ISSN NO. 2320-5407

*Journal homepage:http://www.journalijar.com*
*Journal DOI:10.21474/IJAR01*

*INTERNATIONAL JOURNAL OF ADVANCED RESEARCH*

**RESEARCH ARTICLE**

# Examination of the effect of the sleep hours and study hours on academic performance of the third year endocrine block students.

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## *Manuscript Info*

***Manuscript History:***

Received: 15 May 2016
Final Accepted: 19 June 2016
Published Online: July 2016

***Key words:***
GPA
Academic performance
Sleeping hours
Study hours
Cross sectional study

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## *Abstract*

Time and study skills are among the most important factors affecting the academic student grade. We believed in importance of these points so we decided to conduct research about them.

We have conducted a convenience study. We have used approved questionnaire paper and distributed it among the student of the 3th year of endocrine block of the current year.

The used sample is convenience sample. The student are our point of concern.

our result shows that there are a relationship between daily studying and night sleeping in academic performance.

And we found that, the student who is having a high GPA ether sleeping well at night or studying more than 3 hours daily, or both but we can't generalize the result .

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## Introduction:-

Time and study skills are among the most important factors affecting the academic student grade. We believed in importance of these points so we decided to conduct research about them. We try to examine the impact of some factors on third year endocrine block students' GBA. These factors are: sleep time and time spent on studying in addition to some study skills: English language, time management and taking notes. Also , we want to investigate the awareness of the chosen population about these factors

## Objective:-

1. To determine effects study hours on the GPA.
2. To calculate the sleeping hours and verify the relationship between it and student GPA at medical school.
3. To investigate the awareness of student of appropriate study skills and its impact upon academic success.
4. To verify the impact of study skills on academic performance.
5. To calculate the average of study hours among the third year endocrine course students
6. To calculate the average sleep hours among the third year endocrine course students

## Material and Methods:-

We have conducted a convenience study. We have used approved questionnaire paper and distributed it among the student of the 3th year of endocrine block of the current year.

The used sample is convenience sample. The students are our point of concern.

The research frame we have obtained were from the validated student list from the student administration department.

We distributed electronic questioners to the student population. Those who responded were 72.

The program used to process the data was SPSS

## Hypothetical questions:-

How do hours of sleep affect the academic performance among the third year endocrine course students? From the literature review.
How do study hours affect the academic performance of endocrine students'batch? From the literature review.
What is the percentage of study hours among the students?Fromquestionnaire.
What is the percentage hours endocrine course student batch sleep? Fromquestionnaire.
Whether are the students aware of the importance of daily studying and its impact on the exam? From literature review and questionnaire.

**Literature review:-**

**Title**:
How Much Does Studying Matter?
**Objective**:
Understanding the impact of most potential education-policy changes is made difficult by the reality that the large majority of variation in student outcomes is unexplained by traditionally observable individual and school characteristics.
understanding is that standard data sources have not traditionally collected information about how much time students spend studying.
took four different measurement approaches in an explicit attempt to "produce a positive relation between amount of study and GPA" at the University of Michigan and found that none of the approaches were "very successful in yielding the hypothesized substantial association." Similar replication results at different schools by Hill (1991) and Rau and Durand (2000) produced generally similar results.
The bias associated with viewing the descriptive relationships in previous work as estimates of the causal role that studying plays in the grade-production process arises, in part, because students who spend more time studying may be different in unobserved ways related to, say, ability than those who spend less time studying.
Ideal for learning about the importance of studying would be a random experiment in which two groups of students who are identical in all respects at the beginning of school are forced to study different amounts during school.
**Results:-**
We are interested in estimating the causal effect of studying on first-semester grade point average. During the first semester, daily study effort was collected on four different weekdays using 24-hour-time diaries. We create a variable, $STUDY_i$, by averaging the number of hours that person i studies per day over the subset of days during the semester that his or her study effort is observed.[2] This variable serves as a proxy for the average amount that a person studies per day across all days during the first semester.
**Conclusion:-**
To the best of our knowledge, this work represents the only evidence about the causal relationship be- tween study effort and grade production. Many policy decisions depend on the extent to which college outcomes of interest are driven by decisions that take place after students arrive at college rather than by background factors that influence students before they arrive at college. Thus, it is important that our estimates suggest that human-capital accu- mulation may be far from predetermined at the time of college entrance. For example, an increase in study effort of one hour per day (an increase of approxi- mately .67 of a standard deviation in our sample) is estimated to have the same effect on grades as a 5.74 point increase in ACT scores (an increase of 1.54 standard deviations in our sample and 1.21 standard deviations among all ACT test takers). In addition, the reduced form effect of being assigned a roommate with a video game is estimated to have the same effect on grades as a 3.10 point increase in ACT scores (an increase of .83 of a standard deviation in our sample and .65 of a standard deviation among all ACT test takers).

