How Sleep Affects Student Well-being
A Study Analyzing the Effects of Sleep on Pepperdine Students' Academic Performance, Social Life, and Extracurriculars

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Abstract:

For our group study, we conducted a survey on Pepperdine's undergraduate student population to see whether a correlation exists between the hours of sleep a Pepperdine student gets and their daily social, academic, and physical activity. We formulated our survey using Google Forms, creating a 15-question based survey which also had participants enter in a $20 starbucks gift card raffle once the survey was shown to be completed. Using a QR code we've made for our digital survey, we then attached the QR code on to flyers and placed them within our student dormitories. Some data have also been collected by introducing the survey to students by word of mouth. After compiling all our data within our Excel spreadsheet, we were able to find that out of all the data points collected, we found that the amount of credits, sleep on the weekends, time spent on socializing, and the number meals eaten in a day showed the best results in terms of having the lowest p-values. Although low and median correlations do exist within our results and data, we were still able to see that getting more sleep on the weekends correlates with getting more sleep on the weekdays. Also, the data shows that with more meals eaten throughout the day, students tend to get more sleep hours compared to those that just eat one or two meals a day.

Keywords: Sleep; Well-being; Academic Performance; Correlation

1. Introduction

Sleep is one of the major indicators of health. Hundreds of studies have shown that quality of sleep determines cognitive ability, emotional stability, and physical wellbeing. As college students, we are interested in exactly what factors influence the quality of sleep we get on weekdays, as weekdays are when students are expected to be alert and productive. Considering that college students are often stereotyped as being sleep deprived, we wanted to research what exactly causes this deprivation of sleep and if Pepperdine's undergraduate student population reflected any answers to lead us to any conclusions. For this project, we decided to study the impact of academic performance and wellbeing of students' sleep based on Pepperdine undergraduate students.

In order to retrieve this data of Pepperdine students, we had to find a way to collect the data. Firstly, we came up with the factors which we would test. These variables included the number of meals eaten per day, how many hours spent exercising per week, how many credits you were taking, and several more. By placing these questions onto a Google form and distributing them using flyers, we were able to reach our 100 person goal over the course of 2 weeks. After receiving the results, we were able to begin testing on the data.

For our research questions, we focused on the amount of credits taken, the number of hours spent socializing with other students, the amount of hours spent sleeping on the weekends, and the number of meals eaten within a day to see if they had a significant impact on the amount of sleep students get on the weekdays. Using a significance level of 15%, we found that these four factors of student life exhibited the lowest p-values, allowing us to reject the null hypotheses and accept the alternative hypotheses, proving that there is relationship between these factors and the amount of sleep students get within the week.

2. Literature Review

In this study, we researched the different factors that could affect sleep for college students at Pepperdine University. Because of this, we researched other studies done that look to find factors that decrease or increase sleep quality in students.

Lund et al. [2009] researched over 1000 college students at a Midwestern university and came to the conclusion that the biggest impact on sleep is brought upon by emotional and academic stress. Other tested factors such as exercise, caffeine consumption and consistency of

sleep schedule were not big factors in predicting how well students slept. They also found that students got more sleep over the weekends than the weekdays. In this article, Gaultney [2010] focused more on the amount of people at a university that had sleep disorders and how that affected the people in their school life. They also reported that students get much more sleep during the weekend than they do during the week 6.79 hours per weekday and 9.3 hours per weekend. In this article, Wang [2021] came to the conclusion that the largest factors in changing sleep quality was physical activity, drinking alcohol, stress and anxiety, physical activity being the only one that significantly improved sleep quality, and the rest decreasing sleep quality. Academic pressures were also something that was said to decrease sleep quality which is comparable to our variable of credits.

This research article written by Megan Lowry, Kayla Dean, and Keith Manders [2010] for the University of Minnesota talks about finding correlations between sleeping habits and students academic performance. After surveying 103 undergraduate students at the University of Minnesota studying biology, physiology, and psychology, they had found that students who slept for more hours on average per night had slightly higher grades. Due to the small sample size of the research, they concluded that there was a positive correlation that better sleep habits led to better grades. This research article by Curcio, Ferrara, and Gennaro [2005] focuses on the sleep habits and performance of about three thousand high school and middle school students and showed that students that reportedly slept healthier (more, early) had better academic performance than those that slept late at night. They found that those who slept late at night tended to perform poorly, falling asleep in class and lack of focus. This study by Jane Gaultney [2010] took a research sample of 1,845 college students and gave them a survey to fill out to find out how much sleep they had. Results showed that many students were at risk for sleeping disorders due to irregular sleeping patterns on the weekend and weekday and that people who slept more had better grades. The researchers found that there is a correlation between amount of sleep and grades, but that it was weak.

