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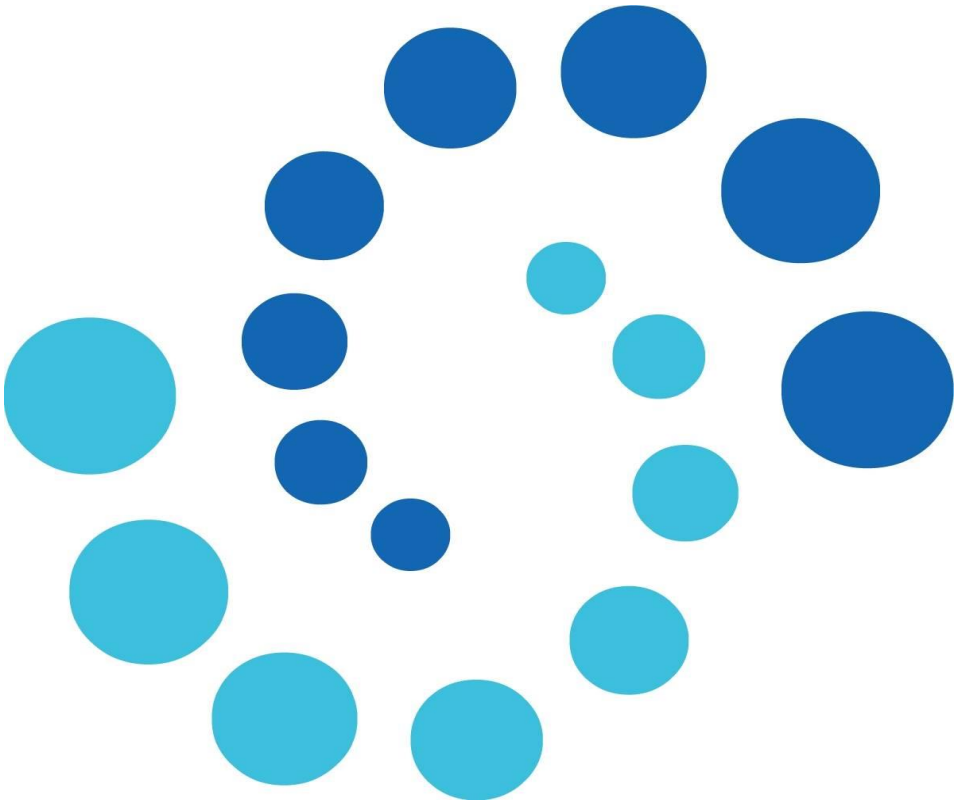
Sınırsız Eğitim ve Araştırma Dergisi



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Sınırsız Eğitim ve Araştırma Dergisinin Kasım 2019 sayısını sunmaktan mutluluk duyuyoruz. Sınırsız Eğitim ve Araştırma Derneği (SEAD) olarak 2016 yılından bu yana kesintisiz olarak yayınladığımız Dergimizin amacı, eğitim ve araştırma alanına bilimsel katkı sağlamaktır. Bu amaçla kuramsal ve uygulamalı çalışmaları yayınlama, bilimsel bilgileri ulusal ve uluslararası düzeyde paylaşma, yeni bilgiler üretilmesine ortam hazırlama işlemine öncelik verilmektedir.

Dergimizin Bilim Kurulu yurt içi ve yurt dışında görevli akademisyenlerin katkılarıyla giderek güçlenmektedir. Akademik kalitesinden ödün vermeden yayın hayatına devam eden Dergimizin hazırlanmasına emeği geçen bütün editör, yazar ve hakemlere teşekkür ediyoruz.

Yılda üç sayı olarak yayınlanan Dergimiz çeşitli ulusal ve uluslararası düzeydeki indekslerde taranmaktadır. Bu sayıda eğitimle ilgili 5 bilimsel araştırmaya yer verilmiştir. Dergimiz, eğitim ve araştırma alanına yönelik makalelerin yanı sıra disiplinler arası akademik çalışmaların yer aldığı seçkin bir yayın olarak okuyucularla buluşmaya devam edecektir.