**Title**:
Sleep disorder among medical students: Relationship to their academic performance
**Objective**:
To examine the prevalence of sleep disorder among medical students and investigate any relationship between sleep disorder and academic performance.
**Results**:
There were 491 responses with a response rate of 55%. The ESS score demonstrated that 36.6% of participants were considered to have abnormal sleep habits, with a statistically significant increase in female students ( p 1⁄4 0.000). Sleeping between 6–10h per day was associated with normal ESS scores (p1⁄40.019) as well as the academic grades 3.75. Abnormal ESS scores were associated with lower academic achievement (p1⁄40.002).

**Conclusion**:
A high prevalence of sleep disorder was found in this group of students, specifically female students. Analysis of the relationship between sleep disorder and academic performance indicates a significant relationship between abnormal ESS scores, total sleeping hours, and academic performance.

**Title** :
The relationship between sleep and wake habits and academic performance in medical students: a cross-sectional study
**Objectives** :
This study aimed to assess the relationship between sleep habits and sleep duration with academic performance in medical students.
**Conclusion** :
Decreased nocturnal sleep time, late bedtimes during weekdays and weekends and increased daytime sleepiness are negatively associated with academic performance in medical students.
**Results** :
The final analysis included 410 students (males: 67%). One hundred fifteen students (28%) had "excellent" performance, and 295 students (72%) had "average" performance. The "average" group had a higher ESS score and a higher percentage of students who felt sleepy during class. In contrast, the "excellent" group had an earlier bedtime and increased TST during weekdays. Subjective feeling of obtaining sufficient sleep and non-smoking were the only independent predictors of "excellent" performance.

**Title** :
The Causal Effect of Studying on Academic Performance
**Objective** :
In this paper, we examine the causal effect of studying on grade performance using an Instrumental Variable estimator. Our approach takes advantage of a unique natural experiment and is possible because we have collected unique longitudinal data that provides detailed information about all aspects of this experiment.
finding :
important for understanding the potential impact of a wide array education policies, the results suggest that human capital accumulation is far from predetermined at the time of college entrance.
**Conclusion**:
To the best of our knowledge, this work represents the only evidence about the causal relationshipbetween study-effort and grade production. Many policy decisions depend on the extent to which collegeoutcomes of interest are driven by decisions that take place after students arrive at college rather than bybackground factors that influence students before they arrive at college.
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Thus, it is important that both the
IV and reduced form estimates suggest that human capital accumulation may be far from predetermined at thetime of college entrance. For example, using results from our full sample, an increase in study-effort of onehour per day (an increase of approximately .67 of a standard deviation in our sample) is estimated to have thesame effect on grades as a 5.21 point increase in ACT scores (an increase of 1.40 standard deviations in oursample and 1.10 standard deviations among all ACT test takers). In addition, the reduced form effect of beingassigned a roommate with a video game is estimated to have the same effect on grades as a 3.88 point decreasein ACT scores (an increase of 1.04 of a standard deviation in our sample and .82 standard deviations amongall ACT test takers).

While not the primary focus of this paper, this paper also makes an important contribution to the peereffects literature in general and to the peer effects literature that achieves identification by using collegeroommates in particular. The goal of the empirical peer effects literature has been to look for empiricalevidence which documents that peer effects can matter. This paper provides depth to that literature by not onlyproviding strong evidence that peer effects can matter, but also by providing perhaps the first direct evidenceabout an avenue (time-use) through which peer effects operate. This paper also makes a contribution to asubstantial literature outside of economics by establishing that video games can have a large, causal effect onacademic outcomes.

Unlike the OLS results from this work and the results from a small amount of earlier work that didnot address the endogeneity problem, our IV results indicate that the effect of studying may be very substantial.

Certainly more work in this area is warranted and our findings strongly suggest that other surveys that focuson educational issues should seriously consider collecting information about this very fundamental input inthe human capital production process.

