

Impact of Good Health on Effective School Performance

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ABSTRACT:

Health is a vital aspect of an individual's overall well-being, encompassing physical, mental, and emotional dimensions. For students, maintaining good health is essential as it directly influences their energy levels, concentration, and ability to actively participate in academic activities. Healthy habits such as proper nutrition, regular physical activity, and adequate rest contribute significantly to a student's holistic development. Health plays a crucial role in determining the academic performance of students. Good physical and mental health enables students to focus better, retain information effectively, and perform well in examinations. On the other hand, poor health conditions such as stress, fatigue, illness, or emotional disturbances can negatively impact learning, reduce concentration, and lower academic achievement. In the present educational scenario, students are often exposed to various stressors such as academic pressure, competition, and personal challenges, which can adversely affect their health and, consequently, their academic performance. This highlights the need to study the relationship between health habits and academic effectiveness to create awareness and promote better lifestyle practices among students. Therefore, the research was conducted to study students' perception on the effects of good health habits on effective academic performance. The researcher used a descriptive research design for the study. For the present study, 52 students, including 27 girls and 25 boys of Class 9, SSC board School, were selected for the survey. The data was collected using a four-point Likert rating scale consisting of 15 statements, and the data was analyzed using graphical representation. Overall, the data showed that good health habits play an important role in students' academic performance. Both physical and mental health factors significantly affect concentration, participation, and learning. The study highlighted the need for promoting healthy habits and emotional well-being among students for better academic outcomes.

Keywords: Students' Perception, Good Health, Effective School Performance

INTRODUCTION:

Health plays a fundamental role in shaping students' academic performance as well as the overall development. A student's physical and mental well-being directly affects the concentration, memory, energy levels, and motivation to learn and grow. When students experience health challenges such as poor nutrition, lack of sleep, stress or anxiety, or chronic illness, their ability to actively participate in classroom or co-curricular activities and maintain consistent academic progress can be significantly affected. On the other hand, students who maintain healthy lifestyles are more likely to demonstrate improved focus, better attendance, and higher levels of academic achievement. This research explores students' views on how their health affects their school performance, by emphasizing on how various factors related to health impact learning outcomes. By examining both physical and psychological aspects of well-being, the study

aims to identify key challenges that hinder students' performance and propose practical strategies to promote healthier habits within the school environment. Understanding this connection is essential for creating an educational setting that fosters both academic success and overall student well-being.

LITERATURE REVIEW

Yazdi, Z., (2021) studied Sleep Duration and Its Relationship with School Performance in Iranian Adolescents. This study examined the relationship between sleep duration and academic performance among Iranian adolescents aged 14–18 years. Statistical analysis revealed a significant association between sleep duration, sleep disturbances, and academic performance. Paul, A., & Chakraborty Acharya, S., (2023) conducted A Study on the Impact of Mental Health on Academic Achievement of Secondary-Level Schedule Tribe Students in Uttar-Dinajpur District. The study examined the connection between academic achievement, mental health, and adjustment problems among secondary school students. The findings revealed that students with better mental health and good adjustment to their environment performed better academically. They also showed higher levels of concentration, motivation, and participation in school activities. Alexopoulou, C., Fountoulaki, M., Papavasileiou, A., & Kondili, E., (2024) studied Sleep Habits, Academic Performance and Health Behaviors of Adolescents in Southern Greece. This study investigated the relationship between sleep habits, health behaviors, and academic performance among secondary school students in Greece. The findings showed that students with irregular sleep patterns and unhealthy lifestyle habits tended to have lower academic achievement. The study highlighted that sufficient sleep and healthy behaviors are important for proper cognitive functioning and academic success. Ajeigbe, S. B., (2025) studied Sleep Quality and Its Association with Academic Performance amongst Students in Colleges of Health Technology. This study explored the relationship between sleep quality and academic performance among students in health technology colleges. The findings revealed that more than half of the students had poor sleep quality, which was linked to lower academic achievement. Factors such as using mobile phones before bedtime, consuming caffeine, and smoking were found to contribute to unhealthy sleep habits. Ariffa, S. M., & Raja, M. T., (2025) conducted A Comparative Study of Mental Health and Academic Achievement of Adolescent Girls. This study investigated the relationship between mental health and academic achievement among adolescent girls studying in schools and nursing institutions. The findings revealed a significant connection between students' mental health and their academic performance. Kumar, A., & Kumar, A., (2025) conducted A Study of Academic Achievement, Mental Health and Adjustment Problem of Secondary School Students. The study investigated the relationship between academic achievement, mental health, and adjustment issues among secondary school students. The results indicated that students with better mental health and effective adjustment to their surroundings achieved higher academic results. These students also demonstrated greater concentration, motivation, and active involvement in school activities. The reviewed studies collectively highlighted the significant impact of students' physical and mental health, including sleep habits and lifestyle behaviors, on academic performance. Research from India emphasized that good mental health, effective adjustment, and overall well-being positively influence concentration, motivation, and participation, leading to higher academic achievement. International studies further reinforced that adequate sleep, healthy habits, and proper lifestyle management are closely linked to better cognitive functioning and improved academic outcomes.