Dergimizin eğitim ve araştırma alanına katkılar getirmesini diliyoruz. Saygılarımızla.

SINIRSIZ EĞİTİM VE ARAŞTIRMA DERNEĞİ

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How Sincere are Individuals Responding to Surveys?

Dr. Gülçin UZUN, Bilnet Okulları, cirakgulcin@gmail.com

Abstract: The purpose of this research is to determine how sincere the responses of the individuals are for the satisfaction or performance evaluation survey. The study group consisted of 50 students in 11th grade in the spring term of 2018-2019 academic year in a private high school in Ankara. 28 of these students (56.00%) were female and 22 (44.00%) were male. Data Collection Survey was used as a data collection tool developed by the researcher. The Ministry of Education Teaching Profession Survey examined at the stage of development of the General Qualifications, a survey by selecting one of the eight qualification must have teachers from all branches of general performance indicators for each competency has been prepared. Teachers' competence scores for the relevant performance vary between 2.6 and 3.7. The degree to which each student responds to each statement sincerely varies between 4.4 and 4.6 points. This may be an indication of the students' sincerely responding to the expressions defined for their competence levels. The students generally stated that their teachers are moderately competent for the relevant performance. The students who gave low scores to their teachers' level of proficiency stated that they were not sincere in answering the statements.

Keywords: Survey, Answering Behaviour, Teacher, Teacher Qualifications,

Anketlere Bireyler Ne Kadar İçtenlikle Yanıt Vermektedir?

Özet: Bu araştırmanın amacı, bireylerin memnuniyet anketine veya performans değerlendirme anketine verdiği yanıtların ne kadar samimi olduğunu belirlemektir. Çalışma grubu, Ankara'da bir özel lisede 2018-2019 bahar döneminde 11. sınıfta 50 öğrenciden oluşmuştur. Bu öğrencilerin 28'i (% 56.00) kız, 22'si (% 44.00) erkektir. Araştırmada veri toplama aracı olarak araştırmacı tarafından geliştirilen Bilgi Toplama Anketi kullanılmıştır. Anketin geliştirilmesi aşamasında Milli Eğitim Bakanlığı Öğretmenlik Mesleği Genel Yeterlilikleri incelenmiş, her bir yeterliliğe ait performans göstergelerinden tüm branş öğretmenlerinin genel olarak sahip olması gereken yeterliliklerden 8 tanesi seçilerek bir anket formu hazırlanmıştır. Öğretmenlerin ilgili performansa yönelik yetkinlik puanları 2.6 ile 3.7 arasında değişmektedir. Öğrencilerin her bir ifadeyi içtenlikle yanıtlama dereceleri ise 4.4 ile 4.6 puan aralığında değişmektedir. Bu durum öğretmenlere ait yetkinlik düzeyleri tanımlanan ifadelere, öğrencilerin içtenlikle yanıt verdiklerinin bir göstergesi olabilir. Öğrenciler genel olarak öğretmenlerinin ilgili performansa yönelik orta düzeyde yetkin olduklarını ifade etmişlerdir. Öğretmenlerinin yetkinlik düzeylerine düşük puan veren öğrenciler, ifadeleri yanıtlarken kesinlikle içten davranmadıklarını belirtmişlerdir.

Anahtar Sözcükler: Anket, Yanıtlama Davranışı, Öğretmen, Öğretmen Yeterliliği,

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1. Introduction

The survey is a systematic data collection technique that aims to describe the characteristics of any group or sample on one subject depending on one or more variables (Balcı, 1997). The survey is used extensively in social sciences for a variety of purposes such as identifying unemployment rates, the quality of the services provided, the level of satisfaction with the products received, and the opinions about the election in the political sense. The survey is one of the most important research steps used in social sciences to describe the characteristics of a group related to various variables (Groves, 1989). In the United States, Horace Mann used the survey as a research instrument for the first time in 1847. Instead of this, in Europe, surveys were produced by Galton in 1872. This technique has been used by researchers all over the world since then.

