From Study Hall to Skipping Class: An Examination of the Relationship Between

Situations and Academic Performance

by

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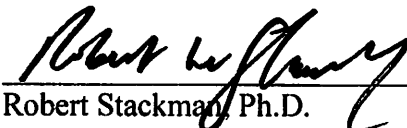
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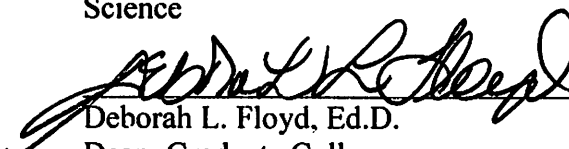
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Acknowledgments

Abstract

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        Psychologists have studied the relationship between personality and academic

performance for over a century, and more recently the relationship between personality

and situations, but no connection between academic performance and situation

characteristics has been researched. The current study examines this relationship using

the DIAMONDS dimensions and undergraduate GPA. Participants wore a life logging

camera to capture pictures of their surroundings for 24 hours and then self-sorted and

rated the photos into meaningful situations. Results found support for previous findings

of the relationships for personality with GPA and situations. Significant correlations

were found between GPA and Adversity, Deception, and Mating situations, though none

were significant unique predictors. There was also no correlation between GPA and

percentage of situations which took place in a classroom setting, though there was a

significant correlation with time spent in a classroom. Limitations and future research

ideas are discussed.

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"*...Talent is personality in the right place" (Chamorro-Premuzic, 2017).*

It is very easy to think that talent comes naturally, that it is something we are born

with, but it is often not that simple. Talent can be taught or developed, but it can also be

diminished. Take for example athletic ability, a physical talent that may come naturally

but must be maintained through practice. An individual who has natural athletic ability

needs to practice that ability and put it to use through sports and exercise in order to

maintain their abilities or further them. The high school starting quarterback often

practices for hours a day, but if they give up the sport and spend all their time sitting on a

couch instead, their athletic prowess will soon disappear. No matter what one's natural

abilities are, if they are not put to use in an appropriate context then they will not be

properly showcased. The quarterback's natural athletic prowess will not help them

dominate a chess tournament the same way they would dominate a football field.

Similarly, an introverted and honest individual may not be the best fit for a sales position

where they are required to actively search for new clients and possibly bend the truth to

sell the product. However, a more outgoing and less conscientious individual may be the

perfect employee for the position.

While not every individual will attempt to play a sport or make it in the sales

field, there are certain environments that the majority of individuals will find themselves

in, sometimes for years or more. One such environment is the learning environment of academia. Almost every individual will find themselves in a classroom setting at some point in their lives, but that does not mean that they will all accomplish the same feats or display the same levels of academic talent. For example, it is expected that a student who is dedicated to their academics will be less confrontational in the classroom, spend more time studying the material, and be conscientious of deadlines and homework due dates. It is not expected, however, for them to skip a class, study last minute for a test, or be disruptive in school. The relationship between academic performance and personality is one that has been studied for almost a century (Webb, 1915; Spearman, 1927), and the relationship between situations and personality has also been studied (Sherman, Nave, & Funder, 2010), but the relationship between academic performance and situations has yet to be examined. The goal of the current study is to bridge this gap in the literature, to determine the nature of the relationship between one's academic performance and their daily situations. To put this current research into context, I first review the literature on personality and academic performance.

Academic Performance and Personality

While the relationship between academic performance and personality has been an interest in the field for many years, early studies did not find consistent results. Stein (1963) and Margain (1978) pointed out that while much of the research used diverse and creative methods, results showed no clear trends and were often difficult to compare. It was not until the development and widespread acceptance of broad factorial models such as the Five Factor Model (FFM; Goldberg, 1993) that studies began to find consistent and comparable results. The FFM is composed of the dimensions of Agreeableness,

Conscientiousness, Neuroticism, Extraversion, and Openness. Before examining how academic performance is related to each dimension of the FFM, it is important to determine how academic performance is measured.

Measures of Academic Performance

There are a multitude of ways academic performance can be assessed. Even if today's students are asked, they are likely to give multiple answers in return. A child in grade school might say academic performance is based on homework or test grades. Those in middle school may say that it is based on the report card received at the end of each quarter, and those in secondary or post-secondary education are likely to base their performance on their grade point average (GPA). Other alternatives include not what the student has accomplished but what they have not done, such as absenteeism, tardiness, or disruptive classroom behavior. GPA is the most widely used measure of academic performance, and even though it does have some validity and reliability concerns, it has demonstrated consistent correlations at secondary and tertiary levels of education as well as with intelligence (Poropat, 2009).