NEED OF THE STUDY:

Health is a critical factor influencing students' academic success, yet it is often overlooked. Research consistently shows that students who experience poor physical health, poor nutrition, insufficient sleep, and high stress levels are more likely to have lower concentration levels, reduced memory retention, increased absenteeism, and decreased academic achievement. For example, studies indicate that sleep deprivation can reduce cognitive performance and attention span, while poor nutrition has been linked to lower test scores and reduced classroom participation. Additionally, increasing levels of anxiety and stress among students have been associated with difficulties in focus, motivation, and overall academic engagement. The researcher has selected this topic to better understand students' perception on how health-related factors influence their performance within the specific educational context under study. Observations of frequent absenteeism, fatigue during lessons, lack of concentration, and declining academic outcomes highlight a possible connection between students' well-being and their learning achievements. By investigating this, the study aims to identify key health challenges affecting students and recommend practical interventions that schools and families can implement to enhance both health and academic performance. This research is necessary to create a supportive learning environment that addresses not only intellectual development but also students' physical and mental well-being and hence the researcher felt the need to study students' perception on how performance is affected due to health-related factors.

STATEMENT OF PROBLEM:

A Study of Students' Perception of Good Health as a Factor Contributing to Effective School Performance

AIM OF THE STUDY:

To study Students' Perception on the effects of Good Health as a Factor Contributing to Effective School Performance.

OPERATIONAL DEFINITION OF VARIABLES:

- **Students' perception:** Student's perception is the way a student understands, interprets, and forms opinions about their learning experiences, such as teaching methods, subjects, and classroom environment. It is subjective and influenced by their personal experiences, feelings, and attitudes.
- **Good Health:** In this study, good health refers to the overall physical and mental well-being of students, measured through indicators such as regular attendance, adequate sleep, balanced nutrition, absence of frequent illness, stress levels, and active participation in school activities.
- **Effective School Performance:** In this study, effective school performance refers to the academic achievement and classroom effectiveness of students, measured through test scores, grades, assignment completion, class participation, concentration level, and overall academic progress during the study period.

OBJECTIVE OF THE STUDY:

- To study male students' perception of good health as a factor contributing to effective school performance.
- To study female students' perception of good health as a factor contributing to effective school performance.

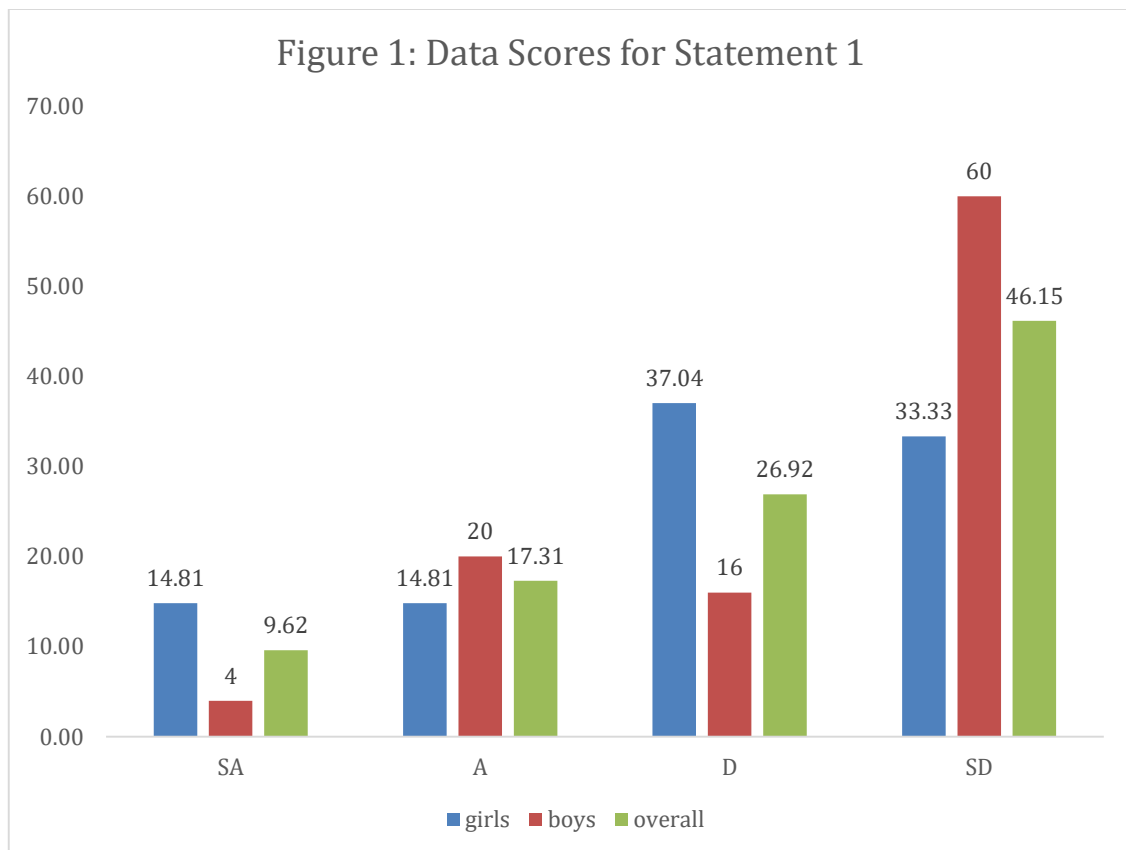
- To study the overall students' perception of good health as a factor contributing to effective school performance.
- To study compare male and female students' perception of good health as a factor contributing to effective school performance.

METHODOLOGY OF THE STUDY:

To study student's perception of good health as a factor contributing to effective school performance, the researcher used a descriptive design wherein the topic under research was studied using the survey method. 52 students of Class 9 studying in SSC board school were surveyed using a four-point Likert scale consisting of 15 items. Among 52 students, 27 were Female students and 25 were Male students. The collected data was analyzed using descriptive data analysis technique and the results were presented in the form of graphs.

