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**Original Research**

# Sleeping Patterns, Personality Insights, and Emotional Savvy: A Study of Medical Students at Hang Tuah University in Surabaya

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## Abstracts

**Introduction:** Adequate sleep is crucial for adolescent health because sleep deprivation can induce moodiness and frustration. Personality, encompassing introversion and extraversion, influences behavior and interaction patterns. Emotional intelligence pertains to the recognition and management of one's own emotions and those of others. **Methods:** This study explored the relationships among sleep quality, personality type, and emotional intelligence among 5th and 7th semester students at the Faculty of Medicine, Hang Tuah University Surabaya, from 2024--2025. Using a descriptive analytic design and cross-sectional approach, 196 respondents were selected via purposive sampling. Data were collected via the Pittsburgh Sleep Quality Index, Personality Type Questionnaire, and Emotional Intelligence Questionnaire, which are distributed online. No personally identifiable information was collected, ensuring the full anonymity of the respondents. **Results:** Spearman's correlation analysis revealed significant relationships between sleep quality and personality type ($r = 0.235$, $p = 0.0005$), between sleep quality and emotional intelligence ($r = 0.212$, $p = 0.0005$), and between personality type and emotional intelligence ($r = 0.1476$, $p = 0.0005$). Poor sleep quality was associated with lower emotional intelligence, indicating that sleep affects emotional awareness. Similarly, personality type was correlated with variations in emotional intelligence. **Conclusion:** This study revealed significant correlations between sleep quality, personality type, and emotional intelligence among medical students, suggesting that these factors play a key role in their emotional wellness.

**Keywords:** Sleep Quality, Personality Type, Emotional Intelligence

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## INTRODUCTION

Sleep is a condition in which a person loses perception and reaction to the environment but can still be awakened by certain stimuli. Sleep is a basic physiological need that is essential for restoring stamina and energy and ensuring that the body functions normally. Everyone needs adequate sleep so that the body can rest and repair itself to return to optimal conditions [1]. There are two phases of sleep, whose names depend on whether the eyes move behind closed eyelids: nonrapid eye movement (NREM) sleep and rapid eye movement (REM) sleep [2], [3]. Sleep is thought to have many functions, including neural maturation, facilitation of learning or memory, thinking, clearance of metabolites from waking neural activity, and energy conservation [4]. Sleep quality can be classified into quantitative and qualitative categories. The quantitative aspects that can be measured include sleep duration, frequency of awakening, average sleep time, and intensity of sleep disturbances. Qualitative aspects are related to the quality of sleep, such as deep and regular sleep. Good sleep quality occurs when a person sleeps peacefully and regularly. Conversely, poor sleep quality can be caused by irregular sleeping habits and insufficient sleep duration [5].

Several factors affect sleep quality, including age, medical disorders, occupation, environment, travel, stress, and lifestyle [1]. Personality is a unique part of an individual who influences their behavior and ability to adapt to the environment. Personality also reflects traits that lead to consistency in a person's feelings, thoughts, and behaviors. Personality types are divided into two types: extroverted and introverted. Extrovert: Characteristics include being sociable, active, optimistic, talkative, crowd-loving, and risk-taking. They also prefer to participate in social activities and entertainment events. Introverts: In contrast, introverts tend to be more passive, be less sociable, prefer reading, be meticulous, be quiet, prefer solitude, and dislike crowds. Emotional intelligence is the ability to control one's emotions, regulate mood, and manage stress. It also includes the ability to think clearly, face challenges, motivate oneself, empathize, and respond well to one's own and others' feelings [6], [7], [8], [9]. The emotional intelligence (EQ) of students strongly affects their academic achievement. Students with good EQ can control their emotions, motivate themselves, deal with frustration, regulate their mood, and empathize. Emotional intelligence helps students achieve their goals and desires and cooperate with others. Today, the development of emotional intelligence is often referred to as the emotional quotient (EQ). The aspects of emotional intelligence according to Goleman are self-recognition, self-control, motivation, empathy, and skills [10], [11], [12], [13], [14].

Poor sleep duration and quality, daily activities, physical health, and psychological conditions can affect a person's emotions and mood. Psychological stress, which is influenced by certain personality types, can affect sleep quality, which in turn impacts emotional stability and performance. Sleep problems are often experienced by university students, especially medical students, who tend to be sleep deprived due to the large number of class hours, study assignments, clinical pressure, emotional stress, lifestyle, and excessive use of social media [15], [16]. Sleep is important because it affects various functions of the human body, especially emotional intelligence and personality type, which in turn have an impact on a person's learning achievements. To address this problem, a study was conducted to understand the relationships between sleep quality and personality type and emotional intelligence in 5th- and 7th-semester students from 2024--2025 at the Faculty of Medicine, Hang Tuah University Surabaya.

