

ABSTRACT

Objective and subjective effort, mood and self-efficacy in 39 college students were studied twice, once following a no-nap period and once within five minutes of a 45-minute nap. In comparison to performance without a nap, objective performance following a nap was impaired despite higher reported wakefulness and self-efficacy. The findings suggest sleep inertia prevented previously observed nap-taking benefits. Recommendations for nap taking should include time for recovery following even short daytime sleep experiences.

INTRODUCTION

- College students often report sleeping less than they need (Lund et al., 2010)
- Naps may provide sleep restoration and improve performance, effort, and cognitive functioning
 - Improvement may depend on nap length/timing (Naitoh, 1981)
 - A 10-20 minute afternoon nap may improve cognitive functioning but naps longer than 20 minutes can result in loss of productivity due to sleep inertia (Dhand and Sohal, 2007)
- Sleep Inertia
 - Up to 30 minutes after awakening (Dhand and Sohal, 2007)
 - Grogginess after waking
 - Temporary diminished reaction time, attention, mental arithmetic, logic reasoning, and memory (Dinges, Orne & Orne, 1985)
- Differences in subjective and objective sleep inertia dissipation
 - May feel alert but remain impaired on cognitive tasks (Jewett et al., 1999)
- After awakening from a short nap, this project assessed
 - Objective effort
 - Performance
 - Subjective effort
 - Mood
 - Self efficacy

OBJECTIVE

To assess the impact of taking a short afternoon nap on objective and subjective effort, performance, and mood in college students..

HYPOTHESIS

We predicted in comparison to no nap, a short afternoon nap would increase objective effort and performance

METHODS

- 39 undergraduates (20 female, 18 male, 1 other; M = 21.9 years, SD = 5.7)
- Able to nap and who did not nap on the no-nap day
- Randomly assigned to a no-nap or a nap day on first of two assessment days
- Assessment began five minutes after no-nap or nap
 - Mental addition task - chose 1 of 5 difficulty levels for 50 trials
 - Rated the difficulty of 6 everyday tasks
 - Self-efficacy scale
 - Word search task
 - A mirror tracing task
 - Self-rated performance
 - Profile of Mood States (Biehl & Landauer, 1975)
 - Stanford Sleepiness Scale (Hoddes et al., 1973)
- Actigraph watches throughout study
- Assessment elements counterbalanced to control order effects



RESULTS

ANCOVA tests controlled for learning/ order effects because the counterbalanced order of the control & nap.

Improvement - Post-Nap - Subjective Reports

Self-Efficacy:

Participants reported significantly greater current subjective self-efficacy following a nap when compared with no-nap. Following a nap, self-efficacy was significantly greater on 7 out of 8 positive self-efficacy statements in Wilcoxon signed ranks tests ($p < .05$).

Self-Rated Performance on tasks:

Participants did not rate their performance on tasks differently after they took a nap compared to no-nap ($F(1,36) = .452, p > .05$)

Profile of Moods States:

