The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 14, Issue 1, January- March, 2026
DIP: 18.01.188.20261401, DOI: 10.25215/1401.188
https://www.ijip.in

Research Paper

Academic Achievement of Students with Different Levels of Mental Health

Nitesh Kumar Maurya[1], Vivek Kumar Maurya[2], Amrita Baranwal[3], Rajendra Prasad Gupta[4]*

ABSTRACT

The major objective of this study was to 'examine the impact of mental health levels on academic achievement of students at the secondary level'. Total 800 secondary level students (based on area: 400 rural and 400 urban; and based on gender: 400 boys and 400 girls) were voluntarily participated in the study. The participants were selected from difference secondary level colleges using systematic sampling technique. To assess the mental health (MH) of the participants, a standardized test mental health battery (M.H.B) was administered. Thereafter, to the collect data concerning academic achievement, marks obtained in the annual examination were gathered. The study followed factorial design and for the analysis of the obtained data, the statistical technique Three-Way ANOVA (2×2×4) was used. The study concluded that the academic achievement of secondary level students is significantly ($p < 0.01$) affected by their mental health and gender; whereas the area (rural and urban) does not significantly ($p > 0.05$) affect it.

Keywords: *Mental Health, Academic Achievement, Secondary Level, Education, Adolescence*

Academic achievement and mental health (MH) both play a significant role in the development of students (Maurya & Maurya, 2025; Maurya & Singh, 2024a; Maurya & Singh, 2024b; Singh & Maurya, 2020). Academic achievement is a highly important term in process of education (Ifedioramma & Anyamene, 2025); it refers to the educational goals achieved by students, teachers, and educational institutions within a specific time period (Mahmood & Iqbal, 2015). Academic achievement includes various components such as knowledge, comprehension, application, ability, development, competence, learning, skill, instructional objectives, acquisition, examination, exam results, marks, quantity, and mark sheets (Maurya & Singh, 2025). It also includes the integrated

[1]Research Associate, ICSSR Project, Institute of Human Behaviour and Allied Sciences, Delhi, India. ORCID iD-0009-0005-4262-3286
[2]Research Scholar, Department of Psychology, Tilak Dhari P. G. College, Jaunpur, U. P., India. ORCID iD-0009-0007-0996-3398
[3]Assistant Professor, Department of Home Science, Rajkiya Mahila Mahavidyalaya, Shahganj, Jaunpur, U. P., India. ORCID iD-0009-0001-6608-1566
[4]Assistant Professor, Department of Psychology, Tilak Dhari P. G. College, Jaunpur, U. P. India. ORCID iD-0009-0005-6175-6391
*Corresponding Author

Received: January 11, 2026; Revision Received: March 18, 2026; Accepted: March 22, 2026

outcome of the holistic development (cognitive, social, mental, and emotional) of the student. Mental health play significant role in all these components because it is a major positive factor for learning ability, emotional intelligence (Kaur, 2018; Faghirpour et al., 2011), knowledge (Lugogwana, 2017), education (Lugogwana, 2017; Mankani & Yenagi, 2012), social maturity (Shrivas & Kumar, 2016), self-study (Singh & Sharma, 2017), and academic motivation (Singh & Yadav, 2002). Mental health is an important dimension of overall health (Liu et al., 2024; Sun et al., 2024; Marahatta et al., 2021; Chen et al., 2020), as it is considered a universal human right for individuals and their communities (World Health Organization [WHO], 2023), and as a state of mental well-being, it enables persons to cope with stress, realize their abilities, learn well, work efficiently, and contribute to their community (WHO, 2022). Along with this, inadequate mental health care can increase the risk of suicide (Maurya et al., 2025; Maurya & Singh, 2025; Begum, 2024; Farabaugh et al., 2012).

At the secondary education level, students in the age group of 14–18 years are enrolled (Ministry of Human Resource Development, 2020). At this stage, students are in a transitional period of life where they go through the sensitivities and complexities of adolescence, physical changes, development of creative thinking, social pressures, democratic-social responsibilities, and academic expectations. In such a situation, it is essential for their mental health to be strong, as poor mental health can hinder their academic progress/achievement (Tiwari & Singh, 2017; Bang et al., 2016). In this perspective, the present research work conducted an effective study on the academic achievement and mental health of secondary-level student; for this, an in-depth review of related research works was first carried out.

