

THE EFFECTS OF SLEEPING HABITS ON STUDENTS' ACADEMIC PERFORMANCE

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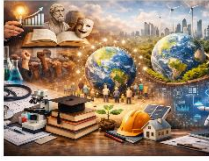
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The Effects of Sleeping Habits on Students' Academic Performance

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Abstract. This study examined the effects of sleeping habits on the academic performance of Grade 12 senior high school students at Buenavista Integrated School during the School Year 2025–2026. Specifically, the study investigated how environmental, physical, mental, and psychological factors influence students' sleeping habits and whether these habits are associated with their academic performance. A descriptive–correlational research design was employed. Data were collected from selected Grade 12 students using a researcher-developed questionnaire to assess sleeping habits, while academic performance was measured through students' official General Weighted Average (GWA) obtained from school records. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe students' sleeping patterns, while inferential statistics were applied to examine the relationship between sleeping habits and academic performance. Results revealed that students' sleeping habits were highly influenced by environmental, physical, mental, and psychological factors, with environmental conditions showing the highest mean score. The overall academic performance of the respondents was satisfactory, with a mean GWA of 82.71. However, correlation analysis indicated no statistically significant relationship between sleeping habits and academic performance ($r = .020$, $p = .843$). Furthermore, no significant differences in sleeping habits were found when respondents were grouped according to sex and age. The findings suggest that although sleeping habits are strongly shaped by multiple personal and environmental factors, they may not directly determine students' academic performance within the context of this study. The study recommends that schools promote awareness programs on sleep hygiene, stress management, and time management to support students' well-being and learning effectiveness. Encouraging healthy sleep practices remains essential for maintaining students' physical health, emotional stability, and overall academic readiness.

Keywords: Sleeping habits, Academic performance, Senior high school, Correlational study, Student well-being

Introduction

In the evolving context of twenty-first-century education, sleeping habits have become a crucial factor influencing student health and academic success. Sleeping habits include routines such as bedtime, wake-up time, and pre-sleep activities. Since the first century, sleep has been recognized as essential to human well-being, and modern research continues to affirm its importance. Quality sleep strengthens immunity, prevents injuries, enhances clear thinking, and stabilizes mood (Fadime Hatice et al., 2020). Conversely, poor sleep often results in fatigue, emotional instability, and health concerns. For children and adolescents, sleep habits are particularly significant, shaping behavior, emotions, and cognitive development (Hosokawa et al., 2022).

Academic performance, measured through grades, test scores, and participation, reflects how effectively students learn and apply knowledge. Lack of sleep harms concentration and task completion (Alotaibi et al., 2020), while good sleep enhances learning outcomes. Understanding the relationship between sleep habits and academic performance is therefore vital in promoting student growth and school success (Thanu et al., 2022).

Recent studies highlight the strong connection between sleep and learning. Sleep deprivation among students often leads to fatigue, mood changes, and reduced achievement (Garcia et al., 2023). Students with consistent sleep routines perform better academically, while poor sleep reduces focus and classroom engagement. Schools are encouraged to raise awareness about sleep loss and help students manage time effectively (Limpiado, 2024). Yet, most research emphasizes general health effects of sleep rather than its direct academic implications. Limited attention has been given to the unique sleep patterns of students balancing academics, extracurricular activities, and personal responsibilities, leaving a gap in understanding how sleep habits influence real-life academic success (Jalali et al., 2020).

This study, conducted at Buenavista Integrated School during the 2025–2026 school year, focuses on Grade 12 senior high school students. It aims to assess their sleeping habits across environmental, physical, mental, and psychological aspects, examine their academic performance, and determine whether a meaningful connection exists between the two. The findings will provide valuable insights for students, teachers, and the school in improving both sleep routines and academic achievement.

Research Questions

This study aims to understand and how the sleeping habits of Grade 12 senior high school students affect their academic performance.

Specifically, it seeks to answer the following questions;

1. What is the demographic profile of a senior high school in terms of;
 - 1.1 Age
 - 1.2 Sex
2. What is the level of sleeping habits among senior high school students in terms of;
 - 2.1 Environmental Factor,
 - 2.2 Physical Factor,
 - 2.3 Mental Factor, and
 - 2.4 Psychological Factor
3. What is the academic performance among senior high school students?
4. Is there a significant relationship between sleep habits and the academic performance of senior high school?
5. Is there a significant difference between sleeping habits and the demographic profile?

