



Effect Of Health On Taking Examination In High School Students

Relation Between Health And Taking Examinations.

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Abstract: It is important to consider the impact of health on educational attainment and the conditions that occur throughout the life course that can impact both health and education. Psychological health is significant for students relationship in school and its importance manifests itself in family and social relationship and other aspects of life. Researches define psychological health as the ability for making balanced and coordinated relations with others, changes and modifications of social and personal environment and solving personal conflicts and tendencies in a logical, fair and appropriate manner. They believe that mental health is not solely being free from psychological disorders but it is the ability of reactions to various types of life experiences in a flexible and meaningful manner. Mental health plays an undoubtedly pivotal role in developing thinking and communication skills, emotional growth, flexibility and self esteem of a person. It helps in overcoming cognitive lack of confidence, fear from failure and assignments. Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination. A calm, cool and relaxed attitude towards examination is necessary for preparation and one should make use of knowledge of results to direct his/her efforts in right direction. Keeping this in mind a pilot study was conducted on 30 Students (10 each from SSLC, ICSE and CBSE).

The sample consisted of five girls and five boys from each board (total thirty). Study Habit Inventory, [1] was administered which measures eight areas- budgeting time, physical conditions, reading ability, note taking, memory, learning motivation, taking exams and health.

In order to examine the relationship between health and taking exams Spearman's rank difference correlation was used. The result indicate a substantial positive correlation between health and taking examination.

Keywords: *health, cognitive ability, academic achievement.*

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I INTRODUCTION

Pressure on children to succeed in high school is a serious problem in Asian societies. Exams are stressful for students for four reasons:

1. Consequences- exams are stressful because of their educational consequences; achieving sufficient grades for a particular job.
2. Judgements for others ; parents ,teachers etc.
3. Markers of self esteem; students judge themselves on the basis of grades. Good grades result in high esteem.
4. Fear appeal by teachers; repeated messages conveyed to students over importance and timing by teachers.

Health plays an important role in a student's life and academic achievement which includes

- a) Academic performance (class grades, standardised tests, graduation rates).
- b) Educational behaviour (attendance, behaviour problem in school, drop out rates).
- c) Students cognitive skills and attitudes (memory, concentration , mood).

Benefits of health on education occurs at three levels;

1. Individual level; skill development and access to resources.
2. Community level; health related characteristics of the environment in which people live .



3. Larger social/cultural context; social policies, unequal access to educational resources.

improves the well being, quality of life and academic achievement in children.

II REVIEW OF LITERATURE

The following are few studies conducted with regard to variable tested in this study.

In Chu et al, 2016 [2] the study on children and adolescents examined the relationship between health related physical fitness and academic achievement as well as the association between health related physical fitness and event related potential indicative of neurocognitive processes. Cardiorespiratory fitness was positively associated with performance in the majority of academic subjects as well as with core neurocognitive process that are fundamental to scholastic performance.

In Yeager et al, 2016, [3] the study on 60 high school students found that students who were given an incremental theory –of personality exhibited improved stress appraisal, more adaptive neuroendocrines and cardiovascular responses and better performance outcomes. They concluded that by integrating the implicit theories of personality and its bio psychosocial model of challenge and threat students were better able to meet the demands of an evaluative social situation.

In Dejonckheere, 2016 [4] a study on adolescents from low income communities found that chronic, uncontrollable exposure to social and environmental stressors leads to negative health and well being outcomes including high B.P, psychological distress, passive coping strategies ,poor academic achievement and lower related competence.

As in Poitras et al, 2016, [5], which indicates that moderate to vigorous physical activity is essential for disease prevention and health promotion. Overall physical activity was favourably associated with physical, psychological, social and cognitive health indicators. It

In Champalouse and Young, 2015 [6] the study examined the association between types of chronic health conditions in children and adolescents and their impact on educational attainment. They found that students with chronic health conditions had high odds of lower educational attainment ,also high chances of repeating a grade.

Hale et al, 2015, [7] in the meta analyses of 27 studies suggested that overall poor health in adolescents was associated with poorer education and employment outcome in adulthood, However evidence was more stronger for mental health conditions than for physical health conditions.

Problem

To study the relationship between health and taking examination in high school students.

Aim

To examine the correlation between health and taking examination.

Hypothesis

It was hypothesised that students with good health will also be good in taking examinations.

Variables

Personality variables

Study habits (health and taking examination)

Demographic variables

a) Gender and b) school board (SSLC,CBSE,ICSE)

Sample

Thirty students of eight standard .Out of which 15 were boys and 15 were girls. 10 students (5 boys and 5 girls) each from SSLC,CBSE and ICSE board were taken from schools of south Bengaluru.

Tool used



Study habit inventory by M.N. Palsane and Sadhana Sharma (1989) to assess the study habit of students. It focuses on memory, health, readingability, note taking learning motivation, budgeting time, physical condition and taking examination. It has 45 items with three alternative answers :

a) Always, b) Sometimes, c) Rarely or never.

Scoring

A score of 2 is awarded for always, 1 for sometimes and 0 for never responses, Statements with a tick mark are scored in reverse order.

Reliability and validity

The reliability coefficient by test retest method was found to be 0.88 and by using split half technique, the coefficient of correlation was found to be 0.56 between odd and even items.

