

**THE IMPACT OF SLEEP HYGIENE AND EMOTIONAL
WELL-BEING ON ACADEMIC PERFORMANCE
AMONG NURSING STUDENTS**

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**“The Impact of Sleep Hygiene and Emotional Well-being on Academic
Performance Among Nursing Students”**

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ABSTRACT

Sleep hygiene and emotional well-being are significant challenges for nursing students, potentially affecting their academic performance. It is crucial for students to maintain good sleep hygiene practices and attend to their emotional well-being to excel in their academic pursuits. The study aimed to investigate the impact of sleep hygiene and emotional well-being on the academic performance of nursing students. The study utilized a quantitative-descriptive correlation research design and was conducted using stratified random sampling. Modified questionnaires were distributed to 273 nursing students across all levels in a reputable tertiary education institution in Misamis Occidental. The results showed that respondents had a high level of adherence to sleep hygiene, and a high level of emotional well-being, and most respondents had a good passing grade percentage in their academic performance. Moreover, there was no significant relationship between the sleep hygiene and emotional well-being in relation to the academic performance of nursing students. The study highlights the significance of sleep hygiene and emotional well-being in supporting academic performance among nursing students, who generally demonstrated high adherence to sleep hygiene practices, especially in sleep duration and quality. Respondents exhibited effective stress management and emotional stability. However, despite achieving good passing grades, no significant relationship was found between sleep hygiene, emotional stability, and academic performance, indicating that other factors may play a more critical role in academic success. Consequently, nursing students should balance good sleep hygiene and emotional well-being with additional

academic support strategies to enhance their performance. For future studies, this research suggests exploring additional factors that may influence the academic performance of nursing students, such as study habits, time management skills, social support systems, extracurricular activities, and mental health resources. Additionally, investigating environmental factors, including learning environments and institutional support, could yield valuable insights. Expanding the scope to include these variables will help develop a more comprehensive understanding of the complexities surrounding academic performance among nursing students.

Keywords: academic performance, emotional well-being, nursing students, sleep hygiene

We, the researchers, humbly dedicate this research paper to Almighty God, whose unwavering guidance and strength have been our foundation throughout this journey. His blessings have carried us through every challenge, allowing us to successfully complete this research.

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The Researchers

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INTRODUCTION

Rationale of the Study

Sleep has several basic biological roles in our bodies which include the maintenance, building and repair of the body. In addition to improving mood, cognitive function, and growth and development, sleep quantity, and quality together have positive health effects (Navya, 2023). Sleep is a natural state of rest during which the subject is unconscious but can be awakened with the help of proper external stimuli. It is well known that a good quality and adequate amount of sleep are basic human necessities (Shafique, 2022). According to sleep specialists, most healthy young adults and adults need a minimum of seven to nine hours of sleep each day for optimal health and effective physical and mental functioning (Shafique, 2022).

Getting enough sleep at night, some of the benefits includes increased endurance, better brain function, and improved daytime performance (Manzar, 2020). It was observed that the more the patients used technology before bedtime in particular, the quality of their night's rest deteriorates; tobacco and an improper diet also negatively affect this factor (Arshad et al., 2022). These findings emphasize the importance of evaluating sleep hygiene practices in the general population to clarify their relationship to the individual's mental well-being and functional performance (Alanazi et al., 2023).

Sleep hygiene refers to those behaviors that ensure an improved quality and quantity of sleep for a person on a regular basis. Being a subgroup of the general population, medical led to their challenging academic and clinical duties, long duration of study hours, stress of examinations, hectic routines, and lifestyle choices (Shafique,

2022). Good sleep hygiene plays an important role in human health. According to Zhengyan Tang et al., (2021), better sleep hygiene practices are related to better-quality sleep. Sleep hygiene is the set of behavioral and environmental aspects that support healthy sleep patterns. It is in cross-cultural and biological aspects. These may be endogenous, exogenous or environmental and those activities that are unstated by the population to cause or sustain sleep with study and consideration which becomes a dilemma for Nursing (Gallego et. al., 2021). The current study's findings also suggest that good sleep hygiene practices may reduce the adverse impacts of stress on essential academic engagement skills in the classroom, such as greater academic effort, attendance, concentration, and note-taking (Nelson, 2024). Good sleep quality is a predictor of physical and mental health, well- being, and overall vitality (Ruiz-Zaldibar et al., 2022). Therefore, it is crucial to evaluate the subject's sleep hygiene accurately and then give recommendations on how nursing students can develop the right sleep hygiene practices (Tang et al., 2021).

Poor sleep hygiene practices include all factors that promote arousal or disrupt the normal balance of the sleep-wake cycle. (Alanazi et al., 2023). Poor sleep hygiene can have an impact on the quantity and quality of sleep, which can therefore have an impact on daytime performance (Manzar, 2020). Poor sleep quality can impact judgment, psychomotor abilities, memory, decision-making, concentration, and attention. It may also lead to the development of new physical health issues while aggravating those that already exist (Yibeltal, 2020). According to Zhai, K., Gao, X., & Wang, G., (2018), sleep quality is a major concern for public health and poor sleep has been linked to a variety of psychological disorders such as depression and anxiety. Today, the number of people

having poor sleep is high, especially young persons, and it is estimated to affect 10% of adult persons. From these young adults, many of them are university students (Zhai et al., 2018).

Studies examining the effects of different sleep-wake patterns on academic performance has shown that poor sleep quality and shorter sleep duration are associated with decreased learning capacity and impaired daytime functioning (Alfons, 2020). Sleep duration refers to the total amount of time an individual spends asleep within a 24-hour period, typically measured from the onset of sleep to the time of awakening. It is a critical component of sleep quality and is essential for maintaining overall health and well-being. It is indicated that nursing students often experience sleep deprivation due to heavy workloads and clinical responsibilities. The study noted that insufficient sleep duration negatively impacted their clinical performance, decision-making, and ability to handle stress (Tavares et al., 2019).

Many college and university students sacrifice sleep to have more time for work and study. As a result, students are more likely to have bad sleeping habits, particularly during exam times. College and university students might suffer from a lack of sleep, and several prior studies have found that students with poor sleep hygiene do worse academically than those with good sleep hygiene (Anwer, 2019).

In recent years, there has been growing interest in the two-way connection between emotions and sleep. Sleep plays a key role in restoring daily functioning, while lack of sleep heightens emotional reactivity and sensitivity to stressful situations and events. It seems that sleep is crucial for managing emotional stress in daily life (Vandekerckhove & Wang et al., 2018). Emotional well-being involves balancing

pleasant and unpleasant emotions and having a general satisfaction with life, essential for promoting healthy lives across all age groups. It is a crucial aspect of everyday life (Eva Langeland, 2022). Supporting emotional well-being is a significant responsibility across various settings, such as schools, and for diverse groups, including children, adolescents, and women.

Emotional well-being, a key aspect of mental health, which encompasses positive and negative feelings, positive, optimism and the energy to get up when one has fallen, and a positive feeling of worth (Latorre-Coscolluela et. al., 2022). Emotional well-being was significantly associated with both dimensions of academic engagement, and the planning of schoolwork was directly associated with the engagement variables. The findings support the notion that emotional well-being is linked to academic engagement, especially emotional regulation, which can promote academic engagement via emotional well-being (Eriksen & Bru, 2022).

There are many proposed definitions of emotional well-being but none has gained much support all the same up to this time. Emotional well-being in teenagers is often measured by the presence of good characteristics like happiness and self-esteem and the absence of negative aspects like depression and school burnout. This influences their attitudes toward learning and increases their involvement in learning activities. Positive affect and Self-confidence are significant correlates of students' use of achievement goals and are considered necessary for handling academic demands. High levels of emotional well-being could be a potential indicator of increased academic engagement, as positive emotions enable individuals to visualize their goals and motivate their efforts to achieve them. (Eriksen & Bru, 2022).