The Relationship Between Academic Performance and Each FFM Dimension

De Raad and Schouwenburg (1996) reviewed many of the studies which found relationships between each dimension of the FFM and academic performance. They concluded that Agreeableness facilitates cooperation with the learning process, such as compliance with classroom instructions and staying focused on tasks. They also stated that Openness appears to reflect "the ideal student" (p. 327) due to its association with resourcefulness, foresight, and intellect. In Poropat's meta-analysis (2009), he found that

Agreeableness and Openness had small effect sizes in regard to academic performance (d = 0.14 and 0.24, respectively), while Neuroticism (d = 0.03) and Extraversion (d = -0.02) had negligible effects. Conscientiousness was found to have the largest effect (d = 0.46). O'Connor and Paunonen (2007) found similar results, with Conscientiousness having the strongest and most consistent association with academic success, Openness having a somewhat positive association, and Extraversion sometimes having a negative association.

Individual studies have for the most part supported the findings of these broad reviews. McIlroy and colleagues (2015) found that Conscientiousness and Openness were associated with GPA at weak to moderate levels when Academic self-efficacy was introduced as a mediator. Learning goals have also been found to be a partial mediator for both Openness and Conscientiousness' association with GPA (Steinmayr, Bipp, & Spinath, 2011). However, not all studies looked at potential mediators of these relationships. Chamorro-Premuzic and Furnham (2003a) found a significant positive correlation for Conscientiousness and exam grades, but a significant negative correlation for Extraversion and Neuroticism. They found similar results in two longitudinal studies of British university students, where Conscientiousness was associated with higher academic achievement but Neuroticism was associated with impaired performance (2003b).

The Big Five dimensions, specifically Conscientiousness, have also been used to predict academic performance. Conscientiousness has been found to predict performance in classroom lectures, skills training, team projects, on-the-job training, and a written thesis (Kappa & Van der Flier, 2010). It has also been shown to have a higher predictive

validity than SAT scores, a standard predictor used by colleges and universities to determine what students will be admitted (Conard, 2006). Poropat (2009) found that Conscientiousness and intelligence had similar levels of validity in predicting academic performance, and implied that researchers and academic instructors need to consider the role personality will play in academic settings.

Situations and Personality

Psychologists have often acknowledged that there is a relationship between a person and their situation after Lewin (1951) proposed that a person's behavior is a function of the person and their environment, but what that relationship is exactly has remained a mystery. While advances have been made in defining how to measure one's personality, such as the previously described Five Factor Model (Goldberg, 1993), until recently little advancement has been made in how to define and measure situations. In order to fully understand the relationship between personality and situations, we need to know what exactly our situations are and how they can be measured.

Measuring Situations

Many psychologists have pointed out the lack of a situational taxonomy (Frederiksen, 1972; Reis, 2008; Argyle, Furnham, & Graham, 1981; Hogan, 2009), and many have also tried to develop taxonomies (Krahe, 1986; Yang et al., 2006; Edwards & Templeton, 2005; Magnusson, 1971). However, these attempts focused on situation types (Rauthmann, 2015). It has been suggested that focusing instead on the characteristics of a situation as the psychologically meaningful aspects would improve the generalizability of a taxonomy (Rauthmann et al., 2014).

The Riverside Situational Q-sort (RSQ; Wagerman & Funder, 2009) is a result of this suggestion. The RSQ was designed to be applicable to as many situations as possible without being restricted by a specific theoretical perspective (Sherman et al., 2010). In its current version (v3.15; Funder et al., 2012) the RSQ contains 89 items which measure the psychological characteristics of a situation. The RSQ led to the creation of the Situational Eight DIAMONDS (Rauthmann et al., 2014) when the RSQ was factor analyzed in a sample of over 1,500 participants. The eight dimensions of the DIAMONDS taxonomy are Duty, Intellect, Adversity, Mating, pOsitivity, Negativity, Deception, and Sociality. In the same study, Rauthmann and colleagues extracted the 32 items which loaded most highly onto the DIAMONDS scale, 4 items per dimension, to create the RSQ-8. Later they optimized the RSQ-8 to create the S8*, a shorter and more precisely itemed measure of the DIAMONDS scale (Rauthmann & Sherman, 2016a).

