

Student-Led Global Health Advocacy Campaigns Among Grade 10 Students at Taysan San Jose Integrated National High School SY 2025-2026

Josel V. Velasquez¹

1 – PAFTE, the Philippine Association for Teachers and Educators, Inc.

Lesojvelasquez@gmail.com / 0009-0001-7667-1420

Publication Date: May 29, 2026

DOI: [10.5281/zenodo.20443038](https://doi.org/10.5281/zenodo.20443038)

Abstract

This study investigates the effects of Student-Led Global Health Advocacy Campaigns in promoting healthy lifestyles among Grade 10 students of Taysan San Jose Integrated National High School during the second grading period of School Year 2025–2026. It examines changes in learners' knowledge, behaviors, and lifestyle practices before and after the implementation of student-led health initiatives. The research also explores how these campaigns influence students' leadership, participation, and sense of responsibility toward personal and community health. In addition, the study identifies both the benefits of student involvement and the challenges encountered throughout the advocacy activities.

The study utilized a mixed-method research design involving both quantitative and qualitative approaches. The respondents were 50 Grade 10 students who participated in the advocacy campaigns. Research instruments included a researcher-made questionnaire, pre-test and post-test, observation checklist, and semi-structured interviews. Findings revealed that prior to the implementation, students displayed moderate awareness and inconsistent health practices, particularly in nutrition and physical activity. After the campaigns, significant improvements were observed in health knowledge, hygiene, and peer support, indicating that student-led initiatives effectively encouraged healthier behaviors. However, certain challenges persisted, such as time management, limited resources, and lack of confidence in leading activities.

To address these issues, the study recommends the development of health modules, peer-led projects, teacher training, and community partnerships to strengthen future campaigns. These interventions aim to sustain student engagement, enhance leadership, and promote lifelong wellness. Overall, the study concludes that empowering students as health advocates fosters holistic education, active citizenship, and sustainable health practices within the school community.

Keywords: *Student-Led Campaigns, Health Promotion, Healthy Lifestyle, Adolescents, Leadership, Advocacy, MAPEH*



INTRODUCTION

In today's educational landscape, schools are no longer confined to teaching academic lessons alone but are also expected to mold learners into socially responsible and health-conscious individuals, especially among Grade 10 students who are forming lifelong habits. Lifestyle-related health issues such as poor diet, inactivity, and excessive screen use are increasing among youth, both globally and locally. Student-led global health advocacy campaigns offer an effective way to address these concerns by empowering learners to promote awareness, practice healthy behaviors, and engage in community action.

Global and local data highlight rising cases of obesity, malnutrition, mental health issues, and substance use, including in the Philippines and specifically at Taysan San Jose Integrated National High School. Despite awareness, students often show inconsistent healthy practices, partly due to low engagement in traditional programs. This need is supported by national policies such as DepEd Order No. 13, s. 2017 on Healthy Food and Beverage Choices in Schools, as well as other health and education frameworks that promote student well-being.

This study aims to address the gap by exploring how student-led advocacy campaigns can promote healthier lifestyles among students. It focuses on empowering learners as active participants and leaders in health promotion, contributing to their development as responsible and health-conscious individuals.

This study aims to explore how student-led global health advocacy campaigns influence the promotion of healthy lifestyles among Grade 10 students.

Specifically, it seeks to answer the following questions:

1. How may the lifestyle practices of Grade 10 students be described before the implementation of student-led global health advocacy campaigns in terms of:
 - 1.1 nutritional habits;
 - 1.2 physical activity; and
 - 1.3 health hygiene?
2. To what extent do student-led global health advocacy campaigns affect the promotion of healthy lifestyles among Grade 10 students in terms of:
 - 2.1 health knowledge;
 - 2.2 health behaviors; and
 - 2.3 peer support?
3. How beneficial are student-led global health advocacy campaigns in relation to:
 - 3.1 student leadership; and



- 3.2 health promotion?
4. What challenges do Grade 10 students encounter in participating in student-led global health advocacy campaigns?
5. Based on the results of the study, what enrichment activity may be proposed?

METHODOLOGY

Research Design

This study utilized mixed method research design, utilizing both quantitative and qualitative approaches. A researcher-made questionnaire will be used to collect numerical data on students' awareness, engagement, and lifestyle practices before and after the advocacy interventions. To measure participation levels, rubrics will be used to evaluate students' involvement in the design, implementation, and dissemination of campaigns. Additionally, semi-structured interviews will be conducted with selected participants to gain deeper insights into their experiences, challenges, and reflections about student-led advocacy. The use of mixed methods ensures that the study does not only capture measurable changes in behavior but also considers the personal and social dimensions of student leadership and peer influence in promoting health.

Subjects of the Study

The study involved 50 Grade 10 students from Taysan San Jose Integrated National High School during the third grading period of School Year 2025–2026. These students were chosen because adolescence is a critical stage where lifestyle and health behaviors are formed. Their participation in student-led global health advocacy campaigns helped enhance awareness, promote healthy practices, and develop leadership and collaboration skills.

The focus on Grade 10 highlights the strong influence of peers and school interventions in shaping long-term habits. By engaging in advocacy campaigns, students take active roles in health promotion, encouraging ownership, participation, and sustainable healthy practices within the school.

Data Gathering Instrument

The study utilized multiple data-gathering instruments, including a researcher-made questionnaire, pre-test and post-test, observation checklist, and semi-structured interview to ensure accurate and comprehensive results. These tools were carefully designed and validated to measure both quantitative data, such as changes in students' knowledge and practices, and qualitative insights, including their experiences and challenges in participating in student-led advocacy campaigns.



The primary instrument was a structured questionnaire that focused on lifestyle practices, the extent and impact of student-led health advocacy campaigns, their benefits in terms of leadership and health promotion, and the challenges encountered. It was systematically developed based on the research objectives, classroom observations, and related literature, then reviewed and validated by experts to ensure clarity, reliability, and alignment.