According to Eli Vibeke Eriksen & Edvin Bru (2022), students' emotional well-being is related to their academic outcomes. Positive emotional well-being is linked to improved test results and increased attendance at school. It contends emotions are the catalyst for coping behaviors, suggesting that emotions, possibly even happy ones, are a significant factor in the achievement of desired academic results. Students are more active and produce more effort when they are always getting positive outcomes like satisfaction and interest in doing their homework.

Academic performance relates to the level of learning achieved in a given course or subject, measured against the standard for a given age group and education level. It is a combination of several complex factors at work in the learning person. Academic performance assesses the results students achieve across different academic subjects. Although it is frequently tied to a student's GPA, academic performance can also reflect achievements in scientific research and skills, outstanding test scores, and success in extracurricular activities and a student's ability to lead if assigned. Academic performance is what students can accomplish when assessed on material they have been taught, with an emphasis on their intellectual abilities (Mauliya, 2020).

Students in this age are compromising their sleep and emotional well-being more and more in the current educational environment, which is a concerning trend that could have serious consequences for their academic performance. Furthermore, more extensive future research by the researchers therefore needs to be directed at enhancing sleep hygiene among students, enhancing their academic capacity as well as seeking to establish the factors that hinder the same and working on how to enhance it (Faris et.al., 2023). Several studies have shown that nursing students who suffer from poor sleep

hygiene perform worse academically, during clinical exposures, and have drastically poor emotional health, compared to students who have regular healthy sleep hygiene (Binjabr et.al., 2023).

It is important to address in this study the limited exploration of the relationship between sleep hygiene, emotional well-being, and academic performance specifically among nursing students. While previous studies have addressed these factors individually, there is a lack of comprehensive research that examines how they interact and influence each other in this unique population. According to Meeks (2022), it is recommended to assess other forms of academic stress. A mixed-method approach could be employed to gain deeper insights into the relationship between academic stressors such as performance pressure, workload, and examinations, sleep hygiene, sleep quality, and academic performance. In line with McKnight-Eily et al. (2019), highlighted the general benefits of sleep hygiene on health and well-being, yet studies specifically targeting nursing students remain scarce. This indicates a need for targeted research within this demographic. While existing research of Latorre-Coscolluela et al. (2022) has broadly explored emotional well-being, it often fails to specifically examine how these dimensions relate to academic performance among nursing students. This gap indicates a lack of focused investigation in this unique population, highlighting the need for targeted studies that assess the interplay between emotional well-being and academic success in nursing education. Addressing this gap could provide valuable insights into how sleep and emotional factors influence the academic experiences of nursing students. This gap presents an opportunity for future research to provide a more holistic understanding of the factors influencing academic success among nursing students.

Theoretical Framework

This study anchored in both the Oswald Sleep Theory and the Roy Adaptation Model. Professor Ian Oswald's extensive research emphasized the active role of sleep in memory consolidation, learning, and emotional regulation (Oswald, 1966). The Oswald Sleep Theory posits that poor sleep hygiene can adversely affect cognitive functions, attention span, and emotional stability, particularly in demanding academic settings like nursing education (Oswald, 1980). For nursing students, irregular sleep patterns may compromise academic performance and emotional well-being due to the high stress associated with their studies and clinical practice.

In the context of emotional well-being, Sister Callista Roy's Roy Adaptation Model (Roy, 1984) highlighted the importance of adaptive responses to stressors. Emotional well-being is integral to the adaptive process, crucial for nursing students navigating the challenges of rigorous coursework and clinical experiences (Roy, 1976). Poor sleep hygiene, as explored in this study, is viewed within Roy's model as a potential disruptor to adaptive responses, impacting emotional resilience and overall well-being (Roy, 1989).

The Oswald Sleep Theory and the Roy Adaptation Model intersect in examining the effects of poor sleep hygiene on nursing students. Oswald's insights emphasize the interrelatedness between sleep patterns, cognitive functions, and emotional stability, while Roy's model delves into the adaptive responses required for emotional well-being. Together, they provide a comprehensive framework for understanding how disturbed sleep patterns may hinder adaptive processes, potentially compromising emotional well-being and academic performance among nursing students.

Incorporating both theoretical frameworks into this research study aims to unveil the intricate connections between sleep hygiene, adaptive processes, academic outcomes, and emotional well-being among nursing students. By acknowledging the holistic interplay of physiological, psychological, and social dimensions, this study strives to contribute valuable insights for tailored interventions promoting better adaptation, improved academic performance, and enhanced emotional well-being in nursing education.

Conceptual Framework

Sleep hygiene is several activities that enhance the duration and quality of sleep. Key elements include adhering to a regular sleep timetable, ensuring consistent bedtime and wake-up times daily. According to Pethkar-Padalkar et. al. (2023), sleep hygiene encompasses a series of practices and habits designed to optimize the quality and duration of sleep. A crucial component involves maintaining a consistent sleep schedule, aligning bedtime and waking hours each day (Pethkar-Padalkar et. al., 2023). Sleep quality is a key determinant of overall well-being, encompassing the depth and restorative nature of one's sleep. It goes beyond simply the duration of sleep, focusing on the efficiency with which an individual move through different sleep cycles, whereas an optimal sleep duration plays a pivotal role in maintaining physical well-being, cognition, and emotional well-being. ***Sleep duration*** pertains to the total amount of time spent sleeping, but its importance extends to how effectively a person progresses through various sleep cycles. Optimal sleep duration is crucial for sustaining physical health, cognitive performance, and emotional stability. The National Sleep Foundation

recommends that adults aim for 7-9 hours of sleep per night, acknowledging that individual needs may vary (Manzar, 2020).

The most significant factor affecting sleep quality was sleep hygiene. Among students, irregular sleep patterns, engaging in activities before bedtime, and using the bed for purposes other than sleeping were the most frequently reported inadequate sleep hygiene practices. Students with good sleep hygiene were found to be four times more likely to experience high sleep quality compared to those with poor sleep hygiene. Many students went to bed feeling angry, stressed, or anxious. Additionally, stress and concerns about academic performance, time limitations, and future plans were significantly linked to poor sleep quality. (Ali et. al., 2023). Inadequate sleep and low sleep quality are linked to various issues, including declines in cognitive abilities and academic performance. (Hall et.al., 2019).

Sleep quality is impacted by good sleep hygiene. ***Sleep quality*** refers to how well a person sleeps, encompassing aspects like how easily they fall asleep, stay asleep, and feel rested upon waking. Among students, good sleep hygiene and the absence of stress and anxiety significantly enhance sleep quality, while stress and worries about academics and future plans often lead to poor sleep quality. According to Nelson (2024), maintaining a regular sleep/wake schedule, optimizing sleep-friendly environments, and abstaining from alcohol and caffeine before bed are examples of positive sleep hygiene practices that lead to better sleep, which in turn improves performance in sleep-related tasks (Nelson, 2024). While the average amount of sleep that nursing students in the Philippines get varies, several studies have found that it is typically not very long. Based

on some research, nursing students in the Philippines slept for an average of five hours each night, which is less than in other countries (Kayaba et. al., 2019).

Emotional well-being is the overall quality of a person's daily emotional experiences, including those feelings that influence their life satisfaction. It considers the occurrence and intensity of emotions encountered in everyday life. Emotional well-being is generally considered to be the emotional aspect of daily experiences, including both positive and negative influences that lead to an individual's pleasant or unpleasant life experiences (Latorre-Coscolluela et. al., 2022). Emotional well-being is the emotional quality of an individual's everyday experience, the frequency and intensity of experiences of joy, stress, sadness, anger, and affection that make one's life pleasant or unpleasant (Kahneman et. al., 2010).

