



“A STUDY OF STUDENTS HEALTH IN RELATION TO THEIR SOCIO-ECONOMIC STATUS, HEALTHY ENVIRONMENT, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT”.

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ABSTRACT:

Everyone says that **Health is Wealth** and it is true. Because, if a person has lot of wealth, but due to poor health he cannot use it, then there is no use of that wealth. Hence, it is necessary to give an importance to the student's health in an education system. Because health is a central and important factor in all round development of the students'. The present study discusses about the Health with other correlated variables in Students of different types of Schools by (Private aided, Tribal Department, Social Welfare) management. The sample size was 493 Students, which include 189 boys and 304 girls' of Nandurbar District. The Descriptive method was used for the present study. The central tendency and variability and Analysis of variance, t-test & correlation (r) used to describe and analyze the data. The major finding of the research is that, there is a significant difference in total health, physical health & mental health of students on the basis of schools management. The t-test shows that girl students have good social health and perceive better school healthy environment than boys.



KEYWORDS: Students Health, Physical health, Social health, Mental health, Socio-economic status (SES), School and healthy Home environment, Achievement motivation, Academic Achievement.

INTRODUCTION

Health related problems in all age groups is major issue worldwide. Children's health is an important and central factor in all round development of the students'. Swami Vivekananda explains the importance of students' health as **“Be strong, my young friends.... you will be nearer to heaven through football than through the study of Geeta.”** The development of all aspects related to the students' is depend on, only their health. According to the World Health Organization, **“Health is a state of complete Physical, Mental and Social well being and not merely the absence of disease.”** Above three aspects of health are inter-related and to be called healthy, students' must have good health in all the three aspects.

Health is not merely the absence of disease but is influenced and shaped by the access to basic needs like Healthy food, security, clean water supply, healthy School and home environment, accommodation, sanitation and health related services. Thus, it is necessary that we should give more importance to students health through schooling.

NEED OF THE STUDY

Good Health is an important factor in human life. School is a miniature society, and plays an important role in student socialization process. The healthy students play an important role in development of their country. Due to pollution, different diseases, bad habits, inappropriate healthy environment and

global warming, the students health is affected. Hence there is a need of to give an attention on students health. Because Health and education are closely linked. School children spends their maximum time in classrooms and home, thus, so he is strongly influenced by the school and home environment. The students health status is closely related to students access to school as well as the ability to learn. Hence, the study needed to know the factors affecting on student health and affected by the student health.

OPERATIONAL DEFINITION

Students Health: There are three dimensions of student's health that is physical health, social health and mental health. 1) **Physical health** means that the students keeps themselves clean and takes care of their body organs, they are always energetic, has good posture, has good healthy habits and clear and clean skin. 2) **Social health** means that the students keep and tries to clean their surroundings, gets along well with people around, helps others, follows the social rules, and fulfills responsibility towards others. 3) **Mental health** means that the students have control over their emotions, sensitive to the needs of others, confidence in their own abilities, and have freedom from unnecessary tensions, anxieties and worries.

Socio-economic status: SES refers to the income, education, living standard and status, and occupation of students parents.

Healthy Environment: For the present study, researcher has been considered home and school healthy environment. 1) **Healthy home environment:** for the present study is operationalized as the parents should take care of children health, in which they should teach them good healthy habits, and clean the home and home surroundings, they should take care of their diet, parents should fulfills the basic needs of their children like emotional support, love, and affection. 2) **Healthy School environment:** For the present study is operationalized as, the surrounding of the school has to be clean, and every school should give proper attention to the students health. It has included eight components.

Achievement Motivation: It is an internal and external power, which gives proper direction to the students behavior for achieving their goal.

Academic Achievement: Academic Achievement is defined as the percentage of marks obtained by the students in six months semester examination.

OBJECTIVES OF THE STUDY

- 1) To study the Students health and its dimensions on the basis of different schools managements and gender.
- 2) To study the Students SES, healthy environment, achievement motivation and academic achievement on the basis of different schools managements .
- 3) To ascertain the relationship of Students health with Students SES, healthy environment, achievement motivation and academic achievement.