Surveys for standardizing observations in empirical research can be used for different purposes. For example, the survey will reveal what people know, what they do, what they like, what they believe and what personal characteristics they have. In a study, the demographic characteristics of the target audience, as well as their attitudes, values, performances or opinions can be determined (Büyüköztürk, 2005; Karasar, 1994). In this case, the survey to be prepared is divided into sections according to the characteristics to be measured or a separate questionnaire is prepared for each purpose. According to this, four different groups of questions as described below can be used in compliance with measured characteristics in surveys (Aiken, 1997; Balcı, 1997; Plumb and Spyridakis, 1992).

1. Factual questions to describe the demographic characteristics of the respondents (e.g., gender, age, occupation, education level, socioeconomic indicators of the family, status of participation in a training program, etc.),

2. Knowledge questions to determine what respondents know about a topic (e.g., social, economic, political, etc.) and the sources of access to information,

3. Behavioral questions to determine the behaviors of a subject or an object (e.g., in-class teacher and student behaviors, consumption habits, voting behavior, internal communication behaviors, social and artistic activities, etc.)

4. Faith and view questions to determine the feelings and views of a subject or an object (e.g., attitude towards the profession, opinion on internal appointment and upgrading practices, perception of job satisfaction, etc.).

According to Aiken (1997), the surveys consist of questions that are obtained using discontinuous categories rather than continuous responses and reflecting the measures at the classification level. It can be said that the questions included in such surveys are independent of each other and are intended to measure separate events. However, according to the purpose of the study, it may be desirable to measure attitudes, for example, in a sub-section of the questionnaires, or in an attitude-affective feature. In such surveys, it is expected that there will be a relationship between the questions. In other words, the questions are intended to measure the property of interest. Aiken (1997) states that tools such as inventory, questionnaires, scales, tests, scans, indexes and indicators can be given to tools developed to measure characteristics such as personal characteristics, interests and attitudes. According to the author, what is important is not what the names of the tools, but what their purpose is.

According to Gomm (2004), the survey allows researchers to collect data from a large group in a short period of time. However, qualitative researchers argue that the surveys do not provide enough insight to the researchers on how they see and perceive their lives. People may respond to these artificial measurement tools artificially. Regardless of the results, the surveys do not give a complete picture of what people actually feel, what they think, what they experience and what they believe.

As with all measurement tools used in social science research, the survey results are expected to be valid and reliable. To be a qualified measurement tool; it should be reliable, valid and useful. The measurement results obtained from a measuring instrument shall be qualified according to the reliability, validity and usefulness of the vehicle. Evaluations based on the measurement results obtained with the help of qualitative measurement instruments will be equally qualified. Reliability can be defined as the reproducibility of measurements of similar characteristics on the same individuals under similar conditions (Crocker & Algina, 1986). A reliable measuring tool provides approximately the same numerical result for successive measurements in relation to the same feature. When a reliable test is applied to the same group two or three times, each person in the group should receive approximately the same score in all applications (Tekin, 2010). Reliability is the degree of stability of a measuring instrument. The degree of stability in the measurement results indicates that reliability is a measure of stability; it is a matter of degree rather than being or not (Özgüven, 2007).

Responses can be affected by a number of factors. Research in that field shows that even the answers to the questions create differences in the results of the survey. The response-order

effect can be seen as understanding the question, finding the relevant information in memory, generating answers, and the results of other mental stages on the response. The question sequence effect refers to the determination of the response to the previous or next question with the effect of the response to a question (item-order effect). The previous question and the response in general have an impact on the interpretation and response of the next problem. There is generally an inverse relationship between the difficulty of the problem and the accuracy of the response. When faced with the question that makes it difficult to understand, often incorrect answers, predictive responses are given or the question avoided. The features included in the survey are facilitating or complicating aspects of the question. For instance, in one study, it was found that the difficulty of the problem had a significant effect on the distribution of responses (Faaß, Kaczmirek and Lenzner, 2008). In addition, according to the data obtained from the field of linguistics, the words, that are not used frequently, cause uncertain noun phrases thus affecting the quality of the response to the survey question. Some people's tendency to respond may be to choose extreme values or to prefer values that are centrally located. As well the degree of interest of individuals is highly influential on the quality of responses. Some people may tend to give satisfactory, easy response (satisficing) while avoiding difficult mental effort. According to the Satisficing Theory, respondents can shorten the mental process that produces the right answers, and respond to all the questions listed in the question list in the same or similar way in order to make sense by making little effort (Anand et al., 2009). This problem (escaping) generally arises when the person's mental ability is insufficient and the desire to respond is low.