The questionnaire was administered to Grade 10 students after the implementation of the advocacy campaigns in a classroom setting with proper guidance. Afterward, responses were collected, tallied, and analyzed with the help of a statistician using weighted mean, frequency, and percentage distribution, guided by established Likert scale interpretations.

Data Gathering Procedure

The researcher first secured formal approval from the school principal and conducted an orientation to explain the study's purpose and procedures to the selected Grade 10 students. Parental consent and student assent were obtained before administering a pre-survey to assess initial knowledge, attitudes, and practices on healthy lifestyles.

The study then implemented student-led global health advocacy campaigns, followed by a post-survey to measure changes in awareness and behavior. Semi-structured interviews were also conducted to gather deeper insights into students' experiences. All data were collected, organized, and analyzed with the help of a statistician.

The study strictly followed ethical standards, ensuring confidentiality and compliance with the Data Privacy Act of the Philippines, with participants' identities kept anonymous.

Data Analysis

The study analyzed data using both quantitative and qualitative methods to gain a comprehensive understanding of how student-led health advocacy campaigns promote healthy lifestyles among Grade 10 students.

Quantitative data were examined using statistical tools such as composite mean, frequency, percentage, ranking, and weighted mean to measure students' knowledge, behaviors, awareness, and the effectiveness of advocacy activities.

For qualitative data, thematic analysis was used to interpret responses from semi-structured interviews. This process involved identifying patterns and themes to better understand students' experiences, perceptions, and challenges related to the advocacy campaigns.

Results

This chapter presents, interprets, and analyzes the data gathered through the administered questionnaire. The results are displayed in tabular form to provide a clear and systematic view of the responses according to the sequence of the research questions. The discussion highlights the interpretation of the weighted means and their implications to the study.

1. Lifestyle Practices of Grade 10 Students Before the Implementation of Global Health Advocacy Campaigns

Table 1
Level of Lifestyle Practices Before the Implementation of Student-led Global Health Advocacy Campaigns in Terms of Nutritional Habits

Nutritional Habits	WM	VI	Rank
1. I eat balanced meals regularly.	2.69	Agree	4
2. I maintain a healthy eating schedule.	2.85	Agree	3
3. I drink enough water daily to stay hydrated.	2.99	Agree	2
4. I avoid consuming too much junk food or sugary drinks.	2.50	Agree	5
5. I am aware of the importance of vitamins and nutrients in my diet.	3.13	Agree	1
Composite Mean	2.83	Agree	-

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 1 presents the assessment of the respondents regarding their **nutritional habits** before the implementation of the Global Health Advocacy Campaigns in terms of nutritional habits with a composite mean of 2.83 and verbally interpreted as **Agree**.

First in rank, the indicator “I am aware of the importance of vitamins and nutrients in my diet” received the highest rating with a weighted mean of 3.13, suggesting that students understand the importance of essential nutrients in their diet. **This finding aligns with the study of the Department of Science and Technology–Food and Nutrition Research Institute (DOST–FNRI, 2019), which reported that many Filipino adolescents have inadequate dietary intake due to low consumption of fruits and vegetables, resulting in nutrient deficiencies that affect their overall well-being.** This supports the idea that heightened awareness of vitamins and nutrients is crucial in preventing poor dietary habits among learners.

Second in rank, “*I drink enough water daily to stay hydrated*” with a weighted mean of 2.99 shows that students moderately maintain hydration, which is crucial for overall health. According to Friedrich et al. (2021), many Filipino students lack consistent hygiene and health-related practices, including proper water intake, as reflected in the baseline data of school WaSH

programs. This implies that students' moderate level of hydration may be strengthened further through continued exposure to health promotion activities and student-led campaigns that reinforce positive daily routines.

Third in rank, "*I maintain a healthy eating schedule*" with a weighted mean of **2.85** reflects moderate adherence to regular meal timings. **According to Sy et al. (2021), a significant number of Filipino adolescents frequently skip meals, particularly breakfast, which disrupts their eating patterns and contributes to unhealthy dietary behaviors.** This indicates that while students show some effort to follow a regular eating schedule, inconsistency remains a concern.

Fourth in rank, "*I eat balanced meals regularly*" with a weighted mean of 2.69 ranked fourth, indicating occasional lapses in including all food groups in daily meals. According to the UNICEF Philippines (2021), Filipino adolescents commonly consume inadequate amounts of nutrient-rich foods such as fruits and vegetables, while frequently choosing energy-dense and less nutritious options. This pattern suggests that students struggle to consistently achieve balanced meals despite knowing their importance.

Fifth in rank, "*I avoid consuming too much junk food or sugary drinks*" with a weighted mean of **2.50**, the lowest among all indicators. This highlights a need for stronger intervention to reduce unhealthy food consumption. This finding aligns with UNICEF Philippines (2021) noted a dietary shift among school-aged youth toward sugar-, salt-, and fat-rich products, increasing the risk of obesity and lifestyle-related illnesses. The students' low adherence to avoiding junk food underscores the importance of implementing **Global Health Advocacy Campaigns** to promote healthier dietary habits, encourage informed food choices, and foster long-term lifestyle improvements.

Overall, the findings indicate that Grade 10 students exhibit **moderate nutritional awareness and practices**, yet unhealthy habits still persist. These results underscore the necessity of implementing **Global Health Advocacy Campaigns** to promote healthier food choices, foster awareness, and encourage long-term lifestyle changes among students.

Table 2
Level of Lifestyle Practices Before the Implementation of Global Health Advocacy Campaigns in Terms of Physical Activity

Physical Activity	WM	VI	Rank
1. I feel motivated to stay physically active.	2.88	Agree	2
2. I understand the benefits of daily physical activity.	3.20	Agree	1
3. I participate in school sports or recreational activities.	2.57	Agree	4



4. I spend minimal time in sedentary activities (e.g., excessive screen time).	2.36	Disagree	5
5. I engage in regular physical activity or exercise (e.g., jogging, dancing, sports).	2.80	Agree	3
Composite Mean	2.76	Agree	-

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 2 shows the level of lifestyle practices before the implementation of student-led global health advocacy campaign in terms of physical activity with the composite mean of 2.76, verbally interpreted as Agree.

