation than the participants with high school education ($\bar{x}=2.85\pm0.63$), ($F(3,420)=3.443$; $p<0.05$). A significant difference was determined in the sub-dimension of providing resources regarding the educational status. In the post-hoc test, a significant difference was determined in two different groups. When the differences are examined; The perceptions of the participants with undergraduate education ($\bar{x}=3.58\pm0.81$) that the organization provides sufficient resources for innovation are lower than those with high school education ($\bar{x}=2.78\pm0.66$) and primary-secondary education level ($\bar{x}=2.60\pm0.63$), ($F(3,420)=3.443$; $p<0.05$).

Table 6. Examination of organizational innovation climate in terms of working year variable in the institution

	Years of employment in the institution
Supporting innovation	-0.06
Blocking innovation	-0.19*
Resourcing	0.05
Innovation climate scale	-0.13*

* $p<0.05$

When the table regarding the examination of the relationship between the innovation climate and the working years of the participants in the institution is examined, no significant relationship was determined between the sub-dimensions of the Innovation Climate Scale, supporting Innovation and providing resources ($p>0.05$). A low negative correlation was determined between the sub-dimension of blocking innovation ($r=-0.19$) and the Innovation Climate Scale (-0.13) total score and the year of employment in the institution ($p<0.05$). To put it more clearly; As the years of work of the participants in the organization increase, there is a decrease in the perception of the organization to prevent innovations and to work in an innovative organizational climate.

Table 7. Examining organizational innovation climate in terms of graduation field variable

Variable	Graduation area	N	\bar{X}	S.d.	Df	t	p
Supporting innovation	In-area	112	3.68	0.66	422	0.965	0.33
	Out of area	312	3.61	0.60			
Blocking innovation	In-area	112	2.70	0.67	422	-1.582	0.11
	Out of area	312	2.81	0.65			
Resourcing	In-area	112	3.38	0.74	422	-0.891	0.37
	Out of area	312	3.45	0.73			
Innovation climate scale	In-area	112	3.19	0.36	422	-1.095	0.27
	Out of area	312	3.23	0.33			

According to Table 7, no significant difference was determined between the participants in the field of graduation ($\bar{x}=3.20\pm0.36$) and the participants out of the field ($\bar{x}=3.24\pm0.33$) regarding the graduation field variable ($t(422)= -1.095$; $p>0.05$). No significant difference was determined between the in-field ($\bar{x}=3.68\pm0.67$) and out-of-field ($\bar{x}=3.61\pm0.60$) participants in the sub-dimension of supporting innovation ($t(422)= 0.965$; $p>0.05$). No significant difference was determined between the in-field ($\bar{x}=2.70\pm0.67$) and out-of-field ($\bar{x}=3.81\pm0.65$) participants in the sub-dimension of preventing innovation ($t(422)= -1.582$; $p>0.05$). In the sub-dimension of providing resources, which is one of the sub-dimensions of the scale, no significant difference was determined between the in-field ($\bar{x}=3.38\pm0.74$) and out-of-field ($\bar{x}=3.38\pm0.74$) participants ($t(422)= -0.891$; $p>0.05$).