The Relationship Between Personality and Situations

The DIAMONDS dimensions contain content similar to the Big Five traits, with the possible exception of Adversity and Mating (Rauthmann et al., 2014). They also relate to self-reports of behavior, and are predictive of personality related behaviors. From a different viewpoint, our personality traits may be related to our situations through selection and construal (Rauthmann, Sherman, Nave, & Funder, 2015). Our personality traits may lead us to select situations with characteristics that align with our traits, such as one high in Conscientiousness being more likely to be found in a dutiful situation. Similarly, our traits may affect how we construe a situation, regardless of the actual characteristics. One who is highly conscientious may be more likely to interpret a situation as dutiful, regardless of the actual level of duty required. While research

connecting situation selection and personality is limited (Emmons et al., 1986) research has demonstrated a relationship between traits and situation construal (Serfass & Sherman, 2013; Sherman et al., 2013).

The Current Research

Given that personality is related to academic performance and that personality is related to situation experience, one might wonder to what degree academic performance is related to the kinds of situations one experiences in daily life. However, because no broadly useful measures of situations were available (until recently) this question has been unanswered. The goal of the current study is to examine the nature of the relationship between academic performance and situations. Using methods established and validated in previous research, we will test and study three different hypotheses.

First, the study will look to replicate the previous findings between academic performance and personality. Specifically, it is expected that Conscientiousness will have the strongest positive correlation to GPA, while Neuroticism and Extraversion may have somewhat negative correlations. Second, the study will look to also replicate the findings between situations and personality using the DIAMONDS scale and Big Five traits. Finally, the study will examine the relationship between situations and academic performance. It is expected that those who find themselves in situations characterized by more Duty and Intellect will have a higher GPA, while those in Deception or Adversity based situations will have a lower GPA.

Method

Participants

A total of 265 undergraduate students from Florida Atlantic University participated in the study. These participants were drawn from a larger study on personality and daily experiences of situations (see Brown, Blake, & Sherman, in press). However, the analyses here, including the key dependent variable of college GPA, are novel. Participants were compensated up to $160 depending on the amount of participation completed.

Measures

Participants in the study completed multiple measures of personality including The California Adult Q-set (CAQ; Block, 1961/1978), the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999), the Narcissistic and Admiration Rivalry Questionnaire (NARQ; Back et al., 2013), the Socio-sexual Orientation Inventory-Revised (Penke & Asendorpf, 2008), the Multi-Source Assessment of Personality Pathology (MAPP; Okada & Oltmanns, 2009; Oltmans, 2009), the Beck Depression Inventory (BDI; Beck et al., 1961), and the Big Five Aspects Scale (BFAS; DeYoung, Quilty, & Peterson, 2007; Ashton, Lee, & Goldberg, 2007). The BFAS is the sole personality measure that will be used in the current study.

The BFAS is a 100 item scale designed to measure two distinct aspects within each of the Big Five domains. Volatility and withdrawal fall under Neuroticism, compassion and politeness under Agreeableness, industriousness and orderliness under Conscientiousness, enthusiasm and assertiveness under Extraversion, and intellect and openness under Openness. For this research two aspects of the International Personality Item Pool-HEXACO (IPIP-HEXACO; Ashton, Lee, & Goldberg, 2007) were also added to the measure, honesty and humility. For each item participants rated the degree to which they agreed on a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*).

Measures of academic performance were also gathered from the university registrar for each participant. This included, when available, their high school GPA, SAT and ACT scores, and current GPA at Florida Atlantic University.

Participants also wore a life logging camera for 24 hours, which captures a photograph of the participants' surroundings every 30s. These photos were sorted and used to measure the situations participants experience in their daily lives. Situations were grouped and organized by the participants and given a DIAMONDS rating based on the S8-I (Rauthmann & Sherman, 2016b), an eight item measure where each item correlates to a specific DIAMONDS dimension. For each item, participants rated the situation on a 7-point Likert scale from 1 (*extremely uncharacteristic*) to 7 (*extremely characteristic*).

Procedure

In the first session, participants arrived at the laboratory and were given a brief summary of the goals of the research, as well as an informed consent form and academic release form to sign. They were told how compensation for completing the study is

broken down, and had the goals of both sessions described. After the forms were signed

and returned, participants were brought into a room where they answered open-ended

questions describing themselves, with the interview being recorded. Upon completion of

the interview, participants were led to a computer to complete the personality measures

described above. Once the questionnaires were completed, participants were given a life

logging camera and instructed on how they work. They were informed that the study is

trying to capture the different types of public situations they encounter daily, and what

constitutes a public versus private situation. They were also given the chance to name

two acquaintances who know them well to also come into the lab. Completion of the first

session was estimated to be a maximum of two and a half to three hours.

