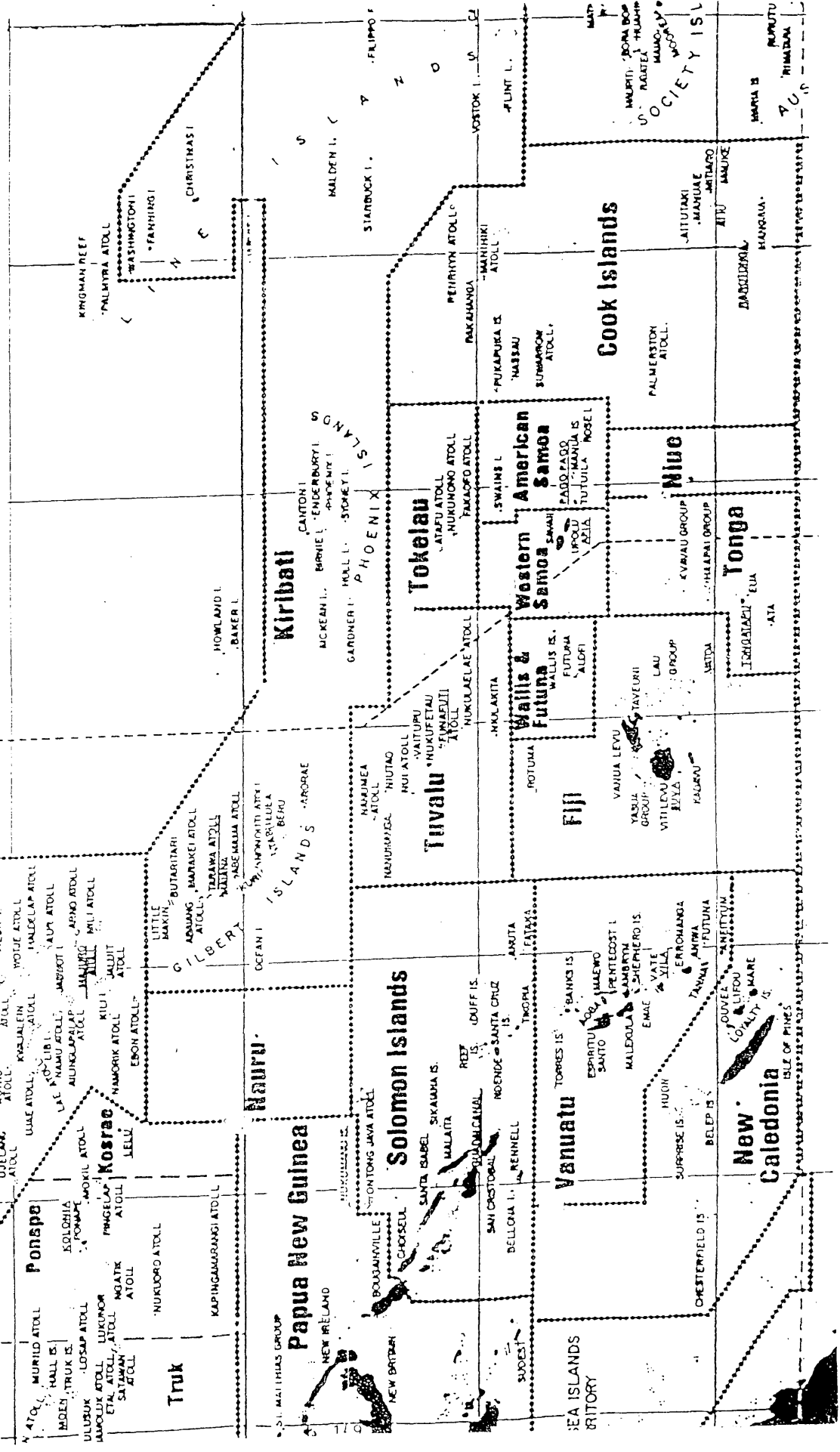Appendix 1: Map showing countries of the USP Region

Appendix 2: Programme course components and details of DACS and DMS

Diploma in Accounting Studies - 10 courses:

Core Courses:
AF101 Financial Accounting*
AF102 Cost Accounting*
AF201 Managerial Accounting
AF203 Corporate Accounting
EC101 Macro-economics I
EC102 Micro-economics I
MA101 Basic Mathematics
SE100 Social Survey Methods and Data Analysis

Electives:
Two other courses from any discipline at least one of which will be at the 200 or 300 level.

* Prerequisite courses for AF201 and AF203

Diploma in Management Studies - 10 courses:

Core Courses:
MG101 Introduction to Management*
MG102 Introduction to Operations Management *
MG205 Financial Management for Non-Accountants
MG206 Marketing for Developing Countries
- and one of
MG201 Organisational Behaviour (2), or
MG207 Personnel Management in the South Pacific

Electives:
Any 5 degree courses, at least 2 of which must be at the 100 level, and at least 2 at the 200 or 300 level.

* Prerequisite courses for MG206 and MG207

(Source: University Extension Handbook, 1994)

C/- University Extension
The University of the South Pacific
P.O. Box 1168
Suva
FIJI

July 1993

Dear

My name is Eileen Tuimalealiifano. Last year I was awarded an
Australian IDP scholarship by the USP to begin work on a PhD
programme at the University of New England in Armidale,
Australia. As the substantive Co-ordinator of Instructional
Design and Development at University Extension, USP, I have
taken the opportunity afforded me by this award, to conduct
research in an area that has always been of priority interest
to me as an educator, that of the adult distance learner. This
area of research also addresses a significant aspect of course
development work at USP.

Specifically, my research is focussed on the attributes,
learning orientation and study disposition of adult extension
students at USP, and through it I wish to achieve two things:
1.   First, create a profile of the adult distance learner at
     the USP. Included in this profile will be a description
     of the many variables and factors that exist in adult
     distance students' personal and study environments right
     across the USP Region, that students have to contend with
     in deciding to undertake extension studies and right
     throughout their course(s) once they have enrolled.
2.   Secondly, I will conduct an analysis of these variables
     and factors in order to find out how useful they are in
     predicting how students will perform in their course(s).