The validity of the information obtained from the surveys depends entirely on the accuracy of the responses given by people. In the survey questions, which are expected to be filled by the person, if person has not seen an important word in the question, has not read the explanations for the answers carefully or not need to read them, it would affect the answers (Tourangeau et al., 2000). A large number of researchers have examined the questions in survey, oppositely very few of them has study on the responses. What this suggests is that it is difficult to ask or create questions, but when the question is asked, the respondent responds easily replies these questions. The response of the respondent to the question can be influenced by question words, the way of asking, and the spatial and emotional conditions of the person. If the question being inquired concerns the behavior or attitude of the person, many factors are added to the response process and the process is more indiscriminate. While not paying attention, asking and answering questions is a psychological process and it is not discussed to

what extent and under what conditions the information is reliable (Tourangeau et al., 2000; Weisberg, 2005).

In the maximum performance tests, while the quality to be measured is clearly defined, in typical performance tests it is very difficult to distinguish what an examinant is measuring. Similary, in the maximum performance tests, the correct answers are specific before any application is performed, whereas in the typical performance tests there is no correct answer (Yelboğa, 2008). In typical performance tests, the individual reflects only themselves. It is thought that the variables that affect the psychometric properties of the items and the situations in which chances of success are more common can be explained better if the students can demonstrate how they respond to test items. The multiple-choice tests determine when and how the questions are read, how they respond after being read, and what mental processes occur at the same time. It is emphasized that it is necessary to be able to prepare the most appropriate questions to measure the measurement behavior, to minimize the error margin and chance success in the measurement and to explain the response behaviors in order to reveal the process of transformation of cognitive competencies into mental behavior (Tokat, 2006). However, in typical performance tests, the processes that respondent passes are not taken into account and the impact of these processes is not considered as valuable for how the response reflects the truth. If the question that is the subject of the measurement concerns the person's behavior or attitude, many factors are added to the answering process and it becomes more random than expected. Although not paid attention, asking and responding questions is a psychological process and to what extent the information they provide is reliable and under what circumstances it is not evaluated. Surveys do not take into account the processes that the responder goes through in forming the response, and do not consider the impact of these processes till what extent the response reflects reality. The aim of this study is to determine how sincere individuals respond to surveys.

2. Method

This research, conducted as a survey study, aims to collect data in order to determine a specific feature of a group and create a picture of the existing situation in the field of research (Büyüköztürk et al. 2013).

2.1. Study Group

In the research, 11th grade students were studied as participants. They consisted of 50 students (28 of whom were female (56.00%) and 22 were male (44.00%) in 11th grade in the spring semester of 2018-2019 academic year in a high school in Ankara. They were asked to evaluate their teachers according to their proficiency level. It was assumed that these participants studying in the same school for three years were better acquainted with the teachers to shed light on the issue in deep.

2.2. Instrument and Data Collection

Research data gathering tool is developed by the researcher as "Data Collection Survey" and used in the study. During the development of the questionnaire, the General Competencies of the Teaching Profession of the Ministry of National Education were examined, and a questionnaire was prepared by selecting 8 of the competencies that all branch teachers should have in general.

Participants in the study group were asked to apply research permission from the teachers of the school administration and the related course for the implementation of the questionnaire. Two different practice hours were performed in two separate lessons. Applications took about 20 minutes.

1. Application: First practice including some phrases about teaching activities carried out in the classroom of students to teachers is given. This statement will give answers to the direction of the teachers; the 2019-2020 academic year has been said in-service training activities to be organized. Upon consideration of all teachers to enter the general opinion expressed by replying course, they are requested to formed "no" and "full" mark on a scale ranging from 1 to 5.

2. Application: participants were told that this practice is related to the conduct of research that requires to reply on the opinions of individuals, depending on the responses. In this study, not a sentenceIt was said that the school did not intend to organize an in-service training for teachers.