**Title** :
The Link Between Sleep Quantity and Academic Performance for the College Student
**Objectives**:
The current study examined the relationship between grade-point average (GPA) and sleep, in terms of quality andquantity
**result**:
Results indicated a significant positive correlation between amount of sleep per night with GPA, and asignificant negative correlation between average number of days per week that students obtained less than fivehours of sleep and GPA
**conclusion**:
Although we cannotconclude from the present study that more sleep causes better grades, we have shown that amount of sleep and academic success are positively correlated.

**Title** :
Effects of Employment on Student Academic Success
**Objectives** :
The purpose of this paper is to summarize some of the general findings and implications of these studies, and to provide suggestions regarding how university studentemployment offices may utilize these data
**Result:-**
Although working a large number of hours (20+) can be detrimental to students' academic success, parttime (specifically oncampus) jobs can be very beneficial in many ways. Working a moderate number of hours often correlates with higher GPA. These jobs help students be more effective and organized and provide important skills. Oncampus jobs often lead to greater integration into the university and provide applicable work experience
**Conclusions**:
Students should be very conscious of the number of hours they work. Although the line at which working becomes detrimental is ambiguous, overworking may decrease GPA and increase time to graduation and dropout rates.

**Title** :
the role of study skills in academic achievement of student : a closer focus on the gender .
**Objectives** :
the study aimed at identifying various study skills used by the learners , to ascertain which study skills is more related to academic achievement and to compare the use of study skills between girls and boys .

## Finding :

Education, Abbottabad. The findings indicate significant relationship of time-management skills, reading, and note-taking skills with academic achievement; there were nonsignificant relationship for other study skills. Students with higher academic achievement use a wide range of study skills as compared to students with lower academic achievement. Analyses further revealed that the girls were better in using study skills as compared to boys. The results of this study may pave the way for further research leading to improve teachers' thrust on developing learners having sufficient skills.

**Conclusion:-**

It is desirable that students possess range of study skills. Though, regular study is an essential part of learning and cramming the night before examination works greatly. However, it is important to learn right set of study skills to use for a specific purpose in a clearly defined context. Due to the non-availability of standardized test covering all courses at secondary level, marks obtained by students in

**Title** :

# STUDENT ATTITUDES TOWARD STUDY SKILLS

*Alison M. Wolfe, Elmira College*

**Objectives** :

*skills? This paper examines current student attitudes toward effective study skills, using a survey with 352 responses istered during registration. Areas examined include attitudes toward studying, primary study methods, time spent, preferred study and learning styles, and use of technology.*

**Finding** :

The results of this survey show one very clear overall trend: personal study skills today revolve around comprehension of lecture content, with tools and technology assisting the review of this lecture material being most highly rated by students. Studying also remains an activity that is performed alone or in small groups, and one that remains quite separate from increasing trends toward social networking and online conn : survey

**Conclusion** :

Students report being in an environment that has increasing demands on their time and workload as they transition from high school to postsecondary education, and their study habits as shown in this survey reflect a clear desire to make learning as frictionless and time-efficient as possible. As a result, marketing education should increasingly look toward ways to package information, summarize it, and make it available to students electronically outside of the classroom.

**Title** :

# UCUES 2008
# Obstacles to Academic Success

**Objectives** :

campuses. The survey included a module which focused on Academic Engagement and contained a block of items related to potential obstacles to academic success. Because these items were presented in a module, only a randomly selected subset of students was given the opportunity to respond.

**Finding**:

Among UC Davis students, the most frequent obstacles to academic success are *poor study behaviors*, followed by *feeling depressed, stressed or upset*.

**Conclusion** :

Reported obstacles are negatively correlated both with GPA and units carried. The three obstacles which are most significantly correlated with GPA are *inadequate study skills*, *poor study behaviors* and *weak math skills*, and the three obstacles most strongly associated with units carried are *feeling depressed, stressed or upset*, *competing family responsibilities* and *competing job responsibilities*.

## Methods and material:-

The group carrying out this research agreed to perform convenience study. We will use the attendance sheet of endocrine block as our population.

The method we use to do the sampling is convenience random sample .single individual student is our chosen unit.

The sampling frame of our research will be the approved student list batch of the endocrine block that we are going to obtain from the student administration department. The percentage of the sample will be 35% of the obtained list.