## METHODS

Analytical observational research using cross-sectional studies and questionnaires

was conducted via simple random sampling at the Faculty of Medicine, Hang Tuah University Surabaya, from 2024--2025. The research variables studied were sleep quality and personality type in terms of emotional intelligence in the 5th- and 7th-semester students of the Faculty of Medicine, Hang Tuah University, Surabaya. To ensure the privacy and confidentiality of the research participants, all the data were collected and analyzed anonymously. No personally identifiable information, such as names, student IDs, or email addresses, was recorded or stored. All the obtained data were used only for research purposes. The ethical feasibility of this study was assessed by the Health Research Ethics Commission of the Faculty of Medicine, Hang Tuah University, Surabaya (reference number: 1/088/UHT. KEPK.03/VIII/2024).

## RESULTS

**Table 1**. Distribution by gender, age, and semester

| Characteristics | N (%) |
|---|---|
| **Gender** | |
| Male | 51 (26.0) |
| Female | 145 (74.0) |
| **Total** | 196 (100.0) |
| **Age** | |
| 18 | 5 (2.6) |
| 19 | 23 (11.7) |
| 20 | 43 (21.9) |
| 21 | 41 (20.9) |
| 22 | 40 (20.4) |
| 23 | 27 (13.8) |
| 24 | 17 (8.7) |
| **Total** | 196 (100) |
| **Semester** | |
| Five ($5^{th}$) | 80 (40.8) |
| Seven ($7^{th}$) | 116 (59.2) |
| **Total** | 196 (100.0) |

**Table 2.** Distribution of Respondents Based on Sleep Quality Measured by the PSQI and Personality Type

| Sleep Quality | N (%) | Personality type | N (%) |
|---|---|---|---|
| Good | 40 (20.4) | | |
| Simply | 72 (36.7) | Introvert | 83 (42.3) |
| Bad enough | 61 (31.2) | Extrovert | 113 (57.7) |
| Very bad | 23 (11.7) | | |
| **Total** | 196 (100) | | 196 (100) |

**Table 3.** Distribution of Respondents on the Emotional As Measured by Emotional Personality Questionares

| Emotional intelligence | N (%) |
|---|---|
| Very unemotional | 3 (1.5) |
| Quite unemotional | 52 (26.5) |
| Medium | 120 (61.2) |
| Moderately emotional | 19 (9.7) |
| Very emotional | 2 (1.1) |
| **Total** | 196 (100.0) |

**Table 4.** Cross-tabulation Betwen Sleep Quality and Personality Type in Emotional Intelligence

| Sleep Quality | Personality Type | | Emotional Intelligence | | | | |
|---|---|---|---|---|---|---|---|
| | Introvert N (%) | Extrovert N (%) | Very unemotional N (%) | Moderately unemotional N (%) | Moderate N (%) | Moderately emotional N (%) | Very emotional N (%) |
| **Good** | 20 (10.2) | 20 (10.2) | 1 (0.5) | 14 (7.1) | 24 (12.2) | 1 (0.5) | 0 (0.0) |
| **Fair** | 33 (16.8) | 39 (19.9) | 2 (1.0) | 20 (10.2) | 42 (21.4) | 8 (4.1) | 0 (0.0) |
| **Quite bad** | 24 (12.2) | 37 (18.9) | 0 (0.0) | 13 (6.6) | 41 (20.9) | 6 (3.1) | 1 (0.5) |
| **Very bad** | 6 (3.1) | 17 (8.7) | 0 (0.0) | 5 (2.6) | 13 (6.6) | 4 (2.0) | 1 (0.5) |
| **Total** | 83 (42.3) | 113 (57.7) | 3 (1.5) | 52 (26.5) | 120 (61.2) | 19 (9.7) | 2 (1.0) |
| | 196 (100.0) | | 196 (100.0) | | | | |

**Table 5.** Spearman correlation test between sleep quality and personality type with respect to emotional intelligence

**Correlations**

| | | Sleep Quality | Personality Type | Emotional Intelligence |
|---|---|---|---|---|
| **Sleep Quality** | Pearson Correlation | 1 | .235** | .212** |
| | Sig. (1-tailed) | | .0005 | .0015 |
| | N | 196 | 196 | 196 |
| **Personality Type** | Pearson Correlation | .235** | 1 | .1476 |
| | Sig. (1-tailed) | .0005 | | .0054 |
| | N | 196 | 196 | 196 |
| **Emotional Intelligence** | Pearson Correlation | .212** | .1476 | 1 |
| | Sig. (1-tailed) | .0015 | .0054 | |
| | N | 196 | 196 | 196 |