First in rank, the indicator “*I understand the benefits of daily physical activity*” received the highest rating with a weighted mean of 3.20, suggesting that students are aware of the importance of being physically active. This aligns with the study of Aubert et al. (2022), which emphasized that understanding the benefits of physical activity is essential for promoting healthy behaviors and reducing the risk of lifestyle-related illnesses among adolescents. This finding implies that while students recognize the value of physical activity, school-based programs are necessary to encourage consistent engagement in movement and exercise routines.

Second in rank, “*I feel motivated to stay physically active*” with a weighted mean of 2.88 indicates that students show moderate motivation to participate in physical activity. Aubert et al. (2022) noted that Filipino adolescents’ willingness to engage in physical activity is influenced by personal awareness and school-based programs, which can enhance motivation and participation in daily exercise. This suggests that while students recognize the importance of staying active, additional encouragement and structured programs are needed to sustain their motivation and translate it into consistent physical activity.

Third in rank, “*I engage in regular physical activity or exercise (e.g., jogging, dancing, sports)*” with a weighted mean of 2.80 reflects that learners moderately participate in routine exercises. In support, Aubert et al. (2022) noted that only about 15% of Filipino adolescents achieve the recommended physical activity levels, emphasizing that although students understand the benefits of exercise, their actual participation is limited. This underscores the importance of school-based programs and student-led initiatives that integrate enjoyable and accessible physical activities to promote regular engagement and improve overall health outcomes.

Fourth in rank, “*I participate in school sports or recreational activities*” with a weighted mean of 2.57 suggests that students’ involvement in organized or school-based physical activities is moderate. Aubert et al. (2022) found that participation in school sports is generally low among adolescents, which underscores the importance of campaigns and programs that promote sports and recreational opportunities within the school setting. This highlights the need for school-based interventions and student-led initiatives that motivate learners to participate regularly in sports and recreational programs.

Fifth in rank, “*I spend minimal time in sedentary activities (e.g., excessive screen time)*” with a weighted mean of 2.36, the lowest among all indicators, indicates that many students still engage in extended sedentary behavior. In support, Aubert et al. (2022) emphasized that only a small proportion of adolescents meet recommended physical activity levels, reflecting the persistent prevalence of sedentary behavior. This finding underscores the importance of school-based programs and student-led health advocacy campaigns to promote active lifestyles, reduce screen time, and encourage the integration of physical activity into daily routines.

Overall, the findings indicate that Grade 10 students demonstrate a moderate level of physical activity, yet several inactive and sedentary habits still persist. These results highlight the need for Global Health Advocacy Campaigns to strengthen students’ motivation, increase their participation in regular exercise and school-based activities, reduce sedentary behavior, and promote long-term commitment to an active and healthy lifestyle.

Table 3
Level of Lifestyle Practices Before the Implementation of Global Health Advocacy Campaigns in Terms of Health Hygiene

Health Hygiene	WM	VI	Rank
1. I practice good personal hygiene daily.	3.35	Agree	2
2. I follow proper handwashing and sanitation.	3.40	Agree	1
3. I recognize the importance of regular health check-ups.	3.13	Agree	4
4. I am conscious of maintaining a healthy lifestyle in general.	3.18	Agree	3
5. I am aware of how diseases are transmitted and prevented.	3.09	Agree	5
Composite Mean	3.23	Agree	e

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 3 presents the level of lifestyle practices before the implementation of student-led Global Health Advocacy Campaigns in terms of health hygiene, with a composite mean of 3.23, verbally interpreted as Agree.

First in rank, the indicator “*I follow proper handwashing and sanitation*” received the highest rating with a weighted mean of 3.40, suggesting that students generally practice proper handwashing and maintain sanitation. This aligns with Friedrich et al. (2021), who reported that consistent handwashing with soap significantly improves hygiene behaviors among students and reduces the risk of communicable diseases. This finding highlights the importance of sustaining school-based hygiene programs to ensure long-term health benefits.



Second in rank, *“I practice good personal hygiene daily”* with a weighted mean of 3.35 indicates that students maintain basic hygiene routines such as bathing, grooming, and oral care. **Friedrich et al. (2021)** found that school-based interventions, such as the HiFive Handwashing Campaign, significantly enhanced students’ hygiene behaviors, demonstrating that continued awareness and practice can reinforce positive hygiene habits. This suggests that although students generally maintain personal hygiene, sustained programs and reinforcement are needed to ensure consistency and effectiveness.

Third in rank, *“I am conscious of maintaining a healthy lifestyle in general”* with a weighted mean of 3.18 reflects that learners have a moderate awareness of overall health habits, including nutrition, sleep, and activity. According to Alzahrani et al. (2025), student-led health promotion interventions significantly enhance health awareness and engagement, indicating that participation in structured campaigns helps adolescents develop a more conscious approach to maintaining a healthy lifestyle. This finding implies that while students are moderately aware of healthy living, continued involvement in advocacy programs and school-based health initiatives is necessary to translate awareness into consistent and sustainable health practices.

Fourth in rank, *“I recognize the importance of regular health check-ups”* with a weighted mean of 3.13 suggests that students moderately understand the role of preventive health measures. Alzahrani et al. (2025) emphasized that student-led health promotion interventions significantly enhance health awareness and engagement, highlighting that structured programs help adolescents understand and adopt preventive practices, including regular check-ups. This finding implies that while students have some awareness of preventive health, continued participation in school-based advocacy programs is necessary to reinforce the importance of routine medical monitoring and proactive health behaviors.

