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Perceived Health Disposition And Academic Achievement in Mathematics of High Ability Learners In Calabar Metropolis of Cross River State, Nigeria.

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Keywords

Perceived health disposition, Perceived emotional health disposition, perceived mental health disposition, perceived physical health disposition, Mathematics achievement.

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Abstract

This study adopted correlational design to established the relationship between the perceived health disposition and academic achievement in Mathematics of high ability learners in Calabar Metropolis of Cross River State, Nigeria. Three research questions were posed which were translated into three null hypotheses. Multiple sampling approaches including stratified , and purposive sampling approaches, teacher nomination check list, school record were used to select a sample of 300 students for the study. Two instruments titled " Perceived health disposition questionnaire (PHDQ) and Mathematics

	Achievement Test (MAT) were developed by the researcher and validated by experts and used for data collection. Then reliability of the questionnaire using Alpha Cronbach Method ranges from .83 to .88 while the reliability estimate of the high ability Students' Mathematics achievement test was established through Kuder Richardson formula K-R20 which gives .86. The hypotheses were tested using Pearson Product Moment .Correlation Coefficient. All hypotheses were tested at -05 level of significance.. The findings of the study revealed that perceived emotional health disposition, perceived mental health disposition and perceived physical health disposition individually relate to academic achievement in Mathematics of high ability learners in Calabar Metropolis of Cross River State, Nigeria. It was therefore concluded that Mathematics achievement of high ability students depends on positive perceived emotional health disposition, perceived mental health disposition and perceived physical health disposition. Based on finding and conclusion of the study, it was recommended amongst others that Schools administrators should develop and implement comprehensive health programs that address mental, emotional, and physical health of high ability learners. These programs should include workshops on stress management, emotional regulation, and the importance of physical activity and nutrition.

Introduction

Students' perceptions of their health disposition emotional, physical and mental can significantly affect their academic outcomes. High-ability learners always experience stress and anxiety related to their academic performance, which can negatively influence their perceived health and, consequently, their achievement in Mathematics (Wang & Degol, 2019). The ability to cope with stress and maintain emotional well-being is essential for high-ability learners. This relationship highlights the need to explore how health perceptions specifically impact high-ability learners in learning Mathematics that often demands high levels of cognitive engagement. High-ability learners immune to mental health challenges, which can manifest as anxiety, perfectionism, and burnout. These issues can lead to a negative perception

of health, further exacerbating academic difficulties in Mathematics (Kauffman et al., 2018; Ibok, Ogar, Olofu, Masor, Etura, & Ukoh, 2023). Understanding the extent to which these mental health challenges affect perceived health disposition and academic performance is essential for addressing the needs of these students. If perceived health disposition is found to be a critical factor influencing academic achievement in Mathematics, schools may need to implement targeted interventions that promote both health and academic success among high-ability learners (Parker et al., 2021). This could include mental health support, stress management programs, and health education initiatives.

The relationship between perceived health disposition and academic achievement, particularly in subjects like Mathematics, has garnered increasing attention in educational research. High-ability learners, often characterized by their advanced cognitive skills and potential for exceptional performance, may experience unique challenges and advantages related to their health and well-being (Ibok, Ogar, Olofu, Masor, Etura, & Ukoh, 2023; Ibok, Ogbebe, Alu, Joseph, Udobong, Collins, 2024). Perceived health disposition refers to an individual's subjective assessment of their overall health status, encompassing physical, mental, and emotional well-being. It reflects how individuals view their health and can influence their behaviors and attitudes towards health-related activities. McAuley, and Rudolph (2016) stated that positive perceptions of health are associated with better health outcomes and academic performance. Perceived health disposition encompasses students' self-assessments of their physical and mental health, which can significantly influence their academic performance. A research conducted by Kauffman et al. (2018) found that students with a positive perception of their health were more likely to engage in academic activities and demonstrate higher achievement levels. Similarly, a study by Wang and Degol (2019) emphasized that mental health factors, including stress and anxiety, can adversely affect high-ability learners' performance in Mathematics, a subject that often requires sustained focus and problem-solving skills. According to a study by Hattie (2020), students with a strong sense of well-being and positive health perceptions tend to perform better academically, as they are more resilient in the face of challenges. Fostering a supportive environment that promotes both health and academic excellence is essential for maximizing the potential of high-ability learners in Mathematics. Understanding the perceived health disposition of high-ability learners is crucial for educators and policymakers aiming to enhance academic achievement in Mathematics. By addressing health-related factors, schools can create an environment that supports the holistic development of these students, ultimately leading to improved academic outcomes (Ibok, Meremikwu, & Umoh, 2020). The problem of the study lies in understanding the intricate relationship between perceived health disposition and academic achievement in Mathematics among high-ability learners. Addressing this issue is vital for fostering an educational environment that supports the holistic development of these students.

