



### INTRODUCTION

Studies have examined the amount of time students spend studying, and how that may affect their academic performance (Stinebrickner & Stinebrickner, 2004; Babcock & Marks, 2010), and the US Labor Bureau publishes data annually on how U.S. university students generally spend their days. Personality traits have been used to predict important life outcomes such as subjective well-being, longevity, relationships, occupational performance (Ozer & Benet-Martinez, 2006), and academic achievement (Poropat, 2009), and there is a growing body of research on how traits predict daily behaviors (e.g. Fleeson & Gallagher, 2009) as does the research presented here.

### METHOD

#### Measures

##### Daily Activities Form.

- Activity ratings for every hour in a single twenty-hour day (from 7am until 3am) beginning from when participants wake up until they go to bed.

##### International Personality Item Pool –NEO (IPIP-NEO) ( $\alpha = .716 - .887$ ).

- Sample 1
- 120 items
- Ratings occurred on a 5-point scale that ranged from 1 *very inaccurate* to 5 *very accurate*.

##### Big Five Inventory (BFI) ( $\alpha = .727 - .839$ )

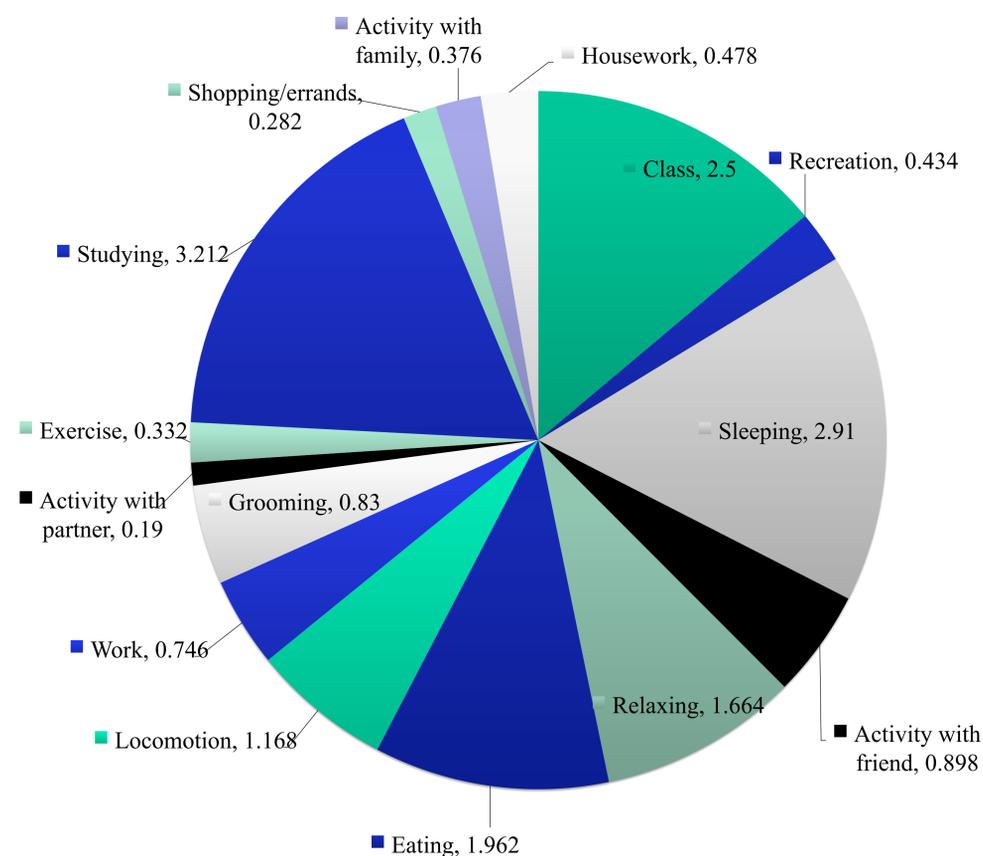
- Sample 2
- 44 items
- Ratings occurred on a 5-point scale that ranged from 1 *very inaccurate* to 5 *very accurate*.

