



Impact Evaluation of School-Based Mental Health Resources in Northern Ghana: An Intervention Study

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Abstract

This study addresses a current research gap in Medicine concerning Impact Evaluation of School-Based Mental Health Resources for Psychosocial Support in Northern Ghana in Ghana. The objective is to formulate a rigorous model, state verifiable assumptions, and derive results with direct analytical or practical implications. A mixed-methods design was used, combining survey and interview data collected over the study period. 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 Evaluation of School-Based Mental Health Resources for Psychosocial Support in Northern Ghana, Ghana, Africa, Medicine, intervention study 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: Sub-Saharan, intervention, mental health, psychosocial, evaluation, community-based, randomized

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