

# The Effects of Chronotype-Based Study Proclivity on Academic Confidence in Correlation to Academic Performance and Predisposition to Mental Health Issues

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## Abstract

Chronotype refers to an individual's natural preference for being active and alert at certain times of the day, which are commonly categorized as morning-type, evening-type, or intermediate. While chronotype has been linked to sleep and productivity, its influence on academic confidence, performance, and mental health is less understood. This study was inspired by personal observations within the student community, where mismatches between students' preferred study times and academic schedules often coincided with lower academic confidence and performance, as well as increased signs of stress and anxiety. This research aimed to explore how chronotype-based study proclivity affects students' academic confidence and how this, in turn, correlates with academic performance and susceptibility to mental health challenges. A mixed-methods approach was used: students completed a chronotype assessment and an academic confidence questionnaire, and a subset of participants took part in semi-structured interviews focusing on their study routines, academic experiences, and mental health. A literature review was also conducted to compare findings with existing studies. Results indicate that students who study in alignment with their chronotype, especially morning and intermediate types, report higher academic confidence and better performance. In contrast, evening-type students often experience a misalignment with early academic schedules, leading to reduced confidence and increased anxiety or burnout symptoms. The findings suggest a need for institutions to consider chronotype diversity in academic planning to support student well-being and performance. Addressing these differences could promote a more inclusive and effective learning environment.

**Keywords:** *Chronotype, Academic Confidence, Anxiety, Mental Health*



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