#### Participants

**Sample 1:** N = 167, Female = 120,  $M_{age} = 19.05$ , Asian American = 40.1%, Hispanic/Latino = 38.3%, African American = 3.6%, Caucasian = 15.4%.

**Sample 2:** N = 164, Female = 119,  $M_{age} = 19.93$ , Asian American = 50%, Hispanic/Latino = 32.9%, African American = 2.4%, Caucasian = 13.4%.

Figure 1. Participant's Mean Hours of Daily Activities for Sample 1 and Sample 2.



### RESULTS

#### Regression Analyses

- Multiple regression analyses were performed to test if personality traits significantly predicted each Daily Activity.

Table 1. Beta Coefficients, Model Fit, and Multiple R for Regression Analyses Predicting Behaviors from Personality Traits for Sample 1 and Sample 2.

Sample 1	N	E	O	A	C	Model F	R
Class (S1)	-.008	.010	-.010	.100	-.044	.284	.094
Class (S2)	-.008	.047	-.052	.157	.136	.885	.165
Studying (S1)	-.065	-.068	.084	-.176*	.289**	3.029*	.293
Studying (S2)	.144	.097	-.041	.106	.120	1.198	.191
Work (S1)	-.012	.098	-.109	.035	-.058	.511	.125
Work (S2)	.043	.096	-.024	-.097	.114	.821	.159
Sleeping (S1)	-.128	-.073	.081	-.180*	-.056	1.189	.189
Sleeping (S2)	.039	-.014	.087	-.170	-.119	2.470*	.269
Eating (S1)	-.019	.148	-.143	.074	-.002	1.190	.189
Eating (S2)	-.231*	.026	-.136	-.044	.065	2.608*	.276
Locomotion (S1)	.122	.082	-.124	.148	-.051	.925	.167
Locomotion (S2)	.104	.034	-.194*	.134	.173*	2.647*	.278
Grooming (S1)	.059	-.035	.166	.066	.003	1.307	.198
Grooming (S2)	.144	.118	-.015	.009	.005	.734	.151
Shop/ errands (S1)	.092	-.013	-.018	.026	.077	.306	.097
Shop/ errands (S2)	.034	-.185*	.026	-.065	.070	1.250	.195
Housework (S1)	.110	.084	-.115	.160	.005	.893	.164
Housework (S2)	.205*	-.122	.039	-.067	.201*	2.623*	.277
Activity with friend (S1)	-.113	-.119	.269*	-.193*	-.067	2.696*	.278
Activity with friend (S2)	-.083	-.065	.076	.018	-.174	1.066	.181
Relaxation (S1)	.084	-.129	.066	-.111	-.018	1.846	.233
Relaxation (S2)	-.124	-.162	.153	-.017	-.200*	2.455*	.268
Activity with partner (S1)	.028	.054	-.058	.107	-.178	1.014	.175
Activity with partner (S2)	.022	.013	.005	-.041	.003	.090	.053
Exercise (S1)	-.225	-.076	.107	-.117	.029	1.550	.214
Exercise (S2)	-.281*	-.116	.003	.010	.009	2.607*	.276
Recreation (S1)	-.077	-.148	-.053	.016	-.075	.979	.172
Recreation (S2)	-.115	-.087	.154	-.085	-.110	1.338	.202
Activity with Family (S1)	.237*	.195*	-.042	.082	.125	1.781	.229
Activity with Family (S2)	.081	-.034	.077	.051	.177*	1.393	.205

Note: Items marked as \* are significant at  $p < .05$ , and \*\* at  $p < .01$ . S1- Sample 1, S2- Sample 2.

### CONCLUSIONS

- The prediction of daily activities from personality traits did not replicate across the two samples and across the two personality measures.
- Personality may better predict behavior when daily activities are aggregated over multiple days.

### REFERENCES

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