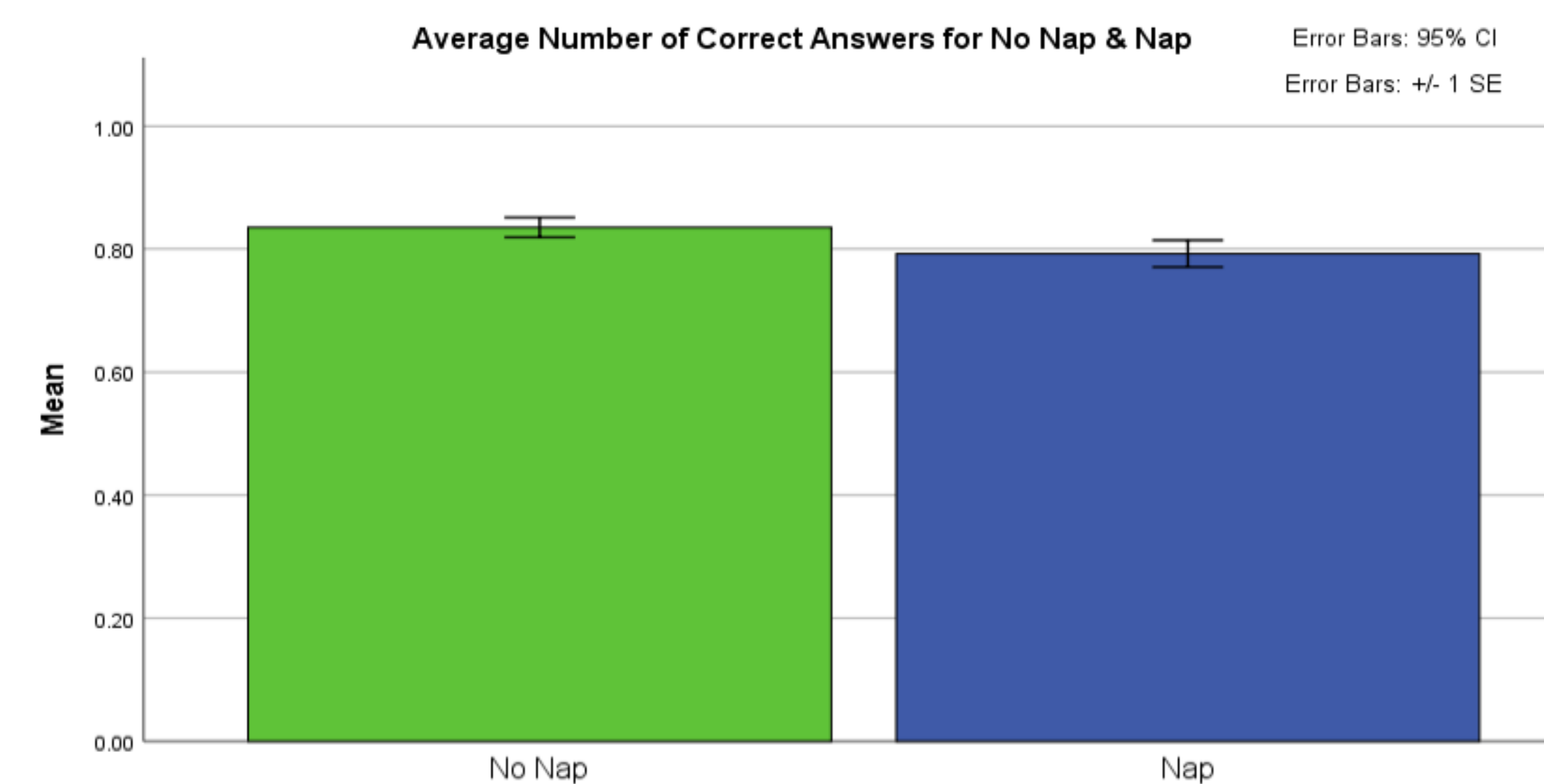
Participants reported feeling less confused after taking a nap ($M = 8.8$) than following no-nap ($M = 9.0$), $F(1, 37) = 5.432, p = .025$, partial eta squared = .128. No significant differences between nap and no-nap on depression, vigor, anger or tension.

Stanford Sleepiness:

Participants reported feeling significantly more active after taking a nap ($M = 2.56$) than following no-nap ($M = 3.44$, Wilcoxon Signed Ranks test $Z = -3.151, p = .002$.)



