The Effects of Part-Time Work on Sleep Quality in College Students

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The Effects of Part-Time Work on Sleep Quality in College Students
Beachy, K., Moore, C., Smith, M., Calderwood, C., Gabriel, A.S., & Bennett, A.A.

Abstract

Part-time work can negatively affect sleeping patterns, resulting in poorer academic performance and a diminished sense of overall well-being. 521 undergraduate students working at least 20 hours per week were surveyed and self-reported post-work experiences and sleep quality. Results of a multiple regression analysis indicated that a block of four post-work experiences (psychological detachment, relaxation, mastery, and control over leisure time) were predictive of self-reported sleep quality. Completion of more mastery experiences and greater control over choosing post-work activities were both statistically significant predictors of higher sleep quality (Sonnentag, Binnewies, & Mojza, 2008).

Introduction

Adequate sleep quality is essential to students’ overall health, well-being, and academic performance. Despite this, sleep quality is often jeopardized by activities that students engage in outside of the school settings, such as employment. Psychological detachment, relaxation, mastery, and control over leisure time were analyzed as predictors of sleep quality. These recovery experiences have been shown to be beneficial for recovery from work-related stress.

Hypotheses

Hypothesis 1: Quality of sleep will be positively correlated with psychological detachment from work.

Hypothesis 2: Quality of sleep will be positively correlated with relaxation.

Hypothesis 3: Quality of sleep will be positively correlated with mastery experiences.

Hypothesis 4: Quality of sleep will be positively correlated with control during leisure time.

Hypothesis 5: Recovery experiences are predictive of quality of sleep.

Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep Quality</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Detachment</td>
<td>.08</td>
<td>(.88)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxation</td>
<td>.09*</td>
<td>.25**</td>
<td>(.95)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastery</td>
<td>.15**</td>
<td>.03</td>
<td>-.01</td>
<td>(.90)</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>.19**</td>
<td>.23**</td>
<td>.42**</td>
<td>.19**</td>
<td>(.90)</td>
</tr>
</tbody>
</table>

Results of a multiple regression analysis indicated that a block of four post-work experiences (psychological detachment, relaxation, mastery, and control over leisure time) were predictive of this outcome in the full model.

Conclusion

The results provide evidence that several post-work recovery experiences are related to quality of sleep. As displayed in Table 1, higher levels of relaxation, mastery, and control experiences were associated with better sleep quality. These findings are consistent with Hypotheses 2, 3 and 4. The four recovery experiences as a set were predictive of sleep quality (see Table 2), with mastery and control experiences supported as predictors of this outcome in the full model. These results are consistent with Hypothesis 5. These results suggest that working students who engage in more post-work recovery experiences may have better sleep quality. Consequently, students who are employed may benefit from engaging in relaxing activities away from work, but also by challenging themselves with mastery experiences by setting specific, difficult goals outside of work to encourage healthy sleeping habits.

Works Cited


