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APPENDIX A.

ACADEMIC READINESS QUESTIONNAIRE – ENGLISH VERSION

The aim of this questionnaire is to establish your preferences and feelings related to your readiness to benefit from university education. There are no correct or incorrect responses to these statements.

There is no time limit; however, most people take about 10 minutes to complete the questionnaire.

Instructions

1. You are asked to rate each statement on a scale of 1 to 5. When you have chosen the response appropriate for you, record this by crossing the corresponding number next to the particular statement.

2. Apply the following scale when responding to the statements:

1. **Definitely disagree**
2. **Disagree**
3. **Neutral**
4. **Agree**
5. **Definitely agree**

Example:

Statement	Definitely disagree	Disagree	Neutral	Agree	Definitely agree	Office use only
1. I made the right choice to attend this university.	1	2	3	4	5	V1 <input type="checkbox"/>
2. I expect to meet lots of people who are like me her.	1	2	3	4	5	V2 <input type="checkbox"/>

When answering the statements, please remember the following:

1. Please read each statement carefully and ensure that you react to **all** the statements.
2. Do not spend too much time on each statement.
3. Please try to avoid the middle (**neutral**) option wherever possible.
4. Please be as truthful as you can. Don't give an answer just because it seems to be the right thing to say.
5. If you wish to change a response, please erase it and insert your new response.



STUDENT NUMBER OR I.D / PASSPORT NUMBER

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Statement	Definitely disagree	Disagree	Neutral	Agree	Definitely agree	Office use only
1. I had sufficient information about the University of Pretoria before enrolling.	1	2	3	4	5	V1 <input type="checkbox"/>
2. I acquired information about my degree programme before I enrolled at the University of Pretoria.	1	2	3	4	5	V2 <input type="checkbox"/>
3. I was informed about the combination of subjects needed to fulfil the requirements of my degree programme.	1	2	3	4	5	V3 <input type="checkbox"/>
4. I have the ability to be successful in my studies this year.	1	2	3	4	5	V4 <input type="checkbox"/>
5. I'm a very methodical person.	1	2	3	4	5	V5 <input type="checkbox"/>
6. My family has always wanted me to go to University.	1	2	3	4	5	V6 <input type="checkbox"/>
7. I feel I made the right decision in choosing to study this degree programme.	1	2	3	4	5	V7 <input type="checkbox"/>
8. It is important to learn about other cultures and ways of life.	1	2	3	4	5	V8 <input type="checkbox"/>
9. I like to occupy a leadership position.	1	2	3	4	5	V9 <input type="checkbox"/>
10. I enjoy reading books on a variety of topics.	1	2	3	4	5	V10 <input type="checkbox"/>
11. I set specific goals before I begin learning for tests/exams.	1	2	3	4	5	V11 <input type="checkbox"/>
12. I get more comfortable in a new place as soon as I make some good friends.	1	2	3	4	5	V12 <input type="checkbox"/>
13. I expect to have a harder time to perform academically than most students here.	1	2	3	4	5	V13 <input type="checkbox"/>
14. I was informed about the career possibilities for a specific degree programme.	1	2	3	4	5	V14 <input type="checkbox"/>
15. My parents/guardians negatively influenced my achievement at school because of interference in my affairs.	1	2	3	4	5	V15 <input type="checkbox"/>



16. I can easily adjust to different styles of teaching.	1	2	3	4	5	V16	<input type="checkbox"/>
17. I prefer to do things on my own.	1	2	3	4	5	V17	<input type="checkbox"/>
18. I sometimes wonder if I am really university material.	1	2	3	4	5	V18	<input type="checkbox"/>
19. I will try to make time for outside reading despite the demands of my course work.	1	2	3	4	5	V19	<input type="checkbox"/>
20. I know exactly what I want to major in.	1	2	3	4	5	V20	<input type="checkbox"/>
21. I will try to do optional reading even though I know it will not influence my grade.	1	2	3	4	5	V21	<input type="checkbox"/>
22. Grades provide me with an ideal goal to work towards.	1	2	3	4	5	V22	<input type="checkbox"/>
23. I am as skilled academically as the best students here.	1	2	3	4	5	V23	<input type="checkbox"/>
24. I enjoy working on complex, intellectually demanding problems.	1	2	3	4	5	V24	<input type="checkbox"/>
25. The structure and routine of a person's work should be determined by himself/herself.	1	2	3	4	5	V25	<input type="checkbox"/>
26. My parents/guardians do not feel I should be at university.	1	2	3	4	5	V26	<input type="checkbox"/>
27. I tend to study in spurts rather than at a regular consistent pace.	1	2	3	4	5	V27	<input type="checkbox"/>
28. Reading is one of my favourite pastimes.	1	2	3	4	5	V28	<input type="checkbox"/>
29. It is important to always be prepared for class.	1	2	3	4	5	V29	<input type="checkbox"/>
30. I am comfortable interacting with people from other races and cultures.	1	2	3	4	5	V30	<input type="checkbox"/>
31. I know what I want and I usually make sure that I get it.	1	2	3	4	5	V31	<input type="checkbox"/>
32. I have talked about my career goals with someone who has worked in that field.	1	2	3	4	5	V32	<input type="checkbox"/>
33. I enjoy meeting new people.	1	2	3	4	5	V33	<input type="checkbox"/>
34. Getting good grades is mainly related to a person's dedication.	1	2	3	4	5	V34	<input type="checkbox"/>
35. I feel in control of my life.	1	2	3	4	5	V35	<input type="checkbox"/>