In the second session, participants returned to the lab with their assigned cameras

and were given a chance to privately go through the photographs captured. They were

allowed to delete photos they did not wish to be part of the study, and then segmented the

remaining photos into meaningful situations. For each situation they distinguished,

participants answered specific questions and described the change from one situation to

another. Each situation was then given a rating by participants on the DIAMONDS scale

using the S8-I (Rauthmann & Sherman, 2016b). They were allowed to take as many

visits as required to complete their situation segmenting and rating, and were finished

with the study upon completion and return of the life logging camera.

Results

Personality and GPA

The descriptive statistics including means, standard deviations, and internal consistency for GPA and personality are reported in Table 1. Table 1 also displays the bivariate correlations between all personality aspects and traits with GPA. Statistical significant correlations were found at both the trait and aspect level. Conscientiousness had the strongest positive correlation to GPA as expected ($r = 0.15$, $p < 0.05$) and was a significant unique predictor of GPA ($\beta = 0.17$, $p < 0.05$), while Neuroticism ($r = -0.04$) and Extraversion ($r = -0.01$) had small, negative, and statistically insignificant correlations. However, Agreeableness surprisingly had just as strong of a positive correlation with GPA ($r = 0.15$, $p < 0.05$), which was not expected.

At the aspect level, Industriousness ($r = 0.17$, $p < 0.05$) appears to be the driving factor behind Conscientiousness over Orderliness ($r = 0.09$), which was not significantly correlated. Industriousness ($\beta = 0.24$, $p < 0.05$) was also the strongest predictor of GPA when a multiple regression was run, controlling for all other aspects. Neither aspect of Agreeableness had statistically significant correlations on their own (Compassion, $r = 0.11$; Politeness, $r = 0.14$) even though it was significant at the trait level. On the other hand, while the trait of Honesty/Humility was not significantly correlated with GPA, the aspect of Honesty was ($r = 0.18$, $p < 0.05$). Another surprising finding was that even though the aspect of Assertiveness was not significantly correlated with GPA, it was a

significant negative predictor of GPA when all other aspects were controlled for (β = -0.25, $p < 0.05$).

Personality and Situations

At the trait level, there were several statistically significant correlations between personality and the DIAMONDS dimensions (see Table 2), with only Intellect having no significant correlations and Negativity correlated with each trait except for Openness. Duty was correlated with Conscientiousness ($r = 0.16$, $p < 0.05$), Adversity with Agreeableness ($r = -0.27$, $p < 0.001$) and Honesty/Humility ($r = -0.24$, $p < 0.001$), Mating with Honesty/Humility ($r = -0.15$, $p < 0.05$), Positivity with Neuroticism ($r = -0.22$, $p < 0.001$) Conscientiousness ($r = 0.18$, $p < 0.05$) and Extraversion ($r = 0.25$, $p < 0.001$), Deception with Agreeableness ($r = -0.31$, $p < 0.001$) and Honesty/Humility ($r = -0.24$, $p < 0.001$), and Sociality with Neuroticism ($r = -0.14$, $p < 0.05$) and Extraversion ($r = 0.19$, $p < 0.05$). The trait of Openness was not significantly correlated with any of the DIAMONDS dimensions.

There were also many significant correlations at the aspect level (see Table 2). Orderliness, Intellect, and Openness were the only aspects that were not significantly correlated to any of the DIAMONDS dimensions. On the other hand, Intellect was the only DIAMONDS dimension which was not significantly correlated with any of the personality aspects.

Situations and GPA

After finding results which support the previous literature studied, I next looked to examine the relationship between daily situation experiences and GPA. Contrary to

what I expected, Duty and Intellect were not significantly correlated with GPA (see Table 3). Despite this, I had one rater read each of the more than 5,000 situation descriptions available in this data set and indicate whether the situation involved being in the classroom (e.g., I was in biology; I was in class). I then calculated, for each participant, the percentage of situations in which he or she was in class. On average, participants only reported being in class 8% of the time ($SD = .12$), and the average classroom situation lasted 56.88 minutes ($SD = 41.80$). As one might have anticipated, being in class (vs. not) was indeed correlated with Duty ($r = 0.14$, $p < 0.05$) and Intellect ($r = 0.23$, $p < 0.001$). However, like Duty and Intellect, the percentage of situations that took place in a classroom was not strongly associated with GPA ($r = .04$). I also examined classroom situations by the amount of time spent in the classroom, not just the percentage of situations that took place in a classroom. First, for every situation the total time spent in a classroom was calculated. These values were then averaged to get the average amount of time spent in class per situation per person, which came out to be 5.14 minutes ($SD = 9.08$). The amount of time spent in a classroom was unsurprisingly correlated with the percentage of situations that took place in a classroom ($r = .75$), and the amount of time spent in a classroom was significantly correlated with GPA ($r = .16$, $p < 0.05$). Interestingly, Adversity ($r = -0.17$, $p < 0.05$), Deception ($r = -0.21$, $p < 0.001$), and Mating ($r = -0.13$, $p < 0.05$) were all associated with GPA. A multiple regression was also run, but none of the DIAMONDS dimensions were statistically significant unique predictors of GPA.

