

# Lighting “dark rooms” for Early Childhood Development student teachers health system: A case of one Teachers’ College in Zimbabwe

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## **Abstract**

This article seeks to light “dark rooms” for Early Childhood Development student teachers with respect to health facilities and their general well- being. A multiple thronged approach to enhance physical and mental health was explored using the case of one Teachers’ College in Zimbabwe. Phenomenological approaches ensured lived experiences exposed “dark rooms” in need of intervention. Key phenomenological instruments used were interview guides and questionnaires which complimented observed phenomenon. Interpretation of lived experiences revealed critical need for intervention at institutional and individual level. Major findings were that chiefly low self- efficacy is causal to decreasing motivation in mental health dimension deficiency and public health facilities and information access need improvement. It was noted that convergence and integration of physical and mental health dimensions in Teachers’ Colleges should be key consideration pillars for youth friendly health services. The article recommends a system thinking in planning students’ wellness where all facets of wellness are projected equally and addressed in a social context. Constant monitoring and regulation should be visible in the curriculum and wellness facilities and activities. Robust advocacy through workshops, drama, debate, various sporting activities among other activities should be harnessed for students’ health and well- being to increase.

**Key words:** Zimbabwe, College, Early Childhood Development, health, teacher, wellbeing