36. I have the ability to plan my work (study time)	1	2	3	4	5	V36	<input type="checkbox"/>
37. I like to look through the library for books that spark my interest.	1	2	3	4	5	V37	<input type="checkbox"/>
38. My goal is to get the best grade I can without spending a lot of effort on my course work.	1	2	3	4	5	V38	<input type="checkbox"/>
39. My family is a source of encouragement and support.	1	2	3	4	5	V39	<input type="checkbox"/>
40. I try to break studying down into smaller steps.	1	2	3	4	5	V40	<input type="checkbox"/>
41. My high school grades don't really reflect what I can do at university.	1	2	3	4	5	V41	<input type="checkbox"/>
42. I have confidence in sharing my own opinions, even if they might be different from the way most other people think.	1	2	3	4	5	V42	<input type="checkbox"/>
43. It is important to have a good university education to make a success in life.	1	2	3	4	5	V43	<input type="checkbox"/>
44. When working on a project I prefer to work as part of a team.	1	2	3	4	5	V44	<input type="checkbox"/>
45. I expect to do very well in my degree.	1	2	3	4	5	V45	<input type="checkbox"/>
46. It is important to have people recognise the work I have done.	1	2	3	4	5	V46	<input type="checkbox"/>
47. I am quick to grasp new concepts and ideas.	1	2	3	4	5	V47	<input type="checkbox"/>
48. I find it difficult to accept criticism.	1	2	3	4	5	V48	<input type="checkbox"/>
49. I worry about financing my way through higher education.	1	2	3	4	5	V49	<input type="checkbox"/>
50. I often don't see things through to the end.	1	2	3	4	5	V50	<input type="checkbox"/>
51. I try to avoid becoming involved with social groups and organisations.	1	2	3	4	5	V51	<input type="checkbox"/>
52. If I run into problems at university, I have someone who would help me.	1	2	3	4	5	V52	<input type="checkbox"/>
53. I will ask for help if I am battling with a complex problem.	1	2	3	4	5	V53	<input type="checkbox"/>
54. I am generally satisfied with my life.	1	2	3	4	5	V54	<input type="checkbox"/>



55. I expect to be involved in many off-campus activities while enrolled here (social, sport, etc.).	1	2	3	4	5	V55	<input type="checkbox"/>
56. I like to have a routine to follow.	1	2	3	4	5	V56	<input type="checkbox"/>
57. I take responsibility for my own intellectual development.	1	2	3	4	5	V57	<input type="checkbox"/>
58. I organise my study time to best accomplish my goals.	1	2	3	4	5	V58	<input type="checkbox"/>
59. I have the ideal personality to pursue my field of study.	1	2	3	4	5	V59	<input type="checkbox"/>
60. I prefer to be spontaneous rather than to set goals when I study for tests/exams.	1	2	3	4	5	V60	<input type="checkbox"/>
61. My friends are extremely important to me.	1	2	3	4	5	V61	<input type="checkbox"/>
62. I usually double check things; just to make sure they are correct.	1	2	3	4	5	V62	<input type="checkbox"/>
63. Getting good grades is important to me.	1	2	3	4	5	V63	<input type="checkbox"/>
64. I know what I want to be doing 10 years from now.	1	2	3	4	5	V64	<input type="checkbox"/>
65. I can motivate myself to study when I need to.	1	2	3	4	5	V65	<input type="checkbox"/>
66. I need to undertake paid employment in order to help fund my studies.	1	2	3	4	5	V66	<input type="checkbox"/>
67. I will continue working on a complex task even if I do not succeed at it with the first try.	1	2	3	4	5	V67	<input type="checkbox"/>
68. I have clear and reachable goals for my studies this year.	1	2	3	4	5	V68	<input type="checkbox"/>
69. I plan my study sessions in advance and pretty much stick to the plan.	1	2	3	4	5	V69	<input type="checkbox"/>
70. I learn things more quickly than most people.	1	2	3	4	5	V70	<input type="checkbox"/>

ACADEMIC READINESS QUESTIONNAIRE – AFRIKAANS VERSION

Die doel van die vraelys is om jou voorkeure en persepsies wat verband hou met jou gereedheid om by universiteitstudie te baat, te bepaal. Daar is geen korrekte of verkeerde antwoorde op die stellings nie.

Daar is nie 'n tydsbeperking nie, maar die meeste persone voltooi die vraelys in 10 minute.

Instruksies

1. Elke stelling moet op 'n skaal van 1 tot 5 beantwoord word. Trek 'n kruisie oor die nommer wat jou die beste pas.
2. Gebruik die volgende skaal wanneer jy op die stellings antwoord:

1. **Stem glad nie saam nie**
2. **Stem nie saam nie**
3. **Neutraal**
4. **Stem saam**
5. **Stem volkome saam**

Voorbeeld:

Stelling	Stem glad nie saam nie	Stem nie saam nie	Neutraal	Stem saam	Stem volkome saam	Slegs kantoor gebruik
1. Ek het die regte keuse gemaak om by die universiteit te.	1	2	3	4	5	V1 <input type="checkbox"/>
2. Ek verwag om baie mense soos ek hier te ontmoet.	1	2	3	4	5	V2 <input type="checkbox"/>

Wanneer jy die volgende stellings antwoord, onthou asseblief die volgende:

1. Lees elke stelling deeglik en maak seker jy antwoord al die stellings.
2. Moet nie te veel tyd spandeer op een stelling nie.
3. Probeer om so ver moontlik die middel (**neutraal**) opsie te vermy.
4. Wees asseblief eerlik wanneer jy die vrae beantwoord. Moenie 'n antwoord merk net omdat jy dink dis wat van jou verwag word nie.
5. Indien jy 'n antwoord wil verander vee dit uit en merk die nuwe antwoord.