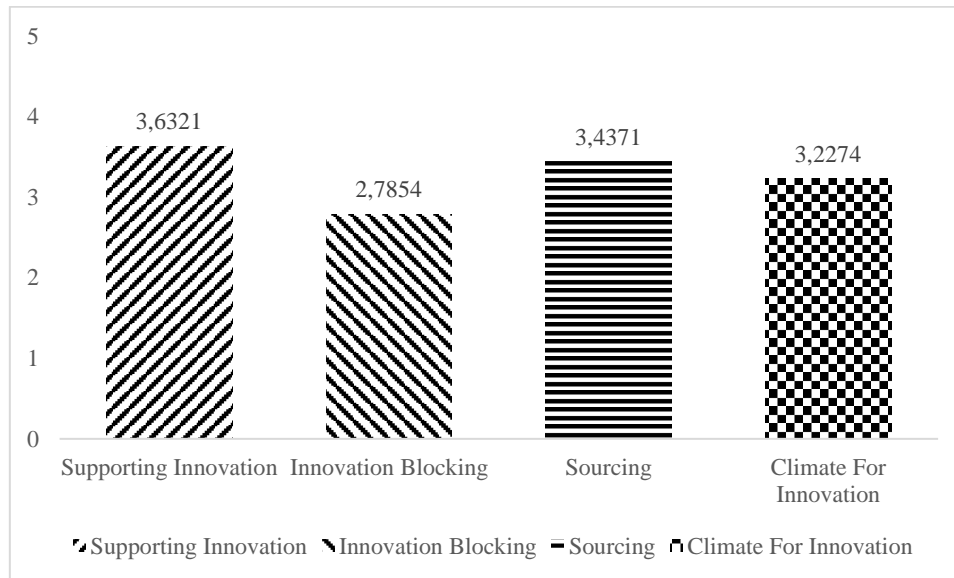


Figure 1. Employee innovation and creativity support perceptions

When the figure is examined, it is seen that the creative and innovative support perceptions of the participants regarding their organizations are higher than the average value.

DISCUSSION AND CONCLUSION

The innovative climate perceived by the participants differs in terms of gender. In this direction, it has been determined that male participants have higher perceptions of the organization supporting innovation and providing resources for innovation. On the contrary, it has been concluded that the perceptions of female participants are in a structure that does not support innovation.

In a study conducted by Kwaśniewska and Nęcka (2004) in various public institutions in Poland, a difference was found in perceived innovative and creative organizational support by gender. In the study, it was concluded that male employees have higher perceptions of innovative and creative organizational climate. According to Gijon et al. (2023) the same results was determined in a similar study. According to the study, it has been determined that male individuals have higher perceptions of innovative and creative support. When the relevant literature is examined, the findings of this study are supported. It is thought that the difference in question is due to the fact that the sport has a more masculine structure. It has also been approved by statistics that many sports branches are mostly performed by men in Türkiye (Koca, 2020). Although both the ministry of youth and sports and non-governmental organizations have carried out projects in order to ensure gender equality in the field of sports, the desired level has not been reached. This situation can be seen as the reason for this difference.

It was determined that the marital status of the participants did not make a significant difference in terms of perceived innovative organizational structure. Zhang et al. (2022) in his study was stated that the marital status of the employees was an important variable in terms of innovation and creativity. It has been stated that single participants are more risk-taking in innovative and creative matters. It was stated that married participants were more tolerant in terms of innovation and creativity. In the general framework, it was stated that marital status did not cause a significant difference. When the result of this study is examined; It can be stated that due to the fact that the participants work in public institutions and organizations, the business processes are carried out in accordance with the rules of law.

Also in this study, the relationship between the age of the participants and the years of employment in the institution and the perceived organizational support for innovation and creativity were examined. As a result of the examination, it was determined that as the age of the employees and the years of service for the institution increased, the perceived organizational

support levels for innovation and creativity decreased. In other words, as the age and working years of the participants in the institution increase, there is a decrease in the perception of the organization to prevent innovations and to work in an innovative organizational climate. In a study conducted by Cem and Hajiyeva (2018) with tourism sector employees, innovation and organizational support perceptions on innovation were examined and no significance was determined regarding the age variable. On the other hand, Frosch (2011) examined the innovativeness perceptions of the employees in terms of their age and working years and found that there is an inverse u hypothesis relationship between the age and working years of the employees and innovation and creativity. In other words, the organizational and individual innovation and creativity levels of the employees increase until a certain age and working year, and then the increase turns into an inverse proportion with a downward decrease. In another study by Tams and Dulipovici (2022), it was stated that as the age of the employees and the working years in the organization increase, the perceptions of innovative behavior and support decrease. When the findings and results of the studies in the literature are examined, it is understood that as the age of the employees and the years of work in an institution increase, the perceptions and behaviors of innovation decrease. These findings support the findings of this study. It is thought that the result of this study is due to the fact that the Ministry of Youth and Sports is a public institution and organization, and the legal rules and limits of all the transactions to be made by the employees are determined.

The effect of the education status of the participants on the perceived innovation climate was examined. In this context, it was determined that the participants with high school education level perceived more support in terms of supporting innovative approaches of the organization compared to the participants with undergraduate education level. When the relevant literature is examined, it has been determined that as the education level of the individuals increase, their innovative and creative behaviors increase. It is also stated that as the education level increases, the opportunities offered by organizations for creativity and innovation are perceived as less (Kaçay, 2020; Marescotti et al., 2021). It is thought that the source of the said difference is due to this situation.