3. Results and Discussions

In this section, the findings obtained from analyzing the data are given in accordance with the general purpose of the research. Table presents the mean and standard deviations on

the teacher competency scores in the first application and the response behaviors in the second practice.

Table 1

Distributions of Teachers' Competency Scores and Students' Answering Behavior

Level of Competency	$\bar{X}$	s	Answering Behavior	$\bar{X}$	s
1. Makes activities that will enable the students to understand the lesson.	2.8	1.1	Statement-1	4.5	1.1
2. Prepares the exams according to the scope of the course.	3.5	1.2	Statement-2	4.4	1.1
3. Uses information and communication technologies while teaching.	3.7	1.1	Statement-3	4.4	1.0
4. It enriches the course by using different teaching methods.	2.6	1.2	Statement-4	4.5	0.9
5. Explain the content gradually according to the characteristics of the subjects.	3.4	1.1	Statement-5	4.5	1.0
6. Give feedback to the students about the exam results.	3.4	1.3	Statement-6	4.4	1.1
7. Selects materials, resources and activities that will facilitate learning.	3.0	1.2	Statement-7	4.6	0.9
8. Promotes and supports students' achievements.	3.1	1.3	Statement-8	4.6	0.9

When Table 1 is examined, the teachers' competence scores for the related performance vary between 2.6 and 3.7. The degree to which each participant responds to each statement sincerely varies between 4.4 and 4.6 points. This may be an indication of the participants' sincerely responding to the expressions defined for their competence levels. For example, the average score of the teachers in the teacher competence level is 2.8. The mean score of the participants to respond sincerely is 4.5. This may be interpreted as reflecting 90% of the teachers' competence level score in expression. Each of the respondents can inform the respondent about how many percent of the responses to the expression are the reflection rate by turning the mean score to a score of 100 (sincerely answering average score * 100 / degree). Below are numbers and percentages of the teacher competence level related to the performance indicator defined in each table and the degree to which the participants ' responses were answered internally.

Table 2
Distributions of "Makes Activities That Will Enable The Students To Understand The Lesson" Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	7	14.0	I certainly didn't answer heartily.	3	6.0
A Little Competent	10	20.0	I answered a little bit.	0	0
Intermediate Competent	21	42.0	I've responded moderately.	5	10.0
Mostly Competent	9	18.0	Mostly answered internally.	3	6.0
Completely Competent	3	6.0	Completely internally answered.	39	78.0
Total	50	100.0	Total	50	100.0

Table 2 reveals that the activities enable the teachers to understand the lesson are three (6%) indicating that they are fully competent in the performance indicator, nine (18%) who are mostly competent, and 21 (42%) indicating that they are competent and 10 (20%) indicating that they are somewhat competent. Besides, there are seven (14%) participants who have no competence. According to these numbers and percentages, it is seen that teachers are more competent in making activities that enable participants to understand the lesson. 78% of the participants stated that they were completely sincere when answering this statement. Only 6% stated that they never responded internally.

Table 3
Distributions of "Prepares the Exams According to the Scope of the Course" Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	2	4.0	I certainly didn't answer heartily.	2	4.0
A Little Competent	9	18.0	I answered a little bit.	2	4.0
Intermediate Competent	14	28.0	I've responded moderately.	4	8.0
Mostly Competent	12	24.0	Mostly answered internally.	9	18.0
Completely Competent	13	26.0	Completely internally answered.	33	66.0
Total	50	100.0	Total	50	100.0

When the table 3 was examined, the activities that enable the teachers to understand the lesson were 13 (26%) who stated that they were fully competent in the performance indicator, 12 (24%) who stated that they were mostly competent, 14 (28%) who stated that they were competent, and nine (18%) who stated that they were a little competent. and two (4%) participants have no competence. According to these numbers and percentages, it is seen that teachers are more moderate at the level of preparing exams in accordance with the scope of the course. 66% of the participants stated that they were completely sincere when answering this statement. Only 2% stated that they never responded to the statement internally.