STUDENTE NOMMERR OF I.D / PASPOORT NOMMER

Stelling	Stem glad nie saam nie	Stem nie saam nie	Neutraal	Stem saam	Stem volkome saam	Slegs kantoor gebruik
1. Ek het genoeg inligting oor die Universiteit van Pretoria gekry voordat ek ingeskryf het.	1	2	3	4	5	V1 <input type="checkbox"/>
2. Ek het genoeg inligting oor my graad gekry voordat ek by Universiteit van Pretoria ingeskryf het.	1	2	3	4	5	V2 <input type="checkbox"/>
3. Ek is ingelig oor die kombinasie van vakke wat nodig is om in die vereistes van my graad te voldoen.	1	2	3	4	5	V3 <input type="checkbox"/>
4. Ek het die vermoë om in hierdie jaar suksesvol in my studies te wees.	1	2	3	4	5	V4 <input type="checkbox"/>
5. Ek is 'n baie gestruktureerde persoon.	1	2	3	4	5	V5 <input type="checkbox"/>
6. My familie wou nog altyd gehad het ek moet universiteit toe gaan.	1	2	3	4	5	V6 <input type="checkbox"/>
7. Ek dink ek het die regte besluit gemaak om die graad te studeer.	1	2	3	4	5	V7 <input type="checkbox"/>
8. Dit is belangrik om van ander kulture te leer.	1	2	3	4	5	V8 <input type="checkbox"/>
9. Ek hou daarvan om in 'n leierskapsposisie te staan.	1	2	3	4	5	V9 <input type="checkbox"/>
10. Ek hou daarvan om boeke oor verskeie onderwerpe te lees.	1	2	3	4	5	V10 <input type="checkbox"/>
11. Ek stel spesifieke doelwitte voordat ek vir toetse/eksamens leer.	1	2	3	4	5	V11 <input type="checkbox"/>
12. Ek is gewoonlik meer op my gemak in 'n nuwe plek sodra ek 'n paar vriende gemaak het.	1	2	3	4	5	V12 <input type="checkbox"/>
13. Ek verwag om akademies swakker te presteer as die meeste van die studente.	1	2	3	4	5	V13 <input type="checkbox"/>
14. Ek is ingelig oor die moontlike loopbaan moontlikhede wat 'n spesifieke graad inhou.	1	2	3	4	5	V14 <input type="checkbox"/>
15. My ouers/voogde het my skoolprestasie negatief beïnvloed omdat hulle in my sake ingemeng het.	1	2	3	4	5	V15 <input type="checkbox"/>



Stelling	Stem glad nie saam nie	Stem nie saam nie	Neutraal	Stem saam	Stem volkome saam	Slegs kantoor gebruik
16. Ek kan maklik by verskillende onderrigstyle aanpas	1	2	3	4	5	V16 <input type="checkbox"/>
17. Ek verkies om dinge op my eie te doen.	1	2	3	4	5	V17 <input type="checkbox"/>
18. Soms wonder ek of ek regtig goed genoeg is om universiteit toe te kan gaan.	1	2	3	4	5	V18 <input type="checkbox"/>
19. Ek sal tyd vir lees maak al is my studies druk.	1	2	3	4	5	V19 <input type="checkbox"/>
20. Ek weet presies wat my hoofvak moet wees.	1	2	3	4	5	V20 <input type="checkbox"/>
21. Ek sal tyd vir addisionele leeswerk maak selfs al tel dit nie ekstra punte nie.	1	2	3	4	5	V21 <input type="checkbox"/>
23. Ek is akademies net so vaardig soos die beste studente.	1	2	3	4	5	V23 <input type="checkbox"/>
24. Ek geniet dit om met komplekse, intellektueel stimulerende probleme te werk.	1	2	3	4	5	V24 <input type="checkbox"/>
25. Elkeen moet self die struktuur en roetine van jou werk bepaal.	1	2	3	4	5	V25 <input type="checkbox"/>
26. My ouers/voogde dink nie ek moet universiteit toe gaan nie.	1	2	3	4	5	V26 <input type="checkbox"/>
27. Ek studeer eerder op die ingewing van die oomblik as op 'n gereelde basis.	1	2	3	4	5	V27 <input type="checkbox"/>
28. Lees is my gunsteling tydverdryf.	1	2	3	4	5	V28 <input type="checkbox"/>
29. Dit is belangrik om altyd vir klas voorbereid te wees.	1	2	3	4	5	V29 <input type="checkbox"/>
30. Ek is gemaklik om met mense van ander kulture en rasse te kommunikeer.	1	2	3	4	5	V30 <input type="checkbox"/>
31. Ek weet wat ek wil hê en ek maak seker dat ek dit kry.	1	2	3	4	5	V31 <input type="checkbox"/>
32. Ek het iemand wat in my gekose beroep staan geraadpleeg oor my loopbaandoelwitte.	1	2	3	4	5	V32 <input type="checkbox"/>
33. Ek geniet dit om mense te ontmoet.	1	2	3	4	5	V33 <input type="checkbox"/>
34. Goeie prestasie is hoofsaaklik die gevolg van 'n persoon se toewyding.	1	2	3	4	5	V34 <input type="checkbox"/>
35. Ek voel in beheer van my lewe.	1	2	3	4	5	V35 <input type="checkbox"/>