A longitudinal study done by Gillen-O'Neel et al. [2013] included 535 students and observed the impact of sleep on academic performance. The participants self-reported their hours of sleep, hours of study, and daily academic problems (not understanding something, not doing well on a quiz or assignment) over a 14-day period (10 school days, 4 weekend days). The researchers then used three-level hierarchical linear models to examine the associations between

these 3 factors. Overall, the study concluded that sacrificing sleep to study was counterproductive in the end, because less sleep correlated with more academic problems, and the correlation grew stronger with age. The aim of another study of sleep done by Amaral et al. [2018] was to examine the relationship between stress and negative thinking on sleep quality in college students. For the sample, 549 college students from Portugal self-reported their psychological and physiological condition at the beginning of the semester. The researchers discovered that over 50% of the students reported sleep difficulties, and the effect of psychological distress and negative thinking on sleep was statistically significant. For this study done by Becerra et al. [2020] , 282 college students completed online self-reports addressing several different factors related to sleep, which include: food insecurity, psychological distress, everyday discrimination, and academic performance. The study found that over 75% of students reported feeling "tired, fatigued, or daytime sleepiness", and that discrimination and food insecurity (skipping meals, not eating balanced meals) were significantly related to poor sleep health.

In this article, researcher Andrew J. Howell et al. [2004] presents a study where they explore the relationship between student sleep and student performance on standardized tests by computing the hours of sleep associated with maximum test scores. Referring to this as the "optimal" hours of sleep, it was evaluated that sleep and student performance relationship changes along with age. Using the Panel Study of Income Dynamics-Child Development Supplement, which includes excellent control variables that are not usually available in sleep studies, a statistically significant relationship between sleep and test scores could be found with optimal hours of sleep declining with age. In another article, researcher Kana Okano et al. [2019]. conducts a study where it presents activity trackers being distributed to 100 students in an introductory college chemistry class which allows for multiple sleep measures to be correlated using in-class performance on quizzes and midterm examinations. Overall, the study shows that better quality, longer duration, and greater consistency of sleep correlates with getting better grades, with sleep measures accounting for nearly 25% of the variance in academic performance. These findings provide quantitative, objective evidence that better quality, longer duration, and greater consistency of sleep are strongly associated with better academic performance in college. And in this other study, researchers Eide and Showalter [2012] examine associations between measures of sleep propensity on the Epworth Sleepiness Scale, sleep quality on the Pittsburgh

Sleep Quality Index, academic performance by GPA, and grades in introductory psychology for 414 students. In the total sample, neither sleep propensity nor sleep quality correlated with GPA or introductory psychology grades. However, among students carrying a full course load, those reporting poor sleep quality performed less well on academic measures than those reporting a better quality of sleep. Further research will be needed to assess the moderating influence of overall demands of daytime functioning on the association between sleep quality and academic performance.

3. The Impact of Life on Students' Sleep

3.1 Data Collection

For our data collection, we decided to utilize a survey using Google Forms to collect data about Pepperdine student's sleeping, academic, and social habits. This is because using a survey, we would be able to reach a larger size of students and collect more data in a much more efficient and randomized manner. We then created a QR code link where we attached it onto paper flyers where it was placed in certain student dormitories like Rockwell Towers and the Freshman dorms, as well as handing them out to friends and roommates, and also posting the link on all our social media pages in order collect enough data to have a comfortable sample size for our analysis. We've managed to collect enough data with our flyer and social media data-gathering method for us to start utilizing them within our research questions.

We decided to base our questions on the survey on social and sleeping habits as they would most likely be factors that had a direct impact on the sleep quality of Pepperdine students. This is also because we were curious about how sleeping habits could affect academic performance throughout the semester. For example, taking more credits and playing video games are just some of the factors that could determine whether a student slept earlier compared to others due to work or just leisure time. Our questions mostly asked students the amount of hours they've spent socializing with other students, playing video games, watching television, and of course, sleeping. Other questions involved rating their roommates, suitemates, and beds on a scale from one to ten to see if any of these factors would correlate with either higher or lower amounts of sleep time.