It was concluded that whether the participants graduated from sports fields or not did not have a significant effect on the perception of the innovative climate. When the relevant literature is examined, it is emphasized that organizations with employees from different fields and providing diversity are innovative and creative organizations. This situation brings with it an interactive process in which employees interact in groups and develop, discuss, change and

implement new ideas. Therefore, diversity in groups is likely to encourage novelty behavior (Van der Vegt & Janssen, 2003; Qstergaard et al., 2011). The results obtained in this study are consistent with the relevant literature. The result of this study is thought to be due to the fact that the employees perceive an innovative and creative working climate regardless of the field, and that the graduates of each field interact by approaching the situations from different perspectives.

As a result, it was concluded that the employees of the Ministry of Youth and Sports of the Republic of Turkey work in an innovative and creative organizational climate. Sonmez et al., (2017) states that the score to be obtained from the scale is higher than the average value, which supports this situation. It should be noted that there are some limitations when evaluating the results of the study. The aforementioned study was carried out in line with the data obtained from a working group consisting of employees of the Ministry of Youth and Sports, Central and Provincial Organizations, which is a public institution and organization. Therefore, it should be accepted that the study findings cannot be generalized to all public and private sector employees. In order to gain competitive advantage in the private sector, it may be necessary to take risks for more innovative and creative activities. In this context, it is thought that the results in question will vary in studies to be conducted in different study groups.

Recommendations

In future research on the subject, it is recommended to examine the interaction of innovation and creativity with different concepts. Additionally, it can be suggested to investigate the effect of a specific training program on the development of creativity and innovation skills.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Günümüz iş dünyasında yaşanan küreselleşme, her sektör ve her kurum için farklı problemleri beraberinde getirmektedir. Bu problemlerin çözümü ise ancak yenilikçi ve yaratıcı çözüm yolları sunmakla mümkün olacaktır. Bir örgütün iş yeri organizasyonlarında veya diğer faaliyetlerinde (yapı, yönetim sistemleri, yönetsel beceriler vb.) yeni veya var olanın güncellendiği bir örgütsel yöntem uygulanması olarak tanımlanan örgütsel yenilikçilik kavramı (Hage, 1999; Fernandes ve ark., 2018), günümüzde hem bireyler hem de örgütler için giderek önem kazanmaktadır (Damanpour, 2017). Çünkü bireyin karşılaştığı sorunların çözümü her zaman geleneksel yöntemlerle mümkün olmamaktadır. Bu yüzden karmaşık veya yeni karşılaşılan birtakım sorunların yaratıcı ve yenilikçi yaklaşımlar ile çözülmesi gerekebilmektedir (Yıldız ve ark., 2022). Bu gereklilik sadece bireysel olarak değil, örgütsel

olarak da günlük yaşantıda karşılaşılan bir durumdur. Bu durum her sektör ve iş grubunda olduğu gibi dünyanın sayılı büyük ekonomilerinden olan spor sektöründe yer alan örgütler açısından da önem arz etmektedir (Hayton, 2021). Yenilikçi ve yaratıcı yaklaşımlar sporcu, antrenör, teknik direktör, yönetici gibi tüm spor aktörlerinin ihtiyacı olan yaklaşımlardır. Spor müsabakasının en önemli anında oyunu olumlu olarak değiştirme noktasında, sporcu için gereklidir. Sporcularını antrene etme, yeni ve farklı pozisyonlara entegre etme noktasında da antrenör için gereklidir. Yöneticisi olduğu spor örgütüne rekabet avantajı sağlamak ve örgütsel hedeflerini gerçekleştirme noktasında ise spor yöneticisi için gereklidir (Demir ve ark., 2020; Mülhim, & Kul, 2020). İlgili literatür incelendiğinde yaratıcı ve yenilikçi örgütlerin başarılarının yaratıcı ve yenilikçi olmayan örgütlere nazaran daha yüksek olduğu bilinmektedir (Hage, 1999; Razavi & Attarnezhad, 2013; Azar & Ciabuschi, 2017). Bu noktada kuruluşların çalışanlarının yaratıcılık ve yenilikçilik becerilerini geliştirmeye yönelik düzenlediği eğitimler de bu durumu desteklemektedir. Bu eğitimler hem teorik hem de uygulamalı olarak gerçekleştirilmektedir. Deneyimsel öğrenme ve konferans yoluyla eğitim, kullanılan eğitim yöntemleri arasındadır (Yıldız ve ark., 2022). Bu bağlamda söz konusu bu çalışma uygulama açısından spor örgütlerinin rekabet avantajı sağlamaları adına yenilikçi ve yaratıcı çalışma iklimi oluşturmalarının önemini anlamak ve bu iklimi oluşturmak adına rehberlik etmesi için önem arz etmektedir. Teorik açıdan ise oldukça yeni olan ve henüz yeteri kadar çalışılmamış olan (Damanpour, 2017; Hayton, 2021; Chuo & Amponstira, 2023) yenilikçilik ve yaratıcılık kavramlarının farklı sektör ve konular ile çalışılarak kavramın genişlemesi ve dolayısıyla literatüre katkı sağlaması adına önem arz etmektedir. Tüm bu durumlar ışığında bu çalışma dünyanın sayılı büyük endüstri ve ekonomilerinden olan spor sektöründe ülke sporuna yön veren kamu kuruluşu olan Türkiye Cumhuriyeti Gençlik ve Spor Bakanlığı Merkez ve Taşra teşkilatı çalışanlarının örgütlerine ilişkin yaratıcılık ve yenilikçilik algılarının incelenmesini amaçlamaktadır.