Discussion

The aim of this study was to bridge the current gap in the literature, to determine if there is a relationship between situations and GPA. While some of the expected findings were not found for the novel area of this study, it is reassuring that the study did replicate and find support for previous literature in the field. Personality is related to both situations and GPA, and this study has begun to look into the relationship between GPA and situations using updated methods and measures. All of the significant correlations between GPA and Adversity, Deception, and Mating situations were negative, although none were able to significantly predict GPA on their own.

In rephrasing the quote used at the beginning of the paper based on the findings of the study, GPA is personality in the wrong situation. We know that personality traits such as Conscientiousness can promote higher GPAs, but the current study has also suggested that situations based in Adversity, Deception, or Mating may negatively affect GPA. These situation characteristics may be negatively correlated with GPA because they distract or take away from the learning process instead of strengthening it. For example, a student may be focused more on problems with a bully, figuring out how to cheat on an exam, or a new relationship than they are on completing their homework or actually studying for an exam. Also, each type of characteristic may interact with multiple others which could explain why none were able to significantly predict GPA on their own. A student may not be worried solely about a new relationship, but they might catch their new partner cheating on an exam. Instead of trying to deal with a bully at

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school, the bully may be a parent or sibling and the student feels they have to lie to protect their family. While this study was only able to find basic correlations between GPA and situations, future studies may be able to look at interaction effects or find significant predictors of GPA.

Limitations and Future Research

Duty and Intellect situations are correlated with average percent of classroom settings, a main reason why they were expected to be correlated with GPA. However, the lack of significant correlations for these three variables and GPA may be a result of the type of students included in the study. While undergraduate college courses may last as long as a few hours at a time, students rarely take more than two or three classes in a single day, and participants only wore the life logging cameras for 24 hours. Different classes of students, such as those in high school or even at the graduate level, may find different correlations. High school students spend six or more hours a day every day in classroom setting, and while graduate students may not be in typical classes their time is similarly spent on research or academic pursuits. Future research may expand the ideas of this study to a different class of students to determine if that has any effect. The finding that the amount of time spent in a classroom was significantly correlated with GPA also supports this idea.

The time period used also limits the findings of the study. While wearing the camera for 24 hours may be easier for participants and increase their willingness to participate, it does not capture a wide range of situations they may often experience. For example, a participant may have taken part in the study over summer break when school is not in session, on their day off from work where they are the majority of the week, or

any number of unusual or rare days in the participant's average life. Increasing the time period the camera is worn to possibly a few days or even a week would increase the likelihood that the situations captured are truly an indication of their everyday situations.

Future research may also want to look past the basic findings of this study to more complicated relationships between the variables studied. As suggested before, situation characteristics may interact and have a stronger effect on GPA than any characteristics on their own. Also, the statement that "talent is personality in the right place" (Chamorro-Premuzic, 2017) indicates that there is an interaction between personality and the situation, a concept which this study did not examine. Future studies may want to examine these interactions or possible mediation effects to gain a deeper understanding of how GPA, personality, and situations all work together.

Conclusion

Overall, although the study did not find all of the predicted results it still fills in some of the holes in a previously unknown area of the field. While the result of the study did not find support for any situations predicting GPA, that does not mean the idea or topic should not be further researched. As discussed in the literature review, personality research and research on academic performance have acknowledged the role situations may play many times, which indicates that it is still a topic worth studying. The current study, which supported previous findings as well as added novel findings, can be used as a starting point for further investigation. This study has given the field an idea of what situations can negatively affect GPA, the next step is to fill in how they do it.