Scope and Delimitation of the Study

This study examined the effects of sleeping habits on the academic performance of Grade 12 students at Buenavista Integrated School during the 2025–2026 school year. It focused on identifying students' sleep patterns, assessing their academic records, and determining their relationship. The scope was limited to Grade 12, with sleeping habits measured through surveys and academic performance evaluated using school records.

Literature Review

Age

Age plays a significant role in shaping students' sleep habits. Younger adolescents generally require more sleep but often struggle with consistent routines or avoiding late nights. Chen et al. (2025) note that sleep disturbances in children are linked to poor health outcomes, affecting growth, metabolism, and conditions such as sleep anxiety and disordered breathing. As students grow older, added responsibilities and stressors further reduce sleep quality, impacting focus, energy, and academic performance. Taylor et al. (2024) found that older youth, including those with autism spectrum disorder, often adopt later sleep/wake patterns and experience social jetlag, leading to daytime alertness problems. Among Filipino students, insufficient sleep impairs concentration, memory, and learning efficiency, negatively affecting academic achievement (De la Cruz, 2017). Age influences physical growth, cognitive development, and behavior, including sleep patterns. Reyes and Santos (2019) reported that age also affects the degree of sleep deprivation among Filipino high school students, causing fatigue, headaches, and lower performance.

Sex

Sex, defined as being male or female, influences sleep patterns due to differences in routines, stress, and hormonal changes that affect sleep quality. These variations impact academic performance, focus, memory, and daytime energy. Tang et al. (2017) found that females reported slightly poorer sleep quality and higher rates of insomnia compared to males in a population-based study in China. Schenck et al. (2007) and

Jessica et al. (2016) further emphasized that biological sex and sex steroids play a key role in regulating sleep. Women generally experience more disrupted sleep, highlighting the importance of considering sex differences in sleep research and interventions aimed at improving both health and academic outcomes.

Environmental Factors

Environmental conditions strongly affect students' sleep patterns. Gilbert and Weaver (2010) noted that factors such as noise, artificial light, and irregular study schedules reduce sleep quality, lowering learning efficiency. U.S. research showed that students in noisy dormitories had disrupted sleep cycles and poorer academic performance. Bonsu et al. (2023) linked food insecurity to sleep disturbances, impairing focus and classroom outcomes. Mnatzaganian (2020) observed that stress also worsens sleep quality, though immediate academic effects were limited, recommending sleep logs for better assessment. The CDC advises adults to sleep seven to eight hours nightly, though individual needs vary, underscoring sleep's role in health and achievement.

Physical Factors

Insufficient sleep negatively affects physical health, lowering alertness and weakening the immune system (Carskadon, 2011). Students who lack rest often experience fatigue, reducing focus and class participation. Poor sleep also diminishes reaction time and memory retention. Chithambara (2022) emphasized that sleep duration, bedtime consistency, and morning wakefulness are crucial for concentration and school performance. The study linked inadequate sleep to fatigue, inattention, and lower grades. Rithika (2024) found reduced sleep duration caused daytime drowsiness and poor concentration, while Mathew (2024) reported later bedtimes and irregular schedules were tied to weaker outcomes and lower grades. Similarly, Desjardins (2022) showed that sleep efficiency and daytime functioning, measured through the PSQI, strongly predicted GPA, proving physical sleep quality is vital for academic success.

Mental Factors

Sleep problems such as insomnia, difficulty falling asleep, and fragmented sleep impair academic performance. Beattie et al. (2015) noted that students with psychological distress often develop irregular sleep-wake patterns, lowering motivation and productivity, while poor habits worsen stress and decline. Khyat (2023) emphasized that sleep supports memory, focus, and problem-solving, all vital for learning. Students with irregular schedules, insufficient rest, or late-night activities struggled with concentration and retention, while consistent routines improved attention and thinking. Abdullah (2024) found late-night habits weakened mental capacity, recall, and exam results. Xu (2025) stressed sleep quality affects school engagement, and Gong (2024) showed it influences visual working memory, proving its critical role in academic success.