YÖNTEM

Bu çalışmada Spor Genel Müdürlüğü çalışanlarının örgütlerine yönelik yenilikçi ve yaratıcılık algılarının incelenmesi amaçlanmaktadır. Çalışma nicel araştırma yöntemlerinden ilişkisel tarama ve nedensel karşılaştırma tekniğine göre tasarlanmıştır. Bu araştırmanın çalışma grubu seçkisiz olmayan örnekleme yöntemlerinden ulaşılabılır örnekleme tekniğine göre belirlenmiş olup 424 Türkiye Cumhuriyeti Gençlik ve Spor Bakanlığı Spor Genel Müdürlüğü merkez ve taşra teşkilatı çalışanlarından oluşmaktadır. Veri toplama aracı olarak Scott ve Bruce (1994) tarafından geliştirilmiş, Sönmez ve arkadaşları (2017) tarafından Türk Kültürüne uyarlaması yapılmış olan “Yenilik İklimi Ölçeği” kullanılmıştır. Elde edilen verilerin analizinde ilk olarak tanımlatıcı istatistik ve normallik analizi kullanılmıştır. Bu analizler kapsamında veri setinde kayıp değer ve uç değerler incelenmiştir. Ardından verilerin normallik dağılımları incelenmiştir. Verilerin normal dağılım göstermesinin ardından verilerin analizinde parametrik testlerin kullanılmasına karar verilmiştir (Büyüköztürk, 2017).

BULGULAR

Katılımcıların YİÖ elde edilen puanlarda cinsiyet değişkenine ilişkin kadın katılımcıların yeniliği engelleme alt boyutunda erkek katılımcılara nazaran daha yüksek puanlara sahip olduğu, erkek katılımcıların ise yeniliği destekleme ve kaynak sağlama alt boyutunda kadın katılımcılara nazaran daha yüksek puana sahip olduğu tespit edilmiştir ($p<0,05$). YİÖ elde edilen puanlarda medeni durum değişkenine ilişkin evli ve bekar katılımcılar arasında anlamlı fark tespit edilmemiştir ($p>0,05$). Yenilik iklimi ve katılımcıların yaşları ve kurumda çalışma yılları arasındaki ilişkinin incelenmesinde ise negatif yönlü düşük düzey bir ilişki saptanmıştır ($p<0,05$). Katılımcıların YİÖ elde edilen puanlarda eğitim durumu değişkenine ilişkin katılımcılar arasında yeniliği destekleme alt boyutunda lise eğitim düzeyine sahip olan katılımcıların lisans eğitim düzeyine sahip olan katılımcılara nazaran yenilik konusunda örgütsel destek algılarının daha yüksek olduğu tespit edilmiştir ($p<0,05$). Yeniliği engelleme alt boyutunda lisans eğitim düzeyine sahip olan katılımcıların lise eğitim düzeyine sahip olan katılımcılara nazaran yenilik konusunda engellenme algılarının daha yüksek olduğu tespit edilmiştir ($p<0,05$). Kaynak sağlama alt boyutunda lisans eğitim düzeyine sahip olan katılımcıların örgütün yenilik için yeterli kaynak sağlaması noktasındaki algılarının lise eğitim düzeyine sahip olan katılımcılardan ve ilköğretim düzeyine sahip katılımcılardan daha düşük olduğu tespit edilmiştir ($p<0,05$). Katılımcıların YİÖ elde edilen puanlarda mezuniyet alanı değişkenine ilişkin alan içi ve alan dışı katılımcılar arasında anlamlı fark tespit edilmemiştir ($p>0,05$). Katılımcıların örgütlerine ilişkin yaratıcı ve yenilikçi destek algılarının ise ortalama değer üstünde olarak yüksek görülmektedir.

