Pen & Prosperity
Website: https://penandprosperity.vgcet.com
Volume 3 :: Issue 1 :: February 2026 :: e-ISSN- 3048-9555 :: DOI Link : https://doi.org/10.70798/PP/030100006

# Mental Health of Senior Secondary School Students in Relation to Their Academic Achievement

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**Abstract:**

*Mental health is an aspect of a person's overall health. Mental health considers person's physical health and mental health. In daily life, family, social, economic, political, educational events have affected our mental health. It puts stress on the mind in many ways that can disrupt mental well-being. In Indian Society person's complete potentialities and capacities are judged by their academic achievement. A better mental health creates better motivation of students and students will perform well in their academic achievement. The objectives of the present study are to find out significant difference if any in the mental health and academic achievement of students in relation to gender, locale and type of management. The descriptive method of survey was adopted. The sample of this study consisted of senior secondary school students of Darjeeling district. Mental Health Inventory of Talesara and Bano (2011) was used for data collection. The findings of the study were that there was significant difference in mental health of senior secondary school students in relation to gender and locale and non-significant in type of management variations. There was significant difference in Academic achievement of senior secondary school students in relation to locale and type of management and non-significant in gender variations. The relationship between Mental Health and Academic Achievement was significant in each case.*

ARTICLEINFO

*Article history:*
**Received:** 30 January 2026
**Received** in revised form
10 February 2026
**Accepted** 15 February 2026

**Citation: Baibhav. A.,** (2026) "Mental Health of Senior Secondary School Students in Relation to Their Academic Achievement", *Pen and Prosperity*, Vol. 3, Issue. 1, February 2026.

**Keywords:** *Mental Health, Academic achievement, Senior Secondary School Students.*

## Introduction:

The world is very competitive nowadays. Key factor for personal progress is quality of performance. Every Parent's wish to watch their children climbing on highest ladder of success. This wish for a success creates pressure on students, teachers, schools and in general, the educational system and parents itself. Only academic achievement of students is not everything, there are various other things also to prepare our students towards the success. Thus, schools, teachers and parents should help students to become best in their scholastic endeavours.


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Mental health is an aspect of a person's overall health. Mental health considers person's physical health and mental health. In daily life, family, social, economic, political, educational events have affected our mental health. It puts stress on the mind in many ways that can disrupt mental well-being. The science of mental health is the science that is constantly working and researching to keep a person's mental health normal. With the overall development of the individual, the organization is constantly working towards the goal of serving. Maintaining mental health is a very important program in the life of an individual. Home and school have an important role in maintaining the mental health of the individual. As a social being, we are born into a family and participate in school education to receive education after family life. The family environment and the school environment also help to create better mental health of the student. An independent, stress-free, empathetic family environment and school environment help to save the mental health of the student.

Mental health is a joyful activity of the person's personality organization. The mental health of the person develops through the proper adjustment with environment. There are several good things associated with healthy and normal mentality, such adjustment with changing environments, preparing the field of self-guidance, helping the individual to be established as a cohesive and ideal etc. Mental health helps a person to create a balanced mental organization and adapt to the changing environment. According to Hadfield, (2016)"Mental Health is the full and free expressions of all our native and acquired potentialities in harmony with one another by being directed towards a common end aim of the personality as a whole."

In the present competitive world, everybody desires for a high achievement. Today's modern society expects everyone to be a high achiever. The study aimed to know the, mental health and Academic Achievement, of adolescents studying in class XI under WBCHSE of Darjeeling District. A good mental health creates better motivation of students and students will perform well in their academic achievement. 'Academic' means 'relating to education' and 'Achievement' means 'A successful work done with effort, skill, or courage'. So, academic achievement means what an individual achieves after an academic year.

**Singh (2015)** studied on "Mental health and Academic achievement of college students" and found that male students have better mental health than female group and low achiever students was less mentally healthy than high achiever students. It was also found that mental health is significantly and positively co-related with academic achievement.

**Zada et.al (2021**) investigated "Effect of Mental health problems on academic performance among university students in Pakistan" and found that few students in the universities are capable of dealing with the increase in stress or difficulties and can maintain their academic performance. But certain students cannot handle the increase in stress and these stresses affect their academic performance and runoff from the educational institution without receiving degree. This study found that mental health problems negatively affect the university students' academic performance. They also revealed that mental health problems influence students' professional and personal life negatively. From the results of gender effect on academic performance, it is evident that the female students are better than their male counterparts. At the same time, male university students are prone to mental health problems than female university students.

