

ŽÁKOVSKÉ NADHODNOCOVÁNÍ VLASTNÍCH ZNALOSTÍ VE VZTAHU K PŘÍLIŠNÉ PŘÍSNOSTI UČITELŮ: VYUŽITÍ METODY IDENTIFIKACE NADHODNOCOVÁNÍ VLASTNÍCH ZNALOSTÍ

STUDENT OVERCLAIMING OF KNOWLEDGE IN RELATION TO EXCESSIVE STRICTNESS OF TEACHERS: THE USE OF THE OVERCLAIMING TECHNIQUE

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Abstrakt

Vztah mezi přísností učitelů a způsobem odpovídání žáků v dotaznících zatím nebyl detailně prozkoumán. Pomocí dat PISA 2012 analyzujeme vztah mezi přísností učitelů a žákovským nadhodnocováním vlastních znalostí. Přílišná přísnost učitelů souvisí s vyšší reportovanou obeznámeností s matematickými pojmy žáky, ale nikoliv s vyššími výsledky v testu z matematiky. Další výzkum se může více zaměřit na vztah mezi školním prostředím a způsobem odpovídání žáků.

Klíčová slova: *metoda identifikace nadhodnocování vlastních znalostí, přísnost učitele, PISA*

Abstract

The link between teacher strictness and student reporting behavior in questionnaire surveys is not well understood. Using PISA 2012 data, we analyze the link between teacher strictness and students overclaiming their knowledge. Teachers' excessive strictness relates to a higher reported familiarity with mathematical concepts by students, but not to higher math test scores. Further research could further investigate how the school environment relates to student reporting behavior.

Keywords: *overclaiming technique, teacher strictness, PISA*

1 INTRODUCTION

The overclaiming technique can be used to identify differences in student reporting behavior. Examining factors related to these differences is crucial, as they might bias data from surveys. However, how student reporting behavior relates to teachers' strictness is not well understood.

2 THEORY

The overclaiming technique (OCT) allows the determination of respondents' accuracy and exaggeration through their reporting of familiarity with existing concepts (reals) from a certain field of knowledge and nonexisting concepts (foils; Vonkova et al., 2018). Reporting behavior of students identified using the OCT was found to be related to country societal behavioral norms (Fell et al., 2019) as well as to the type of school (Vonkova et al., 2021). These findings thus suggest that behavioral norms in students' school environment might be related to their OCT responding.

3 METHODOLOGY

We use PISA 2012 data from 64 countries. We use headmaster-reported information about whether the learning of students is hindered by teachers being too strict with students. We also use student-reported familiarity with the OCT items (ST62) and students' mathematics test scores. Using the OCT, we calculated students' (1) mean familiarity with reals and (2) with foils, their (3) accuracy in distinguishing the two types of items, and their (4) overall exaggeration in reporting familiarity with both types of items.

4 RESULTS

Our first results show that teachers' excessive strictness that hinders student learning is associated with students' higher reported familiarity with reals. Excessive teacher strictness, however, is not associated with higher math test scores. Thus, students with excessively strict teachers seem to report higher knowledge of mathematical items, though they do not score better on a math test, which might indicate that such students report higher knowledge that is not backed by their higher actual performance.

5 CONCLUSION AND DISCUSSION

Our preliminary findings suggest that teacher behaviors as reported by school principals may be connected to the OCT responding of students. These findings elaborate on previous literature suggesting the link between OCT responding and behavioral norms at the country level as well as in different types of schools. Future research could further investigate how school characteristics and teacher behaviors relate to student reporting behavior, enhancing our understanding of reporting behavior differences between students from different schools.

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6 LITERATURE

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