Emotional well-being is a key aspect of daily life. Promoting emotional well-being is a crucial responsibility across various settings, including schools. (Hanley et al. 2020). The National Institutes of Health formed the Emotional Well-being High Priority Research Network in 2019 and tasking researchers with enhancing the understanding of the core elements of emotional well-being throughout life and further developing and testing the concept. Studies have revealed that healthcare professionals experience greater occupational stress and burnout compared to those in other fields. Nursing students, in particular, may face higher stress levels than students in other healthcare-related disciplines and often report higher stress outcomes than other student groups across various countries (Zheng et. al., 2022).

Stress has far-reaching effects, influencing sleep, memory, attention, and appetite. (Kurebayashi et. al., 2020). **Stress level** is how much pressure or tension you feel from

things happening around you. High stress can make you feel worried, anxious, or overwhelmed, while low stress means you feel more relaxed and calmer. According to Mussi, et. al. (2020), stress arises from an individual's interaction with environmental factors, especially when challenges are perceived as beyond their ability to cope. If it becomes chronic, stress can lead to physical, mental, emotional, and behavioral changes that undermine well-being. As a result, it negatively affects the ability to learn, which is essential in academic settings (Dinse et. al., 2020). After qualification, stress also affects communication and work efficiency, ultimately reducing the quality of healthcare services. (Rafati et. al., 2021).

According to Mussi et. al. (2020), nursing students are prone to stress due to events that can be perceived as stressors during the training path in the health field. These events include the extensive workload, performance and responsibilities in the clinical setting, concern with the labor market, reconciling training with family life, the accumulation of academic activities, the carrying out of evaluations, among others.

Emotional stability is being able to handle your feelings well, even when things don't go your way. It means you can stay calm, deal with frustration, and not get upset easily. It is the process by which one's personality continuously strives for a greater sense of emotional health, both intra-physically and intra-personally. Emotionally stable people can tolerate many situations: they can withstand delays in satisfying their needs; tolerate a reasonable amount of frustration; trust their long-term planning capacity; and accept delays in their expectations and needs, or revise them as necessary (Lai et. al., 2022). Emotional stability was positively, highly significantly related to the job crafting and education of nurses.

Emotional well-being has a significant relationship with academic performance. Positive emotions are linked to better academic performance, whereas negative emotions are connected to lower performance (Martínez-Martínez et. al., 2020). Happiness, which is a part of emotional well-being, positively affects academic performance among students (Khan et. al., 2020). Emotional well-being is connected to academic success, with students who have higher emotional well-being generally achieving better academically. Furthermore, emotional intelligence is positively correlated with academic performance, and efforts to enhance emotional intelligence and well-being can lead to improvements in academic outcomes. Therefore, fostering emotional well-being and addressing emotional difficulties can contribute to better academic performance (Martínez-Martínez et. al., 2020).

Academic performance is how well you do in your schoolwork. It's measured by your grades and how much you learn and understand in your classes. According to Kumar et.al., (2021), academic performance indicates a student's achievement after completing a course or subject from an institution. It evaluates students' learning in a variety of academic subjects using formative and summative evaluations. For this study it refers to the student's GPA in the previous semester. It is widely reported today that students' academic performance is lacking, with various factors potentially influencing their educational outcomes. According to Fajar (2019), results show that factors related to students and schools significantly affect the academic performance of nursing students. This study explores students' academic performance and the factors influencing its quality, including academic workload, sleep-related issues, and psychological factors, which may be adjustable (Gupta & Singh, 2019).

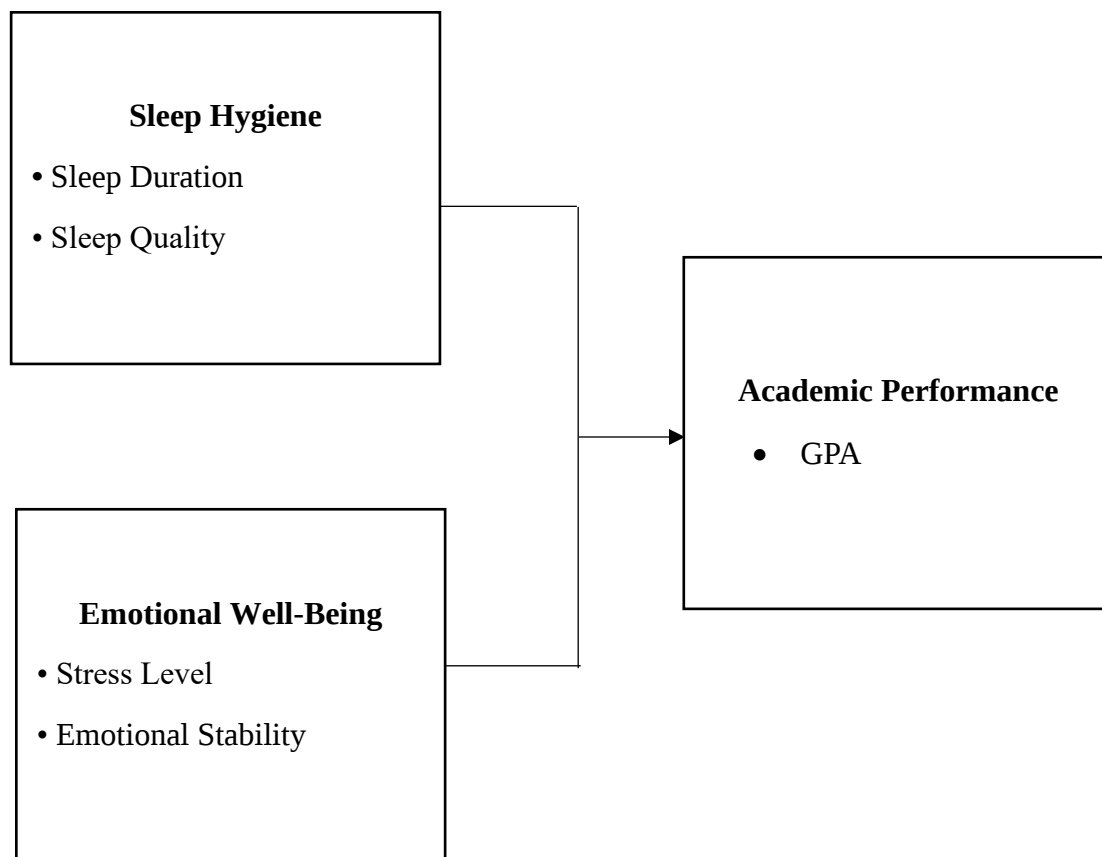


Figure 1. *Schematic Diagram of the Study*

Objective of the Study

This study aims to investigate the impact of sleep hygiene and emotional well-being on academic performance among nursing students. Explicitly, it addresses the following specific statements: determine the respondents' sleep hygiene in terms of sleep duration and sleep quality; determine level of respondents' emotional well-being in terms of stress level and emotional stability; determine the respondents' academic performance; explore the significant relationship between sleep hygiene and their academic performance; and explore the significant relationship between emotional well-being and their academic performance.

Significance of the Study

This research is made to investigate how sleep hygiene and emotional well-being affects the academic performance among nursing students. Furthermore, the study could be of importance to the following; Nursing Students, this study addresses the holistic well-being of nursing students, acknowledging sleep hygiene and emotional well-being as a crucial component to overall health. Comprehending these variables can contribute to the development of strategies to support students in achieving academic success. It could also benefit to the researchers and future researchers, the study broadens their understanding of the relationship between sleep hygiene, emotional well-being, and academic performance in nursing students. And it will give a more comprehensive knowledge in this area, fostering further research, discussion, and potential advancements in nursing education and well-being. This may be one of the bases that a new theory in learning will be use.

RESEARCH METHODOLOGY

Research Design

This study utilized the quantitative - descriptive correlational research design. Quantitative-descriptive correlational research design is a type of quantitative research design that involves describing the relationships between variables without manipulating them (Bhat, 2023). This study investigated the impact of sleep hygiene and emotional well-being on academic performance among nursing students.