Psychological Factors

Lack of sleep increases stress, anxiety, and emotional instability (Pilcher & Huffcutt, 1996). Sleep-deprived students often struggle with irritability, poor concentration, and reduced productivity. Chronic poor sleep habits are also linked to depression, creating barriers to learning. Shonia (2020) reported that students facing academic and social stress had difficulty falling asleep, frequent awakenings, and poor sleep quality, which harmed classroom focus. Faris (2023) highlighted that heavy workloads and clinical duties disrupted sleep and reduced efficiency. Wang (2023) found high stress and weak self-regulation predicted poor sleep, while time management improved rest. In Greece, Alexopoulou (2024) noted adolescents' unhealthy sleep habits and explored their impact on academic performance and health.

Sleeping Habits

Sleeping habits are the regular patterns and behaviors people follow regarding sleep, including bedtime, wake-up time, sleep duration, and sleep quality. These habits are important because they affect a person's physical health, mental well-being, and academic performance. Good sleeping habits help the body recover, improve concentration, and support daily activities. However, poor sleep patterns can lead to stress, health problems, and difficulty performing tasks in school or work. Research shows that many students experience poor sleep. For example, a study by Miae Doo and Chunyang Wang (2020) examined international students in South Korea and found that 47.6% had poor sleep quality. Their research also revealed that students with poor sleep were more than twice as likely to become overweight or obese compared to those with good sleep habits. This shows that sleep quality can strongly influence physical health (Doo & Wang, 2020). Similarly, research by Henrik Pallos et al. (2004) found that graduate students often suffer from sleep problems and mental stress due to heavy academic workloads and uncertainty about their studies. These sleep disturbances negatively affect their overall well-being (Pallos et al., 2004). Another study by Catherine Garcia et al. (2020) also reported that short sleep duration is linked to serious health issues such as obesity, diabetes, and hypertension, highlighting the importance of healthy sleep habits (Garcia et al., 2020).

Academic Performance

Eliasson et al. (2017) conducted a study to guide the development of a sleep improvement program for college students by examining the relationship among sleep habits, study hours, extracurricular activities, and academic performance. They hypothesized differences between U.S.-born and foreign-born students, and results showed that sleep routines and time management directly affect learning outcomes, efficiency, and overall academic success. In Japan, Kohyama (2017) explored lifestyle habits linked to self-reported academic performance among children in grades 5 to 12. Findings emphasized that academic achievement is shaped not only by intellectual ability and classroom participation but also by healthy routines such as adequate sleep, balanced schedules, and consistent study habits. Similarly, Adeyemi and Sulaiman (2021) used a mixed-methods approach with concurrent triangulation to examine study habits and academic achievement among Library and Information Science undergraduates. Data were collected through a web-based questionnaire from 291 students and semi-structured Zoom interviews with twelve participants. Analysis combined descriptive statistics, one-way ANOVA, and thematic coding. Their findings reinforced the strong link between students' daily routines—including sleep quality—and academic performance, highlighting the importance of both quantitative and qualitative insights in understanding how study behaviors influence academic success.

Methodology

Research Design

This study used a descriptive-correlational design to assess the sleeping habits of senior high school students in terms of environmental, physical, mental, and psychological factors, alongside their academic performance, and to determine if a significant relationship existed between the two. This design was appropriate since it did not manipulate variables but observed existing conditions. Prior studies support this approach. Toscano-Hermoso et al. (2020) found that sleep problems among university students significantly affected health, quality of life, and academic performance. Gallego-Gómez et al. (2021) noted that sleep habits strongly influenced academic success but remained understudied as predictors of poor performance. Likewise, Hamed et al. (2015) emphasized that adequate sleep is essential for physical and mental health, and their research with medical students showed that promoting healthier sleep habits improved academic achievement, reinforcing the importance of sleep in educational outcomes.

Sampling Design

This study used a stratified purposive sampling design to represent the different Grade 12 academic strands at Buenavista Integrated School. Creswell (2014) explained that stratification allows researchers to group populations into meaningful subgroups for fair representation. Learners were grouped into GAS, TVL, and HUMSS before purposively selecting respondents who met criteria such as enrollment, willingness, and honesty in reporting sleep habits and academic performance. Etikan, Musa, and Alkassim (2016) noted purposive sampling is ideal when participants are intentionally chosen for relevance. A total of 23 students, about 20% of the population, were proportionally selected to ensure balanced representation.