Emotional health disposition refers to an individual's ability to manage and express emotions effectively, as well as their overall emotional well-being. It encompasses aspects such as emotional regulation, resilience, and the capacity to cope with stress. According to Durlak,

Weissberg, Dymnicki, Taylor, and Schellinger, (2019), a positive emotional health disposition is linked to better academic performance and social interactions. A study conducted by Suldo et al. (2016) found that students with positive emotional health reported higher academic performance, particularly in challenging subjects like Mathematics. According to a study by Wang and Degol (2019), anxiety negatively impacted the Mathematics achievement of high-ability students, indicating that emotional health disposition is a crucial factor in their academic success.

Research study conducted by Martin and Marsh (2019) highlighted that students who employed effective coping strategies demonstrated better emotional health and, consequently, higher academic achievement in Mathematics. . A meta-analysis by Durlak et al. (2019) found that SEL programs positively impacted students' emotional well-being and academic outcomes, including in Mathematics. Implementing social-emotional learning (SEL) programs in schools has been shown to improve students' emotional health and academic performance A study conducted by Kauffman et al. (2020) found that high-ability learners who perceived their emotional health positively were more likely to achieve higher grades in Mathematics. The perception of one's emotional health can significantly influence academic outcomes. The importance of fostering a positive emotional health disposition among students enhance their academic performance (Ataben, Olofu, & Ifeoma, 2024). Addressing emotional health through targeted interventions, coping strategies, and SEL programs can significantly enhance academic outcomes for these students.

Mental health disposition refers to an individual's overall psychological well-being, including their emotional, psychological, and social functioning. It encompasses factors such as stress levels, anxiety, depression, and coping mechanisms. A study conducted by Wang and Degol (2019) found that high-ability learners who reported better mental health had higher academic achievement in Mathematics. A positive mental health disposition is crucial for academic success and personal development. According to a study by Kauffman et al. (2018), anxiety negatively affected the Mathematics performance of high-ability students, indicating that perceived mental health disposition is essential for their academic success. High-ability learners often experience anxiety related to their academic performance, which can hinder their achievement in Mathematics. Research by conducted by Martin and Marsh (2019) highlighted that students who employed effective coping strategies demonstrated better mental health and, consequently, higher academic achievement in Mathematics. The ability to cope with stress and maintain mental well-being is vital for high-ability learners. A study conducted by Suldo et al. (2016) found that students with strong social support networks reported better mental health and higher academic achievement in Mathematics. Social support plays a significant role in shaping the mental health of high-ability learners. A study conducted by Kauffman et al. (2020) found that high-ability learners who perceived their mental health positively were more likely to achieve higher grades in Mathematics. The perception of one's mental health can significantly influence academic outcomes. A meta-analysis by Durlak et al. (2019) found

that mental health interventions positively impacted students' well-being and academic outcomes, including in Mathematics. Implementing mental health support programs in schools has been shown to improve students' mental health and academic performance (Akah, Owan, Uduigwomen, & Akpa, 2022; Orim, et al 2022). Addressing mental health through targeted interventions, coping strategies, and social support can significantly enhance academic outcomes for these students.