With regard to course development work, both sets of
information above are vital if extension courses and support
facilities are to cater appropriately to the various needs of
the students. I am hopeful that once this initial work has
been done it will continue to be updated and expanded by
Extension staff in the interest of providing effective
distance courses, and useful and accessible support services.

I trust that this brief explanation will serve to convince you
of the benefits of this study for USP extension students. I
ask for your support and co-operation in providing me with
information I need via the attached questionnaire. I apologise
for the unavoidable length of the questionnaire and assure
you that it contains only questions necessary to ensure that
the study is as comprehensive as possible. In keeping with
research protocols, your answers will be held in strict
confidence and your name will not be mentioned in the final
report without your permission and authorisation.

I look forward to hearing from you.

Yours sincerely

Eileen Tuimalealiifano (Mrs)

RESEARCH QUESTIONNAIRE

<u>TITLE OF RESEARCH</u>: Attributes, learning orientation and study disposition of adult extension students at the University of the South Pacific as determined and/or influenced by their personal contexts, educational background and study environments that assist or constrain persistence with and successful performance in distance study at USP.

The following questions have been designed in order to obtain from you information related to your personal context and the context in which you are studying as a USP extension student. The answers you provide will help the researcher to do two things: (a) draw up a profile consisting of characteristics and attributes of students currently studying by extension, and (b) from the data collected, identify those variables within your personal and study contexts that either assist or inhibit you in your studies. This information will be invaluable in drawing the attention of instructional designers at USP towards both your personal and study needs and how they affect you as a mature USP extension student. It is therefore intended that once this data base is established, it will be continuously updated for the ongoing improvement of course development at USP.

As many of these questions are of a personal nature, your answers will be confidential. Although you are required to give your name and other personal information, this is purely for the purpose of identifying you as a USP extension student; you will not be identified in person in any report(s) arising out of this research.

The researcher is Eileen Tuimalealiifano, currently on training leave from University Extension, USP, to undertake PhD. study at the University of New England, New South Wales, Australia. At USP, she was the Co-ordinator of Instructional Design and Development, and has a keen, professional interest in the learning needs of mature students studying at a distance through University Extension. She trusts that the outcome of this research will make a major contribution towards the effectiveness of instructional design and development at USP, and thereby be of benefit to extension students.

Your co-operation and support are deeply appreciated and acknowledged.

Eileen Tuimalealiifano
University of New England
Armidale, NSW.
1993.

SURVEY OF THE ATTRIBUTES, LEARNING ORIENTATION AND STUDY DISPOSITION OF ADULT EXTENSION STUDENTS AT THE UNIVERSITY OF THE SOUTH PACIFIC.

INSTRUCTIONS : *All answers to the following questions should be provided in the spaces allocated within the questionnaire. Where you are required to choose an option or options as your answer, write the letter(s) of your choice in the space provided in the righthand margin. There is no time limit for completion.*

SECTION 1 : PERSONAL AND DEMOGRAPHIC DATA

1. NAME _____ _____

2. STUDENT NO. _____ 3. AGE _____

4. SEX: (a) Male   (b) Female   (____)

5. MARITAL STATUS: (a) single   (c) divorced
                           (b) married   (d) widow/widower   (____)

6. NO. OF CHILDREN _____

7. AGE(S) OF CHILD(REN) _____ _____

8. Residential Address _____ _____

   _____ _____

9. What type of family do you have?

   (a)nuclear: consisting of yourself, your spouse and any children if you are married, or yourself, your parents and brothers and sisters;
   (b)extended: includes other members of your wider family (eg. grandparents, uncles, aunts, cousins) in addition to your nuclear family.   (____)

10. (i) How many people live in your household? _____

   (ii) Please indicate the relationship of each member to you and whether or not they are economically dependent on you.
   Relationship   Dependent/not dependent

Eg. Grandmother   X _____

   _____ _____

   _____ _____

   _____ _____

11. Work Address (if applicable) _____

_____   _____

SECTION 2 : CULTURAL AND SOCIAL CONTEXT

12. What ethnic group(s) do you belong to? You may choose more than one option if you are a child of a mixed marriage.

    (a) Melanesian   (d) Asian/Fiji Indian
    (b) Polynesian   (e) European
    (c) Micronesian   (f) Other (indicate) _____   (_____)

13. If you indicated in 12 above that you come from an ethnically-mixed background, does this mean that
    (a) you are _equally_ involved in more than one set of related cultural responsibilities?
    (b) one culture dominates your family and you have only minor responsibilities in the other(s)?
    (c) you are only marginally involved in cultural affairs?
    (d) you keep completely away from any cultural involvement?   (_____)

For questions 14 - 18, please give the information required in the tables provided. Examples are provided to guide you. To indicate the time that you spend _on a weekly average_, write the _letter_ of your choice, from the following options, in the space provided in the _right hand margin_.

    (a) less than 1 hour   (d) 11 - 15 hours
    (b) 1 - 5 hours   (e) more than 15 hours
    (c) 6 - 10 hours   (specify)____ hours

14. This question is related to your _socio-cultural_ responsibilities, ie. the work that you do among your _cultural community_.

Culture group	Responsibility	Context	Av. Tm.
Eg. Tongan	Leader of women's group	Village	(a)
			(_____)
			(_____)
			(_____)

3

15. Please indicate any responsible role you may have _within your household_ and the average amount of time you spend on each _every week_.　Av. Tm.

Eg. Full-time income earner _____　(e 40h)

_____ _____　(_____)

_____ _____　(_____)

_____ _____　(_____)

16. What is your religion (if applicable)?

    (a) Christian (Specify _____)
    (b) Hindu
    (c) Islam
    (d) Other (Specify _____)　(_____)

17. Please indicate any special _religious_ responsibilities you are required to carry out and the _average_ amount of time _per week_ for each task.

Eg. Attend religious services　Av. Tm.
　(b)

_____ _____　(_____)

_____ _____　(_____)

_____ _____　(_____)

18. Please indicate any _community_ responsibilities you may also have and the _average_ amount of time you spend _per week_ on each responsibility. Also include any Union responsibilities or other such activities related to your job or economic activity.

