

MODELLING THE MEDIATING EFFECT OF INTENTION ON GOAL AND ACADEMIC DISHONESTY RELATIONSHIP OF UNDERGRADUATE STUDENTS IN PUBLIC UNIVERSITIES IN GHANA

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ABSTRACT

This survey-inferential study assessed the mediating effect of intention on the goal-academic dishonest relationship. A random selection of 1,200 undergraduate university students was used. Close-ended questionnaire was used for data collection. Structural Equation Modelling (SEM) was used for the analysis. It was found that students with higher goals for academic success would be more likely to engage in academic dishonesty. Also, intention appeared in the proposed model as a mediator between the exogenous variable (Goal) and the final endogenous variable (Academic dishonesty). Students are encouraged to set their proximal goals, to increase their commitment and help them avoid procrastination. University lecturers should develop instructional programmes that build capacity of students on the use of certain strategies to improve their performance. This might encourage students to be more systematic in their work, as well as being more in control of their learning.