Research Locale

This study was conducted at Buenavista Integrated School – Senior High School Department in Buenavista, Zamboanga City, Region IX, Zamboanga Peninsula, during the School Year 2025–2026. The school offers strands under the K to 12 curriculum, including General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and Technical-Vocational-Livelihood (TVL). It was chosen as the research site because it provides an ideal setting to examine the relationship between sleeping habits and academic performance among Grade 12 students, who are at a crucial stage of preparing for higher education and future careers.

Research Participants

The Grade 12 population totaled 113 students: 38 in the General Academic Strand (GAS), 55 in Technical-Vocational-Livelihood (TVL), and 20 in Humanities and Social Sciences (HUMSS). This distribution ensured fair representation across strands, guiding researchers in selecting respondents and strengthening the study's credibility.

Research Instrument

The research instrument used in this study was a researcher-made questionnaire designed to assess students' sleeping habits and academic performance. It consisted of two main parts: (a) sleeping habits, with subscales for environmental, physical, mental, and psychological factors, and (b) academic performance. A 4-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree) was used to measure responses, allowing for quantitative analysis. The study was conducted with permission from the research teacher and followed the Data Privacy Act of 2012 of the Republic of the Philippines. This ensured that data

collection respected ethical standards while providing reliable information about how sleeping habits may influence the academic outcomes of senior high school students.

Data Gathering Procedure

The researcher first secured an approval letter from the Research Adviser to obtain formal authorization for the study. After approval, permission was requested from the school principal of Buenavista Integrated School to conduct the survey among Grade 12 students. All required documents, including the approval letter, informed consent forms, and questionnaires, were submitted to ensure compliance with ethical standards. Participants were recruited from GAS, TVL, and HUMSS strands based on sampling criteria. Recruitment took place face-to-face during school hours, such as breaks or after classes, to identify willing participants. Surveys were administered at convenient times to avoid disrupting schedules. Clear instructions were given before distribution, and questions were addressed immediately to ensure understanding. The questionnaire assessed sleeping habits across environmental, physical, mental, and psychological factors, along with academic performance. Informed consent was obtained, emphasizing voluntary participation, confidentiality, and the right to withdraw anytime. Surveys were conducted in person within the school to provide assistance and maintain data integrity.

Results and Discussions

Problem 1: What is the demographic profile of senior high school in terms of Age and Sex?

Table 1: Demographic profile of the respondents in terms of age

Age	Frequency	Percentage
15-17	49	49.0%
18-19	49	49.0%
20 and above	2	2.0%
Total	100	100.0%

Table 1 shows the demographic profile of senior high school students according to age. The data showed that the largest groups of respondents were aged 15–17 and 18–19, with each group representing 49% of the total population. This indicates that most respondents were within the expected age range for senior high school. Only 2% of the students were aged 20 and above, showing very limited representation of overaged students. Overall, the age distribution reflected a balanced representation between younger and older adolescents, with the majority belonging to the typical senior high school age group. The dominance of students aged 15–19 suggests that the study mainly focused on adolescents who are experiencing developmental changes, including shifts in circadian rhythms that may reduce sleep duration and affect academic performance. Previous studies have shown that inadequate sleep is associated with poorer academic performance, while longer sleep duration predicts higher achievement (Hysing et al., 2016; Creswell et al., 2023). These findings support the importance of examining sleeping habits and academic performance among senior high school students. Since sleep patterns and academic demands differ by age, the strong representation of the 15–19 age group strengthens the reliability of the study’s conclusions. However, the small number of students aged 20 and above means the findings may be less applicable to older students who may have additional responsibilities and different sleep challenges.

Table 2: Demographic profile of the respondents in terms of sex

Sex	Frequency	Percentage
Male	42	42.0%
Female	58	58.0%
Total	100	100.0%

Table 2 shows the demographic profile of the senior high school respondents. Out of 100 students, 58% (n = 58) were female and 42% (n = 42) were male. Although the distribution was fairly balanced, it was slightly higher for females. This means that female students were more represented in the study about the effects of sleeping habits on academic performance. Because of this, the findings may reflect the experiences of female students more strongly than those of male students. On the other hand, only a small number of respondents were aged 20 years and above. This limited the ability to apply the results to older students. Research shows that older students often experience different sleep problems due to heavier academic workloads and other responsibilities outside school. These factors can change how sleep affects academic performance compared to adolescents (Okano et al., 2019; Gallego-Gómez et al., 2021; Bjørnnes, 2021). The

low number of older participants is considered a limitation of the study. It highlights the need for age-specific sleep programs, especially for adolescents, to better address their unique sleep challenges and academic needs.

