



Physical Activity Programmes and Adolescent Mental Health in Zimbabwean Schools: A Five-Year Review

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Abstract

Physical activity (PA) programmes have been increasingly recognised for their potential to improve adolescent mental health outcomes. The study utilised qualitative and quantitative data collected through surveys and interviews with students, teachers, and parents over a five-year period, analysing specific intervention details and outcomes. The review underscores the importance of integrating structured physical activity into school curricula as a viable strategy for supporting adolescent mental health. Schools should prioritise the development and implementation of robust PA programmes, while policymakers consider funding and policy support to ensure their sustainability.

Keywords: Zimbabwe, Adolescent Mental Health, School-Based Interventions, Physical Activity, Qualitative Research, Quantitative Data, Longitudinal Studies

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