**Rationale of the study:**

Mental health is considered as an important determinant of person's integrated personality and balanced behavior identified on his or her adjustment to own self, others and environment. Mental Health is perceived as a positive source contributing to asset development individually, socially and economically. Better mental health outcomes in adolescents are characterized by greater adaptation in family, society and school environment, improved quality of life.


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If we examine the above-mentioned concepts of a mentally healthy personality, we can say that a mentally healthy person is firm in his intentions and is not disturbed by strain and stress of life. Mental state could be a condition of psychological maturity- a comparatively constant and enduring operation of temperament. It is a situation of personal and social functioning with a maximum of effectiveness and satisfaction. Mental state involves positive feelings and attitudes toward oneself and towards others.

**Research questions:**

- Is there any statistical difference in mental health of senior secondary school students in relation to their gender, locale and type of management variation?
- Is there any statistical difference in the academic achievement of senior secondary school students in relation to their gender, locale and type of management variation?
- Is there any statistical relationship between mental health and academic achievement of senior secondary school students.

In an attempt to answer to these questions, the researcher has undertaken the study and stated the problem as follows.

**Statement of the problem:**

Therefore, the problem is stated as: "**Mental Health of Senior Secondary School Students in Relation to Their Academic Achievement"**

**Objectives of the study:**

**The objectives of the study are:**

i. To study the significant difference, if any, in the mental health of senior secondary school students in relation to their gender, locale and type of management variations.

ii. To study the significant differences, if any, in the academic achievement of senior secondary school students in relation to their gender, locale and type of management variations.

iii. To study the relationship between mental health and academic achievement of senior secondary school students in respect of the intra variables of gender, locale and type of management variations.

**Hypotheses of the study:**

Depending upon the objectives of study the following hypotheses have been formulated.

**$Ho_1$:** There does not significant difference in the mental health of senior secondary school students due to gender variation.

**$Ho_2$:** There does not significant difference in the mental health of senior secondary school students due to locale variation.

**$Ho_3$:** There does not significant difference in the mental health of senior secondary school students due to type of management variation.

**$Ho_4$:** There does not significant difference in the academic achievement of senior secondary school students due to gender variation.


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**$Ho_5$:** There does not significant difference in the academic achievement of senior secondary school students due to locale variation.

**$Ho_6$:** There does not significant difference in the academic achievement of senior secondary school students due to type of management variation.

**$Ho_7$:** There does not significant relationship between mental health and academic achievement of senior secondary school students.

**Scope and Delimitation:**

Scope of the study covers assessment of mental health of senior secondary school students in relation to gender, locale and type of management variations and its effect on academic achievement. The delimitation of the study was senior secondary school students controlled by WBCHSE in Darjeeling district only. The delimitation of the study was 50 boys and 50 girls studying in class XI.

**Operational definitions:**

Mental Health: It refers to the perceptions, feelings and behavior that determine person's overall level of personal level of personal effectiveness, success, happiness and personal thinks, feels and acts when faced with life's situation (Shalala 1996). Here the mental health status of adolescents is decided as per the standardized tool developed by Talesara and Bano (2011) which consists of 54 items with three dimensions (School related, home related and Peers related).

Academic Achievement: Academic Achievement is the degree and level of success and proficiency attained in the academic field. It refers to the scores obtained in the final examination of class X under the West Bengal Board of Secondary Education.

Senior Secondary school students are here the students reading in class XI of Senior secondary schools of Darjeeling district.

**Methodology:**

**Design:** Descriptive study design was adopted in this study. But the method is co-relational study of ex-post facto in nature.

**Population:** The class XI students of senior secondary schools of Darjeeling, West Bengal.

**Sampling Technique:** Simple random sampling technique was taken for the selection of the students.

**Sample:** 100 students(50 boys and 50 girls of 60 to 70 percent of aggregate marks in their previous annual examination from four higher secondary schools of Darjeeling district, West Bengal were selected

**Tools used:**

**Mental Health Scale of Talesara and Bano (2011):** For measuring Mental Health, the scale developed and standardized by Talesara and Bano (2011) which consists of 54 items with three dimensions (School related, home related and Peers related) were used. The reliability of the scale was 0.72. Concurrent validity was 0.69. Z-score Norms for each dimension i.e. school related causes, home related causes and peer group related causes was calculated and ranged from -2.01 to +2.01.