Problem 2: What is the level of sleeping habits among senior high school students in terms of Environmental, Physical, Mental and Psychological Factors

Table 3: The level of sleeping habits among senior high school students in terms of Environmental Factor

Statements	Mean	SD	Verbal Description	Interpretation
1. I sleep better when my room has good air.	3.70	.52	Strongly Agree	Highly Influenced
2. I sleep better when my room is clean.	3.76	.43	Strongly Agree	Highly Influenced
3. I sleep when my room temperature is comfortable.	3.65	.48	Strongly Agree	Highly Influenced
4. I sleep better when my surroundings are quiet	3.68	.49	Strongly Agree	Highly Influenced
5. I find it hard to sleep when my surroundings are noisy.	3.39	.67	Strongly Agree	Highly Influenced
6. I find it hard to sleep when my room is too bright or too dark.	3.06	.69	Agree	Moderately Influenced
7. I find it hard to sleep when my room temperature is extreme.	3.14	.72	Agree	Moderately Influenced
Over-all Mean	3.48	0.57	Strongly Agree	Highly Influenced

Table 3 shows the level of sleeping habits of senior high school students in terms of environmental factors. The highest mean scores were for the statements “I sleep better when my room is clean” (M = 3.76, SD = 0.43) and “I sleep better when my room has good air” (M = 3.70, SD = 0.52). Both were rated Strongly Agree and interpreted as Highly Influential. This shows that cleanliness and proper ventilation play a major role in improving students’ sleep quality. When a room is clean and has good air circulation, students feel more comfortable and relaxed, which helps them sleep better. Previous studies support this result, stating that good air quality and cleanliness reduce discomfort and improve sleep efficiency, leading to better overall sleep (Lan et al., 2017; Allen et al., 2016). A well-maintained environment can also lessen sleep disturbances, especially among adolescents who are sensitive to their surroundings. In contrast, the lowest mean score was for the statement “I find it hard to sleep when my room is too bright or too dark” (M = 3.06, SD = 0.69), rated Agree and considered Moderately Influential. This suggests that lighting affects sleep but is less influential than other environmental factors. Although extreme lighting can disturb circadian rhythms, its effects may vary depending on personal tolerance and habits. Research shows adolescents can adapt to different lighting conditions, making light a moderate factor in sleep quality (Cain & Gradisar, 2010; Shochat et al., 2014).

Table 4: The level of sleeping habits among senior high school students in terms of Physical Factors

Statements	Mean	SD	Verbal Description	Interpretation
1. I sleep better when I eat properly before bed.	3.48	.61	Strongly Agree	Highly Influenced
2. I sleep better when I feel healthy and fit.	3.45	.59	Strongly Agree	Highly Influenced
3. I sleep better when my body feels relaxed.	3.65	.50	Strongly Agree	Highly Influenced
4. I sleep better when I follow regular sleep schedule.	3.37	.63	Strongly Agree	Highly Influenced
5. I find it hard to sleep when I feel body pain.	3.24	.70	Agree	Moderately Influenced
6. I find it hard to sleep when I lack exercise.	2.94	.75	Disagree	Fairly Influenced
7. I wake up still tired even after sleeping.	3.0	.67	Agree	Moderately Influenced
Over-all Mean	3.45	0.64	Strongly Agree	Highly Influenced

Table 4 shows the level of sleeping habits of senior high school students in terms of physical factors and their effect on sleep quality. The highest mean scores were for the statements “I sleep better when my body feels relaxed” (M = 3.65, SD = 0.50) and “I sleep better when I eat properly before bed” (M = 3.48, SD = 0.61). Both were rated Strongly Agree and considered Highly Influential. This means that feeling relaxed and having proper meals before bedtime greatly improve sleep quality. When students are physically relaxed and follow healthy eating habits, they tend to experience more restful sleep. Research supports this finding. Cruz et al. (2024) found that healthy diets and regular meals are linked to better sleep quality and longer sleep duration among adolescents. Reviews also show that nutrition, physical activity, and sleep hygiene affect sleep, as proper nutrition helps regulate hormones like melatonin and serotonin that control the sleep–wake cycle (Moseley & Gradisar, 2022). In contrast, the statement “I find it hard to sleep when I lack exercise” had

the lowest mean ($M = 2.94$, $SD = 0.75$), rated Agree and Moderately Influential. This suggests that lack of exercise affects sleep, but less than relaxation and diet. Studies show regular exercise improves sleep over time (Yan, Xin & Chen, 2025). Overall, physical factors strongly influence students' sleep quality and academic performance.

