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Influence of Academic Pressure and Sleep Patterns on Undergraduate Psychological Wellbeing

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Abstract

Background: Increasing academic pressure and poor sleep hygiene have become major concerns for students' mental health. **Objective:** This study examined the individual and combined effects of academic pressure and sleep patterns on the psychological well-being of undergraduate students at Olabisi Onabanjo University to provide insights for improving wellness programs and mental health support. **Method:** A descriptive correlational quantitative design was used with 200 undergraduates selected through stratified random sampling. Data were collected using the Academic Stress Scale, Sleep Pattern Questionnaire, and Ryff's Psychological Well-Being Scale (α = 0.83–0.85) and analyzed using SPSS (Version 25) through regression analyses. **Results:** Academic pressure significantly predicted psychological well-being (β = .468, p < .001, R^2 = .219); sleep patterns also showed a significant effect (β = –.399, p < .001, R^2 = .159). Combined, both variables accounted for 30.5% of the variance in psychological well-being (F(2,197) = 15.446, p < .001). **Conclusion:** Academic pressure and poor sleep patterns negatively affect the psychological well-being of undergraduates.

Keywords: Academic pressure; Nigeria; psychological wellbeing; sleep patterns; undergraduate students.

Abstrak

Latar Belakang: Tekanan akademik yang meningkat dan pola tidur yang buruk menjadi masalah utama yang memengaruhi kesehatan mental mahasiswa. **Tujuan:** Penelitian ini bertujuan untuk meneliti pengaruh tekanan akademik dan pola tidur, baik secara terpisah maupun bersama-sama, terhadap kesejahteraan psikologis mahasiswa Universitas Olabisi Onabanjo, serta memberikan wawasan untuk pengembangan program kesejahteraan dan dukungan kesehatan mental. **Metode:** Penelitian ini menggunakan desain kuantitatif deskriptif korelasional dengan 200 mahasiswa yang dipilih melalui teknik stratified random sampling. Data dikumpulkan menggunakan *Academic Stress Scale*, *Sleep Pattern Questionnaire*, dan *Ryff's Psychological Well-Being Scale* (α = 0,83–0,85), kemudian dianalisis menggunakan SPSS (Versi 25) dengan analisis regresi. **Hasil:** Tekanan akademik berpengaruh signifikan terhadap kesejahteraan psikologis (β = 0,468, p < 0,001, R^2 = 0,219); pola tidur juga berpengaruh signifikan (β = –0,399, p < 0,001, R^2 = 0,159). Secara bersama-sama, kedua variabel menjelaskan 30,5% variasi kesejahteraan psikologis (F(2,197) = 15,446, p < 0,001). **Kesimpulan:** Tekanan akademik dan pola tidur yang buruk berpengaruh negatif terhadap kesejahteraan psikologis mahasiswa.

Kata kunci: Kesejahteraan psikologis; mahasiswa sarjana; Nigeria; pola tidur; tekanan Akademik.

Introduction

Psychological well-being is a critical aspect of human functioning that encompasses emotional, social, and psychological dimensions of health (Keyes, 2015). It is characterized by an individual's ability to cope with stress, maintain positive relationships, and find purpose and satisfaction in life. In the context of higher education, psychological well-being is particularly important as it directly influences students' academic performance, social interactions, and overall quality of life (Keyes, 2015). However, this well-being is increasingly threatened by factors such as academic pressure and disrupted sleep patterns, which are prevalent among students. Psychological well-being entails more than just equilibrium of one's emotions. It involves the ability of the individual to function appropriately in social contexts.

Psychological wellbeing, as noted by Ryff and Singer (2015), is important in relation to chronic stress management as uninterrupted stress is harmful to mental and emotional wellbeing. For undergraduate students, academic workload and associated tasks usually act as a strong stress inducer, leading to a compromised sense of well-being stability. Research indicates that continuous exposure to the stressors of academics can lead to the development of anxiety, depression, and symptoms of low self-esteem (Zhou & Wu, 2021). People possessing robust and strong social supports tend to report higher positive wellbeing (Zhou & Wu, 2021). In the academic context, students with social support from peers, family, and even faculty members tend to have better mental health because they feel more understood, less isolated, more capable of managing stress (Kessler, 2020). Social support acts as a protective buffer against stress and supports the maintenance of a stable emotional state which, alongside other factors, enhances psychological wellbeing (Zhou & Wu, 2021). It is necessary to explore dimensions of well-being when determining the impact of social factors and academic stressors on students' mental health.

