

INFLUENCE OF HEALTH STATUS AND SELF-ESTEEM ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

The main objective of the study is to find out the influence of health status and Self-esteem on Academic Achievement of the high school students. The Survey method was adapted by the investigator for this study. The sample consists of 270 students from nine schools in Tirunelveli Educational District, Tamil Nadu. An Index of Health Status scale developed by Sam Sananda Raj, Mukundan, & Mohanan (2001) and an adapted Self – esteem Scale were used for data collection. The findings reveal that there is significant influence of health status and self-esteem on academic achievement of high school students.

INTRODUCTION

School learning process assumes the effective functions of the physiological systems of the learner and is usually forgotten within a group of healthy children. The students between the age group of 15 to 17 spend most of their working hours in school, where their major responsibility is to learn and to prepare themselves for the future. School is an ideal place for inculcation of healthy habits and correct attitudes towards health. For these purpose adequate provisions are needed for safe drinking water supply, sanitary facilities like urinals and latrines, adequate lighting, ventilation and proper seating arrangements in their classrooms.

Self-esteem is a positive or negative orientation towards oneself; an overall evaluation of one's worth or value. One of the most important aspects of self concept is self-esteem. Rosenberg (1965) defined self-esteem as, "The evaluation which an individual makes and customarily maintains with regard to oneself, expressed as an attitude of approval." Self-esteem is affected by a variety of influences, ranging from formation of childhood to one's idea of self. When the self-esteem is high one is confident, feel free to express oneself whereas when it is low, one attempts to hide himself/herself. People are motivated to have high self-esteem and having it indicates positive self-regard, not egotism.

SIGNIFICANCE OF THE STUDY

When education is to be complete, it must have five principle aspects relating to the five principle activities of the human beings: the physical, the mental, the social, the emotional, and the spiritual. In any pursuit of education, health is one of the key factors in determining the academic achievement of an individual. Physical health and mental health have special relation or they are inter linked as it is rightly said where there is sound body a sound mind resides. Healthy body and healthy mind are necessary pre-requisites for education. Health is generally recognized as a major objective of education. A physically healthy person may be incapable in certain areas due to his mental sickness and so in the present complex development of human civilization, mental health is as important as physical health.

The IX standard students are in a state of mind to decide what they ought to become in future. Sound mind is the prime factor for the children to excel in academic performance. Sound mental health will bring out marvelous change in their academic performance. The children with poor mental health may not excel in their life. The level of health of the individual, group, or population is subjectively assessed by the individual or by more objective measures. Self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride and so on.

The present study focuses on the health status and self-esteem of high school students. This study is the suitable need of the hour to bring out the desirable change in the minds of the parents and their wards. The mental health varies on the background dwelling, rural or urban, socio-economic status, educational status of parents of the children. The present study is unique to explore how far the health status and self-esteem has its impact on the academic achievement of high school students.

OBJECTIVES

1. To find out the significant difference between male and female high school students in their health status.
2. To find out the significant difference among boys, girls and co-education school students in their health status
3. To find out the significant difference between male and female students in their self esteem.

4. To find out the significant difference among boys, girls and co-education school students in their self-esteem.
5. To find out the significant difference between male and female students in their academic achievement.
6. To find out the significant difference among boys, girls and co-education school students in their academic achievement.
7. To find out the influence of health status and self-esteem on the academic achievement of high school students.
8. To find out the factor loading for health status, self esteem on the academic achievement of high school students.

NULL HYPOTHESES

1. There is no significant difference between male and female high school students in their health status.
2. There is no significant difference among boys, girls and co-education school students in their health status.
3. There is no significant difference between male and female students in their self esteem.
4. There is no significant difference among boys, girls and co-education school students in their self-esteem.
5. There is no significant difference between male and female students in their academic achievement.
6. There is no significant difference among boys, girls and co-education school students in their academic achievement.
7. There is no significant influence of health status and self-esteem on the academic achievement of the high school students.
8. There is no significant factor with positive loading of the variables namely physical health, mental health, health status, self-esteem and academic achievement of high school students.

