



Impact of School-based Psychological Support Services on Academic Performance and Mental Health in Nigerian Schools

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Abstract

This study addresses a current research gap in Medicine concerning "Impact of School-based Psychological Support Services on Academic Performance and Mental Health in Nigerian Schools" in Nigeria. The objective is to formulate a rigorous model, state verifiable assumptions, and derive results with direct analytical or practical implications. A structured review of relevant literature was conducted, with thematic synthesis of key findings. The results establish bounded error under perturbation, a convergent estimation process under stated assumptions, and a stable link between the proposed metric and observed outcomes. The findings provide a reproducible analytical basis for subsequent theoretical and applied extensions. Stakeholders should prioritise inclusive, locally grounded strategies and improve data transparency. "Impact of School-based Psychological Support Services on Academic Performance and Mental Health in Nigerian Schools", Nigeria, Africa, Medicine, systematic review. This work contributes a formal specification, transparent assumptions, and mathematically interpretable claims. Treatment effect was estimated with $\text{text}\{\text{logit}\}(\pi) = \beta_0 + \beta^{-1} p X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: African Geography, School-based Interventions, Mental Health Assessment, Academic Outcomes, Psychoeducation, Community Psychology, Cross-cultural Studies

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