

TEACHERS' KNOWLEDGE OF CHILDREN'S MENTAL HEALTH AND ITS  
INFLUENCE ON THEIR CHOICE OF DISCIPLINARY INTERVENTIONS IN  
LOWER PRIMARY SCHOOLS: CASE OF BROOKHILL ACADEMY- KENYA

By

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APPROVAL

TEACHERS' KNOWLEDGE OF CHILDREN'S MENTAL HEALTH AND ITS INFLUENCE ON THEIR CHOICE OF DISCIPLINARY INTERVENTIONS IN LOWER PRIMARY SCHOOLS: CASE OF BROOKHILL ACADEMY- KENYA

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## DECLARATION

TEACHERS' KNOWLEDGE OF CHILDREN'S MENTAL HEALTH AND ITS  
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LOWER PRIMARY SCHOOLS: CASE OF BROOKHILL ACADEMY-KENYA

I declare that this thesis is my original work and has not been submitted to any other  
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## DEDICATION

This work is dedicated to my family (both families of origin and procreation) and especially to my husband for their continual support in love, kindness, wisdom, understanding, prayers and many other ways. Thank God for blessing me with a beautiful family.

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## LIST OF ABBREVIATIONS AND ACRONYMS

ADHD	Attention-Deficit/ Hyperactive Disorder
APA	American Psychological Association
DSM-5	Diagnostic and Statistical Manual (fifth edition)
ERB	Ethical Review Board
MHL	Mental Health Literacy
NACOSTI	National Commission for Science, Technology & Innovation
ODD	Oppositional Defiance Disorder
WHO	World Health Organization

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## ABSTRACT

Knowledge of mental health otherwise known as mental health literacy is foundational for mental health promotion, prevention, and care and stigma reduction. Instilling values and shaping school children comes involves discipline which ideally must take a holistic approach bearing in mind that not all children are the same. Teachers' knowledge of child mental health issues therefore plays an effective role in improving mental health outcomes for school children. The purpose of this study was to find out teachers' knowledge on child mental health issues and how it influences their choice of disciplinary interventions. The scope of the study covered teachers in Brookhill Academy, Tassia and Syokimau campuses. The study used a descriptive research design. The sample size was 32 (with respondent rate of 31 out of 32) based on non-probability or purposive sampling and data was collected using questionnaires and one-on-one (individual) interview with the aid of an interview guide. Data was analyzed for descriptive statistics as well as themes running through (thematic content analysis). The research revealed that more than 50% of teachers in Brookhill Academy had knowledge of children mental health. While teachers could not specifically identify with names the kind of psychological problem a pupil may be presenting, they described well more of the externalizing behaviors and not the internalizing ones. The study also showed that the teachers utilize varying measures of discipline to address emotional, intellectual and behavioral problems among all pupils, although some teachers did not often take into consideration the mental health status of pupils when dealing with supposed disciplinary issues. The study recommends continuing intentional mental health awareness creation among teachers in the light of appropriate and pupil-specific disciplinary intervention.

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