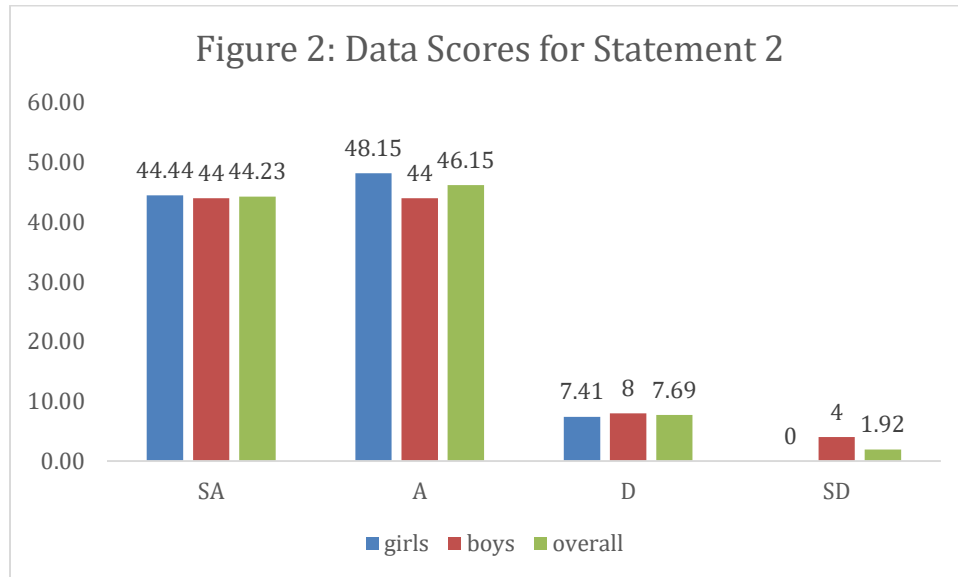
DATA ANALYSIS:

STATEMENT 1: I am able to concentrate in class even when I feel stressed or anxious.



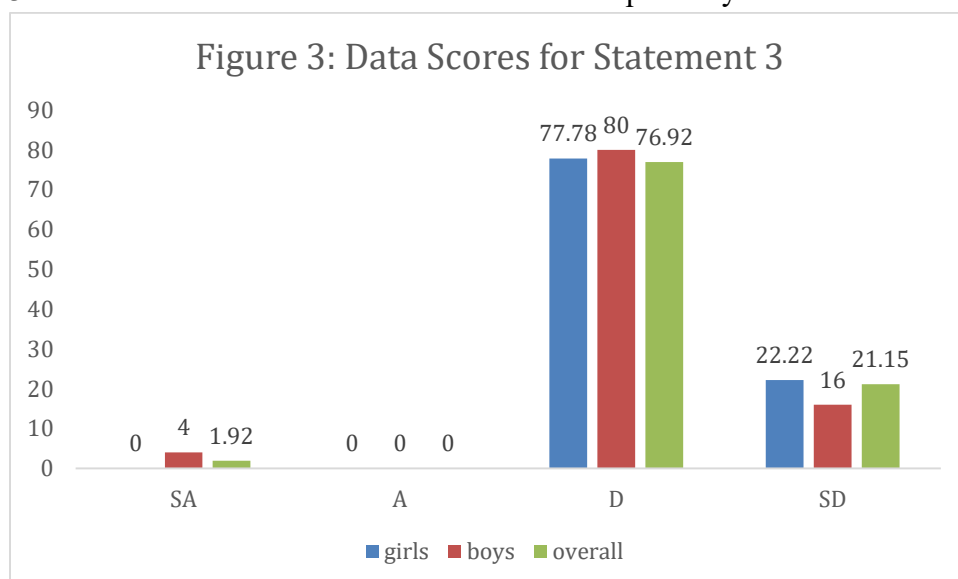
INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 14.81% girls showed the attitude that they were able to concentrate in class even if they feel stressed or anxious. In the case of boys, 4% boys showed the attitude that they were able to concentrate in class even if they feel stressed or anxious. Overall, there was 9.62% incline towards this attitude. On comparing, it was observed that girls were able to concentrate better than boys in class.

STATEMENT 2: Academic pressure makes me feel mentally overwhelmed and negatively impacts my school performance.



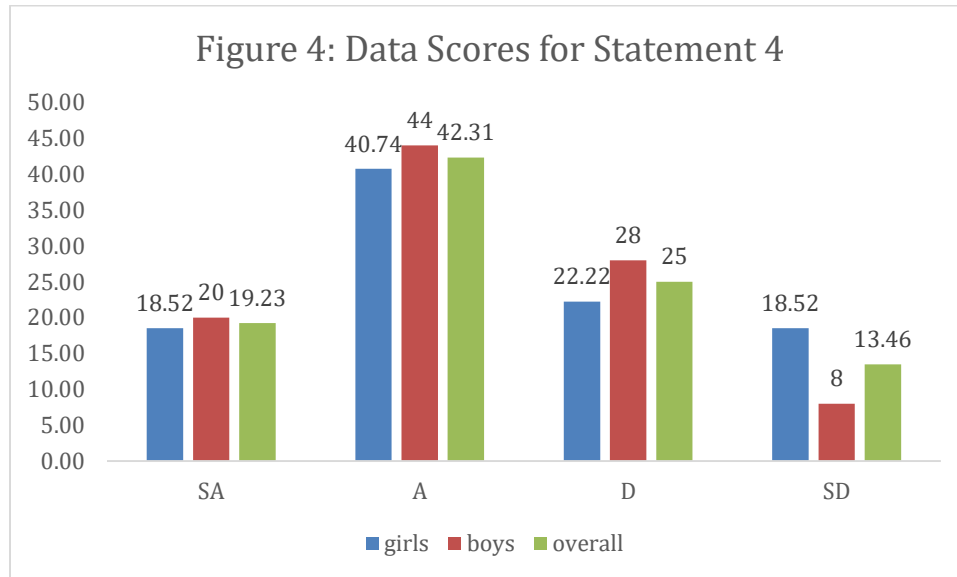
INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, none of the girls showed the attitude that academic pressure did not mentally overwhelm them or negatively impacted their performance. In the case of boys, 4% boys showed the attitude that academic pressure did not mentally overwhelm them or negatively impacted their performance. Overall, there was 1.92% incline towards this attitude. On comparing, it was observed that girls were slightly less affected by academic pressure than boys.

