


## Examination of Pre-Service Teachers' Attitudes towards Teachers' Lounge

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### Abstract

This study aims to determine the attitudes of pre-service teachers towards the teachers' lounge. Differences between the attitudes of pre-service teachers towards the teachers' lounge in terms of gender, program, perception of the teaching profession, and the time spent in the teachers' lounge during the internship were examined. The research has the characteristics of a descriptive research model and a survey research design. 634 pre-service teachers studying at the faculty of education and pedagogical formation program at a state university are the study group of this research. As a data collection tool in the research, the "Attitude Scale Towards the Teachers' Lounge" was used. The results of the research show that pre-service teachers' beliefs about the useful and versatile teachers' lounge and their beliefs about the relaxing aspect are at a moderate level, and their attitudes towards the are generally positive. Attitudes of female pre-service teachers towards the teachers' lounge are more positive than those of male teachers. Attitudes of the pre-service teachers studying in the pedagogical formation program towards the teachers' lounge are more positive than those of the pre-service teachers studying at the faculty of education. Attitudes of pre-service teachers who like the teaching profession towards the teachers' lounge are more positive than those of those who do not. The other results are that the attitudes of the teacher candidates who spend time in the teachers' lounge towards the teachers' lounge are more positive than the teacher candidates who do not spend time at all.

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## Introduction

The teachers' lounge is commonplace in the school where teachers rest mentally and physically outside of class hours, prepare for the lesson, socialize, meet with parents or students, and hold meetings. In short, it is common area that teachers use altogether for very different purposes. The idea that the teachers' lounge is a negative space has persisted for many years, but researchers have found strong connections between the teachers' lounge and the classroom (Mawhinney, 2010). The fact that the teachers' lounge is an informal space used for professional development is evaluated in the context of the interactions here. Keller (1999, 2000) classifies these interactions as "teacher lounge care" and "teacher lounge toxins". Teachers' lounge care states that interaction in the teachers' lounge occurs when it creates areas of improvement in teaching, compassion towards students, or other positive developments. Teacher lounge toxins, on the other hand, occur when comments that support derogatory views of students and other professionals, a general distaste for their profession, and a lack of interest in improving teaching performance occur.

Mawhinney (2010) states that teachers gain a natural professional development by learning something from each other through professional knowledge sharing, thanks to the informal interactions they carry out in the teachers' lounge, photocopy room, and other congregational spaces. "*The congregational spaces included places where teachers habitually gather in groups of two or more, such as classrooms, offices, libraries and other places where the teachers interacted when the space is not being used for other purposes*" (Mawhinney, 2007, p.54). Briefly, congregational spaces are places where a group of teachers are gathered together for teacher-to-teacher interaction (Mawhinney, 2008a, 2008b). Korkmaz and Yeşil (2012) found in their study of the agenda in the teachers' lounge that teachers often talk about the school environment and education-related issues, but sometimes they talk about social, economic, and political issues. Teachers stated that they mostly talked about education, the school environment, and academic development in the teachers' lounge. Pitt (2007) analyzes what teachers talk about in the teachers' lounge and states that most teacher discussions are based on professional communication that includes collaborative teacher dialogue.

In terms of pre-service teachers, the agenda of the teachers' lounge, especially regarding education and training, can be handled in terms of their informal professional development. Informal professional development is defined as teachers' interactions and discussions without a specified instructor, at unspecified times. Moreover, it takes teachers to reflect more on learning and collaborate with their colleagues (Darling-Hammond & McLaughlin, 2011; Jones & Dexter, 2014). Especially when it is considered in terms of social learning, the sharing of experienced teachers' knowledge about education and academic development constitutes a model for new teachers who are just starting their profession. According to Öntaş et al. (2017), pre-service teachers set a model for themselves by observing behaviors in schools that are appropriate or unsuitable for their teaching identity; they consider the time they spend at school and the social/professional relationships there as a professional experience, as well as the structure and culture of the places they will work in the future. They state that they acquire the kind of information that will create readiness about the subject. In addition, in the same study is stated that in some schools, the inability of pre-service teachers to enter the teachers' lounge or the absence of a teachers' lounge creates an obstacle for students to establish a

closer social-professional relationship with teachers. The role of the teachers' lounge in the professional development of teachers before and during the service period is undeniable.

Teachers' lounge is an informal learning environment with intensive professional development for both pre-service, novice, and experienced teachers (Nayır et al., 2016). In addition, the interactions of pre-service teachers in the teachers' lounge can be considered in the context of the hidden curriculum of the faculties of education. Teacher candidates can acquire knowledge, behaviors, and attitudes that are not included in the formal program of education faculties, from teachers and administrators in schools where they do their internships. How and what teachers talk about in the teachers' lounge, for what purpose they use it as well as their attitudes towards their profession, verbal and nonverbal communication their colleagues, and interactions with students, parents, and administrators in the teacher's lounge are all perceived and interpreted by the pre-service teachers. Therefore, everything that is perceived and interpreted by pre-service teachers leaves a permanent mark in their minds, and the messages given consciously or unconsciously are learned and constitute the hidden curriculum (Peker Ünal, 2017).

