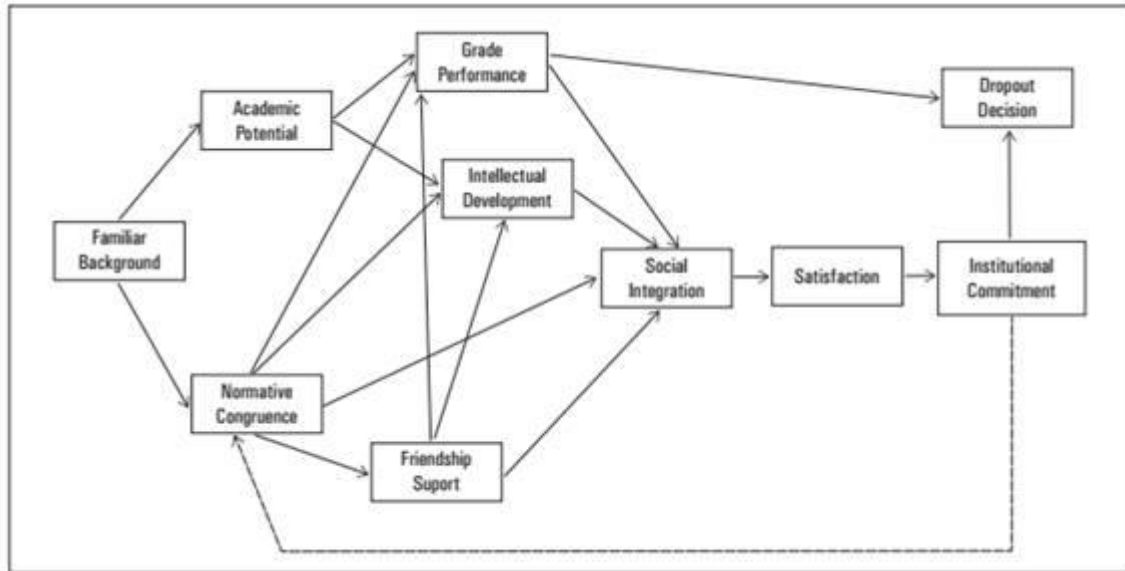


Figures and Tables

Figure 1

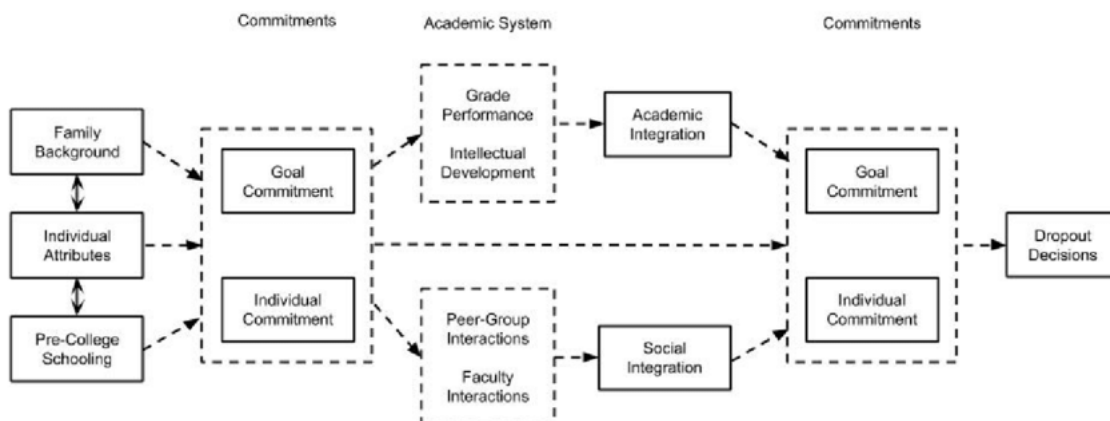
Spady's Model of the Dropout Process



Note: Theoretically Based Model of the Undergraduate Dropout Process retrieved from Spady (1971, p. 39)

Figure 2

Tinto's Student Integration Model



Note. Tinto's Student integration depicting a longitudinal process of interactions between the individual and the academic and social systems of university.

