Snooze Your Way to Success: Evaluation of the Impact of Sleep Quality and Perceived Stress Among UCSD Students

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Poor self-reported sleep quality and **napping** **are associated** with increased **perceived stress**.

BACKGROUND

- The National Sleep Foundation recommends college aged students get **7-9 hours of sleep** to:
  - Maintain **healthy cognitive function**[1]
  - **Reduce risk** of adverse physical/mental health outcomes[1]
- Research shows **positive association** with students experiencing **emotional distress/perceived stress** and **poor sleeping patterns**.[2]
- College students often have **poor sleep patterns,** leading to **increased** levels of **stress** and **delay** in **performance**.[3]

OBJECTIVES

- To examine **perceived sleep quality**, schedule, and **stress levels** among UC San Diego college students.
- To determine:
  - **Perceived stress levels** based on the impact of sleep quality and duration
  - Whether self-identifying measures demonstrate an association with **sleep quality** and **perceived stress**

METHODS

- **Utilized Qualtrics program to generate questionnaire/survey for UCSD students**
  - Based on their most recently completed quarter
- **Exposure:** Amount and **quality of sleep** assessed using modified questions from the Pittsburgh Sleep Quality Index[4] (**Max score (25)** indicates **poor sleep quality**)
- **Outcome:** **Perceived Stress** measured using modified questions from the Cohen perceived stress scale[5] (**Max score (25)** indicates **greatest perceived stress**)
- **Survey Distribution:** Disseminated through various media platforms
- **Data Analysis Tool:** SPSS
  - **Types of Test:** ANOVA with a Post-Hoc Test, Student's Two Sample T-Test

CONCLUSION

- **Quality of sleep** **does not correlate** to **perceived stress**
- **Frequent naps** (≥ 4 naps/week) **increase risk** of high levels of **perceived stress**
- Practicing stable sleeping habits **may improve** **sleep quality** and lower **perceived stress**
- Commuting, student status, housing situation, work/extracurricular commitment was **not associated** with changes in **sleep quality** and **perceived stress**

POLICY IMPLICATIONS

- **The university should:**
  - Administer a **sleep assessment** to further understand student **sleep behaviors** and the numerous factors with **relation to stress**
  - Provide information at career centers, student health centers, classrooms, and email newsletters on why students should **prioritize sleep**

ACKNOWLEDGMENT

We extend our gratitude to our instructors, Christine Zoumas and Alana Lopez, and to the UCSD student body and everyone who participated in our survey.

Scan for References

RESULTS

Table 1: Participant Demographics (n=149)

	Percentage
Racial Identity	
White or Caucasian	7.38%
African Indian/Native American	0.67%
Black or African American	0.67%
Asian or Asian American	57.05%
Hispanic or Latinx	21.48%
Other	4.03%
More than one racial identity	8.72%
Gender Identity	
Male	36.91%
Female	60.40%
Non-binary	2.01%
Abstain	0.67%
Age	
18-20	41.61%
21-23	55.03%
24+	3.36%
Commuter / Housing Status	
Commuter / Lives Off Campus	70.47%
NonCommuter / Lives On Campus	29.53%
Student Status	
Undergraduate	96.64%
Graduate	3.36%
Units Enrolled in Most Recent Quarter	
Full-time (≥12 units)	91.95%
Part-time (<12 units)	8.05%

Figure 1: Percentage of Participant's Self-diagnosed sleeping type

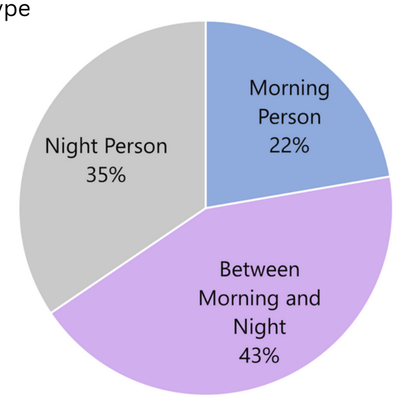

Figure 2: Heatmap of Prevalence in Participant's Sleep and Wake Time

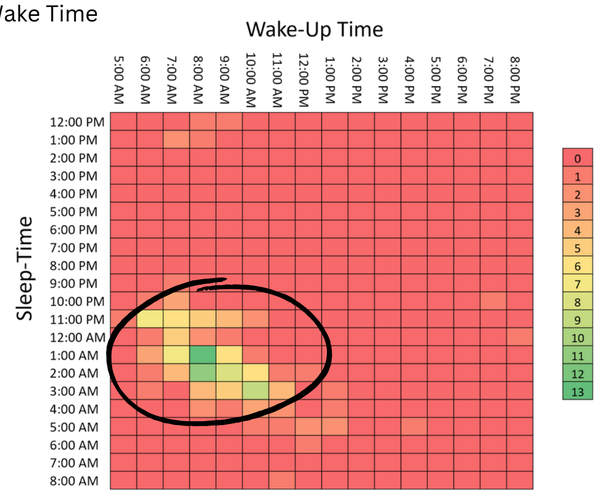

Figure 3: Average Scores of **Sleep Quality** Based On Self-Identified Sleep Quality *** p < 0.001

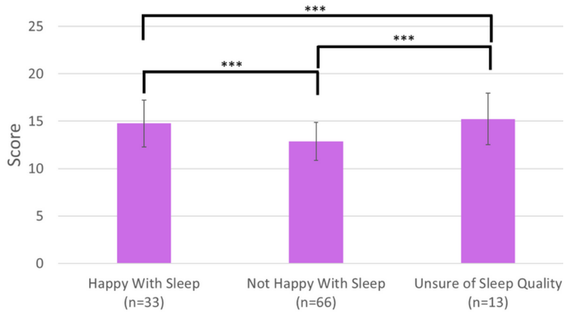

Figure 4: Average Scores of **Perceived Stress** Based On Self-Identified Sleep Quality; ** p < 0.01

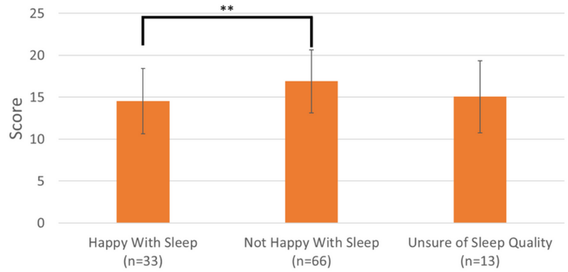
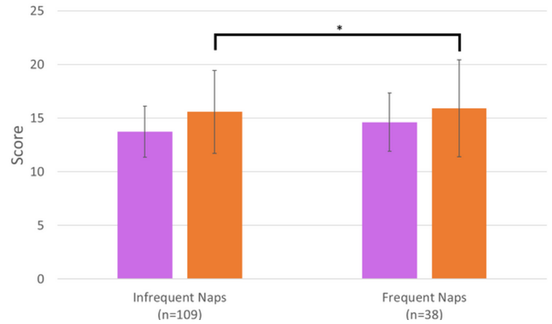
Figure 5: Average Scores of **Sleep Quality** and **Perceived Stress** Based On **Napping Frequency** * p < 0.05