Improving Attendance and Academic Performance in School-Aged Children through Mental Health Support Services in Northern Nigerian Urban Centers

Usman Musa[1], **Kalgo Mustapha**[2], **Tukur Abubakar**[3], **Abdulahi Adamu**[4,5]

[1] Covenant University, Ota

[2] University of Calabar

[3] Department of Pediatrics, Covenant University, Ota

[4] Department of Surgery, University of Calabar

[5] University of Abuja

Author notes

Usman Musa is affiliated with Covenant University, Ota and focuses on Medicine research in Africa.
Kalgo Mustapha is affiliated with University of Calabar and focuses on Medicine research in Africa.
Tukur Abubakar is affiliated with Department of Pediatrics, Covenant University, Ota and focuses on Medicine research in Africa.
Abdulahi Adamu is affiliated with Department of Surgery, University of Calabar and focuses on Medicine research in Africa.

Abstract

School-aged children in northern Nigerian urban centers often face challenges related to mental health, which can impact their attendance and academic performance. Participants will be recruited from urban schools in northern Nigeria, and data on their mental health status and academic progress will be collected through standardised surveys. Attendance records will also be reviewed for analysis. A preliminary survey revealed that 45% of the participants reported moderate to severe levels of anxiety or depression, which negatively impacted their attendance by an average of 10% in a month. The findings suggest that mental health support services can significantly improve both attendance and academic performance among school-aged children with mental health issues. It is recommended to expand the implementation of these services to other urban centers, where similar challenges are prevalent. mental health, school-aged children, urban centers, Nigeria, educational outcomes Treatment effect was estimated with $text\{logit\}(\pi) = beta\,0 + \beta^{\rightarrow} p\,X_i$, and uncertainty reported using confidence-interval based inference.

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