Fifth in rank, *“I am aware of how diseases are transmitted and prevented”* with a weighted mean of 3.09, the lowest among the indicators, suggests that some students have limited understanding of disease prevention. Friedrich et al. (2021) emphasized that gaps in knowledge regarding disease transmission can reduce the effectiveness of hygiene practices, highlighting the importance of student-led health campaigns and educational interventions to improve health literacy and promote consistent preventive behaviors. This finding implies that while some students demonstrate awareness, school programs should focus on strengthening knowledge of disease prevention to ensure safer health practices among learners.

Overall, the findings indicate that Grade 10 students demonstrate generally good health hygiene practices, yet gaps in awareness and consistency still remain. These results highlight the importance of implementing Global Health Advocacy Campaigns to strengthen students’ understanding of disease prevention, reinforce proper hygiene routines, and promote long-term healthy behaviors that contribute to improved well-being and reduced health risks.

2. Extent of Student-Led that affect the promotion of Global Health Advocacy Campaigns

Table 4
Extent of Student-Led Global Health Advocacy Campaigns in Terms of Health Knowledge

Health Knowledge	WM	VI	Rank
1. I learned effective ways to prevent illnesses.	3.31	Great Extent	4
2. I can apply what I learned from campaigns in my daily life.	3.16	Great Extent	5
3. Advocacy campaigns increased my knowledge about proper nutrition.	3.43	Very Great Extent	1
4. I gained better understanding of global health issues affecting young people.	3.38	Great Extent	2
5. I have become more aware and appreciative of the benefits of healthy lifestyle.	3.33	Great Extent	3
Composite Mean	3.32	Great Extent	

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 4 presents the extent of student-led Global Health Advocacy Campaigns in terms of health knowledge, with a composite mean of 3.32, verbally interpreted as Great Extent.

First in rank, the indicator “*Advocacy campaigns increased my knowledge about proper nutrition*” obtained the highest weighted mean of 3.43, verbally interpreted as “Very Great Extent.” This suggests that the campaigns were highly effective in equipping students with essential nutrition knowledge. This finding aligns with the assertions of Alathari et al. (2023) and FAO & UNICEF (2022), who noted that nutrition-focused school programs significantly improve adolescents’ understanding of healthy food choices. The result implies that integrating nutrition education into student-led campaigns helps learners develop informed decisions that support long-term dietary wellness.

Second in rank, “*I gained better understanding of global health issues affecting young people*” with a weighted mean of 3.38 indicates that the campaigns substantially broadened students’ awareness of current health concerns that impact youth worldwide. According to Shah et al. (2021), educational initiatives that address relevant health issues enhance students’ comprehension of global challenges and strengthen their capacity to engage in health-promoting behaviors. The finding implies that student-led campaigns successfully expose learners to pressing health topics, fostering a more informed and socially aware student population.

Third in rank, “*I learned effective ways to prevent illness*” with a weighted mean of 3.31. This implies that the campaigns successfully educated students about preventive health policies such as proper hygiene, regular exercise, and timely medical check-ups. According to Perez-

Jorge et al. (2021), school health programs significantly improve students' health knowledge and initiatives into healthy habits such as personal hygiene, physical activity, and preventive health. This highlights the positive impact of the school's implemented programs relating to health in the improvement of the students' health and well-being.

Fourth in rank, *"I have become more aware and appreciative of the benefits of healthy lifestyle"* with a weighted mean of 3.33. These results show that students have developed greater appreciation of wellness practices such as balanced nutrition, physical activity and stress management. This aligns Friedrich et al. (2021), which emphasize that school-based health campaigns enhance students' preventive practices and promote long-term wellness awareness. The implication is that students not only understand how to avoid illnesses but also appreciate the broader benefits of living a healthy life.

Fifth in rank, *"I can apply what I learned from campaigns in my daily life"* received a weighted mean of 3.16, still interpreted as "Great Extent." Tanaka et al. (2022) stated that knowledge-to-practice transfer among adolescents improves when health lessons are experiential, relatable, and continuously supported. The finding implies that while the campaigns effectively impart health knowledge, further reinforcement, monitoring, and application-based activities may be needed to strengthen students' health-related behaviors and routines.

Overall, the findings indicate that student-led Global Health Advocacy Campaigns significantly enhanced students' health knowledge across various domains, including illness prevention, nutrition, global health issues, and lifestyle awareness. The high ratings reflect the strong ability of student-driven initiatives to deliver meaningful and relevant health information. While the application of knowledge in daily life may require continuous reinforcement, the overall results affirm that the campaigns successfully equipped students with valuable health insights that contribute to informed decision-making and healthier living.

Table 5
Extent of Student-Led Global Health Advocacy Campaigns in Terms of Health Behaviors

Health Behaviors	WM	VI	Rank
1. I adopt habits that promote overall wellness.	3.10	Great Extent	3
2. I practice good personal hygiene consistently.	3.32	Great Extent	1
3. I make healthier food choices because of the campaigns.	2.87	Great Extent	4
4. I exercise more regularly after participating in the campaigns.	2.59	Great Extent	5
5. I try to maintain a balanced lifestyle after learning from campaigns.	3.08	Great Extent	2
Composite Mean	2.99	Great Extent	-

Legend: WM – Weighted Mean; VI – Verbal Interpretation



Table 5 presents the extent of student-led Global Health Advocacy Campaigns in terms of health behaviors, with a composite mean of 2.99, verbally interpreted as Great Extent.

First in rank, the indicator “I practice good personal hygiene consistently” received the highest rating with a weighted mean of 3.32, suggesting that students significantly improved their hygiene practices after the campaigns. This finding aligns with Chard et al. (2019) and Friedrich et al. (2021), who emphasized that structured hygiene programs, including handwashing education, effectively enhance students’ knowledge and practice of personal hygiene, reducing the risk of communicable diseases. The findings imply that students not only recognize the importance of hygiene but are also capable of applying proper practices consistently, demonstrating the positive impact of structured and student-led health advocacy campaigns in fostering lifelong healthy habits.