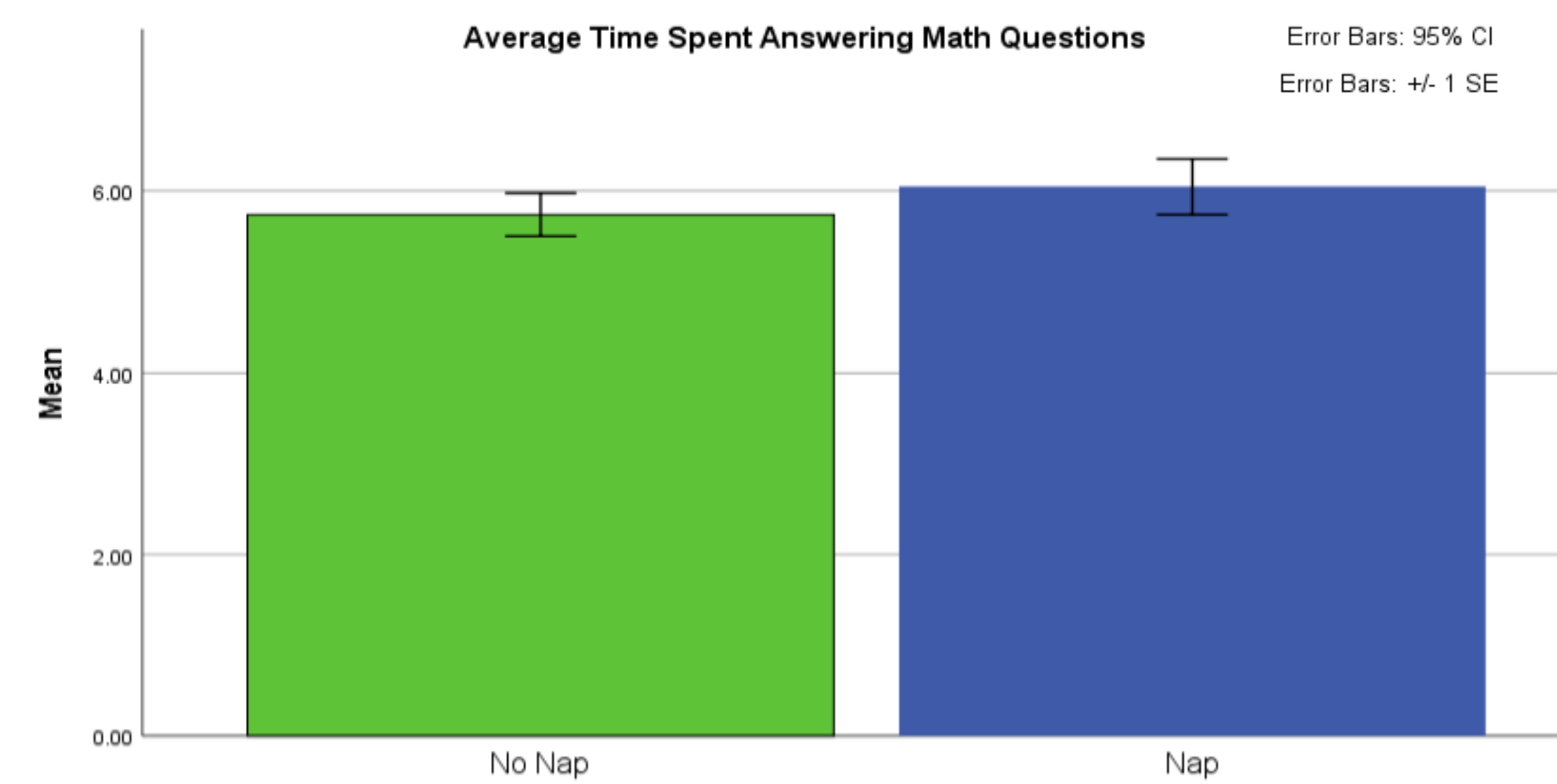
Impairment - Post-Nap - Objective Effort and Performance



Mirror Task:

After a nap, participants showed more errors in tracing the easy shape (thicker line) ($M = .61, SD = .125$), than after no-nap ($M = .65, SD = .211$), $F(1, 37) = 12.115, p = .001$, partial eta square = .247, observed power = .924.

After a nap, participants showed more errors in tracing the hard shape (thinner line) ($M = .37, SD = .127$), than after no-nap ($M = .41, SD = .153$) $F(1, 37) = 11.576, p = .002$, partial eta square = .238, observed power = .912.



No significant differences:

