Students Studying Sleep: Chronotype and Sleep Quality During Remote and In-Person Activities in Academe

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INTRODUCTION

- Sleep can be affected by different factors in an academic context:
  - COVID-19 remote activities
  - Return to in-person activities
  - Chronotype
- Lack of research on chronotype and COVID-19

Research question:
What role has chronotype played in affecting sleep quality during the remote (COVID-19) and in-person academic activities?

METHODS

65 participants from Dawson College:
- 22 teachers (10 with a disability, 12 without a disability)
- 21 non-teaching staff (10 with a disability, 11 without a disability)
- 22 students (15 with a disability, 7 without a disability)

Participants completed:
- Reduced Morningness-Eveningness Questionnaire
  - 3 chronotypes (range of scores: 4 to 25)
    - Morningness (n = 21, range of scores =18-25)
    - Intermediate (n = 28, range of scores = 12-17)
    - Eveningness (n =16, range of scores = 4-11)

- Two questions on sleep quality:
  - On a scale of 1 to 10, with 1 being very poor and 10 being very good, overall, what was the quality of your sleep during your last **remote learning/working/teaching semester?**
  - On a scale of 1 to 10, with 1 being very poor and 10 being very good, overall, what was the quality of your sleep during your last **in-person learning/working/teaching semester?**

CONCLUSION

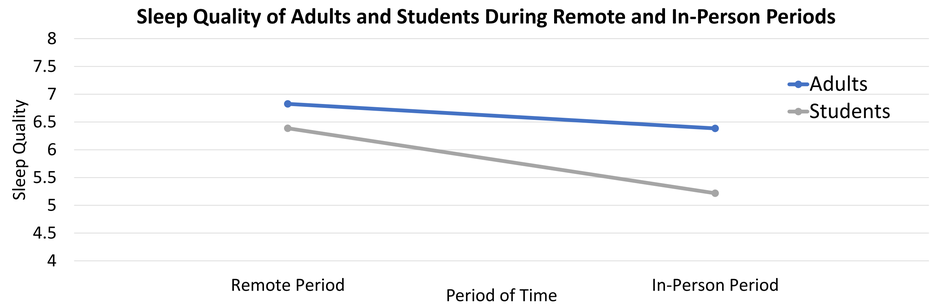
- Individuals with morningness and intermediate chronotypes reported better sleep quality than individuals with an eveningness chronotype.
  - This finding aligns with previous research.

- Participants generally slept significantly better remotely.

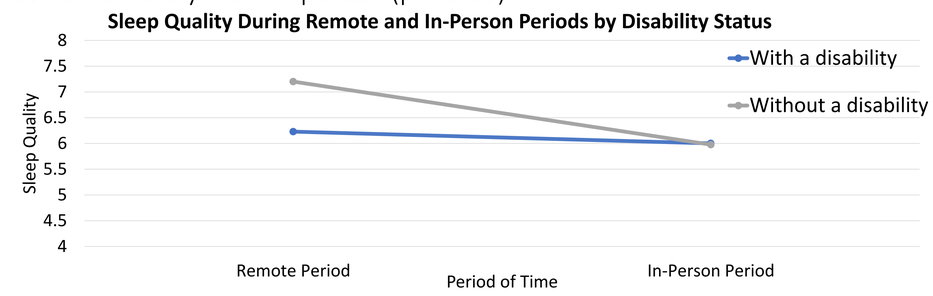
Implications:
- Learning, teaching and working remotely could be beneficial for sleep.

RESULTS

How did the COVID-19 pandemic affect the sleep quality of students and adults during remote and in-person activities?
- There was no significant difference in sleep quality between adults and students ($p = 0.05$).
- Generally, individuals slept better remotely than in-person ($p < 0.05$).



Did disability status impact the sleep quality of post-secondary students, faculty and non-teaching staff during the remote and in-person activities of COVID-19?
- There was no significant difference in sleep quality between individuals with disabilities and individuals without disabilities ($p = 0.23$).
- Participants slept better remotely than in-person ($p < 0.05$).



Did chronotype impact the sleep quality of post-secondary students, faculty and non-teaching staff during the remote and in-person activities of COVID-19?
- Individuals with morningness and intermediate chronotypes slept significantly better than individuals with an eveningness chronotype ($p < .001$).