　Av. Tm.
Eg. Chairman, Save the Environment Committee　(a)

_____ _____　(_____)

_____ _____　(_____)

_____ _____　(_____)

19. Have you attended, either locally or abroad, any conferences, seminars, short courses or group tours directly related to any of the cultural, social or religious roles that you mentioned above? Please list these below and give approximate dates of each.

Activity   Place   From   To

_____   _____ _____ _____

_____   _____ _____ _____

_____   _____ _____ _____

_____   _____ _____ _____

20. Indicate on the line below what your first language is, that is, the language that you were brought up in. For most people this would be their mother tongue.

_____ _____

21. Please list below **all** the languages that you have some proficiency in, beginning with your mother tongue. Indicate your <u>competency</u> in each language by putting the <u>letter</u> of your choice from the scale given below, in the space provided in the <u>right hand margin</u>:

   (a) *Fluent (able to speak well) and literate (able to read and write competently) in both conversational and formal aspects of the language*
   (b) *Fluent but not literate*
   (c) *Literate but not fluent*
   (d) *Competent in conversation only*
   (e) *Able just to speak and understand a limited number of sentences, phrases and words.*

Language   Competency

_____   a   b   c   d   e   (_____)

_____   a   b   c   d   e   (_____)

_____   a   b   c   d   e   (_____)

_____   a   b   c   d   e   (_____)

22. For this question, please choose one (or more) of the following options:

(a) mother tongue (if not English or French)
(b) English
(c) French
(d) Other (specify the language against the letter (d) in the right hand margin).

Which language did you, or do you use in the following contexts?

. at home   (_____)

. at school   (_____)

. at work   (_____)

. at church   (_____)

. at official functions   (_____)

. at community functions   (_____)

SECTION 3 : ECONOMIC CONTEXT

23. (i) If you are an income earner, indicate the <u>letter</u> of your main source(s) of income in the <u>right hand</u> margin.

(a) paid employment

(b) self-employment

(c) Other (please specify - eg. two main sources in the Pacific would be regular remittances from family living and working abroad, and income from lease of land)   (_____)

_____

(ii) If you answered (a) or (b) above, indicate your occupation or economic activity on the following line

_____

24. How much money, in your local currency, do you currently earn a year?

_____

6

25. What other jobs have you had, or economic activities have you been involved in, either within your own country or abroad, in the past? Please list the details in the table below.

Occupation	Location	From	To

26. (i) How many people, including yourself, do you support/help to support with your income?

_____

(ii) How many other income earners are there in your household?

_____

27. (i) Are you able to fully support your extension studies financially? (a) Yes (b) No   (_____)

(ii) If not, please indicate in the table below the source(s) of assistance that you have had access to in the past four years.

Year	Source of Assist.	Type of Assist.
Eg. 1992	Employer	Reimbursement of fees when passed course
1993		
1992		
1991		
1990		

28. (i) Will you be able to continue to rely on these sources of financial assistance?
(a) Yes   (b) No   (c) Not sure   (_____)

(ii) If you answered no or not sure, please give reasons

_____

_____

29. (i) Is the USP Centre able to assist you in any way eg. time-payment system for fees, or textbook loan? (a) Yes (b) No (c) Not sure   (_____)

(ii) If yes, please specify the kind of
assistance you have had access to:

_____ _____

_____ _____

_____ _____

30. Please make suggestions below about how you
would like your centre to assist you
economically

_____ _____

_____ _____

_____ _____

_____ _____

31. In what way is your involvement in extension
studies related to an improvement in your
economic situation? You may choose more than
one option.
(a) success will earn me one or more increments
(b) success will lead to a promotion
(c) better qualifications will help me improve
the productivity, output or profit of my
business or economic activity
(d) better qualifications will help me extend
the range of my business/economic activity
(e) success will qualify me for a better-paying
job than the one I currently hold
(f) success will qualify me for better
employment opportunities in the future.
(g) Other (please specify)   (_____)

_____ _____

SECTION 4 : EDUCATIONAL BACKGROUND AND

CURRENT INVOLVEMENT

32. (i) At what class, form or year did you leave
school?

_____ _____

(ii) What subjects were you studying then?

_____ _____

_____ _____

(iii) Did you sit for a public examination in
that year? (a) Yes   (b) No   (_____)

(iv) If yes, what public examination did you sit?

_____

(v) Indicate in the table below the subjects that you sat for and your performance in each in the examination.

Subject   Pass   Fail

_____

_____

_____

_____

_____

33. (i) Since leaving school, have you done any other programmes of study or courses either within your own country or abroad?
(a) Yes   (b) No   (_____)

(ii) If yes, please indicate these below

Programme/   Institution/   Date
Course   Location   From   To

_____

_____

_____

_____

34. (i) Indicate in the space below what course(s) you were studying in semester 1, 1993, or are continuing on a year-long schedule.

Course(s)   Study Schedule

_____

_____

_____

(ii) Choosing from the following options,
indicate whether you found/find your study
schedule and the amount of time to complete
your course(s) in (i) above
  (a) too short?   *(d) a little long?*
  (b) a little short? *(e) too long?*
  (c) just right?
Indicate your answer for each course in the
<u>righthand</u> margin.

Course(s): _____ _____   (_____)

           _____ _____   (_____)

           _____ _____   (_____)

(iii) What is/are your reason(s) for choosing
your course(s) in (i) above? You may choose
more than one reason, <u>in order of importance</u>.

(a) interest
(b) gain first qualification
(c) upgrade qualification
(d) change qualification
(e) gain specific skills
(f) broaden education
(g) affordable
(h) leisure
(i) other (specify) _____   (_____)

35. With regard to entering your current university
    programme of study, how would you describe the
    transition to USP from school, or the last
    course of study that you did?