Research Environment

This study was conducted in one of the University which is located in Ozamiz City in the province of Misamis Occidental. This is a non-sectarian and non-profit educational institution. It is awarded by the Philippine Association of Colleges and Universities Commission on Accreditation as Most Number of Accredited Programs in Region X. It has 13 colleges, 1 high school department and elementary department. This University is renowned for its comprehensive nursing program, which adheres to high ethical standards in both its educational and research practices. It has a long-standing reputation for excellence in nursing education, providing students with a robust curriculum that combines theoretical knowledge with practical skills. nursing program is designed to produce competent and compassionate nursing professionals who are equipped to meet the healthcare needs of diverse populations.

Unit of Analysis and Sampling Procedure

The most easily accessible set of students was chosen as the research respondents using a stratified random sampling. Stratified random sampling is widely used method

which divides a population into several subgroups or strata, according to certain shared traits. Stratification is used to guarantee that each stratum is included in the sample and to draw conclusions about particular demographic subgroups (Fleetwood, 2023). To implement this method, the researchers first obtained a comprehensive list of nursing students, categorized by their year levels and sections. The respondents of the study were 273 nursing students; composing of 120 first year students, 75 second year students, 52 third year students and 27 fourth year students after using the Raosoft Sample Size Calculator. Each academic year typically comprises multiple sections, which are further stratified to reflect the diversity within each year level. Within each stratum, students were randomly selected to participate in the study, ensuring that all sections and demographics within a year level had an equal chance of being included. For instance, the first-year cohort, consisting of 120 students, was divided into several sections. A random sample from each section was then selected to achieve a balanced representation of the entire first-year population. For blocks A, B, and C, we selected at least 30 nursing students as our respondents and for block D, there are 29 respondents we selected. Similarly, the second-year, third-year, and fourth-year cohorts, comprising 75, 52, and 27 students respectively, were also stratified and randomly sampled within their sections or blocks. This meticulous stratification process ensured that the sample reflected the diversity and varied experiences of nursing students across all year levels and sections.

Data Gathering Instruments and Procedure

The researchers utilized modified questionnaire. Initially, the researchers validated the questionnaire and conducted a pilot test to refine the instrument and confirm its effectiveness in capturing the necessary data. The final version of the questionnaire was

then modified based on the pilot test results to enhance its accuracy and relevance. Before the actual distribution of the research instrument, the researchers obtained formal approval from the Dean of the Department of Nursing, Midwifery, and Radiologic Technology. Once permission was granted, the researchers coordinated with clinical instructors to facilitate the distribution and administration of the questionnaires during class hours. This approach was chosen to reach a representative sample of nursing students, as identified through stratified random sampling. Each stratum from first-year, second-year, third-year, and fourth-year students was approached according to the predetermined sample size for that year level.

The clinical instructors assisted in ensuring that the questionnaires were distributed to the appropriate students within each stratum. The researchers personally administered the questionnaires, providing clear instructions and explaining the study's purpose and benefits to the respondents. After collection, the completed questionnaires were gathered and verified for completeness. The data was then tabulated and sent to a statistician for detailed analysis. Following statistical processing, the researchers analyzed and interpreted the results to address the study's objectives and draw meaningful conclusions.

Validity and Reliability of the Instrument

Researchers sought validation from the original author to utilize the modified questionnaire, fulfilling researcher's obligation to acknowledge and respect the author's intellectual property and contributions. The modified questionnaire contains three parts. Part I identified the respondents' demographic profile, Part II contains about sleep hygiene in terms of their sleep quality and sleep duration and Part III is the emotional

well-being in terms of their stress level and emotional stability. The final draft of the questionnaires was reproduced after being reviewed by both the research adviser and the statistician. This collaborative process involved incorporating their corrections and suggestions, ensuring that the instrument was rigorously refined and tailored to meet the study's objectives. The corrections and suggestions were incorporated into the questionnaire. Following this, a pilot test was conducted to identify and resolve any potential issues or ambiguities within the instrument. After the pilot testing phase, the revised questionnaire was evaluated by a statistician using Cronbach's alpha to assess its reliability. The resulting coefficient of 0.8 indicated a very good level of internal consistency, suggesting that the questionnaire is a reliable tool for measuring the intended variables. This thorough approach ensured that the instrument was robust and ready for further application in the study.

Scoring Guidelines

Below is a four-point Likert scale that was used to interpret and analyze the data gathered.

A. The continuum on below was used to describe the sleep hygiene of nursing students.

Score	Scale	Response	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Slightly Agree	High
2	1.75 – 2.49	Slightly Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

B. The continuum on below was used to describe the emotional well-being of nursing students.

Score	Scale	Response	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Slightly Agree	High
2	1.75 – 2.49	Slightly Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

C. The continuum on below was used to describe the academic performance of nursing students.

Numerical Ratings	Percentage Equivalent	Quality Marks
1.0	95-100	Very Superior
1.5-1.25	90-94	Superior
2.0-1.75	85-89	Above Average
2.5-2.25	80-84	Average
3.0-2.75	75-79	Passing
5.0	Below 75	Failure

Mode of Analysis

The responses from nursing students to the questionnaire were statistically analyzed in accordance with the data requirements of the study. Different statistical tools

were used to determine the student nurses sleep hygiene and emotional well-being and determine the significant relationship between the student nurse sleep hygiene, emotional well-being and their academic performance.

The following statistical tools were used in interpreting the results of the data:

Mean: It will be utilized to assess the respondents' evaluations regarding their sleep hygiene and emotional well-being. According to one study of Martinez (2019), it was stated that to get the mean, the sum of all the data entries must be divided by the number of entries. As explained by Turner (2020), mean is a measure of central tendency that is best suited for continuous data. It is calculated by summing a set of data points and then dividing that sum by the total number of data points.

Standard Deviation: As stated by Hargrave (2019), standard deviation is a statistic that quantifies the spread of data in relation to the mean. It is calculated as the square root of the variance, which involves assessing the variation of each data point from the mean. This measure indicates the extent to which the scores are clustered around the mean. According to Bland (2020), the standard deviation, commonly denoted as s and often abbreviated as SD, is the square root of the variance. It serves as a measure of how much the numbers are dispersed.

Person product-moment descriptive correlation coefficient: is a measure to determine the relationship between two quantitative variables and the degree to which the two variables coincide with one another that is, the extent to which two variables are linearly related: changes in one variable correspond to changes in another variable. used to measure linear association between three variables.

Ethical Consideration

The researchers first obtained permission from the dean of the department and the clinical instructors before initiating the study. They informed the respondents that they had the right to withdraw from completing the questionnaire at any time. Additionally, they assured the participants that only the research team would have access to the raw data and that all information would be kept strictly confidential. Access to the data was restricted to the principal investigator and authorized research team members to prevent unauthorized disclosure. The data was stored on researcher's drive and it will be deleted after the papers are published. The results of the study presented in aggregate, further safeguarding respondent's anonymity and confidentiality. Prior to the commencement of the study, respondents were provided with a detailed explanation of the research objectives, procedures, and potential risks and benefits. Then, efforts were made to minimize any potential harm to participants. The research procedures were designed to be non-intrusive, and the study adhered to ethical guidelines to prevent any physical or psychological harm.

RESULTS AND DISCUSSION

Respondents' sleep hygiene in terms of sleep duration and sleep quality

Table 1 shows the respondents' sleep hygiene in terms of sleep duration and sleep quality. Based on the findings, the weighted mean for the respondents' sleep hygiene in terms of sleep duration was 2.5623 and had standard deviation of 0.5416. For sleep quality, the weighted mean was 2.6365 and the standard deviation was 0.4170. Then, the overall weighted mean was 2.60 with the standard deviation of 0.48 which indicated that nursing students were exhibiting a high level of adherence to sleep hygiene in terms of sleep duration and sleep quality. This suggests that while some aspects and factors of sleep hygiene are being maintained, there is significant room for improvement. The moderate score indicates potential areas of concern such as irregular sleep schedules, excessive caffeine intake, or engaging in stimulating activities close to bedtime. These findings underscore the importance of addressing sleep hygiene practices among nursing students to promote better sleep quality and overall well-being. Implementing interventions focused on education and behavioral strategies may be beneficial in enhancing sleep hygiene and mitigating the negative effects of poor sleep habits on academic performance and clinical practice.

