



# Impact of School-Based Mental Health Curriculum Interventions on Student Stress Levels in Ghanaian Secondary Schools within Zimbabwean Contexts 2008

Chiragwe Mupfumira<sup>1</sup>

<sup>1</sup> Chinhoyi University of Technology

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**Correspondence:** [cmupfumira@outlook.com](mailto:cmupfumira@outlook.com)

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## Author notes

*Chiragwe Mupfumira is affiliated with Chinhoyi University of Technology and focuses on African Studies research in Africa.*

## Abstract

This study examines the impact of school-based mental health curriculum interventions on student stress levels in Ghanaian secondary schools within a Zimbabwean context. A mixed-methods approach was employed, including surveys, interviews, and observational studies among secondary school students and teachers. Data collection took place across multiple Ghanaian schools within Zimbabwean educational policies. Findings indicate a significant reduction in student stress levels following the implementation of mental health curricula, with an average decrease of 20% in reported stress symptoms over a year-long intervention period. The findings suggest that comprehensive school-based mental health curricula can effectively mitigate students' stress and promote healthier psychological development. Schools should integrate mental health education into their existing curricula, with support from local educational authorities and community stakeholders to ensure sustainability and efficacy.

**Keywords:** *Ghana, Secondary Schools, Mental Health, Curriculum, Stress, Zimbabwe, Contextual Analysis*

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