METHODOLOGICAL ISSUES OF SOCIAL RESEARCH

Factors Influencing Falsehood in Online Educational Research (II)

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Abstract

   The article reveals the results of empirical research which aimed to diagnose the factors influencing telling falsehood. The research was performed drawing on the previous model of the factors influencing falsehood in online educational research (presented in the research paper 'Factors Influencing Falsehood in Online Educational Research', Social Sciences Vol. 80, No 2 (2013).

   The present research was performed in two aspects: firstly, the facts of telling falsehood, frequency and reasons for all survey respondents were analyzed; secondly, research literature analysis was carried out pointing out the importance of factors that influence telling falsehood. The above mentioned aspects were selected to answer the following research questions: what factors influencing telling falsehood are frequent in research practice? How important are the factors influencing telling falsehood that are systemized in a theoretical model?

   The research results showed that more than a half of survey participants stated being not sincere and not open. Tree main reasons for telling falsehood in online educational research were revealed. They may be defined as a shortage of time, striving for a better image and lack of anonymity. The analysis of research literature also highlighted that the most important factors influencing telling falsehood in online educational research are researcher's imposed authority, respondents' attempts to create a better image and lack of a supportive environment.

   Keywords: **falsehood in quantitative research, securing validity, factors influencing respondents' truth/sincerity and openness.**

Introduction

   Educational research is one of the ways to receive reliable answers to relevant questions. The major attention is devoted to receiving data that could be defined as valid, qualitative, correlative and objective. No matter how valid and correct these data may be, they are temporal and changeable. For this reason, it is important for these data to be reliable and serve as a basis for the future research. If research is performed drawing on unreliable sources or data, the obtained research results do not reflect the reality. In such a case the research becomes meaningless. Still, the aim of the researcher is to carry out a valid research in all true to life situations. The development of technologies made a significant influence on research data collection. Most often the data are collected with the help of the internet (Nunan and Knox, 2011). Currently surveys carried out via the internet are extremely popular because they provide simple and comfortable ways to present personal opinion. A respondent can participate in a survey at a comfortable place and at a suitable time. Educational science is not an exception: more and more surveys are organized via internet. Still, no matter how the research is performed, it is possible to receive reliable data, truly reflecting the researched situation only when the research is performed in a qualified way. Thus, performing a valid, representative investigation has become a relevant research problem (Hewson, 2003).

   The research value and quality directly depend on respondents' answers during the survey (Denzin and Lincoln, 2002; Robinson-Kurpius and Stafford, 2006; Puleston, 2011; Vogt, 2011; Van Duzer, 2012). Affected by a number of factors, a respondent may lie, pretend, or avoid questions, thus negatively shaping research results. If a respondent is neither open nor sincere, if he/she lies in his/her answers, the research is not only of low quality but it is worthless and senseless as not representing the fact of investigation. Not revealing the truth is one of the aspects to be considered by researchers, as this determines the research value.

   Telling lies or being dishonest is hard to measure and manage. For this reason, most researchers believe the respondents have not been lying, and take their answers for granted. In research literature (Asmundson, Norton and Stein, 2002; Litwin, 2003; D'Cruz and Jones, 2004; Robinson – Kurpius and Stafford, 2006; Porter, 2007; Keller and Casadevall – Keller, 2010), it is often argued that research data validity and reliability should be guaranteed in research; however, the ways to reach the
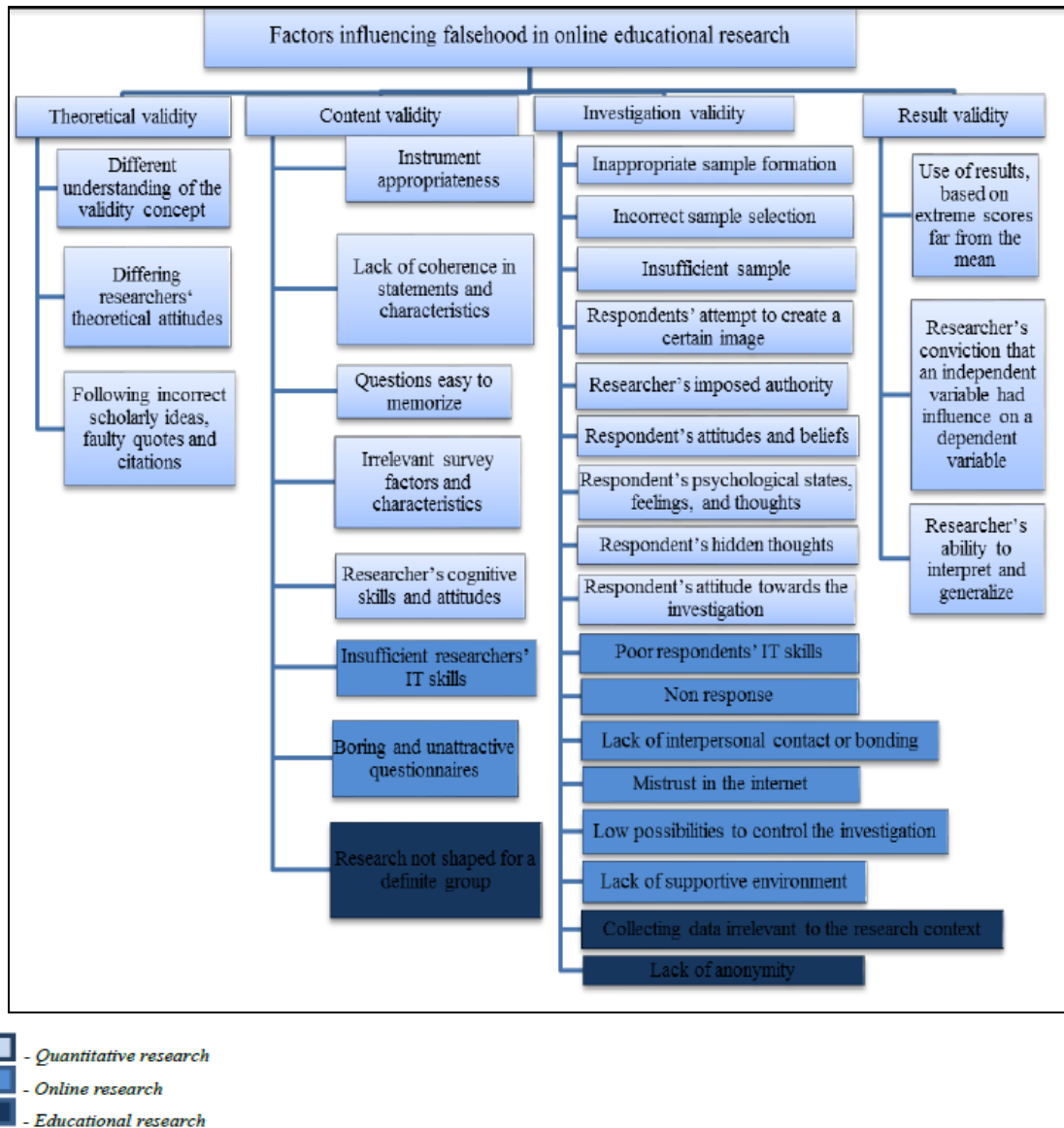
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Figure 1. The systemic model of factors, which influence telling falsehood in online educational research (Gaiziuniene and Cibulskas, 2013)

sameness in research results and the depiction of reality are not broadly discussed. In this context, it becomes important to investigate the factors which lead the respondent to not telling the truth during the research and to diagnose how important can be telling falsehood factors that are systemized in a theoretical model. The aim of the research is to reveal the factors influencing the provision of false information in online educational research.