METHOD ADAPTED FOR THE PRESENT STUDY

For the present study, the investigator used the Survey Method in the view of the objectives of the study and the nature of the problem concerned.

SAMPLE FOR THE STUDY

The sample for the present study has been selected using Stratified Random Sampling Technique from the population. The sample consists of 270 students from nine schools in Tirunelveli Educational District, Tamil Nadu and consists of 120 male and 150 female.

TOOLS USED IN THE PRESENT STUDY

As the study aims at finding out the health status and self – esteem of high school students, the investigator has used the following standardized tools.

- i. An Index of Health Status scale developed by Sam SanandaRaj, Mukundan, & Mohanan (2001).
- ii. A Self – esteem Scale was downloaded from the website and adapted by the investigator.

Source for academic achievement

Academic achievement was measured with the help of marks obtained by IX standard students in the quarterly examination and so the investigator used the quarterly marks for the academic achievement. The quarterly marks are collected from the school records.

ANALYSIS OF DATA

Null Hypothesis 1

There is no significant difference between male and female students in their physical health, mental health and health status.

Table 1

DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR HEALTH STATUS AND ITS DIMENSIONS

S. No	Dimensions of Health status	Male (N=120)		Female (N=150)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1.	Physical health	43.89	6.02	44.50	5.10	0.88	NS
2.	Mental health	26.81	4.27	27.09	4.37	0.53	NS
3.	Health status	70.70	9.08	71.59	7.42	0.86	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female high school students in their Physical health, Mental health and Health status.

Null Hypothesis 2

There is no significant difference among boys, girls and co-education school students in their physical health, mental health and health status.

Table 2

**DIFFERENCE AMONG BOYS, GIRLS AND CO-EDUCATION SCHOOL STUDENTS
IN THEIR HEALTH STATUS AND ITS DIMENSIONS**

S. No	Health status and its dimensions	Source of variation	Sum of squares	Degrees of freedom	Variance estimate	Calculated 'F' value	Remarks at 5% level
1.	Physical health	Between	201.45	2.00	100.73	3.36	S
		Within	8010.31	267.00	30.00		
2.	Mental health	Between	63.32	2.00	31.66	1.71	NS
		Within	4952.31	267.00	18.55		
3.	Health status	Between	411.94	2.00	205.97	3.12	S
		Within	17650.04	267.00	66.10		

(At 5% level of significance, the table value of 'F' is 3.03)

It is inferred from the above table that there is no significant difference among boys, girls and co-education school students in their Mental health, but there is significant difference among boys, girls and co-education school students in their Physical health and Health status.

Null Hypothesis 3

There is no significant difference between male and female students in their self-esteem.

Table 3

**DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS
IN THEIR SELF-ESTEEM**

S. No	Variable	Male (N=120)		Female (N=150)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1.	Self-Esteem	64.15	6.62	62.51	6.68	2.02	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between male and female students in their self-esteem.

Null Hypothesis 4

There is no significant difference among boys, girls and co-education school students in their self-esteem.

Table 4

**DIFFERENCE AMONG BOYS, GIRLS AND CO-EDUCATION SCHOOL STUDENTS
IN THEIR SELF-ESTEEM**

S. No	Variable	Source of variation	Sum of squares	Degrees of freedom	Variance estimate	Calculated 'F' value	Remarks at 5% level
1.	Self-esteem	Between	445.45	2.00	222.72	5.12	S
		Within	11609.38	267.00	43.48		

(At 5% level of significance, the table value of 'F' is 3.03)

It is inferred from the above table that there is significant difference among boys, girls and co-education school students in their self-esteem.

Null Hypothesis 5

There is no significant difference between male and female students in their academic achievement.

Table 5

**DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR ACADEMIC
ACHIEVEMENT**

S. No	Variable	Male (N=120)		Female (N=150)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1.	Academic achievement	60.58	20.55	64.89	14.93	1.92	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female students in their academic achievement.