Psychological wellbeing is a critical factor that influences students' academic performance and their overall quality of life (Keyes, 2005). It is a positive mental health state defined as emotional equilibrium, stability, and adaptability (Keyes, 2005). Psychological factors among students, especially workload, social interactions, and aspirations are interrelated and are driven by numerous factors. These elements interplay to determine the adaptive mechanisms of stress and balance of academics and development among students. According to Misra and McKean (2000), an overload of academic stress can lead to anxiety and depression in addition to a drop in academic performance. When stress becomes chronic, it can erode students' emotional health and hinder their ability to focus and thrive in their studies. Baumeister and Leary (1995) highlighted the importance of meaningful relationships in fostering emotional stability and reducing feelings of loneliness. For students, supportive relationships with peers, family, and mentors can provide a sense of belonging and emotional reassurance. Considering that both stress and social support have a direct impact on well-being, the importance of social support in the context of academics is heightened even further.

The increasing demands of higher education have placed significant pressure on undergraduate students, making academic pressure a prominent factor affecting their mental health. Academic pressure includes the tension and apprehension students undergo due to workload, examinations, and high expectations from family or school. Researchers (Misra & McKean, 2000; Salmela-Aro & Upadyaya, 2014) have documented the adverse psychological consequences of academic pressure, which includes anxiety, depression, and burnout. Misra and McKean (2000) noted the impact of relentless academic expectations on students' mental health and in particular on the stress they experienced. Among the many factors affecting students' well being, one of the most widespread is the pressure of studies.

Most students experience some sort of academic pressure in the form of examination components, submission of coursework by set deadlines, and the need to achieve and maintain a high GPA (Tariq, 2021). This form of pressure in a higher education context can also worsen due to the prevailing cut-throat competition, as students strive to perform to the best of their abilities to secure, guarantee, or win a place, career option, or scholarship (Tariq, 2021). Students under academic pressure tend to feel as though they are under relentless demand, which heightens their stress and anxiety. Liu (2020) asserts that academic pressure ranks among the highest in terms of stressors for university students. It can contribute to burnout, fatigue, and depression. The effects of the pressure one feels can show in the form of insufficient sleep, lowered grades, and the inability to focus. Kaur (2019) found that self-esteem and academic performance are linked; students with greater academic pressure tend to have lower self-esteem and vice versa. Academic pressure is high, although it differs from one discipline to another and also varies depending on the person in question.

Students of different disciplines have varying degrees of academic pressure based on their level of study. For example, students enrolled in engineering, medicine, and law tend to have a greater academic workload than students in less demanding disciplines (Xie, 2018). In addition to meeting stringent academic requirements, these students must also balance extracurricular activities and internships. Students often attempt to validate their perceived academic prowess, which heightens their stress levels and contribute to feelings of inadequacy (Parker, 2021). The social and emotional impact of academic pressure also affects students. As academic demands increase, students withdraw from social activities, neglect self-care, and their emotional self-care plummets (Meyer & Mortimer, 2017). Social withdrawal, especially, is a common response to academic pressure as students opt to study rather than spend time with their family and friends. Such isolation may result in heightened loneliness and depressive symptoms, which in turn compound the psychological impacts of academic pressure (Choi, 2021). Students struggling with the emotional burden of coping with the effects of academic pressure are more likely to suffer from imbalance, drastically diminishing their quality of life (Choi, 2021). Another important yet frequently neglected aspect impacting students' well-being in addition to academic obligations is sleep.

As noted in previous research, sleep has become one of the most important facets of concern in relation to students' mental health and well-being (Hershner & Chervin, 2014). Sleep is crucial for mental and physical health, and for functioning. However, the academic lifestyle of most undergraduate students leads to lack of sleep. Hershner and Chervin (2014) note that many college students are sleep deprived, which affects their academic achievement and emotional stability, greatly increasing the likelihood of mental health disorders. The combination of academic pressure and lack of sleep creates a whole other level of psychological distress. Sleep patterns are defined as the habitual associated behaviors and activities with sleeping, sleep duration, as well as its quality and timing (Hirshkowitz, 2015). These patterns are greatly influenced by biological and psychological, as well as environmental factors, and are important for attaining health (Hirshkowitz, 2015). While sleep is a natural process, sleep patterns diverge significantly among individuals and is influenced by their age, lifestyle, and environmental factors. Although sleep structure is influenced by biological cycles, its quality is profoundly impacted by lifestyle and behavior.