The method of research literature analysis was employed to model the factors influencing telling falsehood (the model was presented in the research paper 'Factors Influencing Falsehood in Online Educational Research', Social Sciences Vol. 80, No 2 (2013). Then the created model (Figure 1) was employed and a survey was carried out to define the main factors influencing telling falsehood in online educational research. The research paper presents the methodology of the performed research, main research findings and essential conclusions.

Methodology

The main research method used to define the factors influencing telling falsehood in online educational research was a survey. The questionnaire of the survey was compiled according to the model of factors influencing telling falsehood. The survey was organized as an online survey via the website *www.apklausa.lt*.

The data were analyzed through descriptive statistical methods: data grouping, calculation of data situational characteristics and graphical visualization of observations. With reference to demographic characteristics, the mean of different samples was also compared.

The main population of the current research was educators. Educators are considered to be those who have pedagogical education and/or work at the educational institutions or are involved in educational activities. As the current research does not aim to cover all Lithuania, the main sample consisted of educators from Kaunas. They

were selected according to the rules of non-probability and convenience sampling. The amount of the sample was calculated according to the sample size formula. The obtained result stated that the minimal number of respondents is 95 (95 % of reliability, 10 % of standard deviation) out of the total amount of 6300 Kaunas educators (4000 pre-school, secondary teachers and 2300 college and university teachers). Educators' numbers are taken from the website *www.smm.lt*.

The empirical research was carried out from the 1st to the 30th of April, 2013. The data analysis was performed in three stages:

- The first stage reveals the analysis of demographic characteristic of all survey participants (N= 116). It was carried out to find out the data characteristics: mode and percentage distribution of the answers.
- The second stage deals with the analysis of all respondents (N= 116) telling falsehood fact, frequency and reasons. The analysis was performed to find out the data characteristics – mode and percentage distribution of the answers.
- The third stage presents the analysis of the importance of every influencing telling falsehood factor, presented in the theoretical situational model. There were used the answers of 79 respondents who, while answering the first question, pointed out that they not always tell truth, are open and sincere. The analysis was performed to find out the data characteristics – mode and percentage distribution of the answers. Mann–Whitney and Kruskal–Wallis non–parametric criteria were also used to compare the mean of several groups according to their demographic characteristics. Duncan's test proved that among several groups statistically meaningful difference exists.

Demographic characteristics

The total number of survey participants was 116: 94 (81 %) were females and 22 males (19 %). The majority of educators working in educational institutions are females; for this reason, the biggest number of survey participants are females too. With reference to the question about age, the respondents presented the following data: 55 (47 %) of the respondents are below 29; 27 (23 %) of the respondents are 30-39, 18 (16 %) of the respondents are 40-49 years old, 13 (11 %) of the respondents are 50-59 years, 3 (3%) of the respondents are 60 and above. With reference to the type of the educational institution they work in, the respondents pointed out that 17 (15 %) of them work at preschool institutions, 3 (2 %) of the respondents work at primary schools, 15 (13 %) of the respondents work at high schools, 23 (20 %) of the respondents teach in secondary schools, 24 (21 %) of the respondents are gymnasium teachers, 4 (3 %) of the respondents work in pro–gymnasiums, whereas 30 (26 %) of the respondents work at educational institutions of different types. The majority of chose who chose the last option of the answer, pointed out that they are also mentors and consultants, work at the university, at home, at social care institutions, institutions of informal education, etc.

Fact, frequency and reasons for telling falsehood in online surveys

The first part of the questionnaire is devoted to the diagnosis of fact, frequency and reasons of telling falsehood in online surveys. The respondents were given questions to answer. These questions enabled to distinguish between those respondents, who always tell truth in surveys and those, who tend to tell falsehood, are not open and not sincere. Those respondents, who tend to tell falsehood, are not open and not sincere, were presented the second part of the questionnaire, aiming to reveal the factors which influence telling falsehood in the online educational research.

At the very beginning of the research attempts were made to clarify if there were any cases of telling falsehood, being not open and not sincere; 79 out of 116 respondents answered that there are cases when they are telling falsehood while answering the survey questions (68 %); 37 stated that they are always telling truth; 68 % of the survey participants declared telling falsehood. More than half of all respondents confirmed that they are not always open and sincere, thus the presented data might mislead the researchers and disrupt the vision of the reality. The results of such investigations are not precise. For this reason it is possible to state that they are unqualified, not valid, because they do not reflect the reality. The investigation loses its value if respondents are telling falsehood, if they are not sincere and not open.

The following questions aimed to clarify how often the respondents participate in the online surveys and how often they tell falsehood in these surveys. Out of 116 respondents, 65 (56 %) pointed out that they participate only in surveys they like; 23 respondents (20 %) answered that they participated in all surveys that are presented to them; 24 respondents (20 %) told they are against online surveys. For this reason, they participate in such surveys very seldom; 4 respondents (3 %) stated that they never participate in online surveys. Such answers suggest the idea that the majority of the respondents choose to participate in online surveys while following some personal criteria. Thus it is possible to state that the bigger part of the respondents never think about the real value and necessity of the scientific research. Furthermore, they choose to participate in the surveys according the level of survey attraction, personal criteria, and complexity of a survey or according other factors. The presented data allow stating that there are respondents (3 %) who have participated in the online survey for the first time. The question 'How often do you tell falsehood in online surveys' was devoted to those respondents, who in their answers to the first question mentioned, that there were cases when they were telling falsehood. Out of 79 respondents, 74 (94 %) respondents confirmed that they sometimes tell falsehood; 1 (1 %) respondent never lied, and 4 (5 %) of the respondents answered that they always tell falsehood. Such findings show that the majority of the respondents sometimes tell falsehood in online surveys. Consequently, they tell lies only under certain circumstances. For this reason, it is worth to investigate

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Table1

Factors influencing telling falsehood in online educational research

Position	Reason	Frequency of mentioning
1	Lack of time	32
2	Striving for the better image	31
3	Lack of anonymity	28
4	Fear or unwillingness to tell truth	20
5	Not clear, poorly formulated questions	19
6	Too personal questions	17
7	Long questionnaires	13
8	Shortage of answering variants	13
9	Being lazy to go deep into a question	13
10	Compulsory participation in the surveys	13
11	Not interesting, boring surveys	10
12	Distrust in the internet and surveys	9
13	Shallow attitude	8
14	Influence of the mood and emotions	7
15	Not seeing the necessity of the survey	6
16	Unscientific questionnaires	4
17	Not knowing how to answer the question	4
18	Attitudes	3
19	Lack of control and motivation	3
20	Unwillingness to be different	2
21	Conscious lying	2
22	Influence of hidden thoughts	2
23	Not knowing the reason for answering	2
24	Lack of feedback, feeing being abused	1
25	Research far from reality	1

what factors influence the respondents being not open and not sincere.

One of the questions presented in this part of the questionnaire was an open-ended question. The question aimed to clarify the factors that influence telling falsehood in the online research. This question was presented to all the respondents, even those who stated that they never lied. The question connoted the intention to identify new, not mentioned in the model, factors which influence telling falsehood in the online educational research. Not all respondents pointed out three factors, some of them pointed out two or one factor influencing telling falsehood in online research. From 116 respondents five respondents did not present any answer to the question and did not define any reasons. The list of the mentioned factors influencing telling falsehood in online research is presented in Table 1.