Table 4
Distributions of "Uses Information and Communication Technologies While Teaching." Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	2	4.0	I certainly didn't answer heartily.	2	4.0
A Little Competent	7	14.0	I answered a little bit.	2	4.0
Intermediate Competent	9	18.0	I've responded moderately.	1	2.0
Mostly Competent	20	40.0	Mostly answered internally.	12	24.0
Completely Competent	12	24.0	Completely internally answered.	33	66.0
Total	50	100.0	Total	50	100.0

Table 4 reveals that the activities that enable the teachers to understand the lesson are 12 (24%), indicating that they are fully competent in the performance performance performance, 20 (40%), they are mostly competent, 9 (18%) they are competent, and 7 (14%) they are a little competent. And 2 (4%) participants have no competence. According to these numbers and percentages, it is seen that teachers are more moderate in terms of utilizing information and communication technologies while explaining the lesson. 66% of the participants stated that they were completely sincere when answering this statement. Only 2% stated that they never responded to the statement internally.

Table 5
Distributions of "It Enriches the Course by Using Different Teaching Methods" Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	13	26.0	I certainly didn't answer heartily.	1	2.0
A Little Competent	9	18.0	I answered a little bit.	1	2.0
Intermediate Competent	16	32.0	I've responded moderately.	6	12.0
Mostly Competent	10	20.0	Mostly answered internally.	5	10.0
Completely Competent	2	4.0	Completely internally answered.	37	74.0
Total	50	100.0	Total	50	100.0

When the Table 5 is examined, the activities that enable the teachers to understand the lesson are 2 (4%) indicating that they are fully competent in the performance indicator, 10 (20%) who indicate that they are mostly competent, 16 (32%) indicating that they are competent and nine (18%) indicating that they are a little competent. and there are 13 (26%) participants who have no competence. According to these numbers and percentages, it is seen that teachers are more moderate in terms of enriching the course by using different teaching methods. 74% of the participants stated that they were completely sincere when answering this statement. Only 1% stated that they never responded to the statement internally.

Table 6
Distributions of "Explain the Content Gradually According To the Characteristics of the Subjects" Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	3	6.0	I certainly didn't answer heartily.	1	2.0
A Little Competent	7	14.0	I answered a little bit.	2	4.0
Intermediate Competent	17	34.0	I've responded moderately.	4	8.0
Mostly Competent	14	28.0	Mostly answered internally.	9	18.0
Completely Competent	9	18.0	Completely internally answered.	34	68.0
Total	50	100.0	Total	50	100.0

Table 6 shows that it was found that nine of the teachers (18%) stated that they were fully qualified in the performance indicator, 14 (28%) who stated that they were competent, and 17 (34%) who stated that they were competent, and seven (14%) indicating that they were somewhat competent. And three (6%) participants who have no competence. This number is based on the percentages and the more moderate about the stepwise manner according to the teacher to explain the contents of the characteristics of the subject seems to be the authority. 68% of the participants stated that they were completely sincere when answering this statement. Only 2% stated that they never responded to the statement internally.

Table 7
Distributions of "Give Feedback to the Students about the Exam Results" Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	6	12.0	I certainly didn't answer heartily.	2	4.0
A Little Competent	6	12.0	I answered a little bit.	3	6.0
Intermediate Competent	13	26.0	I've responded moderately.	1	2.0
Mostly Competent	11	22.0	Mostly answered internally.	11	22.0
Completely Competent	14	28.0	Completely internally answered.	33	66.0
Total	50	100.0	Total	50	100.0

Table 7 shows that the activities that enable the teachers to understand the lesson are 14 (28%), indicating that they are fully competent in the performance performance performance, 11 (22%) they are mostly competent, 13 (26%) they are competent and six (12%) they are a little competent. And six (12%) participants who have no competence. According to these numbers and percentages, it is seen that the teachers are fully competent to give feedback to the participants about the test results. 66% of the participants stated that they were completely sincere when answering this statement. Only 4% stated that they never responded internally.

