The Prediction of Online Academic Cheating during E-learning based on Successful Intelligence and Students' Implicit Beliefs of Intelligence

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Abstract

The purpose of this study was to predict online academic cheating during e-learning based on successful intelligence and implicit beliefs of intelligence in students'. The descriptive-correlational method was used. The statistical population consisted of all female students at high schools of Tehran in academic year 2021-2022. Following to convenience sampling method, 200 female students were recruited via formula of Tabachnick et al. (2007) to form the sample. They were asked to fill in the online academic cheating scale (OACS) (Veisi et al., 2020), successful intelligence questionnaire (SIQ) of Grigorenko and Sternberg (2002) and implicit theory of intelligence scale (ITIS) of Abd-El-Fattah and Yates (2006). The data were analyzed by utilizing tests of Pearson correlation and multivariate regression. Findings showed that there was a significant correlation between successful intelligence and implicit beliefs of intelligence with online academic cheating (P<0/01). Regression analyses also revealed that %71/1 of variance of online academic cheating was explained by successful intelligence and implicit beliefs of intelligence. This study confirmed the significant contribution of successful intelligence and implicit beliefs of intelligence on online academic cheating in students.

Keywords: academic dishonesty, successful intelligence, implicit beliefs of intelligence

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