



Evaluating Secondary School Mental Health Interventions in Tanzania 2002

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Abstract

This study evaluates the effectiveness of school-based mental health interventions aimed at improving the psychological well-being of secondary school students in Tanzania. A mixed-methods approach was employed, combining quantitative surveys with qualitative interviews to gather data from students, teachers, and parents in selected secondary schools across Tanzania. Students who received targeted mental health support showed a significant reduction in stress levels by 20%, as measured through standardised self-report questionnaires. This improvement translated into modest increases in academic performance among those with the highest need. The findings suggest that tailored mental health interventions can positively impact students' psychological well-being and academic outcomes, highlighting the importance of targeted support mechanisms in schools. Schools should integrate evidence-based mental health programmes as part of their existing curricula to promote student welfare. Further research is recommended to explore long-term impacts and scalability. Mental Health Interventions, Secondary School Students, Tanzania, Qualitative Research

Keywords: *African geography, secondary education, mental health intervention, mixed methods, resilience building, socio-emotional learning, community engagement*

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