HYPOTHESES

- 1) There is no significant difference in the Students health and its dimensions on the basis of different schools managements and gender.
- 2) There is no significant difference in the Students SES, healthy environment, achievement motivation and academic achievement on the basis of different schools managements.
- 3) There is no significant relationship between Students health and Students SES, healthy environment, achievement motivation and academic achievement.

RESEARCH METHOD AND SAMPLE

For the present study, survey method was used. It is of the quantitative descriptive and correlational type. The sample size of the present study comprises of SSC Board Std. IX, 493 students, which include 299 students from Private aided schools, 135 students from Tribal Department schools and 59 students from Social Welfare department schools. The total sample covers 189 boys and 304 girls.

Tools

The tools for the study are prepared by the researchers. The content validity from experts, reliability index and the item analysis was conducted before administering the final draft of the tool for the data collection.

Table 1: Tools Used for the Study and its Reliability Index

SR.NO.	TOOLS	METHOD	RELIABILITY INDEX
1	Students health	Split-Half (odd-even) Correlation	0.88
1.1	Physical health		0.67
1.2	Mental health		0.79
1.3	Social health		0.82
2	Healthy School Environment		0.93
3	Healthy Home Environment		0.72

DATA ANALYSIS AND INTERPRETATION

Objective 1: To study the Students health on the basis of different schools managements and gender.

Table 1: Descriptive Analysis of Students Health and its sub variables, based on three different types of School Managements and Gender.

VARIABLES	LEVELS	GENDER	N	MEAN	MEDIAN	MODE	S.D	SKEWNESS	KURTOSIS	
STUDENTS HEALTH	TOTAL	All	493	235.91	235	240	24.34	0.1189	-0.574	
	PRIVATE AIDED	Boys	117	240.53	239	225	26.16	-0.009	-0.846	
		Girls	182	239.47	239.5	225	26.18	-0.007	-0.88	
		TOTAL	299	239.89	239	225	26.14	-0.008	-0.872	
	TRIBAL WELFARE	Boys	49	226.77	223	235	23.55	0.469	-0.515	
		Girls	86	233.29	234	230	18.58	-0.47	0.356	
		TOTAL	135	230.92	233	248	20.68	-0.08	-0.321	
	SOCIAL WELFARE	Boys	23	228.82	224	240	20.39	-0.1	0.073	
		Girls	36	226.11	227	239	15.82	-0.63	0.498	
		TOTAL	59	227.16	227	240	17.62	-0.27	0.335	
	PHYSICAL HEALTH	PRIVATE AIDED	Boys	117	82.94	85	85	9.35	-0.26	-0.679
			Girls	182	82.47	83	91	9.09	-0.267	-0.588
TOTAL			299	82.65	84	85	9.018	-0.26	-0.63	
TRIBAL WELFARE		Boys	49	78.3	76	74	9.03	0.161	-0.377	
		Girls	86	80.79	81	81	6.83	-0.078	-0.186	
		TOTAL	135	79.88	81	82	7.76	-0.074	-0.198	
SOCIAL WELFARE		Boys	23	78.52	79	73	6.5	0.057	0.647	
		Girls	36	79.92	79	77	5.22	0.24	-0.87	
		TOTAL	59	79.37	79	81	5.74	0.06	0.054	
MENTAL HEALTH		PRIVATE AIDED	Boys	117	89.44	88	102	10.79	0.273	-0.802
			Girls	182	88.31	88	87	10.73	0.084	-0.718
			TOTAL	299	88.75	88	90	10.75	0.157	-0.735
	TRIBAL WELFARE	Boys	49	85.04	82	77	10.01	0.817	-0.188	
		Girls	86	84.06	84.5	78	6.36	-0.098	0.185	
		TOTAL	135	84.42	84	78	7.86	0.638	0.645	