Finally, we are going to collect the data. Then we will analyze it; interpret it to come to the conclusion and results.

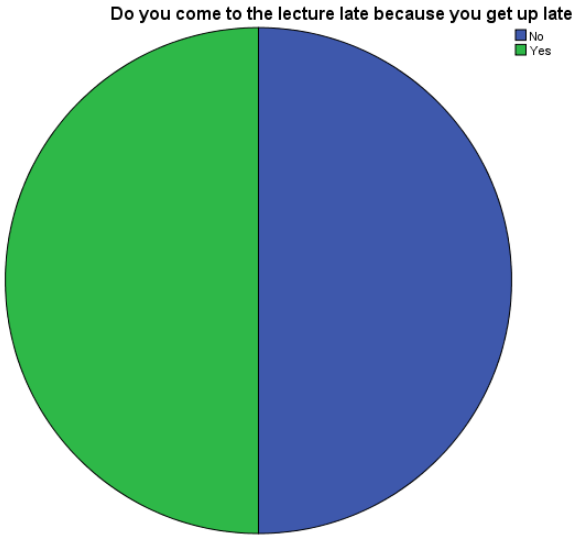
## Result:-

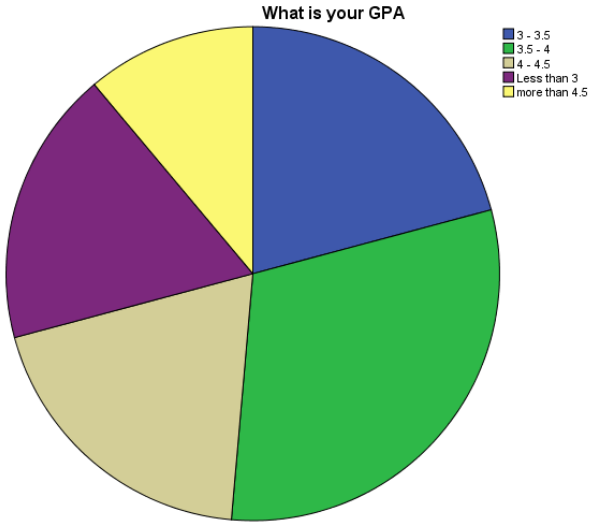
We distributed electronic questioners to the whole batch. The response rate was 46.15 %. The range of the ages was 20 – 40 of the population, which was the 3rd year endocrine block batch .we, found that 30% of the sample were 3.5-4 and this was the highest percentage. However, the lowest percentage was 11% for those who scored more than 4.5 GPA.

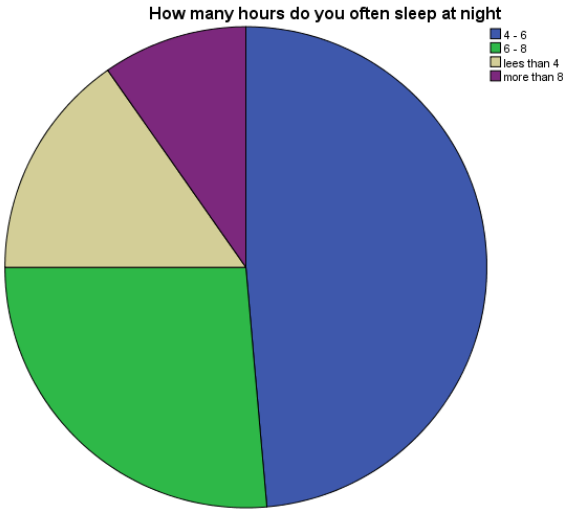
As for the daily hours students spend on studying, we found out that most of the students spend 3-5 hours studying. Nonetheless, a few students spend more than 5 hours daily on studying which was the lowest percentage in our survey.