Second in rank, “*I try to maintain a balanced lifestyle after learning from campaigns*” with a weighted mean of **3.08** indicates that students are more conscious of integrating healthy habits into their daily routines. **Alzahrani et al. (2025)** emphasized that student-led health promotion interventions significantly enhance adolescents’ awareness and engagement in healthy behaviors. **This finding implies that participation in structured campaigns helps learners apply knowledge from advocacy programs to adopt a more balanced and health-conscious lifestyle.**

Third in rank, “*I adopt habits that promote overall wellness*” with a weighted mean of 3.10 shows that students have started applying broader wellness practices, such as proper rest, nutrition, and hygiene. Alzahrani et al. (2025) emphasized that student-led health promotion initiatives significantly foster engagement in healthy behaviors and reinforce lifestyle improvements among participants. The finding implies that students are gradually internalizing and practicing holistic wellness habits, demonstrating that structured health advocacy campaigns effectively encourage the adoption of comprehensive health behaviors beyond isolated practices.

Fourth in rank, “*I make healthier food choices because of the campaigns*” with a weighted mean of 2.87 suggests moderate changes in students’ dietary habits. This finding resonates with Sy et al. (2021) and UNICEF Philippines (2021), who reported that Filipino adolescents frequently skip meals and consume sugar-, salt-, and fat-rich foods, highlighting the need for advocacy programs to guide healthier food choices. The finding implies that while students are beginning to make healthier dietary choices, continuous reinforcement through student-led campaigns is necessary to sustain improvements in eating habits and promote long-term nutrition awareness.

Fifth in rank, “*I exercise more regularly after participating in the campaigns*” with a weighted mean of 2.59 indicates that students moderately improved their physical activity routines. According to the study of Aubert et al. (2022) found that a small proportion of Filipino adolescents meet recommended physical activity levels, demonstrating the need for campaigns to encourage regular exercise. The finding implies that while students show some improvement in incorporating physical activity into their routines, sustained encouragement through student-led

health advocacy campaigns is essential to develop consistent exercise habits and promote overall wellness among adolescents.

Overall, the findings indicate that student-led Global Health Advocacy Campaigns greatly influenced students' health behaviors, leading to noticeable improvements in hygiene, wellness practices, and lifestyle awareness. While areas such as healthier food choices and regular exercise still require further reinforcement, the results show that the campaigns effectively encouraged students to adopt positive health habits and make more informed decisions that support long-term well-being.

Table 6
Extent of Student-Led Global Health Advocacy Campaigns in Terms of Peer Support

Peer Support	WM	VI	Rank
1. My peers encourage me to follow healthy habits.	2.98	Great Extent	2.5
2. I discuss health and wellness topics with classmates.	2.74	Great Extent	5
3. I feel supported by my classmates in practicing healthy habits.	2.98	Great Extent	2.5
4. I participate more in health activities because of peer support.	2.96	Great Extent	4
5. Peer-led initiatives motivate me to adopt better lifestyle practices.	3.13	Great Extent	1
Composite Mean	2.96	Great Extent	

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 6 presents the extent of student-led Global Health Advocacy Campaigns in terms of peer support, with a composite mean of 2.96, verbally interpreted as Great Extent.

First in rank, the indicator *“Peer-led initiatives motivate me to adopt better lifestyle practices”* received the highest rating with a weighted mean of 3.13, suggesting that peer-driven efforts significantly encourage students to embrace healthier habits. This aligns with Ghazali et al. (2020), who emphasized that peer-led programs foster positive behavioral changes in adolescents, improving both healthy eating and physical activity levels. The finding implies that peer influence plays a crucial role in shaping adolescents' lifestyle behaviors, demonstrating that student-led initiatives can effectively promote health-conscious choices and reinforce positive habits within the school community.

Second in rank, tied indicators *“My peers encourage me to follow healthy habits”* and *“I feel supported by my classmates in practicing healthy habits”* both received a weighted mean of 2.98, showing that peer encouragement plays a crucial role in maintaining consistent healthy

behaviors. Alzahrani et al. (2025) highlighted that student-led campaigns enhance engagement and build a supportive environment, where adolescents motivate each other toward wellness. The finding implies that peer support significantly reinforces students' commitment to healthy behaviors, indicating that collaborative and student-led initiatives create an encouraging environment where adolescents are more likely to sustain positive lifestyle practices.

Fourth in rank, *"I participate more in health activities because of peer support"* with a weighted mean of 2.96 indicates that peer influence increases participation in school health programs. Worsley et al. (2022) reported that peer support networks in school settings improve involvement in health initiatives, reinforcing the culture of healthy practices among students. The finding implies that peer support not only motivates students but also actively encourages their involvement in health-related activities, demonstrating that collaborative and peer-driven approaches enhance participation and reinforce a culture of wellness within the school community.

Fifth in rank, *"I discuss health and wellness topics with classmates"* with a weighted mean of 2.74 suggests moderate engagement in health-related discussions. This aligns with Ghazali et al. (2020), who emphasized that peer-led and student-driven health promotion initiatives foster dialogue among students and encourage collaborative participation in wellness activities. The finding implies that while learners engage in discussions about health and wellness, sustained and structured peer-led campaigns are essential to maintain consistent dialogue and ensure that these conversations translate into improved health knowledge and practices

Overall, the findings indicate that peer support greatly contributes to students' adoption of healthy habits, with peer encouragement and peer-led initiatives playing a strong role in motivating positive lifestyle changes. While discussions about health topics occur at a moderate level, the results show that supportive peer relationships significantly enhance participation in health activities and reinforce sustained wellness practices. These insights highlight the importance of strengthening peer-driven advocacy programs to deepen engagement, promote collaboration, and cultivate a school environment that consistently encourages healthy behaviors.

