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Honesty and Consistency in the Facebook questionnaire. Field study from the University Professors' point of view

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Abstract:

The questionnaire is a crucial tool for collecting data in human and social research, especially in media and communication science. However, designing a questionnaire requires following a set of steps to ensure it is a searchable tool. One of these steps is measuring honesty and consistency, which is essential for increasing the credibility of the results and avoiding their dismissal. Considering the growing use of media and communication technologies, such as Facebook, for distributing questionnaires, many methods of measuring honesty and stability may not be suitable for this platform. The study analysed a sample of Algerian university professors who were intentionally selected to determine their tendency to rely on honesty and consistency measurements in a questionnaire distributed via Facebook

Keywords: *Facebook, questionnaires, e-questionnaires, consistency, honesty.*

I. INTRODUCTION

The digital environment posed a major challenge in the field of scientific research, especially in the field of human and social sciences where many researchers were forced to reconsider the way information was collected and data from the study sample whether it is audience studies or content analysis studies. The first type is considered the most affected as the researcher encounters difficulty in accessing the vocabulary of the research community, in addition to the control of the samples' characteristics; the researcher has no confirmed information about the age or characteristics of this audience.

The educational level or even the real number of Facebook users, for example, is difficult to deal with. They actually have to communicate online and often come across. Search questionnaires posted on Facebook pages comply with the search requirements and objectives requested. The researcher answers questionnaire questions for scientific research and some of them resort to accreditation. On personal relationships, the questionnaire is sent via the Messenger App, and if it is distribution methods. This is easy and confidential both in gathering and unloading information, but the question remains about; whether or not this information bears the credibility of the research, especially with most users for more than one account via Facebook , as there are some pages or collections which classified as elite pages while most of their members are aliases. It poses a problem of reality for these members.

The questionnaire is one of the most important and widely used data collection tools in media science research and communication, but how it is distributed in the virtual world raises several questions as the tool stops significantly over the credibility and objectivity of data results and information obtained and usually this is determined by the scale of honesty and stability. The questionnaire is not just a stacked set of the questions which are not related, as these questions must measure what the researcher wants to measure, the answer must be the same if the questionnaire is repeated, and that is why honesty and consistency are of the most important methodological requirements in the design of research tools; this is done by applying the scale of honesty and the measure of stability to determine the sincerity of the study's findings; whether field or analytical, and if it is related to a media material that can be redefined and analysed, the first is related to people who may be known to the researcher, so the questionnaire is distributed in this case in its traditional way as it can be anonymous, in the case of distribution through the Facebook,it is difficult to the researcher accurately to determine the characteristics of his sample and it is impossible to measure the stability against direct distribution.

In this paper, through the previous subtraction we will try to measure the direction of a sample of University Professors towards honesty and consistency in the questionnaire distributed via Facebook pages, which gives everyone the opportunity to answer it.

The question was as follows:

- What is the tendency of University Professors to adopt the standards of honesty and consistency in the questionnaire distributed through Facebook?

As a simplification of this question, two sub-questions were drawn:

- What is the reality of university professors using a Facebook-distributed questionnaire?
- How professors tend to apply both honesty and consistency in the questionnaire distributed via the website Facebook?

Definition of concepts and terminology:

Facebook: is a social networking website where users can exchange images, texts, videos, links, and communicate with friends. It is a virtual platform for young people to express their views, thoughts, and values. Facebook is one of the outcomes of technological development. Although it was founded in 2004, it became widely known after 2010, especially in the Arab world.

E-questionnaire; is a questionnaire prepared using the computer where it was written in an electronic format to be collected and sent from to the sample via an electronic link. When the questionnaire is completed electronically, the role is to distribute it to the sample, and then collect it, all of which is done in an electronic way as well by uploading this e-questionnaire on the electronic link to be distributed to the sample, so they answer the questionnaire and re-send it via the link to the researcher

Questionnaire;is the most widely used tool in scientific research, it is considered by most people as a simple and quick way to gather information, probably it was one of the most abused scientific research tools for the same reason. The questionnaire is defined as a tool that includes a set of questions and expert sentences that the examiner is asked to answer in a manner specified by the researcher according to the purposes of the research (Rebhi Mustafa Aliyan, p. 88). It is also defined as a model that includes a set of questions for sample or community with a view to obtain specific data with the intention of knowing and measuring it, being a guide to it in all its data and drawing a specific framework for it. It is also considered as a tool to record data or a channel through which information is obtained (Mohamed Mahmoud Mahdali,2002, p.58).

