Sleep quality and quantity may differ by design versus health science majors at Philadelphia University


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Abstract

Sleep deprivation in college students leads to a diminishment in motivation, ability to retain information, and shortened attention span which combined leads to lower academic performance. While some students may resort to caffeine or substances use to increase productivity, others forego downtime and consequently suffer from sleep deprivation. Increased stress and screen time both aggravate this situation. We hypothesize that there is a relationship between work demands related to a student’s choice of major and poor sleep quantity and quality. A 19-question survey was administered to 70 college students at Philadelphia University in March 2017 using Typeform, an online survey tool. Average response time was six minutes. The majority of the respondents were female (74%) and were either freshmen or sophomores (60%). Questions measured sleep quantity and quality, screen time before sleep, substance use and a rating of stress level, motivation and satisfaction with academic performance. Incomplete surveys and students with diagnosed sleep disorders were excluded from analysis (n-5). Demographic information such as major, year in college, and gender were used to compare sleep behaviors. Each student’s answers were scored based on the Pittsburgh Sleep Quality Index (PSQI) in which any value over 5 is categorized as poor sleep quality. Results indicated that students studying in the architecture program had statistically higher dissatisfaction with academic performance. Incomplete surveys and students with diagnosed sleep disorders were excluded from analysis (n-5). Demographic information such as major, year in college, and gender were used to compare sleep behaviors. Each student’s answers were scored based on the Pittsburgh Sleep Quality Index (PSQI) in which any value over 5 is categorized as poor sleep quality. Results indicated that students studying in the architecture program had statistically higher dissatisfaction with academic performance. Incomplete surveys and students with diagnosed sleep disorders were excluded from analysis (n-5). Demographic information such as major, year in college, and gender were used to compare sleep behaviors. Each student’s answers were scored based on the Pittsburgh Sleep Qualit...