Table 1*Descriptive Statistics for the Demographic Characteristics*

Demographic Characteristic	Frequency	Percent
Age (M = 19.96, SD = 1.21)		
18-25	49	100
Gender		
Male	4	8.2
Female	45	91.8
Race		
African	20	40.8
White	26	53.1
Coloured	2	4.1
Indian	1	2.0
Home Language		
Sepedi	3	6.1
Setswana	4	8.2
Afrikaans	13	26.5
English	18	36.7
Xitsonga	2	4.1
IsiZulu	6	12.2
Sesotho	3	6.1
Socio-Economic Status		
High-income household	13	61.2
Middle-income household	30	26.5
Low-income household	6	12.2
Department of Study		
Psychology	30	61.2
Sociology	5	10.2
Speech Pathology and Audiology	14	28.6

Influence on Study Choice

Family	9	18.4
Few/No University Offering	2	4.1
Bursary Obligations	1	2.0
Chose	36	73.5
Other	1	2.0

Note: $n = 49$

Table 2

Means and Standard Deviations of Respondents General Perception of University

	Min.	Max.	<i>M</i>	<i>SD</i>
General Happiness at University	1	3	2.80	.456
Courses Treated Equally	1	3	2.04	.865
Affairs	2	3	2.55	.542
Facilities	1	3	2.73	.569
Adequate Academic Support	1	3	2.82	.486
Adequate Psychological Support	1	3	2.71	.612
Adequate Financial Support	1	3	2.20	.645

$n = 49$

Table 3

Means and Standard Deviations of the ATSPPH-SF

Statement	Min.	Max.	<i>M</i>	<i>SD</i>
If I were experiencing a serious emotional crisis at this point in my life, I would be confident that I could find relief in psychological services	0	3	2.37	.741
The idea of talking about problems with a psychologist strikes me as a poor way to get rid of emotional conflicts	0	3	2.43	.886
A person should work out his or her own problem, getting psychological counselling would be a last resort	0	3	2.22	.917
If I were experiencing difficulty with my academic workload, I would be confident in approaching a lecturer for assistance	0	3	2.02	.977
Talking to a lecturer about the difficulties I experience with my academic work strikes me as a poor way to get understanding	0	3	2.30	.891
Getting help in my academic work would be an admission of my own lack of ability or ignorance	0	3	2.46	.808
Total	6	18	13.80	2.794

n = 46

Table 4

Descriptive Statistics for the AMS-C 28

Motivation Types	Min.	Max.	<i>M</i>	<i>SD</i>
Intrinsic Motivation-to Know	9	20	16.47	2.984
Intrinsic Motivation-toward				
Accomplishment	4	20	14.19	4.336
Intrinsic Motivation-to Experience				
Stimulation	4	19	12.16	4.182
Extrinsic Motivation-Identified	11	20	17.25	2.759
Extrinsic Motivation-Introjected	5	19	14.13	3.833
Extrinsic Motivation-External				
Regulation	7	20	14.94	3.454
Amotivation	4	8	5.00	1.191
<i>n</i> = 32				

Table 5*Descriptive Statistics of the RSES*

Statement	Min.	Max.	<i>M</i>	<i>SD</i>
On the whole, I am satisfied with myself.	1	3	1.92	.628
At times I think I am satisfied with myself.	1	3	2.08	.628
I feel that I have a number of good qualities.	1	3	2.00	.632
I am able to do things as well as most other people	0	3	2.00	.632
I feel I do not have much to be proud of.	0	3	1.88	.993
I certainly feel useless at times.	0	3	1.38	.852
I feel that I'm a person of worth, at least on an equal plane with others.	0	3	1.96	.824
I wish I could have more respect for myself.	0	3	1.23	1.070
All in all, I am inclined to feel that I am a failure.	0	3	2.23	.908
I take a positive attitude toward myself.	0	3	1.85	.925
Total RSES	4	28	18.54	6.041