**. Correlation is significant at the 0.01 level (1-tailed).

## DISCUSSIONS

Distribution of respondents by gender

Among the 196 respondents, most were female (145 respondents, 74%) and male (51 respondents, 26%). Moreover, in the study by Gunawan (2021) [17], data were obtained from 60 respondents, of which 44 (73.3%) were female and 16 (26.7%) were male. It can be concluded that there were more female than male respondents.

**Distribution of respondents by age**

Among the 196 respondents, most were 20

years old, with 43 respondents (21.9%). Furthermore, 21 years of age was recorded for 41 respondents (20.9%), followed by 22 years of age for 40 respondents (20.4%). For 23-year-olds, 27 respondents (13.8%) were included, whereas 19-year-olds accounted for 23 respondents (11.7%). In addition, 17 respondents (8.7%) were 24 years of age, and the least common age group was 18 years, with five respondents (2.6%). Moreover, in the research of Sonia Pratama Gunawan (2021) [17], the vulnerable age of the respondents ranged from 18--20 years. This research was conducted at the Faculty of Medicine, Hang Tuah University, and is still included in the adolescent age category. According to the WHO, the age limit of adolescence is 12--24 years.

**Distribution of respondents by semester**

Among the 196 respondents, most were in semester 7 (116 respondents, 59.2%) and semester 5 (80 respondents, 40.8%). Research by Gunawan (2021) [17] was conducted on all students of the Faculty of Medicine, Hang Tuah University.

**Distribution of respondents on the basis of sleep quality**

Among the 196 respondents, 40 (20.41%) had good sleep quality, 72 (36.73%) had sufficient sleep quality, 61 (31.12%) had poor sleep quality, and the remaining 23 (11.73%) had very poor sleep quality. In the study by Gunawan (2021) [17], on the basis of sleep quality questionnaire data, 49 respondents had very good sleep quality, 10 respondents had good sleep quality, and 10 respondents had poor sleep quality. Medical faculty students are very vulnerable to poor sleep quality [18]. Psychological stress, which can interfere with physical activity, sleep quality, and diet and has the potential to indirectly affect fetal development, also occurs in pregnant women [19].

**Distribution of respondents by personality type**

Among the 196 respondents, 83 (42.35%) had introverted personalities, whereas 113 (57.65%) had extroverted personalities. Moreover, Hadi (2023) [20] reported that second-year medical students at the Faculty of Medicine, Hang Tuah University Surabaya, were more dominant in extroverted personality types, with 64 out of 110 students (58%), than in introverted personalities, with 46 out of 110 students (42%).

**Distribution of respondents on the basis of emotional intelligence**

Among the 196 respondents, three (1.53%) had emotional intelligence in the very unemotional category, 52 (26.53%) were moderately unemotional, 120 (61.22%) were moderate, 19 (9.69%) were moderately emotional, and the remaining two (1.02%) were very emotional. In the study by Gunawan (2021) [17], of 60 respondents, 9 (15%) were in the moderately emotional category, 7 (11.7%) were in the moderately unemotional category, 1 (1.7%) was in the highly emotional category, and the remaining 43 (71.7%) had moderate emotional intelligence. Several studies have reported high levels of vancomycin mesh, depression, and psychological stress among medical faculty students [18].

**Effects of cross-tabulation between sleep quality and personality type on emotional intelligence**

Among the 196 respondents, 113 had an extroverted personality type, whereas the remaining 83 were introverted. In the good sleep quality category, the number of introverted and extroverted respondents was equal, with 20 people each. In the category of fair sleep quality, there were more extroverted respondents (39) than introverted respondents (33). In the category of moderately poor sleep quality, the number of extroverted respondents (37) was greater than that of introverted respondents (24). For very poor sleep quality, 17 extroverted respondents were included, whereas 6

introverted respondents were included. The number of respondents with moderate emotional intelligence was the highest, with 120 people, whereas those with very unemotional and very emotional intelligence were the lowest, with three and two people, respectively. There were 52 moderately unemotional and 19 moderately emotional participants. For good sleep quality, most respondents had moderate emotional intelligence (24 people). For fair sleep quality, most respondents had moderate emotional intelligence (42 people), and for moderately poor sleep quality, the majority of respondents were also in the category of moderate emotional intelligence (41 people). The respondents with very poor sleep quality and moderate emotional intelligence consisted of only 13 people in the moderate category.