Table 5: The level of sleeping habits among senior high school students in terms of Mental Factors

Statements	Mean	SD	Verbal Description	Interpretation
1. I asleep faster when my mind is clear calm.	3.55	.54	Strongly Agree	Highly Influenced
2. I sleep better when I complete my school tasks on time.	3.59	.49	Strongly Agree	Highly Influenced
3. I sleep better when I feel mentally calm.	3.54	.56	Strongly Agree	Highly Influenced
4. I sleep better when I feel confident about my day.	3.38	.51	Strongly Agree	Highly Influenced
5. I stay awake because I overthink before sleeping.	3.26	.66	Agree	Moderately Influenced
6. I lose sleep because of schoolwork.	3.18	.64	Agree	Moderately Influenced
7. I find it hard to sleep when my mind is busy.	3.47	.59	Strongly Agree	Highly Aspired
Over-all Mean	3.42	0.57	Strongly Agree	Highly Influenced

Table 5 shows the level of sleeping habits among senior high school students in terms of mental factors and indicated that these factors strongly influence sleep and academic performance. The statements “I sleep better when I complete my school tasks on time” ($M = 3.59$, $SD = 0.49$) and “I fall asleep faster when my mind is clear and calm” ($M = 3.55$, $SD = 0.54$) were both rated Strongly Agree and interpreted as Highly Influential. This means that students who manage their responsibilities well and maintain a calm mind are more likely to fall asleep quickly and experience better sleep quality. Completing school tasks on time and keeping the mind relaxed help reduce stress and mental pressure before bedtime, allowing students to rest more effectively. Studies support this finding, showing that academic stress and mental tension are significantly related to poor sleep quality among adolescents (Thapa et al., 2025; Wang & Fan, 2023). Meanwhile, the statements “I find it hard to sleep when my mind is busy” ($M = 3.47$, $SD = 0.59$) and “I lose sleep because of school work” ($M = 3.18$, $SD = 0.64$) received the lowest mean scores, although they were still categorized as Strongly Agree and Highly Influential. This suggests that while mental busyness and school workload affect sleep, they are slightly less influential than mental calmness and timely task completion. Research also confirms that high academic stress and cognitive worry are linked to sleep disturbances, though the level of impact may differ among students (Thapa et al., 2025; Wang & Fan, 2023).

Table 6: The level of sleeping habits among senior high school students in terms of Psychological Factors

Statements	Mean	SD	Verbal Description	Interpretation
1. I sleep better when I feel emotionally at peace.	3.51	.59	Strongly Agree	Highly Influenced
2. I fall asleep faster when I feel happy.	3.26	.68	Strongly Agree	Highly Influenced
3. I sleep when I receive emotional support from others.	3.27	.69	Strongly Agree	Highly Influenced
4. I sleep better when I feel secure.	3.41	.55	Strongly Agree	Highly Influenced
5. I lose sleep when I feel stress.	3.24	.65	Agree	Moderately Influenced
6. I find it hard to sleep when I feel anxious.	3.29	.59	Strongly Agree	Highly Influenced
7. I find it hard to sleep when I face emotional problems.	3.47	.57	Strongly Agree	Highly Influenced
Over-all Mean	3.35	0.62	Strongly Agree	Highly Influenced