A healthy sleep pattern contributes to one's physical, mental, and emotional health. (Hirshkowitz, 2015). Sleep consists of a cyclic pattern of shifting from rapid eye movement (REM) to non-REM stages. Each of these phases is important for several body functions and mental processes, such as the consolidation of memory, regulation of emotions, and physical restoration (Walker, 2017). An average person goes through 4-5 cycles each night. Each of these cycles lasts about 90 minutes. Facing interruptions during these cycles severely impacts cognitive abilities,

emotional stability, and immune functions. Thus, the need for regular sleep. Primary factors for determining sleep patterns are circadian rhythms which control the sleep and wake cycles. Circadian rhythms foster internal biological processes such as alertness and drowsiness (Czeisler, 1999). Circadian rhythms are aligned with the external environment and are affected by light and temperature. They are, however, disrupted by irregular sleep patterns, shift work, and too much artificial light. Such disruptions are linked with irregular sleep patterns and result in negative health impacts. (Czeisler, 1999). In the student population these physiological and behavioral aspects become particularly relevant.

Sleep patterns are significantly correlated to rest habits and lifestyle choices. (Carter & Paradkar, 2016). Having a balanced diet, exercising, pediatric nutrition habits, and limited screen time enhance sleep (Carter & Paradkar, 2016). Particularly in the evenings, the use of electronic devices results in a suppression of melatonin, which inhibits falling asleep. Likewise, the consumption of alcohol and caffeine before bedtime has been shown to impair sleep quality, evoke fatigue, and disrupt sleep cycles (Carter & Paradkar, 2016). Sleep disorders like insomnia, obstructive sleep apnea, and restless legs syndrome also contribute to irregular sleep cycles (Kryger, 2017). These disorders not only disrupt the normal architecture of sleep but perpetuate chronic fatigue, exacerbate irritability, and increase the risk of multiple health issues (Kryger, 2017). These disorders and their sleep-related issues need to be diagnosed and treated either medically or through lifestyle changes to restore healthy sleep patterns. Healthy sleep promotion requires the adoption of practices that support both the quality and quantity of sleep. Effective sleep hygiene strategies tailored to these objectives include unwavering bedtime adherence, optimal sleep environment conditions, and refraining from stimulants prior to bedtime (Buysse, 2014). The negative impact on student mental health is compounded when stress is exacerbated by a lack of sleep.

Sleep practices of students are critical concerning their well-being and academic performance. With the competing demands of a rigorous academic calendar, extracurricular activities, and a vibrant social life, it is not uncommon for students to fall short of the recommended sleep duration (Hershner & Chervin, 2014). The timing, duration, and quality of sleep, which is essential for cognitive functioning, emotional stability, and physical health, are critically compromised. The irregularity in students' sleep patterns is not only detrimental to their physical health, but is also impactful from a mental and academic perspective. Use of the internet and other electronic devices is another contributing factor to irregular sleep patterns. Evenings are a popular time for students to engage in social media or gaming. This, in turn, leads to increased screen time and a subsequent reduction in sleep quality. Moreover, the light from screens can disrupt the melatonin cycle, thus hindering sleep (Carter & Paradkar, 2016). Melatonin regulates circadian rhythms and therefore, excessive light interferes with falling asleep, sleep duration, and sleep quality. In the context of higher education in Nigeria, the global patterns of these phenomena as well as the implications associated with them become clearly socioculturally distinctive.

The high-stress environment and academic expectations placed on students both directly and indirectly influences sleep. Morin and Ivers (2007) illustrate that students suffering from high-stress levels not only have difficulties relaxing but also have problems falling asleep, resulting in restless and fragmented sleep. This insufficient sleep further deteriorates mental health (Morin & Ivers, 2007). This sleep and mental health deficit train cycle can be remedied by focusing on stress management and mental health aid. Even though there have been multiple research undertaken on academic stress and sleep patterns, little has been done on their interactions in the context of Nigerian universities.