	SOCIAL WELFARE	Boys	23	85.6	85	85	9.24	0.119	0.059
		Girls	36	79.53	81	77	7.9	-0.65	1.17
		TOTAL	59	81.89	82	77	8.89	-0.068	0.832
SOCIAL HEALTH	PRIVATE AIDED	Boys	117	68.15	68	74	9.83	-0.549	-0.32
		Girls	182	68.68	71	81	10.46	-0.584	-0.36
		TOTAL	299	68.47	70	71	10.21	-0.565	-0.357
	TRIBAL WELFARE	Boys	49	63.42	63	61	8.73	0.121	-0.777
		Girls	86	68.43	71	71	9.21	-0.646	-0.343
		TOTAL	135	66.61	67	71	9.32	-0.326	-0.86
	SOCIAL WELFARE	Boys	23	64.69	64	61	7.51	0.246	-0.246
		Girls	36	66.67	67.5	71	6.22	-0.68	0.05
		TOTAL	59	65.89	66	71	6.76	-0.27	-0.437

Table 1 indicate stotal scores of students Health and its dimensions i.e. physical health, social health and mental health, based on different types of school managements and gender.The distribution is positively skewed for total students health and mean, median and mode for all the levels of school management and gender are close to each other therefore the distribution is nearly normal.

The mean scores are almost smaller than median in total students health with its physical health, social health and mental health dimensions, thus the distribution is negatively skewed. Whereas, for total scores of physical health dimension, the distribution is positively skewed for social welfare students and mental health dimension, the distribution is positively skewed for private aided and tribal welfare students respectively.

Both boys and girls mean scores are almost smaller than median in total students health and its physical health, social health and mental health dimensions, thus the distribution is negatively skewed. whereas,boys total health distribution is positively skewedof tribal welfare schools.both boys and girls **physical** healthdistribution is positively skewed of social welfare schools,both **boys and girls Mental** healthdistribution is positively skewed of private aided school and boys of tribal and social welfare schools, social health distribution is positively skewed for boys of tribal welfare schools.**Where the kurtosis is negative for the group indicating that the distribution is platykurtic i.e., a relatively flat and heterogeneous distribution**

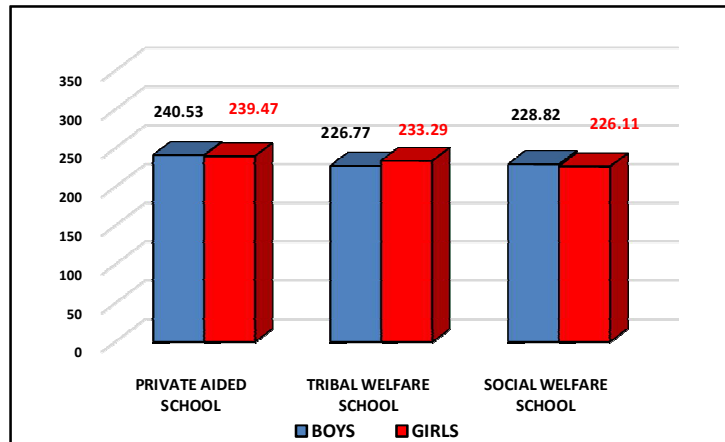


Figure 1:Students total health with regard to school management and gender.

Objective 2 : To study the Students SES, healthy environment, achievement motivation and academic achievement on the basis of different schools managements.

Table 2: Descriptive analysis of students SES, Healthy school and home environment, achievement motivation and academic achievement, based on three different types of school managements

VARIABLE	LEVELS	N	MEAN	MEDIAN	MODE	S.D	SKEWNESS	KURTOSIS
SOCIO-ECONOMIC STATUS	PRIVATE AIDED	299	60.19	58	64	19.69	0.501	1.127
	TRIBAL WELFARE	135	43.02	43	49	9.38	0.001	0.03
	SOCIAL WELFARE	59	47.3	47	40	8.51	0.79	0.99
HEALTHY SCHOOL ENVIRONMENT	PRIVATE AIDED	299	186.32	187	169	23.74	-0.307	-0.425
	TRIBAL WELFARE	135	189.35	194	171	23.17	-1.462	4.486
	SOCIAL WELFARE	59	190.59	191	209	18.03	0.182	-0.852
HEALTHY HOME ENVIRONMENT	PRIVATE AIDED	299	92.46	93	104	11.17	-0.276	-0.906
	TRIBAL WELFARE	135	90.5	92	95	10.66	-0.202	-0.799
	SOCIAL WELFARE	59	89.69	88	87	7.52	0.583	0.582
ACHIEVEMENT MOTIVATION	PRIVATE AIDED	299	194.78	197	222	24.28	-0.289	-0.557
	TRIBAL WELFARE	135	188.09	191	195	16.95	-0.468	-0.121
	SOCIAL WELFARE	59	182.94	186	189	24.2	-0.175	-0.189
ACADEMIC ACHIEVEMENT	PRIVATE AIDED	299	62.72	59.83	85	14.82	0.541	-0.246
	TRIBAL WELFARE	135	60.28	60	60	5.16	0.28	-0.485
	SOCIAL WELFARE	59	58.06	60.13	49.33	11.18	0.252	-0.903

