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Abstract

This study explores the compensatory relationship between academic and social integration, and also assesses the differences of group specific academic and social integration in a small university in the Pacific as perceived by the students. In order to reduce attrition through developing a relevant retention policy, a comprehensive group specific assessment of academic and social integration was necessary. Using the Tinto model and research instruments, an institutional academic and social integration assessment instrument was developed for measuring perceived integration climate for specific subject and year of studies groups. An important outcome of this study was the existence of a compensatory relationship between academic and social integration. Differences were found between perceived ratings of student groups for both academic and social integration. (HRK / Abstract übernommen)