The effects of sleep deprivation and academic stress are both complex and interrelated. Extrinsic factors heavily influence one’s sleep, as previously noted (Alrasheed, 2019). Increased

academic stress, in turn, weakens one's ability to sleep and chronic sleep deprivation. This cycle has a negative impact on psychological health. On the other hand, sleep deprivation adds stress; lacking the very sleep needed to meet high academic expectations results in even greater stress. When students use sleep as a tool to fulfill academic demands, their stress levels and mental fatigue tends to elevate, greatly decreasing one's ability to tackle further academic demands (Alrasheed, 2019).

In Nigeria, as well as many other regions, students are socially acclimatized to view academics and grades as a reflection of personal achievements and a way to elevate familial honor (Okeke & Okoro, 2020). This cultural encouragement combined the academic rigorous environment exerts further mental pressure on students. Students who expect high performance from themselves may experience increased stress, self-doubt, and reduced well-being within the university context. There are also additional self-contained factors such as new social environments, finances, and the juggling of academic and family responsibilities. As noted by Adekeye (2021), the cumulative stress from these factors, combined with inadequate sleep and rampant high academic expectations, certainly stands to impact mental health. There is a need to address the interrelated academic and personal factors with these challenges.

Research has identified the impact of overwhelming academic pressure as a major source of anxiety, depression, and burnout among students in higher education. For instance, Hershner and Chervin (2014) highlight the overwhelming academic "work" of managing schedules, attending lectures, completing assignments, preparing for exams, and meeting deadlines as significant sources of stress, profoundly diminishing students' emotional and mental well-being. In the same way, Morin and Ivers (2007) have shown the connection between sleep deprivation, poor mental health, and weak sleep patterns—often referred to as irregular sleep patterns—by chronic sleep debt have the effects of mental fog, emotional volatility, and impaired academic functioning. However, the available literature tends to examine these variables in silos instead of looking at the interplay among them to understand the holistic effect on the mental health of students.

Sleep patterns and academic pressure have not been studied in combination to see the interplay of their shared impact on students' mental well-being. In fact, studies have shown that academic pressure remains a chronic source of stress, anxiety, and diminished mental health. Hershner and Chervin (2014) noted that the pressure to perform in class, coupled with the academic schedule, drives stress within the student which tends to manifest as poor emotional and academic performance. Morin and Ivers claim that irregular sleep patterns increase sleep deprivation and consequently exacerbate several mental health issues, including fatigue, anxiety, and depressive symptoms (Morin and Ivers 2007). As much as the studies have demonstrated the relationship between academic stressors, sleep, and mental health, they work in silos, considering each of the variables in isolation instead of looking at the interplay between the two.

Moreover, the focus of the existing literature, although valuable, has largely been the impact of sleep as well as academic pressure on student well-being, but has often ignored the focus of their interplay. I found that other existing literature, including studies by Carter and Paradkar (2016) and Hershner and Chervin (2014) focus on academic pressure and sleep patterns as two separate constructs, neglecting the relationship between the two and how together they affect the student's psyche. This remains a significant gap in the literature considering students often experience high academic demands coupled with poor sleep, and the interplay between the two could worsen the student's mental health.

Nigerian context, in particular, remains largely unexplored regarding the intersection of academic stress and sleep on one's psychological well-being. Factors are often studied in isolation,

with insufficient attention paid to their interrelatedness. This is the gap the current study aims to fill – looking at the impact of academic stress alongside sleep on the psychological well-being of students at Olabisi Onabanjo University. Increasing academic stress and irregular sleep patterns has a profound impact on the psychological well-being of undergraduate students.

In light of these concerns, the central problem addressed in this study is the potential negative impact of academic pressure and disrupted sleep patterns on the psychological wellbeing of undergraduate students at Olabisi Onabanjo University. By examining the cause-and-effect relationship between these variables, the study aims to provide evidence-based recommendations that can inform student wellness initiatives, academic policies, and mental health services at the university.

The study was guided by the following research hypotheses:

H_1: Academic Pressure will significantly influence psychological wellbeing among undergraduates.
H_2: Sleep Patterns will significantly influence psychological wellbeing among undergraduates.
H_3: Academic pressure and Sleep Patterns will jointly influence psychological wellbeing among undergraduates.

Method

Participant

The participants in this study were undergraduate students of Olabisi Onabanjo University, Ago Iwoye, Ogun State. They consisted of both male and female students drawn from various departments across the university. The participants were selected to represent diverse academic and demographic backgrounds in order to ensure adequate representation relevant to the study objectives.