Table 2 indicates, the mean, median and mode scores of students, SES, healthy school and home environment, achievement motivation and academic achievement based on different types of school managements. the distribution for all the levels of school management is nearly normal.

For school management wise difference in all the levels, mean scores are almost smaller than median, thus the distribution is negatively skewed whereas, for SES, academic achievement and healthy school environment of social welfare school students, the distribution is positively skewed. For SES at all the levels and healthy school environment of tribal welfare schools students the kurtosis is positive, indicating that the distribution is leptokurtic and for healthy school and home environment, achievement motivation and academic achievement at all the levels the kurtosis is negative, indicates a relatively flatykurtic distribution.

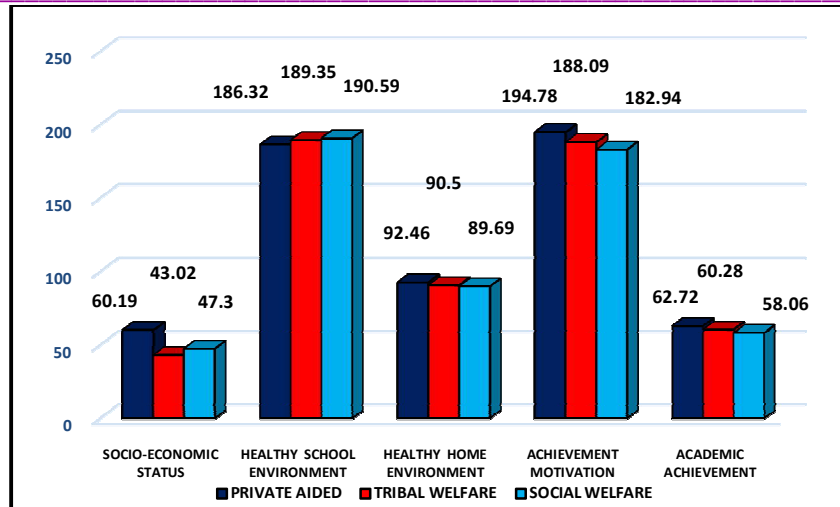


Figure 2: Mean scores of students SES, healthy school and home environment, academic achievement and achievement motivation with regard to school management.

INFERENCE DATA ANALYSIS

Hypothesis 1: There is no significant difference in the Students health and its dimensions on the basis of different schools managements and gender.

Table 3: Difference in the Students health and its dimension on the basis of schools managements.

VARIABLE	GROUPS	N	DF	MEAN	SD	F RATIO	P VALUE	LEVEL OF SIGNIFICANCE
STUDENTS HEALTH	PRIVATE AIDED	299	490	239.89	26.14	11.06	0.00002	Significant at 0.01 level
	TRIBAL WELFARE	135		230.92	20.68			
	SOCIAL WELFARE	59		227.16	17.62			
PHYSICAL HEALTH	PRIVATE AIDED	299	490	82.65	9.18	7.11	0.000903	Significant at 0.01 level
	TRIBAL WELFARE	135		79.88	7.76			
	SOCIAL WELFARE	59		79.37	5.74			
SOCIAL HEALTH	PRIVATE AIDED	299	490	68.47	10.21	2.85	0.058462	NS
	TRIBAL WELFARE	135		66.61	9.32			
	SOCIAL WELFARE	59		65.89	6.76			
MENTAL HEALTH	PRIVATE AIDED	299	490	88.75	10.75	17.21	0.00001	Significant at 0.01 level
	TRIBAL WELFARE	135		84.42	7.86			
	SOCIAL WELFARE	59		81.89	8.89			

Table 4: Difference in the Students health and its dimension on the basis of gender.