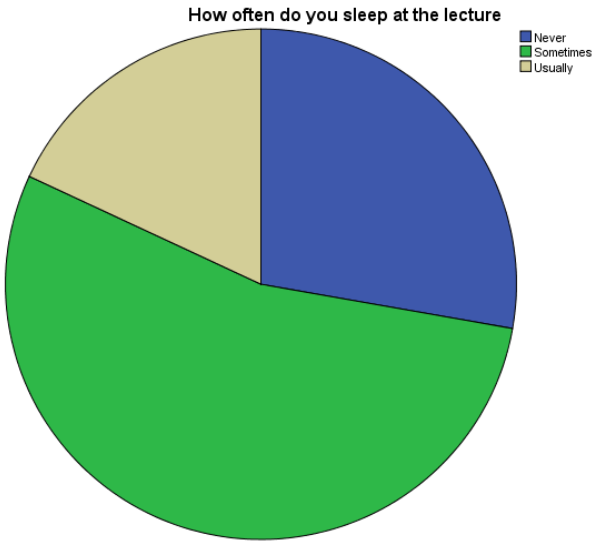
In terms of how many hours the students sleep at night, the majority of the individuals spend 4-6 hours per day. In addition, 9.7% of students sleep more than 8 hours, which was the lowest percentage for daily sleep. As for awareness, 68.1 % of the students agreed on that it is important to study daily to perform well in the exam.