1. Types of questionnaires:

There are different types of questionnaires through which the required data are obtained from the researcher, in order to achieve results required by the research

Three types of questionnaires can be found:

1.1. Questionnaire of facts :

It helps to know specific facts relating to the sample such as number and sex.

1.2. Questionnaire on Motivation and Incentives:

The purpose of this questionnaire is to determine the motives or incentives that drive individuals to exhibit certain behaviours towards an organisation, goods or services, or ways to influence them, this pattern is challenging

1.3. Questionnaire on Trends and Opinions :

This category relies on individuals' attitudes and opinions towards a specific product or service (Hamoud, 2008, p. 109).

Some prefer to classify questionnaires based on the distribution method, and this categorisation highlights the following:

1.4. Postal questionnaire:

This form is sent by mail.

1.5. Non-Postal Questionnaire:

It is distributed manually, from the researcher's hand to the respondent's hand (Abu Al-Nasr, 2004, p. 170).

1.6. E-questionnaire:

This type is prepared and disseminated via the internet, either via email or different social media platforms.

The questionnaire is a research tool that collates information about the topic via a form comprising logically arranged questions that can be administered to specific individuals to gather information, it offers numerous benefits such as ease of implementation, cost and time savings. Additionally, it provides researchers the opportunity to thoughtfully and objectively answer critical questions. In addition to avoiding researcher bias by refraining from imposing a particular opinion or view (Abu Radi, 1998, p. 78), one of the most significant drawbacks of , questionnaires are the potential for bias in the sample's answers.

2. Advantages and disadvantages of using the electronic method in questionnaires:

2.1 Advantages of using the electronic method in questionnaires:

The electronic method of preparing questionnaires provides several advantages over the manual method. This advantage distinguishes the electronic method from the manual one.

- One of its crucial features is the ability to send the questionnaire to anywhere in the world through the internet.

- The electronic method is appropriate for studying particular groups such as young people who spend a significant amount of time online, including technicians. This method is comprehensive and interactive, making it suitable for these categories.

- By utilising electronic means to write and distribute questionnaires, respondents are given ample room for thoughtful consideration, without compromising their autonomy and privacy.

2.2 Disadvantages of using electronic method in questionnaires: The electronic method of preparing questionnaires provides several advantages over the manual method. This advantage distinguishes the electronic method from the manual one. One of its crucial features is the ability to send the questionnaire to anywhere in the world through the internet.

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By utilising electronic means to write and distribute questionnaires, respondents are given ample room for thoughtful consideration, without compromising their autonomy and privacy.

Regarding the drawbacks of the electronic questionnaire method, we highlight that:

- Technical errors could ensue, which could impair the completion of the questionnaire process, for instance by ruining the link or downloading it incorrectly.
- The rate of data loss or duplication of questionnaires is higher in the electronic method compared to the manual method due to the dependence of the former on encrypted or lost software algorithms.
- Moreover, the electronic method is unsuitable for studying the category of individuals who are electronically illiterate - meaning those who cannot handle computers and the Internet at a minimum - as it requires a certain level of familiarity with the applications.

3. Assessment of honesty and stability;

3.1 Stability:

It is a fixed test provides an accurate estimate of an individual's capabilities with a high level of consistency. Consistency refers to both stabilities, as demonstrated by the individual's consistent measurements, and objectivity, seen in the individual attaining the same degree regardless of the researcher administering or scoring the test. (Mashhadani,2019), the concept of reliability refers to the questionnaire's ability to consistently produce the same results when administered multiple times under the same circumstances. In other words, the questionnaire should demonstrate stability in its results and not produce significant changes when administered to the same individuals during certain periods of time. Scientists have estimated this period to be two weeks or more. The link coefficient reveals the strength of the relationship between associated variables utilising established coefficients, such as:

- The Pearson coefficient symbolised by the letter (r), it ranges from 0-1 or 0 to -1. (Mundher Al-Dhamen, p. 118).

- Alpha Cronbach coefficient: the coefficient of reliability ranges from -1 to 1 and the closer to 1 is the more reliable, while the closer to 0, is the less reliable. The agreed coefficient is 0.6, indicating moderate reliability.