VARIABLE	GROUPS	N	DF	MEAN	SD	tVALUE	P VALUE	LEVEL OF SIGNIFICANCE
STUDENTS HEALTH (TOTAL)	Boys	189	491	235.54	25.56	0.265	0.791	NS
	Girls	304		236.14	23.59			
PHYSICAL HEALTH	Boys	189	491	81.2	9.2	0.624	0.532	NS
	Girls	304		81.69	8.16			
MENTAL HEALTH	Boys	189	491	87.83	10.56	1.87	0.061	NS
	Girls	304		86.07	9.83			
SOCIAL HEALTH	Boys	189	491	66.5	9.5	2.08	0.037	Significant at 0.05 level
	Girls	304		68.37	9.7			

From Table-3, the p-values for students health and its dimensions is less than 0.01. This shows that there is significant difference in the groups with respect to students health and its dimensions, except in social health on the basis of school managements. Therefore, the hypothesis-1 is rejected.

From Table-4, the p-values for students health and its dimensions is greater than 0.01, except in social health. This shows that there is no significant difference in the group with respect to students health and its dimensions except in social health on the basis of gender. Therefore, the hypothesis-1 is accepted, except in social health.

Hypothesis 2: There is no significant difference in the Students SES, healthy environment, achievement motivation and academic achievement on the basis of schools managements.

Table 4: Difference in the Students SES, healthy environment, achievement motivation and academic achievement on the basis of schools managements.

VARIABLE	GROUPS	N	DF	MEAN	SD	F RATIO	P VALUE	LEVEL OF SIGNIFICANCE
SOCIO-ECONOMIC STATUS	PRIVATE AIDED	299	490	60.19	19.69	56.61	0.00001	Significant at 0.01 level
	TRIBAL WELFARE	135		43.02	9.38			
	SOCIAL WELFARE	59		47.3	8.51			
HEALTHY HOME ENVIRONMENT	PRIVATE AIDED	299	490	92.46	11.17	2.64	0.072376	NS
	TRIBAL WELFARE	135		90.5	10.66			
	SOCIAL WELFARE	59		89.69	7.52			
HEALTHY SCHOOL ENVIRONMENT	PRIVATE AIDED	299	490	186.32	23.74	1.35	0.268083	NS
	TRIBAL WELFARE	135		189.35	23.17			
	SOCIAL WELFARE	59		190.59	18.03			
ACHIEVEMENT MOTIVATION	PRIVATE AIDED	299	490	194.78	24.28	8.99	0.000146	Significant at 0.01 level
	TRIBAL WELFARE	135		188.09	16.95			
	SOCIAL WELFARE	59		182.94	24.2			
ACADEMIC ACHIEVEMENT	PRIVATE AIDED	299	490	62.72	14.82	4.32	0.013808	Significant at 0.05 level
	TRIBAL WELFARE	135		60.28	5.16			
	SOCIAL WELFARE	59		58.06	11.18			

From Table-3, the p-values for students SES, Achievement motivation and Academic Achievement is less than 0.01. This shows that there is significant difference in the groups on the basis of school managements. Therefore, the hypothesis-2 is rejected for said variables and there is no significant difference in the groups in terms of healthy home & schools environment based on school managements.

Hypothesis 3: There is no significant relationship between Students health and Students SES, healthy environment, achievement motivation and academic achievement.

Table 4: relationship between Students health and SES, healthy environment, achievement motivation and academic achievement.

Variables	N	df	'r' value	p value	Level of Significance
Students health and SES	493	491	0.513	0.00001	significant at 0.01 level
Students health and Healthy home Environment	493	491	0.597	0.00001	significant at 0.01 level
Students health and Healthy School Environment	493	491	0.537	0.00001	significant at 0.01 level
Students health and Achievement Motivation	493	491	0.638	0.00001	significant at 0.01 level
Students health and Academic Achievement	493	491	0.393	0.00001	significant at 0.01 level

From Table-4, it can be concluded that the relationship between Students health and SES, healthy environment, achievement motivation and academic achievement is significant. The 'r' between Students health and SES, healthy home environment, healthy school environment, achievement motivation and academic achievement is 0.51, 0.59, 0.53, 0.63, 0.39 respectively, which is positive, moderate and significant. Hence, the hypothesis-3 is rejected.

