

Functional Health and Wellbeing of College Going Adolescent Girls of Delhi in Relation to Academic Achievement

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Abstract

Measuring and monitoring functional health and wellbeing in youth is important for both researchers and decision makers. During the time that Youth are at university, many will encounter a number of academic as well as social, emotional and psychological difficulties. The aim of the study was to: 1) Asses the functional health and wellbeing of youths by using SF-36 questionnaire and its factor determinants and 2) Provide an objective basis for a health promotion structure. Functional health and wellbeing was measured using the SF-36 Health Survey. Findings of present study revealed that there was no significant co-relation between “Functional Health & wellbeing and academic achievement of college going adolescent girls belonging to Delhi.” Effective health promoting actions, social support and counselling services should be implemented in the campus and are a necessary step towards the main goal of improving the overall functional health and wellbeing as well as academic achievement of the university youth of Delhi.

Key Words: Education, Functional Health & wellbeing, Academic achievement

Introduction

Population's main health indicators are life expectancy and causes of death. But these indicators provide only critical information about the health status instead of any information about the quality of physical, emotional, mental and social health status. In 1995, World Health Organisation recognized the need of evaluating and improving need of quality of life(Health et al.).

Quality of life is an individual's perception about their position in life in context of value & cultural systems in which they live and in relation to their goals, expectations and standards. It

makes quality of life a perception which differs with and influenced from changes in their education, culture, income, ethnicity and demography (Hossein Fallahzadeh).

When the quality of life is considered in context of health and impact of disease or illness, is known as health related quality of life. Health related quality of life is a multidimensional aspect, which incorporates domains related to physical, mental, social and emotional functioning. Another concept of health related quality of life is wellbeing, which assess the positive aspects of life such as positive emotions and life satisfaction (Health et al.).

Health related quality of life indicators measure when people are sad or ill or limited in their daily tasks, wellbeing indicators measure when people are feeling healthy and satisfied(Health et al.).Health related quality of life explains the impact of health related problem or a specific disorder on an individual's quality of life (Callaghan et al.436-441).

Since the nineties, universities have witnessed a significant expansion in the number of students. These days university student population constitutes a major part of young population. The transition to higher education has been recognized as the most crucial time of life. So, there is a great need to assess the functional health and wellbeing of college level girls (Vaez, Voss, and Laflamme).

University student's worries and concerns differ from the other population. This group of population is subjected to different kind of academic pressures, financial problems, health issues and social problems. As such, they are prone to the development of problems related to the health related quality of life which may negatively affect the academic achievement (Klemenc-ketis et al.).

It is noticed that assessment of health related quality of life in educational settings is very important. Some studies suggested that university student's perceptions of health related quality of life are essentially related to academic achievement (Hossein Fallahzadeh). In context of colleges or universities, promotion of health and wellbeing means the promotion of effective learning(Ansari and Stock 509-527).

Academic achievement is generally measured by continuous assessment or

examinations or is the outcome of education in context to which an institution, teacher or student has achieved their educational goals(Singh).

Methodology

Selection of subjects

For the purpose of the study, non – probability (snowball sampling) sampling method was adopted, where 126 girl participants of Delhi University between the ages of 18-21 years were surveyed. The following stages were incorporated towards selection of subject:

Selection of the variables

Eight variables related to functional health had been selected for the study:

The SF-36v2 dimensions consist of Physical functioning (PF), Physical role limitations (RP), Bodily pain (BP), Vitality/energy/fatigue (VT), General health (GH), mental health (MH, a pure mental health), Social functioning (SF) and Emotional role limitations (RE) and Academic achievement.

Tool for the Study

SF-36v2 questionnaire is used for the assessment of health related quality of life of college students which is a valid, reliable and standardized questionnaire. SF-36 is made by John E. Ware(Ware). Academics achievement was measured by Marks sheets of respondents bearing obtained marks.

Administration of the Questionnaire

A valid and standardized questionnaire SF-36v2 was administered by the research scholar to 126 girls participants after

informed consent and explaining the objective of the study. All subjects answered the questionnaire separately without consulting others. The subject were exhorted to provide realistic and true opinion and the research scholar assured the respondents that the information given by them would be kept confidential and utilized for the purpose of the study only. After establishing the scientific authenticity of the questionnaire, data was collected.

Regarding the dependent variable (Academic Achievement), the public examination conducted by Delhi University, marks of candidates who were in the sample and who answered the test, were collected from the office of the corresponding college

Statistical Procedure

Statistical analyses were performed by using SPSS version 16.00. Descriptive statistics were expressed as mean and standard deviation.

Correlation statistics was used to measure the relationship between functional health & wellbeing and academic achievement scores among college level girls of Delhi University, recorded through administration of questionnaire. Correlation was computed between SF-36 overall score and academic achievement, between physical functioning and academic achievement, physical role limitations and academic achievement, bodily pain and academic achievement, general health perceptions and academic achievement, vitality/energy/fatigue and academic achievement, social functioning and academic achievement, emotional-role limitations and academic achievement, general mental health and academic achievement.

Results and Findings

A sample of 126 young university students was recruited. A total of 126 self-reported questionnaires were returned with complete information asked in the questionnaire.

Table: 1 Descriptive Assessment of Academic Achievement and SF-36 Variables of College Level Girls in Delhi.