The list presented in Table1 shows that the three major reasons of telling falsehood in the online educational research are lack of time, striving for the better image and lack of anonymity. All these three factors are connected with the assurance of the research validity. Lack of time is the factor, which is not mentioned in the model. It is possible to define it as a new factor or to ascribe it to the factors compiling views and attitudes towards the research. The forth position according to the frequency of

mentioning is the factor 'Fear or unwillingness to tell the truth', still it is not the reason to tell falsehood. In such case the respondents do not answer precisely to the question while trying to avoid it. It is possible to think that while mentioning this factor they simply speak about the sense of security, which they acquire while telling falsehood. The model also lacks such factors as compulsory participation in the surveys; unwillingness to be different, conscious lying, lack of feedback after the surveys, 13 respondents pointed out that frequent compulsory participation in the surveys stimulates rejection and unwillingness to respond openly and sincerely to the presented questions. One respondent pointed out that the participation in the surveys is very frequent, but they, as respondents, never receive any results, they never get any feedback. For this reason they feel abused. Two respondents pointed out that telling falsehood in the surveys may occur because the respondents do not want to present the answers that would make them different from others. The fear of telling truth (which was pointed out by 20 respondents) may be connected with the unwillingness to be different from others, but there one need more detailed research to confirm the fact. Two respondents stated that sometimes telling falsehood is purposeful: to damage the research and spoil the results. This fact demonstrates that the

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respondents do not understand the real value and benefit of the research and for this reason they behave irresponsibly. Still, these factors were revealed only by several respondents. To confirm or to deny such facts, a more comprehensive research should be carried out. Despite the fact that these factors were mentioned only by several respondents, they are as important as the rest of the presented data. The number of the presented factors demonstrates that each respondent is different and original. Each case of telling falsehood is unique, affected by different factors. All factors presented in Table 1 in major part are connected with those presented in the model, only some of them are different (lack of time and compulsory participation in the surveys). Having this fact in mind, it is possible to develop a questionnaire, including additional questions to clarify their importance of telling falsehood in online educational research. The following stages of the research reveal if the respondents agree or disagree with the factors, presented in the model and their influence on the respondents being not open and not sincere in online educational research.

The importance of factors influencing telling falsehood in the theoretical model

Drawing on the model of essential factors influencing telling falsehood during the research (Gaiziuniene and Cibulskas, 2013), the second part of the questionnaire presented to the respondents was compiled of ten question blocks (Researcher's imposed authority, Respondent's attempts to create a better image, Respondent's attitudes and beliefs, Respondent's psychological states and thoughts, Respondent's hidden thoughts, Respondent's attitudes towards the investigation, Respondent's IT usage skills, Interpersonal communication and others), which consist of 14 criteria and 33 indicators. With reference to each factor, the level of respondents' agreement or disagreement with the factors in the model was analyzed separately, considering it as a possibility to influence telling falsehood in educational online research.

Drawing on the obtained demographical results, attempts were made not only to understand the participants of the research, but also to define the relationship between the demographic characteristics and factors that influence telling falsehood in the surveys. In other words, the attempt was made to clarify whether sex, type of the educational institution the respondent works in is related to telling falsehood during the research. Below the findings with reference to 14 factors are presented.

1) Researcher's imposed authority. The factor is analyzed while commenting two statements. The statement 'I am sincere in the surveys depending on who is asking for the responses' was answered by the respondents in the following way: 3 (4 %) of the respondents said 'I cannot answer', 9 (11 %) of the respondents said 'I totally disagree'; 6 (8 %) respondents said 'Maybe I disagree'; 34 (43 %) respondents said 'I almost agree'; 27 (34 %) respondents said 'I completely agree'.

The statement 'If I see that my opinion to the researcher is really important, then I am more open and more sincere' was answered by the respondents in the

following way: 2 (2 %) of the respondents said 'I cannot answer', 4 (5 %) of the respondents said 'I completely disagree' 10 (13 %) of the respondents said 'May be I disagree', 23 (29 %) of the respondents said 'I almost agree', 40 (51 %) of the respondents said 'I completely agree' (N=79).

This shows that researcher's authority is an important factor, which helps/hinders telling truth in surveys. It is possible to state that when acquaintances, friends and familiar people ask to participate in a survey, respondents are more open and friendly and on the contrary, the unknown people do not stimulate telling truth on the surveys.

The results showed that there is no statistically meaningful difference between demographic characteristics (sex, age, and the type of institution the respondents work in) and the answers to the above mentioned questions.

2) Respondent's attempts to create a better image. The factor is analyzed while presenting to the respondents three statements (N=79). The respondents answered to the statement 'I do not want to make a poor personal image, for this reason I do not always tell truth in the surveys' in such a way: 4 (5 %) respondents said 'I cannot answer', 10 (13 %) respondents said 'I completely disagree', 19 (24 %) respondents said 'May be I disagree', 30 (38 %) respondents said 'I almost agree', 16 (20 %) respondents said 'I completely agree'.

The respondents' answers to the statement 'While answering questions I try to imagine how I REALLY behave, think, speak and so on' are as follows: 3 (4 %) respondents said 'I cannot answer', 1 (1 %) respondent said 'I completely disagree', 4 (5 %) of the respondents said 'May be I disagree', 42 (53 %) respondents said 'I completely agree'.

The answers to the statement 'I often involuntary 'improve' my answers' are distributed in the following way: 7 (9 %) respondents said 'I cannot answer', 7 (9 %) respondents said 'I completely disagree', 22 (28 %) respondents said 'May be I disagree', 29 (37 %) respondents said 'I almost agree', 14 (17 %) respondents said 'I completely agree'.

The prevailing position of the answers shows that the respondents almost agree to all statements. It shows that respondents voluntary or involuntary want to make a better personal image. For this reason they neglect the reality, evaluate situations inadequately, are afraid/do not want to accept truth. Thus their answers sometimes tent to present falsehood.

The obtained results showed that there is no statistically meaningful difference between demographic characteristics (sex, age, and the type of institution the respondents work in) and the answers to the above mentioned questions.

3) Respondent's attitudes and beliefs. The factor is analyzed while presenting to the respondents three statements (N=79). The respondents answered to the statement 'The research topic effects the level of my being open' in the following way: 3 (4 %) respondents said 'I cannot answer', 7 (9 %) respondents said 'I completely disagree', 20 (25 %) respondents said 'May be I disagree',

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27 (34 %) respondents said 'I almost agree', 22 (28 %) respondents said 'I completely agree'.

The statement 'My attitudes do not let me to reveal my hidden thoughts to strange people' was commented as follows: 5 (6 %) respondents answered 'I cannot answer', 19 (24 %) respondents said 'I totally disagree', 16 (20 %) respondents said 'May be I disagree', 22 (28 %) respondents answered 'I almost agree', 17 (22 %) respondents said 'I totally agree'.

The statement 'I am sure that telling truth cannot change anything in the educational research' was commented so: 4 (5 %) respondents answered 'I cannot answer', 16 (20 %) respondents said 'I completely disagree' 32 (41 %) respondents said 'May be I disagree', 17 (21 %) respondents answered 'I almost agree', 10 (13 %) respondents said 'I completely agree'.

The respondents' answers demonstrate that there is no single opinion on this aspect. The number of the respondents agreeing or disagreeing with the statements is almost the same. Thus one may point out that the respondents have different attitudes and beliefs concerning research and telling truth. There is no unique opinion about this factor as having/not having influence on telling falsehood in online educational research.

