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## Napping Policy as an Investment in Health and Academic Innovation in a World-Class Research Campus

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### ABSTRACTS

**Background:** The campus napping policy has emerged as an innovative initiative that can positively impact the well-being and productivity of the academic community. This study aims to explore how napping policies influence academic productivity and mental health, as well as the challenges that arise in their implementation on campus. **Methods:** This study employed in-depth interviews with experts in health and university management to gain a comprehensive understanding of napping policies and their effects on the academic community. **Results:** The findings revealed that naps have a significant positive effect on productivity, particularly among lecturers and students experiencing high academic demands. Six main themes emerged, illustrating how napping policies enhance well-being and academic performance. **Discussion:** The main challenge in implementing this policy lies in achieving acceptance from the academic community and university management. Successful implementation requires adjustments to existing regulations and a shift in mindset regarding working hours and well-being. Napping also offers physical health benefits, such as lowering blood pressure and improving cognitive capacity, which further strengthen the rationale for policy adoption. **Conclusion:** The campus napping policy has proven to provide substantial benefits by improving academic productivity and the physical and mental health of the academic community. Integrating napping policies into campus health programs will create a healthier, more innovative, and productive academic environment.

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## 1. INTRODUCTION

In the face of increasing academic pressure and the need to maintain mental well-being, a napping policy presents an alternative worth considering. The growing academic and administrative workload often causes physical and mental exhaustion among students and lecturers, which ultimately affects performance quality (Li et al., 2020). As a solution, on-campus napping policies can help create a balance between work stress and mental health (Gavelin et al., 2023).

Previous studies have shown that napping improves concentration and work efficiency (Kunasegaran et al., 2023), making it a relevant strategy for enhancing academic productivity and innovation. Napping also offers substantial benefits for physical and mental recovery, directly contributing to better work performance (Dutheil et al., 2021). Participants in this study noted that while napping may not fully resolve psychological issues such as depression or anxiety, it effectively boosts productivity (George et al., 2024). One participant highlighted that naps help reduce brain fatigue, enhance concentration, and minimize errors, especially in tasks requiring high focus such as teaching and research. Hence, the napping policy can be seen as a health investment that supports improved academic performance (Anand et al., 2024).

Despite these benefits, challenges remain in implementing napping policies at the university level. Many universities face difficulties aligning current regulations with this initiative, and differing opinions within the academic community often act as barriers (Çivilidağ & Durmaz, 2024). One major question is whether the policy should be mandatory or optional, as highly restrictive measures may cause resistance, whereas flexible approaches tend to be more acceptable and effective (Stella, 2020).

Napping should also be viewed through a holistic health perspective. Beyond boosting productivity, it contributes to physiological well-being by lowering blood pressure and enhancing cognitive functions (Rogers et al., 2003). Therefore, campus napping policies should be part of a broader health framework aimed at improving overall physical and mental well-being (Hidayatullah et al., 2022).

To ensure effective implementation, comprehensive and data-driven evaluation is essential. Surveys and in-depth studies can provide valuable insights into the policy's

impact on productivity and well-being (Lhachimi et al., 2016). These evaluations can serve as a foundation for further policy refinement and future research (Goorts et al., 2021).

## 2. METHODS

This study explored the implementation of the campus napping policy as an effort to enhance academic productivity and support the well-being of the academic community. A qualitative research approach with an in-depth case study design was adopted, focusing on campuses that had introduced this policy. Ethical approval was obtained under number III/090.01/KEPK-SLE/STIKEP/PPNI/JABAR/VII/2025.

Data collection was conducted through semi-structured interviews with university administrators, lecturers, and students. This approach allowed the researchers to gather detailed information about participants' perceptions and experiences. The interview guide explored several key areas: the impact of napping on productivity, mental and physical health, challenges in implementation, and human resource management. Interviews were conducted both in person and online to ensure diverse perspectives (Kunasegaran et al., 2023).

The data were analyzed using thematic analysis. Researchers first reviewed transcripts thoroughly, followed by systematic coding to identify emerging themes. Each theme was further analyzed to uncover patterns linking napping policies to academic productivity, mental health, and implementation challenges (Anand et al., 2024). Triangulation was applied by comparing interview findings with university documents and relevant literature to ensure validity.

Participants noted that while napping policies can increase productivity, acceptance among the academic community and alignment with institutional regulations remain obstacles. The study also examined whether napping should be mandatory or optional, concluding that flexible implementation may ensure broader acceptance (Stella, 2020). Moreover, the study analyzed the relationship between napping and physical health, revealing that naps contribute to reduced blood pressure and improved cognitive capacity. These findings suggest that the napping policy should be incorporated into broader campus health initiatives. Finally, the research emphasizes the need for data-driven evaluations to measure policy effectiveness and guide continuous improvement (Dinges et al., 2018).