STATEMENT 3: Mental stress makes it difficult for me to complete my school-related work effectively.



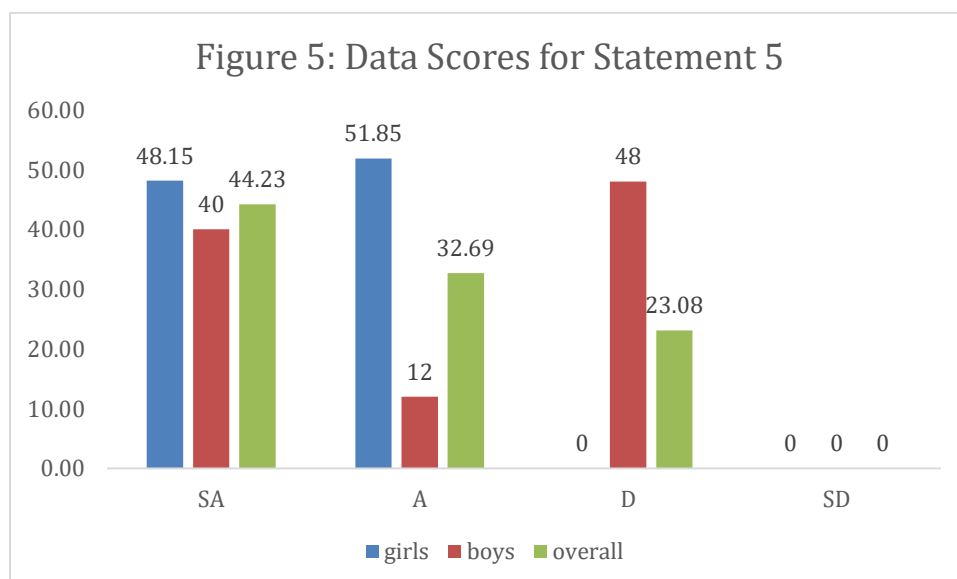
INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 22.22% girls showed the attitude that mental stress did not make it difficult for them to complete school-related work effectively. In the case of boys, 16% boys showed the attitude that mental stress did not make it difficult for them to complete school-related work effectively. Overall, there was 21.15% incline towards this attitude. On comparing, it was observed that girls handled mental stress better than boys.

STATEMENT 4: Worrying about examinations increases my stress levels and affects my performance in school.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 18.52% girls showed the attitude that worrying about examinations did not increase stress or affect their performance. In the case of boys, 8% boys showed the attitude that worrying about examinations did not increase stress or affect their performance. Overall, there was 13.46% incline towards this attitude. On comparing, it was observed that girls were less affected by examination stress than boys.

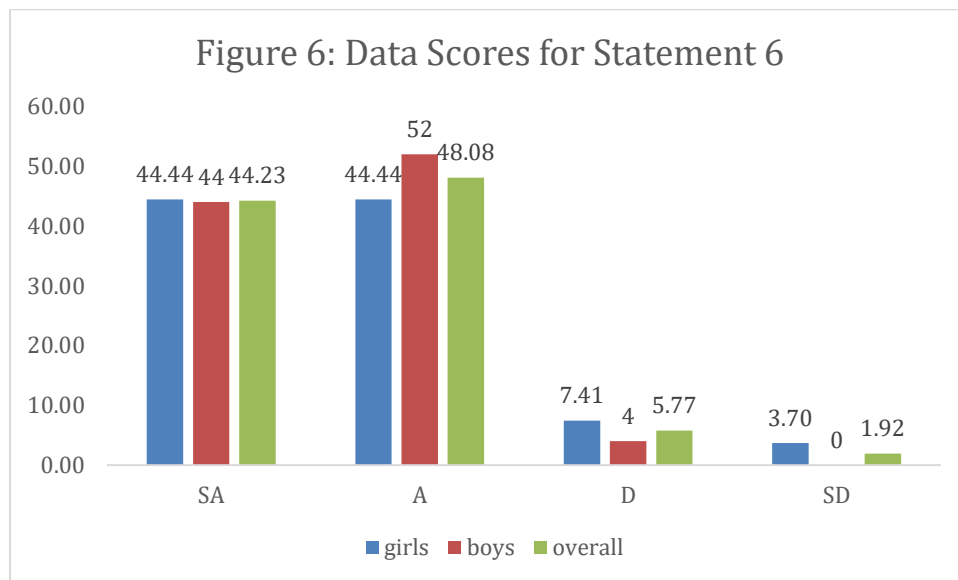
STATEMENT 5: Feeling physically weak or unwell during school hours affects my participation and academic performance.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, none of the girls showed the attitude that physical weakness did not affect their participation and performance. In the case of boys as well, none of the boys showed the attitude that physical weakness did not affect their participation and performance. Overall, there was 0% incline towards this attitude. On

