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EXAMINING EFL LEARNERS' SLEEP HABITS AND THEIR EFFECT ON CLASS ATTENDANCE

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Abstract:
The study of sleep habits and their relationship to productivity among students is an important field, as sleep has a great influence on students' cognitive function and performance. This study examines the influence of various components of sleep, namely duration and segment (quality and consistency) on productivity in academic and extracurricular activities among students. This study was conducted to determine the correlation between sleep habits and productivity levels in students, especially students of the third-year English Education Study Program at a religious institute in Central Kalimantan. Data were collected through structured questionnaires filled out by participants regarding sleep duration, sleep quality and consistency, as well as self-assessment related to academic performance and daily productivity. The results showed that college students tended to have similar sleep patterns and that sleep had a significant relationship with self-reported productivity. However, students who reported better sleep quality had significantly better academic performance and task completion. These findings point to the need for specific interventions to improve sleep health, which can ultimately support better academic achievement and general well-being. Improving sleep hygiene among college students is essential for their academic and personal development.

INTRODUCTION

Students' sleep habits significantly influence their attendance, with various studies highlighting the detrimental effects of inadequate sleep. Research indicates that 43% of college students fail to achieve the recommended 7-9 hours of sleep, leading to increased risks of mental health issues and lower academic performance (Peltz & Rogge, 2024). College students often struggle to adjust to the demanding nature of college life, which can result in decreased overall health and poor sleep. According to (Anderson, Horton, Gibson, Mullins, & Reynolds, 2022) establishing healthy sleep practices is essential for achieving good sleep quality and quantity, which in turn supports optimal cognitive performance.

Sleep plays an important role in various aspects of student life, including psychological well-being and academic outcomes. Research by Armand, Biassoni, and Corrias (2021) shows that good sleep quality, as measured by the Pittsburgh Sleep Quality Index (PSQI), is significantly correlated with affective balance and psychological well-

being. However, this relationship is not always linear. For example, the relationship between sleep quality and psychological well-being had an inverted U-shaped pattern, suggesting that college students with a certain level of psychological well-being had optimal sleep quality compared to those at the extreme end of the well-being spectrum. The study also found that daytime dysfunction, as an indicator of sleep quality, had a direct correlation with students' academic performance. This suggests that sleep disturbances that affect daily productivity can negatively impact academic motivation and achievement. Therefore, understanding the dynamics between sleep patterns, well-being and learning outcomes is an important step in designing interventions to support students' academic success (Armand, Biassoni, & Corrias, 2021).

Attending class is crucial for students as it fosters academic performance, enhances social interaction, and promotes the development of human values. Regular attendance correlates positively with better exam results and overall academic success, as evidenced by studies showing that class attendance is a stronger predictor of grades than standardized test scores (Panta, 2017). Furthermore, classroom interactions facilitate the understanding of diverse perspectives, which is essential for personal growth and social skills (Cheruvalath, 2017). Additionally, students who attend classes are more likely to engage in collaborative learning, leading to improved knowledge retention (Fadelelmoula, 2018).

The interplay between sleep habits and student attendance is a crucial aspect of academic success. Research indicates that sleep disturbances are prevalent among university students, leading to increased daytime sleepiness, anxiety, and reduced wellbeing, which collectively hinder academic performance(Stores, Linceviciute, Pilkington, & Ridge, 2023). A study on medical students revealed that those experiencing sleep restriction exhibited poorer attention and executive functions, correlating lower sleep hours with diminished cognitive performance(Mota Albuquerque, Ribeiro Franco, & Sampaio Rocha-Filho, 2023).

Indicators of good sleep quality encompass various physiological and behavioral metrics that reflect overall well-being. Research highlights several key aspects that contribute to sleep quality, including sleep duration, disturbances, and physiological signals. Notably, good sleep quality is associated with positive mental health outcomes and lower rates of mental illness(Clayborne et al., 2023). Objective measures, such as those derived from actigraphy and wearable devices, reveal critical indicators like sleep efficiency, number of awakenings, and sleep onset times(Bitkina, Park, & Kim, 2022; Sathyanarayana et al., 2016). The purpose of this study was to investigate the extent to which college students' sleep habits affect their class attendance. In the context of an increasingly demanding academic life, many university students face challenges in maintaining a healthy sleep pattern. Insufficient sleep can result in fatigue, decreased concentration, and lack of motivation to attend lectures. For example, medical students who experience chronic sleep deprivation show a significant decline in their cognitive abilities, which negatively impacts academic achievement(Janocha, Molęda, & Sebzda, 2023). Therefore, it is important to understand the relationship between sleep quality and quantity and student attendance rates.