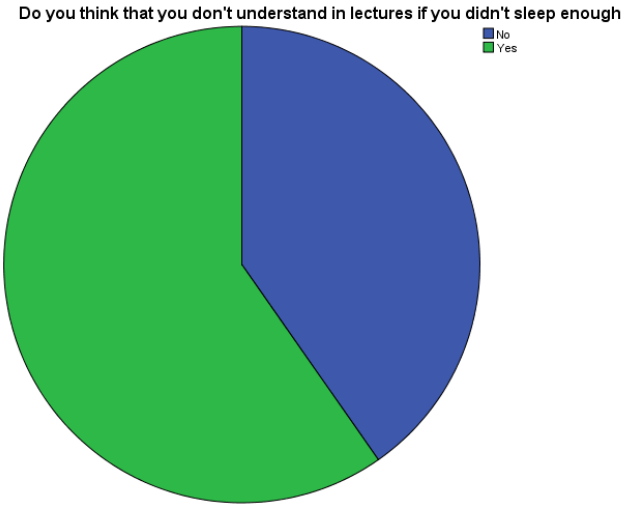
## SPSS pie charts

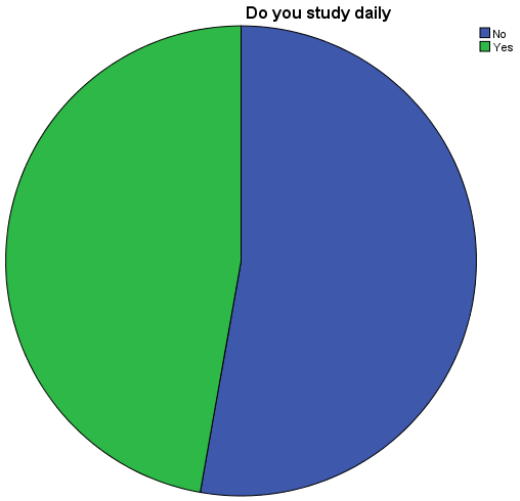


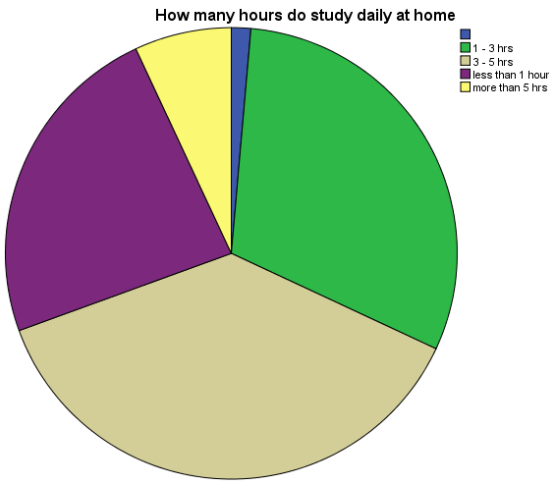



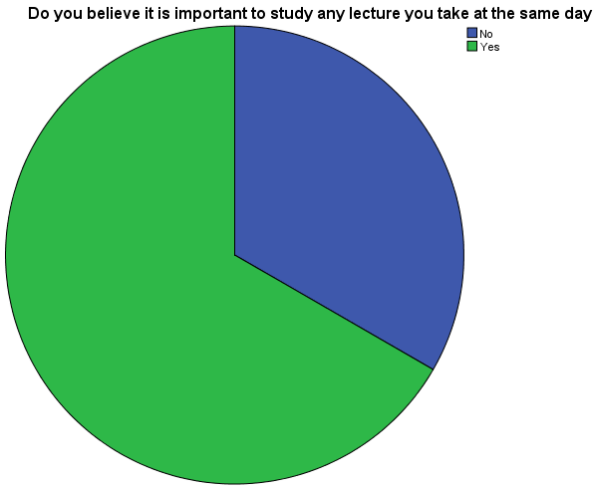

How many hours do you often sleep at night
4 - 6
6 - 8
lees than 4
more than 8

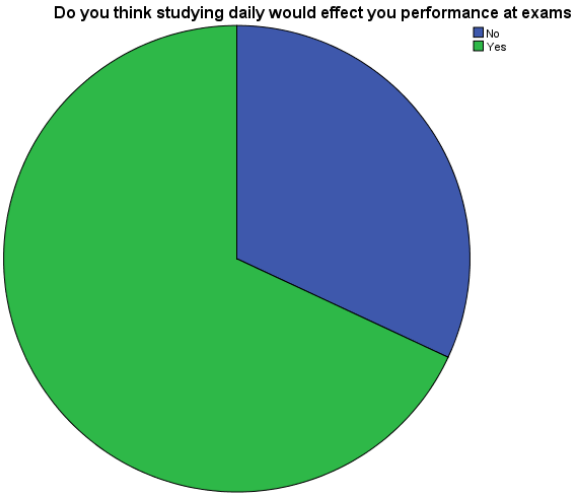

How often do you sleep at the lecture
Never
Sometimes
Usually


Do you think that you don't understand in lectures if you didn't sleep enough
No
Yes


Do you study daily
No
Yes


How many hours do study daily at home
1 - 3 hrs
3 - 5 hrs
less than 1 hour
more than 5 hrs


Do you believe it is important to study any lecture you take at the same day
No
Yes




## Discussion:-

In study titled "The relationship between sleep and wake habits and academic performance in medical students: a cross-sectional study", the final analysis included 410 students (males: 67%) compared with 72 in our study . One hundred fifteen students (28%) had "excellent" performance compared with 22 student with high performance (30.5%), and 295 students (72%) had "average" performance, compared with 60 student with average performance (69.5%). The "average" group had a higher ESS score and a higher percentage of students who felt sleepy during class. In contrast, the "excellent" group had an earlier bedtime and increased TST during weekdays. Subjective feeling of obtaining sufficient sleep and non-smoking were the only independent predictors of "excellent" performance. Compared with 18% of studentswho sleep during the lecture and 27%, which never sleep during the lecture.

About daily studying and its impact on the performance in the exams, "We are interested in estimating the causal effect of studying on first-semester grade point average. During the first semester, daily study effort was collected on four different weekdays using 24-hour-time diaries. We create a variable, STUDYi, by averaging the number of hours that a person, i ,studies per day over the subset of days during the semester that his or her study effort is observed.2 This variable serves as a proxy for the average amount that a person studies per day across all days during the first semester.''

With comparisons with our result the study show as there is only 7% of sample are study more than 5 hours. However, the rest are studying less than 5 hours.

## Conclusion:-

Our result showsthat there are a relationship between daily studying and night sleeping in academic performance.
And we found that, the student who is have a high GPA ether sleeping well at night or studying more than 3 hours daily, or both but we can't generalize the result .

## Recommendation:-

We believe this topic need further researches. Our research will help other students to have enough hours of sleeping and studying which will reflect on their academic performance positively as shown in conclusion. Also , we hope that our study could help other student to increase their performance and the effect will be shown in their GPA. This research will hopefully be helpful for those who are interested in this topic.

**Limitation:-**

In our study, we face a few problems such as:
The number of people who responded to our questioner was limited.
We face a problem with questioner distribution.
We have limitation with students and they were careless to participate to study.
The answer to questioners was incomplete sometimes.

Due to the busy time table of the collage and frequented exams we didn't have enough time to gather to carry up our research.

## Acknowledgement:-

We thank our colleague Ammar AL Sayeqh and his group for their help to correct some mistakes and that help us to complete our studyand for answering our study.

In addition, we thank Dr. Albdolla AL Rabyeah for he lets us gain the experience of conducting study and teach us how to make a complete research and this knowledge will help us always in future.

We thanks all those how participate in this study.

Finally, we thank our collage for providing a good environment for us to conduct the study.