Stelling	Stem glad nie saam nie	Stem nie saam nie	Neutraal	Stem saam	Stem volkome saam	Slegs kantoor gebruik
36. Ek het die vermoë om my werk (studietyd) te beplan.	1	2	3	4	5	V36 <input type="checkbox"/>
37. Ek geniet dit om in die biblioteek te soek na boeke wat my belangstelling prikkel.	1	2	3	4	5	V37 <input type="checkbox"/>
38. My doel op universiteit is om goed te presteer sonder om te veel aandag aan my klaswerk te gee.	1	2	3	4	5	V38 <input type="checkbox"/>
39. My familie is 'n bron van ondersteuning en bemoediging.	1	2	3	4	5	V39 <input type="checkbox"/>
40. Ek deel die studiemateriaal op in kleiner dele.	1	2	3	4	5	V40 <input type="checkbox"/>
41. My hoërskoolpunte is nie 'n ware refleksie van dit wat ek op universiteit kan bereik nie.	1	2	3	4	5	V41 <input type="checkbox"/>
42. Ek het selfvertroue om my mening te lig, selfs al verskil dit van ander s'n.	1	2	3	4	5	V42 <input type="checkbox"/>
43. Dit is belangrik om 'n goeie universiteitskwalifikasie te kry om sukses in die lewe te behaal.	1	2	3	4	5	V43 <input type="checkbox"/>
44. Ek verkies om as deel van 'n span te werk.	1	2	3	4	5	V44 <input type="checkbox"/>
45. Ek verwag om baie goed te presteer in my graad.	1	2	3	4	5	V45 <input type="checkbox"/>
46. Dit is belangrik dat mense erkenning gee aan die werk wat ek gedoen het.	1	2	3	4	5	V46 <input type="checkbox"/>
47. Ek verstaan nuwe konsepte en idees vinnig.	1	2	3	4	5	V47 <input type="checkbox"/>
48. Ek vind dit moeilik om kritiek te aanvaar.	1	2	3	4	5	V48 <input type="checkbox"/>
49. Ek bekommer my oor finansiering vir my studies.	1	2	3	4	5	V49 <input type="checkbox"/>
50. Ek sien gewoonlik nie take deur tot die einde nie.	1	2	3	4	5	V50 <input type="checkbox"/>
51. Ek vermy dit om betrokke te raak by sosiale groep en organisasies.	1	2	3	4	5	V51 <input type="checkbox"/>
52. Daar is iemand wat my kan help indien ek enige probleme by die universiteit sou ondervind.	1	2	3	4	5	V52 <input type="checkbox"/>
53. Ek sal vir hulp vra indien ek 'n komplekse probleem het.	1	2	3	4	5	V53 <input type="checkbox"/>



Stelling	Stem glad nie saam nie	Stem nie saam nie	Neutraal	Stem saam	Stem volkome saam	Slegs kantoor gebruik
54. Ek is oor die algemeen tevrede met my lewe.	1	2	3	4	5	V54 <input type="checkbox"/>
55. Ek verwag om by baie nie-akademiese aktiwiteite betrokke te wees. (sosiaal, sport, ens.).	1	2	3	4	5	V55 <input type="checkbox"/>
56. Ek verkies om volgens 'n roetine te werk.	1	2	3	4	5	V56 <input type="checkbox"/>
57. Ek neem verantwoordelikheid vir my eie intellektuele ontwikkeling.	1	2	3	4	5	V57 <input type="checkbox"/>
58. Ek organiseer my studietyd sodat ek my doelwitte kan bereik.	1	2	3	4	5	V58 <input type="checkbox"/>
59. Ek het die ideale persoonlikheid vir my studieveld.	1	2	3	4	5	V59 <input type="checkbox"/>
60. Ek verkies om nie doelwitte te stel wanneer ek vir toetse/eksamens leer nie.	1	2	3	4	5	V60 <input type="checkbox"/>
61. My vriende is vir my baie belangrik.	1	2	3	4	5	V61 <input type="checkbox"/>
62. Ek maak gewoonlik dubbeld seker dat dinge reg is.	1	2	3	4	5	V62 <input type="checkbox"/>
63. Dis vir my belangrik om goed te presteer	1	2	3	4	5	V63 <input type="checkbox"/>
64. Ek weet presies wat ek oor 10 jaar van nou af wil doen.	1	2	3	4	5	V64 <input type="checkbox"/>
65. Ek kan myself motiveer om te leer wanneer ek moet.	1	2	3	4	5	V65 <input type="checkbox"/>
66. Ek moet werk om my studies te help finansier.	1	2	3	4	5	V66 <input type="checkbox"/>
67. Al het ek die eerste keer met 'n komplekse probleem gefaal, sal ek aanhou.	1	2	3	4	5	V67 <input type="checkbox"/>
68. Ek het duidelike en bereikbare doelwitte vir my studies hierdie jaar.	1	2	3	4	5	V68 <input type="checkbox"/>
69. Ek beplan my studieprogram vooruit en hou gewoonlik daarby.	1	2	3	4	5	V69 <input type="checkbox"/>
70. Ek leer konsepte vinniger aan as die meeste mense.	1	2	3	4	5	V70 <input type="checkbox"/>



APPENDIX B

Table B.1. Rotated factor loadings of the three factor solution with goodness-of-fit test and Scree plot – motivational factor (fa)

Goodness-of-fit Test			
Chi-Square	df	Sig.	
1662.885	663	.000	
Rotated Factor Matrix^a			
Item	Factor		
	1	2	3
V4	.324	.115	.258
V5	.112	.400	.166
V7	.332	.195	.188
V9	.181	.086	.362
V11	.301	.514	.129
V16	.060	.067	.460
V20	.242	.163	.152
V22	.414	.243	.111
V23	.227	.115	.468
V24	.086	.106	.455
V25	.307	.046	.164
V29	.441	.325	-.023
V31	.407	.096	.367



V34	.386	.115	.094
V35	.250	.148	.298
V36	.271	.537	.168
V42	.248	-.026	.454
V43	.369	-.003	-.006
V45	.580	.131	.143
V46	.413	-.086	.055
V47	.146	-.116	.604
V53	.399	.137	.128
V54	.073	.023	.317
V56	.241	.407	-.007
V57	.368	.187	.201
V58	.351	.619	.032
V59	.464	.035	.282
V62	.373	.223	.092
V63	.318	.090	-.026
V64	.307	.232	.186
V65	.359	.317	.201
V67	.338	.149	.273
V68	.397	.300	.242
V69	.252	.536	.107