The attitudes that pre-service teachers will develop toward the teacher's lounge in the pre-service period will provide a prediction about how much time they will spend in these environments and what kind of gains they will make during their profession because attitudes, environmental factors, habits, and expectations appear as determinants of behavior (Kağıtçıbaşı, 1999). The fact that attitudes are formed by life and experiences (Allport, 1935, Thurstone, 1931 as cited in Tavşancıl, 2006) suggests that pre-service teachers will develop different attitudes towards the teachers' lounge in their school experiences. As a matter of fact, Smith's (2014) study in Canada reveals that less experienced teachers find staff rooms less important than more experienced teachers. In the study conducted by Timor (2017), it is stated that novice teachers experience alienation from the teachers' lounge because they cannot get professional support from their colleagues, and they experience a feeling of social exclusion. In the literature review conducted by Iojdová et al. (2021), it is stated that teachers' lounge interactions are effective in the formation of the professional identity of teachers.

When the relevant studies are examined in Canada (Smith, 2014), the United States (Mawhinney, 2010), Israel (Ben-Peretz & Schonmann, 2000; Kainan, 2002); England (McGregor, 2003); South Africa (Abrahams, 1997), China (Paine et al., 2003); and Türkiye (Korkmaz & Yeşil, 2012; Turhan et al., 2015), it has been observed that scientific research has been conducted with teachers about the teachers' lounge. A limited number of studies have been conducted with pre-service teachers in the teachers' lounge (Nayır et al., 2016; Ünal et al., 2018). Nayır et al. (2016) aimed to reveal how the views of novice teachers about the teachers' lounge change depending on time and experience in the study conducted with university senior students enrolled in the pedagogical formation education certificate program. In this direction, the questionnaire consisting of open-ended questions was applied twice, before starting the teaching practice and seven weeks after the beginning of the pre-service teacher's teaching practice. When the views of the participants on how they perceive teachers' lounge are examined before the pre-service teacher starts teaching, it is mainly seen as a place of rest, eating, and drinking, as well as a secret and forbidden zone; it was revealed that after the pre-service teacher started teaching, they saw the teachers' lounge as a place of rest and preparation for the lesson and exams. Before the pre-service teacher starts teaching, they think

of the teachers' lounge as a place where gossip and individual issues are discussed. After the pre-service teachers started teaching, they realized that education-related issues were also discussed in the teachers' lounge. Another study conducted by Ünal et al. (2018) revealed that the pre-service teachers who took the course on school experience and teaching practice perceived the teachers' lounge as a student evaluation space, chat space, dining hall and informal space. They perceive it as a comfortable place, a place for gossip, a place segregated by gender, a place dominated by senior teachers, a grouping place, and a place without dialogue, as well.

As a result, it is important to determine the attitudes of pre-service teachers towards the teachers' lounge, which is thought to have a very positive effect on their professional lives. Based on these points, this study aims to determine the attitudes of pre-service teachers towards the teachers' lounge. For this purpose, answers to the following questions were sought:

1. What are the attitudes of pre-service teachers towards the teachers' lounge?
2. Do pre-service teachers' attitudes towards the teachers' lounge significantly differ by gender?
3. Do pre-service teachers' attitudes towards the teachers' lounge show a significant difference according to the program they are studying?
4. Do pre-service teachers' attitudes towards the teachers' lounge show a significant difference according to their perceptions of the teaching profession?
5. Do pre-service teachers' attitudes towards the teachers' lounge show a significant difference according to the time spent in the teachers' lounge during their internship?

## Method

This quantitative research, in which pre-service teachers' attitudes towards the teachers' lounge were determined, is in a descriptive survey model (Creswell, 2012). In descriptive research, questions such as "what? How much? How often? What kind" are used to obtain experience-based information about opinions, attitudes, and practices (Gall et al., 2003). Before starting the research, ethics committee approval was obtained with the decision numbered 2023-1 of Bandırma Onyedi Eylül University Social and Human Sciences Ethics Committee.

### Study Group

The study group for the study consists of pre-service teachers in which studying at the faculty of education in their fourth year and the pedagogical formation program, at a state university. Participants were determined by a convenient sampling method (Emerson, 2021) due to time, place, participant convenience, and cost limitations. 634 pre-service teachers participated in the research. The personal characteristics of the participants are shown in Table 1.

Table 1 shows that the majority of the pre-service teachers (79.65%) participating in the study are female and in the pedagogical formation program (60.88%). Nearly half of the participating pre-service teachers said perceptions towards the teaching profession are "I like it so much" (46.85%), followed by "I like some" (40.54%) and "I don't like it all". (12.62%). When the Time Spending in the Teachers' lounge of pre-service teachers is examined, it is seen that nearly half of the pre-service teachers (47.63%) said "I sometimes spend time."

**Table 1***Personal Characteristics of Pre-Service Teachers*

<i>Independent Variables</i>		<i>f</i>	<i>%</i>
Gender	1. Female	505	79.65
	2. Male	129	20.35
Program	1. Faculty of Education	248	39.12
	2. Pedagogical Formation	386	60.88
Perception towards the Teaching Profession	1. I don't like it all.	80	12.62
	2. I like some.	257	40.54
	3. I like it so much.	297	46.85
Time Spending in the Teachers' lounge	1. I never spend time	200	31.55
	2. I sometimes spend time.	302	47.63
	3. I spend time whenever I have the opportunity.	132	20.82

**Data Collection Instruments and Process**

A questionnaire form was used as a data collection tool in the research. In the first part of the questionnaire, the information asked about gender, program, perception of the teaching profession, and time spent in the teachers' lounge during the internship were asked. The "Attitude Scale Towards the Teachers' Lounge" developed by Çetin and Göloğlu Demir (2022) with pre-service teachers, was used in the second part. Three-dimensional structure obtained which consists of 23 items in the scale. The first dimension was named "hesitation regarding the teachers' lounge" (Sample item: Being in the teachers' lounge annoys me), the second dimension was named "belief in the utility and versatility of the teachers' lounge" (Sample item: Teachers' lounge is a place where positive awareness is created in the name of teaching), and the third dimension was named "belief in the relaxing aspect of the teachers' lounge" (Sample item: The teachers' lounge is a great place to relax.) The items on the five-point Likert scale are scored from "1- I strongly disagree to 5- I completely agree." The scores are between 23 and 115. A high attitude score is interpreted as positive and a low attitude interpret as negative attitude.

