



Evaluating School-Based Counseling Programmes on Student Mental Health in Ghanaian Urban Schools and Democratic Republic of Congo Rural Settings

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Abstract

The mental health of students in urban Ghanaian schools and rural Democratic Republic of Congo (DRC) settings is a growing concern, necessitating evidence-based interventions. The study employed a mixed-methods approach with surveys and interviews to assess students' mental well-being before and after implementing counseling services. Students showed significant improvements in anxiety levels (50% reduction) following the implementation of school-based counseling programmes, indicating their effectiveness across different cultural contexts. School-based counseling programmes have a positive impact on student mental health outcomes, warranting further research and integration into educational curricula. Educational authorities should integrate comprehensive mental health support services in schools to enhance students' overall well-being. counseling programmes, school-based interventions, mental health, urban Ghanaian schools, rural DRC settings

Keywords: *Counselling, Culture, Developmental Psychology, Mental Health, Outcome Evaluation, Psychoeducation, School Intervention*

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