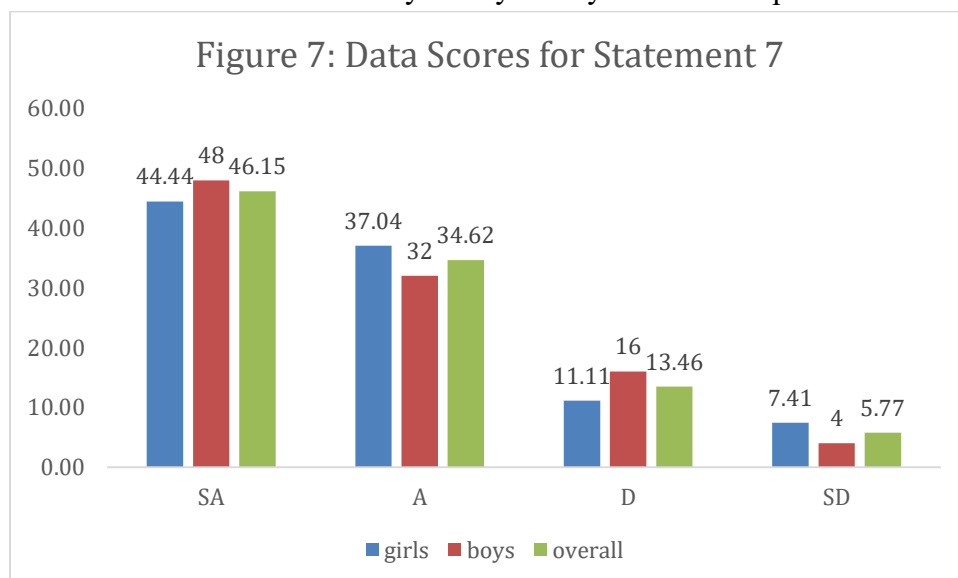
comparing, it was observed that all students were affected by physical weakness in their academic participation.

STATEMENT 6: Problems at home affect my emotional well-being and reduce my ability to focus on my studies.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 3.7% girls showed the attitude that problems at home did not affect their emotional well-being or focus. In the case of boys, none of the boys showed the attitude that problems at home did not affect their emotional well-being or focus. Overall, there was 1.92% incline towards this attitude. On comparing, it was observed that girls managed home-related issues slightly better than boys.

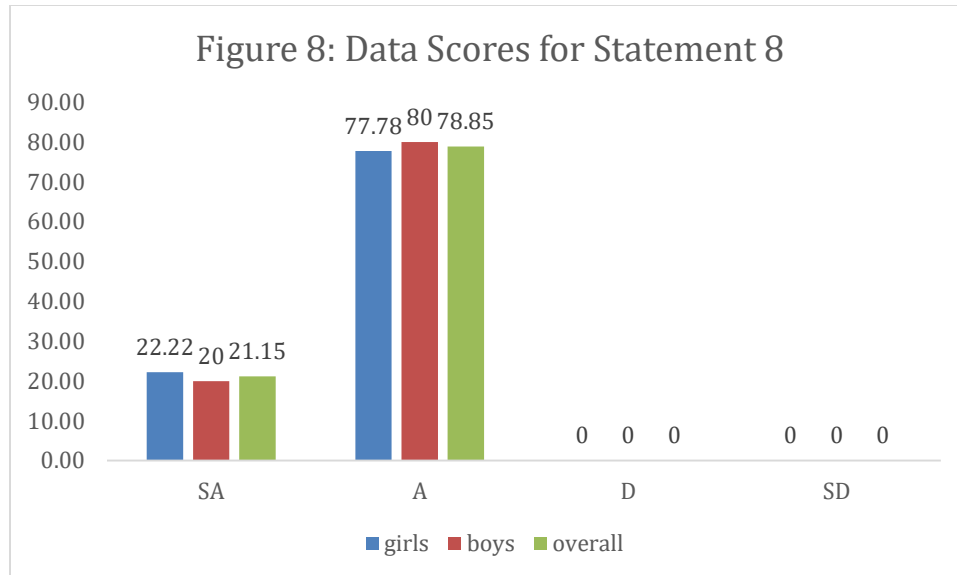
STATEMENT 7: Mental tiredness reduces my ability to stay focused and perform academically.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 7.41% girls showed the attitude that mental tiredness did not reduce their focus and performance. In the case of boys, 4% boys showed the attitude that mental tiredness did not reduce their focus and

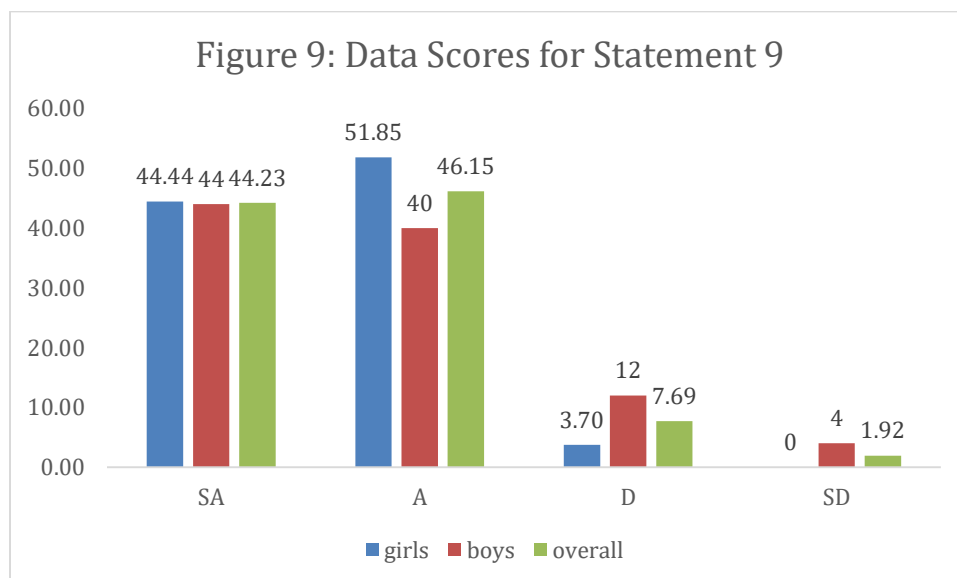
performance. Overall, there was 5.77% incline towards this attitude. On comparing, it was observed that girls coped slightly better with mental tiredness than boys.