III PROCEDURE

Before the questionnaire was administered, permission from the school principal and the concerned class teacher was obtained. After establishing rapport with the participants and assuring strict confidentiality of the responses, the questionnaire was administered to the students in the library. The students were asked to fill in their demographic details and clear any doubts they had with regard to the meaning of any word.

The questionnaire was scored according to the scoring key and scores were tabulated.

Analyses of data

The responses were scored and tabulated for statistical analysis which included descriptive statistics (mean and range) and inferential statistics of correlation coefficient.

IV RESULT AND DISCUSSION

TABLE 1. showing the means, standard deviations SD and range for the three boards.

| | SSLC N=10 | | CBSE N=10 | | ICSE N=10 | |
|--------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|
| | <i>Taking exam</i> | <i>Health</i> | <i>Taking exam</i> | <i>Health</i> | <i>Taking exam</i> | <i>Health</i> |
| Mean | 14.4 | 4.3 | 12.2 | 3.9 | 13.8 | 3.7 |
| SD | 1.71 | 0.92 | 1.75 | 0.56 | 0.35 | 0.28 |
| Range | 6.0 | 1.0 | 4.0 | 2.0 | 3.0 | 3.0 |

The mean score for SSLC students was 14.4, standard deviation was 1.71 and range was 6.0 for the variable taking exam whereas for health the mean score was 4.3, standard deviation was 0.92 and range was 1.0. For CBSE students the mean score for taking exam was 12.2, standard deviation was 1.75 and range was 4.0, for health mean was 3.9, standard deviation was 0.56 and range was 2.0. For ICSE students the mean score for taking exam was 13.8, standard deviation was 0.35, range was 3.0, whereas for health the mean was 3.7, standard deviation was 0.28 and range was 3.0. It is evident that scores obtained are homogenous in their respective groups.

TABLE 2. showing spearman' rank difference correlation coefficient for the three boards.

| SSLC N=10 | CBSE N=10 | ICSE N=10 |
|--------------|--------------|--------------|
| 0.86 | 0.17 | 0.45 |

The rank difference correlation for SSLC board was found to be 0.86, for CBSE it was 0.17 and for ICSE it was 0.45. The correlation between the two variables is highest for SSLC board.

TABLE 3. showing mean, Standard Deviation SD and range for girls and boys on the two variables.

| | Girls | | Boys | |
|--|---------------|---------------|---------------|---------------|
| | <i>N=15</i> | <i>N=15</i> | <i>N=15</i> | <i>N=15</i> |
| | <i>Taking</i> | <i>Health</i> | <i>Taking</i> | <i>Health</i> |



| | <i>exam</i> | | <i>exam</i> | |
|-------|-------------|------|-------------|------|
| Mean | 13.8 | 4.0 | 13.1 | 3.93 |
| S.D | 1.56 | 0.75 | 3.28 | 2.08 |
| Range | 6.0 | 2.0 | 6.0 | 2.0 |

The mean scores for girls on health was 4.0, standard deviation was 0.75 and range being 2.0, whereas for boys the mean score was 3.93, standard deviation was 2.08 and range was 3.0. The mean scores for girls on taking examination was 13.8, standard deviation was 1.56 and, range was 6.0 whereas for boys the mean score was 13.1, standard deviation was 2.08 and range was 6.0. Girls tend to have slightly higher mean scores than boys for both the variables.

TABLE 4. showing spearman's rank difference correlation between health and taking exams for girls and boys.

| Girls N=15 | Boys N=15 |
|---------------|--------------|
| 0.42 | 0.49 |

The rank difference correlation was found to be 0.42 for girls and 0.49 for boys indicating a substantial positive correlation between health and taking examination.

This shows that students with good physical and mental health tend to have better preparation for exams and make a positive use of their knowledge of results which in turn enhances their academic performance. These findings corroborate with studies by Chin-Heng Chu (2016), Veronica j. poitras (2016) and others. Therefore we accept the hypothesis that students with good health will have good preparation for exams and better educational attainment.

V SUMMARY AND CONCLUSION

The present study is an attempt to understand the relationship between health and taking examinations of high school students which are integral for good study habit. The objective of the study was to examine the

relationship between health and taking examination. 30 students of eighth standard were assessed by using study habit inventory (Palsane & Sharma, 1989).

After obtaining consent from the principals of respective schools and parents of concerned students, the questionnaire was administered to the students in a group situation, the data was analysed using inferential statistics, The findings indicate the following:

- a) There is a positive relationship between health and taking examination for students belonging to all three boards.
- b) There is a substantial positive relationship between health and taking examinations for both girls and boys.

Limitations of the study:

- 1) The Sample is small in the present study.
- 2) The sample included belong to middle class and lower middle class. Sample from other socio economic strata would have helped in understanding the relationship between the variables.
- 3) Education of parents was not taken into consideration which would have thrown more light on understanding the relationship between the variables.
- 4) Parental support ,if considered would have given a better perspective in exploring the relation between the variables.

Implications of the present study:

- 1) In the present study it is found that both girls and boys have substantial positive correlation between their health and taking examination.
- 2) It is important to create partnership between department of health and education and other stake holders to help support the correlation between the variables.



3) Education gives direction to one's life, therefore it is imperative to enhance students health both physically and mentally for improving educational attainment.

Suggestions for future research:

- 1) Developing personal qualities in students which includes self control and self monitoring to enhance academic success.
- 2) Developing a positive attitude in students towards health and examinations.
- 3) Constructing a whole school, whole community and whole child model for improving educational attainment and healthy development of students.

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