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AN ANALYTICAL ENQUIRY OF ACADEMIC ACHIEVEMENTS AND ITS IMPACT OF GENERAL HEALTH

S. Chandran¹ and Dr. K. V. Jeevarathna²

¹Ph.D Research Scholar, Department of Education, Karpagam University, Coimbatore .

²Professor & Head, Department of Education, Karpagam University, Coimbatore .

ABSTRACT:

The social and word related status in adulthood and the wellbeing status all through life are generally dictated by accomplishment in school and the times of tutoring. Among the school kids, scholastic achievement, wellbeing status, and hazard practices, consistently reliant. Poor school execution is related with wellbeing bargaining practices, physical, mental, and passionate issues. School execution is additionally traded off by poor sustenance, substance mishandle, inactive conduct, brutality, wretchedness, and self-destructive contemplations. This negative cycle, built up amid the school years, has extensive effect on progress and efficiency in the general public. The present investigation is spellbinding by nature. The present examination is led for 30 secondary school understudies from ER Hr. Sec School, Trichy. The information gathered through all around planned survey which is broke down by utilizing SPSS bundle to get productive outcomes. The

examination incorporates pre-test and post-trial of the scholastic accomplishments with reference to their general wellbeing. The specialist proposes that school administration may step up and execute systems to enhance general soundness of the understudies. School executing techniques help the understudies. Be solid by taking sound sustenances and be physically dynamic. It can diminish the rates of the understudies' truancy, less behavioral issues and higher accomplishments.

Key Words: General health, Academic achievements, Social dysfunction.

INTRODUCTION

The academic achievements address the aftereffect of the execution that shows how much a man accomplishes specific targets that are the point of convergence of activities in instructional conditions, especially in school, school, and school. The school preparing generally describes mental goals that either apply over different branches of information (e.g., fundamental thinking) or fuse the securing of learning and cognizance in a specific academic territory. Along these lines, the academic achievements should be considered as a multifaceted form that contains differing territories of learning in light of the way that, the field of the educational achievements are is wide and covers a wide grouping of enlightening outcomes, the importance of educational achievement depends upon the markers used to check it. The criteria that demonstrate the scholastic accomplishments are extremely broad pointers, for example, procedural and revelatory learning procured in an instructive framework, more curricular-based criteria, for example, levels or execution on an instructive



accomplishment test, and aggregate markers of scholarly accomplishment, for example, instructive degrees and declarations. All criteria speak to scholarly undertakings and in this manner, pretty much, reflect the scholarly limit of a man. In created social orders, scholarly accomplishment assumes a critical part in each individual life.

The potential for wellbeing to enhance psychological capacity, learning and the scholastic accomplishments in youngsters gets consideration by the specialists and the approach creators. It is broadly acknowledged that wellbeing and prosperity are fundamental components for powerful learning and the other way around, Education is a solid indicator of stable wellbeing and personal satisfaction in various populaces, settings, and time. Be that as it may, the way routes through which training drives better wellbeing and deep rooted hope are not unmistakably comprehended. It is broadly held, in any case, that instruction, wellbeing, and social results are firmly related. Social and word related status in adulthood and wellbeing status all through life are to a great extent dictated by achievement in school and the times of tutoring. Among the school kids, scholastic achievement, wellbeing status, and hazard practices are consistently related. Poor school execution is related with wellbeing bargaining practices, and physical, mental, and passionate issues. School execution is likewise traded off by poor nourishment, substance mishandle, inactive conduct, viciousness, sadness, and self-destructive considerations. This negative cycle, set up amid the school years, has substantial effect on future achievement and efficiency in the general public.

World Health Organization (WHO) characterizes the "Wellbeing" as a condition of finish physical, mental, and social prosperity and not only the nonattendance of infection. There are a few viable factors on wellbeing state including: salary and societal position, medicinal services administrations, physical conditions, social situations, training and education, sexual orientation, individual wellbeing works on, adapting aptitudes and sound kid improvement. Among them, sexual orientation, ethnicity and age are accounted for as the best factors on wellbeing status. Along these lines, a few investigations are assessed by the wellbeing status of this age gathering. To be sure, wellbeing status of every understudy has a critical part in learning capacity. Numerous inquires about are assessing the connection between general wellbeing and understudies' execution.

It is contended that wellbeing is a critical factor for scholastic accomplishment at school instruction. Schools, wellbeing organizations, guardians, and groups share a shared objective of supporting the connection between adhering to a good diet, physical action, and enhanced scholastic accomplishment of youngsters and youths. Confirmation demonstrates that the soundness of understudies is connected to their scholastic accomplishment.

OBJECTIVE OF THE STUDY

- o To survey the scholastic exhibitions of the chose understudies in English dialect
- o To think about the relationship between general soundness of the understudies and their scholastic exhibitions.
- o To give appropriate proposals to enhance the understudies general wellbeing and scholarly accomplishment.

METHODOLOGY

The present investigation is enlightening by nature. The present investigation is directed on 30 secondary school understudies from ER Hr. Sec School, Trichy. The information gathered through all around composed poll and broke down by SPSS bundle. The investigation incorporates pre and post - tried of the scholarly accomplishments with reference to their general wellbeing. The test is led to survey the scholarly execution of the understudies. The test is investigated just in English dialect and the aggregate check is 50.

PERIOD OF THE STUDY

The present study is done for the period of 6 months to assess the impact of general health and academic achievements.

Data analysis and interpretation**Table No - 1****Difference between the academic achievements and their somatic symptoms**

Research hypothesis (H_1): There is a significant difference between the academic achievements and their somatic symptoms.