Sample or Population

The population of this study comprised undergraduate students of Olabisi Onabanjo University, Ago Iwoye, Ogun State. The sample was determined using a stratified random sampling technique, with the aim of selecting 200 undergraduate students from different departments and gender categories. This sampling approach was adopted to align with the study's purpose of examining the predictive influence of academic pressure and sleep patterns on psychological well-being among undergraduates.

Procedure

Prior to data collection, ethical clearance was obtained from the University Research Ethics Committee, and informed consent was secured from all participants. Permission to conduct the study was also obtained from the principals of the selected schools. Data were collected through direct administration of the questionnaires during school hours with the assistance of trained research assistants. The objectives of the study were clearly explained to the respondents to ensure understanding and compliance. Participants were assured of confidentiality and anonymity, and participation was entirely voluntary. Questionnaires were distributed and retrieved immediately after completion to prevent data loss.

Data Measurement

Three standardized instruments were utilized for data collection: the Academic Stress Scale, the Sleep Pattern Questionnaire, and Ryff's Psychological Well-Being Scale. These instruments were validated by experts in clinical psychology and psychometrics. The reliability coefficients obtained through Cronbach's Alpha were 0.83, 0.84, and 0.85 respectively, indicating good internal consistency.

Data Analysis

The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS, Version 25). Both simple and multiple regression analyses were conducted to test the study hypotheses and to determine the predictive effects of academic pressure and sleep patterns on psychological well-being among undergraduate students. Prior to conducting the analyses, the assumptions of normality, linearity, and homoscedasticity were examined and met.

Result

Hypothesis One: Academic Pressure will significantly influence psychological wellbeing among undergraduates. This hypothesis was tested using linear regression analysis and the result is presented in the table 2 below.

Table 2: Coefficients of Academic Pressure Influencing Psychological Wellbeing Among Undergraduates.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.792	2.611		7.581	0.000
Sleep Patterns	0.477	0.109	0.468	4.365	0.000

a. Dependent Variable: Psychological Wellbeing

The regression coefficient for academic pressure (B = .477, p < .001) indicates that for every unit increase in academic pressure, psychological wellbeing decreases significantly (since higher scores in stress often reflect poorer mental health). Therefore, academic pressure will significantly influence psychological wellbeing. Hence, the hypothesis which stated that academic pressure will significantly influence work psychological wellbeing among undergraduate students in Ago Iwoye, Ogun state was accepted.

Hypothesis Two: Sleep Patterns will significantly influence psychological wellbeing among undergraduates. This hypothesis was tested using linear regression analysis and the result is presented in the table 3 below.

Table 3: Coefficients of sleep patterns influencing psychological wellbeing among undergraduates.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.105	2.748		7.678	0.000
Sleep Patterns	-0.412	0.112	-0.399	-3.655	0.000

a. Dependent Variable: Psychological Wellbeing

The linear regression results in table 4.3 reveals that sleep patterns influence psychological wellbeing (β = -.412, p < .001). The negative beta value suggests that poor sleep patterns are associated with poorer psychological wellbeing. Hence, the hypothesis which stated that sleep patterns will significantly influence psychological wellbeing among undergraduate was accepted.

Hypothesis Three: Academic pressure and Sleep Patterns will jointly influence psychological wellbeing among undergraduates. This hypothesis was tested using multiple linear regression analysis and the result is presented in the table 4 below.

Table 4: Summary of Academic pressure and sleep patterns joint influence on psychological wellbeing among undergraduates.

Variables	B	*t*	R	R2	Adjusted R2	F-test	Sig.
Academic Pressure	.402	3.989					0.000
Sleep Patterns	-.281	-2.871	.552a	.305	.298	15.446	0.000

a. Dependent Variable: Psychological Wellbeing

The result of the analysis presented above reveals academic pressure and sleep patterns significantly influence psychological wellbeing ($F = 15.446$, $p < .001$). Both academic pressure ($\beta = .402$) and sleep patterns ($\beta = -.281$) significantly and independently influence psychological wellbeing when combined. Academic pressure has slightly stronger standardise impact than sleep patterns. Hence, the hypothesis which stated that academic pressure and sleep patterns will jointly influence psychological wellbeing among undergraduate was accepted.