n = 40

Table 6*Means and Standard Deviations of Perceived Stress*

Statement	Min.	Max.	<i>M</i>	<i>SD</i>
1. In the last month, how often have you been upset because of something that happened unexpectedly?	1	4	2.88	1.033
2. In the last month, how often have you felt that you were unable to control the important things in your life?	0	4	2.62	1.098
3. In the last month, how often have you felt nervous and “stressed”?	2	4	3.04	.720
4. In the last month, how often have you dealt successfully with day-to-day problems and annoyances?	0	4	1.46	1.067
5. In the last month, how often have you felt that you were effectively coping with important changes that were occurring in your life?	0	4	1.50	1.068
6. In the last month, how often have you felt confident about your ability to handle your personal problems?	0	4	1.65	1.018
7. In the last month, how often have you felt that things were going your way?	0	4	2.38	1.134
8. In the last month, how often have you found that you could not cope with all the things that you had to do?	0	4	2.08	1.093
9. In the last month, how often have you been able to control irritations in your life?	0	4	1.96	.999
10. In the last month, how often have you felt that you were on top of things?	0	4	2.08	1.197
11. In the last month, how often have you been angered because of things that happened that were outside of your control?	0	4	2.81	1.059

12. In the last month, how often have you found yourself thinking about things that you have to accomplish?	0	4	2.08	1.383
13. In the last month, how often have you been able to control the way you spend your time?	0	4	1.96	1.216
14. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0	4	2.23	1.336
PSS Total	17	43	30.73	6.885

n = 37

Table 7

Mean Item Scores for each Adjustment Type

Adjustment Type	Min.	Max.	<i>M</i>	<i>SD</i>
Academic Adjustment	25	50	35.77	6.542
Social Adjustment	31	46	38.51	3.289
Personal-Emotional Adjustment	25	59	39.86	8.144
Institutional Attachment	31	42	37.40	2.463
Full Scale	28	45	35.17	3.940

n = 33

Table 8

Academic Outcome for the First Year

Academic Outcome	Frequency	Percent
Passed	24	75.0
Discontinued	1	3.1
Failed	7	21.9
Total	32	100.0

Table 9*Pearson's Correlations Among the Psychosocial Variables*

	Help Seeking	Self-Esteem	Perceived Stress	IM to Know	IM towards Accomplishment	IM to experience Stimulation	EM Identified	EM Introjected	External Regulation	Amotivation	Academic Adjustment	Social Adjustment	Personal-Emotional Adjustment	Attachment	Total Adjustment
Help Seeking	1	.129	.066	.153	.097	.071	.321	-.030	.282	-.481*	-.132	-.174	-.092	.182	-.170
Self-Esteem	.129	1	-.409*	-.108	-.174	-.069	-.053	-.302	-.118	-.138	.315	-.100	.634**	-.039	.515**
Perceived Stress	.066	-.409*	1	.005	-.146	-.152	-.039	.004	.006	.077	-.194	-.205	-.687**	.085	-.450*
Intrinsic Motivation to Know	.153	-.108	.005	1	.781**	.750**	.617**	.715**	.294	-.184	-.424*	-.293	-.091	.002	-.278
Intrinsic Motivation towards Accomplishment	.097	-.174	-.146	.781**	1	.822**	.600**	.851**	.489*	-.085	-.277	.103	-.037	-.081	-.222
Intrinsic Motivation to Experience Stimulation	.071	-.069	-.152	.750**	.822**	1	.456*	.731**	.288	.083	-.098	.061	.124	-.150	-.008
Extrinsic Motivation Identified	.321	-.053	-.039	.617**	.600**	.456*	1	.470*	.714**	.047	-.305	-.056	-.084	-.277	-.342
Extrinsic Motivation Identified Introjected	-.030	-.302	.004	.715**	.851**	.731**	.470*	1	.509**	.107	-.151	.158	-.194	-.117	-.193
Extrinsic Motivation-External Regulation	.282	-.118	.006	.294	.489*	.288	.714**	.509**	1	.198	.063	.186	-.192	-.252	-.173
Amotivation	-.481*	-.138	.077	-.184	-.085	.083	.047	.107	.198	1	.446*	.434*	-.026	-.592**	.177
Academic Adjustment	-.132	.315	-.194	-.424*	-.277	-.098	-.305	-.151	.063	.446*	1	.339	.429*	-.199	.705**

Social Adjustment	-.174	-.100	-.205	-.293	.103	.061	-.056	.158	.186	.434*	.339	1	.101	.029	.414*
Personal-Emotional Adjustment	-.092	.634**	-.687**	-.091	-.037	.124	-.084	-.194	-.192	-.026	.429*	.101	1	-.213	.707**
Attachment	.182	-.039	.085	.002	-.081	-.150	-.277	-.117	-.252	-.592**	-.199	.029	-.213	1	.152
Total Adjustment	-.170	.515**	-.450*	-.278	-.222	-.008	-.342	-.193	-.173	.177	.705**	.414*	.707**	.152	1