REVIEW OF RELATED LITERATURE

The findings of studies by Maurya and Maurya (2025) and Tiwari and Singh (2017) specify that mental health has a significantly positive impact on academic achievement. Similarly, the studies by Maurya and Singh (2024c) and Bang et al. (2016) reveal that students' academic achievement is significantly influenced by their mental health. Mandole (2024), Thapliyal (2022), and Singh (2015), through their research, found that students' academic achievement has a significantly positive relationship with mental health. A comparative study showed by Maurya and Singh (2025) on secondary-level students (from C.B.S.E. and U.P. Boards) found that students (C.B.S.E. & U.P. Board) academic achievement is significantly influenced by their mental health and gender, whereas their area (culture/residence) has no significant effect. Also, several studies have found that students with lower mental health tending to have lower academic achievement (Chu et al., 2023; Kapil, 2023). The findings from studies on adolescent students support the idea that to enhance students' academic achievement, their mental health should be promoted (Monzonís-Carda et al., 2025). Likewise, the results of studies conducted by Yadav and Yadav (2022), and Pandey and Gupta (2015) demonstrate that student's specific area (rural and urban) has no significant impact on their academic achievement; whereas Mandole (2024) found that there is a significant difference in academic achievement between rural and urban students. Regarding gender, the findings of researcher show that gender has no significant effect on students' academic achievement (Mandole, 2024; Thapliyal, 2022); while Vats (2019) found significant difference in the academic achievement of male and female students.

Rationale

The in-depth review of prior research studies reveals that contemporary research based on mental health & academic achievement is extremely important, relevant, and timely from the perspective of educational research, and is essential for providing direction and momentum to the holistic development of students; it is also established that mental health is a decisive and significant factor in students' academic progress (academic achievement). Accordingly, this research attempts to explore whether the academic achievement of secondary-level students is directly influenced by their mental health? And whether area and gender significantly affect the academic achievement of students at this educational level? Through the findings achieved from this study, attempt was made to statistically analyze actual status of secondary-level students (in terms of mental health and academic achievement), so that practical, coherent, and effective suggestions can be presented in the direction of mental and educational development. Thus, this study, while providing a comprehensive interpretation of mental health and academic achievement, can serve as a strong intellectual foundation for the formulation of future educational policies. In this context, a properly structured and scientific research method was followed in the light of well-planned objectives and hypotheses.

Objectives

Based on a comprehensive review of the available research findings from related studies, the following research objectives have been determined for the present study:

1. To study the impact of mental health on academic achievement of secondary level students.
2. To study the impact of area on academic achievement of secondary students.
3. To study the impact of gender difference on academic achievement of secondary students.
4. To examine the interaction effects of mental health, area and gender on academic achievement of secondary level students.

Hypotheses

In order to provide a clear and focused perspective as well as research direction to the structure and purposeful exploration of the present study, the following coherent hypotheses have been thoughtfully formulated:

1. Academic achievement of secondary students would be significantly affected by their level of mental health.
2. Academic achievement of secondary level students would be significantly affected by their area of residence.
3. There would be significant gender difference in academic achievement of secondary level students.
4. Interaction effects of mental health level, area and gender would be found significant on academic achievement of secondary students.

METHODOLOGY

Participants

In this study, the target population was determined as the 12th-grade students (boys and girls) studying in secondary education in Jaunpur district. Based on the survey method, the sample was selected through the systematic sampling technique to ensure impartiality and representativeness in the selection of participants. During the sampling process, a total of 800 students from selected schools located in the Municipal Council Jaunpur area of Jaunpur district and the Karanjakala and Sirkoni blocks of Sadar (Jaunpur) tehsil were included in

the research sample, with an equal representation of 400 male & 400 female students based on gender, and 400-400 students based on area (rural-urban).