Physical health disposition refers to an individual's perception of their physical health status, including fitness levels, nutrition, and overall bodily well-being. It influences behaviors related to exercise, diet, and health maintenance. According to Taras, (2018), a positive physical health disposition is associated with better academic performance and cognitive functioning. A study conducted by Wang and Degol (2019) found that high-ability learners who reported better physical health had higher academic achievement in Mathematics. This suggests that perceived physical health disposition is a crucial factor in the academic success of these students. Another study conducted by Hillman et al. (2016) demonstrated that physical exercise positively influenced cognitive abilities, including those necessary for success in Mathematics. This indicates that promoting physical health through exercise can enhance the academic performance of high-ability learners. Research conducted by Taras (2018) found that students with better nutritional habits performed better academically, including in Mathematics. This highlights the importance of fostering healthy eating habits among high-ability learners to support their academic achievement. . A study conducted by Lo et al. (2016) found that insufficient sleep negatively impacted students' academic performance, particularly in Mathematics. This underscores the need for high-ability learners to prioritize sleep as part of their physical health regimen to enhance academic outcomes. A study conducted by Kauffman et al. (2020) found that high-ability learners who perceived their physical health positively were more likely to achieve higher grades in Mathematics. This highlights the importance of fostering a positive physical health disposition among students to enhance their academic performance. . A meta-analysis by Durlak et al. (2019) found that comprehensive health programs positively impacted students' well-being and academic outcomes, including in Mathematics. This suggests that schools should prioritize holistic health initiatives to support high-ability learners. The empirical evidence suggests a strong link between perceived physical health disposition and academic achievement in Mathematics among high-ability learners. Addressing physical health through targeted interventions, promoting exercise, nutrition, and sleep can significantly enhance academic outcomes for these students.

Purpose of the study

The main purpose of the study was to investigate the relationship Perceived health disposition and academic achievement in Mathematics of high ability learners

Specifically, the study seek to established

i. The relationship between the relationship Perceived emotional health disposition and academic achievement in Mathematics of high ability learners

ii. The relationship between the relationship Perceived mental health disposition and academic achievement in Mathematics of high ability learners
iii. The relationship between the relationship Perceived physical health disposition and academic achievement in Mathematics of high ability learners.

Statement of hypotheses

The following null hypotheses were formulated for the study:

i. There is no significant relationship between the relationship Perceived emotional health disposition and academic achievement in Mathematics of high ability learners
ii. There is no significant relationship between the relationship Perceived mental health disposition and academic achievement in Mathematics of high ability learners
iii. There is no significant relationship between the relationship Perceived physical health disposition and academic achievement in Mathematics of high ability learners

Methodology

The study area was Calabar Metropolis which include Calabar South and Calabar Municipality of Cross River State, Nigeria. The research design used for this study was the correlational survey design. The researchers used this design to established the relationship between Perceived health disposition (in terms emotional, mentally and physical) and academic achievement in Mathematics of high ability learners in Calabar Metropolis of Cross River State. The population for the study consists of all the SS2 high ability students in public secondary schools in Calabar Metropolis of Cross River State. Multi stage sampling procedure was adopted for the study which consisted of stratified sampling technique, purposive and simple random sampling techniques. Stratification was used on the basis of Local Government Area so as to give adequate representation of the subjects in each Local Government Area and equal opportunity for all the schools in the different Local Education Authorities. From the each selected schools, researcher used school Mathematics Record and Teacher Nomination Checklist to select a sample of 300 high ability students were selected for the study. The instruments used for data collection were the questionnaire titled "Perceived health disposition" and achievement test in Mathematics. The questionnaire was made of 24 items, with 8 items to measure each sub-level in terms of Perceived emotional health disposition, perceived mental health disposition and perceived physical health disposition. The questionnaire was based on four point scale of strongly agreed, agreed, disagreed and strongly disagreed. Mathematics Achievement Test was made up of 50 items constructed by the researchers with help of two experts in Mathematics education. The items were constructed based on SSS 2 Mathematics syllabus with four options A, B, C, D. A correct answer attracts one mark while incorrect answer attracts zero (0) mark. The instruments were face-validated by two experts in Measurement and Evaluation, two experts in special education and two Mathematics Educators, both from the University of Calabar. Corrections were

pointed out by the experts and adjusted by the researchers and the document was considered valid. The reliability of the questionnaire using Alpha Cronbach Method ranges from .83 to .88 while the reliability estimate of the high ability Students' Mathematics achievement test was established through Kuder Richardson formula K-R20 which gives .86. Since the reliability index is above 0.50, the estimates were considered high enough for the study. The Statistical Package for Social Sciences (SPSS) computer programme was used to analyze the data collected. The hypotheses were tested using Pearson Product Moment Correlation Coefficient was for the three hypotheses. All hypotheses were tested at -05 level of significance.

Presentation of results

The result of the analysis is presented in Tables 1,2 and 3. The hypotheses were tested at .05 Significant level.