While Çetin and Göloğlu Demir (2022) determined the Cronbach Alpha reliability coefficient value first sub-dimension as .94, for the second and third sub-dimensions it is .92 and .79, respectively. The reliability of the whole scale is .95. Similarly, also within the scope of this study, the Cronbach's Alpha coefficients for the scale sub-dimensions were found to be .95, .91, .79, and also the scale's overall reliability was .95. Reliability coefficients are .70 and higher, the measurements' reliability can be said to be adequate (Field, 2009).

Data from the participant was obtained through an online survey. Voluntary consent was obtained from prospective teachers before administering the questionnaire.

**Data Analysis**

Data were analyzed with SPSS 22 software package. Attitude levels of pre-service teachers towards the teachers' lounge were defined with descriptive statistics of minimum and maximum values, mean, and standard deviation. It was scored using the criteria established by Çetin and Göloğlu Demir (2022). Stem and leaf plot and histogram graphs and skewness and

kurtosis coefficients of the scores obtained from the overall scale and its sub-dimensions according to the variables of gender, program, perception towards the teaching profession, and spending time in the teachers' lounge during the internship and Kolmogorov-Smirnov test results were examined. As a result, it was determined that the data did not show a normal distribution. The Kolmogorov-Smirnov test results are shown in Table 2.

**Table 2***Kolmogorov-Smirnov Test Results for Overall Scale and Sub-Dimensions*

<i>Scales</i>	<i>Statistics</i>	<i>SD</i>	<i>p</i>
Hesitation regarding the teachers' lounge	.190	634	.000
Belief in the utility and versatility of the teachers' lounge	.058	634	.000
Belief in the relaxing aspect of the teachers' lounge	.077	634	.000
Scale total	.120	634	.000

According to the Kolmogorov-Smirnov test results in Table 2, it was determined that the distribution was not normal since  $p < .05$  (Büyüköztürk, 2013). For this reason, non-parametric tests were used in the analyses. After the Kruskal-Wallis H test, the Mann-Whitney U test was used to determine significant differences, and a Bonferroni adjustment was made (Field, 2009, p. 565). The effect size for the Kruskal-Wallis test (Field, 2009, p. 570) and the effect size for the Mann-Whitney U test were calculated using the formula " $r = z/\sqrt{N}$ " (Pallant, 2016, p. 252; Rosenthal, 1991, p. 19, as cited in Field, 2009). The  $r$  value found was interpreted as Cohen criteria, .1=small, .3=medium, .5=large (Field, 2009, p. 550; Pallant, 2016, p. 252). The  $p < .05$  level was used to evaluate the analysis results.

## Results

In this chapter, the findings obtained from the research will be presented in the order given by the sub-problems. In this context, the research question is, "What are the attitudes of pre-service teachers' towards the teachers' lounge?" Findings related to the first sub-problem of the study are presented in Table 3.

**Table 3***Descriptive Statistics of Pre-Service Teachers' Attitude Scores Towards Teachers' Lounge*

<i>Scales</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Min</i>	<i>Max</i>
Hesitation regarding the teachers' lounge	634	29.17	8.59	31.00	8.00	40.00
Belief in the utility and versatility of the teachers' lounge	634	28.43	8.18	28.00	1.00	50.00
Belief in the relaxing aspect of the teachers' lounge	634	14.61	4.26	15.00	5.00	25.00
Scale total	634	72.23	19.02	74.00	2.00	115.00

When the average scores in Table 3 are classified on a five-point scale, the scores obtained from each dimension and the overall scale are classified on a five-point scale for dimension one "hesitation regarding the teachers' lounge", dimension two "belief in the utility and versatility of the teachers' lounge", and dimension three "teachers' belief in the relaxing aspect of the teachers' lounge", with the overall scale at the level of "moderately agree." The results

obtained show that the attitudes of pre-service teachers towards the teachers' lounge are positive.

The second sub-problem of the study is: "Do pre-service teachers' attitudes towards the teachers' lounge significantly differ by gender?" Findings related to the second sub-problem of the study are presented in Table 4.

**Table 4**

*Pre-Service Teachers' Attitude Scores towards Teachers' Lounge by Gender*

	Gender	N	Mean	Sum of	U	p	Effect size
			Rank	Ranks			I
Hesitation regarding the teachers' lounge	Female	505	329.07	166180.50	26729.500	.002	.12
	Male	129	272.21	35114.50			
Belief in the utility and versatility of the teachers' lounge	Female	505	325.91	16458.00	28326.000	.022	.09
	Male	129	284.58	3671.00			
Belief in the relaxing aspect of the teachers' lounge	Female	505	323.85	163542.00	29368.000	.083	-
	Male	129	292.66	37753.00			
Scale total	Female	505	327.62	165450.00	27460.000	.006	.10
	Male	129	277.87	35845.00			

The Mann-Whitney Test results in Table 4 shows that the attitudes of pre-service teachers towards the teachers' lounge are "Hesitation regarding the teachers' lounge" (U=26729.500, p=.002), "Belief in the utility and versatility of the teachers' lounge" (U=28326.000, p=.022), and across the scale (U= 27460.000, p=.006). There is a significant difference by gender. There is a significant difference in favor of female pre-service teachers for both dimensions and the overall scale. The size of the effect of this differentiation is small. In other words, female pre-service teachers believe more in the usefulness and versatility of the teachers' lounge than male pre-service teachers. Similarly, it is observed that female pre-service teachers have less reservations about the teachers' lounge. Finally, female pre-service teachers' attitudes towards the teachers' lounge are more positive than those of male pre-service teachers.