Table 7
Benefits of Student-Led Global Health Advocacy Campaigns in Terms of Student Leadership

Student Leadership	WM	VI	Rank
1. I can take initiative in promoting health awareness	3.36	Great Extent	2
2. I feel empowered to lead health initiatives in school	3.20	Great Extent	4.5
3. I collaborate effectively with peers in organizing health activities	3.20	Great Extent	4.5



4. I learn teamwork and cooperation through advocacy activities	3.56	Very Great Extent	1
5. I develop leadership skills through participation in campaigns	3.24	Great Extent	3
Composite Mean	3.31	Great Extent	-

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 7 presents the level of the benefits of student-led Global Health Advocacy Campaigns in terms of student leadership, with a composite mean of 3.31, verbally interpreted as Great Extent.

First in rank, the indicator “*I learn teamwork and cooperation through advocacy activities*” received the highest rating with a weighted mean of 3.56, suggesting that participation in campaigns greatly enhances students’ collaborative skills. This aligns with Alzahrani et al. (2025), who emphasized that student-led interventions foster teamwork and build capacities for effective collaboration among peers. The finding implies that engaging in student-led advocacy activities not only develops individual competencies but also strengthens collective problem-solving and cooperative behavior among learners.

Second in rank, “*I can take initiative in promoting health awareness*” with a weighted mean of 3.36 indicates that students feel more confident in proactively leading health-related activities. Ghazali et al. (2020) noted that peer-led programs empower adolescents to take ownership of health advocacy, promoting self-directed leadership. The finding implies that students not only gain confidence in leading health initiatives but also develop a sense of responsibility and accountability for promoting wellness among their peers.

Third in rank, “*I develop leadership skills through participation in campaigns*” with a weighted mean of 3.24 shows that sustained involvement in health initiatives contributes to the growth of leadership competencies. Similarly, Campinas Study (2020) reported that student-led public health campaigns effectively enhance leadership and decision-making skills among youth participants. The finding implies that students not only acquire theoretical knowledge about health advocacy but also translate their experiences into practical leadership abilities. Sustained participation in campaigns helps learners build confidence, responsibility, and the capacity to organize and guide peers, demonstrating that student-led initiatives are effective platforms for developing essential leadership skills that extend beyond health promotion activities.

Fourth in rank, tied indicators “*I feel empowered to lead health initiatives in school*” and “*I collaborate effectively with peers in organizing health activities*” both received a weighted mean of 3.20, highlighting that student involvement strengthens both confidence and cooperative planning. Lane-Martin (2020) emphasized that peer-led advocacy provides opportunities for students to gain practical leadership experience, fostering self-efficacy and initiative in school-based programs. The finding implies that active participation in student-led campaigns not only boosts learners’ confidence in taking the lead but also enhances their ability to work

collaboratively with peers. This demonstrates that such initiatives cultivate both individual empowerment and teamwork skills, essential for successfully planning and executing health-related activities within the school setting.

Overall, the findings indicate that student-led Global Health Advocacy Campaigns significantly enhance student leadership, fostering stronger teamwork, initiative, and confidence among learners. The results show that through active participation in advocacy activities, students develop essential leadership skills, collaborate more effectively with peers, and feel empowered to take part in health initiatives. This highlights the value of student-led programs in cultivating responsible, engaged, and capable young leaders within the school community.

Top of Form

Bottom of Form

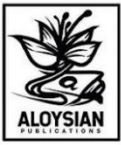
Table 8
Benefits of Student-Led Global Health Advocacy Campaigns in Terms of Health Promotion

Health Promotion	WM	VI	Rank
1. I support school initiatives that promote wellness (e.g., nutrition month, clean & green campaigns, etc.)	3.30	Great Extent	3.5
2. Campaigns help improve overall health promotion in school	3.35	Great Extent	2
3. Health programs are more engaging because of the student involvement	3.30	Great Extent	3.5
4. I feel more responsible for maintaining a healthy school environment	3.27	Great Extent	5
5. School health campaigns become more effective with student participation	3.38	Great Extent	1
Composite Mean	3.32	Great Extent	-

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 8 presents the respondents’ assessment of the benefits of Student-Led Global Health Advocacy Campaigns in terms of health promotion with a composite mean of 3.32, verbally interpreted as Great Extent.

First in rank, the indicator “*School health campaigns become more effective with student participation*” received the highest rating with a weighted mean of 3.38, indicating that active involvement of students enhances the reach and impact of health initiatives. This finding is supported by Alzahrani et al. (2025), who highlighted that student-led interventions strengthen health promotion efforts by increasing engagement and awareness among peers. The finding implies that when students actively participate, health campaigns are not only more engaging but



also more likely to foster positive behavior changes and a culture of wellness within the school community.

Second in rank, *“Campaigns help improve overall health promotion in school”* with a weighted mean of 3.35 suggests that student participation contributes significantly to a healthier school environment. Ghazali et al. (2020) noted that peer-led programs foster a culture of wellness, encouraging students to adopt and promote healthy behaviors collectively. This implies that involving students in health campaigns not only enhances individual awareness but also strengthens collective responsibility, making health promotion more sustainable and impactful within the school setting.

Third in rank, tied indicators *“I support school initiatives that promote wellness”* and *“Health programs are more engaging because of the student involvement”* both received a weighted mean of 3.30, highlighting that students not only actively participate in health campaigns but also enhance the overall engagement and success of school-based programs. This aligns with findings from Worsley et al. (2022), showing that peer involvement encourages wider participation and sustainability of health initiatives. This suggests that active student involvement not only supports existing school wellness initiatives but also boosts overall participation and engagement, making health programs more effective and sustainable in the long term.

Fourth in rank, *“I feel more responsible for maintaining a healthy school environment”* with a weighted mean of 3.27 emphasizes that student-led campaigns cultivate a sense of accountability and ownership among learners. According to Alzahrani et al. (2025) highlighted that student-led health promotion initiatives foster responsibility and active participation, encouraging adolescents to take ownership of their health and contribute positively to their school community. This finding implies that when students are given the opportunity to lead and participate in health advocacy, they not only become more aware of their individual roles in maintaining wellness but also actively contribute to creating a healthier and more supportive school environment.