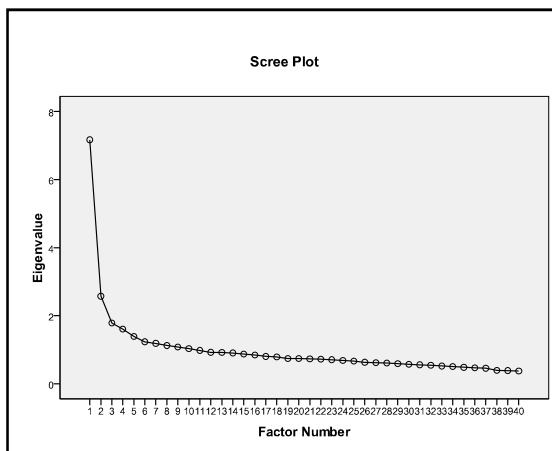


V70	.049	-.098	.555
vv13	-.005	.119	.369
vv27	.084	.436	.002
vv38	-.033	.308	-.059
vv50	-.040	.238	.265
vv60	-.004	.421	.054

Extraction Method: Maximum Likelihood.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.





**Table B.2. Rotated factor loadings of the two factor solution with goodness-of-fit test and Scree plot
– integration and reading factor (fb)**

Goodness-of-fit Test		
Chi-Square	df	Sig.
827.764	134	.000
Rotated Factor Matrix^a		
	Factor	
	1	2
V1	.008	.319
V2	.119	.257
V14	.155	.173
V32	.081	.321
V33	.140	.442
V39	.189	.251
vv48	-.077	.189
vv49	-.184	.328
vv51	-.032	.503
V52	.013	.344
V55	.022	.561
V61	-.070	.455
vv66	-.101	.243
V8	.305	.087



V10	.729	-.025
V21	.529	-.048
V28	.754	-.153
V30	.367	.110
V37	.685	-.205
Extraction Method: Maximum Likelihood.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

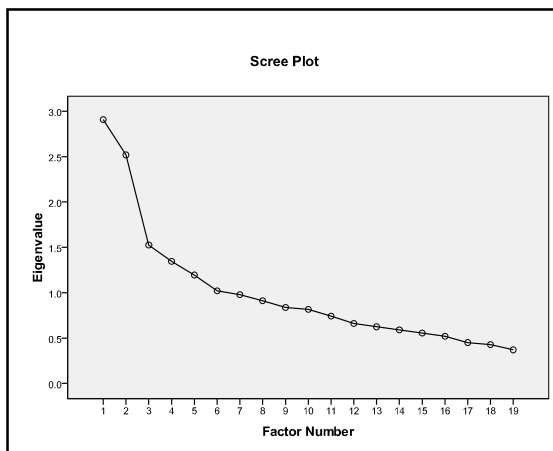




Table B.3. Reliability statistics and item-total statistics of the motivational factor

Reliability Statistics					
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items			N of Items	
.866	.879			43	
Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
V4	162.8640	213.179	.377	.252	.863
V5	163.7757	209.322	.374	.278	.862
V7	163.1766	209.577	.417	.273	.862
V9	163.6049	208.935	.350	.291	.863
V10	163.9320	211.052	.234	.158	.865
V11	163.5543	205.473	.502	.418	.860
V16	163.9812	211.001	.302	.251	.864
V20	164.1187	207.841	.291	.216	.865
V22	163.3010	209.915	.433	.285	.862
V23	163.8205	207.310	.427	.315	.861
V24	163.9421	210.344	.315	.289	.863
V25	163.1737	213.019	.287	.178	.864
V29	163.2026	210.457	.395	.354	.862
V31	163.3025	208.577	.486	.333	.861



V32	164.2012	208.106	.263	.185	.866
V34	162.9595	212.268	.350	.237	.863
V35	163.4284	210.187	.379	.343	.862
V36	163.4182	207.119	.492	.399	.860
V42	163.5152	208.569	.373	.303	.862
V43	163.2287	213.666	.172	.145	.866
V45	163.1389	209.653	.466	.360	.861
V46	163.4805	213.085	.202	.194	.866
V47	163.5745	212.419	.317	.355	.863
V53	163.2127	211.049	.388	.303	.862
V54	163.3719	213.988	.230	.285	.865
V56	163.7265	208.787	.344	.296	.863
V57	163.1954	211.215	.439	.316	.862
V58	163.5152	205.995	.518	.499	.860
V59	163.4240	209.074	.414	.285	.862
V62	163.3401	210.057	.384	.266	.862
V63	162.9841	210.642	.470	.382	.862
V64	163.7395	203.929	.399	.323	.862
V65	163.3111	208.687	.472	.310	.861
V67	163.3922	209.534	.416	.304	.862
V68	163.5311	206.435	.516	.366	.860



V69	164.2127	205.518	.462	.403	.860
V70	164.1172	212.657	.214	.326	.865
vv13	163.7453	210.405	.274	.251	.864
vv27	164.4732	208.597	.295	.229	.864
vv38	164.5152	214.239	.103	.172	.869
vv50	163.4703	211.128	.274	.227	.864
vv51	163.4891	214.891	.123	.190	.868
vv60	164.0492	209.809	.246	.241	.866

Table B.4. Reliability statistics and item-total statistics of the integration and reading factor

Reliability Statistics					
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items				N of Items
.610	.624				19
Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
V1	65.9477	44.777	.209	.170	.598
V2	66.1569	43.894	.255	.213	.592
V14	66.2771	43.805	.229	.154	.594
V32	66.6954	42.419	.227	.144	.595
V33	65.7346	44.329	.287	.236	.590
V39	65.5359	44.519	.276	.097	.591
vv48	67.0248	45.522	.095	.052	.613
vv49	66.7190	43.752	.138	.328	.611
vv51	66.0052	44.086	.211	.219	.597
V52	66.0850	44.190	.211	.099	.597
V55	66.0275	43.823	.253	.256	.592
V61	65.7085	45.387	.148	.185	.605
vv66	66.2706	43.868	.155	.291	.607
V8	65.9229	44.799	.191	.216	.600