Nursing students may go through repeated cycles wherein the good quality of sleep could lead to good performance, which in turn may again lead to good quality of sleep (Ahrberg et al., 2019). According to Ankita and Pareek (2022), nursing students who have higher levels of sleep hygiene have likely to experience a range of positive outcomes that can enhance both their academic performance and overall well-being.

Improved sleep hygiene practices, such as consistent sleep schedules, a comfortable sleep environment, and avoiding stimulants before bedtime, can lead to better sleep quality and duration.

Table 1. *Respondents' sleep hygiene.*

Sleep Hygiene	Mean	SD	Interpretation
Sleep Duration	2.56	0.54	High
Sleep Quality	2.64	0.42	High
Overall	2.60	0.48	High

Sleep Hygiene Scale: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Respondents' emotional well-being in terms of stress level and emotional stability

Table 2 shows the respondents' emotional well-being in terms of stress level and emotional stability. Based on the findings, the weighted mean for the respondents' emotional well-being in terms of stress level was 2.6190 and had standard deviation of 0.5147. For emotional stability, the weighted mean was 2.9125 and the standard deviation was 0.4442. Then, the overall weighted mean was 2.77 with the standard deviation of 0.48 indicated that nursing students exhibit a high level of emotional well-being in overall aspect including the factors stress level and emotional stability. This suggests that the majority of the respondents experience a considerable degree of emotional stability and manage stress effectively. Such a high level of emotional well-being among nursing students is crucial, as it can positively influence various aspects of their academic performance, including cognitive function, decision-making abilities, and interpersonal relationships within the academic environment.

Nursing students with higher emotional well-being are better equipped to handle the rigorous demands of their academic programs. (Thomas et al. 2021). Nursing students

who actively participate in wellness programs and mental health initiatives report higher levels of emotional well-being. These programs provide essential support systems that help students manage academic pressures, leading to improved mental health and academic performance. (Kim and Park 2019). According to Dyrbye et al. (2020), it was also found that nursing students who reported higher levels of emotional well-being were more likely to engage in healthy sleep practices, highlighting the interconnectedness between emotional well-being, sleep hygiene, and academic performance. Therefore, future interventions aimed at improving emotional well-being among nursing students should also address the importance of promoting healthy sleep habits to enhance overall academic success and well-being.

Table 2. *Respondents' emotional well-being.*

Emotional Well-Being	Mean	SD	Interpretation
Stress Level	2.62	0.51	High
Emotional Stability	2.91	0.44	High
Overall	2.77	0.48	High

Emotional Well-Being Scale: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Respondents' academic performance

Table 3 shows the respondents' academic performance. This table summarizes the frequency and percentage of the students' academic performance ranging from very superior (vs) to failure (f) to determine the students' academic performance. As can be seen in table 3, 2 out of 273 students had very superior in their academic performance, with a percentage of 0.73%. While, 109 out of 273 students had superior in their academic performance with a percentage of 39.93%, 83 out of 273 students had above average with a percentage of 30.40%, 78 out of 273 students had average with a

percentage of 28.57%, a 1 out 273 students had passing with a percentage of 0.37%, and 0 students for failure. The questionnaire particularly tested whether the sleep hygiene and emotional well-being affected the academic performance of nursing students.

This finding shows the overall performance of the respondents in terms the impact of sleep hygiene and emotional well-being to their academic performance. This indicates that most students had a good and passing grade percentage in their academic performance. GPA's are indicators of how high a student's average score is based on different factors such as exams and quizzes. This was used in order to objectively evaluate a student's performance whether or not they would be allowed to proceed to higher levels (Reyes, Hartin, et. al, 2019). The GPA of nursing students is essential for the success of students throughout their academic career. It can be an indicator that the student can finish their degree. GPA have been associated with academic success but not necessarily with postgraduation success in the workplace (O'Connor et. al., 2019).

Table 3. *Respondents' academic performance.*

Students' Academic Performance	Frequency	Percentage
Very Superior (VS)	2	0.73
Superior (S)	109	39.93
Above Average (AV)	83	30.40
Average (A)	78	28.57
Passing (P)	1	0.37
Failure (F)	0	0
Overall Performance	2.88	Passing

Performance Scale: 1.0 (Very Superior); 1.5-1.25 (Superior); 2.0-1.75 (Above Average); 2.5-2.25 (Average); 3.0-2.75 (Passing); 5.0 (Failure)

Significant relationship between sleep hygiene and their academic performance

Table 4 shows that there is no significant relationship both sleep duration and sleep quality and the academic performance of nursing students where the correlation coefficient (r) value for sleep duration and academic performance was 0.03 and a p-value of 0.61 indicated no significant correlation between the two variables. Moreover, the coefficient (r) value for sleep quality and academic performance was 0.06 and a p-value of 0.3 which also indicated that there's no significant correlation between those two variables. Those coefficient (r) value also indicated a very weak positive relationship between the sleep hygiene in terms of sleep duration and sleep quality and academic performance of nursing students. Moreover, the p-values suggests the relationships in each variable was not statistically significant.

Analyzing how sleep hygiene, sleep quality, and duration influenced this academic performance, we observed that all of them may be determine factors for learning, as other studies have done. It has shown that sleep hygiene has no significance to specifically affects the academic performance of the nursing students. Given the unique characteristics of this population, primarily young individuals balancing hospital training with university classes, their lifestyles can often negatively impact their academic performance. (Gallego & Gonazales, 2021). It is showed that the impact of sleep quality and duration on academic performance was minimal and showed no significant correlation (Johnston & Sweileh et al., 2020). In yet another example, despite the reduction in sleep hours during stressful periods, nursing students did not show adversely affected academic performance (Mnatzaganian et al., 2020). Furthermore, the assumption that sleep hours play a crucial role in improving clinical performance was

questioned when it was found that average daily sleep had no impact on burnout among clinical residents. The ideal amount of sleep to maximize learning and enhance performance remains unknown (Mendelsohn et al., 2019).

Table 4. *Significant relationship between sleep hygiene and their academic performance.*

Variables	r	p-value	Interpretation
Sleep Duration and Academic Performance	0.03	0.61	Not Significant
Sleep Quality and Academic Performance	0.06	0.30	Not Significant

Note: $p < 0.01$ (Highly Significant); $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

Significant relationship between emotional well-being and their academic performance

Table 5 shows that there is no significant relationship both stress level and emotional stability and the academic performance of nursing students where the correlation coefficient (r) value for stress level and academic performance was 0.05 and a p-value of 0.45 indicated no significant correlation between the two variables. Moreover, the coefficient (r) value for emotional stability and academic performance was 0.10 and a p-value of 0.10 which also indicated that there's no significant correlation between those two variables. Those coefficient (r) value also indicated a very weak positive relationship between the emotional well-being in terms of stress level and emotional stability and academic performance of nursing students. Moreover, the p-values suggests the relationships in each variable was not statistically significant.

This could be due to various reasons such as the unique stressors and coping mechanisms associated with nursing education. According to Parker et al. (2020), demonstrated a significant relationship between emotional health and academic

achievement, suggesting that students with higher emotional well-being tend to perform better academically. However, it is crucial to consider contextual factors such as the specific academic demands of nursing programs, individual coping mechanisms, and varying levels of support systems, which might influence this relationship differently. The lack of a significant correlation in this study suggests the need for further research to explore other potential factors affecting academic performance in nursing students.

Similarly, a non-significant relationship between emotional well-being and academic performance was found, where it is also examined the cohort of nursing students emphasizing the multifactorial nature of academic success, highlighting that various factors beyond emotional well-being must be considered. This supports the notion that academic performance in nursing students is influenced by a complex interplay of factors, where emotional well-being might not be the primary determinant (Smith et al., 2023).