Table 1. Data Description

Name	Description
WeekSleep	Number of hours of sleep students get on average during the week.
WeekendSleep	Number of hours of sleep students get on average over the weekends.
ClubHours	Number of hours students spend on clubs and greek life
Credits	Number of credits students are taking in the present semester
ExerciseHours	Number of hours students spend doing any kind of physical activity
SocializingHours	Number of hours students spend socializing with friends
MealsPerDay	Number of meals students eat daily
PairsOfShoes	Pairs of shoes students own
VideoGameHours	Number of hours students spend playing video games
FilmWatchingHours	Number of Hours that students spend watching movies
WorkHours	Number of hours students spend at work
BedComfort	Number on a scale from 1-10 is how comfortable students are on their beds.
RoomView	Number on a scale from 1-10 indicating how much students like the view from their bedroom window
LikeRoommate	Number on a scale from 1-10 indicating how much students like their roommate
LikeSuitemate	Number on a scale from 1-10 is how much students like their suitmates.

3.2 T-Test Models

Within our gathered data, we decided to use the t.test function on RStudio to determine which of our data points shows the highest correlation between the independent and dependent

variables. For this part of our data analysis, the independent variables that had the strongest correlation with our dependent variable (WeekSleep) were the student's ratings on how much they enjoyed their roommates and the difference within their grade levels, being either a Freshman and a non-Freshman. We formulated several research questions concerning the relationship between the hours of sleep students get during the week and several of our independent variables. Using the t.test function we were able to discern the p-values of the data and compare it to the 15% significance level we settled upon for this study. The datasets included in this section produced p-values below 0.15, allowing us to reject the null hypothesis and retain the alternative hypothesis, proving that having good roommates and not being a Freshman correlated with increased hours of sleep. The methodology of our t.test data analysis is shown below:

Question 1: Do students with good roommates sleep more than students with bad roommates?

- Null Hypothesis: GoodRoommate ≤ BadRoommate
- Alternative Hypothesis: GoodRoommate > BadRoommate
- GoodRoommateDataset <- subset(Responses_100, LikeRoommate ≥ 7)
- BadRoommateDataset <- subset(Responses_100, LikeRoommate < 7)
- t.test(GoodRoommateDataset$WeekSleep, mu=0,alternative="greater",conf.level=.85)

p-value = 2.2e-16

confidence interval: (6.67, infinity)

Conclusion: We rejected the null hypothesis and retained the alternative, so we concluded that students who like their roommates sleep more than students who dislike their roommates.

Question 2: Do students who take more credits sleep less?

- Null Hypothesis: More Credits >= Less Credits
- Alternative Hypothesis: More Credits < Less Credits
- MoreCreditsDataset <- subset(Responses_100, Credits >= 14)
- LessCreditsDataset <- subset(Responses_100, Credits < 14)
- t.test(MoreCreditsDataset$WeekSleep, mu=0, alternative = "less", conf.level = .85)

p-value = 1

confidence interval: (-infinity, 6.86)

Conclusion: We retained the null hypothesis, concluding that students who take more credits sleep more than or equal to the amount of hours that students who take less credits sleep.

Question 3: Do non-Freshmen sleep more than Freshmen?

- Null Hypothesis: NonFreshman ≤ Freshmen
- Alternative Hypothesis: NonFreshmen > Freshman

- NonFreshman <- subset(Responses_100, Class != "Freshman")
- Freshmen <- subset(Responses_100, Class == "Freshman")
- t.test(NonFreshman$WeekSleep, mu=0, alternative = "greater", conf.level = .85)

p-value = 2.2e-16

confidence interval: (6.68, infinity)

Conclusion: We rejected the null hypothesis and retained the alternative, so we concluded that non-freshman students sleep more than freshmen.

3.3 Regression Model

Using Weeksleep hours as our dependent variable, we test on the following regression models.

$$WeekSleep = \beta0 + \beta1 * FilmWatchingHours + \beta2 * WeekendSleep + \beta3 * Credits$$

```
Call:
lm(formula = WeekSleep ~ FilmWatchingHours + WeekendSleep + Credit
s)

Residuals:
    Min      1Q  Median      3Q     Max
-2.9320 -0.7146  0.1629  0.8707  1.9137

Coefficients:
                  Estimate Std. Error t value Pr(>|t|)
(Intercept)        6.37274    0.98012   6.502 3.67e-09 ***
FilmWatchingHours -0.03937    0.01803  -2.184  0.03142 *
WeekendSleep       0.16630    0.05989   2.777  0.00661 **
Credits           -0.05094    0.05361  -0.950  0.34436
---
Signif. codes:  0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Residual standard error: 1.021 on 95 degrees of freedom
Multiple R-squared:  0.1199,    Adjusted R-squared:  0.09206
F-statistic: 4.312 on 3 and 95 DF,  p-value: 0.006755
```