Overall, the findings indicate that student-led Global Health Advocacy Campaigns greatly enhance health promotion in school, making wellness initiatives more engaging, effective, and participatory. The results show that student involvement strengthens collective responsibility, increases support for school health programs, and fosters a more proactive and health-conscious environment. These insights highlight the importance of empowering students as active partners in promoting sustained wellness within the school community.

4. Challenges the Grade 10 Students encounter in Participating in Student-led Global Health Advocacy Campaigns

Table 9
Challenges Encountered by Students During Student-Led Global Health Advocacy Campaigns

Statements	WM	VI	Rank
1. I feel hesitant to speak or lead during campaigns.	3.04	Agree	2.5
2. Maintaining healthy habits during campaign is challenging.	2.94	Agree	6
3. Some activities require too much time to complete.	3.02	Agree	4
4. Coordinating with peers can sometimes be confusing.	2.88	Agree	9
5. Some activities are hard to implement in the school setting.	2.93	Agree	7
6. Not all classmates participate actively in advocacy activities.	2.97	Agree	5
7. I sometimes feel unmotivated to join certain campaigns.	2.86	Agree	10
8. I find it difficult to balance schoolwork and participation in campaigns.	2.91	Agree	8
9. Lack of resources makes it challenging to conduct health activities.	3.04	Agree	2.5
10. Time management is a challenge when planning or participating in advocacy activities.	3.20	Agree	1
Composite Mean	3.00	Agree	-

Legend: WM – Weighted Mean; VI – Verbal Interpretation

Table 9 presents the challenges encountered by students during student-led Global Health Advocacy Campaigns, with a composite mean of 3.00, verbally interpreted as Agree.

First in rank, the indicator *“Time management is a challenge when planning or participating in advocacy activities”* received the highest rating with a weighted mean of 3.20, indicating that students find it difficult to allocate sufficient time for campaign responsibilities alongside academic tasks. This is consistent with Moussa et al. (2020), who emphasized that balancing schoolwork and advocacy duties can create stress and affect students’ sustained participation. This finding implies that despite the benefits of student-led health advocacy, time constraints remain a significant barrier, highlighting the need for structured scheduling and support from teachers and school administrators to help students effectively balance academic and campaign responsibilities.

Second in rank, tied indicators *“I feel hesitant to speak or lead during campaigns”* and *“Lack of resources makes it challenging to conduct health activities”* both received a weighted mean of 3.04, highlighting that limited confidence in leadership and insufficient materials can



hinder effective involvement in advocacy initiatives. Pereira et al. (2022) noted that students often struggle with public speaking and campaign execution due to inadequate training and resources. This suggests that addressing students' confidence and providing adequate resources are crucial for enhancing the effectiveness of student-led health advocacy campaigns, ensuring that learners can actively participate and lead initiatives successfully.

Third in rank, *"Some activities require too much time to complete"* with a weighted mean of 3.02 suggests that certain advocacy tasks are perceived as time-consuming, potentially reducing engagement. Lopez et al. (2021) observed that prolonged or complex campaign activities may cause decreased motivation among participants. This implies that simplifying or properly structuring campaign activities could help maintain students' interest and sustain their active participation in health advocacy initiatives.

Fourth in rank, *"Not all classmates participate actively in advocacy activities"* with a weighted mean of 2.97 indicates that inconsistent peer participation can challenge group cohesion and the overall effectiveness of campaigns. Alzahrani et al. (2025) emphasized that active involvement of peers is crucial for the success and sustainability of student-led health initiatives. This implies that strategies to encourage wider peer engagement, such as assigning roles, fostering collaboration, and promoting inclusive participation, are essential to enhance the impact and continuity of health advocacy campaigns.

Fifth in rank, *"Maintaining healthy habits during campaign is challenging"* with a weighted mean of 2.94 reflects that students find it difficult to consistently apply the health behaviors promoted during campaigns. This aligns with findings by Ghazali et al. (2020), who reported that sustaining behavioral change requires ongoing support and reinforcement. This implies that continuous guidance, monitoring, and reinforcement are necessary to help students consistently apply healthy habits learned during campaigns and ensure long-term behavioral change.

Sixth in rank, *"Some activities are hard to implement in the school setting"* with a weighted mean of 2.93 shows that logistical constraints can limit the scope of certain advocacy programs. Similarly, Kim and Lee (2021) emphasized the importance of structured workshops and mentorship programs that can be adapted to school contexts to maintain engagement and effectiveness. This implies that planning advocacy activities with flexibility and alignment to the school environment is crucial for successful implementation and sustained student participation.

Seventh in rank, *"I find it difficult to balance schoolwork and participation in campaigns"* with a weighted mean of 2.91 reiterates the time management challenges faced by students, emphasizing the importance of integrating campaign activities efficiently within the school schedule. This aligns with Moussa et al. (2020), who noted that students often experience stress when juggling academic responsibilities and advocacy tasks, which can affect their consistent participation. The finding implies that schools should provide guidance and structured scheduling to help learners manage both academic and campaign commitments, ensuring sustained engagement in health initiatives.

Eighth in rank, “*Coordinating with peers can sometimes be confusing*” with a weighted mean of 2.88 underscores the difficulties in collaboration and communication during group initiatives, which can affect planning and implementation. This aligns with Alzahrani et al. (2025), who emphasized that effective peer coordination and clear communication are essential for the success of student-led health programs. The finding implies that developing teamwork and communication skills through structured guidance can improve group collaboration and the overall effectiveness of advocacy activities.

Ninth in rank, “*I sometimes feel unmotivated to join certain campaigns*” with a weighted mean of 2.86 indicates that occasional lack of interest can impact participation. Worsley et al. (2022) suggested that maintaining student motivation requires engaging and relevant advocacy content. The finding implies that incorporating interactive, student-centered, and contextually relevant activities can help sustain learners’ interest and active participation in health campaigns, ensuring that temporary lapses in motivation do not hinder the overall effectiveness of advocacy initiatives.