Discussion of Findings

This study confirmed that academic pressure and sleep patterns affect the psychological wellbeing of undergraduate students. All stated hypotheses were confirmed, pointing out the fact that the two dominant variables, academic pressure and sleep patterns, adversely impact students' emotional wellbeing and life satisfaction. The mentioned relationship is consistent with the Cognitive Appraisal Theory, which means that the subjective experience of stress and its outcomes depend on how the stressor is evaluated. Academic pressure becomes a psychological stressor and a source of pressure, resulting in students' psychological unhealth as anxiety and exhaustion, when the academic pressure is perceived as excessively high and is perceived as being out of control.

From the perspective of Ryff's Model of Psychological Well-being theory the study outcomes indicate that persistent academic stress adversely impacts self-acceptance, autonomy and control, environmental mastery, and purpose in life as psychological wellbeing components. Excessive academic pressure, triggered by the pervasive culture of academic competition, is likely to function as a psychological stressor, diminishing students' self- perceptions, self- control, and psychological functioning. Also, sleep deficiency undermines functioning, core constitutive components of Ryff's psychological wellbeing, personal growth, and positive relations with others. Such a perspective explains the aggravating impact of prolonged academic pressure and sleep deficiency on the psychological functioning of students.

In congruence with the findings of Adewumi (2020) and Olanrewaju (2018), that unyielding academic workloads and the fear of failure worsens depression, irritability, and motivation among Nigerian students, the current research shows similarity. On the other hand, Ogunbiyi (2017) and Nwosu (2020) reported no significant relationship between sleep and wellbeing, which contrasts with the findings of the present research, which identified irregular sleep as a major factor of emotional

volatility. Such contextual and institutional divergence of findings may be the reason for these differences. Public students face greater stress, sleep deprivation, and burnout as a result of large class sizes, extended commuting distances, and inadequate counseling resources. This is compounded with findings of Chinedu (2019) that sleep deprivation increased the likelihood of mental collapse and emotional imbalance attesting to the current findings that academic stress is exacerbated by inadequate sleep.

The described pattern of the current study regarding the sleep and emotional state of students has also been found by Hershner and Chervin (2014). In the Nigerian sphere, the load on students is worsened by cultural and familial expectations as high achievement is equated with honor and worth (Okeke & Okoro, 2020). Stress in all its dimensions has an additive effect, and with the irregular sleep, academic pressure, and sociocultural factors, this explains the distortion of mental state in these students.

Aside from the theoretical interpretations, these results should be beneficial to the welfare of the students and the policies of the institutions involved. Educational institutions should incorporate the teaching of stress management, sleep hygiene, and the contact and the counseling education to the students support geared towards the alleviation of stress and aiding helps the students. Counseling divisions should incorporate time management, coping strategies, and relaxation workshops which will help students cognitively recast academic stressors and also work with the relaxation techniques drawn from the Cognitive Appraisal model. Faculty and administrative heads should also advocate for mentally focused academic policies and flexible deadlines to alleviate strain during the exam period. Furthermore, the promotion of positive sleep hygiene and the reduction of electronic screens before bed should be advocated and practiced, which will help in the regulation of emotions, lessening sleep disruption, and advanced emotional regulation.

The impact of academic stress combined with disrupted sleeping patterns negatively to a significant extent on the students psychological wellbeing. When perceived through the lenses of Ryff's and Lazarus's theories, the results highlight the point that stress cannot be a sole point to be focused on, suggesting the need to keep wellbeing within the framework of the balance, purpose, and resilience and strengthening within the context of challenging academics. The need of the hour will be the adoption of the enhancing holistic strategies on wellbeing that will incorporate the psychological and the physiological dynamics.

Conclusion

This study's aim was to analyze the impact of academic workload, sleep schedule, and students' psychological wellbeing at Olabisi Onabajo University. Research showed that the impact of academic workload and students' sleep schedule and wellbeing can impact students' emotional wellbeing, motivation, and satisfaction. Stress and poor sleep negatively impact psychological fatigue and psychological resilience which demonstrates these factors are synergistic. These are repeated observations which indicates the need for more holistic interventions of the institutions in the wellbeing of students.

Suggestions

Universities need to improve their support systems, where students' wellbeing are the focus, using the results of this research. Stress management and sleep hygiene have to be part of their wellbeing framework in addition to support systems and comprehensive wellbeing to support positive

sleep hygiene. Support counseling in the form of workshops and presentations around rate of academic and control, coping with relaxation, and time management can assist students in balancing academic workload and supporting systems around academic management and sleep.

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