The p-values of FilmWatchingHours, WeekendSleep and Credits was .03142, .00661 and .34436 respectively. All of these together provided an R-squared value of .1199. This means the FilmWatchingHours and WeekendSleep had a large effect on WeekSleep but Credits did not but it cannot be explained very well with the low R-squared.

$$WeekSleep = \beta0 + \beta1 * Credits + \beta2 * WeekendSleep + \beta3 * SocializingHours + \beta4 * MealsPerDay$$

```
Residuals:
     Min       1Q   Median       3Q      Max
-2.12824 -0.68627 -0.01318  0.67459  2.21616

Coefficients:
                 Estimate Std. Error t value
(Intercept)       5.319015   1.055696   5.038
WeekendSleep      0.123652   0.058870   2.100
Credits          -0.104286   0.055564  -1.877
SocializingHours  0.017442   0.009729   1.793
MealsPerDay       0.730780   0.155015   4.714
                 Pr(>|t|)
(Intercept)      2.96e-06 ***
WeekendSleep       0.0389 *
Credits            0.0643 .
SocializingHours   0.0769 .
MealsPerDay      1.04e-05 ***
---
Signif. codes:
0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.9352 on 78 degrees of free
dom
Multiple R-squared:  0.287,     Adjusted R-squared:
 0.2504
F-statistic: 7.848 on 4 and 78 DF,  p-value: 2.277e-0
5
```

The p-values of WeekendSleep, Credits, SocializingHours and MealsPerDay was .0389, .0643, .0769 and .1.04x10^{-5} respectively. all of these together provided an R-squared value of .287. This means that all four of these factors had an effect on this regression model and it could be explained moderately well with the 28.7% R-squared.

$$WeekSleep = \beta0 + \beta1 * Credits + \beta2 * MealsPerDay$$

$$WeekendSleep = \beta0 + \beta1 * Credits + \beta2 * MealsPerDay$$

Table 2: Impact of Meals and Credits on Week and Weekend Sleep

Independent Variable		WeekSleep	WeekendSleep
Meals	coefficient	0.78877	0.080702
	p-value	0.000000701	0.772
Credits	coefficient	-0.08817	0.03603
	p-value	0.0813	0.695
R^2		0.228499022	0.002822314
F		28.4327	0.272
P		0.08129	0.7325

Using this table, we were able to come to the conclusion that the amount of meals eaten

has a pretty significant impact on the amount of sleep students get during the week, but quite the opposite for the weekend as it has virtually no correlation. On the other hand, Credits do have a slight negative impact on WeekSleep and yet again pretty much no effect on WeekendSleep. Although they both have an impact on WeekSleep, they do very different things where an increase in Meals leads to an increase in WeekSleep but an increase in Credits leads to a slight decrease in WeekSleep.

4. Data Analysis

We classified each of our independent variables by putting all of them into a function to find their p-values and organized them from high correlation to medium correlation to low correlation as seen in the figures below.

```
Call:
lm(formula = WeekSleep ~ WeekendSleep + ClubHours + Credits +
    ExerciseHours + SocializingHours + MealsPerDay + PairsOfShoes
 +
    VideoGameHours + FilmWatchingHours + WorkHours + BedComfort +
    RoomView + LikeRoommate + LikeSuitemate, data = Responses)

Residuals:
    Min      1Q  Median      3Q     Max
-1.6000 -0.6127  0.1201  0.5142  2.3987

Coefficients:
                   Estimate Std. Error t value Pr(>|t|)
(Intercept)        4.9972641  1.1024396   4.533 1.91e-05 ***
WeekendSleep       0.1488259  0.0595725   2.498   0.0144 *
ClubHours          0.0022103  0.0277309   0.080   0.9367
Credits           -0.1053839  0.0504265  -2.090   0.0397 *
ExerciseHours     -0.0423302  0.0286614  -1.477   0.1434
SocializingHours   0.0220949  0.0094185   2.346   0.0213 *
MealsPerDay        0.7537444  0.1569025   4.804 6.72e-06 ***
PairsOfShoes       0.0243551  0.0168411   1.446   0.1519
VideoGameHours     0.0005449  0.0244573   0.022   0.9823
FilmWatchingHours -0.0339948  0.0183937  -1.848   0.0681 .
WorkHours          0.0022131  0.0140987   0.157   0.8756
BedComfort         0.0207695  0.0548412   0.379   0.7059
RoomView           0.0015802  0.0299181   0.053   0.9580
LikeRoommate      -0.0556123  0.0442862  -1.256   0.2127
LikeSuitemate      0.0555498  0.0412389   1.347   0.1816
---
Signif. codes:  0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Residual standard error: 0.9047 on 84 degrees of freedom
Multiple R-squared:  0.3886,    Adjusted R-squared:  0.2867
F-statistic: 3.814 on 14 and 84 DF,  p-value: 5.67e-05

>
```