The obtained results show that there is a statistically important difference (p<α, when α=0,05) among respondents' answers to two statements characterizing the researched factor depending on the educational institution type the respondents work in and some age groups.

The secondary school teachers under the age of 40-49 years tend to agree with the statement 'My attitudes do not let me to reveal my hidden thoughts to strange people', whereas educators under the age of 60 and older – tend to disagree. Educators up till the age of 29 years tend to disagree with the statement 'I am sure that telling truth cannot change anything in the educational research', but educators under the age of 50-60 and more tend to agree with this statement. These findings demonstrate slightly different respondents' attitudes and beliefs that appear under the influence of the educational institution type the respondents work in and their age group.

4) Respondents' psychological states and thoughts. The factor is analyzed while presenting to the respondents three statements (N=79). There were presented the current answers to the statement 'My openness during the survey depends on my psychological status': 5 (6 %) of the respondents said 'I cannot answer', 7 (9 %) of the respondents said 'I completely disagree', 22 (28 %), of the respondents said 'May be I disagree', 32 (41 %) of the respondents said 'I almost agree', 13 (16 %) of the respondents said 'I completely agree'.

The statement 'High spirits inspires my being more open, low spirits provokes telling falsehood' got the following responses: 3 (4 %) of the respondents said 'I cannot answer', 11 (14 %) of the respondents said 'I completely disagree', 21 (27 %), 'May be I disagree', 35 (44 %) of the respondents said 'I almost agree', 9 (11 %) of the respondents said 'I completely agree'.

The statement 'Hidden thoughts distract my attention towards the research, thus I give my answers without concentrating on them' was commented in the following way: 3 (4 %) respondents said 'I cannot answer', 8 (10 %) of the respondents said 'I completely disagree', 22 (28 %), of the respondents said 'May be I disagree', 33 (42 %) of the respondents said 'I almost agree' 13 (16 %) of the respondents said 'I completely agree'.

The presented findings show that more that the half of all respondents while commenting all three statements, presented positions 'I almost agree' and 'I totally agree'. The position 'I almost agree' was more frequent. For this reason it is possible to conclude that majority of the respondents sometimes tell falsehood during the surveys while being under the influence of psychological status or hidden thoughts. And on the contrary, good mood may inspire frankness and sincerity.

The received results showed that there is no statistically meaningful difference between demographic characteristics (sex, age, and the type of institution the respondents work in) and the answers to the above mentioned questions.

5) Respondents' hidden thoughts. This factor was researched while presenting one statement (N=79) 'I sometimes do not understand myself, why I am telling falsehood during the surveys'. It was commented as follows: 6 (7 %) respondents said 'I cannot answer', 21 (27 %) respondents said 'I completely disagree', 23 (29 %) respondents said 'May be I disagree' 21 (27 %) respondent said 'I almost agree', 8 (10 %) respondents said 'I completely agree'.

The content of the responses demonstrates that there is no unanimous opinion towards this factor. Though there are more respondents who disagree with the statements, their position is not stable. It is possible to presuppose that hidden thoughts distract the respondents' attention during the research. Still this factor is not considered as an essential one among those factors, which have a significant influence to telling falsehood during online educational research.

The received results showed that there is no statistically meaningful difference between demographic characteristics (sex, age, and the type of institution the respondents work in) and the answers to the above mentioned questions.

6) Respondents' attitude towards the research. Two statements are related to this factor (N=79). There are presented such responses to the statement 'I do not think, that it is possible to learn something new with the help of the research': 3 (4 %) respondents said 'I cannot answer', 21 (27 %) respondent said 'I completely disagree', 28 (35 %) respondents said 'May be I disagree', 19 (24 %) respondents said 'I almost agree', whereas 8 (10 %) respondents said 'I completely agree'.

The statement 'I think that the investigations are not useful to all Lithuanian people, so it is not worth to pay much attention to them' got the following responses: 3 (4 %) respondents said 'I cannot answer', 17 (21 %) respondents said 'I completely disagree', 36 (46 %) respondents said 'May be I disagree', 18 (23 %), respondents said 'I almost agree', 5 (6 %) respondents said 'I completely agree'.

The analysis of research literature showed that the participants of the surveys do not ALWAYS understand

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the importance and real value of investigations. For this reason they are often telling falsehood during the surveys. Still the presented responses demonstrate the fact that the respondents more disagree than agree with the presented statements. Thus, it is possible to state that telling falsehood of these particular respondents is not related to the position that investigations are not useful and that it is not possible to learn something new with the help of research. Moreover, it is possible to hope that the respondents understand the meaning of the investigations and for this reason they try to be frank and sincere.

The respondents in the age group under 50-59 tend to agree with the statement 'I do not think, that it is possible to learn something new with the help of the research', whereas the respondents of the age group up to 29 show the opposite result. Preschool educators and respondents up to the age of 29 tend to disagree with the statement 'I think that the investigations are not useful to all Lithuanian people, so it is not worth to pay much attention to them' whereas secondary school teachers and the respondents of the age group under 50-59 support the statement. These findings let to state that the respondents' attitudes to the research differ depending on the education institution type and age group.

7) IT usage skills. The factor is analyzed while presenting to the respondents three statements (N=79). The respondents presented the following answers to the statement 'The researchers often carry out the surveys which I do not trust': 9 (11 %) respondents said 'I cannot answer', 7 (9 %) respondents said 'I completely disagree', 17 (22 %) respondents said 'May be I disagree', 35 (44 %) respondents said 'I almost agree', 11 (14 %) respondents said 'I completely agree'.

The respondents presented the following answers to the statement 'I prefer the survey, which does not demand any specific IT skills': 2 (3 %) respondents said 'I cannot answer', 15 (19 %) respondents said 'I completely disagree', 19 (24 %) respondents said 'May be I disagree', 14 (30 %) respondents said 'I almost agree', 19 (24 %) of the respondents said 'I completely agree'.

The respondents presented the following answers to the statement 'Very simple and primitively prepared survey makes me doubt about the researcher's competence and the quality of his/her research': 4 (5 %) respondents said 'I cannot answer', 18 (23 %) respondents said 'I completely disagree', 30 (38 %) respondents said 'May be I disagree', 22 (28 %) respondents said 'I almost agree', 5 (6 %) respondents said 'I completely agree'.

The findings demonstrated that surveys of poor quality directly influence the respondents' telling falsehood and being not open and sincere. Still, there is no unanimous position concerning the specific IT skills necessary for the participants of the research. It is possible to think that the respondents possess different IT skills and for this reason for some of them the complexity of the research is important and for some – not.

The received results demonstrate the important statistical difference (p<α, when α=0,05) among the answers to one statement. The difference becomes clear while analyzing the position of age groups (Table 11). The respondents of 60 years and more tend to disagree with the

statement 'I prefer the survey, which does not demand any specific IT skills', whereas respondents under the age of 40-49 years support this statement. These findings let to highlight slightly different IT skills of the respondents and different attitude towards the complexity of the surveys in different age groups.

8) Lack of interpersonal communication. The factor is analyzed while presenting to the respondents three statements (N=79). The statement 'People who participate in online surveys are more frank, because there is no supervising researcher' was cannot answer', 6 (8 %) respondents said 'I completely disagree', 18 (23 %) respondents said 'May be I disagree', 28 (35 %) respondents said 'I almost agree', 22 (28 %) respondents said 'I completely agree'.