    (a) You were well prepared
    (b) You needed a little additional assistance
    (c) You needed a lot of assistance
    (d) You were barely able to cope
    (e) You were unable to cope   (_____)

36. If you answered (b), (c), (d) or (e) above,
    indicate from the options below, the area(s) in
    which you most needed assistance to facilitate
    your study. You may choose more than one area,
    <u>in order of need</u>.
    (a) study skills
    (b) cognitive skills (eg. ability to understand,
        analyse, assess, etc)
    (c) motivation
    (d) confidence   (_____)

37. How many <u>hours</u> do you spend studying on a <u>daily</u>
    average?
    (a)less than 1   (d) 3
    (b) 1   (e) More than 3
    (c) 2   (Specify _____)   (_____)

38. What kind of courses do you feel are <u>most</u> suitable to your style of learning? You may choose more than one option, <u>in order of preference</u>.
    (a) courses that require you to <u>memorise</u> new knowledge and information
    (b) courses that require you to <u>understand</u> and <u>assimilate</u> new knowledge and information
    (c) courses that expect you to <u>apply</u> this new knowledge and information to work or everyday life situations in a hypothetical or real way
    (d) courses that expect you to be <u>analytical</u> and/or <u>critical</u> about new information or knowledge   (   )

39. Does/do the course(s) that you are currently enrolled in, or have just completed, meet your expectations with regard to your style of learning, and assistance that you received

    (a) fully?
    (b) satisfactorily?
    (c) in a very small way?
    (d) inadequately?   (   )

40. How much of your learning success, and ability to do the required course assignments and tests, would you attribute to your

    (i) <u>employment</u>, and   (   )

    (ii) <u>practical experience</u> in this area (specify   (   )

    _____ _____)
         Use the following options

    (a) less than 25%   (c) up to 75%
    (b) up to 50%   (d) nearly all.

41. With regard to your learning orientation, do you learn more effectively if you study

    (a) entirely on your own?
    (b) with a group sometimes?
    (c) with a group on a frequent and regular basis?
    (d) with a group all of the time?   (   )

42. If you had a choice, would you prefer that what you learned was determined and directed by your course tutor

    (a) right throughout the course?
    (b) for most of the course?
    (c) for some of the course?
    (d) on your request only?   (   )

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43. With regard to your current involvement in
    extension studies, how would you rate your
    confidence to study successfully at a distance?

    (a) very confident
    (b) confident
    (c) a bit unsure
    (d) not sure at all   (_____)

SECTION 5: STUDY ENVIRONMENT AND SUPPORT

44. Using the scale provided below, assess the
    quality of the study facilities and services
    that are available, and that you have access
    to, at home, in your community (eg. town or
    village), at work, and from or at your USP
    Centre or sub-centre

        (a) excellent
        (b) very good
        (c) satisfactory
        (d) inadequate
        (e) not available

A. At home

    (i) study space   (_____)
    (ii) study facilities   - references   (_____)
                  - laboratory facilities   (_____)
    (iii)equipment - telephone   (_____)
                  - cassette player   (_____)
                  - video facilities   (_____)
                  - word processor/computer   (_____)
                  - other(s) (specify) _____   (_____)
    (iv) tutorial support   (_____)
    (v) moral support/encouragement   (_____)

B. In the Community

    (i) study space   (_____)
    (ii) study facilities - library   (_____)
                  - science laboratory   (_____)
                  - other(s) (specify)_____   (_____)
    (iii)equipment - telephone   (_____)
                  - cassette player   (_____)
                  - video facilities   (_____)
                  - word processor/computer   (_____)
                  - other(s) (specify)_____   (_____)
    (iv) tutorial support - resource personnel   (_____)
                  - peer tutorial   (_____)
    (v) moral support/encouragement   (_____)
    (vi) information related to your study   (_____)

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C. **At work**
   (i) study space   (_____)
      (ii) study facilities - library   (_____)
                  - science laboratory   (_____)
                  - other(s) (specify)_____ (_____)
  (iii)equipment - telephone   (_____)
                  - cassette player   (_____)
                  - video facilities   (_____)
                  - wordprocessor/computer   (_____)
                  - other(s) (specify)_____ (_____)
   (iv) tutorial support - resource personnel (_____)
                  - peer tutorial   (_____)
   (v) moral support/encouragement   (_____)
   (vi) information related to your study   (_____)

D. **At your USP Centre/Sub-centre** (tick whichever is applicable to you)

   (i)study space   (_____)
   (ii) study facilities - library   (_____)
                  - laboratory   (_____)
                  - other(s) (specify)_____ (_____)
  (iii)equipment - telephone   (_____)
                  - cassette player   (_____)
                  - video facilities   (_____)
                  - wordprocessor/computer   (_____)
                  - satellite/radio terminal (_____)
                  - other(s) (specify)_____ (_____)
   (iv) tutorial support   - local tutor   (_____)
                      - course tutor   (_____)
                      - satellite   (_____)
                      - peer group   (_____)
   (v) information related to your study   (_____)
   (vi) moral support/encouragement   (_____)

45. Choosing one of the following options:

        (a) less than 5 kms
        (b) 6 - 10 kms
        (c) 11 - 15 kms
        (d) more than 15 kms. Please specify how many next to this letter, in the margin
        (e) on another island

   indicate the location of your USP Centre or Sub-centre
   (i) from your home   (_____)

   (ii) from your workplace   (_____)

(If your Centre or Sub-centre is more than 20 kms away or on another island, do not answer 46 and 47).

46. (i) Do you have your own vehicle, or can you always borrow some means of transport to your USP Centre or location of support services?
        (a) Yes   (b) No   (_____)

(ii) If yes, please indicate what kind in the right hand margin, from the following choices

(a) Car/van   (c) bicycle
(b) motorcycle (d) other _____   (_____)

47. (i) Are you able to catch a bus to the location of your support services? (a) Yes   (b) No   (_____)

(ii) If yes, how regular is your bus service?

       (a) 15 - 30 mins or less
       (b) 30mins. - 1 hour
       (c) 1 - 2 hours
       (d) more than 2 hours. Indicate how many next to this choice, in the margin.   (_____)

48. (i) Given your answers to questions 46 and 47, how often do you use your centre facilities and tutorial services? Indicate the letter of one of the following options in the righthand margin:

       (a) always   (d) rarely
       (b) most of the time (e) never
       (c) sometimes   (_____)

(ii) If you answered (c), (d) or (e) above, give your reasons for infrequent- or non-attendance on the following lines:

_____ _____

_____ _____

_____ _____

_____ _____

49. (i) How much time do you spend travelling to and from work each day?