Table 5. *Significant relationship between emotional well-being and their academic performance.*

Variables	r	p-value	Interpretation
Stress Level and Academic Performance	0.05	0.45	Not Significant
Emotional Stability and Academic Performance	0.10	0.10	Not Significant

Note: $p < 0.01$ (Highly Significant); $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings, these are the following conclusions of the study:

1. Based on the results, it suggested the importance of sleep hygiene and emotional well-being in maintaining academic performance among nursing students which exhibited a high level of adherence to sleep hygiene practices, although there were potential areas that might need improvement. Despite these potential concerns, the high adherence to sleep hygiene was a notable finding in this study.

2. As shown in the result of this study, respondents demonstrated a high level of emotional well-being, indicating that most respondents experienced significant emotional stability and effective stress management.

3. According to the findings, most respondents achieved good passing grades in their academic performance, suggesting that they are performing well academically. However, the study found no significant relationship between sleep hygiene and academic performance. This indicates that while sleep hygiene is important for overall health and well-being, other factors may play a more critical role in influencing academic success among nursing students. It is essential to explore additional variables that could impact academic performance to develop a more comprehensive understanding of the factors involved.

4. Respondents' academic performance were influenced; it was determined that there is no significant relationship between sleep hygiene and their academic performance. Despite high adherence to sleep hygiene practices, this did not directly correlate with

higher academic grades. This suggests that while sleep hygiene is essential for overall health, it may not be a primary determinant of academic success among nursing students. Therefore, students should not only focus on maintaining good sleep hygiene but also consider other factors and strategies that might more directly impact their academic performance.

5. The study also found that there is no significant relationship between emotional well-being and academic performance. Despite the high levels of emotional well-being reported by respondents, this did not significantly correlate with better academic outcomes. This indicates that while emotional stability and effective stress management are crucial for general well-being, they may not be sufficient on their own to enhance academic performance. Hence, nursing students should aim to balance emotional well-being with other academic support mechanisms and study habits to optimize their academic success. The study concludes that maintaining both good sleep hygiene and emotional well-being are important for overall health, but additional factors should be explored to better understand and improve academic performance among nursing students.

Recommendations

In light of the study's conclusion, the researchers proposed the following recommendations:

1. While maintaining high adherence to sleep hygiene practices, nursing students may provide additional resources and training to further improve these practices, addressing any potential areas of concern.

2. Conduct further research to identify and examine other variables that may impact academic performance among nursing students.
3. Develop targeted interventions aimed at enhancing the integration of sleep hygiene practices with other factors that influence academic performance.
4. Nursing students may engage in activities that promotes emotional well-being, such as mindfulness, exercise, and recreational hobbies.
5. Future research may conduct longitudinal studies to assess the long-term effects of sleep hygiene and emotional well-being on academic performance.

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APPENDICES

Appendix A: Survey Questionnaire

“The Impact of Sleep Hygiene and Emotional Well-being on Academic Performance Among Nursing Students”

I. Demographic Profile

Directions: Please put a check mark (✓) on the space provided that corresponds to your answer.

Gender

___ Male

___ Female

Year Level

___ First Year

___ Second Year

___ Third Year

___ Fourth Year

Average Hours of Sleep

___ 2-4 Hours

___ 5-7 Hours

___ 8-9 Hours

Cumulative GPA

___ 3.0 – 2.75

___ 2.5 – 2.25

___ 2.0 – 1.75

___ 1.5 – 1.25

___ 1.0

Appendix A Cont'd

II. Sleep Hygiene

Direction: Please put a check mark (✓) to the column that corresponds to your answer. The scale below will be your guide in categorizing the sleep hygiene habits of each statement given. Please answer the statement honestly and do not leave each item unanswered.

Direksyon: Palihog butangi ug tsek (✓) ang kolum nga katumbas sa imong tubag. Ang sukod sa ubos mao ang imong giya sa pagkategorya sa “sleep hygiene” sa matag pahayag nga gihatag. Palihug tubaga ang pahayag nga matinud-anon ug ayaw ibilin ang matag aytem nga wala matubag.

Statements	4 Strongly Agree	3 Slightly Agree	2 Slightly Disagree	1 Strongly Disagree
1. I sleep 7-8 hours everyday. “Makatulog kog 7-8 ka oras kada adlaw.”				
2. I always have energy to do tasks with enough sleep. “Kanunay kong naay kusog sa pagbuhat sa mga buluhaton kung sakto ug tulog.”				
3. I can sleep at regular hours. “Makatulog ko sa regular nga oras.”				
4. I sleep without distractions. “Makatulog ko kung way distraksyon.”				
5. I get enough sleep everyday. “Sakto ako tulog kada adlaw.”				
6. My sleep is not interrupted. “Wala madisturbo ang akong pagkatulog.”				
7. I am not exposed to devices such as television and phone before sleeping.				

<i>“Dili ko expose sa mga butang sama sa telebisyon ug telepono sa dili pa matulog.”</i>				
8. I am contented with my sleep. <i>“Kuntento ako sa ako tulog.”</i>				
9. I don’t wake up to pee at the middle of the night. <i>“Dili ko momata aron mangihi sa tungang gabii.”</i>				
10. I am not struggling to sleep before midnight. <i>“Dili ko maglisod ug katulog sa wala pay tungang gabii.”</i>				
11. I don’t consume drinks with caffeine before I sleep at night. <i>“Dili ko moinom og mga ilimnon nga adunay caffeine sa dili pa ako matulog sa gabii.”</i>				
12. I don’t find it difficult to wake up in the morning. <i>“Dili lisod sa ako ang pagmata sa buntag.”</i>				
13. I don’t experience nightmares. <i>“Dili ko makasinati og mga maot nga damgo.”</i>				
14. I don’t get irritated easily when I am lack of sleep. <i>“Dili ko dali masuko kon kulang ko sa tulog.”</i>				
15. I feel refreshed after getting enough sleep. <i>“Presko ako pamati pag sakto akong tulog.”</i>				

Appendix A Cont'd

III. Emotional Well-Being

Direction: Please put a check mark (✓) to the column that corresponds to your answer. The scale below will be your guide in categorizing the emotional well-being of each statement given. Please answer the statement honestly and do not leave each item unanswered.

Direksyon: Palihog butangi ug tsek (✓) ang kolum nga katumbas sa imong tubag. Ang sukod sa ubos mao ang imong giya sa pagkategorya sa “emotional well-being” sa matag pahayag nga gihatag. Palihug tubaga ang pahayag nga matinud-anon ug ayaw ibilin ang matag aytem nga wala matubag.

Statements	4 Strongly Agree	3 Slightly Agree	2 Slightly Disagree	1 Strongly Disagree
1. I always feel motivated. “ <i>Kanunay kong gibati ug kadasig.</i> ”				
2. I feel happy in doing things. “ <i>Bation ko ug kalipay sa pagbuhat sa mga butang.</i> ”				
3. I feel optimistic. “ <i>Mibati ko nga malaumon.</i> ”				
4. I’ve been feeling good about myself. “ <i>Maayo ang akong gibati sa akong kaugalingon.</i> ”				
5. I always have energy to do tasks with enough sleep. “ <i>Kanunay kong adunay kusog sa pagbuhat sa mga buluhaton kung adunay saktong tulog.</i> ”				
6. I can handle my problems well. “ <i>Makaya nako’g maayo akong mga problema.</i> ”				

7. I don't feel down or hopeless lately. "Wala ko gibati ug kaguol o pagkawalay paglaum."				
8. I feel confident with how I handle my problems. "Masaligon ko kon giunsa nako pagdumala ang akong mga problema."				
9. I am not having a hard time dealing with my problems. "Wala ko naglisod sa pag-atubang sa akong mga problema."				
10. I feel valued. "Nabati nako nga ako gipabilhan."				
11. I don't get irritated easily. "Dili ko dali masuko."				
12. I've been able to stop or control worrying. "Makapugong o kontrol ko sa pagkabalaka."				
13. I don't get distracted easily. "Dili ko dali malinga."				
14. I am not feeling nervous, anxious, or on edge. "Wala ko nakabati ug kakulba o kabalaka."				
15. I am satisfied with all the things I've done. "Kontento ko sa tanang butang nga akong nabuhat."				