The third sub-problem of the study is: "Do pre-service teachers' attitudes towards the teachers' lounge show a significant difference according to the program they are studying?" Findings related to the third sub-problem of the study are presented in Table 5.

**Table 5**

*Pre-Service Teachers' Attitude Scores towards the Teachers' Lounge According to the Program*

	Program	N	Mean	Sum of	U	p	Effect size
			Rank	Ranks			I
Hesitation regarding the teachers' lounge	Faculty of Education	248	294.94	73145.00	42269.000	.013	.09
	Pedagogical Formation	386	331.99	128150.00			
Belief in the utility and versatility of the teachers' lounge	Faculty of Education	248	290.38	72014.00	41138.000	.003	.11
	Pedagogical Formation	386	334.92	129281.00			
Belief in the relaxing aspect of the teachers' lounge	Faculty of Education	248	281.94	69922.00	39046.000	.000	.15
	Pedagogical Formation	386	340.34	131373.00			
Scale total	Faculty of Education	248	291.48	72288.00	41412.000	.004	.11
	Pedagogical Formation	386	334.22	129007.00			

The Mann-Whitney Test results in Table 5 shows that the attitudes of pre-service teachers towards the teachers' lounge are "Restraint towards the teachers' lounge" ( $U=42269.000$ ,  $p=.013$ ), "Belief in the utility and versatility of the teachers' lounge" ( $U= 41138.000$ ,  $p=.003$ ), "Belief in the relaxing aspect of the teachers' lounge" ( $U= 39046.000$ ,  $p=.000$ ) and across the scale ( $U= 41412.000$ ,  $p=.004$ ) differ significantly by program. There is a significant difference in favor of pre-service teachers studying in the pedagogical formation program in all three dimensions and scales. The effect sizes of these variations are small. In other words, in the pedagogical formation program, pre-service teachers believe more in the usefulness and versatility of the teachers' lounge and their beliefs about its relaxing aspect than do pre-service teachers studying at the faculty of education. Similarly, it is seen that in terms of pedagogical formation, pre-service teachers have fewer reservations about the teachers' lounge. Finally, the attitudes of the pre-service teachers studying in the pedagogical formation program towards the teachers' lounge are more positive than those of the pre-service teachers studying at the faculty of education.

The fourth sub-problem of the study is "Do pre-service teachers' attitudes towards the teachers' lounge show a significant difference according to their perceptions of the teaching profession?" Findings related to the fourth sub-problem of the study are presented in Table 6.

**Table 6**

*Pre-Service Teachers' Attitude Scores towards the Teachers' Lounge by Perceptions of the Teaching Profession*

		<i>N</i>	<i>Mean Rank</i>	$\chi^2$	<i>df</i>	<i>p</i>	<i>Effect size I</i>	<i>Difference Between Groups</i>
Hesitation regarding the teachers' lounge	1. I don't like it all.	80	174.88	64.270	2	.000	.34	1-2
	2. I like some.	257	313.69				.39	1-3
	3. I like it so much.	297	359.21				.13	2-3
Belief in the utility and versatility of the teachers' lounge	1. I don't like it all.	80	118.68	11.549	2	.000*	.51	1-2
	2. I like some.	257	326.75				.52	1-3
	3. I like it so much.	297	363.05				.10	2-3
Belief in the relaxing aspect of the teachers' lounge	1. I don't like it all.	80	131.98	104.298	2	.000	.45	1-2
	2. I like some.	257	318.27				.50	1-3
	3. I like it so much.	297	366.81				.13	2-3
Scale total	1. I don't like it all.	80	123.80	111.193	2	.000	.49	1-2
	2. I like some.	257	320.77				.51	1-3
	3. I like it so much.	297	366.84				.13	2-3

The Kruskal-Wallis Test results in Table 6 shows that the attitudes of the pre-service teachers towards the teachers' lounge "Hesitation regarding the teachers' lounge" ( $X^2=64.270$ ,  $p=.000$ ,  $r=.34$  for Group 1-2,  $r=.39$  for Group 1-3,  $r=.39$  for Group 2-3) =.13), "Belief in the utility and versatility of the teachers' lounge" ( $X^2=113.549$ ,  $p=.000$ ,  $r=.51$  for Group 1-2,  $r=.52$  for Group 1-3,  $r=.10$  for Group 2-3), "Belief in the relaxing aspect of the teachers' lounge" ( $X^2=104.298$ ,  $p=.000$ ,  $r=.45$  for Group 1-2,  $r=.50$  for Group 1-3,  $r=.13$  for Group 2-3) and overall scale ( $X^2=111.193$ ,  $p=.000$ ,  $r=.40$  for Group 1-2,  $r=.51$  for Group 1-3,  $r=.13$  for Group 2-3) show a significant difference according to their perceptions of the teaching profession. The findings are In favor of those who "stated that they love the teaching profession very much and that



they like it a little bit. Those who love the teaching profession very much are more likely to believe in the usefulness and versatility of the teachers' lounge and to hold beliefs about its relaxing aspect than pre-service teachers who love the teaching profession a little or not at all. It is seen that those who love the teaching profession very much have fewer reservations about the teachers' lounge than others. Those who like the teaching profession are slightly more likely to believe in the usefulness and versatility of the teachers' lounge and their beliefs about its relaxing aspect than the pre-service teachers who do not like it at all. It is seen that the pre-service teachers who like the teaching profession a little bit have fewer reservations about the teachers' lounge than those who do not like it at all. Finally, those who love the teaching profession very much have a more positive attitude towards the teachers' lounge than those who love it a little bit or not at all, and those who like it a little have more positive attitudes towards the teachers' lounge than those who do not like it at all.