Null hypothesis (H_0): There is no significant difference between the academic achievements and their somatic symptoms

	Mean	n	S.D	Correlation	Statistical inference	Mean	S.D	t	df	Statistical inference
Academic Achievements	33.10	30	2.917	0.438	.015<0.05 Significant	12.27	6.411	10.480	29	.000<0.05 Significant
Somatic Symptoms	20.83	30	4.572							

Statistical test: Paired Sample 't' test was used at the above table

The above table shows that there is a significant difference between the academic achievements and their somatic symptoms. Hence the calculated value is less than the table value ($p<0.05$). So the research hypothesis is accepted and null hypothesis is rejected.

Table No - 2**Difference between the academic achievements and their anxiety / insomnia**

Research hypothesis (H_1): There is a significant difference between the academic achievements and their anxiety / insomnia

Null hypothesis (H_0): There is no significant difference between academic achievements and their anxiety / insomnia

	Mean	n	S.D	Correlation	Statistical inference	Mean	S.D	t	df	Statistical inference
Academic Achievement	33.10	30	2.917	0.522	.003<0.05 Significant	14.27	6.868	11.378	29	.000<0.05 Significant
Anxiety/Insomnias	18.83	30	4.878							

Statistical test: Paired Sample 't' test is was used at the above table

The above table shows that there is a significant difference between the academic achievements and their anxiety / insomnia. Hence, the calculated value is less than the table value ($p<0.05$). So the research hypothesis is accepted and null hypothesis is rejected.

Table No - 3**Difference between the academic achievements and their social dysfunction**

Research hypothesis (H_1): There is a significant difference between the academic achievements and their social dysfunction

Null hypothesis (H_0): There is no significant difference between the academic achievements and their social dysfunction

	Mean	n	S.D	Correlation	Statistical inference	Mean	S.D	t	df	Statistical inference
Academic Achievements	33.10	30	2.917	0.599	.000<0.05 Significant	13.10	7.434	9.652	29	.000<0.05 Significant
Social Dysfunction	20.00	30	5.311							

Statistical test: Paired Sample 't' test is was used at the above table

The above table shows that there is a significant difference between academic achievements and their

social dysfunction. Hence, the calculated value is less than the table value ($p < 0.05$). So the research hypothesis is accepted and null hypothesis is rejected.

Table No - 4

Difference between the academic achievements and their severe depression

Research hypothesis (H_1): There is a significant difference between the academic achievements and their severe depression

Null hypothesis (H_0): There is no significant difference between the academic achievements and their severe depression

	Mean	n	S.D	Correlation	Statistical inference	Mean	S.D	t	df	Statistical inference
Academic Achievements	33.10	30	2.917	0.547	.002 < 0.05 Significant	13.43	7.491	9.822	29	.000 < 0.05 Significant
Severe Depression	19.67	30	5.486							

Statistical test: Paired Sample 't' test is was used at the above table

The above table shows that there is a significant difference between the academic achievements and their severe depression. Hence the calculated value is less than the table value ($p < 0.05$). So the research hypothesis is accepted and null hypothesis is rejected.

Table No - 5

Difference between the academic achievements and their overall general health questions

Research hypothesis (H_1): There is a significant difference between the academic achievements and their overall general health questions

Null hypothesis (H_0): There is no significant difference between the academic achievements and their overall general health questions

	Mean	n	S.D	Correlation	Statistical inference	Mean	S.D	t	df	Statistical inference
Academic Achievements	33.10	30	2.917	0.601	.000 < 0.05 Significant	46.23	19.760	12.815	29	.000 < 0.05 Significant
Overall GHQ	79.33	30	17.870							

Statistical test: Paired Sample 't' test is was used at the above table

The above table shows that there is a significant difference between the academic achievements and their overall general health questions. Hence, the calculated value is less than the table value. So the research hypothesis is accepted and null hypothesis is rejected.

It is understood from the above table, because of the good general health, there might be a good academic achievements among the students. For example, the students have low level of physical disabilities, that particular students get high mark from school exams.

The above table reveals that somatic symptoms get 20.83 mean values, 2.917 standard deviation. Anxiety/Insomnia scores 18.83 mean, standard deviation is 4.878. Social dysfunction gets mean value is 20.00, standard value is 5.311. Severe depression is valued; the mean is 19.67, standard deviation 5.486. The overall general health gets 79.33 mean values, 17.870 standard deviation.

SUGGESTIONS

- ✦ This examine is considered with four measurements of general wellbeing including physical side effects, nervousness and a sleeping disorder, social brokenness and gloom.
- ✦ The schools can make organizations between the divisions of wellbeing and instruction and other key

partners to help the association among adhering to a good diet, physical movement, and the scholastic accomplishment

- ✦ Healthy understudies are better at all levels of scholarly accomplishments: are scholastic execution, training practices, intellectual aptitudes and demeanors
- ✦ The schools can impact eating and physical movement practices. Understudies invest a lot of their energy at the school, and may eat upwards of 2 out of 3 dinners for every day and may get quite a bit of their physical movement at the school.
- ✦ Teachers may propel the understudies to include in sports action for general strength of the understudies .Healthy, and effective understudies help to assemble solid groups. Putting resources into the strength of understudies adds to solid groups in future.
- ✦ The school administration may step up and actualize systems to enhance general wellbeing of the understudies. School actualizing methodologies that assistance understudies be solid through taking sound sustenances and being physically dynamic. It can bring about lessening the rates of understudy's non-appearance, less behavioral issues, and higher far reaching test scores and grades.

CONCLUSION

General wellbeing is a critical issue among the youths and the secondary school understudies because of their high danger of general wellbeing issue. Hence, direct a proper advising program, the assessment of understudies' general wellbeing status is fundamental. The schools can make a solid learning condition and give chances to youngsters to rehearse sound practices.

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