Predicting dishonest behaviors in the academic context
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Introduction

- The problem of dishonest behaviors has become an increasingly significant issue in the area of the social psychology not only because of alarming numbers of dishonesty in academic, politic and interpersonal context but also because of its complex nature.
- Therefore, ability to successfully identify factors which influence individual decision to cheat is crucial to the process of creating effective dishonesty prevention and educational programs.

Hypotheses

- The aim of the present study is to answer question about possible predictors of intention to commit an academic fraud. By combining elements of Theory of Planned Behavior (TPB) and implicit attitude measured from Relational Frame Theory perspective in the research plan, author intended to maximized the level of explained variation in intention to and actual cheating behavior and investigate possible relation between those constructs.

Procedure

- Student participants were invited to the laboratory in order to test new computer based methods measuring cognitive abilities.
- The first task (MMT; Von Hippel, Lakin & Shakarchi, 2005) gave participants a chance to solve a given exercises either in honest or dishonest way and the second one introduce them to the IRAP (Barnes-Holmes et al., 2006) concerning academic dishonesty. Finally participants were given a TPB Questionnaire (measuring perceived moral obligation, perceived behavioral control, subjective norms, attitude and intention toward cheating; Beck & Ajzen, 1991) and Academic Dishonesty Scale (Sanecka & Baran, in press).

Table 1. Stimuli in „Academic Dishonesty" IRAP

Sample 1: dishonesty	Sample 2: honesty
Cheating on test/exam	Learning before test/exam
Using crib notes on test/exam	Writing yourself test/exam
Copying answers on test/exam	Being honest on test/exam
Target 1: bad	**Target 2 : good**
is bad	is good
is improper	is proper
is inferior	is superior

Results

- Intention to commit academic dishonesty is predicted by past behavior (β=0,410; p=0,020) and perceived moral obligation (β=0,563; p=0,003). Regression model: $F_{(2,15)}$=20,280; p=0,000; R^2=0,694.
- Academic dishonesty measured using self-report is predicted by intention (β=0,708; p=0,001). Regression model: $F_{(1,16)}$=13,103; p=0,001; R^2=0,470.
- Relation between perceived moral obligation and academic dishonesty measured using self-report is fully mediated by intention to commit academic dishonesty.