The novelty of this study lies in its more specific focus, namely the influence of sleep habits on students' class attendance, which has not been widely studied. Most previous studies have explored the effect of sleep habits on academic performance. In the opinion of (Hafiz et al., 2024) they found a significant correlation between sleep habits and GPA among medical students, emphasizing the need for chronotype-specific

interventions. This study will narrow the scope by examining the effect of sleep habits on attendance of 5th semester students majoring in English Education. By identifying the influence of sleep habits on class attendance, it is hoped that this study can provide useful insights for educational institutions in designing strategies that support students' sleep health and, ultimately, increase their engagement in the teaching and learning process.

RESEARCH METHOD

This study employs a quantitative, observational research design to examine the relationship between sleep patterns, challenges affecting sleep, and academic productivity among English as a Foreign Language students. The research involves a sample of 36 students from a religious higher education institution in Palangkaraya, selected through convenience sampling. Data collection was conducted using a structured questionnaire developed by combining items from two validated sources. To measure sleep patterns, we adapted items from the Pittsburgh Sleep Quality Index (PSQI) as modified by (Desjardins & Grandbois, 2022) focusing on aspects like sleep duration, sleep latency, and overall sleep quality. Additionally, questions addressing challenges affecting sleep were drawn from (Gallego-Gómez et al., 2021) to identify specific factors such as academic workload, stress, and lifestyle habits that may impact sleep. The questionnaire was designed according to the User Experience Questionnaire (UEQ) guidelines to ensure clarity and ease of response, enhancing the reliability of the data collected.

Data analysis was performed using JASP software, employing both descriptive statistics and Pearson correlation analysis to understand the relationships between sleep patterns, obstacles affecting sleep, and academic productivity. Sleep habits were operationally defined as the average sleep duration and quality, while academic productivity was assessed using a Likert scale to evaluate students' self-reported performance, attendance, and engagement in class activities. This study is framed within the Cognitive-Energetic Model, which explains how sleep influences cognitive functions, such as memory and attention, that are critical for learning and productivity.

Ethical considerations were meticulously addressed by obtaining approval from the ethics committee, ensuring participant confidentiality, and clearly communicating participants' rights, including their right to withdraw from the study at any time. Despite potential limitations, such as bias in self-reported data and restricted generalizability due to the sampling method, this research aims to provide significant insights into the impact of sleep on academic performance among EFL students, with broader implications for enhancing student well-being and educational success.

RESULT AND DISCUSSION

Result

The final sample for this study consisted of 36 students consisting of regular students, active non-academic activities students and part-time working students. Table 1 shows the sleep parameters of the students. With the percentage of sleep duration less than 7 hours in regular students 64%, part-time worker students 32%, active non-academic activities students 4%, and the percentage of sleep duration of 7 hours or more in regular students 64%, part-time worker students 36%, active non-academic activities students 0%.

Table 1. Students' Sleep Duration

Sleep Duration	Status	Frequency	Percentage
≥7 (Greater than or equal to seven hours)	Regular Student	7	64%
	Part-time working student	4	36%
	Active non-academic student	0	0%
Total		11	100%

Sleep Duration	Status	Frequency	Percentage
<7 (less than seven hours)	Regular Student	16	64%
	Part-time working student	8	32%
	Active non-academic student	1	4%
Total		25	100%

Table 2. Students' status and satisfaction to presention correlation

Satisfaction Level	Status	Frequency	Percentage
Very Dissatisfied	Regular student	3	30%
	Part-time working student	7	70%
	Active non-academic student	0	
Neutral	Regular student	7	70%
	Part-time working student	3	30%
	Active non-academic student	0	
Very Satisfied	Regular student	14	87,5%
	Part-time working student	1	6,25%
	Active non-academic student	1	6,25%

Total	**36**	**100%**	

Table 3. Distribution frequency

No	Interval	Frequency	%	Category
1.	85 – 100	59	28.36	Very Good
2.	75 – 84	93	44.71	Good
3.	65 – 74	37	17.78	Average
Total		208	100.00	

Table 2 shows the scale of student satisfaction with their attendance. The scale is very satisfied in ordinary students 43%, part-time worker students 67%, active non-academic activities students 0%. Then on an ordinary scale, ordinary students 60%, part-time worker students 40%, active non-academic activities students 0%. And the scale is very dissatisfied with ordinary students 90%, thus part-time worker students 10%, and active non-academic activities students 10%.