Research tool & collection of data

The data required for the research was collected as follows:

1. For collecting information related to mental health, the standardized questionnaire 'Mental Health Battery' (M.H.B.) consisting of 130 items, developed by Singh and Gupta (2000), was used.
2. The data related to the participants academic achievement was collected based on their marks obtained in the annual examination. These were the same participants who had earlier actively participated in the M.H.B. and expressed their responses.

Variables of the study

In the study, 3 variables were treated as independent variables (IVs), namely: (1) Area (Rural-Urban), (2) Gender (Male-Female), and (3) Mental Health (MH) and its levels/Status (Very Poor, Poor, Average, Good); while Academic Achievement was treated as the dependent variable (DV).

Research design

To reach the purposes of this research, 'three-way factorial design' (2X2X4) was employed to conduct a functional study on 'the effect of area, gender, and mental health with its levels on academic achievement'. The study examined the major effects and interaction effects of three independent variables: area with two levels (rural & urban), two group of gender (male and female), and mental health with four levels (very poor, poor, average, and good) on academic achievement (dependent variable).

Data analysis

For the statistical analysis of the dependent variable (academic achievement) and the independent variables (area, gender, and mental health), first, the calculation of means (M) and standard deviations (SD) of the groups was conducted to identify the apparent differences. Subsequently, to test the independent and interactive effects of three independent variables (area, gender and mental health) on a dependent variable (academic achievement) a Three-way analysis of variance (ANOVA) was employed.

RESULTS AND INTERPRETATION

For the fulfillment of the purposes of the present research, the examination of data between groups (first the calculation of means and standard deviations, followed by three-way ANOVA) yielded the following results:

Table No. 1: Mean (M) and Standard Deviation (SD) of scores of academic achievement of participants with different levels of mental health

Dependent Variable - Academic Achievement Scores			
Mental Health Level	**Mean**	**Standard Deviation**	**Participant**
Very Poor	262.59	70.710	79
Poor	299.69	72.321	189
Average	327.96	63.291	506
Good	348.85	59.888	26
Total	315.51	69.521	800

The effects shown in Table 1 (for all secondary-level students) indicate that the increasing level of mental health of the participants (Very Poor → Poor → Average → Good), associated with their mean of academic achievement scores (262.59 → 299.69 → 327.96 → 348.85). This trend reveals that an improvement in the participant's mental health corresponds to an improvement in their academic achievement scores. Additionally, it is evident that there is a variation in the mean (M) scores across four levels of mental health of the participants. Next, the M and SD of the participants were designed separately for the rural and urban groups based on their area:

Table No. 2: M and SD of academic achievement scores of secondary level rural and urban students (based on mental health and its different levels)

Dependent Variable – Academic Achievement Scores					
Area	**Gender**	**Status of Mental Health**	**M**	**SD**	**Participant**
Rural	Both (Male and Female)	Very Poor	258.20	60.480	40
		Poor	298.87	62.241	94
		Average	322.05	57.376	253
		Good	346.85	56.003	13
		Total	311.02	62.188	400
Urban	Both (Male and Female)	Very Poor	267.10	80.421	39
		Poor	300.49	81.404	95
		Average	333.88	68.302	253
		Good	350.85	65.780	13
		Total	319.99	75.966	400

The statistical data presented in Table 2 (for all rural and urban participants) indicate that the mean of academic achievement of participants from the urban area is higher compared to those from the rural area across all levels of mental health. When observing the overall mental health status impact on academic achievement, the mean score of urban participants (319.99) is also higher than that of all rural participants (311.02). Thus, after statistical calculations based on area, the M and SD of participants according to gender has been designed for different groups and the results are accessible in Table No. 3 and its sub-tables 3.1 and 3.2:

Table No. 3: Mean and SD of academic achievement scores of all male and female students at the secondary level (according to levels of mental health)

Dependent Variable (Academic Achievement Scores)					
Area	**Gender**	**Level of Mental Health**	**M**	**SD**	**Participant**
All	Male	Very Poor	262.23	65.156	39
		Poor	283.91	69.802	95
		Average	320.20	67.332	252
		Good	328.71	55.940	14
		Total	306.22	70.391	400
	Female	Very Poor	262.95	76.570	40
		Poor	315.64	71.671	94
		Average	335.67	58.123	254
		Good	372.33	57.752	12
		Total	324.79	67.460	400

