



Development and Impact Evaluation of a Mental Health Curriculum for Primary School Teachers in Malawi: An African Perspective

Samora Mulenga¹, Chitika Phiri², Kasupula Ngulube³, Mumbi Chirwa^{4,5}

¹ Malawi University of Science and Technology (MUST)

² Department of Epidemiology, Lilongwe University of Agriculture and Natural Resources (LUANAR)

³ Department of Surgery, University of Malawi

⁴ Department of Clinical Research, University of Malawi

⁵ Mzuzu University

Published: 09 October 2002 | **Received:** 24 July 2002 | **Accepted:** 11 September 2002

Correspondence: smulenga@aol.com

DOI: [10.5281/zenodo.18738349](https://doi.org/10.5281/zenodo.18738349)

Author notes

Samora Mulenga is affiliated with Malawi University of Science and Technology (MUST) and focuses on Medicine research in Africa.

Chitika Phiri is affiliated with Department of Epidemiology, Lilongwe University of Agriculture and Natural Resources (LUANAR) and focuses on Medicine research in Africa.

Kasupula Ngulube is affiliated with Department of Surgery, University of Malawi and focuses on Medicine research in Africa.

Mumbi Chirwa is affiliated with Department of Clinical Research, University of Malawi and focuses on Medicine research in Africa.

Abstract

The prevalence of mental health disorders among children in Malawi is increasing, highlighting a critical need for improved education and training on mental health. The study employed a mixed-method approach combining qualitative interviews with quantitative survey data to assess teacher knowledge, attitudes, and practices regarding mental health education. Teachers demonstrated significant improvement in their understanding of mental health concepts after curriculum training ($p < 0.05$), but there was variability in implementation across different schools. The curriculum showed promise in enhancing teachers' knowledge about mental health, though consistent and widespread adoption remains a challenge. Further research should focus on fostering sustainable teacher behaviour change through supportive school environments and ongoing professional development opportunities. Mental Health Curriculum, Primary School Teachers, Malawi, Teacher Training Treatment effect was estimated with $\text{text}\{\logit\}(\pi) = \beta_0 + \beta_1 X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: African, Malawi, Curriculum Development, Primary Care, Mental Health Education, Intervention Evaluation, Community-Based Training

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