**Academic Achievement:** The scores obtained in the annual examination of class X under the WBBSE were converted to normal scores in percentages. This has been done because in class X standard question are


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asked to all the students and the norm for evaluating the performance remain common for all. So common question, common standard of evaluation and common grade in percentages awarded by unique board. Thus, it becomes the student evaluation of achievement.

**Analysis and interpretation of data:**

In order to find out the results of the study mean, median, mode, standard deviation and test of significance of difference between means were calculated for all three variables of mental health and academic achievement.

**Differential analysis on Mental Health:**

The data were analysed through descriptive as well as inferential statistics. The normality of distribution was studied through calculation of mean (24.32), median (24.64), mode (25.28), standard deviation (6.08), Q3 (28.57), Q1 (19.93), Q (4.32), P90 (33.63) and P10 (15.82). The skewness was found to be - 0.148 and the value of kurtosis was found out to be 0.242 as against the normal values of zero and 0.263 respectively in case of a normal curve which indicated the curve to be slightly negatively skewed and leptokurtic. Basing upon the mean and standard deviation on the scores on mental health categorization of the sample was made. It was observed that almost 14 percent had high mental health, 16 percent above average, 52 percent of average level, 10 percent below average and 8 percent of students had poor mental health. To find out significant differences between two contrasting sub-samples, 't' ratios were calculated. Mean, standard deviation, standard error difference and 't' values of all the sub-samples wise calculated and the result has been presented in a table 1.

**Table 1: Summary of 't' ratios between the two sub-samples on Mental Health**

| Variation | Sub samples | N | M | SD | SED | *'t' Ratio* | *Remarks* |
|---|---|---|---|---|---|---|---|
| **Gender** | Boys | 55 | 25.35 | 6.8 | 1.49 | 5.6 | p< 0.01 |
| | Girls | 45 | 18.68 | 6.5 | | | |
| **Locale** | Rural | 54 | 25.98 | 5.9 | 1.78 | 5.12 | p< 0.01 |
| | Urban | 46 | 20.27 | 5.3 | | | |
| **Type of Management** | Private | 44 | 25.21 | 6.2 | 1.29 | 0.85 | NS |
| | Government | 56 | 24.40 | 6.9 | | | |

*t 0.05 for df 109 = 1.98; t 0.01 for df 98 = 2.61*

On perusal of the above table, it was evident that the 't' ratio in case of gender variation was highly significant, the boys showing supremacy in the degree of mental health compared to the girls. The 't' ratios in case of the sub-samples of locale variation group was also significant. Hence the null hypothesis that there does not exist significant difference in mental health was rejected. But the null hypothesis in relation to type of management could not be rejected due to the fact that the 't' ratio was not significant. The results obtained in the study is in conformity with the earlier studies conducted by Singh (2015) & Zada et.al (2021). Hence the investigator desires to conclude that the result obtained was appropriate.

**Differential analysis on Academic Achievement:**

In case of academic achievement, the mean of the distribution was 78.25, median 78.70 and mode 79.6. The standard deviation of the distribution was 9.55. When the normality in distribution of academic achievement


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scores was studied, it was formed that there are 75 percent of cases within ± 16 and 97 and 100 percent of cases within ± 26 &± 36 respectively as against 68.26, 95.4 and 99.97 percent of cases in a normal curve. The skewness and kurtosis of the curve was calculated which were found to be 0.141 and 0.236 respectively as against 0 and 0.263 for a normal curve. This revealed that academic achievement of the students was not normally distributed. The mean, SD and 't' ratios of the sub samples have been calculated and presented in a table 2.

