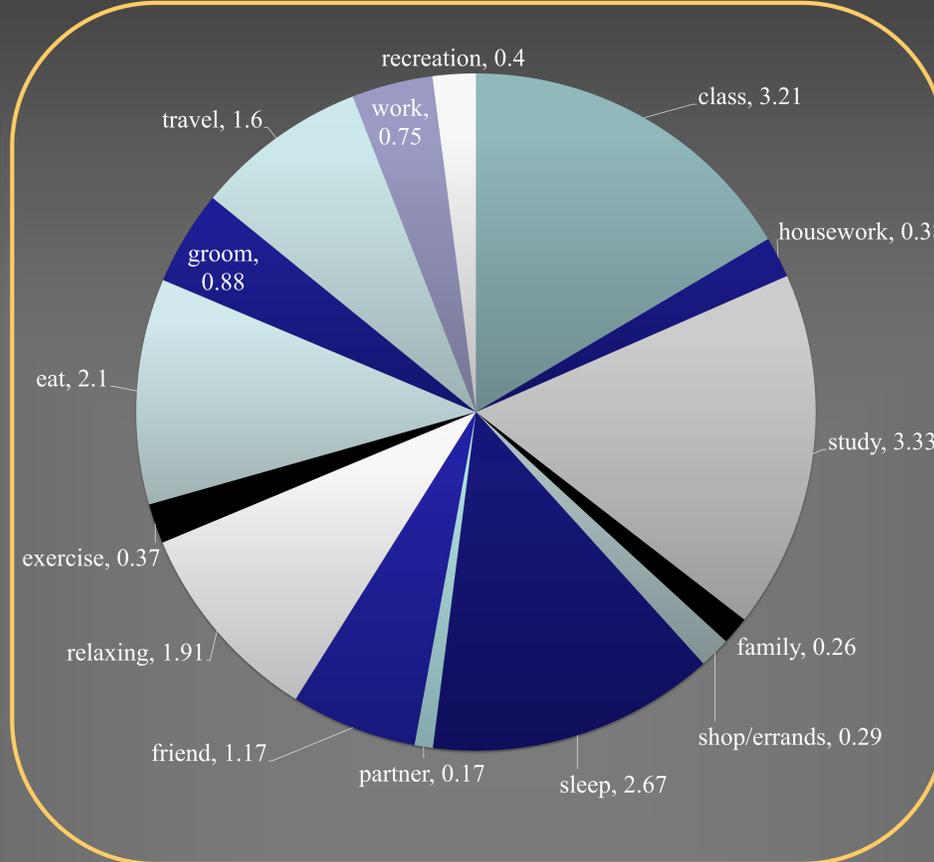




INTRODUCTION

- How students spend their time may strongly influence:
 - their academic outcomes,
 - the breadth of their education, and
 - other general life outcomes
- Personality has been used to predict important life outcomes such as:
 - subjective well- being, longevity, relationships, occupational performance (Ozer & Benet- Martinez, 2006), and
 - academic achievement has more consistently been related to:
 - conscientiousness, agreeableness, and inverse neuroticism (Poropat, 2009), and
 - students high on conscientiousness (and low on neuroticism) tend to focus efforts on academics (Bauer & Liang, 2003)
- Previous research on how students spend their time has focused mostly on:
 - time studying,
 - time in class, and
 - time spent with family and friends.
- The current research uses a more extensive list of student activities and utilizes the big five personality traits to predict these behaviors.

Figure 1. Mean student activities in a 20 hour day



METHOD

Participants

Tables 2a & 2b. Participant demographic information

Mean Age	N	Female %	1 st yr %	2 nd yr %	3 rd yr %	4 th yr %
19.87	313	72.8	24.6	31.6	30.0	12.5
		Asian %	Hisp/Latino %	Afr. American %	Caucasian %	
		51.8	27.2	2.9	9.3	

Measures

Daily Activities Measure

20 hour day (7am to 3am)

15 activities

List of Activities:

1. In class	9. Grooming
2. Studying	10. Activity with romantic partner
3. Sleeping	11. Exercise
4. Activity with friend	12. Shopping/ errand
5. Relaxation	13. Recreation
6. Eating	14. Activity with family
7. Locomotion (travel)	15. Housework/chores
8. Work	



Big Five Inventory ($\alpha = .72 - .83$)

44 items

Table 2. Beta values and model fit statistics for the activity outcomes and trait predictors

Outcomes	class	studying	sleeping	activities with friends	relax	eating	locomotion	work	groom	activities with partner	exercise	shopping	recreation	activities with family	housework
Neuroticism	-.00	.14*	.01	-.12	-.07	.23**	.03	.05	.10	.06	.21*	.01	-.08	.05	.16*
Extraversion	.07	.05	-.00	-.03	-.10	-.03	-.04	.06	.06	.04	-.00	-.07	-.07	-.06	-.06
Openness	-.09	-.04	.02	.07	.15*	-.14*	-.10	.01	.05	-.02	.01	-.03	.12*	.07	.08
Agreeableness	.10	.14*	-.07	.02	.14*	-.06	.10	-.04	.08	.01	.00	-.02	-.09	.07	-.07
Conscientiousness	-.09	.13*	.16*	-.17*	-.08	.04	.04	.04	.02	-.08	-.01	.03	-.10	.13	.19*
R	.14	.20	.21	.18	.22	.24	.17	.09	.12	.11	.20	.08	.17	.17	.23
Adjusted R²	.00	.02	.03	.02	.03	.04	.01	-.01	-.00	-.00	.03	-.01	.01	.01	.04
F	1.17	2.55*	2.76*	2.02	3.13*	3.63*	1.34	.51	.83	.74	2.65*	.40	1.88	1.82	3.48*

CONCLUSIONS

- Neuroticism and Conscientiousness each independently predicted the most behaviors. Both of these are often associated with various student academic behaviors including academic achievement and involvement.
- There may be displacement effects between activities that are academically oriented compared to socially oriented; replication is needed.
- More work needs to be done to determine variables that may mediate the relations between the traits and these student behaviors (e.g., year of study, age).

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