Figure 1. Mediation analysis

β=0,780**   Intention β=0,755*

Perceived moral obligation β=0,529*   Academic dishonesty

β=-0,06
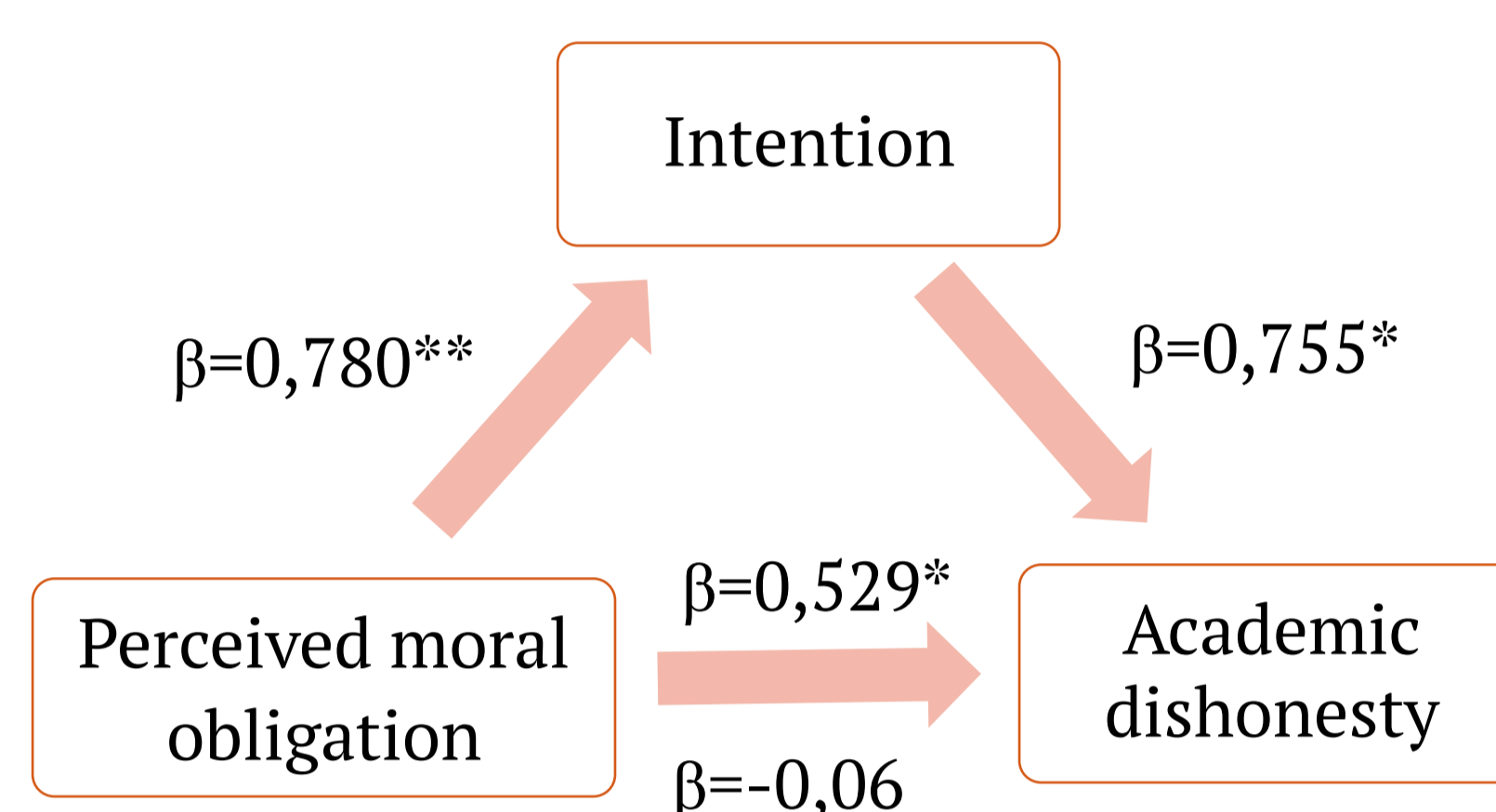
Note. *p<0,05; **p<0,01

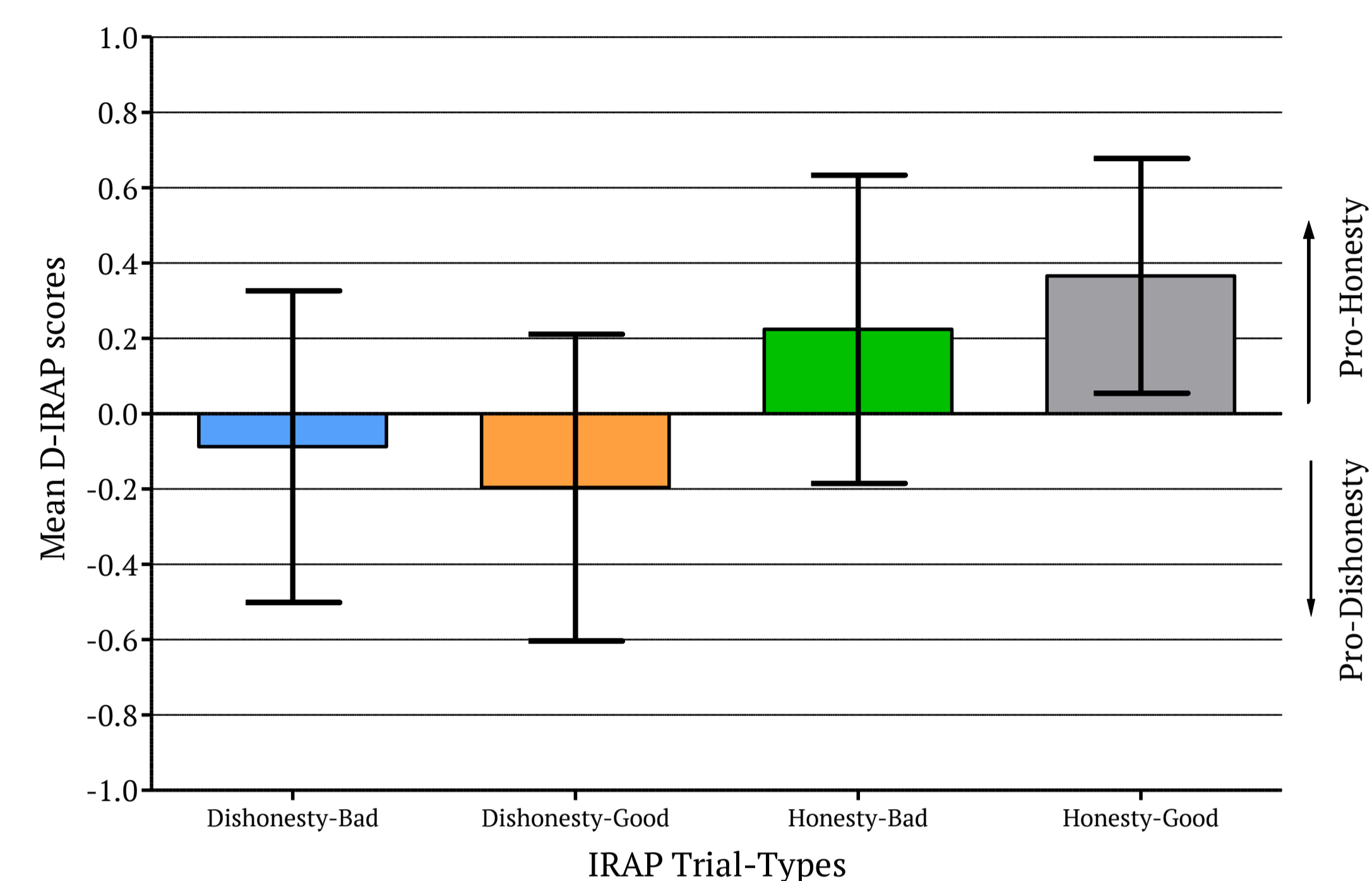Figure 2. Trial-type D-IRAP scores with standard deviation bars