Stability can be measured in various ways including:

3.1.1 Retesting :

The researcher administers a test to a selected group of examiners and subsequently retests the same individuals at a later point in time. The examiners' scores are recorded on both occasions and used to calculate the coefficient of consistency between their respective grades. A high coefficient of consistency indicates an appropriate level of consistency in the test's results. (DhokanAbidet and Others, p. 159)

One of the potential drawbacks of this method is that changes in behaviour may occur during the period between the first and second distribution, particularly in terms of measuring direction. This may be due to various new variables and factors that can alter the direction or behaviour towards the issue at hand. Additionally, this method may require significant time and effort from the researcher. While this method may be favoured by some researchers when dealing with a sample size as small as the institution's staff, it is possible that it could have negative implications, as an example, the researcher may encounter objections from the director when seeking to redistribute the questionnaire

3.1.2Halfway method:

In this method, the researcher divides the scale into two equal halves after its application. The correlation coefficient of each half is calculated individually, and then the overall test stability coefficient is obtained through relevant statistical equations. This coefficient is corrected with a statistical equation like Spearman Brown, Jothman, or Rollon. If the correlation coefficient is high, then the scale is considered to be fixed (BechataHanan, 2020, p. 127).

3.1.3 Consistency through equal imagery:

The researcher creates a test that matches the desired test in all aspects, including specifications, the number of questions, wording, content, level of difficulty, goals, grades, and instructions. This includes providing illustrative examples and a standard time frame. The first test is administered followed by the second, which is identical to the first, after a certain period of time has passed. The researcher then calculates the correlation coefficient between scores assigned by different examiners on both tests.

The researcher must ensure that the fairness of the test images is maintained, despite the fact that it entails considerable effort, as the tests are twofold (DhokanAbidet and others, p. 161).

To enhance consistency, the researcher should take the following measures:

- Utilise clear and concise paragraphs, subject the instrument to scrutiny to eliminate ambiguity,
- Systematise the administrative procedures of the instrument;
- Devise procedures for correcting errors.

- Ensure that the number of paragraphs is sufficient to achieve the coincidence factor.

- Avoid giving the measurement tool to respondents who are experiencing mood disturbances or anxiety.

- Ensure the tool measures the cognitive aspects of the respondent, rather than guesswork. (Mundher Al-Dhamen, p. 120).

3.1.4 Objectivity:

The concept of honesty refers to the validity of the research tool in measuring what is intended to be measured, or in other words, the method or instrument's validity in achieving the study objectives. Through this, the researcher's findings can obtain greater levels of confidence, allowing their publication and use in circulars (Mashhadani, p. 167).

The validity of an instrument to measure its intended purpose is a fundamental aspect of honesty. There are several methods to ensure the validity of such instruments. The most important of these methods are:

a. Honesty Approach (Arbitrator Honesty) :

The use of an assessor to assess the questions in a questionnaire is the simplest approach. The assessor, being an expert in the field, can determine whether the questions measure what they are intended to measure. Thus, the researcher can mention in his letter that he has relied on the credibility of the assessor to assess the authenticity of the message instrument, as it should be noted that in this method, the researcher selects a number of specialists in the field of the studied phenomenon, who are required to evaluate the paragraphs and determine whether they are linked to the dimension being measured or not. This is one of the most commonly used and widespread methods among researchers and does not involve the assessor measuring the authenticity or stability of the instrument (TahAbdElaatiNajm, 2015, p.51).

b. Content authenticity :

The extent to which a test measures the intended content. Authenticity of content requires honesty of the paragraphs and sincerity of the preview, ensuring that the test accurately represents the content. The sincerity of the preview concerns whether the test sample includes all relevant content. (Mundher Al-Damen, 2007, p. 113)

The authenticity of the content is ensured by observing and examining the parts of the tool. Each paragraph is dedicated to measuring one of the objectives and represents a specific aspect. The truthfulness of the content requires compatibility between the items of the tool and the subject to be measured. The correct distribution of these items among the subtopic aspects is necessary and the degree of authenticity of the tool depends on these factors:

P=NP/NP+NNP

P: means agreement coefficient.

NP: Number of times of agreement or number of agreed paragraphs.

NNP : Number of disagreements or number of items not agreed (Hanan, 2020, p. 120).