The fifth sub-problem of the study is, "Do pre-service teachers' attitudes towards the teachers' lounge show a significant difference according to the time spent in the teachers' lounge during their internship?" Findings related to the fifth sub-problem of the study are presented in Table 7.

**Table 7**

*Pre-Service Teachers' Attitude Scores towards the Teachers' Lounge by the Time Spent in the Teachers' Lounge*

		<i>N</i>	<i>Mean Rank</i>	$\chi^2$	<i>df</i>	<i>p</i>	<i>Effect size I</i>	<i>Difference Between Groups</i>
Hesitation regarding the teachers' lounge	1. I never spend time.	200	239.52	76.378	2	.000	.24	1-2
	2. I sometimes spend time.	302	325.48				.45	1-3
	3. I spend time whenever I have the opportunity.	132	417.39				.24	2-3
Belief in the utility and versatility of the teachers' lounge	1. I never spend time.	200	222.15	127.546	2	.000*	.28	1-2
	2. I sometimes spend time.	302	321.14				.56	1-3
	3. I spend time whenever I have the opportunity.	132	453.65				.36	2-3
Belief in the relaxing aspect of the teachers' lounge	1. I never spend time.	200	203.58	206.072	2	.000	.34	1-2
	2. I sometimes spend time.	302	314.34				.67	1-3
	3. I spend time whenever I have the opportunity.	132	497.33				.52	2-3
Scale total	1. I never spend time.	200	211.16	159.222	2	.000	.32	1-2
	2. I sometimes spend time.	302	321.25				.62	1-3
	3. I spend time whenever I have the opportunity.	132	470.04				.41	2-3

The Kruskal-Wallis Test results in Table 7 shows that the attitudes of the pre-service teachers towards the teachers' lounge "Hesitation regarding the teachers' lounge" ( $X^2=76.378$ ,  $p=.000$ ,  $r=.24$  for Group<sub>1-2</sub>,  $r=.45$  for Group<sub>1-3</sub>,  $r=.45$  for Group<sub>2-3</sub> =.24), "Belief in the utility and versatility of the teachers' lounge" ( $X^2=127.546$ ,  $p=.000$ ,  $r=.28$  for Group<sub>1-2</sub>,  $r=.56$  for Group<sub>1-3</sub>,  $r=.30$  for Group<sub>2-3</sub>), "Belief in the relaxing aspect of the teachers' lounge" ( $X^2=206.072$ ,  $p=.000$ ,  $r=.34$  for Group<sub>1-2</sub>,  $r=.67$  for Group<sub>1-3</sub>,  $r=.52$  for Group<sub>2-3</sub>) and overall scale ( $X^2=159.222$ ,  $p=.000$ ,  $r=.32$

for Group<sub>1-2</sub>,  $r=.62$  for Group<sub>1-3</sub>,  $r=.41$  for Group<sub>2-3</sub>) show a significant difference according to the time spent in the teachers' lounge. The findings are in favor of those who spend time in the teachers' lounge whenever they have the opportunity and occasionally. Pre-service teachers, who spend time in the teachers' lounge whenever they have the opportunity, have stronger belief in the usefulness and versatility of the teachers' lounge and their beliefs about its relaxing aspect than pre-service teachers, who spend time there only occasionally or not at all. Pre-service teachers who spend time in the teachers' lounge whenever they have the opportunity have fewer reservations about the teachers' lounge than the others. Those who spend time in the teachers' lounge occasionally have more positive beliefs about the usefulness and versatility of the teachers' lounge, as well as their beliefs about the relaxing aspect of the teacher's lounge than those who do not spend any time there at all. It is seen that the pre-service teachers who spend time in the teachers' lounge occasionally have fewer reservations about the lounge than those who do not spend any time there at all. Finally, the attitudes of the pre-service teachers who spend time in the teachers' lounge whenever they have the opportunity towards the teachers' lounge are more positive than those of the pre-service teachers who do not spend any time there at all. Similarly, the attitudes of pre-service teachers who spend time occasionally are more positive than those who do not spend time at all.

### Discussion, Conclusion, and Implications

This study aims to determine the attitudes of pre-service teachers towards the teachers' lounge. The differences between the attitudes of pre-service teachers towards the teachers' lounge in terms of gender, program, perception of the teaching profession, and the time spent in the teachers' lounge during the internship were examined.