The statement 'The online educational research lack the researcher who could explain the unclear questions' was answered so: 8 (10 %) respondents said 'I cannot answer', 8 (10 %) respondents said 'I completely disagree', 17 (22 %) respondents said 'May be I disagree', 30 (38 %) respondents said 'I almost agree', 16 (20 %) respondents said 'I completely agree'.

The statement 'Communicating with the researcher enables to look deeper to the essence of the research' was answered like that: 5 (6 %) respondents said 'I cannot answer', 8 (10 %) respondents said 'I completely disagree', 9 (11 %) respondents said 'May be I disagree', 38 (48 %) respondents said 'I almost agree', 19 (24 %) respondents said 'I completely agree'.

The presented findings reveal that the respondents are more positive towards the presented statements than negative. It proves that participation of the researcher is a quite important factor, which enables deeper understanding of the research and inspires the respondent to be more open and sincere. The majority of the respondents state that they missed the researcher whom they could consult during the survey. Still there is also a valuable opinion that the presence of the researcher is not necessary, because people present more sincere answers when they are not being watched. Thus one may to draw a conclusion that telling truth in online educational research could be enhanced if the researcher did not supervise the survey participants directly, but could be online if the respondents might need his/her consultation or simply to communicate with him/her.

The obtained results showed that there is no statistically meaningful difference between demographic characteristics (sex, age, and the type of institution the respondents work in) and the answers to the above mentioned questions.

9) Low possibilities to control the research. The factor is analyzed while presenting to the respondents three statements (N=79). First statement was 'Online surveys are not supervised, for this reason the respondent tends to answer the questions more quickly and without going to deeper understanding of the essence of the question'. It was answers as follows: 3 (4 %) respondents said 'I cannot answer', 5 (6 %) of the respondents said 'I completely disagree', 17 (21 %) of the respondents said 'May be I disagree', 33 (42 %) of the respondents said 'I almost

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agree', 21 (27 %) of the respondents said 'I completely agree'.

The statement 'When the research is not controlled, the respondents are more open and sincere, because they feel being trusted' was answered like that: 10 (13 %) respondents said 'I cannot answer', 4 (5 %) respondents said 'I completely disagree', 25 (31 %) respondents said 'May be I disagree', 30 (38 %) respondents said 'I almost agree', 10 (13 %) respondents said 'I completely agree'.

The respondents presented the following answers to the statement 'Participation of the researcher stimulates respondents' being open and avoid telling falsehood': 7 (9 %) respondents said 'I cannot answer', 10 (13 %) respondents said 'I completely disagree', 31 (39 %) respondents said 'May be I disagree', 26 (33 %) respondents said 'I almost agree', 5 (6 %) respondents said 'I completely agree'.

The greater part of the respondents confirms that they tend to answer survey questions without analyzing them when the survey is not controlled. It proves that the greater number of the respondents needs the person, standing aside, inspiring the respondents to present sincere and open questions and controlling the process of the survey. The fact that the responses to the rest two statements are not unanimous demonstrates the different nature of the research participants. Some of them need a supervisor, some of them not. Some of them are inspired to be frank by the presence of the supervisor, some of them – not. It proves that there is no unanimous opinion about this factor as making influence to telling falsehood in online educational research.

The obtained results are statistically meaningful. (p<α, when α=0,05) according the type of the educational institution in which the respondents work.

High school teachers and educators of other educationial institutions do not support the statement that 'Online surveys are not supervised, for this reason the respondent tends to answer the questions more quickly and without going to deeper understanding of the essence of the question', whereas teachers of secondary schools more tend to agree with this statement. This shows the influence of the educational institution type on the respondents' opinion about the possibilities of research control.

10) Questions difficult to answer. The factor is analyzed while presenting to the respondents two statements (N=79). The first statement 'In those cases when I have to think before answering the question, most often I simply skip the question' was answered as follows: 3 (4 %) respondents said 'I cannot answer', 15 (19 %) respondents said 'I completely disagree', 25 (32 %) respondents said 'May be I disagree', 27 (34 %) respondents said 'I almost agree', 9 (11 %) respondents said 'I completely agree'.

The statement 'Better to skip the question, than to tell falsehood' the respondents answered in such a way: 5 (6 %) respondents said 'I cannot answer', 2 (3 %) respondents said 'I completely disagree', 12 (15 %) respondents said 'May be I disagree', 39 (49 %) respondents said 'I almost agree', 21 (27 %) respondents said 'I completely agree'.

The presented results reveal the fact that there is no unanimous opinion about the avoiding answering the ambiguous questions. One part of the respondents avoid them, another part answers them after thinking about them. The majority of the respondents support the position that it is better to skip the question than to tell falsehood. The skipped questions limit the assurance of the validity of the research, still it is a better way out than telling falsehood and providing misleading results.

The obtained results showed that there is no statistically meaningful difference between demographic characteristics (sex, age, and the type of institution the respondents work in) and the answers to the above mentioned questions.

11) Mistrust in the Internet. The factor is analyzed while presenting to the respondents two statements (N=79). The statement 'I do not trust the internet' was answered as follows: 8 (10 %) respondents said 'I cannot answer', 10 (13 %) respondents said 'I completely disagree', 31 (39 %) respondents said 'May be I disagree', 19 (24 %) respondents said 'I almost agree', 11 (14 %) respondents said 'I completely agree'.

The statement 'I avoid online surveys, but still I participate in direct surveys' was answered as follows: 7 (9 %) respondents said 'I cannot answer', 22 (28 %) respondents said 'I completely disagree', 29 (37 %) respondents said 'May be I disagree', 17 (21 %) respondents said 'I almost agree', 4 (5 %) respondents said 'I completely agree'.

The presented results reveal the facts that the respondents mainly disagree with the statements. It shows that though the respondents slightly mistrust the internet it does not make great influence on their being open, sincere or telling falsehood.

The received results showed that there is a statistically important difference (p<α, when α=0,05) among the answers to one of the statements concerning the age groups of the respondents (Table 13). The respondents up to the age of 29 years tend to disagree with the statement 'I do not trust the internet' whereas the respondents of 40-49 years tend to agree with this statement. These data demonstrate slightly different opinion of the respondents towards the trust in the internet which depends on the particular age groups.

12) Lack of supportive environment. The factor is analyzed while presenting to the respondents two statements (N=79). The statement 'Encouragement and motivation to participate in the research increase my openness and sincerity' was answered as follows: 8 (10 %) respondents said 'I cannot answer', 7 (9 %) respondents said 'I completely disagree', 20 (25 %) respondents said 'May be I disagree', 32 (41 %) respondents said 'I almost agree', 12 (15 %) respondents said 'I completely agree'.

The statement 'I analyze the questions when I feel that my opinion is important to the researcher' was answered as follows: 7 (9 %) respondents said 'I cannot answer', 3 (4 %) respondents said 'I completely disagree', 8 (10 %) respondents said 'May be I disagree', 30 (38 %) respondents said 'I almost agree', 31 (39 %) respondent said 'I completely agree'.

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The respondents tend to agree rather than with the presented statements. The prevailing answer to the statement 'Encouragement and motivation to participate in the research increase my openness and sincerity' is 'I almost agree'. It shows that telling falsehood in the online educational research may be inspired by the lack of encouragement and motivation to be frank. Going deeper into the essence of questions may be supported by showing that the respondent's opinion is important to the researcher. So the lack of the supportive research environment may provoke telling falsehood in online educational research.

The received results showed that there is a statistically important difference ($p<\alpha$, when $\alpha=0,05$) among the answers to one of the statements concerning the sex of the respondents. The statement 'I analyze the questions when I feel that my opinion is important to the researcher' is supported by females and neglected by males. These data highlight the slightly different opinion about the supportive environment between men and women.