High correlation (p<.15)	Medium Correlation (.15<p<.4)	Low Correlation (p>.4)
WeekendSleep	ExerciseHours	ClubHours
Credits	PairsOfShoes	VideoGameHours
SocialzingHours	LikeRoommate	WorkHours
MealsPerDay	LikeSuitemate	BedComfort

FilmWatchingHours		RoomView

While it was easy to correspond each of our independent variables to a classification as we did in this table, there is much more that goes into deciding whether each of these are truly correlated. For example, SocializingHours had a p-value of 0..0213 in this test, but in a regular t-test, it came out with a p-value of .215. This caused some discrepancy in our data, meaning that we could not simply use this one test to define everything.

5. Conclusion

To look back at our original question, we want to be able to provide students who are already struggling with becoming independent, meeting new people, in a whole different part of the country or even world, with the knowledge to be able to transform their sleeping habits. By doing this study amongst Pepperdine students, we were able to go in depth on what their sleeping habits are now and how people who get less sleep should spend time during the day in order to increase the amount of sleep they get.

Our main research questions played out like this. First off, we hypothesized that students with good roommates slept more than students with bad roommates and came to the conclusion that our hypothesis was true with a p-value of $2.2e^{-16}$. The next research question we came up with was do students who take more credits get less sleep? In this case it would have been a negative correlation that we were looking for, but given our results from a t-test, we came to the conclusion that students taking 13 or more credits slept just as much, if not more than students who took less than 14 credits. The last research question which we came up with was do non-freshmen sleep more than freshmen do? Here we were able to determine that our hypothesis was true; non-freshmen slept more on average than freshmen.

While doing more testing with our study, we were able to make two more solid conclusions about our data.

First off, we learned that eating more meals leads to getting more sleep during the week. As shown in the graph below, eating one meal per day had students average five hours of sleep per night, two meals led to 6 hours of sleep, and three meals led to seven hours of sleep per night. While there is a positive correlation here, it does not mean that if you eat 20 meals every day, you will sleep for the most amount of time. You can also see from the graph that people that

eat 4 meals per day tend to stagnate out at 7 hours of sleep. This makes us keep in mind that we must continue to get in three meals a day in order to stay healthy.

Next, we were able to learn that sleeping more on the weekend allowed for students to sleep more during the week. This surprised us because we expected that students who sleep less during the week would tend to sleep longer during the weekend in order to catch up for the hours they missed sleeping during the week. Instead, it had an opposite effect and lets us understand that Pepperdine students are more likely to get a consistent sleep schedule going throughout their entire week and weekend and would tend to stick to it the whole time.

While we were able to come up with these conclusions, there was not a ton more we could confirm from our study. This stems from several factors such as having a relatively small sample size of 100, an indefinite number of hours given to any of the survey questions or even just a misunderstanding when reading the questions. There are many factors that could have led to our indeterminate results but it would be more interesting to see if the answers we found to our research questions and other conclusions on this study continued to be true in a more in-depth study.

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Appendix

- What year are you?
    - Freshman
    - Sophomore
    - Junior
    - Senior
    - Grad+
- How many hours of sleep do you get on weekdays (average)?
- How many hours of sleep do you get on weekends (average)?
- Hours spent on Clubs, Fraternities, or Sororities per week.
- Number of credits currently taking.
- Hours spent exercising per week
- Hours spent socializing with friends per week
- How many meals do you eat per day?
- How many pairs of shoes do you own?
- How many hours do you spend playing video games per week?
- How many hours do you spend on watching films/movies/TV/Netflix/etc. per week?
- How many hours do you spend working at a job per week?
- How comfortable is your bed?
- How good is the view from your bedroom?
- How much do you like your roommate (Main roommate)?
- How much do you like your suite-mates (Other roommates)