Table 6 shows the level of sleeping habits among senior high school students in terms of psychological factors and showed that these had a high influence on sleep and academic performance. The highest means were for the statements “I sleep better when I complete my school tasks on time” ($M = 3.59$, $SD = 0.49$) and “I sleep better when I feel emotionally at peace” ($M = 3.51$, $SD = 0.59$), both interpreted as Strongly Agree and Highly Influential. This indicates that students' emotional condition and ability to manage school responsibilities play an important role in sleep quality. Finishing tasks on time helps reduce worry before bedtime, while emotional peace promotes relaxation and readiness for sleep. Studies show that academic stress and anxiety are significantly linked to poor sleep quality because stress increases rumination and emotional arousal (Zhang et al., 2024). Poor sleep is also associated with emotional regulation difficulties and distress (Wang et al., 2024). On the other hand, the statement “I lose sleep when I feel

stressed” (M = 3.24, SD = 0.65) had the lowest mean but was still rated Strongly Agree – Highly Influential. This suggests that stress remains a major barrier to healthy sleep. Research confirms that sleep problems are strongly connected to anxiety, depression, and mood issues (Palmer et al., 2023). Negative emotions often disrupt sleep more than positive emotions improve it (Shen et al., 2018).

Table 7: Summary of the Levels of Sleeping Habits

Indicators	Mean	Interpretation
Environmental Factors	3.48	Highly Influenced
Physical Factors	3.45	Highly Influenced
Mental Factors	3.42	Highly Influenced
Psychological Factors	3.35	Highly Influenced
Over-All-Mean	3.43	Highly Influenced

Table 7 showed that environmental factors had the highest mean (M = 3.48), interpreted as Highly Influenced. This suggests that room cleanliness, ventilation, noise, and temperature play a major role in shaping students’ sleeping habits. A comfortable and well-maintained sleep environment helps improve sleep quality and overall rest among adolescents. This finding is supported by studies stating that a conducive sleep environment significantly enhances sleep quality (Caddick et al., 2018; Cain & Gradisar, 2010). On the other hand, psychological factors had the lowest mean (M = 3.35), although still interpreted as Highly Influenced. This indicates that stress, anxiety, and emotional concerns also affect sleep, but slightly less than environmental factors. Previous research confirms that emotional stress and anxiety are closely linked to sleep disturbances among students (Pilcher & Huffcutt, 1996; Shen et al., 2018). Overall, the computed mean of 3.43, classified as Highly Influenced, shows that sleeping habits of senior high school students are strongly affected by environmental, physical, mental, and psychological factors, emphasizing the importance of sleep conditions in students’ daily functioning and academic performance.

Problem 3: What is the level of academic performance among senior high school students?

Table 8: The level of academic performance among senior high school students

Indicator	Mean	Standard Deviation	Verbal Description
General Weighted Average Grade	82.71	6.78	Satisfactory

Table 8 presented the academic performance of senior high school students based on their General Weighted Average (GWA). The mean GWA was 82.71 with a standard deviation of 6.78, classified as Satisfactory (80–84). This indicates that students were generally meeting expected academic standards. Although not in the Very Satisfactory or Outstanding categories, the result shows that most students understood and applied academic content at an acceptable level. Research states that academic performance is influenced by motivation, self-regulation, and engagement. Masud et al. (2019) found that parental support and self-efficacy significantly predicted adolescent academic performance. However, the satisfactory mean also suggests that students were not reaching higher achievement levels. This may reflect limits in study strategies, engagement, or support systems. Briones et al. (2025) reported that learning environment, motivation, and personal factors affect academic outcomes. Thus, while 82.71 indicates adequate performance, improvement is possible through stronger support and engagement.

Problem 4: Is there a significant relationship between sleep habits and the academic performance of senior high school students?

Table 9: Significant relationship between sleep habits and academic performance of senior high school students

Variable X	Variable Y	R-Value	P-Value	Interpretation
Sleeping Habits	Academic Performance	.020	.843	Not Significant

Table 9 shows the relationship between sleeping habits and academic performance of senior high school students. The results indicated no significant relationship between the two variables, with a computed

R-value of 0.020 and a p-value of 0.843, which is higher than the 0.05 level of significance. This means that sleeping habits were not significantly related to students' academic performance. The very low correlation coefficient also suggests a negligible relationship, indicating that changes in sleeping habits did not lead to noticeable differences in academic results in this study. These findings imply that other factors, such as study habits, motivation, teaching strategies, or the learning environment, may have a stronger influence on academic performance than sleep alone. This result supports the study of Lowry et al. (2010), which found that sleep duration did not always predict academic achievement among adolescents. Similarly, Dewald-Kaufmann et al. (2014) reported that although sleep affects alertness and well-being, its direct link to academic performance is not always statistically significant when other factors are considered.