13) Data collection context. The factor is analyzed while presenting to the respondents two statements (N=79). The statement 'Do not see the point to tell the truth in the surveys because they are not related to our reality and problems' got such answers: 5 (6 %) respondents said 'I cannot answer', 14 (18 %) respondents said 'I completely disagree', 34 (43 %) respondents said 'May be I disagree', 19 (24 %) respondents said 'I almost agree', 7 (9 %) respondents said 'I completely agree'.

The statement 'In most cases the research context is far away from our reality and everyday life' was answered like that: 10 (13 %) respondents said 'I cannot answer', 8 (10 %) respondents said 'I completely disagree', 29 (37 %)

respondents said 'May be I disagree', 26 (33 %) respondents said 'I almost agree', 6 (7 %) respondents said 'I completely agree'.

The presented results prove that the respondents more disagree than agree with the presented statements. The most current answer is 'May be I disagree'. It is possible to conclude that survey participants think the contexts of surveys to be related to the reality, everyday life and problems. Thus, it is possible to state that the factor 'Data collection context' does not have influence on telling falsehood in online educational research.

The received results showed that there is no statistically meaningful difference between demographic characteristics (sex, age, and the type of institution the respondents work in) and the answers to the above mentioned questions.

14) Lack of anonymity. The factor is analyzed while presenting to the respondents two statements (N=79). The statement 'I never tell the whole truth in the research which may be related to my personality' was answered as follows: 8 (10 %) respondents said 'I cannot answer', 3 (4 %) respondents said 'I completely disagree', 9 (11 %) respondents said 'May be I disagree', 25 (32 %) respondents said 'I almost agree', 34 (43 %) respondents said 'I completely agree'.

The statement 'I am afraid to answer those online survey questions, which may be linked to my personality and spoil my future' was answered like that: 7 (9 %) respondents said 'I cannot answer', 13 (17 %) respondents said 'I completely disagree', 20 (25 %) respondents said 'I almost agree', 19 (24 %) respondents said 'I almost agree', 20 (25 %) respondents said 'I completely agree'.
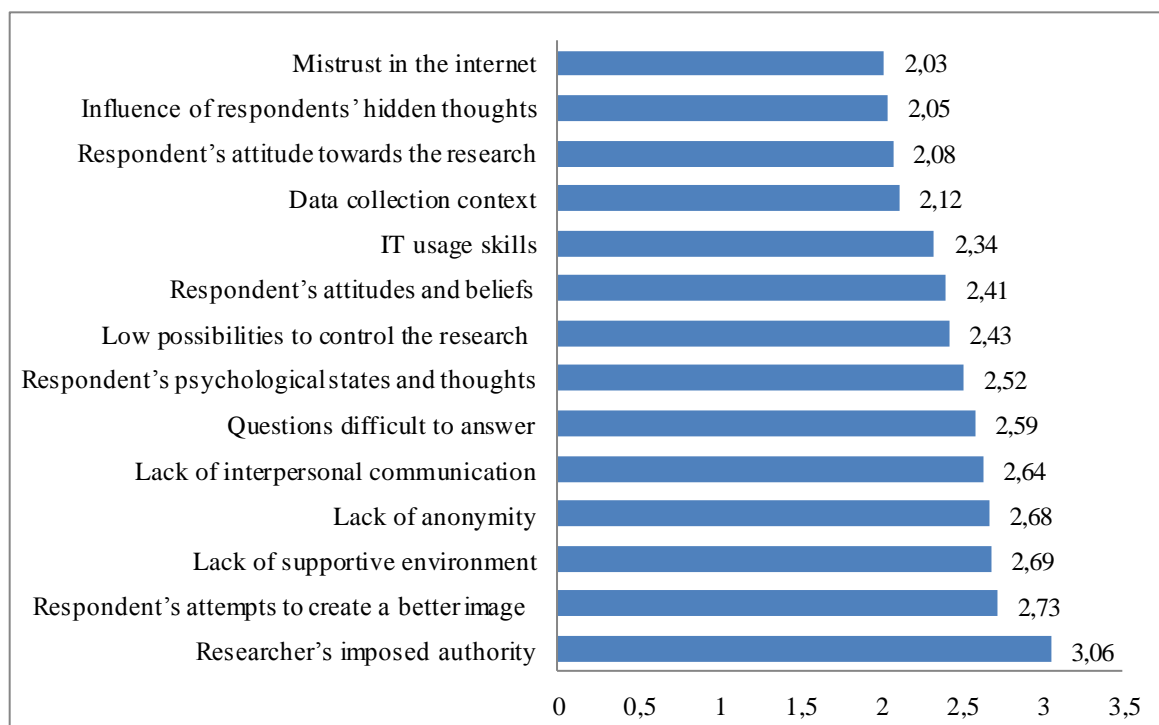

Figure 2. The mean of the factors that influences telling falsehood in online educational research

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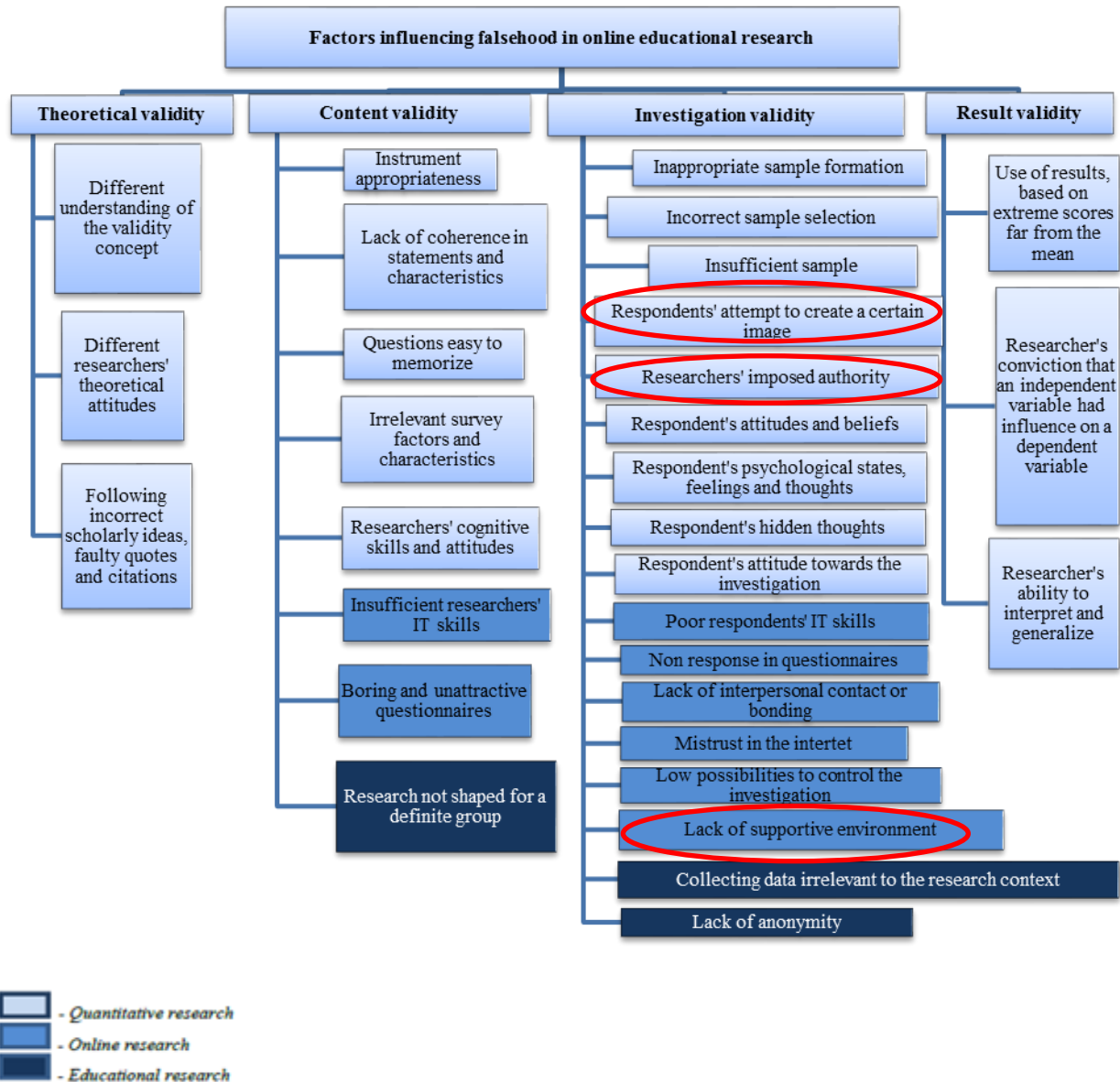*Online Educational Research (II)*