_____ mins.   _____ hours.

(ii) How much time do you spend daily at work?

_____ hours.

For questions 50 and 51, use the following scale:

    (a) anytime during office hours
    (b) often
    (c) sometimes
    (d) extremely limited opportunity
    (e) not at all

50. With regard to your working hours and conditions, how often can you have access to your study support facilities at

    - work   (_____)

    - in the community   (_____)

    - your centre/sub-centre   (_____)

51. With regard to distance and/or transportation, how how well can you access your

    - community facilities   (_____)

    - centre facilities   (_____)

52. Please use the following lines to make any comment(s) you may wish to, in support of your answer(s) to any quest.on(s) above. Remember, your comments will be held in strict confidence.

_____

_____

_____

_____

_____

_____

The questionnaire is now complete. Please hand it in to your USP Centre, or send it to the researcher using the stamped and addressed envelope, if you have been provided with one. Thank you for your invaluable assistance and co-operation.

The University of the South Pacific

EXTENSION SERVICES

P.O. Box 1168, Suva, Fiji
Telephone: 313900
Cables: University Suva
Telex: 2276 USP FJ
Fax: (679)300482

Your Ref:
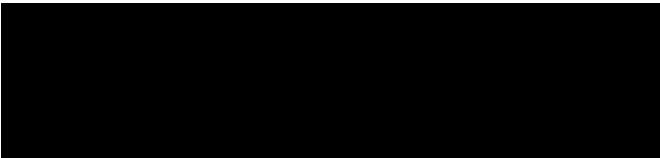
Our Ref:

15 October, 1993

Dear Student,

Some weeks ago I sent out to you a questionnaire, with a request that you fill it in and return it to me using the stamped return envelope provided.

If you have already done this, I thank you for your co-operation and ask that you ignore this letter.

If you have not completed and returned your questionnaire, please consider this a gentle reminder that it is now due and I would greatly appreciate receiving it back before the end of October, when I will be leaving Fiji. I appreciate also the pressure that you are undergoing at this time just prior to your final examinations and hope that you will be able to allocate half an hour to return to me information vital to this research project in the interest of making learning at a distance more effective than it currently is.

I look forward to hearing from you and wish you well in your preparations for your forthcoming exams if you are undertaking them.

Yours sincerely

Eileen Tuimalealiifano

Appendix 5: List of interview questions

1.   Personal Information

(a) Name, age, marital status, number of children, family (type, number, ages)
(b) Where do you live? How accessible to your USP Centre?

2.   Socio-economic circumstances

(a) Employment
(b) Who else works in the family?
(c) Financial commitments eg family support, education, church and community donations.
(d) Can you afford your extension studies?
(e) Do you have any community, cultural and/or religious obligations and commitments? In what way do you express these obligations/commitments?

3.   Educational Background

(a) What level - secondary? post-secondary?
(b) Subjects?
(c) English use?
(d) Family attitude towards education?

4.   Extension Studies

(a) When did you start?
(b) Why? short and long term goals.
(c) How prepared were you for independent learning?
(d) What kind of learning assistance did you need?
(e) Was your educational background helpful in preparing you for distance study?
(f) How motivated and confident were you to return to formal study? Describe.
(g) How helpful are your work and life experiences in your learning?
(h) How do you learn best? On your own, with a group, with tutorial assistance, in a classroom?
(i) Describe factors which were motivating or discouraging in your return to formal study.

5.   Your local USP Centre

(a) What kind of study support do you receive from your Centre?
(b) Does it meet your learning requirements?
(c) What kind of support services and facilities would you like your Centre to provide for you?
(d) Do you feel that you a bona fide USP student and that your qualifications as an extension student are equal in quality to those obtained on campus?

Appendix 6: Factor loading matrix for 10 factor model and tables of bivariate and partial correlations

	Correlation matrix							
	AGE RA...	MARITA...	NO OF C...	FAMILY...	NO IN HH...	GENERA...	HOME	COMM F...
AGE RANGE	1							
MARITAL...	.572	1						
NO OF CH...	.666	.64	1					
FAMILY T...	-.066	-.022	-.001	1				
NO IN HH...	.078	.037	.255	.229	1			
GENERAT...	-.103	-.016	.002	.38	.273	1		
HOME	-.088	-.114	-.023	.131	.099	.068	1	
COMM FA...	.095	.04	.061	.043	.061	.039	.376	1
WORK FA...	-.018	-.121	-.12	.028	-.047	-.044	.207	.287
O'ALL CE...	.145	.087	.032	-.094	-.064	-.002	.042	.256
FIRST LA...	.016	-.005	.097	.054	.127	.045	2.837E-4	-.166
GEN ENGL...	-.01	-.085	.031	.183	.123	.148	.272	.085
STUDIES...	-.05	.049	.131	.119	.086	-.001	.325	.113
CONT SU...	-.046	-.041	-.176	-.057	-.075	.067	-.106	.023
LAST FO...	-.066	-.021	.031	-.056	-.029	-.02	-.043	-.001
SUBJECTS	-.346	-.248	-.307	.034	-.005	.019	.03	.064
PERFORM...	-.046	.012	.043	.036	.038	.118	-.037	.028
EMPLOY...	-.084	.061	-.052	.032	.065	-.04	.063	.061
TRANS	-.127	-.054	.013	.037	.11	.106	.125	.011
STUDY A...	-.04	.089	-.006	-.003	.052	.066	.041	.068
STUDY C...	-.008	-.03	.05	.024	.047	-.002	.143	.032
LEARN O...	.022	-.03	.097	-.038	.123	-.07	.124	.063
CODE INC...	.346	.347	.276	-.057	-.065	-.014	-.116	.002
HOURS S...	.04	.04	.149	-.01	.076	-.115	-.115	.033
CENTRE...	-.006	.053	.01	.007	-.067	.047	.131	.119
GENDER	.084	.009	.022	-.069	-.001	.019	-.097	-.092
RELIG TIME	.001	.051	.075	.012	.015	.072	.109	-.037
COMMUNI...	.118	.123	.167	-.004	.107	-.038	.123	.019
GEN LAN...	.048	.021	.015	.042	-.006	.071	.037	.11
PEOPLE S...	.196	.201	.331	.178	.47	.074	.145	.102
EC REAS...	-.125	-.09	-.067	.051	.105	.058	.008	.073
OTHER S...	-.057	-.109	-.096	.03	-.008	-.014	.052	.032
LEARNIN...	.025	.007	.007	.03	.035	.024	-.018	-.024
ETHNICITY	-.065	-.085	-.242	-.31	-.22	-.053	-.163	.08
CULTURE	-.012	-.028	-.005	.004	.028	.023	.08	-.025
HOUSEHO...	.059	.139	.176	-.052	-.074	-.005	.023	.12
OTHER E...	-.16	-.156	-.09	.139	.428	.209	-.053	.001
COURSE...	.063	.046	-.031	-.02	-.104	.024	.061	-.055
LEARN DI...	.032	.065	.043	.05	-.067	.006	-.025	.017
AGE CODE	.623	.598	.666	-.068	.076	-.106	-.054	.057