The results presented in the findings indicate significant differences in sleep duration and academic satisfaction among different types of students, which are reflective of the impact that various student commitments (such as regular studies, part-time work, and non-academic activities) have on sleep habits and academic performance.

One of the most noticeable findings is the sleep duration of regular students, who generally reported longer sleep times (≥7 hours), which is in line with their higher academic satisfaction levels. This group, which makes up the majority of the sample, appears to benefit from a more balanced routine, potentially allowing them to better manage their academic responsibilities. The correlation between adequate sleep (≥7 hours) and academic satisfaction has been well-documented in previous research, which suggests that sufficient rest plays a critical role in cognitive functioning, focus, and overall academic achievement (Curcio, Ferrara, & De Gennaro, 2006).

In contrast, part-time working students exhibited a more varied sleep pattern. A significant portion of them (36%) managed to get ≥7 hours of sleep, yet this still resulted in a noticeable percentage of dissatisfaction (70%) when compared to regular students (87.5%). The data suggests that part-time working students may face the dual challenge of managing work and academic demands, which could lead to fragmented sleep patterns and increased stress. Research by Lund et al. (2010) has shown that such stressors, coupled with inconsistent sleep, can hinder academic performance and contribute to heightened dissatisfaction with academic experiences. The difficulty in balancing work and study obligations may lead to a trade-off between work hours and adequate rest, ultimately affecting their overall satisfaction with their academic experience.

Active non-academic students, who reported the least amount of sleep (≥7 hours) and were the least satisfied with their academic performance, also highlight the importance of sleep for academic success. This group's lack of sufficient rest correlates with low satisfaction levels, suggesting that engagement in activities outside of academics, if not well-managed, may result in insufficient sleep. This finding is consistent with previous studies that have suggested a negative relationship between non-academic distractions and academic satisfaction (Wilkins, 2017). These students' lack of sleep may

be impairing their cognitive abilities, reducing their focus during lectures, and lowering their engagement with coursework.

Furthermore, the satisfaction levels presented in Table 2 provide additional insight into the overall academic outlook of each group. Regular students, despite having more sleep, reported varying satisfaction levels across the scale, with some students still experiencing dissatisfaction. This could be attributed to other factors not related to sleep, such as academic workload or individual expectations. On the other hand, part-time working students exhibited a higher level of dissatisfaction, likely due to the compounded pressure of balancing multiple roles. Their sleep, while slightly more consistent than their non-academic counterparts, may still be insufficient in promoting optimal academic functioning due to the stress of working while studying.

In conclusion, the findings suggest that sleep duration and quality have a significant impact on academic satisfaction. However, other factors such as workload, stress levels, and extracurricular involvement must also be considered when examining the overall student experience. Strategies aimed at promoting better sleep habits and managing stress for part-time students and those engaged in non-academic activities could improve their academic outcomes and overall well-being. Institutions may consider implementing sleep education programs or offering flexible schedules to help students manage their time better and reduce the detrimental effects of poor sleep on academic satisfaction.

Discussion

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CONCLUSION

This study found that consistent, high-quality sleep habits have a significant influence on the class attendance and academic productivity of students studying English as a Foreign Language (EFL). Students who have good sleep duration and quality tend to be more diligent in class attendance, feel more academically satisfied and perform better. In contrast, students with poor sleep quality or insufficient sleep duration showed

decreased motivation, poor concentration, and higher frequency of absenteeism.

However, this study has some limitations. First, the use of convenience sampling method limits the generalizability of the findings. Secondly, the data collected came from self-assessment, which may be prone to subjective bias. Thirdly, this study has not considered other factors such as environment or stress that may also affect students' sleep quality.

Based on these findings, it is recommended that educational institutions implement sleep health programs and increase students' awareness of the importance of good sleep patterns. Students are also expected to join time management and stress reduction programs to help them balance academic responsibilities, work, and other activities so as to support better sleep patterns. Further research with more representative data collection methods and the use of objective instruments, such as sleep monitoring devices, are recommended to validate these findings.

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