Figure 3. Systemic model of factors influencing telling falsehood in online educational research (Gaiziuniene and Cibulskas, 2013)

The presented results demonstrate that the majority of the respondents totally agree with the statement 'I never tell the whole truth in the surveys, which may be related to my personality'. There is no unanimous opinion concerning the second statement. Some of the respondents are afraid that their responses might be recognized and thus negatively influence their future; some of the respondents are not. Thus, it is possible to draw a conclusion that the lack of anonymity in the surveys may inspire some of the respondents to be close and tell falsehood in the online educational research.

The received results showed that there is a statistically important difference (p<α, when α=0,05) among the answers to one of the statements concerning the age groups of the respondents The respondents up to 29 years tend to disagree with the statement 'I never tell the whole truth in the research which may be related to my personality'

whereas the respondents of 40-49 yeas tend to agree with the latter statement Such findings demonstrate that the age aspect influences different opinion of the respondents about the anonymity in the surveys.

While finalizing it is possible to define major and minor influential factors, which make an impact to respondents' openness and sincerity (Figure 2).

The presented results reveal that the most influential factor for telling falsehood is 'Researcher's imposed authority' The respondents are more open and frank when the researcher is a familiar person, when the respondent is assured that his/her opinion is important and valuable, and that because of his/her participation there are made new important findings. The contrary situation provokes telling falsehood. The least influential factor for telling falsehood is 'Mistrust in the internet'. It demonstrates the fact that the secure online survey of high quality stimulates the

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respondents' openness and sincerity, because they trust internet space.

While comparing the answers according the demographic characteristics, the opinions differed between males and females concerning the factor of 'The supportive research environment'. The type of the institution influenced the opinion about 'Respondents' attitudes and beliefs', 'Respondents' Attitude towards the Research', 'Low Possibilities to Control the Research' factors.

Age groups had different opinions towards such factors as 'Respondents' attitudes and beliefs', 'Respondents' Attitude towards the Research', 'IT Usage Skills', 'Mistrust in the internet', 'Lack of Anonymity'. Finally, the respondents highlighted three most influential factors that effected telling falsehood in online educational research. These factors are: 'Researcher's imposed authority', 'Respondents' attempts to create a better image', and 'Lack of Supportive Environment'. All these factors are related to the research validity assurance in quantitative online educational research (Figure 3).

Conclusions

1) More than a half of the respondents stated that there were cases when they were telling falsehood, were not open and sincere during the surveys. Three major reasons of telling falsehood in online educational research are lack of time, striving for the better image and lack of anonymity.

2) The most influential factors, inspiring respondents' telling falsehood, that are mentioned in scientific literature and by the research respondents are: 'Researcher's imposed authority', 'Respondent's attempts to create a better image', and 'Lack of Supportive Environment'. The respondents are more open and frank when the researcher is a familiar person, when the respondent is assured that his/her opinion is important and valuable, and that because of his/her participation there are made new important findings. The contrary situation provokes telling falsehood. Quite frequently the respondents tell falsehood, when they want to show themselves from the better side, rejecting truth, lack of motivation to participate in the research. The least influential factor for telling falsehood is 'Mistrust in the internet'. It demonstrates the fact that the secure online survey of high quality stimulates the respondents' openness and sincerity, because they trust internet space.

3) While comparing the answers according the demographic characteristics the opinions differed between males and females concerning the factor of 'The supportive research environment'. The type of the institution influenced the opinion about 'Respondents' attitudes and beliefs', 'Respondents' Attitude towards the Research', 'Low Possibilities to Control the Research' factors. Age groups had different opinions towards such factors as 'Respondents' attitudes and beliefs', 'Respondents' Attitude towards the Research', 'IT Usage Skills', 'Mistrust in the internet', 'Lack of Anonymity'.

The task of this research was not to carry out the research covering for example the whole Lithuania. It was a kind of a pilot research, aiming to define the most important factors influencing telling falsehood in the online educational research. For the sake of comfort it has been decided to organize the research in Kaunas, choosing Kaunas educators as the main respondents. For this reason the conclusions cannot be applied to vast population. They only reveal certain tendencies. Still, in the future the research may be repeated in other Lithuanian cities while finally covering the whole Lithuania.

The open-ended question was especially important for the development of the whole questionnaire, because it revealed the respondents' opinion about the most influential factors that may provoke telling falsehood in online educational research, respondents' being not open and not sincere. The respondents pointed out the original factors that are not mentioned in scientific literature. These factors are: lack of time, compulsory participation in the surveys, unwillingness to be different, purposeful lying, and lack of survey feedback. Thus, it would be reasonable to continue the research with the purpose to evaluate the meaning of the above mentioned factors.

The research can be developed further involving the researchers themselves while trying to define how researchers try to assure the validity of the research and its findings, what the researchers' actions are when they strive to collect more exact data, etc. Such investigations could be of a larger scope and reveal more variable results.

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Netiesos sakymui įtaką darantys veiksniai internetiniuose edukologiniuose tyrimuose (II)

Santrauka

Kiekvienas tyrėjas stengiasi atlikti kuo kokybiškesnį ir tikslesnį tyrimą. Tyrimo vertė ir kokybė tiesiogiai priklauso nuo respondento atsakymų apklausos metu (Denzin ir Lincoln, 2002; Robinson-Kurpius ir Stafford, 2006; Puleston, 2011; Vogt, 2011; van Duzer, 2012). Dėl įvairių veiksnių respondentas gali sakyti netiesą, apsimetinėti, vengti įvairių klausimų, taip darydamas neigiamą įtaką tyrimo rezultatams. Šiuo atveju tyrimo rezultatai visiškai neatitiktų tikrovės, tuomet toks tyrimas taptų ne tik, kad nekokybišku, bet ir visiškai nieko vertu bei beprasmiu. Netiesos sakymą nėra lengva aptikti ir suvaldyti, todėl dažniausiai tyrimuose vadovaujamasi nuostata, kad respondentas visuomet sako tiesą ir nemeluoja. Mokslinėje literatūroje (Asmundson, Norton ir Stein, 2002; Litwin, 2003; D'Cruz ir Jones, 2004; Robinson-Kurpius ir Stafford, 2006; Porter, 2007; Keller ir Casadevall–Keller, 2010) dažnai tik akcentuojama, kad tyrimo metu turi būti užtikrinamas tyrimo duomenų tinkamumas (validumas) ir patikimumas, tačiau plačiau nediskutuojama ir netiriama, į kokius veiksnius atsižvelgiant ir kaip galima pasiekti, kad tyrimo rezultatai atitiktų tikrovės vaizdą? Straipsnio tikslas – nustatyti netiesos sakymui įtaką darančius veiksnius internetiniuose edukologijos tyrimuose.