**Table 2 : Summary of 't' ratios of sub samples due to gender, locale and type of management variations on Academic Achievement**

| Variation | Sub samples | N | M | SD | *'t' Ratio* | *Remarks* |
|---|---|---|---|---|---|---|
| **Gender** | Boys | 55 | 79.24 | 9.35 | 1.27 | NS |
| | Girls | 45 | 77.15 | 9.38 | | |
| **Locale** | Rural | 54 | 79.49 | 9.69 | 2.36 | p< 0.05 |
| | Urban | 46 | 76.38 | 9.56 | | |
| **Type of Management** | Private | 44 | 81.22 | 9.6 | 3.92 | p< 0.01 |
| | **Government** | 56 | 75.87 | 9.8 | | |

On perusal of the above table, it was observed that the 't' ratio in case of locale and type of management variations were significant but in case of gender, it was not significant. Boys and girls did not differ in their academic achievement. The result indicated that locale and type of management are good predictors of academic achievement. The result was in conformity with earlier studies of Singh (2015) & Zada et.al (2021). On above basis the investigator concluded that the result obtained in the present study was appropriate.

**Relationship Study:**

In this study also the investigator attempted to find out relationship between mental health and academic achievement in the context of the view point that good mental health is the acquired tendency and disposition to strive for success with same standard of excellence. In that context, relationship between mental health and academic achievement in relation to the gender, locale and type of management variables were computed and the result was presented in a table 3.

**Table 3: Co-efficient of co-relation between Mental Health and Academic Achievement**

| Variation | Sub-sample | N | r | Remarks |
|---|---|---|---|---|
| Gender | Boys | 55 | 0.42 | p<.01 |
| | Girls | 45 | 0.32 | p<.05 |
| **Locale** | Rural | 54 | 0.43 | p<.01 |
| | Urban | 46 | 0.33 | p<.05 |
| **Type of Management** | Private | 44 | 0.43 | p<.01 |
| | Government | 56 | 0.30 | p<.05 |
| | Total | 100 | 0.44 | P<.01 |


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From the table, it was observed that in each case the relationship was significant. The study was in conformity with earlier studies of Singh (2015) &Zada et.al (2021).

**Findings**

The findings of the study are summarized below:

- There is significant difference in mental health of boys and girl's students.
- There is significant difference in mental health of students in relation to locale variation.
- There is non-significant difference in mental health of students in relation to Type of management variation.
- There is non-significant difference in academic achievement of students in relation to gender variation.
- Locale and type of management have a role to play in academic achievement.
- In each case the relationship between Mental Health and Academic Achievement is significant.

**Conclusion:**

Parents and teachers both have to contribute significantly to the mental health of the adolescents. Teachers as well as parents should provide them the knowledge of rich heritage, values, traditions in a way so that by understanding those they become able to transmit the same at later stages of life. They must be given restricted freedoms. They should be made part of the decision-making process both in home and classroom. Parents and teachers must be supportive, friendly and a trustable authority for them.

**Recommendations:**

The prime factor maintaining the mental health of adolescents is the parent-child relationship. A healthy and secure parent-child attachment is very necessary. Need of assistance for parents to facilitate a dialogue with their adolescent child is also a prime concern. Parents are to be made conscious through different mediums to build up a friendly relationship with their adolescent child. There is also need to stress on Parent's ability to disengage and refrain from becoming overly involved in their adolescents' development. Therefore, parents should help their adolescents to grow by opening lines of communications, effectively listening, suggesting coping strategies and by providing a warm and supportive environment.

The parents should ensure a democratic family environment. Parents should also provide sex education to their children in a very positive way. For this counselling and educating parent drives must be adopted by the different agencies of social and family welfare.

A parent's relationship and caring role with a young person continues to be important, although the relationship will need to be flexible to adapt to the teenager's changing needs. At this time, there will need to be a gradual change from a more authoritative approach to a more collaborative approach. Guidance and boundaries a are still very important, however the quality of the relationship and collaboration rather than the 'obedience', becomes increasingly important.

Teachers contribute significantly to enhancing their students' civic knowledge, attitudes and skills. The teachers' role in arising awareness of social issues, encouraging students to participate and initiate discussions-debates is likely to stimulate societal interest. Teacher-student relationship is the most


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important predictive factor of the adolescents' sense of school belonging. Teachers are in a powerful position to influence a student's sense social belongingness. The teacher must understand the setting and background of the adolescents and accordingly make appraisal for their social status. Teacher has to play crucial role in creating good humoured, relaxed, friendly, social climate in the school.

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