Made available by Hasselt University Library in https://documentserver.uhasselt.be

The role of self-study time in freshmen's achievement Supplementary material

DOUMEN, Sarah; BROECKMANS, Jan & MASUI, Chris (2014) The role of self-study time in freshmen's achievement. In: Educational Psychology, 34 (3), p. 385-402.

DOI: 10.1080/01443410.2013.785063 Handle: http://hdl.handle.net/1942/16555

Table 2

Course Grades Regressed On Student Characteristics, Qualitative Aspects of Learning Activities, Study Time, and Interactions Between Study Time and

Predictors **Macro-Economics Financial Accounting 2** ΔR^2 ß B(S.E.)ß B(S.E.) ΔR^2 .41*** **Step 1: Student Characteristics** .66* .00 0.95(0.69) Gender -0.02(0.60).10 .51*** 1.18(0.20)**** Prior Knowledge in .17* 0.56(0.27)* Mathematics .24** $0.12(0.04)^{**}$ Intelligence Test Score .11 0.07(0.05).69*** 0.92(0.10)*** Previous Result .14*** **Step 2: Quality of Learning** $.10^{*}$ Activities .30*** 1.87(0.66)*** .29** 1.88(0.53)** Self-Efficacy Learning Goal Orientation -.11 -1.04(0.88).05 0.60(0.86) -.22* -.27** -2.66(0.73)** Disengaging $-1.72(0.68)^*$ Taking Initiative -.06 0.49(0.88) -0.48(0.84).05 **Deep Processing** -0.18(0.19) .04 0.10(0.20)-.09 Stepwise Processing -.02 -.18* -0.64(0.26)* -0.06(0.28)Making Exercises .15 .09 0.57(0.52) 0.82(0.54) .07** Step 3: Study Time .01 .31*** 0.25(0.07)*** .13† Self-Study Time 0.08(0.04)[†] Class Attendance 0.23(0.24) 0.28(0.32) .07 .07 Step 4: Interactions with Self-**Study Time** .02* Self-Study Time*Making -.14* / / $-0.12(0.05)^*$ Exercises

Variables in the Previous Steps: Findings for Macro-Economics and Financial Accounting 2

 $\dagger p < .10, \ *p < .05, \ **p < .01, \ ***p < .001.$