STATEMENT 8: When I feel emotionally low, I find it difficult to understand lessons which affects my academic performance.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, none of the girls showed the attitude that emotional low feelings did not affect their understanding. In the case of boys as well, none of the boys showed the attitude that emotional low feelings did not affect their understanding. Overall, there was 0% incline towards this attitude. On comparing, it was observed that all students were affected by emotional lows in understanding lessons.

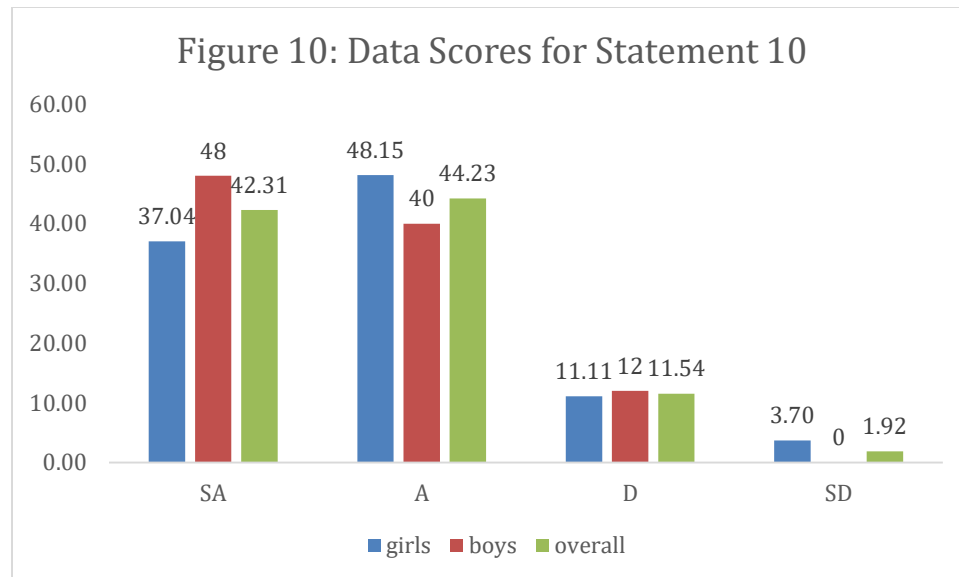
STATEMENT 9: Not eating properly affects my energy levels and attention in class leading to poor academic performance.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, none of the girls showed the attitude that improper eating did not affect their energy and attention. In the case of boys, 4% boys showed the attitude that improper eating did not affect their energy and attention.

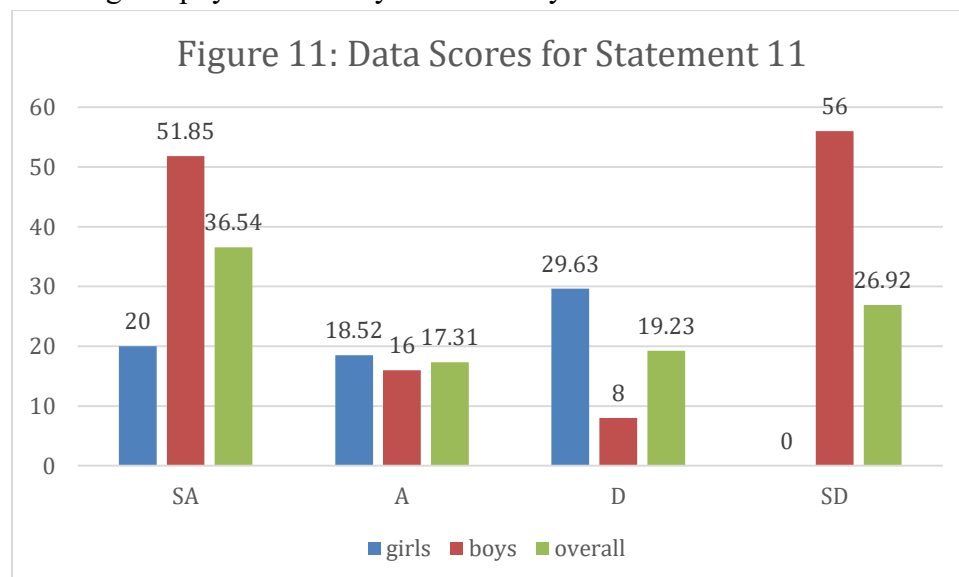
Overall, there was 1.92% incline towards this attitude. On comparing, it was observed that boys were slightly less affected by eating habits than girls.

STATEMENT 10: Health related issues make it difficult for me to actively participate in classroom learning.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 3.7% girls showed the attitude that health issues did not affect their classroom participation. In the case of boys, 4% boys showed the attitude that health issues did not affect their classroom participation. Overall, there was 1.92% incline towards this attitude. On comparing, it was observed that boys were slightly less affected by health issues than girls.