Correlation matrix

	WORK F...	O'ALL C...	FIRST L...	GEN ENG...	STUDIES...	CONT SU...	LAST FO...	SUBJECTS
WORK FA...	1							
O'ALL CE...	.122	1						
FIRST LA...	-.027	-.164	1					
GEN ENGL...	.088	-.12	.107	1				
STUDIES ...	.009	-.057	.122	.163	1			
CONT SU...	.019	.042	-.194	-.101	-.491	1		
LAST FO...	.034	.078	-.091	-.016	-.08	.043	1	
SUBJECTS	.023	-.011	-.115	-.044	.071	.039	.162	1
PERFORM...	-.024	-.003	-.008	-.015	.097	-.048	.16	.178
EMPLOY...	-.079	-.083	-.05	-.027	.214	-.021	-.008	.009
TRANS	.044	-.045	.024	.094	.121	.027	.064	.108
STUDY A...	.034	.046	.078	.049	.011	.071	.003	.043
STUDY C...	.111	-.002	.028	.007	.03	.105	-.033	-.046
LEARN O...	.016	-.036	-.077	.014	.066	-.016	-.068	.124
CODE INC...	-.219	.15	-.022	-.099	-.008	-.144	-.03	-.166
HOURS S...	.086	-.088	.048	-.084	.001	.036	.144	.044
CENTRE ...	.038	.176	-.111	-.031	.109	-.116	-.116	-.066
GENDER	-.011	-.109	-.047	-.124	-.126	.147	.106	.008
RELIG TIME	-.005	.006	.132	.095	.224	-.072	.019	-.015
COMMUNI...	9.558E-5	.014	.091	.024	.045	-.011	.131	-.131
GEN LAN...	.155	.149	.074	-.052	.035	-.095	-.064	-.003
PEOPLE S...	-.091	-.032	.221	.142	.21	-.136	-.1	-.092
EC REAS...	.18	.038	.045	-.022	-.025	.106	-.08	.092
OTHER S...	.053	.021	.058	.053	-.016	-.056	-.043	-.012
LEARNIN...	-.03	.055	.08	.035	-.059	-.025	.026	-.123
ETHNICITY	.114	.214	-.199	-.229	-.179	.158	.014	.333
CULTURE	-.003	-.111	.158	.084	.112	-.016	.034	-.075
HOUSEHO...	-.092	.055	.106	.023	.156	-.131	-.01	-.053
OTHER E...	.004	-.157	.113	.077	.07	.015	-.106	-.05
COURSE ...	.12	.019	-.048	-.073	-.07	.063	.015	.025
LEARN DI...	-.07	-.033	-.071	-.05	.039	-.085	-.089	-.114
AGE CODE	-.146	.209	.041	-.021	.015	-.05	-.074	-.335

Corr:lation matrix

	PERFOR...	EMPLOY...	TRANS	STUDY ...	STUDY C...	LEARN O...	CODE IN...	HOURS S...
PERFORM...	1							
EMPLOY...	.101	1						
TRANS	.106	-.001	1					
STUDY A...	-.004	.01	.43	1				
STUDY C...	-.079	-.169	.3	.173	1			
LEARN O...	.017	.062	.21	.052	.232	1		
CODE INC...	-.029	.08	-.155	-.157	-.128	-.036	1	
HOURS S...	.02	-.049	.072	-.05	-.095	.092	-.23	1
CENTRE ...	.016	.081	.063	.089	.099	.05	.119	-.144
GENDER	.054	.013	.058	.156	.085	.06	-.156	-.017
RELIG TIME	-.027	.101	.007	-.093	-.059	-.093	.06	-.002
COMMUNI...	-.04	-.003	-.099	-.048	.026	.018	.162	.019
GEN LAN...	-.002	-.147	.028	.088	.022	-.005	-.01	.003
PEOPLE S...	-.007	.032	.076	.003	.055	.033	.211	-.021
EC REAS...	.023	-.163	.002	-.002	.13	.037	-.135	.109
OTHER S...	-.036	-.008	-.01	-.032	-.042	-.064	-.064	-.058
LEARNIN...	.067	.049	.006	.017	-.079	.037	.039	.099
ETHNICITY	-.048	-.038	-.08	.049	-.107	.041	-.138	.159
CULTURE	.113	.001	.056	-.037	.098	.007	.12	-.001
HOUSEHO...	-.03	-.016	.021	.069	-.044	-.034	.264	.033
OTHER E...	.014	.037	.003	.007	.05	.025	-.059	-.095
COURSE ...	.093	.007	.01	.004	.125	-.005	.004	-.01
LEARN DI...	-.119	.037	-.014	-4.98E-4	-.05	-.061	.064	-.055
AGE CODE	.016	-.064	-.049	-.011	-.018	-.036	.457	-.01