The findings obtained from the attitude scores of the pre-service teachers towards the teachers' lounge, their beliefs that the teachers' lounge is useful and versatile, and their beliefs about the relaxing aspect are moderate. However, they do not have major reservations about the teachers' lounge. In general, it can be asserted that the attitudes of pre-service teachers towards the teachers' lounge are positive. The interaction between colleagues in the teachers' lounge and the physical structure of the teachers' lounge may be effective in fostering a moderate level of pre-service teachers' belief in the usefulness and versatility of the teachers' lounge, as well as their belief in its relaxing aspect. When the relevant studies are examined, although the positive features of the teachers' lounge in terms of professional development are mentioned, gossip (Rosenholtz, 1989) and dissatisfied attitudes towards the profession are among these interactions. Briefly, the toxins in the teachers' lounge, as stated by Keller (1999, 2000), may have hindered the attitudes of pre-service teachers from being more positive. Ünal et al. (2018) revealed that the pre-service teachers perceive the teachers' lounge as a gossip place, a place separated by gender, a place dominated by senior teachers, a place for grouping, and a place without dialogue, which can be seen as dimensions that negatively affect the attitudes of pre-service teachers. In the research conducted by Smith (2014), only 29.7% of the teachers use the teachers' lounge for relaxation. Since the teachers' lounge is considered a resting area, the physical and spatial conditions are impressive. In the study conducted by Smith (2014), more than half of the teachers expressed negative opinions about the ambiance of the teachers' lounge (lighting, furniture, wall color, and people). Turhan et al. (2015) include the expectation of a comfortable environment among the teachers' views on physical

equipment expectations from the teachers' lounge. Teachers emphasize a comfortable environment, such as a relaxing environment, a spacious environment, a light-filled environment, and various pieces of furniture. As a matter of fact, Dinç and Onat (2002) suggest that the size of the teachers' lounge should be determined not only according to the needs but also according to the comfort conditions, as it includes resting and different working opportunities. Increasing the belief of prospective teachers in the relaxing aspect of the teachers' lounge can be associated with increased physical and spatial comfort.

Although the effect sizes were small in the study, female pre-service teachers' belief in the usefulness and versatility of the teachers' lounge was more positive than that of male pre-service teachers. Similarly, it is observed that female pre-service teachers have fewer reservations about the teachers' lounge. In general, female pre-service teachers' attitudes towards the teachers' lounge are more positive than those of male teachers. In the study conducted by Korkulutaş (2019), the fact that female teachers stated that the satisfaction level of teachers' lounges is higher than that of male teachers is in line with the results of the research. When the demographic data for teachers in Türkiye is examined, approximately 60% of the teachers are female (Ministry of National Education, 2022). In this case, the higher number of female teachers in the teachers' lounge, which has a common-use area, may have had a positive effect on the attitudes of female pre-service teachers.

In the study, the attitudes of the pre-service teachers studying in the pedagogical formation program towards the teachers' lounge were more positive than those of the pre-service teachers studying at the faculty of education. When examined according to the sub-dimensions, it was determined that the pedagogical formation pre-service teachers had fewer reservations about the teachers' lounge. However, in the pedagogical formation program, pre-service teachers' beliefs about the usefulness and versatility of the teachers' lounge and their beliefs about its relaxing aspect are more positive than those of pre-service teachers studying at the faculty of education. The research conducted by Nayır et al. (2016) determined that the students of the pedagogical formation certificate program primarily see the teachers' lounge as a resting place. There is a difference in the views of prospective teachers who receive pedagogical formation education (who are not graduates of education faculties) and those who study at the faculty of education. This difference shows that the expectations and perceptions of both student groups about the concept of teachers' lounge have changed. The results of the research show that as the love for the teaching profession increases, the beliefs about the benefit and versatility of the teachers' lounge and the beliefs about its relaxing aspect increase, while the reservations decrease. In general, the attitudes of pre-service teachers who like the teaching profession towards the teachers' lounge are more positive than those of those who do not.

As a result of the study, it is observed that the attitudes of the pre-service teachers who spend time in the teachers' lounge whenever they have the opportunity towards the teachers' lounge are more positive than the pre-service teachers who do not spend time at all. Similarly, the attitudes of pre-service teachers who spend time occasionally are more positive than those who do not spend time at all. As the time spent in the teachers' lounge increases, the reservations towards the teachers' lounge decrease. This result reveals the relationship between attitude and behavior. In Smith's (2014) study, it was revealed that teachers who use the teachers' lounge regularly find it more important than the teachers who rarely or never use

it, which supports the results of this study. The result obtained can be interpreted as pre-service teachers who have positive attitudes towards the teachers' lounge will spend more time in the teachers' lounge during the in-service period. In this way, it can create a positive effect in terms of benefiting from the experiences of colleagues and informal professional development, especially in the first years of the profession.

The findings obtained from this research study further revealed that it is necessary to carry out studies to increase the belief of pre-service teachers in the benefit and versatility of the teachers' lounge and their belief in its relaxing aspect. In this context, the negative interactions in the teachers' lounge and the improvement of the physical and spatial environment, which are revealed in the related literature, can positively affect the attitudes of the pre-service teachers. In addition, the schools to which pre-service teachers are sent for school experience can also be selected by considering the teachers' chamber. It is suggested that researchers determine the dimensions that negatively affect the attitudes of male pre-service teachers. Having positive attitudes towards the teachers' lounge means spending more time in the teachers' lounge. In this context, a conscious awareness can be created for pre-service teachers about how they can turn the time in the teachers' lounge into an opportunity for their professional development. Encourage prospective teachers to spend time in the teachers' lounge during their school experience to help them develop positive attitudes. In addition to these, what kind of teacher the pre-service teacher will be in the future is determined not only by the formal program of the education faculties but also by the hidden curriculum. The hidden curriculum emerges with the informal rules, the social structure of the faculty, the expectations of the students, the values and attitudes of the instructors (Ercan et al, 2009) as well as the experiences of the students in their internships. For this reason, in the context of the hidden curriculum, the effects of the experiences in the teachers' lounge on the pre-service teachers should be examined in depth.