Table 8
Distributions of "Selects Materials, Resources and Activities That Will Facilitate Learning" Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	6	12.0	I certainly didn't answer heartily.	1	2.0
A Little Competent	9	18.0	I answered a little bit.	1	2.0
Intermediate Competent	19	38.0	I've responded moderately.	4	8.0
Mostly Competent	10	20.0	Mostly answered internally.	4	8.0
Completely Competent	6	12.0	Completely internally answered.	40	80.0
Total	50	100.0	Total	50	100.0

When the Table 8 is examined, the activities that enable the teachers to understand the lesson are 6 (12%), indicating that they are fully competent in the performance performance, 10 (20%), they are mostly competent, 19 (38%) they are competent and nine (18%) they are a little competent. and 6 (12%) participants who have no competence. According to these numbers and percentages, it is seen that teachers are more moderate in the selection of materials, resources and activities to facilitate learning. 80% of the participants stated that they were completely sincere when answering this statement. Only 2% stated that they never responded to the statement internally.

Table 9
Distributions of "Promotes and Supports Students' Achievements" Competency

Level of Competency	N	%	Answering Behavior	N	%
Not Competent	9	18.0	I certainly didn't answer heartily.	1	2.0
A Little Competent	4	8.0	I answered a little bit.	1	2.0
Intermediate Competent	16	32.0	I've responded moderately.	3	6.0
Mostly Competent	15	30.0	Mostly answered internally.	6	12.0
Completely Competent	6	12.0	Completely internally answered.	39	78.0
Total	50	100.0	Total	50	100.0

Table 9 shows that the activities that enable the teachers to understand the lesson are 6 (12%) indicating that they are fully competent in the performance indicator, 15 (30%) who are mostly competent, 16 (32%) they are competent and foun (8%) they are somewhat competent. and nine (18%) participants who have no competence. This number is based on the percentages of teachers and participants in support removing lead their success is seen as more moderate authority is. 78% of the participants stated that they were completely sincere when answering this statement. Only 2% stated that they never responded to the statement internally.

4. Conclusion and Suggestions

Teachers' competence scores for the relevant performance vary between 2.6 and 3.7. The degree to which each participant responds to each statement sincerely varies between 4.4

and 4.6 points. This may be an indication of the participants ' sincerely responding to the expressions defined for their competence levels. The participants generally stated that their teachers are moderately competent for the relevant performance. The participants who gave a low rating to their teachers' level of proficiency stated that they were not sincere in answering the statements. According to the findings of this research, which aimed to determine how sincerely the individuals answered the questionnaires in order to gather information on any subject, the participants who gave low scores (1 or 2) about the teachers' competence level in the survey stated that these responses were not sincere.

If the participants want to make a realistic determination about their level of competence, the surveys of the participants who do not sincerely answer have been taken into consideration as well. In order to determine how sincerely individuals respond in typical performance tests, control items can be written in the questionnaire. In order to determine how sincerely individuals respond in typical performance tests, qualitative data can be collected from individuals. In this study, by creating an artificial situation, participants were asked to make a determination about their teachers' proficiency levels. Because they were the teachers who entered the classes, this study may not have been completely free of emotions. The study can be repeated by creating a different artificial situation, by asking students or individuals to make a determination for a neutral person they do not know at all. Attitudes of the participants to the survey may affect the responses. Goyder (1986) shows that people who have a positive attitude towards participating in the survey have participated in more surveys in the past than others. It is seen that those who have positive attitude to participate in the survey studies read and apply the explanations in the survey more carefully, respond to all the questions in the survey and return the questionnaire faster by mail (Rogelberg et al., 2001). Surveys are only applicable to people who are willing to participate. The psychology of response should be taken into consideration by the researchers and the level of reflection of the answers given to the questionnaire questions can be revised with the awareness about the psychology of answering.

The study reported in this paper is subject to several limitations: Given the small sample size (N = 50 fully coded cases) I am reluctant to generalize findings—even though I reached statistical significance. In order to proof the effects found in this analysis it would be desirable to replicate the study in a larger survey. Thus, in the future, I will explore the effects of the interviewer characteristics.

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Gülçin UZUN

Anketlere Bireyler Ne Kadar İçtenlikle Yanıt Vermektedir?

