CORRECTION

Correction to: The role of self-efficacy for self-regulated learning, achievement goals, and engagement in academic cheating

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The two figures in this article were unfortunately printed in the wrong order due to an error at Springer's offices. Our sincere apologies for any confusion this may have caused. Please find the figures in the correct order below.

The original article has been corrected.

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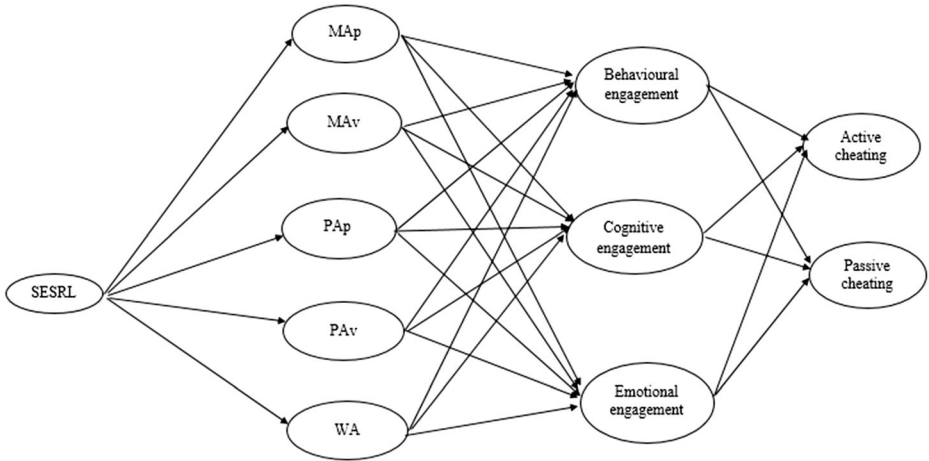
Fig. 1 Hypothesized mediation model with only indirect paths between SESRL and outcomes of achievement goals (engagement and academic cheating). Only latent variables (without indicators and correlations between achievement goals, as well as between engagement dimensions and between academic cheating dimensions) are presented in order to simplify the path diagram. SESRL = self-efficacy for self-regulated learning; MAp = mastery-approach goals; MAv = mastery-avoidance goals; PAp = performance-approach goals; PAv = performance-avoidance goals; WA = work-avoidance goals
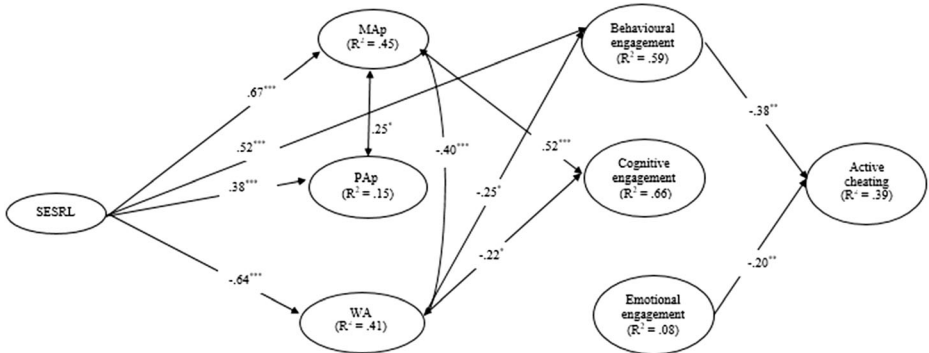

Fig. 2 Path diagram for model 2 with statistically significant regression coefficients between SESRL achievement goals, engagement, and active cheating. Only latent variables (without indicators) are presented in order to simplify the path diagram. SESRL = self-efficacy for self-regulated learning; MAp = mastery-approach goals; PAp = performance-approach goals; WA = work-avoidance goals. $*p < 0.05$, $**p < 0.01$, $***p \leq 0.001$