

ANALYSING THE DIFFERENCE BETWEEN SLEEP DEPRIVATION AND WELL-BEING AMONG PSYCHOLOGY STUDENTS

ABSTRACT

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This study examines the correlation between sleep deprivation and psychological well-being among first-year psychology students, utilizing the WHO-5 Well-Being Index as a standardized measure of well-being. Sleep deprivation is a prevalent and pressing issue among university students, often resulting in adverse effects on mental health, emotional stability, and academic performance. First-year students are particularly vulnerable, as they navigate academic demands, social transitions, and personal stressors that can significantly disrupt sleep patterns. The growing prevalence of inadequate sleep in this population raises serious concerns about its impact on students' overall quality of life. By analyzing the relationship between sleep habits and well-being, this study aims to inform strategies that promote healthier lifestyles and improved mental health outcomes in academic settings. This study employs an Input-Process-Output (IPO) framework to explore the relationship between sleep deprivation and psychological well-being. The input consists of students' sleep behaviors and patterns, the process involves the analysis of their experiences and perceptions of sleep quality, and the output is measured using the WHO-5 Well-Being Index. Data were gathered through a structured survey questionnaire focusing on the participants' experiences with sleep deprivation and their self-assessed sleep quality. The study involved a sample of 50 first-year psychology students, aged 18 to 26, whose sleep habits and well-being were observed over the past two weeks. This age group is particularly vulnerable to lifestyle disruptions that negatively affect sleep, making it essential to examine emerging trends and correlations that may impact their mental health and academic success. The findings revealed that the majority of respondents were aged 18 to 20, with females accounting for 56% of the sample. While most students reported obtaining a moderate amount of sleep, a notable portion experienced significant sleep deprivation. Reflections on their sleep patterns indicated variability in sleep quality, suggesting that consistent, restorative sleep remains a challenge. These insights underscore the difficulties first-year students face in maintaining healthy sleep habits amid academic and personal transitions. The WHO-5 Well-Being Index results showed that most students experienced positive emotions more than half the time, though individual scores varied. Statistical analysis confirmed a significant difference in well-being between sleep-deprived and non-sleep-deprived students. Those with reduced sleep duration were more likely to report lower levels of well-being, demonstrating a clear correlation between sleep quality and psychological health. These findings emphasize the vital role of adequate sleep in supporting the emotional and mental well-being of students.

RECOMMENDED CITATION

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