This method is commonly used in content analysis research, wherein the content analysis form presents procedural definitions of analysis categories. The search sample is then reviewed by assessors to discharge the data, then, the researcher measures the honesty factor based on established or previous laws.

c. Construction sincerity :

Alsocalled theoretical honesty or hypothetical genesis. This type of instrument or scale construction is determined by the researcher's comprehension of theoretical and hypothetical frameworks. This comprehension is then reflected in the formulation of the scientific problem, objectives, variables, and hypotheticalrelationships. Such comprehension also influences the identification of modules or vocabulary of the instrument or scale, its compatibility with theoretical frameworks, hypotheses, and the general framework for its construction (Mohamed Abdul Hamid, p. 432).We use the principle of constructive honesty to evaluate certain concepts and their meanings, which we describe, hear, or experience, such as intelligence or self-esteem.

d. Predictive integrity:

The aim is to establish a connection between testing and the actual behaviour to be anticipated. If the results of the test are likely to forecast behaviour or performance, the researcher can determine predictive integrity by linking the test to behaviour. For instance, in analysing the predictability of the high school test and the success at university, predictive integrity is often measured through the coefficient of association (Mundher Al-Dhamen, p. 114)

e. Sincerity in work:

This study is based on a working analysis, which is a statistical method used to measure the relationship between various factors. This approach ensures objectivity and precision in the analysis where the researcher:

- Utilises a toolkit to measure the same trait for a number of respondents.
- Calculates the coefficient of association between each instrument and others.

If there is a correlation coefficient between two tools, they share common features and can be grouped under a factor. This grouping is assigned a name. (BechataHanan, p. 123).

The researcher should adhere to the following guidelines to ensure honest and serious responses to questionnaire questions:

- Create specific questions that clarify the examiner's sincerity, such as requesting clear and concise responses from them.
- Formulate questions related to other items in the survey, such as:
  - "How old are you?"
  - "When did you get married?"
  - "What is the birth date of your oldest son?"

If discrepancies or overlaps appear in the responses to these questions, it may indicate the examiner's imprecision in answering. In such cases, researchers may revisit the records and documents concerning the preferences of the sample and other relevant materials to verify the searchers' responses (DhokanAbidet and others, p. 127).

If the scale is valid and appropriate for its intended purpose, it is also reliable and accurate, as a scale cannot be deemed fit for measuring unless it is accurate. Therefore, the concept of honesty signifies the importance of consistency, but consistency alone does not guarantee honesty when disseminating research results to indigenous or similar communities. The role of consistency is crucial in establishing trust in the research outcomes, and the circulation of such results is dependent on the adherence to honest and correct standards and tools (Hamid, 2015, pp. 429-430).

II. Methods and Materials:

Due to the size and homogeneity of the study population, the researcher was forced to select a sample which was selected for the survey of the field study.

The appropriate approach for this study is the survey methodology. The survey is a methodology employed by researchers to investigate a specific situation. It involves gathering evidence, conducting experiments and reviewing documents to collect data and information that serves a scientific purpose. According to DhukenAbidet ” A survey is the developed approach that is based on the use of information and data that pertains to the phenomenon under study” Ahmed Ben Mursley (2007, p.51). The survey was chosen for the field study due to the growth of the study population. The researcher had to select a sample among the population.

The questionnaire is an appropriate tool for this research study as it enables the collection of objective information on the subject matter. This tool comprises a set of logically arranged questions to be distributed among chosen participants to be answered (FathiAbdelaziz Abu Radi, 1998, p. 78). The study developed and presented the questionnaire to assessors, who then distributed it to the sample study of university professors.

The study also relied on the five-point Likert scale to determine the teachers' attitudes towards adopting validity and reliability coefficients in the questionnaire distributed via Facebook.

The sample of study :

Selecting the right sample is integral to the research process. It is therefore important to identify the target society and meticulously choose a limited number of samplethat the researcher will systematically record to generate the necessary automated data (Mohammed Abdul Hamid, 2000, p. 137).

Sampling procedures are crucial in applied field research; intentional sampling has been chosen according to the definition of AmerKandigli (2007) "**This type of sample is selected deliberately, usually with a specific group of interest in mind. It is particularly useful when targeting a desired audience quickly and efficiently**." (p. 160). The deliberate sample aids in comprehending the perspectives of the target population. It is necessary that the sample represents a small or known group, enabling the researcher to acquaint themselves with the characteristics of the society. The survey was distributed to a selection of the humanities and social sciences lecturers , which rely most heavily on survey research to be disseminated electronically both in their own research and for the purpose of supervising students.

A sample of 30 university professors was intentionally selected from various universities.

III. Results and discussion:

Quantitative and qualitative analysis of the field data

Table (01): The proportion of researchers by gender

Gender	Repetition	Frequency
Female	19	63.33
Male	11	36.66
Total	30	100

The source: Compiled by the researcher

The table above shows that 63.33% of the sample are female, while males account for an estimated 36.66% of the total researchers.