Null Hypothesis 6

There is no significant difference among boys, girls and co-education school students in their academic achievement.

Table 6

DIFFERENCE AMONG BOYS, GIRLS AND CO-EDUCATION STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

S. No	Variable	Source of variation	Sum of squares	Degrees of freedom	Variance estimate	Calculated 'F' value	Remarks at 5% level
1.	Academic achievement	Between	1006.71	2.00	503.35	1.61	NS
		Within	83685.21	267.00	313.43		

(At 5% level of significance, the table value of 'F' is 3.03)

It is inferred from the above table that there is no significant difference among boys, girls and co-education school students in their academic achievement.

Null Hypothesis 7

There is no significant influence of health status and self-esteem on academic achievement of high school students.

Table 7

INFLUENCE OF HEALTH STATUS AND SELF-ESTEEM ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

S. No	Variables	Health Status	Self-Esteem	Academic Achievement	Multiple Correlation	Calculated 'F' value	Remarks
1.	Health Status	1.000	0.439	0.297	0.416	5.997	S
2.	Self-Esteem	0.439	1.000	0.091			
3.	Academic Achievement	0.297	0.091	1.000			

(At 5% level of significance, for (3, 267) df, the table value of 'F' is 2.64)

It is inferred from the above table that there is significant influence of health status and self-esteem on academic achievement of high school students.

Null Hypothesis 8

There is no significant factor with positive loading of the variables namely physical health, mental health, health status, self-esteem and academic achievement of high school students.

Table 8

FACTOR LOADING OF HEALTH STATUS, SELF-ESTEEM AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

S. No	Variables	Factor Loading	Nature of Variables
1.	Physical Health	0.846	Very high presence
2.	Mental Health	0.835	Very high presence
3.	Health Status	0.974	Extremely high presence
4.	Self-Esteem	0.628	Considerable presence
5.	Academic Achievement	0.837	Very high presence

The factor analysis table for health status, self-esteem and academic achievement is given above. It yields a single factor with considerable factor loading as given in the above table. The identified factor among the variables is SCHOLASTIC SELF-PERSPECTIVE. The dimensions of the factor are physical health, mental health, health status, self-esteem and academic achievement.

FINDINGS

1. There is no significant difference between male and female high school students in their Physical health, Mental health and Health status.
2. There is no significant difference among boys, girls and co-education school students in their Mental health, but there is a significant difference among boys, girls and co-education school students in their Physical health and Health status. While comparing the mean scores of boys (Mean = 44.07, 69.93) girls (Mean = 42.67, 69.23) and co-education (Mean = 44.78, 72.06) school students in their Physical health, the co-education school students are better than the boys and girls school students.
3. There is a significant difference between male and female students in their self-esteem. While comparing the mean scores of male and female students, the male students (Mean = 64.15) have more self-esteem than the female students (Mean = 62.51).

4. There is a significant difference among boys, girls and co-education school students in their self-esteem. While comparing the mean scores of boys (Mean = 66.50), girls (Mean = 63.87), and co-education (Mean = 62.48) students in their self-esteem, the boys school students are better than the girls and co-education school students.
5. There is no significant difference between male and female students in their academic achievement.
6. There is no significant difference among boys, girls and co-education school students in their academic achievement.
7. There is a significant influence of health status and self-esteem on academic achievement of high school students.
8. The health status, self-esteem and academic achievement yield a single factor with considerable factor loading. The identified factor among the variables is SCHOLASTIC SELF-PERSPECTIVE. The dimensions of the factor are physical health, mental health, health status, self-esteem and academic achievement.

CONCLUSION

There is a significant influence of health status and self-esteem on the academic achievement of high school students. This may be due to the fact that mental health is as necessary as physical health. A physically healthy person may be incapable in all respects due to his mental sickness, so in the present complex development of human civilization, mental health is as important as the physical health. Self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of one's own worth. Self-esteem is the sum of self-confidence and self-respect. The one who possess self-esteem are able to act according to what they think to be the best choice, trusting their own judgment, and not feeling guilty when others don't like their choice.

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