



Sleep quality and psychological well-being of boarding secondary school students in Uganda

By

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Introduction


This study aimed to explore the relationship between sleep quality and psychological well-being among boarding secondary school students in Uganda with a view of developing an ideal model for enhancing sleep quality and psychological well-being; thus, contributing to improvements in sleep policy design and schools' academic practices.

Study objectives

The study analysed students' sleep quality, examined their psychological well-being and assessed the influence of sleep quality of boarding secondary school students on their psychological well-being.

Methodology


Sleep quality was analysed using the Pittsburgh Sleep Quality Index (PSQI) and PWB, using Ryff's Scale of



Psychological Well-being (RSPWB). This research study employed a mixed methods research design called concurrent triangulation design where only one data collection phase was used, during which quantitative and qualitative data collection and analyses were conducted separately but concurrently to gain detailed results. A total of 690 boarding secondary school students participated in the study. After excluding students with incomplete questionnaires, the final analysed sample consisted of 617 students; the participation rate was 89.4% with complete data obtained through questionnaire administration. Quantitative data were analysed using descriptive and inferential statistics while qualitative data obtained through interviews were analysed thematically.

Key findings

The study revealed that the prevalence of poor sleep quality among participants was 85.7% with the mean PSQI global score of 11 implying that, on average, participants met the definition of poor sleep quality using the cut-off of the PSQI > 5 . A majority (89.0 %) of the participants had moderate psychological well-being and 11.0% reported low psychological well-being with none in the high psychological well-being category. In this study, the findings showed a strong positive significant correlation between the overall sleep quality and overall psychological well-being ($r = .792, p = .021$). Regression analysis indicated that psychological well-being significantly predicted sleep quality ($\beta = 0.751, p = .023$) and that a 53.9 percent change in the students' psychological well-being was attributed to sleep quality. This study also found that good sleep quality significantly



and positively predicted higher psychological well-being ($\beta = 0.778, p = .020$) and poor sleep quality significantly and negatively predicted lower psychological well-being ($\beta = -.640, p = .033$).

Results from interviews revealed that the influence of the demanding school academic programmes such as extra night teaching and early morning prep and teaching, as well as leaving lights on at night in the dormitory and noise, contributed greatly to poor sleep quality. Poor sleep quality hindered students from achieving higher psychological well-being.

Key recommendations

The study recommended the adoption of the Sleep Hygiene Intervention Model (SHIM) which has been developed to raise psychological well-being through optimising sleep quality. This study has implications for secondary school education policymakers and implementers for improvement of the students' psychological well-being.

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