H_{O1}: There is no significant relationship between the relationship Perceived emotional health disposition and academic achievement in Mathematics of high ability learners The independent variable in this hypothesis is Perceived emotional health disposition while the dependent variable is academic achievement in Mathematics of high ability learners.. In testing this hypothesis, mean, standard deviation of Perceived emotional health disposition and academic achievement in Mathematics of high ability learners.. were computed, compared and correlate using Pearson Product Moment Correction . The results are presented on Table 1.

Table 1: Person Product Moment Correlation of the relationship between Perceived emotional health disposition and academic achievement in Mathematics of high ability learners.. (N= 300)

Variables	N	Mean	SD	r-value	p-value
Perceived emotional health disposition	300	20.654	2.113	.799	.000
Academic achievement in Mathematics	300	42.665	4.897		

*Significant at the .05 level, df =298

The result presented on Table 1 shows that there is a significant positively high relationship between the relationship Perceived emotional health disposition and academic achievement in Mathematics of high ability learners (r=.799; p=.000). With this result, the null hypothesis was rejected while the alternative was retained at the 0.05 level of significance. The positive r-value indicated that the more positively Perceived emotional health disposition, the better the academic achievement in Mathematics of high ability

learners they tend to be. On the other hand, when there is a negative Perceived emotional health disposition among the high ability learner, the poorer their academic achievement in Mathematics tend to be.

Ho_2: There is no significant relationship between the relationship Perceived mental health disposition and academic achievement in Mathematics of high ability learners The independent variable in this hypothesis is Perceived mental health disposition while the dependent variable is academic achievement in Mathematics of high ability learners.. In testing this hypothesis, mean, standard deviation of Perceived mental health disposition and academic achievement in Mathematics of high ability learners.. were computed, compared and correlate using Pearson Product Moment Correction . The results are presented on Table 2.

Table 2: Person Product Moment Correlation of the relationship between Perceived mental health disposition and academic achievement in Mathematics of high ability learners.. (N= 300)

Variables	N	Mean	SD	r-value	p-value
Perceived mental health disposition	300	19.907	2.654	.812	.000
Academic achievement in Mathematics	300	42.665	4.897		

*Significant at the .05 level, df =298

The result presented on Table 1 shows that there is a significant positively high relationship between the relationship Perceived mental health disposition and academic achievement in Mathematics of high ability learners (r=.812; p=.000). With this result, the null hypothesis was rejected while the alternative was retained at the 0.05 level of significance. The positive r-value indicated that the more positively Perceived mental health disposition, the better the academic achievement in Mathematics of high ability learners they tend to be. On the other hand, when there is a negative Perceived mental health disposition among the high ability learner, the poorer their academic achievement in Mathematics tend to be.

Ho_3: There is no significant relationship between the relationship Perceived physical health disposition and academic achievement in Mathematics of high ability learners The independent variable in this hypothesis is Perceived physical health disposition while the dependent variable is academic achievement in Mathematics of high ability learners.. In testing this hypothesis, mean, standard deviation of Perceived physical health disposition and academic achievement in Mathematics of high ability learners.. were

computed, compared and correlate using Pearson Product Moment Correction . The results are presented on Table 3.

Table 3: Person Product Moment Correlation of the relationship between Perceived physical health disposition and academic achievement in Mathematics of high ability learners. (N= 300)

Variables	N	Mean	SD	r-value	p-value
Perceived physical health disposition	300	18.994	2.865	.768	.000
Academic achievement in Mathematics	300	42.665	4.897		

*Significant at the .05 level, df =298

The result presented on Table 1 shows that there is a significant positively high relationship between the relationship Perceived physical health disposition and academic achievement in Mathematics of high ability learners (r=.768; p=.000). With this result, the null hypothesis was rejected while the alternative was retained at the 0.05 level of significance. The positive r-value indicated that the more positively Perceived physical health disposition, the better the academic achievement in Mathematics of high ability learners they tend to be. On the other hand, when there is a negative Perceived physical health disposition among the high ability learner, the poorer their academic achievement in Mathematics tend to be.

