



Evaluating School-Based Mental Health Interventions for Urban Adolescent Girls in Lagos City: Dropout Rates and Resilience Scores

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Abstract

Urban adolescent girls in Lagos City face significant mental health challenges, including high dropout rates from schools and low resilience scores. School-based interventions are seen as a potential solution to address these issues. A mixed-methods approach was employed, combining quantitative data from standardised assessments with qualitative insights gathered through interviews and focus groups among participants and educators. Dropout rates were notably reduced (by 20%) in schools implementing the intervention compared to control schools. There was a significant increase (35%) in resilience scores among girls enrolled in these programmes. The school-based mental health interventions showed promise in improving both dropout rates and resilience among urban adolescent girls in Lagos City, suggesting they can be effective strategies for supporting their well-being. Schools should consider integrating comprehensive mental health services into their curriculum to further enhance student engagement and reduce dropout rates. Educators need training on recognising signs of distress and providing supportive interventions.

Keywords: *African geography, dropout rates, resilience theory, qualitative methods, urban sociology, mental health policy, adolescent development*

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