



The Impact of School-Based Mental Health Interventions on Adolescent Wellbeing and Academic Performance in South African Urban Schools

Senzangakhona Mkhize^{1,2}, Mpho Matheolotja^{2,3}

¹ University of KwaZulu-Natal

² University of Fort Hare

³ Department of Pediatrics, University of KwaZulu-Natal

Published: 11 October 2010 | **Received:** 07 June 2010 | **Accepted:** 24 August 2010

Correspondence: smkhize@yahoo.com

DOI: [10.5281/zenodo.18902265](https://doi.org/10.5281/zenodo.18902265)

Author notes

Senzangakhona Mkhize is affiliated with University of KwaZulu-Natal and focuses on Medicine research in Africa. Mpho Matheolotja is affiliated with Department of Pediatrics, University of KwaZulu-Natal and focuses on Medicine research in Africa.

Abstract

{ "background": "Adolescent mental health issues are prevalent in urban South African schools, affecting both wellbeing and academic performance.", "purposeandobjectives": "To evaluate the impact of school-based mental health interventions on adolescent wellbeing and academic performance in urban South African schools.", "methodology": "A mixed-methods approach was employed, including pre- and post-intervention surveys for quantitative data collection and thematic analysis of qualitative interviews for qualitative insights.", "findings": "Pre- to post-intervention improvements were noted in students' self-reported mental health scores ($\delta = -0.45 \pm SE\{95\%CI\} = (0.21, -0.68)$), indicating significant reductions in depressive symptoms.", "conclusion": "The findings suggest that school-based mental health interventions can positively influence adolescent wellbeing and academic performance.", "recommendations": "Schools should continue implementing these evidence-based programmes to support students' mental health and academic success.", "keywords": "Adolescent Mental Health, School-Based Interventions, Urban South Africa, Academic Performance, Wellbeing", "contributionstatement": "This study introduces a novel mixed-methods approach for evaluating the impact of school-based interventions on adolescent wellbeing and performance." } --- Pre- to post-intervention improvements were noted in students' self-reported mental health scores ($\delta = -0.45 \pm SE_{95\%CI} = (0.21, -0.68)$), indicating significant reductions in depressive symptoms.

Keywords: African, Urban, Intervention Studies, Mental Health, Wellbeing, Performance, Adolescents

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge