



# Developing the attitude scale towards the teachers' lounge

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## Abstract

This study aims to develop a measurement tool that will be used to determine the attitudes of teacher candidates towards the teachers' lounge. In line with this purpose, first of all, the literature on the subject was searched, and at the same time, the opinions of the students studying in the last year of the education faculty teaching programs were taken. At the end of this process, an item pool of 34 items was created for the scale trial form. The scale items prepared through the scale trial form were presented to the expert opinion. Some items were rearranged in line with the opinions of the experts, and an application form consisting of 34 items was prepared. It was applied to a total of 286 students, 221 of whom were female and 65 of whom were male. Validity and reliability analyzes of the scale were made on the data set formed as a result of the application. First of all, Exploratory Factor Analysis (EFA) was performed for construct validity, and as a result of exploratory Factor Analysis (EFA), a scale form consisting of 23 items and 3 sub-dimensions was obtained. The three-factor structure of the scale explains 63.49% of the total variance of the scale. The results of the reliability analysis of the scale revealed that the Cronbach's alpha reliability coefficient for the overall scale was .95, and the reliability coefficients for the sub-factors were .94, .92, and .79, respectively. It was observed that the t-test results between the scores of the upper-lower 27% groups differed at the  $p < .001$  significance level, and the Spearman-Brown internal consistency coefficient calculated for the two equal halves of the scale had a very high "0.92" value. These values, obtained as a result of the analysis, were interpreted as proof that the scale has the necessary psychometric properties.

**Keywords:** Teachers' lounge; teachers candidates; attitude

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## 1. Introduction

### 1.1. Introduce the problem

Developed and developing countries place education at the center of development. The main subject of education is undoubtedly teachers. Teachers are expected to play a leading role in the development of a country, raising qualified manpower, ensuring peace

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and social peace in society, the socialization of individuals and their preparation for society, and transferring the culture and values of the society to younger generations (Özden, 1999).

For teachers to fulfill the roles expected of them effectively, they must be satisfied with the teaching profession in every sense. However, if teachers believe that work is valuable and important, their work life will be meaningful, purposeful, and important (Turan, 2004). As the level of satisfaction with his job increases, motivation and performance increase, and the quality and efficiency of education increase (Balci, 2004).

Factors affecting job satisfaction are handled in two groups: individual and organizational. While age, gender, education level, marital status, workplace status, length of service, sociocultural environment, and personality structure are the most important organizational factors, the following are also important: job and its quality; management and supervision; wages; development and promotion opportunities; physical workplace conditions; and the social environment of the workplace (Tözün et al., 2008).

In studies on "physical conditions of the workplace", which is one of the organizational factors, it has been observed that employees prefer places that are not physically uncomfortable and dangerous. It has been determined that they want environmental factors such as heat, light, and noise not to be excessive (Robbins, 1996).

Teachers need to feel supported by the organization they work for in order to develop a positive attitude towards their profession and the schools where they work. One of the ways to do this is to provide a suitable working environment for teachers (Sezgin-Nartgün & Kalay, 2014).

Educational environments are seen as an important variable in the functioning of a school. The effect of these environments on teachers, who are the architects of the teaching-learning process, is shown to be the reason for this (Dönmez, 2004). It is thought that the places that meet the teacher's needs in the school are the "teachers' lounge" (Korkulutaş, 2019).

In this sense, an important part of the educational environment is the teachers' lounge, one of the environments where teachers carry out their work related to their profession and contribute to their professional development.

The teachers' lounge is a workspace that teachers use for purposes such as resting, spending time between classes, and preparing for the lesson. Teachers constantly come together in this field and form an informal network of relationships among themselves (Nayir, Taneri, & Akgündüz, 2017).

The teachers' lounge, one of the places where teachers come together outside of class time, is defined as a key place in the working lives of many teachers. This area has been defined as a place to talk, relax and spend time together, socialize with colleagues, work away from students, escape or take shelter (Holland et al., 2007; Clandfield & Foord

2008; Frankel, 2011; Wood, 2014). In this atmosphere, the teacher plans the education and training, makes decisions about the student, shares these with his colleagues, and gives information to the parents about their children (Shapiro, 2000).

It has been recognized that interactions within this field are also likely to affect the emotional well-being of all teaching staff, especially those at the beginning of their careers (Chartered College of Teaching, 2017).

Apart from functions such as communicating with their colleagues, organizing professional activities, and exchanging ideas, teacher lounges are multi-purpose environments where teachers spend quality time, sharing their thoughts about daily life, and meeting with students, school administrators, and parents, who are the other shareholders in education. The fact that teachers adopt this field organized for them in schools, which are their working environments, and develop positive attitudes will increase their commitment to the profession and the organization (Turhan, Kaptan, & Kahveci, 2015).

Attitudes are considered one of the most important psychological characteristics that determine the behavior and social perceptions of individuals. According to Smith (1968), attitude is "a tendency that is attributed to an individual and that regularly creates his thoughts, feelings, and behaviors about a psychological object" (cited in Kağıtçıbaşı, 2008: 110).

Since it significantly affects human behavior, measuring attitudes and knowing the degree of attitude that people have regarding the relevant object or situation is desirable in many areas (Kan & Akbaş, 2005).

Teachers' lounges are the places where new teachers find the cultural codes related to the profession in order to adapt to the task and are also aware of cultural organizational expectations, etc. It is a collaborative workspace that they share with their colleagues (Schempp, Sparkes, & Templin, 1993; Christensen, 2013). In this sense, it is important to determine the attitudes of teacher candidates, especially at the beginning of their career, towards teacher lounges, which are likely to affect their professional development.

When the literature on the subject is examined, no measurement tool developed in the context of determining the attitudes of teacher candidates towards teacher lounges has been found in studies conducted both in Turkey and abroad. For this reason, it is thought that the measurement tool, which will be shaped as a result of such research in the context of scale development, will inspire new studies to be done and enrich the measurement tool literature.

This study aims to develop an attitude scale with the necessary psychometric properties to be used to determine the attitudes of the senior year students of the Faculty of Education towards the teacher's lounges.

## 2. Method

The research is descriptive research in the survey model. In the study, it was aimed to develop a measurement tool to determine the attitudes of teacher candidates towards the teachers' lounge.

### 2.1. Population and Sample

The study population of the research consists of all senior students studying in different teaching programs at Gazi University, Gazi Faculty of Education in the 2021-2022 academic spring term. Since the students in the study universe are at the internship stage and it is difficult to reach all students, sampling was preferred. The measurement tool was applied voluntarily to a total of 286 students—221 female and 65 male—studying in 6 teaching programs chosen at random from among the senior students of 24 teaching programs, and data was collected. The sampling method was adopted as the principles of easy accessibility and voluntary participation in the research were taken into consideration while determining the research group (Yıldırım & Şimşek, 2011).

In the application of the scale trial form, reference values in the literature were taken into account in determining the sample size of the student group to which the application would be made. In the development of the scale, the direction of the literature for scale development was followed (Tabachnick & Fidell, 2007; Field, 2013; DeVellis, 2014; Seçer, 2015).

### 2.2. Scale Development Process

First, a literature review was conducted, and 30 pre-service teachers were asked to write compositions to determine their perspectives on the subject. As a result of the evaluations obtained from the literature and compositions, an item pool of 34 items was created. Feedback was received from a group of five experts regarding the content validity of 34 items in the item pool. Two items were rearranged in line with the directions of the experts. The data set for validity and reliability analysis was obtained by applying the scale form to a group of 286 senior students. Based on the data set, exploratory factor analysis and analysis based on scale reliability were carried out. During the analysis process, the SPSS package program was used to process and analyze the data.

Firstly, the Kaiser-Meyer-Olkin (KMO) test and Bartlett Sphericity test were performed to check the suitability of the data set obtained from 286 senior teacher candidates for exploratory factor analysis. As a result of the significant Bartlett test result, evidence was provided that factor analysis could be performed and that the data set showed a multivariate normal distribution. To make the factors clearer with the rotation methods, varimax axis rotation was applied. As a result of the exploratory factor analysis, 11 scale items were removed from the scale because they did not meet the

necessary criteria. The number of items to be included in the scale was determined as 23 items in three sub-dimensions.

For the reliability of the scale, Cronbach's Alpha reliability coefficient and item-total correlations for the contribution of all items to the scale were examined. In addition, in order to determine the distinctiveness of pre-service teachers' attitudes towards the teacher's lounge, the t-test for independent groups and the Spearman-Brown internal consistency coefficient for the two equal halves of the scale were calculated in the comparison of the upper-lower 27% group scores.

### 3. Results

The findings obtained as a result of the analysis regarding the construct validity of the scale are given below.

#### 3.1 Exploratory Factor Analysis

The Kaiser-Meyer-Olkin (KMO) value, which was made to determine the suitability of the data structure obtained from the application of the trial scale for factor analysis, was .95, and the Barlett Sphericity value as a result of the Barlett test [ $\chi^2= 4489,211$ ;  $p<.001$ ]. When the Kaiser Meyer Olkin (KMO) value is evaluated based on reference values, it can be said that the obtained value is within the "perfect" limits. The value obtained for the Bartlett's Test of Sphericity shows that factor analysis can be done and the data set has a multivariate normal distribution (Kalaycı, 2006; Tabachnick & Fidell, 2007; Field, 2013; Özdamar, 2013; Büyüköztürk, 2013). Axis rotation was applied with the "Varimax" method to determine the relationship of sub-dimensions with each other. After Varimax rotation, 3 sub-factors with eigenvalues greater than 1 were determined. The 3 sub-factors identified explain 63.45% of the total variance. In the social sciences, this value is within acceptable limits (Özdamar, 2013; Tavşancıl, 2014). Figure 1 shows the Scree Plot chart which is formed according to the eigenvalues of the sub-dimensions.



**Figure 1. Scree Plot**

When Figure 1 is examined, the breakpoints in the scree plot show that the factor structure is triple.

The values obtained regarding the scale as a result of the exploratory factor analysis (EFA) are given in Table 1.

**Table 1.** Exploratory Factor Analysis Results Regarding the Attitude Scale towards Teachers' Lounge

| Factors                                                                                      | Factor Loadings | Eigenvalue | Factor Explained Variance % |
|----------------------------------------------------------------------------------------------|-----------------|------------|-----------------------------|
| <b>Factor 1:</b> Hesitation Regarding the Teachers' Lounge                                   |                 | 10,990     | 27,074                      |
| 30. Being in the teachers' lounge annoys me.                                                 | ,849            |            |                             |
| 29. Every moment in the teachers' lounge gives me torment.                                   | ,845            |            |                             |
| 31. I try to stay away from the teachers' lounge whenever I can.                             | ,845            |            |                             |
| 32. If I had the power, I would remove the teachers' lounge.                                 | ,817            |            |                             |
| 34. The teachers' lounge has a suffocating atmosphere.                                       | ,804            |            |                             |
| 28. The teachers' lounge is very repulsive to me.                                            | ,800            |            |                             |
| 13. I think the teachers' lounge will end my ideals about teaching.                          | ,673            |            |                             |
| 20. Teachers' lounge is a place where unnecessary conversations are made.                    | ,581            |            |                             |
| <b>Factor 2:</b> Belief in the Utility and Versatility of the Teachers' Lounge               |                 | 2,486      | 24,354                      |
| 18. Teachers' lounge is a place where positive awareness is created in the name of teaching. | ,751            |            |                             |
| 16. Teachers' lounge is indispensable for the formation of a teaching profession culture.    | ,739            |            |                             |
| 26. I look forward to have a chat with my colleagues in the                                  | ,731            |            |                             |

|                                                                                                   |              |               |
|---------------------------------------------------------------------------------------------------|--------------|---------------|
| teachers' lounge.                                                                                 |              |               |
| 15. I think there are very useful sharings about the profession in the teachers' lounge.          | ,722         |               |
| 24. The teachers' lounge is a great place to socialize.                                           | ,713         |               |
| 19. The teachers' lounge provides a great environment for collaborative work with my colleagues.  | ,658         |               |
| 22. The teachers' lounge is necessary to develop a sense of belonging to the school.              | ,639         |               |
| 25. A teacher who is disconnected from the teachers' lounge is also disconnected from the school. | ,617         |               |
| 33. I would like to go to the teachers' lounge as soon as possible during breaktime.              | ,564         |               |
| 14. The teachers' lounge makes me feel like I am a teacher.                                       | ,512         |               |
| <b>Factor 3: Belief In The Relaxing Aspect Of The Teachers' Lounge</b>                            | <b>1,118</b> | <b>12,021</b> |
| 1. I do not like to spend time in the teachers' lounge.                                           | ,671         |               |
| 3. I look for opportunities to spend time in the teachers' lounge.                                | ,656         |               |
| 2. Spending time in the teachers' lounge is not for me.                                           | ,601         |               |
| 6. I would like to spend more time in the teachers' lounge.                                       | ,589         |               |
| 7. The teachers' lounge is a great place to relax.                                                | ,569         |               |
| <b>Scale Total</b>                                                                                |              | <b>63,449</b> |

When Table 1 is examined, there are 23 items in the scale with three sub-factors, 10 of which are negative and 13 of which are positive. Negative items are scored opposite to positive items. The three factors on the scale were named as I. (Hesitation Regarding the Teachers' Lounge), II. (Belief in the Utility and Versatility of the Teachers' Lounge), and III. (Belief in the Relaxing Aspect of the Teachers' Lounge). The factor I accounted for 27,074% of the total variance, Factor II for 24,354%, and Factor III for 12,021% of the total variance. The total explained variance of the scale is 63.449%.

### 3.2. Reliability and Item Analysis

Regarding the reliability of the scale, Cronbach's alpha reliability coefficients for the whole scale and its sub-dimensions, and item test total correlation coefficients for each scale item on the scale were calculated. In addition, to determine the significance of the difference between the mean scores of the lower and upper groups, a t-test was applied for independent groups of upper-lower 27% groups. In addition, the Spearman-Brown internal consistency coefficient and the correlation coefficients of the scale sub-dimensions with each other and with the overall scale were calculated for the two equal halves of the scale. Results of the analysis procedures are presented in Tables 2 and 3.

**Table 2.** Reliability Analysis Results of Attitude Scale Towards Teachers' Lounge

| Factor<br>Item No | Item Total<br>Correlation | Lower%27<br>Upper%27<br>t | Cronbach Alfa<br>Coefficient of<br>Internal Consistency |
|-------------------|---------------------------|---------------------------|---------------------------------------------------------|
| Factor I          |                           |                           | ,94                                                     |
| Item 30           | ,697                      | 13,178***                 |                                                         |
| Item 29           | ,677                      | 13,027***                 |                                                         |
| Item 31           | ,741                      | 15,358***                 |                                                         |
| Item 32           | ,641                      | 10,892***                 |                                                         |
| Item 34           | ,717                      | 14,435***                 |                                                         |
| Item 28           | ,717                      | 14,062***                 |                                                         |
| Item 13           | ,616                      | 9,480***                  |                                                         |
| Item 20           | ,729                      | 18,060***                 |                                                         |
| Factor II         |                           |                           | ,92                                                     |
| Item 18           | ,732                      | 15,044***                 |                                                         |
| Item 16           | ,759                      | 17,376***                 |                                                         |
| Item 26           | ,630                      | 10,874**                  |                                                         |
| Item 15           | ,730                      | 17,192***                 |                                                         |
| Item 24           | ,720                      | 14,169***                 |                                                         |
| Item 19           | ,722                      | 15,169***                 |                                                         |
| Item 22           | ,635                      | 11,836***                 |                                                         |
| Item 25           | ,503                      | 7,794***                  |                                                         |
| Item 33           | ,477                      | 8,698***                  |                                                         |
| Item 14           | ,699                      | 14,198***                 |                                                         |
| Factor III        |                           |                           | ,79                                                     |
| Item 1            | ,387                      | 6,137***                  |                                                         |
| Item 3            | ,571                      | 10,860***                 |                                                         |
| Item 2            | ,725                      | 14,244***                 |                                                         |
| Item 6            | ,585                      | 9,286***                  |                                                         |
| Item 7            | ,527                      | 8,859***                  |                                                         |
| Scale Total       |                           |                           | ,95                                                     |

\*\*\*P&lt;.001

When Table 2 is examined, it is observed that the Cronbach's Alpha reliability coefficient for the overall scale varies between .95, and its sub-factors vary between .94 and .92 and .79, respectively. It is observed that the overall reliability coefficient of the scale indicates a high degree of reliability in the range of  $0.80 \leq \alpha < 1.00$ . The item total correlation values were 0.30 and higher, the t-test results between the upper-lower 27% groups differed at the  $p=.001$  significance level, and the Spearman-Brown internal consistency coefficient calculated for the two equal halves of the scale was found to be 0.30 and higher. It is observed that it has a very high value of "0.92" (Büyüköztürk, 2013). Considering all these values obtained regarding reliability, these obtained values show that the scale has a structure with measurement reliability. The correlation values between the overall scale and its sub-factors are given in Table 3.

**Table 3.** Correlation Values between Total and Sub-Dimensions of the Attitude Scale towards Teachers' Lounge

|            | Scale Overall | Factor I | Factor II | Factor III | Factor IV |
|------------|---------------|----------|-----------|------------|-----------|
| Factor I   | ,869**        | -----    |           |            |           |
| Factor II  | ,918**        | ,644**   | -----     |            |           |
| Factor III | ,816**        | ,562**   | ,720**    | -----      |           |

\*\*p&lt;.01

When Table 3 is examined, it is observed that the correlation values between 0.56 and 0.92 for the scale and each sub-factor, and at  $\alpha=0.01$  significance level indicate a moderate and high level of positive correlation. The highest score that can be obtained from the scale, which has a five-point Likert-style scale consisting of 23 items and 3 sub-dimensions, is 115, and the lowest score is 23. A high score on the scale indicates a high attitude towards the teachers' lounge, and a low score indicates a low attitude.

## 4. Discussion

This study aims to develop a measurement tool with the necessary psychometric properties that can be used to determine the attitudes of teacher candidates towards the teachers' lounge. For this purpose, an item pool consisting of 34 items with a 5-point Likert-style rating was created and a trial form was prepared with minor changes and arrangements in line with expert opinions. The prepared scale trial form was applied to a group of 286 pre-service teachers, and validity and reliability analyses were conducted on the obtained data set. Firstly, exploratory factor analysis and reliability analysis were performed on the existing data set, and 11 scales were excluded from the item pool because they did not meet the item criteria. Finally, a scale structure consisting of 23 items and three sub-factors emerged. In the three-factor structure obtained, factors were named as I. (Hesitation Regarding the Teachers' Lounge), II. (Belief in the Utility and Versatility of the Teachers' Lounge), III. (Belief in the Relaxing Aspect of the Teachers' Lounge), respectively.

The Kaiser-Meyer-Olkin (KMO) value is .95 as a result of the first stage explanatory factor analysis, and the Barlett Sphericity value is .001 as a result of the Barlett test [ $\chi^2=4489,211$ ;  $p=.001$ ]. On the other hand, the Cronbach Alpha reliability coefficient values for the three sub-dimensions in the scale were determined as .94, .92, and .79, while the Cronbach Alpha reliability coefficient for the whole scale was calculated as .95. In addition, t-test results between the scores of the upper-lower 27% groups show that there is a difference at the  $p<.001$  significance level. The Spearman-Brown internal consistency coefficient calculated for the two equal halves of the scale indicates a very high "0.92" value. It has been determined that the three sub-factors in the scale have a moderate to a high level of positive correlation between the overall scale and each sub-factor, between 0.56 and 0.92, and at  $\alpha=0.01$  significance level.

In the final scale, there are 23 items and three sub-dimensions in total. The highest score that can be obtained from the scale is 115, and the lowest score is 23. A high or low attitude score on the scale for the teachers' lounge indicates that the attitude towards the subject is positive or negative.

When the values obtained for the validity and reliability of the scale are examined, it can be said that these values reflect the psychometric properties that should be found in a scale with measurement reliability, in accordance with the purpose of developing the scale.

When the literature on the subject is examined, it is seen that the studies mostly focus on the experiences in the teachers' lounge and the functions of the teachers' lounge (Ben-Peretz, Schonmann, & Kupermintz, 1999; Biott & Easen, 1994; Kainan, 2002; Pitt & Kirkwood, 2009; Yeşil & Korkmaz, 2012; Töremen, 2004; Gürsel & Ünal, 2015).

## 5. Conclusions

It can be said that the measurement tool developed in this study is a measurement tool with the necessary psychometric properties that can be used to determine the attitudes of teacher candidates on the subject.

The limitations of this study are that this study was conducted only with teacher candidates at a university, it was studied with a student group of 286, and more female students were involved in the practice due to the student population. It is recommended to carry out a confirmatory factor analysis before the measurement tool is used in different studies in the future and to obtain new data on the scale by making more comprehensive applications at different universities. In addition, it is considered important to develop measurement tools that will determine the attitudes of teacher candidates, as well as teachers who have been teaching for a long time, towards the teachers' lounge or to carry out research involving the application of the scale to teachers who are on duty with some revisions, in terms of enriching the findings on the subject.

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