

## Effect of social jetlag and chronotype on academic achievement in nursing students during the COVID-19 pandemic

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**A** - Conception and study design; **B** - Collection of data; **C** - Data analysis; **D** - Writing the paper; **E** - Review article; **F** - Approval of the final version of the article; **G** - Other (please specify)

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### ABSTRACT

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**Purpose:** To evaluate the effect of chronotype and social jetlag on academic achievement in nursing students during the COVID-19 pandemic.

**Materials and methods:** This descriptive and cross-sectional study was conducted with nursing students (n=416), who were members of the Student Nurses Association, continued to attend their classes, were not during the exam period, and agreed to participate in the research. Data were collected online using the Introductory Characteristics Form, the Social Jetlag Form, and the Morningness-Eveningness Questionnaire. The Kruskal- Wallis H, chi-square and Spearman's correlation tests were used in the statistical analysis of data.

**Results:** The mean age of the students participating in the study was 21.2±1.4 years. Of the students, 87.3% were female, 33.4% were in the fourth grade,

and 94% were living with their families. Eighteen percent of the students were determined to be the evening type, 67.5% intermediate type, and 14.4% morning type. The mean social jetlag value was 1.47±0.94. When the chronotype groups and social jetlag values were examined, they had no significant effect on the students' academic performance (p>0.05).

**Conclusions:** This study showed that chronotype and social jetlag value did not have a significant effect on academic achievement. We support the idea that flexible work schedules can create an environment for the improvement of chronotype and social jetlag.

**Keywords:** Social jetlag, chronotype, nursing students, academic achievement

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