** . Correlation significant at 0.05 significance level

* . Correlation significant at 0.01 significance level

Table 10*Omnibus Tests of Model Coefficients*

		Chi-square	df	P
Step 1	Step	25.457	14	.030
	Block	25.457	14	.030
	Model	25.457	14	.030

Table 11*Model Summary*

Step	-2 Log likelihood	Cox & Snell R ²	Nagelkerke R ²
1	.000 ^a	.624	1.000

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

Table 12*Hosmer and Lemeshow Test*

Step	Chi-square	df	p
1	.000	7	1.000

Table 13*Classification Table^a*

		Predicted		
		Academic Outcome		Percentage Correct
Observed		Passed	Failed	
Step 1	Academic Outcome Passed	21	0	100.0
	Failed	0	5	100.0
	Overall Percentage			100.0

a. The cut value is .500

Table 14*Variables in the Equation*

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Total HSS	-15.678	5105.213	.000	1	.998	.000
	Intrinsic Motivation to Know	-99.253	25457.995	.000	1	.997	.000
	IM To Experience Stimulation	4.442	11785.627	.000	1	1.000	84.973
	Extrinsic Motivation Identified	126.320	24415.476	.000	1	.996	7.242E+54
	Extrinsic Motivation Introjected	40.240	12672.857	.000	1	.997	299215512820375 230.000
	EX External Regulation	-56.810	17225.321	.000	1	.997	.000
	Amotivation	-13.414	57511.354	.000	1	1.000	.000
	RSES Total	-1.686	1899.839	.000	1	.999	.185
	PSS Total	.309	1261.333	.000	1	1.000	1.362
	Academic Adjustment	3.210	1919.267	.000	1	.999	24.778
	Social Adjustment	-25.205	5008.437	.000	1	.996	.000
	Personal-Emotional Adjustment	-6.920	3438.366	.000	1	.998	.001
	Attachment	-1.824	6308.668	.000	1	1.000	.161
	Full Scale	19.100	5610.780	.000	1	.997	197320364.406
	Constant	751.799	250075.164	.000	1	.998	.

a. Factor(s) entered on step 1: Total HSS, RSES Total, PSS Total, Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, Attachment, Full Scale, Intrinsic Motivation to Know, IM To Experience Stimulation, Extrinsic Motivation Identified,

Extrinsic Motivation Introjected, EX External Regulation, Amotivation.

Collinearity Diagnostics Table

Psychosocial Variable	Tolerance	VIF
Help seeking	.374	2.671
Self-Esteem	.464	2.157
Perceived Stress	.443	2.258
Intrinsic Motivation to Know	.106	9.471
IM Toward Accomplishment	.085	11.742
IM To Experience Stimulation	.164	6.106
Extrinsic Motivation Identified	.156	6.429
Extrinsic Motivation Introjected	.140	7.118
EX External Regulation	.201	4.965
Amotivation	.111	9.048
Academic Adjustment	.230	4.348
Social Adjustment	.246	4.073
Personal-Emotional Adjustment	.083	12.015
Attachment	.142	7.067
Full Scale	.074	13.528

Internal Consistency of Instruments

Questionnaires Used	Psychosocial Variables	α
Atspph-sf	Help Seeking	.577
Academic Motivation Scale	Intrinsic Motivation to Know	.820
	Intrinsic Motivation Towards Accomplishment	.914
	Intrinsic Motivation to Experience Stimulation	.820
	Extrinsic Motivation Identified Regulation	.784
	Extrinsic Motivation Introjected Regulation	.799
	Extrinsic Motivation External Regulation	.818
	Amotivation	.426
Rosenberg Self-Esteem Scale	Self-Esteem	.904
Perceived Stress Scale	Perceived Stress	.684
Student Adaptation to College Questionnaire	Academic Adjustment	.611
	Social Adjustment	.640
	Personal-Emotional Adjustment	.840
	Institutional Attachment	-.518
	Full Scale	0.55