Atliekant tyrimą pirmiausia buvo taikomas mokslinės literatūros analizės metodas. Analizės metu buvo išskirti ir į modelį susisteminti netiesos sakymui įtaką darantys veiksniai (pristatyti straipsnyje 'Factors Influencing Falsehood in Online Educational Research', Social Sciences, Vol. 80, No. 2 (2013). Vėliau, naudojant sukurtą modelį ir taikant apklausos raštu metodą, buvo siekiama nustatyti pagrindinius netiesos sakymui internetiniuose edukologijos tyrimuose įtaką darančius veiksnius. Straipsnyje pateikiama atlikto tyrimo metodologija, pagrindiniai rezultatai ir esminės tyrimo išvados.

Šis tyrimas buvo atliekamas dviem pjūviais: analizuojamas visų apklausoje dalyvavusių respondentų netiesos sakymo apklausose faktas, dažnumas ir priežastys bei mokslinėje literatūroje aptariamų veiksnių, turinčių įtakos netiesos sakymui, svarba. Tyrėjo sąveikos poveikis tiriamajam, geresnio įvaizdžio siekimas, respondento įsitikinimai ir nuostatos, savijauta ir mintys, paslėptos mintys, požiūris į tyrimus, IT naudojimo gebėjimai, tarpasmeninė komunikacija, tyrimų kontrolės stoka, klausimų neatsakomumas, nepasitikėjimas internetu, palaikančios aplinkos stoka, duomenų rinkimo kontekstas, anonimiškumo stoka - pagrindiniai mokslinėje literatūroje aptariami veiksniai, kurie veikia respondentų netiesos sakymą tyrimo metu. Minėti pjūviai buvo pasirinkti siekiant atsakyti į probleminius klausimus: kokie praktikoje aptinkami netiesos sakymui įtaką darantys veiksniai? Kiek svarbūs netiesos sakymui veiksniai, kurie yra susisteminti teoriniame modelyje? Tyrime dalyvavo 116 respondentų.

Tyrimo rezultatai parodė, jog daugiau nei pusė apklausoje dalyvavusių respondentų teigė, kad buvo atvejų, kai apklausose jie sakė netiesą, buvo neatviri ar nenuoširdūs. Trys dažniausios tyrimo dalyvių nurodytos netiesos sakymo internetiniuose edukologijos tyrimuose priežastys yra laiko stoka, geresnio įvaizdžio siekimas ir anonimiškumo stoka. Visi šie trys veiksniai yra susiję su tyrimo validumo užtikrinimu. Laiko stoka tinkamai sudalyvauti tyrime yra veiksnys, kuris nėra išskirtas modelyje. Galima jį įvardinti kaip naują veiksnį arba tiesiog priskirti prie požiūrio ir nuostatų, susijusių su tyrimais, veiksnių.

Iš visų mokslinėje literatūroje minimų veiksnių, kurie gali turėti įtakos tyrimo dalyvių netiesos sakymui, galima išskirti daugiausiai ir mažiausiai paminėtus veiksnius, kurie turi/neturi reikšmės respondentų atvirumui ir nuoširdumui. Respondentų nuomone, daugiausiai įtakos netiesos sakymui turi tyrėjo:
- sąveikos poveikis tiriamajam,
- geresnio įvaizdžio siekimas,
- palaikančios aplinkos stoka.

Respondentai būna nuoširdesni ir atviresni, kai tyrėjas yra artimas žmogus, kai respondentui parodoma, kad jo nuomonė yra labai svarbi, vertinga ir, kad jo dėka tyrimais yra atskleidžiamos naujos tiesos. Priešingai – sukeliamas netiesos sakymas. Dažna netiesos sakymo priežastis yra noras pasirodyti iš geresnės pusės, tiesos nepripažinimas, motyvacijos dalyvauti apklausoje trūkumas. Mažiausiai įtakos netiesos sakymui internetiniuose edukologijos tyrimuose turi nepasitikėjimas internetu. Tai rodo, kad kokybiškai parengtoje internetinėje apklausoje, kurioje yra užtikrinamas anonimiškumas, respondentai būna atviri ir nuoširdūs, kadangi jie pakankamai pasitiki interneto erdve.

Lyginant atsakymus pagal demografines charakteristikas, išsiskyrė nuomonė tarp vyrų ir moterų dėl supratingos, palaikančios aplinkos veiksnio. Tarp kai kurių skirtingų ugdymo įstaigų tipų respondentų išsiskyrė nuomonė dėl šių veiksnių svarbos: respondentų nuostatos ir įsitikinimai, požiūris į tyrimus ir mažos galimybės kontroliuoti tyrimą. Tarp kai kurių skirtingų amžiaus grupių respondentų išsiskyrė nuomonė dėl šių veiksnių svarbos: respondentų nuostatos ir įsitikinimai, požiūris į tyrimus, IT gebėjimai, nepasitikėjimas internetu, anonimiškumo stoka.

Šiuo tyrimu nebuvo siekiama atlikti apklausos dideliu mastu, pavyzdžiui, Lietuvos. Šis tyrimas buvo tarsi žvalgomasis, kuris buvo skirtas nustatyti svarbiausius veiksnius, turinčius įtakos netiesos sakymui internetiniuose edukologijos tyrimuose. Dėl patogumo buvo pasirinkta organizuoti tyrimą Kauno mieste, respondentus pasirenkant - Kauno miesto pedagogus. Todėl išvados negali būti taikomos visai populiacijai, o atskleidžia tik tam tikras tendencijas. Tačiau ateityje galima tyrimą kartoti kituose miestuose ar plėsti, didinti jo apimtį iki tyrimo Lietuvos mastu. Klausimyno tobulinimui ypač vertingas tapo atvirasis klausimas, kuriuo visų respondentų buvo klausiama nuomonės, kokie, jų manymu, veiksniai galėtų turėti įtakos respondentų nenuoširdumui, neatvirumui ir netiesos sakymui apklausose. Respondentai nurodė kelis veiksnius, kurie yra neminimi mokslinėje literatūroje: laiko stoka, priverstinis dalyvavimas apklausoje, nenoras išsiskirti iš kitų, sąmoningas melavimas, grįžtamojo ryšio po apklausos trūkumas, todėl vertėtų atlikti tolimesnį tyrimą siekiant nustatyti jų reikšmę. Tyrimą galima plėtoti ir atlikti ne tik su apklausų dalyviais, bet ir su pačiais tyrėjais. Galima atlikti tyrimą apie tai, kaip tyrėjai stengiasi užtikrinti turinio ir rezultatų validumą, ką jie daro, kad surinktų kuo tikslesnius duomenis ir t.t. Tokie tyrimai būtų platesnės apimties, galėtų atskleisti įvairesnius rezultatus.

Reikšminiai žodžiai: kiekybiniai tyrimai, internetinės edukacinės apklausos, netiesos sakymas kiekybiniuose tyrimuose, netiesos sakymo veiksniai.