GENİŞ ÖZET

Kurumlarda memnuniyet anketlerinde kişilerin yanıt verme eğilimleri uç değerleri seçmek veya merkezde yer alan değerleri genel olarak tercih etmek olabilmektedir. Kişilerin konuyla ilgilenim dereceleri de verilen yanıtların niteliği üzerinde son derece etkili olmaktadır. Bazı kişiler zor zihinsel çabadan kaçınarak sadece tatmin edici, kolay yanıtı vermek eğiliminde olabilir. Nitel araştırmacılar, anketlerin insanların yaşamlarını nasıl gördükleri ve algıladıkları konusunda araştırmacılara yeterli iç görü sağlamadıklarını öne sürmektedir. İnsanlar bu yapay ölçme araçlarına yapay olarak yanıt vermektedirler. Bu nedenle araştırmanın konusunu bireylerin memnuniyet anketi ya da herhangi bir performans değerlendirme anketine verdikleri yanıtların ne kadar içten olduğunu belirlemek oluşturmaktadır.

Araştırmada veri toplama aracı olarak araştırmacı tarafından geliştirilen “Bilgi Toplama Anketi” kullanılmıştır. Anketin geliştirilmesi aşamasında Milli Eğitim Bakanlığı Öğretmenlik Mesleği Genel Yeterlilikleri temel incelenmiş, her bir yeterliliğe ait performans göstergelerinden tüm branş öğretmenlerinin genel olarak sahip olması gereken yeterliliklerden 8 tanesi seçilerek bir anket formu hazırlanmıştır.

Çalışma grubundaki katılımcılara anketin uygulanması için öğrencilerin devam ettikleri derslerin sorumlusu olan öğretmenlerden izin alınmıştır. İki ayrı ders saatinde iki farklı uygulama yapılmıştır. Uygulamalar yaklaşık 20 dakika sürmüştür. İlk uygulamada öğrencilere öğretmenlerinin sınıf içinde yürüttüğü öğretim etkinlikleriyle ilgili bazı ifadeler verilmiştir. Bu ifadelere verecekleri yanıtlar doğrultusunda öğretmenlere, 2019-2020 eğitim-öğretim yılında hizmet içi eğitim çalışmaları düzenleneceği söylenmiştir. İfadeleri yanıtlarken derslerine giren tüm öğretmenlerini göz önünde bulundurmaları ve onlarda oluşan genel görüşü “hiç” ile “tam” arasında değişen 5’li bir ölçeklendirmede işaretlemeleri istenmiştir.

İkinci uygulamada Öğrencilere bu uygulamanın bireylerin görüşlerine bağlı olarak yanıt verilen araştırmalardaki yanıtlama davranışıyla ilgili olduğu söylenmiştir. Bu çalışmanın içten yanıt verme davranışıyla ilgili bir araştırma kapsamında yapıldığı belirtilmiştir. Okulun, öğretmenler için aslında bir hizmet içi eğitim çalışması düzenlemeyi düşünmediği söylenmiştir.

Öğrencilerden bir önceki yanıtları

Kesinlikle içten değilse “1”,

Biraz içtense “2”

Orta düzeyde içtense “3”

Çoğunlukla içtense “4”

Tamamen içtense “5” seçeneğini işaretleyerek belirtmeleri istenmiştir.

Veriler toplandıktan sonra her iki uygulamaya ilişkin sonuçlar sayı ve yüzde değerleri verilerek karşılaştırmalı tablolarda sunulmuştur. Öğretmenlerin ilgili performansa yönelik yetkinlik puanları 2.6 ile 3.7 arasında değişmektedir. Öğrencilerin her bir ifadeyi içtenlikle yanıtlama dereceleri ise 4.4 ile 4.6 puan aralığında değişmektedir. Bu durum öğretmenlere ait yetkinlik düzeyleri tanımlanan ifadelere, öğrencilerin içtenlikle yanıt verdiklerinin bir göstergesi olabilir. Öğrenciler genel olarak öğretmenlerinin ilgili performansa yönelik orta düzeyde yetkin olduklarını ifade etmişlerdir. Öğretmenlerinin yetkinlik düzeylerine düşük puan veren öğrenciler, ifadeleri yanıtlarken kesinlikle içten davranmadıklarını belirtmişlerdir.