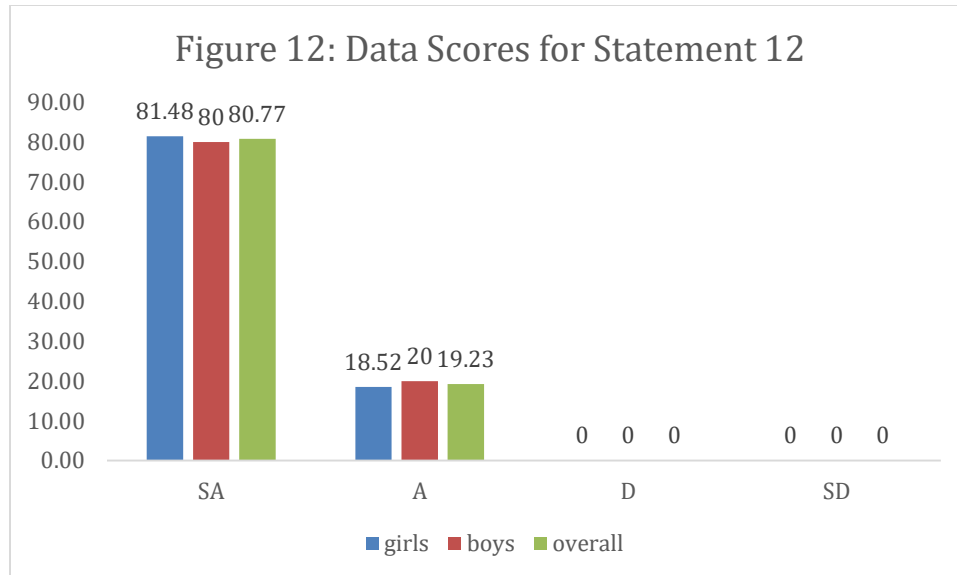
STATEMENT 11: Regular physical activity increases my effectiveness in class.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 20% girls showed the attitude that regular physical activity increased their effectiveness in class. In the case of boys, 51.85% boys showed the attitude that regular physical activity increased their

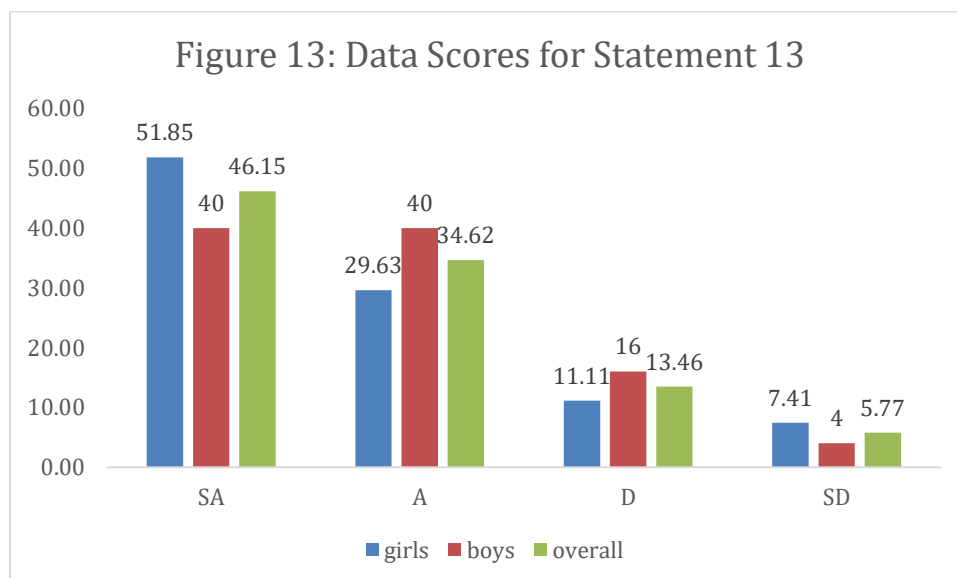
effectiveness in class. Overall, there was 36.54% incline towards this attitude. On comparing, it was observed that boys benefited more from physical activity than girls.

STATEMENT 12: Frequent headaches or body pain interfere with my concentration and school performance.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, none of the girls showed the attitude that headaches or body pain did not interfere with concentration. In the case of boys as well, none of the boys showed the attitude that headaches or body pain did not interfere with concentration. Overall, there was 0% incline towards this attitude. On comparing, it was observed that all students were affected by physical discomfort in their performance.

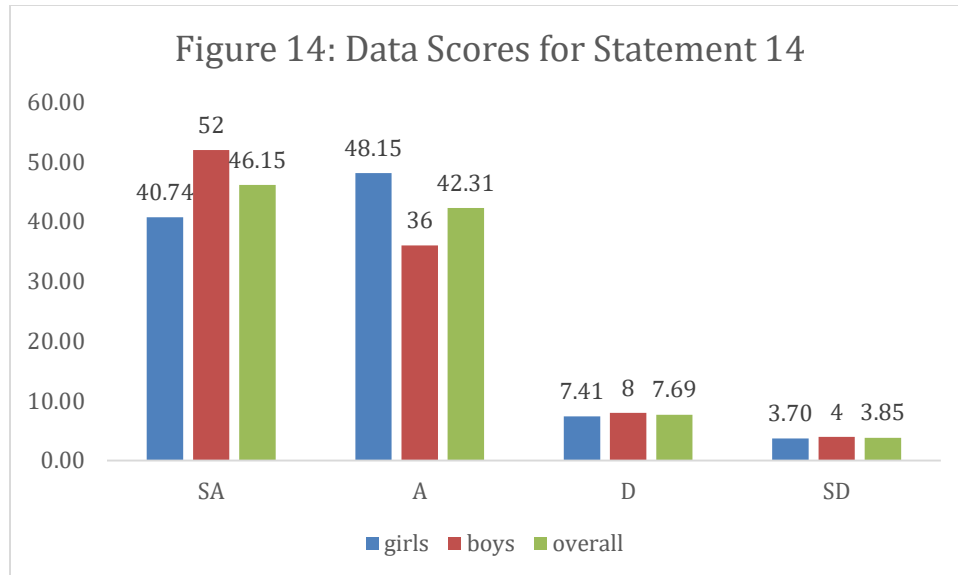
STATEMENT 13: Mental fatigue causes difficulty in remembering what I study affecting my academic results.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 7.41% girls showed the attitude that mental fatigue did not affect their memory and results. In the case of boys, 4% boys showed the attitude that mental fatigue did not affect their memory and results. Overall,

