

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

Supplementary material

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Table 2

Course Grades Regressed On Student Characteristics, Qualitative Aspects of Learning Activities, Study Time, and Interactions Between Study Time and Variables in the Previous Steps: Findings for Macro-Economics and Financial Accounting 2

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

† $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$.