DOMAINS	N	Range	Minimum	Maximum	Mean	Std. Deviation
Academic Achievement	126	48.25	33.25	81.50	56.85	10.56221
Physical Functioning (PF)	126	100.00	.00	100.00	65.27	24.57866
Physical Role limitations (RP)	126	93.75	6.25	100.00	57.78	23.71295
Bodily Pain (BP)	126	100.00	.00	100.00	65.23	23.25000
General health perceptions (GH)	126	82.00	15.00	97.00	59.43	17.50725
Vitality/energy/fatigue (VT)	126	75.00	18.75	93.75	59.97	15.95264

Social Functioning (SF)	126	87.50	12.50	100.00	60.41	22.84458
Emotional–Role limitations (RE)	126	100.00	.00	100.00	56.94	25.22718
Well-being or General Mental health (MH)	126	90.00	10.00	100.00	60.5159	15.47681
Physical components score (PCS)	126	27.90	34.05	61.95	47.2667	6.64146
Mental components score (MCS)	126	38.10	23.79	61.89	42.1937	8.15884
TOTALSF36	126	57.74	36.95	94.69	60.6973	14.57096

Table: 1 of descriptive statistics of 126 girls reveals that the mean scores of academic achievement was 56.85 with standard deviation 10.56. The academic score was ranging from 33.25 to 81.50. The mean score of academic achievement reflects good academic achievement as it was above 50 per cent of total score.

The mean scores in all health domains were above 50, ranging from 56.85 to 65.27, which reflect a good health related quality of life. The highest mean scores were along the areas of physical functioning (65.27), bodily pain (65.23), and social functioning (60.41) and whereas the lowest mean scores were in the areas of vitality (59.43), general health (59.43), role physical (57.78) and role

emotional (56.94) due to the feeling of depressed and worn out.

The mean score of PCS is 47.26 have been found to be average score among the college girls. The mean score of MCS was 42.19 have found to be less than average and need further investigation. The mean score of total SF-36 score was 60.69, which was higher than the mean score of academic achievement.

The mean score for scales measuring health related disability (PF, RP, BP and RE) were 61.30 and the scores for scales measuring wellbeing (GH, VT, SF and MH) were 60.08. . The mean score for scales measuring health related disability was higher than and the scores for scales measuring wellbeing.

Table: 2 Correlations between functional health & wellbeing and Academic Achievement of college level girls in Delhi

	PF	RP	BP	GH	VT	SF	RE	MH	PC S	MC S	TOT ALS F36
Pearson Correlation	.001	.101	-.104	.114	-.078	.081	.048	-.094	.042	.014	.020
ACAD EMICS Sig. (2-tailed)	.993	.262	.245	.205	.387	.370	.592	.297	.642	.875	.823
N	126	126	126	126	126	126	126	126	126	126	126

Note: Physical Functioning (PF), Physical Role limitations (RP), Bodily Pain (BP), General health perceptions (GH), Vitality/energy/fatigue (VT), Social Functioning (SF), Emotional–Role limitations (RE), Well-being or General Mental health (MH), Physical components score (PCS), Mental components score (MCS).

Table: 2 for Pearson product-moment correlation coefficient was computed to assess the relationship between health assessment scales and Academic achievement of 206 college girls of B.A. Course work. The results reveal no significant correlation between academic achievement and Physical functioning ($r=.001, n=126, p=.993$), Role Physical ($r=.101, n=126, p=.262$), Bodily Pain ($r=-.104, n=126, p=.245$), General Health ($r=.114, n=126, p=.114$), Vitality ($r=-.078, n=126, p=.387$), Social Functioning ($r=.081, n=126, p=.370$), Role Emotional ($r=.048, n=126, p=.592$), Mental Health ($r=-.094, n=126, p=.297$), Physical Component Summary ($r=.042, n=126, p=.642$), Mental Components Summary ($r=-.014, n=126, p=.875$). No significant correlation was found between academic achievement scores and PF, RP, BP, GH, VT, RE, MH (all the eight variables) among the adolescent college level girls.

Pearson product moment coefficient of correlation reveals that no significant correlation was found between functional health & wellbeing and academic achievement of college going adolescent girls in Delhi.

Discussion and Conclusions

The aim of the present study was to explore the predictors of Delhi University

girl student's Functional Health and wellbeing. An additional objective was to examine the possible role of academic achievement in order to help decision makers to elaborate promotion strategies for Delhi University girl students. In other studies academic achievement influenced to a great extent the health related quality of life of the individuals. In the present study SF-36 scale revealed that the population as a whole had a good perceived Health related quality of life but in physical and mental health areas it was found below the benchmark. This could be explained by the fact that Delhi college level girls may experience a wider range of stressful and challenging life events. Indeed the study showed that the score percentage of adolescent girls is not the true indicators of achieving educational outcomes. Educational outcomes based on marks & percentage needs to be supported further by qualitative assessments through direct and indirect assessment methods. This association shows the importance of addressing the issue of academic status when clinicians, educators and researchers have to understand and or treat problems of academic delivery for wellbeing and functioning in new models of health promotion and care (Sabbah et al.).

Many young Delhi University students declared general health, social, emotional and mental health difficulties. The scores of health related quality of life are lower compared to the American scores and national norms. There is a high need for an in campus preventive medicine and health promotion services. Those services must be funded by the university. Students should familiarize and acclimatize with the health promotion services offered by Delhi health services and health

department. Health promotion at health only, but should aim to build a just university is not and should not be and healthy civil society (Sabbah et al.). confined to improving young people's

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