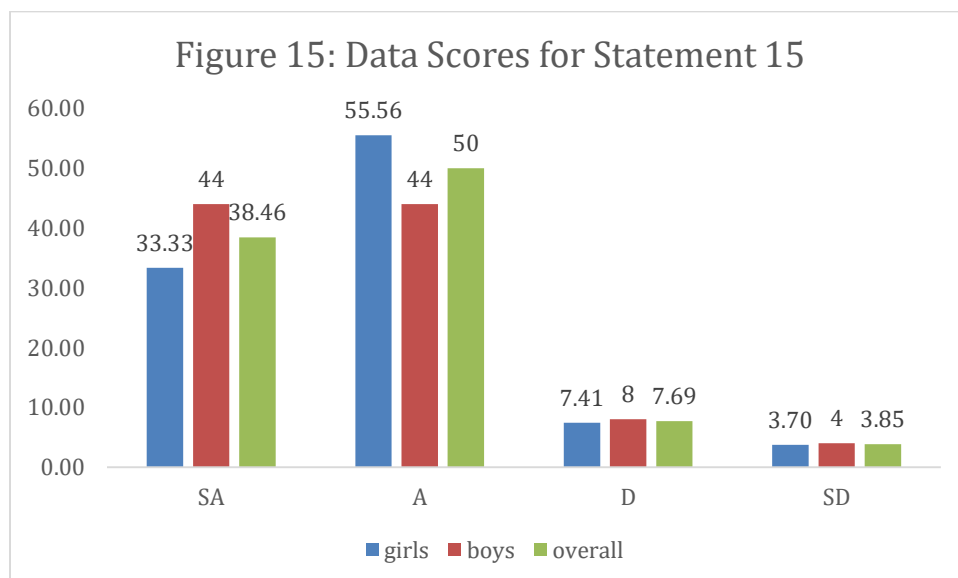
there was 5.77% incline towards this attitude. On comparing, it was observed that girls managed mental fatigue slightly better than boys.

STATEMENT 14: Emotional support from teachers helps me cope with stress and improves my school performance.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 40.74% girls showed the attitude that emotional support from teachers helped them cope with stress. In the case of boys, 52% boys showed the attitude that emotional support from teachers helped them cope with stress. Overall, there was 46.15% incline towards this attitude. On comparing, it was observed that boys benefited more from teacher support than girls.

STATEMENT 15: My overall mental, physical and emotional health significantly affects my academic performance.



INTERPRETATION: Looking at the graphical representation, the data revealed that: In the case of girls, 33.33% girls showed the attitude that their overall health affected academic performance. In the case of boys, 44% boys showed the attitude that their overall health affected academic performance. Overall, there

was 38.46% incline towards this attitude. On comparing, it was observed that boys were more influenced by overall health than girls.

FINDINGS OF THE STUDY:

- Boys were found to be more influenced by their overall mental, physical, and emotional health in relation to academic performance. A higher percentage of boys indicated that emotional support from teachers helps them cope with stress. However, boys appear to be slightly more affected by academic pressure and health-related issues compared to girls.
- Girls showed better ability to manage academic stress, mental fatigue, and examination pressure compared to boys. A higher percentage of girls reported that these factors do not significantly affect their academic performance. Additionally, girls benefit more from regular physical activity in improving their effectiveness in class.
- Overall, the data showed that good health habits play an important role in students' academic performance. Both physical and mental health factors significantly affect concentration, participation, and learning. The study highlighted the need for promoting healthy habits and emotional well-being among students for better academic outcomes.
- A higher percentage of boys reported that overall health, emotional support from teachers, and physical activity positively influence their learning, suggesting greater dependence on external and physical factors. In contrast, girls showed slightly better resilience toward mental fatigue, indicating stronger internal coping mechanisms. Overall, while both groups recognized the importance of health, boys appeared more influenced by it in relation to their academic outcomes.

SUGGESTIONS:

Based on the findings of the study, it is suggested that schools should promote good health habits among students by encouraging regular physical activity, balanced nutrition, and proper rest. Since mental stress and emotional factors affect academic performance, schools should also organize stress management programs, relaxation techniques, and counseling sessions. Teachers should create a supportive and positive classroom environment, as emotional support has been found to improve students' ability to cope with stress, especially among boys. Furthermore, parents and teachers should work together to monitor students' physical and emotional well-being. Awareness programs can be conducted to educate students about the importance of maintaining a healthy lifestyle. Special attention should be given to reducing academic pressure and helping students develop effective coping strategies. By focusing on both physical and mental health, students can improve their concentration, participation, and overall academic performance.

CONCLUSION:

The study highlighted that good health habits, including physical activity, proper nutrition, mental well-being, and emotional support, play a crucial role in enhancing students' academic performance. Girls tend to manage academic stress and mental fatigue more effectively, while boys benefit significantly from emotional support and overall well-being. Health-related challenges such as fatigue, illness, or poor nutrition negatively impact concentration, participation, and learning for all students. The findings emphasized the importance of promoting healthy lifestyles, stress management strategies, and supportive environments in schools to improve academic outcomes. Encouraging students to adopt good health habits

can lead to better focus, retention, and performance, making health a key factor in academic success. Therefore, maintaining physical, mental, and emotional well-being is essential for effective learning and overall student development.

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