



How do daily activities and personality predict academic and social engagement change in university students?

Kristina Mouzakis & Daniel J. Ozer
University of California, Riverside



INTRODUCTION

- Engagement: physical and psychological energies toward purposeful activities that will lead to desired outcomes (Astin, 1984).
- Students who are immersed in their academics, who develop social networks, and who collaborate with peers can benefit academically (e.g., better grades and richer knowledge) (Zhao & Kuh, 2004) and personally by learning new social roles that may have implications for their future self.
- Academic and social engagement levels may change during the course of students' academic careers (Roebken, 2007) depending on which experiences they value most.
- Knowing more about which variables predict engagement changes may allow for better student interventions in the future.

METHOD

Table 1. Descriptive statistics

| | Mean Age | N | Female | Male | 1 st year % | 2 nd year % | 3 rd year % | 4 th year % |
|-------------|----------|-----|--------|------|------------------------|------------------------|------------------------|------------------------|
| Full Sample | 19.87 | 313 | 213 | 73 | 21.60 | 31.40 | 32.10 | 12.80 |
| Subsample | 20.23 | 64 | 50 | 14 | 12.50 | 35.90 | 43.80 | 7.80 |

Table 2. Race/ ethnicity statistics

| | Asian % | Hispanic/Latino % | African American % | Caucasian % |
|-------------|---------|-------------------|--------------------|-------------|
| Full Sample | 51.80 | 27.20 | 2.90 | 9.30 |
| Subsample | 39.10 | 40.60 | 4.70 | 12.50 |

- Academic Engagement Scale, 24 items ($\alpha = .90$)
- Social Engagement Scale, 11 items ($\alpha = .85$)
- Daily Activities Measure, 20 hour day
15 activities: 1. In class 6. Eating 11. Exercise
2. Studying 7. Locomotion (travel) 12. Shopping/ errands
3. Sleeping 8. Work 13. Recreation
4. Activity with friend 9. Grooming 14. Activity with family
5. Relaxation 10. Activity with romantic partner 15. Housework
- Big Five Inventory (BFI) ($\alpha = .72 - .83$)

RESULTS

Figure 1. Academic engagement and select Activities correlations (n = 313)

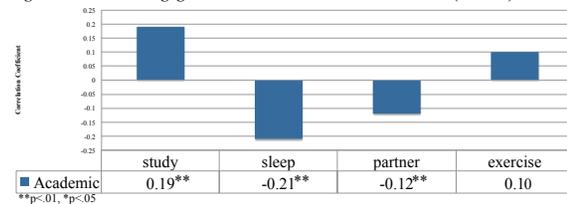


Figure 2. Social engagement and select Activities correlations (n = 313)

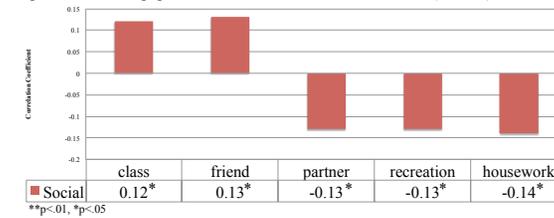


Figure 3. Hours Spent on Activities in a 20 hour Day (n = 313)

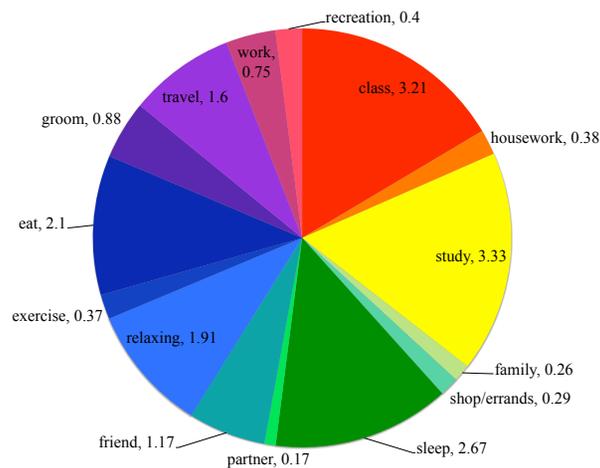


Table 3. Academic and Social Engagement Time 1 and Time 2 correlations

| | Academic engagement T1 | Social engagement T1 | Academic engagement T2 |
|------------------------|------------------------|----------------------|------------------------|
| Academic engagement T1 | - | .48** | .70** |
| Social engagement T1 | .48** | - | .41** |
| Academic engagement T2 | .70** | .41** | - |
| Social engagement T2 | .45** | .72** | .59** |

**p<.01, *p<.05

If you have questions pertaining to the above research, you may contact the first author via email at kmouz001@ucr.edu

Figure 4. Academic and Social Engagement and Personality traits correlations (n = 313)

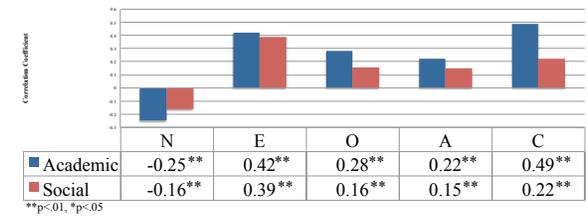


Table 4. Regression analyses (n = 64)

| | Academic Engagement Time 2 | | | Social Engagement Time 2 | | |
|-------------------|----------------------------|----------|----------|--------------------------|----------|----------|
| | Beta | t | p | Beta | t | p |
| AE Time 1 | .55 | 4.92 | .00 | - | - | - |
| SE Time 1 | - | - | - | .56 | 4.69 | .00 |
| Neuroticism | -.01 | -.07 | .94 | -.01 | -.12 | .90 |
| Extraversion | .14 | 1.29 | .20 | .14 | 1.34 | .19 |
| Openness | .10 | 1.07 | .29 | .07 | .74 | .46 |
| Agreeableness | -.07 | -.56 | .58 | .21 | 1.84 | .07 |
| Conscientiousness | .08 | .73 | .47 | .04 | .33 | .74 |
| Study | .13 | 1.40 | .17 | - | - | - |
| Sleep | -.12 | -1.34 | .19 | - | - | - |
| Partner | .13 | 1.40 | .17 | -.07 | -.70 | .49 |
| Exercise | .15 | 1.50 | .14 | - | - | - |
| Class | - | - | - | .12 | 1.35 | .18 |
| Friend | - | - | - | .14 | 1.45 | .15 |
| Recreation | - | - | - | .12 | 1.27 | .21 |
| Housework | - | - | - | .14 | 1.48 | .14 |
| Model fit | R | F | p | R | F | p |
| | .77 | 7.59 | .00 | .80 | 8.39 | .00 |

DISCUSSION

- These results suggest that personality traits and certain daily activities relate to students' capacity to successfully engage in the university environment not only academically but also socially.
- Academic and Social engagement at Time 1 are stronger predictors of Academic and Social engagement at Time 2, respectively, than are personality traits and activities but a larger Time 2 sample will help establish a better model.

REFERENCES

- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of college student personnel*, 25(4), 297-308.
- Roebken, H. (2007). The influence of goal orientation on student satisfaction, academic engagement and achievement. *Electronic Journal of Research in Educational Psychology*, 5(3), 679-704.
- Zhao, C-M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45, 115-138.