The above Table (3) provides information regarding the M and SD of academic achievement scores of participants based on gender (male and female) according to their mental health levels. It is evident that at all levels of mental health (very poor, poor, average, and good), the M and SD values for female are better than those of male participants. Similarly, at the overall mental health level, the mean academic achievement score of female participants (324.79) is higher compared to that of male participants (306.22). The results of the statistical calculations conducted across different groups based on gender are as follows:

Table No. 3.1: Distribution of academic achievement scores (M & SD) of all rural male and female secondary level students according to different levels of mental health

Dependent Variable (Scores of Academic Achievement)					
Area	**Gender**	**Mental Health Status**	**Mean**	**Standard Deviation**	**Participant**
Rural	Male	Very Poor	254.36	61.756	22
		Poor	282.43	67.129	46
		Average	307.90	61.224	124
		Good	334.50	43.987	8
		Total	297.22	64.706	200
	Female	Very Poor	262.89	60.316	18
		Poor	314.62	53.227	48
		Average	335.64	49.991	129
		Good	366.60	72.321	5
		Total	324.83	56.430	200

The statistical values presented in Table (3.1) indicate that, across various levels of mental health (good, average, poor, very poor), the mean academic achievement of female participants studying in the rural area is better related to their male counterparts. Additionally, it is shown that even at the aggregate level of mental health, the mean academic achievement of rural female students (324.83) is superior to that of rural male students (297.22).

Table No. 3.2: Mean and Standard Deviation (SD) of academic achievements scores of all students studying at secondary level in the urban area according to different levels of mental health

Dependent Variable - Academic Achievement Scores					
Area	**Gender**	**Mental Health Level**	**Mean**	**Standard Deviation**	**Participant**
Urban	Male	Very Poor	272.41	69.870	17
		Poor	285.29	72.890	49
		Average	332.11	70.987	128
		Good	321.00	72.818	6
		Total	315.23	74.732	200
	Female	Very Poor	263.00	89.125	22
		Poor	316.70	87.492	46
		Average	335.69	65.674	125
		Good	376.43	50.803	7
		Total	324.75	77.073	200

The statistical analysis related to the four levels of mental health (IV) on academic achievement (DV), as shown in Table no. of 3.2, indicates that even in the urban environment among secondary level students, female participants have a higher mean score compared to male participants (however, male score higher at a Very Poor level). Furthermore, the obtained statistical values also reveal that at the overall level of mental health, the mean academic achievement score of urban male students (315.23) is comparatively lower than that of female students (324.75). After the preliminary comparison of group means, a factorial ANOVA (2X2X4) was conducted to test the significance of the effects of mental health, area, and gender on academic achievement:

Table No. 4: Results of factorial ANOVA (2X2X4) on the effect of mental health on academic achievement based on area and gender of secondary level participants

Dependent Variable - Academic Achievement Scores					
Sources	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Area	1993.605	1	1993.605	.466	.495
Gender	34475.801	1	34475.801	8.058	.005
Mental Health	366604.895	3	122201.632	28.561	.000
Area X Gender	399.738	1	399.738	.093	.760
Area X Mental Health	3992.596	3	1330.865	.311	.817
Gender X Mental Health	20370.713	3	6790.238	1.587	.191
Area X Gender X Mental Health	7282.718	3	2427.573	.567	.637
Error	3354473.930	784	4278.666		
Total	83497073.000	800			