Table 1

Descriptive Statistics, Correlations, and Regression Statistics for GPA and Personality

	α	M	SD	r with GPA	β
GPA		3.01	0.53		
Aspects					
Volatility	0.87	2.50	0.80	-0.02	0.12
Withdrawal	0.81	2.70	0.73	-0.06	-0.05
Compassion	0.82	4.13	0.57	0.11	0.09
Politeness	0.68	3.85	0.56	0.14	0.04
Industriousness	0.82	3.44	0.68	0.17*	0.24*
Orderliness	0.79	3.55	0.70	0.09	-0.01
Enthusiasm	0.83	3.84	0.67	0.04	-0.01
Assertiveness	0.83	3.59	0.69	-0.06	-0.25*
Intellect	0.81	3.73	0.64	0.06	0.07
Openness	0.68	3.91	0.58	0.00	-0.00
Honesty	0.75	4.01	0.66	0.18*	0.12
Humility	0.77	3.31	0.70	0.04	-0.08
Traits					
Neuroticism	0.89	2.61	0.69	-0.04	-0.01
Agreeableness	0.82	3.98	0.48	0.15*	0.13
Conscientiousness	0.85	3.49	0.59	0.15*	0.17*
Extraversion	0.87	3.72	0.59	-0.01	-0.11
Openness	0.79	3.82	0.49	0.04	0.03
Honesty/Humility	0.81	3.66	0.56	0.13	0.03

Note: *N*s for correlations vary between 193 and 196, *N* for regression analysis is 192

β represents the standardized multiple regression coefficient

*p < 0.05

Table 2

Correlation Matrix for Personality and DIAMONDS

	D	I	A	M	O	N	D	S
Aspects								
Volatility	-0.12	-0.06	0.01	-0.05	-0.21**	0.10	-0.03	-0.12
Withdrawal	-0.08	0.04	-0.01	-0.07	-0.19*	0.18*	-0.03	-0.13
Compassion	-0.03	-0.02	-0.21**	-0.03	0.10	-0.14*	-0.26**	-0.02
Politeness	-0.01	0.00	-0.25**	-0.14*	0.05	-0.19*	-0.27**	-0.08
Industriousness	0.14*	0.04	-0.04	0.00	0.22**	-0.21**	-0.02	0.12
Orderliness	0.13	0.10	-0.02	0.00	0.09	-0.05	-0.04	0.07
Enthusiasm	0.07	0.03	-0.05	-0.01	0.25**	-0.20**	-0.09	0.16*
Assertiveness	0.05	0.01	-0.01	0.11	0.19*	-0.11	0.02	0.16*
Intellect	0.02	0.05	0.03	0.11	0.09	0.01	0.00	0.11
Openness	0.02	0.03	-0.11	0.01	0.09	-0.05	-0.11	-0.11
Honesty	-0.07	0.04	-0.23**	-0.10	0.08	-0.22**	-0.23**	-0.05
Humility	-0.12	-0.10	-0.17*	-0.15*	-0.01	-0.12	-0.16*	-0.02
Traits								
Neuroticism	-0.11	-0.02	0.00	-0.07	-0.22**	0.16*	-0.03	-0.14*
Agreeableness	-0.03	-0.01	-0.27**	-0.10	0.09	-0.19**	-0.31**	-0.06
Conscientiousness	0.16*	0.08	-0.04	0.00	0.18*	-0.16*	-0.04	0.11
Extraversion	0.07	0.02	-0.03	0.06	0.25**	-0.18*	-0.04	0.19*
Openness	0.02	0.05	-0.04	0.07	0.11	-0.03	-0.06	0.01
Honesty/Humility	-0.11	-0.04	-0.24**	-0.15*	0.04	-0.21**	-0.24**	-0.04

Note: DIAMONDS stands for Duty, Intellect, Adversity, Mating, pOsitivity, Negativity, Deception, and Sociality

*p < 0.05, **p < 0.001

Table 3

Aggregated Descriptive Statistics, Correlations, and Regression Statistics for GPA and DIAMONDS

	M	*SD*	*r* with GPA	*β*
GPA	3.01	0.53		
Situation Dimensions				
Duty	3.98	1.26	0.10	0.10
Intellect	3.15	1.09	0.03	0.03
Adversity	1.44	0.75	-0.17*	0.06
Mating	1.95	1.32	-0.13*	-0.10
Positivity	4.63	1.12	0.02	-0.03
Negativity	2.06	0.97	-0.08	0.02
Deception	1.32	0.75	-0.21**	-0.27
Sociality	4.33	1.27	0.02	0.08
Classroom Setting	0.08	0.12	0.04	

Note: *N* for correlations is 234

β represents the standardized multiple regression coefficient

*p < 0.05, **p < 0.001

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