Appendix B: Sample of the Filled-out Questionnaire

"The Impact of Sleep Hygiene and Emotional Well-being on Academic Performance Among Nursing Students"

I. Demographic Profile

Directions: Please put a check mark (✓) on the space provided that corresponds to your answer

Gender

☐ Male

☒ Female

Year Level

☐ First Year

☐ Second Year

☒ Third Year

☐ Fourth Year

Average Hours of Sleep

☐ 2-4 Hours

☒ 5-7 Hours

☐ 8-9 Hours

Cumulative GPA

☐ 2.5 - 2.0

☒ 1.75 - 1.25

☐ 1.0

Appendix B Cont'd

II. Sleep Hygiene

Direction: Please put a check mark (✓) to the column that corresponds to your answer. The scale below will be your guide in categorizing the sleep hygiene habits of each statement given. Please answer the statement honestly and do not leave each item unanswered.

Statements	4 Strongly Agree	3 Slightly Agree	2 Slightly Disagree	1 Strongly Disagree
1 I sleep 7-8 hours everyday "Makatulog kog 7-8 ka oras kada adlaw."		✓		
2 I always have energy to do tasks with enough sleep "Kanunay kong naay kusog sa paghuhat sa mga buluhaton kung sakto ug tulog."		✓		
3 I can sleep at regular hours "Makatulog ko sa regular nga oras."			✓	
4 I sleep without distractions "Makatulog ko kung way distraksyon."			✓	
5 I get enough sleep everyday "Sakto ako tulog kada adlaw."		✓		
6 My sleep is not interrupted "Wala madisturbo ang akong pagkatulog."			✓	
7 I am not exposed to devices such as television and phone before sleeping "Dili ko expose sa mga butang sama sa telebisyon ug telepono sa dili pa matulog."			✓	
8 I am contented with my sleep "Kumtento ako sa ako tulog."		✓	✓	
9 I don't wake up to pee at the middle of the night "Dili ko momata aron mangihi sa tungang gabu."		✓		

Appendix B Cont'd

10	I am not struggling to sleep before midnight <i>"Dili ko maglisdad ug katulog sa wala pay tungang gabu."</i>		✓		
11	I don't consume drinks with caffeine before I sleep at night <i>"Dili ko moinom og mga limnon nga adunay caffeine sa dili pa ako matulog sa gabu."</i>			✓	
12	I don't find it difficult to wake up in the morning <i>"Dili lisod sa ako ang pagmata sa buntag."</i>			✓	
13	I don't experience nightmares <i>"Dili ko makasinati og mga maot nga damgo."</i>		✓		
14	I don't get irritated easily when I am lack of sleep <i>"Dili ko dali masuko kon kulang ko sa tulog."</i>			✓	
15	I feel refreshed after getting enough sleep <i>"Presko ako pamaati pag sakto akong tulog."</i>	✓			

Appendix B Cont'd

III. Emotional Well-Being

Direction: Please put a check mark (✓) to the column that corresponds to your answer

The scale below will be your guide in categorizing the sleep hygiene habits of each statement given. Please answer the statement honestly and do not leave each item unanswered

Statements	4 Strongly Agree	3 Slightly Agree	2 Slightly Disagree	1 Strongly Disagree
1. I always feel motivated <i>"Kanunay kong gibati ug kadasig"</i>			✓	
2. I feel happy in doing things. <i>"Batian ko ug kalipay sa pagbuhat sa mga butang."</i>		✓		
3. I feel optimistic <i>"Mibati ko nga malaumon."</i>			✓	
4. I've been feeling good about myself <i>"Maayo ang akong gibati sa akong kaugalingon."</i>			✓	
5. I always have energy to do tasks with enough sleep <i>"Kanunay kong adunay kusog sa pagbuhat sa mga buluhaton kung adunay saktong tulog."</i>		✓		
6. I can handle my problems well <i>"Makaya nako 'g maayo akong mga problema."</i>			✓	
7. I don't feel down or hopeless lately <i>"Wala ko gibati ug kaguol o pagkawalay paglaum."</i>				✓
8. I feel confident with how I handle my problems <i>"Masaligon ko kon giunsa nako pagdumala ang akong mga problema."</i>			✓	
9. I am not having a hard time dealing with my problems <i>"Wala ko naglisod sa pag-atubang sa akong mga problema."</i>			✓	
10. I feel valued		✓		

Appendix B Cont'd

<i>"Nabati nako nga ako gipabilhan."</i>				
11. I don't get irritated easily <i>"Dili ko dali maxuko."</i>			✓	
12. I've been able to stop or control worrying <i>"Makapugong o kontrol ko sa pagkabalaka."</i>		✓		
13. I don't get distracted easily <i>"Dili ko dali malinga."</i>		✓		
14. I am not feeling nervous, anxious, or on edge. <i>"Wala ko nakabati ug kakulba o kabalaka."</i>			✓	
15. I am satisfied with all the things I've done. <i>"Kontento ko sa tanang butang nga akong nabuhat."</i>		✓		

Appendix C: Sampling Computation

Raosoft Sample Size Calculator was used to determine the sample size.

Sample Size = 273

Steps: Stratified Random Sampling

1. Divide the number of students per year level to the total population.
2. Multiply the quotient with the sample.

Computation:

1 st year	$407/933 = 0.44 \times 273 = 120$
2 nd year	$257/933 = 0.27 \times 273 = 74$
3 rd year	$173/933 = 0.19 \times 273 = 52$
4 th year	$96/933 = 0.10 \times 273 = 27$

Summary:

$$0.44 + 0.27 + 0.19 + 0.10 = \mathbf{1.0}$$

$$120 + 74 + 52 + 27 = \mathbf{273}$$

Appendix D: Informed Consent Form

RESEARCH INFORMED CONSENT FORM

Title

This study is titled “The Impact of Sleep Hygiene and Emotional Well-being on Academic Performance Among Nursing Students” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researchers

This study is being conducted by Vincent John Quibranza, Hannah Sherasam Rasul, Sigmaringen Rosal, Maria Cyrine Rosauero, Chrysler Lance Lee Vale, all of whom are pursuing Bachelor of Science in Nursing degrees at Misamis University College of Nursing, under the guidance of Mrs. Amie G. Tojino as the adviser for this research study. For inquiries or contact purposes, the researchers can be reached via email: vincentjlq@gmail.com, sherasamrasul@gmail.com, sigma24rosal@gmail.com, iyarosauero@gmail.com, and lanceleevale07@gmail.com.

Purpose of the Research

This study aims to investigate the impact of sleep hygiene and emotional well-being on academic performance among nursing students.

Description of the Research

This study is a quantitative - descriptive correlational type of research, and the data will be gathered through a modified questionnaire within two (2) months

Appendix D Cont'd

Potential Benefits

This study will provide benefits and applicable to nurses themselves as they acquire knowledge and skills to develop targeted interventions and support systems aimed at enhancing sleep hygiene, emotional well-being and academic performance among nursing students. Through this research, it will establish a foundation for future researchers to analyze and build upon, helping them to better prepare and gain expertise. Participants in this study may gain a deeper understanding of additional treatment methods that can enhance student's well-being and overall sense of wellness.

Confidentiality

During the course of the study, complete confidentiality will be guaranteed. All data gathered from the study will be anonymized to safeguard the identities of each respondent. When discussing or reporting the data, no names or any other identifying information will be utilized. The researchers will securely store all file and collected data in a locked storage box. After the data has been thoroughly analyzed, it will be securely disposed of.