Part one: the circumstances surrounding the use of the e-questionnaire by the study sample

are presented in

Table 02: Previous Use of E-Questionnaire in Sample Study .

Answers	Repetition	Frequency
Yes	17	56.66
No	13	43.33
Total	30	100

The source: Compiled by the researcher

The table above shows that the majority of the study sample (56.66%) has already completed the online questionnaire distributed on Facebook, while 43.33% reported that they had not yet distributed the questionnaire on Facebook.

Regarding the distribution method used by those who completed the questionnaire on this website, we will explain this later.

Table 03: The distribution of the survey sample through Facebook.

Alternatives	Repetition	Frequency
Post the survey via the private page	10	34.48
Send the survey through the message system	12	41.37
Post it on pages related to the research topic	7	24.13
Others	/	/
Total	*29	100

The source: Compiled by the researcher

The data above show that 41.37% of the sample agreed to distribute the questionnaire via Facebook by sending it via Messenger. This is a quick and efficient method. This method has the advantage of allowing the researcher to have prior knowledge about the research. However, it may also affect the credibility and objectivity of the study results. When distributing the questionnaire via Facebook, it is preferable to post it on pages related to the subject matter of the study to increase the chances of resonance with users. In the sample study, only 34.48% of participants used the second distribution method.

It is important to note that some sample may require multiple methods to obtain as much information as possible.

Table 04: The respondents' responses to or rejection of an electronic questionnaire and their reasons

	Reasons	Repetition	Frequency
Yes	Being a sample of research	6	25
	Research Assistance	5	20.83
	personal knowledge of the researcher.	9	37.5
	Your interest in the research field	3	12.5
	Others	1	4.16
	Total	24	100
No	Lack of interest in the research topic	2	14.28
	Ignorance of the questionnaire source.	7	50
	Others	5	35.71
	Total	14	100

The source: Compiled by the researcher

The data above shows that the majority of participants completed an electronic questionnaire. The reasons for doing so varied among participants, but 37.5% of participants stated that they completed the questionnaire after encountering it on Facebook, solely for their personal knowledge of the researcher. While 20.83% acknowledged that their response to the Facebook-distributed questionnaire was intended to assist the researcher, 46.66% of the sample stated that they had never answered a Facebook-distributed questionnaire. This indicates that they did not

know the source of the questionnaire, which was the most important reason why 35.71% did not respond in a timely manner. Additionally, 14.28% acknowledged a lack of interest in the subject as the reason for not answering the questionnaire.

Other reasons included receiving the questionnaire at an inconvenient time. Additionally, 14.28% of participants did not complete the questionnaire due to a lack of interest in the subject.

Table 05: Factors driving the move towards e-surveys

Factors	Repetition	Frequency
Providing a substantial amount of information.	8	26.66
Minimum effort and time	12	40
The majority of current studies are conducted in a virtual research environment.	4	13.33
The data can be easily unloaded and tabulated automatically.	5	16.66
Others	1	3.33
Total	30	100

The source: Compiled by the researcher

Table 05 displays the reasons behind the increasing popularity of electronic questionnaires. The primary motivation is to save time and effort, with an estimated 40% reduction. The original text was already precise and clear, so no major changes were necessary. Additionally, e-questionnaires allow for the collection of a large amount of information, which is a prominent feature, accounting for 26.66%. The ease of unloading and tabulating data is also a significant factor, coming in third place at 16.66%.

Part two:

Table 06: Honesty and Stability in the e-questionnaire from the professors' perspective.

uestion	Participants' point of view	I stronglyagree.	I aree	Arithmeticaverage	Neutral	Disagree	Strongly disagree	Frequency	QuestionC
1	**I stronglyagree**	**22**	**7**	**4,7**	**1**			**94**	
7	**I stronglyagree**	17	**8**	**4,5**	4	3		90	
5	**I stronglyagree**	15	**10**	**10**	5	£		86,66	
4	**I stronglyagree**	9	**20**	**20**	0	1		84,66	
5	**Agree**	4	**23**	**23**	3			80,66	
2	**Agree**	11	**5**	**5**	6	8		72,66	
6	**Agree**	6	**9**	**9**	12	3		72	
9	**Neutral**	6	**4**	**4**	6	13	1	60	
8	**Neutral**	3	**6**	**6**	9	10	2	57,33	