The three-way ANOVA (Table 4) reveals that the total sum of squares (SS) is 83,497,073 with 800 degrees of freedom (df), the corrected total SS is 3,861,717.969 with 799 df, and the error SS is 3,354,473.930 with 784 df. The mean square (MS) of the error is 4,278.666. For the independent variable Area (Rural - 400 participants; Urban - 400 participants), the SS is 1,993.605 and MS is 1,993.605, with an F-value of 0.466. This F-value (0.466) at 1 df is not significant ($p > 0.05$), with a significance level of 0.495, indicating no statistically significant difference in academic achievement based on area among the participants (N=800). Similarly, the analysis (2x2x4) shows that for the independent variable Gender (Male - 400; Female - 400), the sum of squares is 34,475.801 and the mean square is 34,475.801, with an F-value of 8.058. This F-value (8.058) is significant at 1 df ($p < 0.01$), indicating a significant difference in academic achievement between male and female participants. For the dependent variable Academic Achievement concerning Mental Health and its four levels, the SS and MS values are 366,604.895 and 122,201.632 respectively, with an F-value of 28.561. This F-value (28.561) is also significant at 3 df ($p < 0.01$), indicating significant differences in academic achievement among participants (N=800) across different levels of mental health. Regarding the interaction effects among the variables, the 2x2x4 ANOVA (Table 4) shows no significant interaction effects ($p > 0.05$) for Area × Gender, Area × Mental Health, Gender × Mental Health, or the three-way interaction Area × Gender × Mental Health.

DISCUSSION

The findings related to the first objective indicate that the mental health of secondary level students has a significant effect (influence) on their academic achievement. This conclusion is supported by studies conducted by various researchers (Maurya & Maurya, 2025; Maurya & Singh, 2024c; Tiwari & Singh, 2017; Bang et al., 2016) which indicate that student's

mental health levels significantly affect their academic achievement. This research also found that participants with lower levels of mental health scored lower academic achievement marks, whereas those with higher mental health levels scored higher academic achievement marks. Similarly, the findings of Chu et al. (2023), Kapil (2023), and Maurya and Singh (2025) suggest that level of mental health is positively associated with academic achievement.

Results concerning the second objective reveal that the area (rural or urban) of secondary level students does not have a significant effect on their academic achievement. Similarly, the results of Maurya and Singh (2025) indicate that the area does not significantly influence students' academic achievement. The outcomes related with the third objective show that gender differences among secondary level students have a significant effect on their academic achievement. This finding was also reported by Vats (2019), who concluded that gender significantly influences students' academic achievement. The study also found that at the secondary education level, the academic achievement of female is greater to male students. The interaction effects of area, gender, levels of mental health on dependent variable (academic achievement) were not found significant.

CONCLUSION

The present study found a significant effect of mental health (Very Poor, Poor, Average, and Good) and gender (male and female) on the academic achievement of secondary level students, whereas no significant effect of the area (rural and urban) was found; furthermore, no interaction effect was observed among mental health, area, and gender on academic achievement.

Educational Implications and Suggestions

The findings of presented research clearly indicate that mental health is a significant factor influencing academic achievement. Therefore, both schools and families need to remain particularly aware and pay special attention to the mental health of students. Teachers should be specially trained to understand the emotional, mental, cognitive, and social aspects of adolescents so that students in adolescence can be provided with a stress-free, motivating, diagnostic, and supportive environment, along with giving special attention to their mental health. The study also revealed that regional/geographical differences (urban or rural) do not significantly affect academic achievement. This suggests that if equal educational resources and opportunities are provided, students from any environment (rural or urban) can certainly achieve excellent academic success. Therefore, educational stakeholders should implement educational policies with an inclusive approach. The findings based on gender indicate a significant difference in academic achievement between male-female students. Although in the current study, female was found to have better academic achievement than male students. Hence, male students at the secondary level require special attention towards their studies. At the same time, it is essential to provide all students, regardless of their gender, with an equitable, sensitive, and motivational teaching-learning environment, so that both groups (boys and girls) can develop their full potential without any discrimination.

REFERENCES

Bang, E. J., Kim, D. H., Roh, B. R., Yoo, H. S., Jang, J. H., Ha, K. H., Park, E. J., & Hong, H. J. (2016). Effect of Korean High School Students' Mental Health on Academic Achievement and School Dropout Rate. *Journal of the Korean Academy of Child and Adolescent Psychiatry*, *27*(3), 173-180.

Begum, J. (2024, January 18). *What Is Suicidal Ideation?* WebMD.