Publication

The findings of this study can be disseminated in any format for both public and academic audiences or employed in classroom instruction to enhance learning and contribute to the generation of additional knowledge for future research.

Appendix D Cont'd

Participation

Participation in this study must be voluntary, and you have the right to withdraw if you feel uncomfortable during the information-gathering process. If you choose to take part in this study, you can withdraw from your participation at any time without facing any penalties.

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time. I deem it to be necessary or to seek clarifications for any unclear steps in the research process. My signature indicates my willingness to participate in the study.

Printed Name and Signature of the Respondent

Date

Appendix E: Approved Letter of Consent



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic
Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@muc.edu.ph



CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

February 28, 2024

DR. JESUS G. OCAPAN

Dean, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Dr. Ocapan:

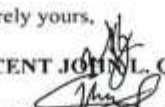
Greetings of Peace and Prosperity!

We, the third-year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing would like to formally request permission to conduct research entitled "THE IMPACT OF SLEEP HYGIENE AND EMOTIONAL WELL-BEING ON ACADEMIC PERFORMANCE AMONG NURSING STUDENTS." This study aims to investigate the impact of sleep hygiene and emotional well-being on academic performance among selected nursing students from first year to fourth year in both lectures and clinical exposures.

Rest assured that all data collected will be handled with utmost confidentiality and will be used solely for academic purposes.

Thank you very much and God bless.

Sincerely yours,


VINCENT JOHN L. QUIBRANZA


HANNAH SHERASAM RASUL


SIGMA ANGEN S. ROSAL

Researchers


MARIA CYRENE D. ROSAURO


CHRYSLER LANCE LEE B. VALE

Noted by:


AMIE GOTOJINO, MAN
Research Adviser

Approved by:


DR. JESUS G. OCAPAN
College Dean

Appendix F: Statistical Computations

7/17/2024 9:40:51 AM

Welcome to Minitab, press F1 for help.

Descriptive Statistics: OVERALL SLEE, OVERALL SLEE, OVERALL EMOT, OVERALL STR

Variable	Mean	StDev
OVERALL SLEEP DURATION	2.5623	0.5416
OVERALL SLEEP QUALITY	2.6365	0.4170
OVERALL EMOTIONAL STABIL	2.9125	0.4442
OVERALL STRESS LEVEL	2.6190	0.5147

Correlation: OVERALL SLEEP DU, OVERALL SLEEP QU, OVERALL EMOTIONA, OVERALL STRESS

	OVERALL SLEEP DU	OVERALL SLEEP QU	OVERALL EMOTIONA
OVERALL SLEEP QU	0.484 0.000		
OVERALL EMOTIONA	0.312 0.000	0.276 0.000	
OVERALL STRESS	0.322 0.000	0.390 0.000	0.648 0.000

Cell Contents: Pearson correlation
P-Value

Correlation: OVERALL SLEEP DURATION, OVERALL SLEEP QUALITY, Cumulative GPA

	OVERALL SLEEP DU	OVERALL SLEEP QU
OVERALL SLEEP QU	0.484 0.000	
Cumulative GPA	-0.031 0.612	-0.063 0.302

Cell Contents: Pearson correlation
P-Value

Correlation: OVERALL EMOTIONAL STABILITY, OVERALL STRESS LEVEL, Cumulative GPA

	OVERALL EMOTIONA	OVERALL STRESS
OVERALL STRESS	0.648 0.000	
Cumulative GPA	-0.100 0.099	-0.046 0.451

Cell Contents: Pearson correlation
P-Value

Appendix G: Documentations



Appendix H: Grammarly Report and Turnitin Results



Similarity Report ID: oid:28447:71216830

PAPER NAME

QUIBRANZA, VINCENT JOHN.docx

WORD COUNT

8676 Words

CHARACTER COUNT

49745 Characters

PAGE COUNT

39 Pages

FILE SIZE

216.2KB

SUBMISSION DATE

Nov 15, 2024 9:36 AM GMT+8

REPORT DATE

Nov 15, 2024 9:36 AM GMT+8

● 15% Overall Similarity

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• 4% Internet database

• 1% Publications database

• Crossref database

• Crossref Posted Content database

• 14% Submitted Works database

● Excluded from Similarity Report

• Manually excluded sources

Summary

Appendix H Cont'd

 **Report: The Impact of Sleep Hygiene and Emotional Well-being on Academic Performance Among Nursing S...**

The Impact of Sleep Hygiene and Emotional Well-being on Academic Performance Among Nursing Students

by Misamis University

General metrics

56,762	8,353	441	33 min 24 sec	1 hr 4 min
characters	words	sentences	reading time	speaking time

Score

94

This text scores better than 94% of all texts checked by Grammarly

Writing Issues

187	55	132
Issues left	Critical	Advanced

Plagiarism

✓ This text seems 100% original. Grammarly found no matching text on the Internet or in ProQuest's databases.

Report was generated on Monday, Dec 2, 2024, 12:06 AM

Page 1 of 83

CURRICULUM VITAE

Personal Background



Name : Vincent John L. Quibranza
Date of Birth : August 30, 2001
Parents : Mr. & Mrs. Reynante E. Quibranza
Religion : Roman Catholic
Residence : Purok 3, Malaubang, Ozamiz City, Misamis Occidental
Contact Number : 09126419470
Email : vincentjlq@gmail.com

Educational Background

Elementary : Ozamiz City Central School SPED Center
Secondary
Junior High School : Ozamiz City National High School
Senior High School : La Salle University Ozamiz
Tertiary : Misamis University

CURRICULUM VITAE

Personal Background



Name	:	Hannah Sherasam T. Rasul
Date of Birth	:	April 24, 1999
Parents	:	Mr. & Mrs. Rito B. Tacmo Sr.
Religion	:	Roman Catholic
Residence	:	South Mapang, Rizal, Zamboanga del Norte
Contact Number	:	09776708113
Email	:	sherasamrasul@gmail.com

Educational Background

Elementary	:	Mapang Elementary School I
Secondary	:	
Junior High School	:	Colegio de San Francisco Javier
Senior High School	:	Dipolog Medical Center College Foundation Inc.
Tertiary	:	Misamis University

CURRICULUM VITAE

Personal Background



Name : Sigmaringen S. Rosal

Date of Birth : April 24, 2002

Parents : Mr. & Mrs. Reynaldo G. Rosal

Religion : Roman Catholic

Residence : RS Tan Village Maningcol, Ozamiz City, Misamis Occidental

Contact Number : 09616880320

Email : sigma24rosal@gmail.com

Educational Background

Elementary : Felipe Carreon Memorial Central School

Secondary

Junior High School : Misamis University

Senior High School : Misamis University

Tertiary : Misamis University

CURRICULUM VITAE

Personal Background



Name : Maria Cyrine D. Rosauro

Date of Birth : April 15, 2003

Parents : Mr. & Mrs. Jeremey Rosauro

Religion : Roman Catholic

Residence : Purok 4 Pulot, Ozamiz City, Misamis Occidental

Contact Number : 09284431063

Email : iyarosauro@gmail.com

Educational Background

Elementary : Ozamiz City Seventh Day Adventist
Elementary School

Secondary

Junior High School : Misamis University

Senior High School : Misamis University

Tertiary : Misamis University

CURRICULUM VITAE

Personal Background



Name : Chrysler Lance Lee B. Vale

Date of Birth : March 15, 2003

Parents : Mr. & Mrs. Lemuel L. Vale

Religion : United Church of Christ in the Philippines

Residence : Purok 6 Labo, Ozamiz City, Misamis Occidental

Contact Number : 09555512288

Email : lanceleevale07@gmail.com

Educational Background

Elementary : Jimenez Central School

Secondary

Junior High School : Jimenez Bethel Institute

Senior High School : Jimenez Bethel Institute

Tertiary : Misamis University