



Impact of School-Based Mental Health Programmes on Academic Performance Among Adolescent Girls in South Africa: A Six-Week Programme Efficacy Study

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Abstract

This study addresses a current research gap in Medicine concerning Impact of School-Based Mental Health Programs on Academic Performance Among Adolescent Girls in South Africa: Six-Week Program Efficacy Study in South Africa. The objective is to formulate a rigorous model, state verifiable assumptions, and derive results with direct analytical or practical implications. A structured analytical approach was used, integrating formal modelling with domain evidence. 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 Mental Health Programs on Academic Performance Among Adolescent Girls in South Africa: Six-Week Program Efficacy Study, South Africa, Africa, Medicine, protocol This work contributes a formal specification, transparent assumptions, and mathematically interpretable claims. Treatment effect was estimated with $\text{logit}(\pi) = \beta_0 + \beta_1 X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: *African Geography, Adolescent Psychology, Mental Health Interventions, Academic Outcomes, Randomized Controlled Trial, School-Based Programmes, Cognitive Development*

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