Correlation matrix

	CENTRE ...	GENDER	RELIG TI...	COMMU...	GEN LAN...	PEOPLE ...	EC REAS...	OTHER S...
CENTRE ...	1							
GENDER	-.103	1						
RELIG TIME	.018	-.213	1					
COMMUNI...	.09	-.167	.293	1				
GEN LAN...	.106	-.059	-.058	-.089	1			
PEOPLE S...	-.019	-.108	.183	.188	-.036	1		
EC REAS...	-.02	-.02	-.119	-.026	-.054	-1.80E-4	1	
OTHER S...	.003	-.06	.042	-.052	-.101	.084	-.01	1
LEARNIN...	.053	-.074	.034	-.043	-.036	.088	.116	.047
ETHNICITY	-.019	-.028	-.163	-.182	.082	-.309	.155	-3.33E-4
CULTURE	-.069	-.04	.131	.078	.014	.103	.059	.056
HOUSEHO...	.078	-.194	.189	.129	.067	.107	-.05	.01
OTHER E...	-.102	.079	-.016	.048	.003	.147	.057	-.123
COURSE ...	-.073	.065	.049	-.059	.055	.022	.071	.018
LEARN DI...	.157	-.084	.031	.089	-.04	-.081	.11	.056
AGE CODE	.107	-.087	.102	.244	-.038	.273	-.076	-.126

Correlation matrix

	LEARNIN...	ETHNICITY	CULTURE	HOUSEH...	OTHER E...	COURSE ...	LEARN D...	AGE CODE
LEARNIN...	1							
ETHNICITY	-.035	1						
CULTURE	.014	-.226	1					
HOUSEHO...	.1	-.009	.178	1				
OTHER E...	.072	-.189	.038	-.133	1			
COURSE ...	.114	-.033	.016	-.132	.061	1		
LEARN DI...	.001	-4.54E-4	.007	-.014	-.099	.003	1	
AGE CODE	-.001	-.195	.068	17	-.142	-.004	.03	1

Partials in off-diagonals and Squarec Multiple R in diagonal

	AGE RA...	MARITA...	NO OF C...	FAMILY ...	NO IN HH...	GENERA...	HOME	COMM F...
AGE RANGE	.631							
MARITAL...	.134	.548						
NO OF CH...	.362	.324	.72					
FAMILY T...	.015	.03	-.036	.242				
NO IN HH...	.105	-.077	.155	.041	.528			
GENERAT...	-.107	.063	.097	.334	.222	.323		
HOME	-.091	-.079	.016	.031	.113	.019	.41	
COMM FA...	.127	.001	-.007	-.02	-.083	.049	.364	.367
WORK FA...	.102	-.005	-.05	.052	-.04	-.087	.074	.223
O'ALL CE...	.03	-.046	-.093	-.081	.069	.054	-.008	.18
FIRST LA...	.029	-.058	.022	-.027	-.056	.05	.014	-.167
GEN ENGL...	.1	-.075	.003	.061	-.037	.114	.156	.011
STUDIES ...	-.003	.066	.061	.054	-.163	-.029	.258	-.028
CONT SU...	.041	.064	-.129	-.015	-.114	.119	.036	.05
LAST FO...	-.12	-.01	.176	-.003	.035	-.034	-.045	.026
SUBJECTS	-.164	-.009	-.075	.074	.131	-.078	-.032	.099
PERFORM...	-.032	-.014	.07	-.009	-.015	.12	-.116	.075
EMPLOY...	-.107	.127	-.044	.048	.178	-.131	-.02	.119
TRANS	-.071	-.068	.004	-.029	.018	.09	.05	-.082
STUDY A...	-.039	.18	-.065	-.03	.053	-.002	-.041	.071
STUDY C...	-.007	-.011	.097	.041	-.007	-.068	.012	.022
LEARN O...	.01	-.065	.156	-.037	.069	-.087	.077	.004
CODE INC...	.16	.089	-.081	-.055	-.164	.115	-.082	-.007
HOURS S...	-.046	.004	.163	-.057	.118	-.086	-.167	.117
CENTRE ...	-.063	-.003	-.047	-.037	-.041	.096	.056	.011
GENDER	.188	-.017	.038	-.067	-.067	.071	.007	-.066
RELIG TIME	-.011	-.002	.019	-.071	-.054	.13	-.008	-.081
COMMUNI...	.038	.006	-.064	.001	.018	-.041	.155	-.072
GEN LAN...	.032	.028	.038	.062	.036	.024	-.009	.064
PEOPLE S...	-.031	.038	.072	.095	.396	-.102	-.008	.13
EC REAS...	-.166	.001	.047	.029	.144	.004	-.05	.054
OTHER S...	.004	-.034	.003	.075	.045	-.049	-.029	.058

Partials in off-diagonals and Squared Multiple R in diagonal

	AGE RA...	MARITA...	NO OF C...	FAMILY ...	NO IN HH...	GENERA...	HOME	COMM F...
LEARNIN...	.075	.002	-.056	.077	-.05	-.029	.042	-.059
ETHNICITY	.175	.034	-.137	-.069	-.099	.091	-.078	.004
CULTURE	.038	-.031	-.155	-.042	.006	.023	.057	-.043
HOUSEHO...	-.124	-.013	.15	-.038	-.062	.013	-.052	.155
OTHER E...	-.151	-.066	-.033	.003	.425	.049	-.249	.167
COURSE ...	.127	.061	-.072	-.055	-.213	.082	.175	-.159
LEARN DI...	-.004	.006	.075	.065	1.391E-4	1.339E-4	-.079	.092
AGE CODE	.167	.173	.337	.024	.009	-.166	-.012	.023

Partials in off-diagonals and Squared Multiple R in diagonal

	WORK F...	O'ALL C...	FIRST L...	GEN ENG...	STUDIES...	CONT SU...	LAST FO...	SUBJECTS
WORK FA...	.262							
O'ALL CE...	.06	.293						
FIRST LA...	.016	-.081	.239					
GEN ENGL...	.076	-.096	.014	.221				
STUDIES ...	-.034	.046	-.024	.033	.473			
CONT SU...	-.057	.02	-.163	-.028	-.467	.389		
LAST FO...	.043	.142	-.074	.046	-.064	-.018	.241	
SUBJECTS	-.074	-.053	-.018	.001	.124	.034	.14	.375