Finally, since convenient sampling was used in this study, it is not possible to generalize the results (Emerson, 2021), and the dimensions that cause attitudes cannot be determined, which is the limitation of this research. It is recommended to investigate with qualitative studies on the expectations and perceptions of pedagogical formation and education faculty students from the teachers' lounge in terms of revealing the cognitive perceptions and experiences that are the source of their attitudes.

### Author Contributions

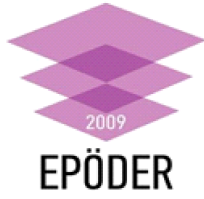
All authors contributed to the writing of the manuscript. All authors read, edited and approved the manuscript.

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## TÜRKÇE GENİŞ ÖZET

### Öğretmen Adaylarının Öğretmenler Odasına Yönelik Tutumlarının İncelenmesi

#### Giriş

Öğretmenler Odası, okul içinde öğretmenlerin ders saatleri dışında zihinsel ve fiziksel olarak dinlendikleri, ders için hazırlık yaptıkları, sosyalleştikleri, yeterli fiziksel alanı bulunmayan okullarda veli ya da öğrenci görüşmeleri yaptıkları, toplantıların yapıldığı kısaca çok farklı amaçlar için öğretmenlerin birlikte kullandıkları ortak bir mekândır. Uzun yıllar öğretmenler Odasının olumsuz bir alan olduğu fikri varlığını sürdürmüştür fakat araştırmacılar, öğretmenler Odasından sınıfa güçlü bağlantılar bulmuşlardır (Mawhinney, 2010). Öğretmenlerin, öğretmenler Odası, fotokopi Odası ve diğer toplanma alanlarında gerçekleştirdikleri informal etkileşimler, mesleki bilgi paylaşımıyla birbirlerinden bir şeyler öğrenerek doğal bir mesleki gelişim kazandırmaktadır (Mawhinney, 2010). Öğretmenlerin öğretmenler Odasında gerçekleştirdikleri öğretmen tartışmaları da işbirlikçi öğretmen diyalogunu içeren profesyonel iletişime dayanmaktadır (Pitt, 2007).

Öğretmen adayları açısından öğretmenler Odasının özellikle eğitim-öğretime ilişkin gündemi onların mesleki gelişimleri açısından ele alınabilir. Özellikle sosyal öğrenme açısından ele alındığında deneyimli öğretmenlerin eğitim-öğretim ve akademik gelişime ilişkin paylaşımları mesleğe yeni başlayacak öğretmenler için model teşkil etmektedir. Öğretmen adaylarının hizmet öncesi dönemde öğretmenler Odasına yönelik geliştireceği tutumlar onların meslekleri süresince bu ortamlarda ne kadar zaman geçirecekleri ve ne tür kazanımlar sağlayacakları konusunda bir öngörü sağlayacaktır. Bu doğrultuda öğretmenler Odasının informal mesleki gelişim üzerindeki etkisinden yola çıkarak tasarlanan bu çalışmada öğretmen adaylarının öğretmenler Odasına yönelik tutumlarının belirlenmesi amaçlanmıştır. Bu kapsamda öğretmen adaylarının cinsiyet, program, öğretmenlik mesleğine yönelik algı ve stajda öğretmenler Odasında zaman geçirme durumu değişkenleri açısından öğretmenler Odasına yönelik tutum puanları arasındaki farklılaşmalar incelenmiştir.

#### Yöntem

Öğretmen adaylarının öğretmenler Odasına yönelik tutumlarının belirlendiği bu nicel araştırma betimsel tarama modelindedir (Creswell, 2012). Betimsel araştırmalarda görüşler, tutumlar ve uygulamalar hakkında deneyime dayalı bilgi elde etmek için "Ne? Ne kadar? Ne

sıklıkla? Ne tür” gibi sorular kullanılır (Gall vd., 2003). Araştırmaya başlamadan önce Bandırma Onyedü Eylül Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu’nun 2023-1 sayılı kararı ile etik kurul onayı alınmıştır. Araştırmanın çalışma grubunu bir devlet üniversitesinde eğitim fakültesi dördüncü sınıf ve pedagojik formasyon programında öğrenim gören öğretmen adayları oluşturmaktadır. Zaman, yer, katılımcı uygunluğu ve maliyetle ilgili sınırlamalar nedeniyle uygun örnekleme yöntemi (Emerson, 2021) ile katılımcılar belirlenmiştir. Katılımcılardan veriler çevrimiçi anket yoluyla elde edilmiştir. Araştırmaya 634 öğretmen adayı katılmıştır.

## Bulgular

Öğretmenler odasına yönelik tutum puanlarından elde edilen bulgular, öğretmen adaylarının, öğretmenler odasının yararlı ve çok yönlü olduğuna yönelik inançları ile dinlendirici yönüne yönelik inançlarının orta düzeyde olduğunu göstermektedir. Bununla birlikte öğretmenler odasına yönelik büyük ölçüde çekinceleri bulunmamaktadır. Genel olarak öğretmen adaylarının öğretmenler odasına yönelik tutumlarının olumlu olduğu söylenebilir. Kadın öğretmen adaylarının öğretmenler odasının yararına ve çok yönlülüğüne olan inançları erkek öğretmen adaylarından daha fazladır. Benzer şekilde kadın öğretmen adaylarının öğretmenler odasına yönelik çekincelerinin daha az olduğu görülmektedir. Genel olarak kadın öğretmen adaylarının öğretmenler odasına yönelik tutumları erkek öğretmenlere göre daha olumludur.