V10	66.4340	42.327	.321	.417	.581
V21	66.6863	43.153	.268	.252	.589
V28	66.9752	42.160	.243	.468	.592
V30	65.9895	44.005	.244	.274	.593
V37	66.8627	43.270	.199	.402	.599



Table B.5. Analysis of maximum likelihood estimates – risk for failure

Parameter		Estimate	Standard error	Chi-Square	Sig.
Intercept		-1.2238	0.2225	30.24	<.0001
Race language	African***	0.8088	0.3616	12.20	0.0005
	Afrikaans*	-0.4485	0.2067	6.04	0.0140
M-score	1***	-2.4216	0.2484	44.84	<.0001
	2	0.0113	0.2103	0.00	0.9563
Gender	Male	0.2372	0.1250	3.60	0.0577
Parental education	Yes	-0.0704	0.1310	0.29	0.5907
School location	Pretoria	0.0680	0.1558	0.19	0.6626
	Gauteng	0.3075	0.1846	2.78	0.0957
Residence	Yes	-0.0038	0.1167	0.00	0.937
Achievement motivation	Low	-0.1021	0.1903	0.29	0.5917
	Medium	0.0954	0.1583	0.36	0.5468
Learning-efficacy	Low	0.2593	0.1832	2.00	0.1569
	Medium	-0.2333	0.1619	2.08	0.1496
Goal orientation	Low	-0.1865	0.1815	1.06	0.3040
	Medium	0.0776	0.1572	0.24	0.6217
Integration and support	Low	-0.1280	0.1783	0.52	0.4729
	Medium	0.2251	0.1514	2.21	0.1371
Reading behaviour	Low*	0.3596	0.1782	4.07	0.0436
	Medium	-0.0577	0.1612	0.13	0.7205

Significance at $p < 0.05^{***}$, $p < 0.01^{**}$, $p < 0.001^{***}$



Table B.6. Analysis of maximum likelihood estimates – risk for withdrawal

Parameter		Estimate	Standard error	Chi-Square	Sig.
Intercept		2.7127	0.2910	86.91	<.0001
Race	African	1.3466	0.4018	11.23	0.0008
	Afrikaans	-0.7104	0.2555	7.73	0.0054
M-score	1	-0.8613	0.2484	12.02	0.0005
	2	-0.0337	0.2103	0.03	0.8728
Credits registered	<1	-0.8292	0.2461	11.36	0.0008
	=1	1.1458	0.3748	9.34	0.0022
Gender	Male	-0.1183	0.1565	0.57	0.4496
Parental education	Yes	-0.1896	0.1593	1.42	0.2338
School location	Pretoria	0.1931	0.2077	0.86	0.3526
	Gauteng	0.0124	0.2276	0.00	0.9565
Residence	Yes	-0.1694	0.1548	1.20	0.2738
Achievement motivation	Low	0.2106	0.2407	0.77	0.3815
	Medium	-0.0766	0.1994	0.15	0.7007
Learning-efficacy	Low	0.1465	0.2447	0.36	0.5493
	Medium	-0.1738	0.1997	0.76	0.3840
Goal orientation	Low	-0.1930	0.2211	0.76	0.3826
	Medium	-0.0350	0.2037	0.03	0.8635
Integration and support	Low	0.0602	0.2401	0.06	0.8021
	Medium	0.0407	0.2007	0.04	0.8394
Reading behaviour	Low	0.2553	0.2229	1.31	0.2522
	Medium	-0.4118	0.2033	4.10	0.0428

Significance at $p < 0.05^{**}$, $p < 0.01^{**}$, $p < 0.001^{***}$



Table B.7. Complete multiple regression analysis for academic success

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Std. Error of the Estimate	Sig. F Change	
					<i>df</i> 2	
1	.628	.395	.383	.22207	606	.000

ANOVA ^b						
Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	19.486	12	1.624	32.928	.000 ^a
	Residual	29.885	606	.049		
	Total	49.370	618			

	Un-standardised Coefficients		Standardised Coefficients	<i>t</i>	Sig.	Zero order <i>r</i>
	<i>B</i>	Std. Error	Beta	<i>B</i>	<i>p</i>	
(Constant)	-.133	.135		-.988	.323	
Achievement motivation	.000	.002	-.010	-.241	.810	.059
Learning-efficacy*	-.004	.002	-.085	-2.056	.040	.069
Goal orientation**	.006	.002	.131	3.415	.001	.166
Integration and support	-.002	.002	-.033	-.879	.380	-.054
Reading behaviour	-.004	.002	-.058	-1.560	.119	.050
Credits registered***	.002	.000	.149	4.552	.000	.162
M-score***	.034	.002	.593	17.441	.000	.547



Gender*	.047	.020	.081	2.332	.020	-.042
Distance of school*	-.040	.020	-.068	-2.009	.045	-.019
Race***	.175	.027	.255	6.579	.000	.122
Residence	-.002	.019	-.004	-.111	.911	.046
Parental education at UP	-.035	.021	-.054	-1.627	.104	-.060

Significance at $p < 0.05^{***}$, $p < 0.01^{**}$, $p < 0.001^{***}$

Table B.8. Complete multiple regression analysis for academic success for white students

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Std. Error of the Estimate
1	.646 ^a	.417	.404	.22813

ANOVA ^{b,c}						
Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	17.613	11	1.601	30.768	.000 ^a
	Residual	24.616	473	.052		
	Total	42.229	484			