Chen, L., Zhu, H., Harshfield, G. A., Treiber, F. A., Pollock, J. S., Pollock, D., Okereke, O. I., Su, S., & Dong, Y. (2020). Serum 25-hydroxyvitamin D concentrations are associated with mental health and psychosocial stress in young adults. *Nutrients*, *12*(7), 1-11.

Chu, T., Liu, X., Takayanagi, S., Matsushita, T., & Kishimoto, H. (2023). Association between mental health and academic performance among university undergraduates: The interacting role of lifestyle behaviors. *International Journal of Methods in Psychiatric Research*, *32*(1), e1938.

Faghirpour, M., Amooour, M., Gilaninia, S., & Alinejad Moghadam, M. (2011). The relationship between emotional intelligence and mental health of students. *Journal of Basic and Applied Scientific Research*, *1*(2), 3046-3052.

Farabaugh, A., Bitran, S., Nyer, M., Holt, D. J., Pedrelli, P., Shyu, I., Hollon, S. D., Zisook, S., Baer, L., Busse, W., Petersen, T. J., Pender, M., Tucker, D. D., & Fava, M. (2012). Depression and suicidal ideation in college students. *Psychopathology*, *45*(4), 228-234.

Ifedioramma, D. C., & Anyamene, A. N. (2025). Relationship between Secondary School Students' Self-Esteem and their Academic Achievement in Edo State. *Journal of Guidance and Counselling Studies*, *9*(1), 44-57.

Kapil, A. K. (2023). A study on the effect of adolescents' mental health on academic achievement in the current context (Originally Published in Hindi). *The Research Dialogue, 2*(1), 179-188.

Kaur, S. (2018). Emotional Intelligence in relation to mental health and adjustment among students. *International Journal of Advance Research and Development*, *3*(1), 304-308.

Liu, Y., Su, Y., Liu, K., & Jin, Z. (2024). The health costs associated with "looking forward to success": Educational expectations and children's health. *Infant and Child Development*, *33*(5), e2524.

Lugogwana, P. L. (2017). *Attitudes of Undergraduate Psychology Students towards Mental Illness* (MA Dissertation, Nelson Mandela University, South Africa). SEALS Digital Commons.

Mahmood, K., & Iqbal, M. M. (2015). Psychological Adjustment and Academic Achievement among Adolescents. *Journal of Education and Practice*, *6*(1), 39-42.

Mandole, Y. (2024). A Relationship Study between Mental Health and Academic Achievement of Students in Maharashtra. *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD), 2*(5), 6-13.

Mankani, R.V., & Yenagi, V. G. (2012). Comparative study of mental health of working and non-working women. *Karnataka Journal of Agricultural Sciences*, *25*(4), 510.

Marahatta, K., Pant, S. B., Basnet, M., Sharma, P., Risal, A., & Ojha, S. P. (2021). Mental health education in undergraduate medical curricula across Nepalese universities. *BMC medical education*, *21*(1), 304.

Maurya, N. K., & Maurya, V. K. (2025). A Comparative Study of Mental Health and Academic Achievement of Secondary-Level Students under the CBSE Board in Jaunpur District. *ShodhVarta*, *4*(01).

Maurya, N. K., & Singh, S. (2024a). Mental health and academic achievement: A review study (Originally Published in Hindi). *Bahuri Nahin Awana, 26*(2), 92-96.

Maurya, N. K., & Singh, S. (2024b). A review study on the relationship between mental health and academic achievement of secondary level female students (Originally Published in Hindi). *Sanshodhak, 91*(42), 209-212.

Maurya, N. K., & Singh, S. (2024c). Comparative study of the effect of mental health on academic achievement of secondary level students of UP Board in Jaunpur district (Originally Published in Hindi). *National Journal of Education, 17*(23), 105-112.

Maurya, N. K., & Singh, S. (2025). *Comparative study of the effect of mental health on academic achievement of secondary level CBSE and UP Board students of Jaunpur district* (Originally Published in Hindi), (Ph.D. thesis, Veer Bahadur Singh Purvanchal University, Jaunpur, UP). Shodhganga.