### **3. RESULTS AND DISCUSSION**

#### **3.1 Results**

The implementation of a campus napping policy as part of a strategy to enhance academic productivity and health is an innovative approach worthy of consideration.

Six main themes emerged from the analysis:

1. Academic Productivity and Health
2. Challenges in Implementation
3. Physiological Health Impact
4. Integration with Mental Health Programs
5. Evaluation and Measurement
6. Mindset and Human Resource Management

#### **Theme 1: Academic Productivity and Health**

Napping policies were found to be more effective in enhancing productivity than in reducing mental disorders such as depression or anxiety. Participants agreed that naps serve as a health investment that aids in mental and physical recovery, improving overall work efficiency.

“I see the napping policy as more about productivity than reducing psychological issues like depression. Maybe it has an effect, but not a major one.”

“Taking a nap really helps with brain fatigue. When you’re tired, especially working with computers, you start making more mistakes.”

#### **Theme 2: Challenges in Implementation**

While the benefits of napping are widely acknowledged, implementation at the university level poses difficulties. Adjusting regulations and ensuring acceptance from all stakeholders are the primary challenges.

“The challenge comes from the rectorate — proving that this policy is useful is the hardest part.”

“It’s difficult to make naps mandatory. But if it’s optional, people might actually follow it.”

#### **Theme 3: Physiological Health Impact**

Napping restores physiological functions such as lowering blood pressure and improving cognitive performance.

“Sleep patterns definitely affect body physiology. Rest helps maintain balance.”

#### **Theme 4: Integration with Mental Health Programs**

Napping can complement broader mental health initiatives, promoting a healthier academic environment.

“If therapy is more for anxiety or depression, naps work better for productivity.”

#### **Theme 5: Evaluation and Measurement**

To measure the effectiveness of the napping policy, systematic and data-driven evaluations are required.

“We should start by screening and understanding people’s needs first.”

#### **Theme 6: Mindset and Human Resource Management**

Adopting a napping policy requires changes in managerial mindset and HR practices to accommodate flexible work arrangements.

“Current attendance policies are outdated. We need new management rules that support well-being.”

### **3.2 Discussion**

Campus napping policies represent a promising innovation to enhance productivity and well-being. In demanding academic environments, fatigue can hinder creativity and performance (Li et al., 2020). Implementing a napping policy can restore balance and improve both efficiency and innovation (Gavelin et al., 2023).

Napping not only alleviates physical fatigue but also improves mental health by reducing stress and enhancing cognitive performance (George et al., 2024). While it may not address severe psychological disorders, napping significantly boosts productivity (Dutheil et al., 2021). By allowing the brain to rest, it reduces errors and enhances focus—essential in research and teaching (Anand et al., 2024).

However, successful implementation requires overcoming institutional barriers and resistance. Aligning policies with university regulations and fostering acceptance

among staff and students are crucial (Çivilidağ & Durmaz, 2024). Flexible, optional approaches tend to be more effective and reduce resistance (Stella, 2020).

Moreover, napping policies should be integrated into holistic health frameworks. Evidence shows that napping contributes to lower blood pressure, improved cognition, and enhanced resilience (Hidayatullah et al., 2022; Rogers et al., 2003). Thus, it should form part of campus wellness initiatives that foster physical and mental health (Dorrian et al., 2019).

Continuous, data-driven evaluations are essential for optimizing implementation. Such assessments provide empirical evidence for future policy development and ensure that interventions meet the evolving needs of the academic community (Lhachimi et al., 2016; Goorts et al., 2021).

#### **4. CONCLUSION**

The campus napping policy stands out as an effective innovation for improving productivity and supporting well-being within academic environments. Faced with growing demands, students and lecturers often experience fatigue that affects performance. Napping offers a balanced solution by allowing recovery of both mind and body.

Research indicates that napping enhances academic productivity while promoting physical and mental health. As a health investment, it improves concentration, reduces fatigue, and minimizes errors in cognitively demanding work. The primary challenge lies in achieving community acceptance and aligning policies with existing institutional frameworks. A flexible, non-mandatory approach may encourage higher participation and minimize resistance. Furthermore, integrating napping into broader campus health programs will strengthen its sustainability and impact.

Finally, comprehensive, data-based evaluations are vital to ensure effectiveness and continuous improvement. Through evidence-driven implementation, universities can create a healthier, more innovative, and productive academic environment.

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