Partials in off-diagonals and Squared Multiple R in diagonal

	WORK F...	O'ALL C...	FIRST L...	GEN ENG...	STUDIES...	CONT SU...	LAST FO...	SUBJECTS
PERFORM...	-.021	-.003	.004	-.038	.077	-.035	.101	.168
EMPLOY...	-.022	-.077	.022	-.044	.242	.145	-.011	-.113
TRANS	.049	-.029	-.044	.025	.058	.044	.077	.055
STUDY A...	-.014	.048	.133	.066	-.005	.03	-.011	.015
STUDY C...	.032	.017	.045	-.074	.062	.124	.006	-.081
LEARN O...	-.026	-.012	-.085	.028	-.014	-.026	-.155	.133
CODE INC...	-.102	.068	-.056	-.107	-.106	-.157	.07	.071
HOURS S...	.06	-.123	.064	-.084	.082	.06	.096	-.042
CENTRE ...	.051	.085	-.114	-.045	.024	-.096	-.107	-.021
GENDER	-.002	-.069	-.02	-.153	-.025	.059	.128	.023
RELIG TIME	.063	.058	.063	.016	.156	.068	-.012	.088
COMMUNI...	.051	-.029	.056	-.052	-.06	.049	.231	-.047
GEN LAN...	.111	.12	.117	-.08	.015	-.052	-.064	-.028
PEOPLE S...	-.063	-.028	.137	.038	.125	.05	-.104	.03
EC REAS...	.168	.04	.095	-.005	.083	.115	-.121	.038
OTHER S...	.037	.058	.064	.005	-.049	-.049	-.051	-.054

Partials in off-diagonals and Squared Multiple R in diagonal

	WORK F...	O'ALL C...	FIRST L...	GEN ENG...	STUDIES...	CONT SU...	LAST FO...	SUBJECTS
LEARNIN...	-.065	.09	.055	.032	-.126	-.045	.089	-.144
ETHNICITY	.051	.158	-.074	-.139	-.053	.022	-.033	.296
CULTURE	.025	-.096	.075	.026	.063	.064	.079	-.048
HOUSEHO...	-.073	-.029	.05	.007	.091	-.011	-.042	-.018
OTHER E...	.036	-.098	.063	.027	.179	.078	-.123	-.129
COURSE ...	.107	.012	-.094	-.089	-.114	-.038	.023	.102
LEARN DI...	-.106	-.076	-.073	-.049	.034	-.075	-.067	-.092
AGE CODE	-.083	.206	.022	.015	-.023	.089	-.144	-.095

Partials in off-diagonals and Squared Multiple R in diagonal

	PERFOR...	EMPLOY...	TRANS	STUDY ...	STUDY C...	LEARN O...	CODE IN...	HOURS S...
PERFORM...	.186							
EMPLOY...	.086	.257						
TRANS	.103	-.003	.358					
STUDY A...	-.061	.027	.405	.315				
STUDY C...	-.121	-.18	.229	.027	.3			
LEARN O...	-.006	.086	.15	-.041	.185	.213		
CODE INC...	-.086	.136	1.786E-4	-.152	-.091	.066	.472	
HOURS S...	-.061	-.058	.133	-.125	-.174	.067	-.232	.303
CENTRE ...	.057	.095	.011	.059	.134	.026	.05	-.053
GENDER	.018	.051	-.029	.154	.011	.049	-.124	-.055
RELIG TIME	-.084	.082	.048	-.106	-.052	-.078	-.097	-.015
COMMUNI...	.022	-.027	-.159	.059	.042	.097	.045	.072
GEN LAN...	-.002	-.164	.009	.053	-.048	-.003	.001	-.003
PEOPLE S...	-.05	-.061	.064	-.016	.015	-.045	.18	-.033
EC REAS...	.036	-.181	-.057	-.04	.097	-.014	.001	.044
OTHER S...	-.017	-.041	.02	-.026	-.057	-.04	-.051	-.079

Partials in off-diagonals and Squared Multiple R in diagonal

	PERFOR...	EMPLOY...	TRANS	STUDY ...	STUDY C...	LEARN O...	CODE IN...	HOURS S...
LEARNIN...	.083	.059	4.047E-4	.045	-.094	.096	.004	.128
ETHNICITY	-.068	.058	-.08	.079	-.05	.073	-.086	.143
CULTURE	.144	.008	-.004	-.027	.113	.039	.119	.064
HOUSEHO...	-.056	-.066	.009	.116	-.014	-.047	.206	.024
OTHER E...	-.033	-.069	-.031	-.011	-.002	-.002	.079	-.145
COURSE ...	.113	.088	-.04	.032	.157	-.017	.011	.07
LEARN DI...	-.138	.016	.073	.022	-.086	-.061	.018	-.07
AGE CODE	.065	-.106	.076	.025	-.081	-.095	.211	-.032

Partials in off-diagonals and Squared Multiple R in diagonal

	CENTRE ...	GENDER	RELIG TI...	COMMU...	GEN LAN...	PEOPLE ...	EC REAS...	OTHER S...
CENTRE ...	.214							
GENDER	-.021	.244						
RELIG TIME	-.015	-.124	.266					
COMMUNI...	.091	-.122	.237	.287				
GEN LAN...	.109	-.068	-.049	-.07	.182			
PEOPLE S...	-.025	-.011	.085	.081	-.035	.438		
EC REAS...	-.01	.014	-.122	.021	-.131	-.011	.247	
OTHER S...	.023	-.02	.018	-.035	-.15	.104	-.056	.134

Partials in off-diagonals and Squared Multiple R in diagonal

	CENTRE ...	GENDER	RELIG TI...	COMMU...	GEN LAN...	PEOPLE ...	EC REAS...	OTHER S...
LEARNIN...	.099	-.072	.046	-.117	-.053	.084	.152	.025
ETHNICITY	-.039	-.114	-.065	-.07	.049	-.083	.152	.023
CULTURE	-.1	.01	.066	-.033	.077	.003	.096	.086
HOUSEHO...	.012	-.073	.117	.072	.046	-.011	-.024	.01
OTHER E...	-.066	.092	-.027	.12	-.004	-.075	-.05	-.165
COURSE ...	-.113	-4.27E-4	.092	-.087	.095	.116	.088	.059
LEARN DI...	.125	-.051	.025	.125	-.034	-.123	.161	.039
AGE CODE	.103	-.076	.033	.126	-.125	.026	.021	-.127

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