In a previous study by Pratama (2021) [17], there was a significant relationship between sleep quality variables and self-emotional intelligence. This is because people who have good sleep quality can control their emotions, so they do not stress easily [13], [21], [22]. Individuals exhibiting elevated emotional intelligence often demonstrate a robust and stable state of emotional well-being, fostering openness to novel experiences and enhanced learning capacities [21], [23], [24]. Investigations have challenged conventional metrics of success, positing that the intelligence quotient alone does not determine personal or professional achievements; rather, emotional intelligence, social intelligence, and circumstantial factors collectively contribute [12], [21], [25], [26]. Emotion, being both fluid and context dependent, necessitates careful measurement of an individual's emotional quotient across diverse scenarios to ascertain stability and cultivate wisdom [25].

Research conducted by Farah and Joice (2024) entitled "sleep quality does not affect emotional intelligence in high school students" revealed that sleep quality does not affect emotional intelligence in high school students in Al Azhar Kelapa Gading North Jakarta, but students with good sleep quality tend to have greater emotional intelligence than those with poor sleep quality [27]. Previous research revealed that teachers experiencing stress stemming from personal or professional spheres may exhibit emotional instability, thereby impeding the development of emotional and social competence in students and ultimately impacting their academic performance [28]. Emotional intelligence appears to be a pivotal element that, when effectively cultivated and employed, yields extensive benefits for learning, interpersonal relationships, and overall wellness [24].

**Statistical analysis results**

Statistical analysis conducted via the Spearman correlation nonparametric test revealed a correlation coefficient of 0.235 between sleep quality and personality type. This indicates a positive relationship; however, the strength of this association falls within a very weak category, as only 23.5% of the variance in personality type was explained by sleep quality. Additionally, the significance value ($p = 0.0005$) implies rejection of the null hypothesis (H0), thereby indicating a statistically significant relationship between sleep quality and personality type. Similarly, the correlation analysis between sleep quality and emotional intelligence yielded a coefficient of 0.212. This finding also indicates a positive but very weak relationship, with sleep quality accounting for only 21.2% of the variance in emotional intelligence. The significance value ($p = 0.0005$) was less than the alpha level ($\alpha = 0.01$), leading to the rejection of the null hypothesis (H0). Thus, there is a significant relationship between these two variables as well [18].

**Other factors that influence emotional intelligence**

Research conducted by Retno Yuli Hastuti and Erina Nur Baiti revealed that emotional

intelligence can affect stress in adolescents, with the results of the correlation coefficient test indicating a value of r = 0.867, which indicates a very strong positive correlation. The conclusion is that there is a very significant positive relationship between emotional intelligence and stress levels in adolescents at SMK N 1 Jogonalan [29]. Teachers have also consistently emphasized the importance of emotion management and control within language classrooms [24], [28], [30], [31]. Husada obtained significant results, with a value of t = 5.965 at p = 0.000 ($p < 0.05$), for the correlation between democratic parenting and prosocial behavior. The price of t = 2.961 at p = 0.008 ($p < 0.05$) for the correlation between the emotional intelligence variable and prosocial behavior indicates that the democratic parenting variable is partially correlated and that the emotional intelligence variable is also very significantly correlated with prosocial behavior [32], [33], [34].

**Limitations**

This study, while offering valuable insights into the relationships among sleep quality, personality type, and emotional intelligence, is subject to several limitations. The sample was predominantly female and consisted primarily of students aged 18--24 years, which may limit the generalizability of the findings to other demographic data. Additionally, the use of self-reported data could introduce bias, potentially affecting the accuracy of our results. Despite these limitations, this study underscores the importance of understanding these relationships, as they provide a foundation for future research aimed at enhancing emotional intelligence and well-being.

## CONCLUSIONS

This study revealed significant but weak positive correlations between sleep quality, personality type, and emotional intelligence, suggesting that while these factors are interrelated, they may only partially influence one another. These findings emphasize the complexity of these relationships and highlight the need for further research to unravel the intricate dynamics between lifestyle factors and psychological traits. Importantly, understanding these relationships can inform interventions aimed at improving sleep quality to foster better emotional and personality development. The study's outcomes contribute to the field by opening avenues for interdisciplinary exploration, potentially leading to enhanced strategies for promoting personal and emotional well-being in educational and clinical settings.

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## CONFLICT OF INTEREST

The authors declare that they have no conflicts of interest.

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