	Un-standardised Coefficients		Standardised Coefficients	<i>t</i>	Sig.	Zero order <i>r</i>
	<i>B</i>	Std. Error	Beta	<i>B</i>	<i>p</i>	
(Constant)	-.208	.155		-1.342	.180	
Achievement motivation	.001	.002	.027	.562	.574	.039
Learning-efficacy *	-.006	.003	-.114	-2.459	.014	.071
Goal orientation*	.007	.002	.133	3.127	.002	.157
Integration and support	-.002	.002	-.037	-.930	.353	-.041
Reading behaviour	-.003	.003	-.039	-1.019	.309	.028
Credits registered***	.002	.001	.132	3.682	.000	.167
M-score***	.037	.002	.631	16.681	.000	.601
Gender**	.061	.023	.102	2.613	.009	-.053



Distance of school	-.038	.023	-.060	-1.659	.098	-.034
Residence	-.008	.023	-.013	-.368	.713	.010
Parental education at UP*	-.057	.023	-.090	-2.474	.014	-.054

Significance at $p < 0.05^{***}$, $p < 0.01^{**}$, $p < 0.001^{***}$



Table B.9. Complete multiple regression analysis for academic success for African students

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Std. Error of the Estimate
1	.590 ^a	.348	.289	.18500

ANOVA ^{b,c}						
Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	2.225	11	.202	5.910	.000 ^a
	Residual	4.176	122	.034		
	Total	6.400	133			

	Un-standardised Coefficients		Standardised Coefficients	<i>t</i>	Sig.	Zero order <i>r</i>
	<i>B</i>	Std. Error	Beta	<i>B</i>	<i>p</i>	
(Constant)	.522	.272		1.921	.057	
Achievement motivation	-.005	.004	-.138	-1.541	.126	-.065
Learning-efficacy	.000	.004	.006	.060	.952	.053
Goal orientation	.005	.004	.119	1.296	.198	.127
Integration and support	-.002	.003	-.052	-.609	.543	.064
Reading behaviour	-.010	.006	-.150	-1.758	.081	-.138
Credits registered*	.002	.001	.203	2.552	.012	.303
M-score***	.025	.004	.463	5.884	.000	.432
Gender	.029	.040	.059	.729	.468	.093



Distance of school	-.047	.038	-.103	-1.239	.218	-.157
Residence	.026	.034	.061	.780	.437	.105
Parental education at UP*	.129	.058	.175	2.225	.028	.093

Significance at $p < 0.05^{***}$, $p < 0.01^{**}$, $p < 0.001^{***}$



Table B.10. Cross-tabulation between the number of credits registered and risk for failure.

Academic success		Student Credit (Binned)			Total
		<= 139.00	139.01 - 148.00	148.01+	
Pass	Count	46	158	52	256
	% within Academic success	18.0%	61.7%	20.3%	100.0%
	% within Student credit (Binned)	16.6%	55.4%	19.6%	31.0%
Fail	Count	231	127	213	571
	% within Academic Success	40.5%	22.2%	37.3%	100.0%
	% within Student credit (Binned)	83.4%	44.6%	80.4%	69.0%
Total	Count	277	285	265	827
	% within Academic Success	33.5%	34.5%	32.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	122.539 ^a	2	.000
Likelihood Ratio	120.194	2	.000
Linear-by-Linear Association	.814	1	.367
N of Valid Cases	827		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 82.03.



Table B.11. Brown-Forsythe and Welch test of equality of means

Robust Tests of Equality of Means				
Student credit (Binned)				
	Statistic ^a	df1	df2	Sig.
Welch	6.901	2	475.326	.001
Brown-Forsythe	6.688	2	652.002	.001
a. Asymptotically F distributed.				



Table B.12. Scheffe and Games-Howell test method used in *Post hoc* tests

Dependent Variable: Credits registered (Binned)							
	(I) M-score	(J) M-score	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	1	2	-.171*	.070	.050	-.34	.00
		3	-.276*	.077	.002	-.46	-.09
	2	1	.171*	.070	.050	.00	.34
		3	-.105	.066	.284	-.27	.06
	3	1	.276*	.077	.002	.09	.46
		2	.105	.066	.284	-.06	.27
Games-Howell	1	2	-.171	.076	.063	-.35	.01
		3	-.276*	.075	.001	-.45	-.10
	2	1	.171	.076	.063	.00	.35
		3	-.105	.060	.183	-.25	.04
	3	1	.276*	.075	.001	.10	.45
		2	.105	.060	.183	-.04	.25

*. The mean difference is significant at the 0.05 level.



Table B.13. Cross-tabulation between the number of credits registered and M-score.

Credits registered		M-score			Total
		1	2	3	
<= 139.00	Count	101	139	37	277
	% within credits registered	36.5%	50.2%	13.4%	100.0%
	% within M-score	49.3%	35.9%	15.6%	33.4%
139.01 - 148.00	Count	38	109	138	285
	% within credits registered	13.3%	38.2%	48.4%	100.0%
	% within M-score	18.5%	28.2%	58.2%	34.4%
148.01+	Count	66	139	62	267
	% within credits registered	24.7%	52.1%	23.2%	100.0%
	% within M-score	32.2%	35.9%	26.2%	32.2%
Total	Count	205	387	237	829
	% within credits registered	24.7%	46.7%	28.6%	100.0%
	% of total	24.7%	46.7%	28.6%	100.0%



Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	101.492 ^a	4	.000
Likelihood Ratio	101.716	4	.000
Linear-by-Linear Association	12.595	1	.000
N of Valid Cases	829		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 66.03.			



Table B.14. Cross-tabulation between the number of credits registered and race.

Credits registered		Race		Total
		White	African	
<= 139.00	Count	167	98	265
	% within credits registered	63.0%	37.0%	100.0%
	% within race	28.6%	48.5%	33.7%
139.01 - 148.00	Count	196	72	268
	% within credits registered	73.1%	26.9%	100.0%
	% within race	33.6%	35.6%	34.1%
148.01+	Count	221	32	253
	% within credits registered	87.4%	12.6%	100.0%
	% within race	37.8%	15.8%	32.2%
Total	Count	584	202	786
	% within credits registered	74.3%	25.7%	100.0%



Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.423 ^a	2	.000
Likelihood Ratio	42.670	2	.000
Linear-by-Linear Association	39.983	1	.000
N of Valid Cases	786		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 65.02.			