Discussion of finding

The result of the first hypothesis shows that there is a significant relationship between the relationship Perceived emotional health disposition and academic achievement in Mathematics of high ability learners. According to Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, (2019), a positive emotional health disposition is linked to better academic performance and social interactions. The finding is in line with a study conducted by Suldo et al. (2016) who found that students with positive emotional health reported higher academic performance, particularly in challenging subjects like Mathematics. The finding agreed with Wang and Degol (2019) who stated that anxiety negatively impacted the Mathematics achievement of high-ability students, indicating that emotional health disposition is a crucial factor in their academic success. The finding is in line with a meta-analysis by Durlak et al. (2019) who found that SEL programs positively impacted students' emotional well-being and academic outcomes, including in Mathematics. The finding also agreed with a study conducted by Kauffman et al. (2020) who found that high-ability learners who perceived their emotional health positively were more likely to achieve higher grades in Mathematics.

The result of the second hypothesis shows that there is a significant relationship between the relationship Perceived mental health disposition and academic achievement in Mathematics of high ability learners. The finding is in line with Wang, and Degol (2019) who stated that a positive mental health disposition is crucial for academic success and personal development. According to a study by Kauffman et al. (2018), anxiety negatively affected the Mathematics performance of high-ability students, indicating that perceived mental health disposition is essential for their academic success. The finding agreed with research by conducted by Martin and Marsh (2019) who found that students who employed effective coping strategies demonstrated better mental health and, consequently, higher academic achievement in Mathematics. The finding is in line with the finding of Suldo et al. (2016) who found that students with strong social support networks reported better mental health and higher academic achievement in Mathematics. The finding is in consonance with a finding of Kauffman et al. (2020) who found that high-ability learners who perceived their mental health positively were more likely to achieve higher grades in Mathematics. A meta-analysis by Durlak et al. (2019) found that mental health interventions positively impacted students' well-being and academic outcomes, including in Mathematics.

The result of the third hypothesis shows that there is a significant relationship between the relationship Perceived physical health disposition and academic achievement in Mathematics of high ability learners. According to Taras, (2018), a positive physical health disposition is associated with better academic performance and cognitive functioning. The finding agreed with Wang and Degol (2019) who found that high-ability learners who reported better physical health had higher academic achievement in Mathematics. The finding is in line with Hillman et al. (2016) who found that physical exercise positively influenced cognitive abilities, including those necessary for success in Mathematics. The finding agreed with Taras (2018) who found that students with better nutritional habits performed better academically, including in Mathematics. The finding is in line with a study conducted by Lo et al. (2016) who found that insufficient sleep negatively impacted students' academic performance, particularly in Mathematics. The finding agreed with Kauffman et al. (2020) who found that high-ability learners who perceived their physical health positively were more likely to achieve higher grades in Mathematics.

Conclusion

The relationship between perceived mental health, emotional health, physical health, and academic achievement in Mathematics among high-ability learners is complex and multifaceted. High-ability learners often face unique challenges, including heightened expectations and stress, which can adversely affect their mental and emotional well-being. Furthermore, physical health factors such as nutrition, exercise, and sleep quality also play a crucial role in shaping their academic outcomes.. Overall, fostering a positive health disposition across these dimensions is essential for enhancing the academic achievement of high-ability learners in Mathematics. It was therefore concluded that Mathematics

achievement of high ability students depends on positive perceived emotional health disposition, perceived mental health disposition and perceived physical health disposition. Schools and educators must recognize the importance of holistic health approaches that integrate mental, emotional, and physical well-being to support these students effectively.

Recommendations

Based on the finding of the study. The following recommendation were made;

1. Schools administrators should develop and implement comprehensive health programs that address mental, emotional, and physical health of high ability learners. These programs should include workshops on stress management, emotional regulation, and the importance of physical activity and nutrition.
2. Social-Emotional Learning (SEL) should be integrated into the school curriculum so as to help high-ability learners develop resilience, coping strategies, and positive mental health dispositions. SEL programs should focus on building supportive relationships and enhancing emotional intelligence.
3. Schools should promote regular physical activity through structured programs, such as sports, physical education classes, and after-school activities. Encouraging students to engage in physical exercise can improve cognitive function and overall well-being.
4. Schools should provide access to mental health resources, including counseling services and support groups. Creating a safe environment where students can discuss their mental health concerns is crucial for fostering well-being.
5. Regular assessments of students' mental, emotional, and physical health are recommended to help identify those who may need additional support. Schools should use these assessments to tailor interventions and support services effectively.

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