The source: Compiled by the researcher

The table above displays statistics on the tendency of the study sample's professors to use the honesty and stability scale in the electronic questionnaire. It is evident that the majority of professors agreed with the study sample to some extent. Ninety-four percent of respondents 'strongly agreed' that the researcher's lack of knowledge of the research conditions affects the stability of the results and the grade itself. However, 90% of professors acknowledged the need to adopt new methods in line with the technological evolution used in scientific research. The professors presented a study sample and received a high approval score of 86.66%. However, another sample confirmed that only 8.66% approved the accuracy of the results. The study sample agreed with phrases 3, 2, and 6, which highlighted the negative impact of the absence of direct observation on the credibility of the results. In electronic distribution, the researcher must rely on the honesty of the arbitrators. The sixth phrase states that honesty and consistency standards depend largely on the researcher's knowledge of the research. Therefore, researchers have dispensed with them in the case of electronic distribution. 60% and 57.33% of researchers agree with terms 9 and 8, respectively, with an impartial degree about the impossibility of measuring stability under electronic distribution. All methods of measuring stability require the researcher to have knowledge of the research. The phrase 'received the same degree and is neutral' indicates that the research can only genuinely return questions in different formats.

IV. Conclusion:

The questionnaire is a vital tool for gathering data in human and social research, particularly in media and communication science. However, designing a questionnaire requires following a set of steps to ensure it is an effective tool. One of these steps is measuring honesty and consistency, which is crucial for enhancing the credibility of the results and avoiding their dismissal. Given the increasing use of media and communication technologies, such as Facebook, for distributing questionnaires, many methods of measuring honesty and stability may not be the appropriate for this platform.

The study analysed a sample of Algerian university professors who were intentionally selected to determine their tendency to rely on honesty and consistency measurements in a questionnaire distributed via Facebook.

The study revealed that distributing the questionnaire via Facebook impacted the use of honesty and consistency standards in scientific studies, particularly in the humanities and social sciences, according to university professors. Despite the widespread use of electronic distribution, specialists must review the methods of relying on honesty and consistency measurements and develop them in line with modern media and communication technology. This will ensure ease of use and provision of information with minimal effort and time.

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- **Appendices**

Appendix 01:

Ministry of Higher Education and Scientific Research

University Mohamed El Bachir El Ibrahimi of BourdjBouArerridj

Department of Communication & Media Branch

Questionnaire form entitled:

Honesty and Consistency in Facebook Questionnaire

Field study from the point of view of university professors

Note: we promise that the information you provide will only be used for scientific purposes and thank you in advance for your cooperation.

Academic year: 2023/2024

Personal data:

Gender:

Years of experience:

Specialisation:

Part one: The reality of the use of the e-questionnaire by the research sample:

1. Have you ever used Facebook to distribute one of your research questionnaires?

Yes ◯ No ◯

- If your answer is yes, did you do so by:

* Posting it on your own page ◯

* Sending it through the massager ◯

* Posting on pages related to the research topic ◯

* Other reasons to mention

……
……..

2. Have you ever filled in an electronic questionnaire?

Yes ◯ No ◯

- If your answer is yes, is it because:

* considering a single search ◯ * Research support structure ◯

* Personal knowledge of the researcher ◯ * Your interest in the research topic ◯

* Other reasons to mention

……
……...

-If your answer is not due to:

* Lack of interest in the subject ◯ * Ignorance of the source of the questionnaire ◯

Other reason to mention

……
……

3. What are the reasons for the growing trend towards electronic distribution of questionnaires?

* Provide a great deal of information ◯ * Less effort and time ◯

* Majority of current studies virtual research society ◯

* Electronic questionnaires allow for easy data collection ◯

* Other reasons to mention

……
……

*Do you consider that the questionnaire's electronic distribution provided more information and less time?

Yes ◯ No ◯

Part Two:Honesty and Consistency Factors in E-Questionnaires from Professors' Perspective.

Factors	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
1)Lack of knowledge about the respondent's circumstances (such as their mood) can affect the stability of the results.					
2)Researchers can only rely on the authenticity of the reviewers in the context of electronic distribution.					
3) Lack of direct observation of the subject had a negative impact on the credibility of the results.					
4) Inaccurate identification of sample properties affected reliability of results.					
5)The difficulty of re-conducting a study using the same participants eliminated the possibility of measuring the stability factor.					
6) Electronic distribution has led many researchers to abandon the use of accuracy and reliability measures, as they rely heavily on sample knowledge.					
7) New accuracy and reliability methods must be adapted to new technologies.					
8) The research can be validated by reformulating the questions in different formats.					
9) Measuring stability under distribution for electronic questionnaires has become impossible.					