Araştırmada pedagojik formasyon programında öğrenim gören öğretmen adaylarının öğretmenler odasına yönelik tutumları eğitim fakültesinde öğrenim gören öğretmen adaylarına göre daha yüksektir. Alt faktörlere göre incelendiğinde ise pedagojik formasyon öğretmen adaylarının öğretmenler odasına yönelik çekincelerinin daha az olduğu tespit edilmiştir. Bununla birlikte pedagojik formasyon programı öğretmen adaylarının öğretmenler odasının yararına ve çok yönlülüğüne olan inançları ile dinlendirici yönüne ilişkin inançları eğitim fakültesinde öğrenim gören öğretmen adaylarından daha fazladır. Araştırma bulguları öğretmenlik mesleğine yönelik sevgi arttıkça öğretmenler odasının yararına ve çok yönlülüğüne olan inançlar ile dinlendirici yönüne ilişkin inançların arttığını, çekincelerin ise azaldığını göstermektedir. Genel olarak öğretmenlik mesleğini seven öğretmen adaylarının öğretmenler odasına yönelik tutumları sevmeyenlere göre daha olumludur. Son olarak fırsat bulduğu her an öğretmenler odasında zaman geçiren öğretmen adaylarının öğretmenler odasına yönelik tutumları ara sıra ve hiç zaman geçirmeyen öğretmen adaylarına göre daha olumlu olduğu görülmektedir. Benzer şekilde ara sıra zaman geçiren öğretmen adaylarının tutumları da hiç zaman geçirmeyenlerden daha olumludur. Öğretmenler odasında geçirilen zaman arttıkça öğretmenler odasına yönelik çekinceler de azalmaktadır.

## Tartışma, Sonuç ve Öneriler

Öğretmen adaylarının öğretmenler odasının yararlı ve çok yönlülüğüne olan inançları ile dinlendirici yönüne olan inançlarının orta düzeyde olmasında öğretmenler odasındaki meslektaşlar arası etkileşimler ve öğretmenler odasının fiziki yapısı etkili olabilir. İlgili araştırmalar incelendiğinde her ne kadar öğretmenler odasının mesleki gelişim açısından olumlu özellikleri bahsedilse de, dedikodu (Rosenholtz, 1989), mesleğe yönelik hoşnutsuz tutumlar da bu etkileşimler arasındadır. Kısaca Keller’in (1999, 2000) belirtmiş olduğu öğretmenler odası toksinleri öğretmen adaylarının tutumlarının daha olumlu olmasına ket



vurmuş olabilir. Genel olarak kadın öğretmen adaylarının öğretmenler odasına yönelik tutumları erkek öğretmenlere göre daha yüksektir. Türkiye’de öğretmenlere yönelik demografik veriler incelendiğinde öğretmenlerin yaklaşık 60%’ı kadın öğretmenlerden oluşturmaktadır (Milli Eğitim Bakanlığı, 2022). Bu durumda ortak kullanım alanı olan öğretmenler odasında kadın öğretmenlerin daha fazla sayıda bulunması, kadın öğretmen adaylarının tutumları üzerinde olumlu etkisi olmuş olabilir. Araştırma sonucunda fırsat bulduğu her an öğretmenler odasında zaman geçiren öğretmen adaylarının öğretmenler odasına yönelik tutumları ara sıra ve hiç zaman geçirmeyen öğretmen adaylarına göre daha olumlu olduğu görülmesi, öğretmenler odasına yönelik olumlu tutumlara sahip olan öğretmen adaylarının hizmet içi dönemde öğretmenler odasında daha fazla zaman geçireceği şeklinde yorumlanabilir. Bu sayede özellikle mesleğin ilk yıllarında meslektaşlarının deneyimlerden faydalanma ve informal mesleki gelişim açısından olumlu bir etki oluşturabilir.

Araştırmadan elde edilen bulgular öğretmen adaylarının öğretmenler odasının yararına ve çok yönlülüğüne olan inançları ile dinlendirici yönüne olan inançlarının arttırılması için çalışmalar yapılması gerekliliğini ortaya koymuştur. Bu bağlamda ilgili alan yazında ortaya konulan öğretmenler odasındaki olumsuz etkileşimler ile fiziksel ve mekânsal ortamın iyileştirilmesi öğretmen adaylarının tutumlarını olumlu yönde etkileyebilir. Pedagojik formasyon ve eğitim fakültesi öğrencilerinin öğretmenler odasından beklentileri ve algılarına yönelik yapılacak nitel çalışmalar onların tutumlarına kaynaklık eden bilişsel algı ve deneyimlerin ortaya çıkarılması açısından önemlidir. Öğretmenler odasına yönelik olumlu tutumlara sahip olma öğretmenler odasında daha fazla zaman geçirilmesi anlamına gelmektedir. Bu bağlamda ele alındığında öğretmen adaylarına öğretmenler odasındaki zamanı mesleki gelişimleri açısından nasıl fırsata çevirebilecekleri konusunda bilinçli bir farkındalık oluşturulabilir. Akademisyenlerin okul deneyimleri süresince öğretmen adaylarını öğretmenler odasında zaman geçirmeleri konusunda teşvik etmeleri onların olumlu tutumlar geliştirmeleri yönünde destekleyici olabilir.