Maurya, V. K., Baranwal, A., & Gupta, R. P. (2025). Domestic Violence during Pregnancy and Its Interaction with Hormonal Changes and Abuse: A Review of Suicide Risk Factors. *International Journal of Indian Psychology*, *13*(2)*,* 049-058.

Ministry of Human Resource Development, Government of India. (2020). National *Education Policy 2020*.

Monzonís-Carda, I., Adelantado-Renau, M., Beltran-Valls, M. R., & Moliner-Urdiales, D. (2025). Mental Health and Academic Performance in Adolescents: Elucidating the Role of Psychological Well-Being and Psychological Distress. DADOS Study. *Psychology in the Schools*.

Pandey & Gupta (2015). *A study on the effect of students' academic achievement and intelligence on their adjustment at higher secondary school level* (Originally Published in Hindi), (Ph.D. thesis, Jiwaji University, Gwalior, M.P., India). Shodhganga.

Shrivas, S. K., & Kumar, A. (2016). A study of mental health of secondary level students (Originally Published in Hindi). *Indian Stream Research Journal*, 6(11), 1-4.

Singh, A. K., & Gupta, A. S. (2000). *Consumable Booklet of M H B (Hindi Version)*. Ankur Psychological Angency, 22/481, Indira Nagar, Lucknow – 226 016 (Ind).

Singh, D., & Sharma, G. (2017). A study of the effect of self-study on adolescent girls' mental health (Originally Published in Hindi). *Dev Sanskriti Interdisciplinary International Research Journal, 10*, 42-56.

Singh, S. K. (2015). Mental health and academic achievement of college students. *The International Journal of Indian Psychology*, *2*(4), 112-119.

Singh, S., & Maurya, N. K. (2020). Relationship between mental health and academic achievement (Originally Published in Hindi). *Shiksha Shodh Manthan, 6*(2a), 174-177.

Singh, V., & Yadav, S. (2002). *A study of the relationship between mental health, deprivation experience, locus of control, and achievement motivation of secondary level students* (Originally Published in Hindi), (Ph.D. thesis, B.R. Ambedkar University, Agra, UP, India). Shodhganga.

Sun, N., Peng, Y., Lu, Y., Liu, W., & Zheng, Z. (2024). Perceived neighborhood walkable environment, neighborhood interaction and mental health among residents of different age groups: a case study in Shanghai, China. *Open House International*, (ahead-of-print).

Thapliyal, P. (2022). Mental Health in Relation to Academic Achievement of Students at Senior Secondary Level in Delhi. *International Journal of All Research Education & Scientific Methods*, *10*, 270-273.

Tiwari, P. K., & Singh, S. K. (2017). A study on the effect of student mental health on their academic achievement (Originally Published in Hindi). *International Journal of Advanced Research and Development, 2*(5), 867-870.

Vats, G. K. (2019). Comparative study of mental health and academic achievement of higher secondary level students (Originally Published in Hindi). *International Journal of Research in Science and Technology*, 6(1), 708-711.

World Health Organization. (2022, Jun). *Mental Health*.

World Health Organization. (2023, October). *World Mental Health Day 2023- Mental health is a universal human right*.

Yadav, P., & Yadav, V. (2022). *A study of the relationship between mental health and family environment with academic achievement of undergraduate students* (Originally Published in Hindi), (Ph.D. thesis, Veer Bahadur Singh Purvanchal University, Jaunpur, UP, India). Shodhganga.

Acknowledgment

N.K.M. contributed to conception of the study, wrote the first original draft, and plagiarism checking; N.K.M. and V.K.M. contributed to the data collection; N.K.M., V.K.M. and, A.B. contributed to the methodology and formal analysis of the study; A.B. and R.P.G. contributed to writing review, editing, and supervision of the study; R.P.G. contributed to correction and review of the final submitted version.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Maurya, N.K., Maurya, V.K., Baranwal, A., & Gupta, R.P. (2026). Academic Achievement of Students with Different Levels of Mental Health. *International Journal of Indian Psychology*, *14*(1)*,* 1875-1885. DIP:18.01.188.20261401, DOI:10.25215/1401.188