Problem 5. Is there a significant difference between sleeping habits and the demographic profile in terms of Age and Sex?

Table 10: Significant difference between sleeping habits and demographic profile in terms of Sex

Variable	Sex	Mean	t	P-value	Interpretation
Sleeping Habits	Male	3.39	-.236	.628	Not Significant
	Female	3.39			

Table 10 shows the test of significant difference between sleeping habits and sex. Both male and female respondents obtained the same mean score of 3.39. The computed t-value of -0.236 with a p-value of 0.628, greater than the 0.05 level, indicates no significant difference in sleeping habits when grouped by sex. Thus, male and female students exhibit similar sleep patterns, and sex does not influence them. Hysing et al. (2013) noted that modern sleep problems are behavior-driven, affecting both sexes. The null hypothesis was accepted, consistent with prior studies (Zhang & Wing, 2006; Mallampalli & Carter, 2014; Mong & Cusmano, 2016).

Table 11: Significant difference between sleeping habits and demographic profile in terms of Age

Variable	Age	Mean	t	p-value	Interpretation
Student's Proficiency and Age	18 to 19 years old	2.980	-.236	.628	Not Significant
	20 years old above	3.1733			

Table 11 shows the significant difference between sleeping habits and respondents' age. Results revealed no significant difference, as the computed t-test value of -0.236 with a p-value of 0.628 exceeded the 0.05 level of significance. This indicates that the sleeping habits of respondents aged 18–19 years did not significantly differ from those aged 20 years and above. Thus, age did not statistically influence sleeping habits. Pallant (2020) explained that when the p-value is greater than the alpha level, the null hypothesis is retained, confirming no significant difference between groups. Similarly, Field (2018) emphasized that small mean differences accompanied by high p-values provide insufficient evidence to conclude meaningful group differences. Therefore, the findings of this study aligned with standard interpretations of independent samples t-tests, supporting the conclusion that age does not affect students' sleeping habits.

Ethical Considerations

This study followed ethical standards in educational research to protect the rights and welfare of the participants. Permission to conduct the study was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all participants after explaining the purpose of the study, the procedures involved, and their right to participate voluntarily or withdraw at any time without consequences. Confidentiality and anonymity were strictly observed. Participants' identities were protected through the use of codes, and no personal information was disclosed in the data analysis or report. Academic records were accessed only with proper authorization and handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). All data collected were used solely for research purposes and stored securely. The study ensured that participants were not exposed to physical, psychological, or emotional harm. Survey questions were non-intrusive, and data collection was conducted during students' free time to avoid disruption and coercion. Ethical principles of fairness, objectivity, and academic integrity were upheld throughout the research process.

Conclusion

The study found that senior high school students' sleeping habits are shaped by environmental, physical, mental, and psychological factors, which directly affect sleep quality and academic performance. While overall performance was satisfactory, sleep difficulties suggest that healthier sleep practices could further enhance achievement. The strong link between sleep and academic outcomes highlights the

importance of adequate rest for concentration, learning, and success. Moreover, no significant differences were observed between male and female students, indicating that sleep-related concerns affect both groups similarly. The study found that senior high school students' sleeping habits are shaped by environmental, physical, mental, and psychological factors, which directly affect sleep quality and academic performance. While overall performance was satisfactory, sleep difficulties suggest that healthier sleep practices could further enhance achievement. The strong link between sleep and academic outcomes highlights the importance of adequate rest for concentration, learning, and success. Moreover, no significant differences were observed between male and female students, indicating that sleep-related concerns affect both groups similarly.

Recomendations

Based on the findings and conclusions of the study, it is recommended that students practice healthy sleeping habits by managing their time well, reducing stress, completing tasks on schedule, and maintaining a clean, quiet, and comfortable sleeping environment. Teachers should provide academic guidance and support to help students handle school requirements and lessen mental pressure that may affect sleep. School administrators may organize programs, seminars, or campaigns to promote proper sleep habits, stress management, and overall student wellness. Parents are encouraged to monitor and support their children's sleep routines by ensuring a balanced schedule for study and rest at home. Future researchers may conduct similar studies with a larger sample size, other academic strands, or additional variables such as technology use and lifestyle factors.

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