Figure 3. Trial-type D-IRAP scores for rarely dishonest and often dishonest groups (self-report measure)
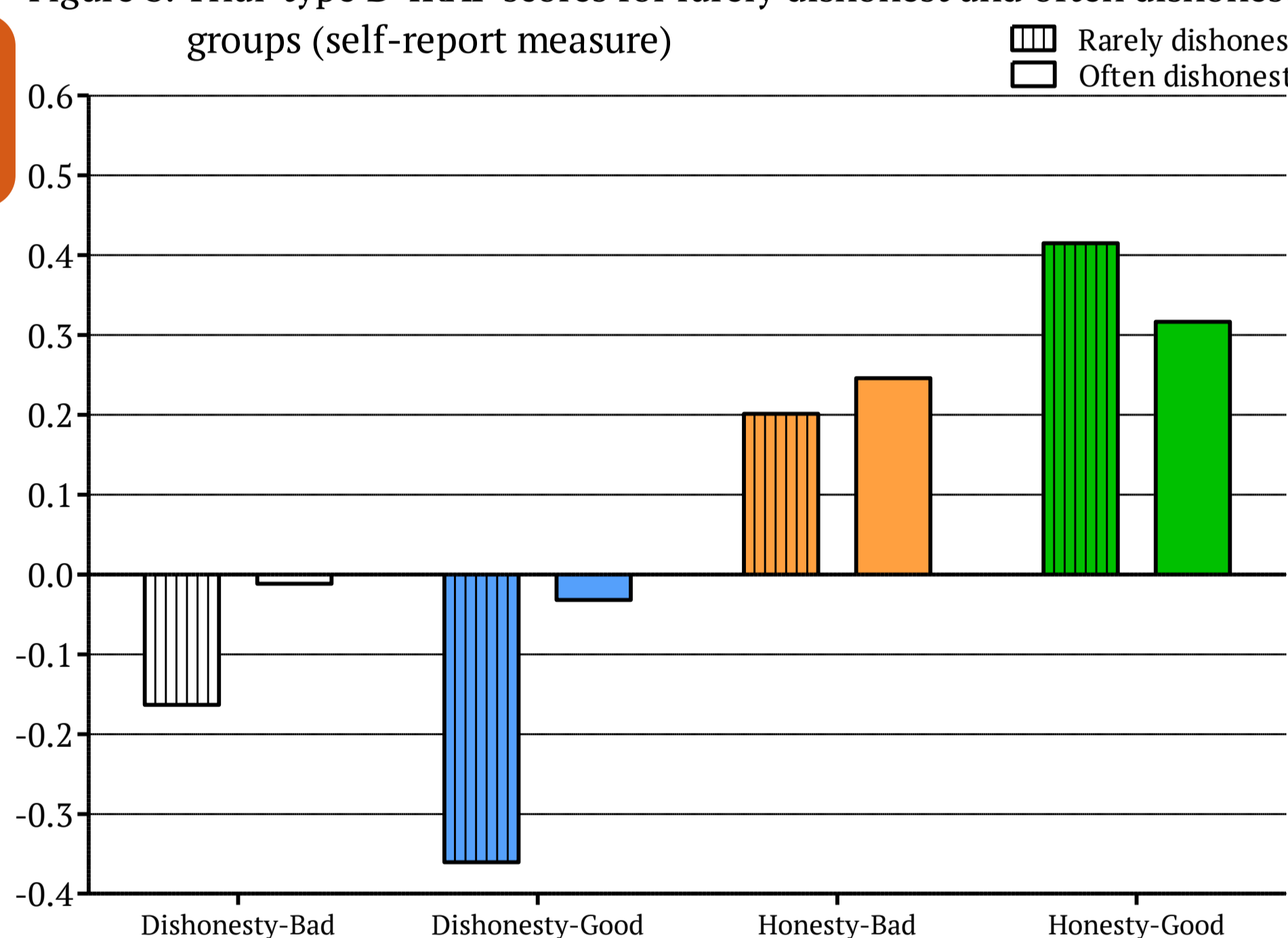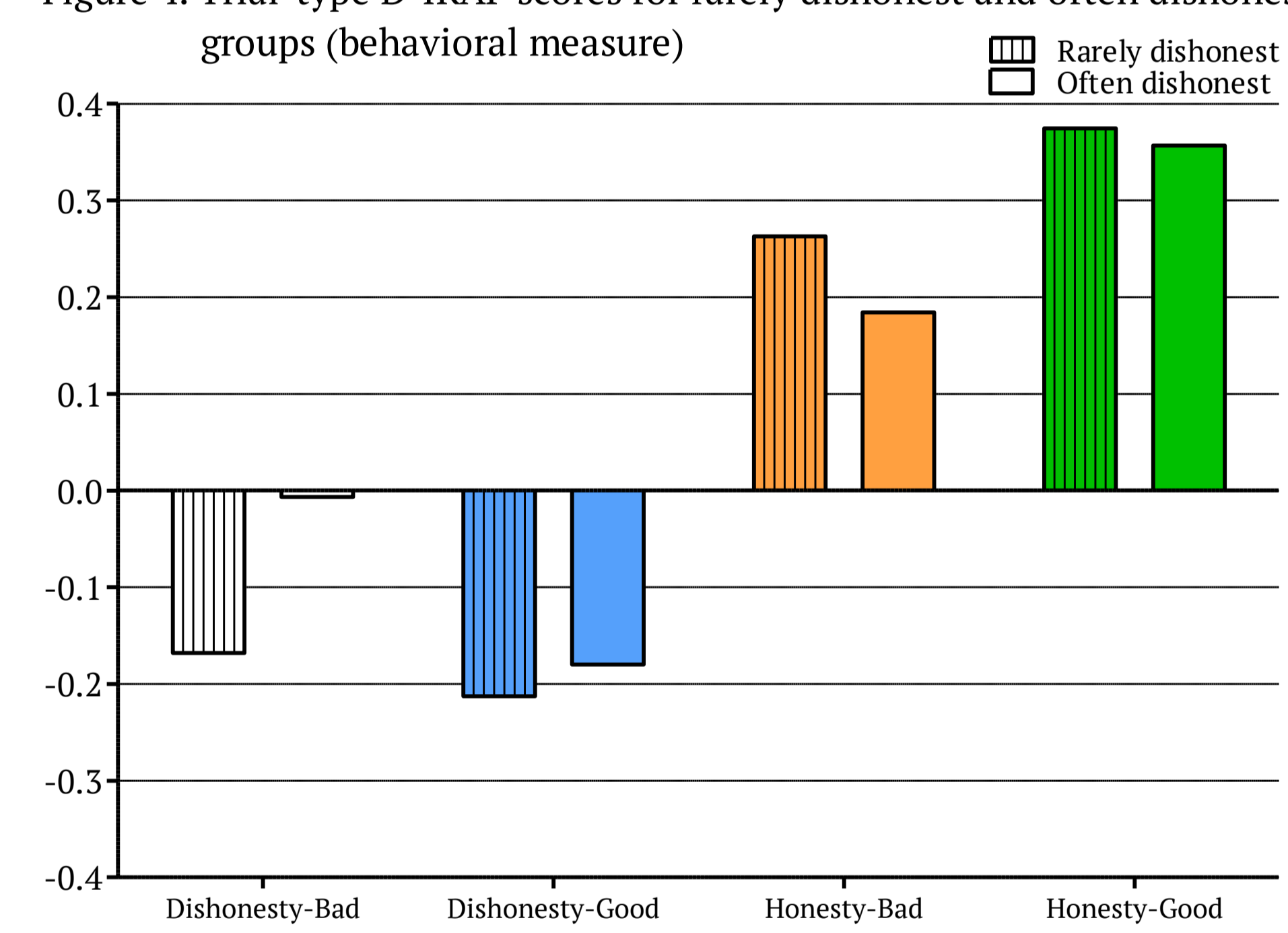

Figure 4. Trial-type D-IRAP scores for rarely dishonest and often dishonest groups (behavioral measure)

Conclusions

- The results of the pilot study allow to partially confirm the usefulness of Theory of Planned Behavior in predicting academic dishonest behaviors. According to data past dishonest behaviors and perceived moral obligation contribute to the formation of intentions to perform academic dishonest behaviors and the stronger student's intention to engage in academic dishonesty, the higher frequency of committing it.
- The obtain D-IRAP scores for rarely and often dishonest individuals suggest possible differences in attitude toward academic dishonesty between those groups at the implicit level.
- Incorporating results obtain in the recent study into direct interventions in the academic context may increase their effectiveness and allows practitioners to better understand the phenomenon of the academic dishonesty.

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