TARTIŞMA VE SONUÇ

Katılımcıların algıladığı yenilikçi iklim cinsiyet açısından farklılaşmaktadır. Bu doğrultuda erkek katılımcıların örgütün yeniliği destekleme ve yenilik için kaynak sağlama noktasında daha yüksek algılara sahip olduğu tespit edilmiştir. Kadın katılımcıların algılarının ise bunun tam aksine örgütlerinin yenilikçiliğe destek vermeyen bir yapıda olduğu sonucuna ulaşılmıştır. İlgili literatür incelendiğinde benzer sonuçlar elde edilen çalışmalar mevcuttur (Kwaśniewska & Nęcka, 2004; Gijón ve ark., 2023).

Katılımcıların medeni durumları algılanan yenilikçi örgüt yapısı noktasında anlamlı bir fark yaratmadığı tespit edilmiştir. İlgili literatür incelendiğinde benzer sonuçlar elde edilen çalışmalar mevcuttur (Zhang ve ark., 2022).

Katılımcıların yaşları ve kurumda çalışma yılı ile yenilikçi ve yaratıcılık konusunda algılanan örgütsel destek arasındaki ilişki incelenmiştir. İnceleme sonucunda çalışanların yaşları ve kuruma ilişkin hizmet yılı arttıkça yenilikçi ve yaratıcılık konusunda algılanan örgütsel destek düzeylerinin azaldığı saptanmıştır. İlgili literatür incelendiğinde benzer sonuçlar elde edilen çalışmalar mevcuttur (Frosch, 2011; Cem & Hajiyeva, 2018; Tams & Dulipovici, 2022). Katılımcıların eğitim durumlarının algılanan yenilik iklimine etkisi incelenmiştir. Bu bağlamda lise düzeyi eğitim durumuna sahip olan katılımcıların lisans düzeyi eğitim düzeyine sahip olan katılımcılara nazaran örgütün yenilikçi yaklaşımları destekleme

noktasında daha çok destek algıladıkları tespit edilmiştir. İlgili literatür incelendiğinde benzer sonuçlar elde edilen çalışmalar mevcuttur (Kaçay, 2020; Marescotti ve ark., 2021).

Katılımcıların spor alanlarından mezun olup olmama durumlarının ise yenilikçi örgüt iklim algısına anlamlı bir etkisinin olmadığı sonucuna ulaşılmıştır. İlgili literatür incelendiğinde benzer sonuçlar elde edilen çalışmalar mevcuttur (Van der Vegt & Janssen, 2003; Qstergaard ve ark., 2011).

Sonuç olarak Türkiye Cumhuriyeti Gençlik ve Spor Bakanlığı çalışanlarının yenilikçi ve yaratıcı bir örgüt iklimi içerisinde çalıştıkları sonucuna ulaşılmıştır.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Nuh Osman YILDIZ
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Nuh Osman YILDIZ
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Nuh Osman YILDIZ
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Nuh Osman YILDIZ
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Nuh Osman YILDIZ
Destek ve Teşekkür Beyanı/ Statement of Support and Acknowledgment		
Bu çalışmanın yazım sürecinde katkı ve/veya destek alınmamıştır. <i>No contribution and/or support was received during the writing process of this study.</i>		
Çatışma Beyanı/ Statement of Conflict		
Araştırmacıların araştırma ile ilgili diğer kişi ve kurumlarla herhangi bir kişisel ve finansal çıkar çatışması yoktur. <i>Researchers do not have any personal or financial conflicts of interest with other people and institutions related to the research.</i>		
Etik Kurul Beyanı/ Statement of Ethics Committee		
Bu araştırma, Bolu Abant İzzet Baysal Üniversitesi İnsan Araştırmaları Etik Kurulunun 2023/354 protokol numaralı kararı ile yürütülmüştür. <i>This research was conducted with the decision of Bolu Abant İzzet Baysal University Human Research Ethics Committee numbered 2023/354</i>		



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