- Time spent tracing either shape

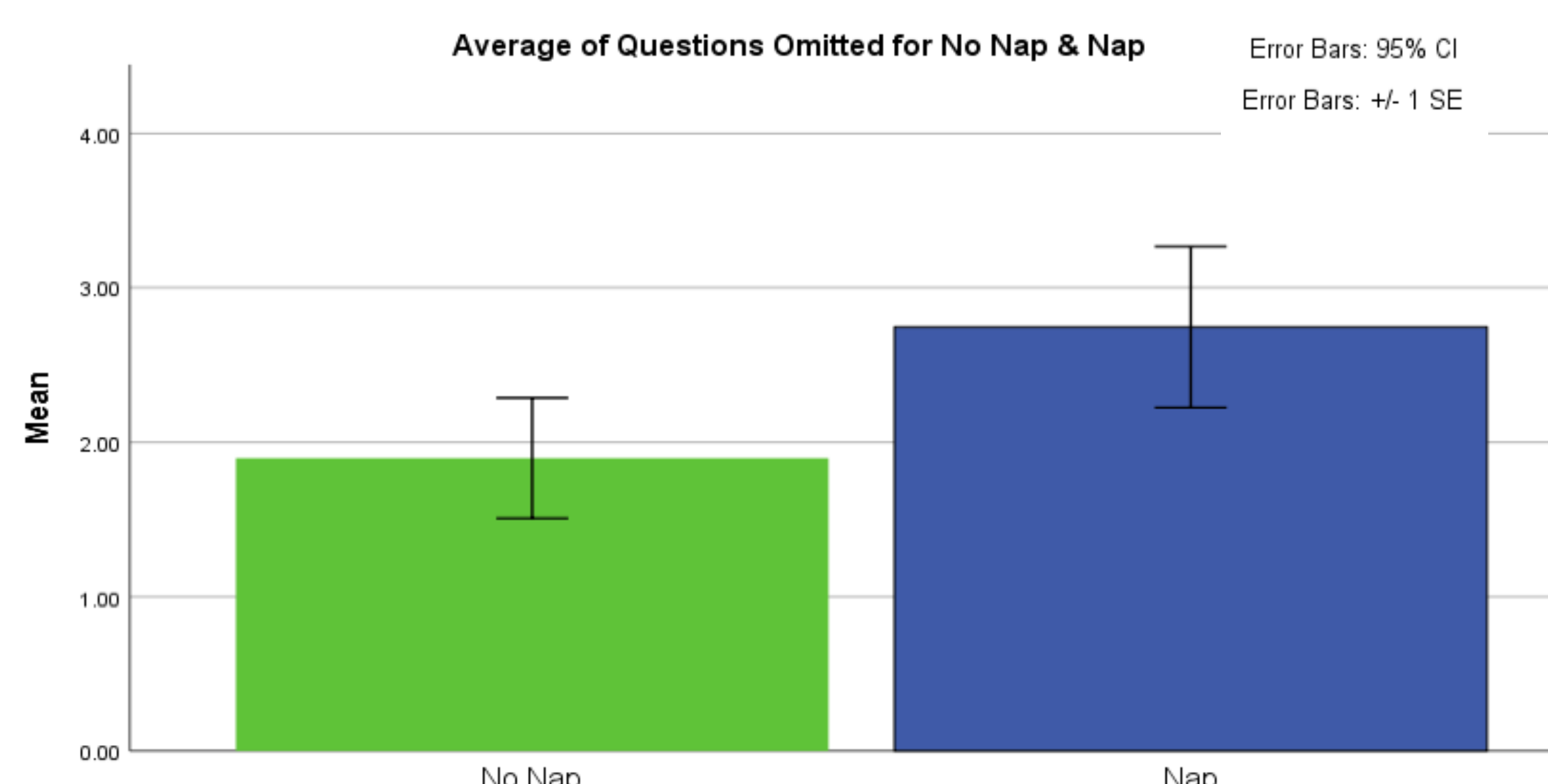
Math Task:

More questions were answered incorrectly following a nap ($M = 79.2\%, SD = 13.6\%$), than following no nap ($M = 83.5\%, SD = 10.0\%$), $F(1,37) = 24.650, p < .001$, partial eta squared = .400, observed power = .998.

More time was spent answering math questions following a nap ($M = 6.0$ seconds, $SD = 1.9$) than after no-nap ($M = 5.7$ seconds, $SD = 1.5$), $F(1,37) = 50.239, p < .001$, partial eta squared = .576, observed power = 1.00.

Participants omitted significantly more questions following a nap ($M = 2.7$ questions, $SD = 3.3$) than following no-nap ($M = 1.8$ questions, $SD = 2.4$), $F(1,37) = .524, p < .001$, partial eta square = .395, observed power = .998.

- Math difficulty level chosen was equivalent for both conditions



DISCUSSION

- Assessment within 5 minutes of a nap resulted in:
 - Simple addition problems
 - Impaired responding
 - More frequent omissions
 - More time spent on each question
 - No difference in choice of difficulty level
 - Mirror tracing task
 - Impaired responding for both the easy and difficult shapes
 - Significantly greater subjective self-efficacy and feelings of activation
 - Less subjective confusion
- Nap appears to affect objective performance
- Improvement in subjective experience
- Separate processes may underlie subjective and cognitive performance
- Offsetting sleep inertia should be considered in the context of nap-taking

FUTURE DIRECTIONS

- Future studies should investigate:
 - Timing of sleep inertia dissipation after nap-taking
 - Strategies to reduce sleep inertia-related impairments (Hilditch, Dorrian, & Banks, 2016)
- Those taking and encouraging naps are recommended to include time for the dissipation of sleep inertia impacts on objective performance

LIMITATIONS

- Sample size is relatively small
- Only young adults - college students assessed
- Need assessment of sleep inertia impacts at different times after waking



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