Table B.15. Cross-tabulation between the integration/support factor and race

		Race		Total
		White	African	
Integration and support				
<= 47.00	Count	157	114	271
	% within integration and support	57.9%	42.1%	100.0%
	% within race	28.0%	61.0%	36.2%
48.00 - 52.00	Count	220	48	268
	% within integration and support	82.1%	17.9%	100.0%
	% within race	39.2%	25.7%	35.8%
53.00+	Count	184	25	209
	% within integration and support	88.0%	12.0%	100.0%
	% within race	32.8%	13.4%	27.9%
Total	Count	561	187	748
	% within integration and support	75.0%	25.0%	100.0%



Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	68.230 ^a	2	.000
Likelihood Ratio	67.426	2	.000
Linear-by-Linear Association	60.593	1	.000
N of Valid Cases	748		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 52.25.			

Table B.16. Withdrawal rates of African and white students measured over three year of registration (2008 cohort)

2008 cohort	Before 1 Augustus: Year 1	By Final Exams: Year 1	On registration: Year 2	On registration: Year 3	Total
White	5%	0.8%	6.1%	3.5%	15.40%
African	1.3%	0.3%	7.3%	3.7%	12.70%

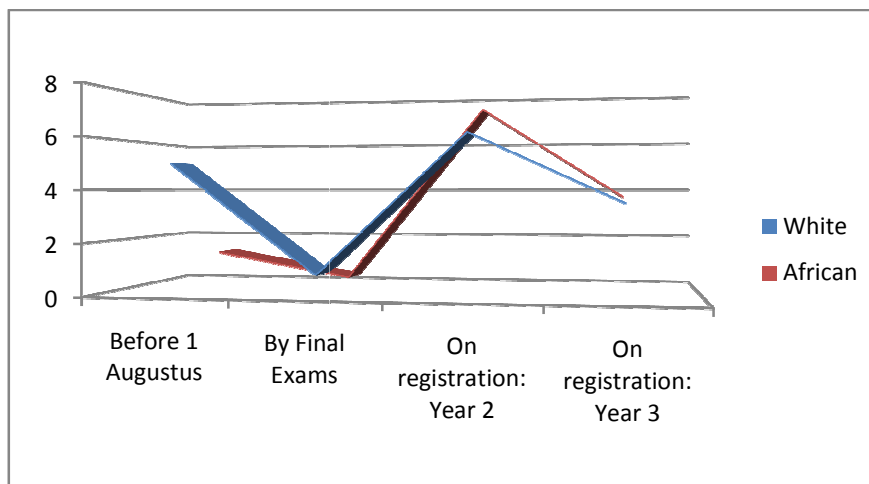


Table B.17. Interaction between race language and M-score category

Category	n	Odds Index	
Mean	601	0.104	
Index	M-score category		
Race language	Low	Medium	High
African	11.06	0.383	0.236
Afrikaans	4.826	0.311	0.665
English	0.019	8.385	6.364



Table B.18. Interaction between learning-efficacy and Integration and support

Category	n	Odds Index		
Mean	601	0.228		
Index	Integration and support			
Learning-efficacy	Low	Medium	High	
Low	1.617	1.520	0.407	
Medium	1.193	0.570	1.471	
High	0.519	1.154	1.671	

Table B.19. Interaction between goal orientation and integration and support

Category	n	Odds Index		
Mean	601	0.228		
Index	Integration and support			
Goal orientation	Low	Medium	High	
Low	1.812	0.672	0.822	
Medium	0.795	0.872	1.443	
High	0.694	1.707	0.843	

Table B.20. Interaction between race language and goal orientation

Category	n	Odds Index		
Mean	601	0.305		
Index	Goal orientation			
Race language	Low	Medium	High	
African	1.602	1.341	0.465	
Afrikaans	0.889	0.800	1.407	
English	0.702	0.932	1.527	



APPENDIX C.

TABLE C.1. Independent and dependent variables code-book for the multiway frequency analyses.

One-way frequencies		
Variable	Value	Frequency
Risk for failure	No	188
	Yes	413
Risk for withdrawal	No	530
	Yes	70
Race language	African	134
	Afrikaans	385
	English	82
M-score category	1	133
	2	285
	3	183
Credits registered	<1	193
	=1	217
	>1	191
Gender	Male	225
	Female	376
Parental education at UP	Yes	160
	No	441
Distance of School	Pretoria	247
	Gauteng	129
	Other provinces	225



Residence	Yes	211
	No	390
Achievement motivation orientation	Low	187
	Medium	196
	High	218
Learning-efficacy	Low	183
	Medium	188
	High	230
Goal orientation	Low	185
	Medium	198
	High	218
Integration and support	Low	164
	Medium	227
	High	210
Reading behaviour	Low	190
	Medium	184
	High	227



Table C.2. Code-book of the independent variables for the logistic regression analysis

Variable	Code	Description
M-score (originally continuous)	1	Low (9-16)
	2	Medium (17-23)
	3	High (24-30)
Race	1	White
	2	Coloured
	3	Indian
	4	Black
Gender	1	Male
	2	Female
Parent studied at UP	1	One or both
	2	None (first time student)
Age (originally continuous)	1	18-19
	2	20-27
Residence	1	Yes
	2	No
School location	0	None mentioned
	1	Pretoria
	2	Gauteng province
	3	Other provinces
Preferred language of instruction	1	Afrikaans
	2	English
Home language	1	Afrikaans



	2	English
	3	Afrikaans/English
	6	African languages
	9	Other
Withdraw	1	No (persist)
	2	Yes (withdraw)