MAJOR FINDINGS

1. There is a significant difference in total students health on the basis of schools management at the 0.01 level of Significance (F=11.06). In further post-hoc analysis it was found that, There is significant difference in total health of private aided and tribal department schools students at the 0.01 level of Significance (t = 3.51), there is no significant difference in total health of tribal department and social welfare schools students (t= 1.21), and there is significant difference in total health of private aided and social welfare schools students at 0.01 level of Significance (t = 3.57).
2. There is a significant difference in **Physical health** of students on the basis of schools management at the 0.01 level of Significance (F=7.11). And there is a no significant difference in **Social health** of students on the basis of schools management (F=2.85), and There is a significant difference in **Mental health** of students on the basis of schools management at the 0.01 level of Significance (F=17.21).
 - 2.1. There is significant difference in **Physical health** of private aided and tribal department schools students at the 0.01 level of Significance (t= 3.04), There is no significant difference in **Physical health** of tribal department and social welfare schools students (t= 0.45), and there is significant difference in **Physical health** of private aided and social welfare schools students at 0.01 level of Significance (t= 2.64).
 - 2.2 There is significant difference in **Mental health** of private aided and tribal department schools students at the 0.01 level of Significance (t= 4.20), There is significant difference in **Mental health** of tribal department and social welfare schools students (t= 1.97), and there is significant difference in **Mental health** of private aided and social welfare schools students at 0.01 level of Significance (t= 4.59).
4. There is a significant difference in **Socio-economic status** of students on the basis of schools management at the 0.01 level of Significance (F=56.61). and there is significant difference in Socio-economic status of private aided and tribal department schools students at the 0.01 level of Significance (t = 9.64), There is significant difference in Socio-economic status of tribal department and social welfare schools students

- ($t= 3.00$), and there is significant difference in Socio-economic status of private aided and social welfare schools students at 0.01 level of Significance ($t = 4.93$).
5. There is a no significant difference in **healthy home environment** of students on the basis of schools management at the 0.01 level of Significance ($F=2.64$). and there is a no significant difference in **healthy School environment** of students on the basis of schools management at the 0.01 level of Significance ($F=1.35$).
 6. There is a significant difference in **achievement motivation** of students on the basis of schools management at the 0.01 level of Significance ($F=8.99$). and There is significant difference in achievement motivation of private aided and tribal department schools students at the 0.01 level of Significance ($t = 2.89$), There is no significant difference in achievement motivation of tribal department and social welfare schools students ($t= 1.69$), and there is significant difference in achievement motivation of private aided and social welfare schools students at 0.01 level of Significance ($t = 3.42$).
 7. There is a significant difference in **academic achievement** of students on the basis of schools management at the 0.05 level of Significance ($F=4.32$). And There is no significant difference in academic achievement of private aided and tribal department schools students ($t = 1.86$), There is no significant difference in academic achievement of tribal department and social welfare schools students ($t= 1.89$), and there is significant difference in academic achievement of private aided and social welfare schools students at 0.05 level of Significance ($t = 2.28$).
 8. There is significant and positive relationship of **total Students health** with their Socio-economic status ($r = 0.51$), healthy home environment ($r = 0.59$), healthy school environment ($r = 0.53$), achievement motivation ($r = 0.63$) and academic Achievement ($r = 0.39$).
 9. There is significant difference in social health ($t = 2.60$) and healthy school environment ($t = 2.08$) in terms of gender. But There is no significant difference in Physical health ($t = 0.62$), Mental health ($t = 1.87$), Socio-economic status ($t = 1.02$), healthy Home environment ($t = 0.45$), Achievement motivation ($t = 1.09$) and Academic Achievement ($t = 0.24$) in terms of gender.

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