Overall, the findings reveal that while students generally agree that challenges exist during student-led Global Health Advocacy Campaigns, time management, lack of resources, limited confidence, and peer participation are the most significant barriers. Addressing these challenges through proper planning, capacity building, and structured support can enhance the effectiveness and sustainability of student-led health initiatives (Moussa et al., 2020; Pereira et al., 2022; Alzahrani et al., 2025).

5. Based on the findings, the following are the enrichment activity is recommended to enhance the effectiveness of Student-Led Global Health Advocacy Campaigns.

Enrichment Activities to Strengthen Student-Led Health Advocacy Campaigns

Intervention Activity	Description	Implementation	Expected Outcome
Development of Health Modules	Create culturally relevant and locally contextualized modules on health topics.	Teachers collaborate with health experts and community leaders; materials incorporate local examples.	Improved comprehension and engagement; lessons aligned with students’ context.
Nutrition Support and Feeding Initiative	Provide regular feeding programs to address hunger and maintain focus.	Partner with LGUs, NGOs, and PTA to organize feeding sessions during school hours.	Increased concentration, reduced absenteeism, and improved overall participation.
Peer-Led Health Projects	Integrate community-based activities to reinforce health lessons.	Assign students as project leaders and involve classmates in organizing events.	Enhanced participation and ownership; strengthened peer support.
Visual and	Use hands-on tools	Teachers trained in	Greater understanding

Demonstration Aids	like posters, models, and interactive materials.	preparing low-cost visual aids; students encouraged to contribute materials.	through experiential learning; increased engagement.
Story-Based Health Education	Incorporate narratives, local stories, and role-playing in campaigns.	Develop story-based lesson plans and implement in small groups for practice.	Better retention of health concepts; improved problem-solving and critical thinking.
Teacher Training on Health Advocacy	Provide capacity-building for teachers to effectively lead student campaigns.	Conduct quarterly workshops and coaching sessions on leadership, facilitation, and instructional strategies.	More effective campaign facilitation and sustained student motivation.
Community and Parent Engagement	Involve parents and community leaders in promoting health awareness.	Organize community health fairs, information sessions, and parent-student workshops.	Strengthened home-school linkages; enhanced support for student initiatives.
Monitoring and Feedback System	Track student progress and campaign outcomes regularly.	Use journals, reflection logs, and monthly progress reports.	Timely assessment of campaign impact; informed adjustments to strategies.
Reward and Recognition Program	Motivate students through recognition of active participation.	Implement monthly awards, certificates, or tokens for exemplary involvement.	Increased student motivation, confidence, and continued engagement.
Integration of Low-Tech Digital Tools	Use videos, audio, and simple presentations to supplement campaigns.	Borrow or schedule use of equipment during available times.	More engaging and accessible health learning experiences.

This intervention plan addresses the academic, behavioral, and socio-economic needs of students. By implementing these strategies, schools can strengthen the effectiveness of Student-Led Global Health Advocacy Campaigns, ensuring improved health knowledge, behaviors, and overall wellness among Grade 10 students.

Discussion

The findings revealed that Grade 10 students demonstrated moderate lifestyle practices prior to the implementation of the student-led Global Health Advocacy Campaigns. In terms of nutritional habits and physical activity, students showed an average level of awareness and participation; however, unhealthy eating patterns and sedentary behaviors still persisted. While



health hygiene practices were generally better, inconsistencies and gaps in awareness remained. These results align with existing studies which suggest that adolescents often possess basic health knowledge but struggle to consistently translate this into sustained healthy behaviors. This highlights the need for targeted and engaging interventions that go beyond awareness and focus on behavior change.

Following the implementation of the student-led Global Health Advocacy Campaigns, the findings showed a significant improvement in students' health knowledge, behaviors, and peer support. Students gained a deeper understanding of essential health concepts such as nutrition, disease prevention, and overall wellness. This supports the idea that student-centered and participatory approaches enhance learning retention and relevance. Moreover, the observed improvement in health behaviors indicates that when students are actively involved in advocacy efforts, they are more likely to adopt and practice healthier habits. However, the need for continuous reinforcement, particularly in areas such as regular physical activity and healthy food choices, suggests that behavior change requires sustained effort over time.

Peer support also emerged as a strong influencing factor in promoting healthy lifestyles. The results showed that encouragement and collaboration among students significantly increased participation in health-related activities. This is consistent with research emphasizing the powerful role of peer influence during adolescence. When students lead and support one another, health advocacy becomes more relatable, motivating, and impactful. Strengthening peer-led initiatives can therefore enhance engagement and create a more supportive and health-conscious school environment.

In addition, the campaigns were found to significantly contribute to the development of student leadership and the effectiveness of health promotion in the school. Students demonstrated improved confidence, teamwork, and initiative as they took active roles in planning and implementing advocacy activities. This supports the view that experiential and student-led learning opportunities foster not only academic growth but also essential life skills. Furthermore, the increased student involvement made health promotion activities more engaging, participatory, and sustainable within the school community.

Despite these positive outcomes, several challenges were identified, including time constraints, limited resources, lack of confidence, and varying levels of peer participation. These barriers are consistent with previous studies highlighting common difficulties in implementing student-led initiatives. Addressing these challenges through proper planning, capacity building, and institutional support is essential to ensure the success and sustainability of such programs.

Overall, the findings suggest that student-led Global Health Advocacy Campaigns are an effective approach in improving students' health knowledge, behaviors, and engagement. While initial lifestyle practices indicated areas for improvement, the implementation of the campaigns contributed to meaningful positive changes. These results emphasize the importance of empowering students as active participants in health promotion and highlight the potential of student-led initiatives in fostering long-term healthy lifestyles.



Conclusion

The study revealed that Grade 10 students initially demonstrated moderate lifestyle practices, with basic awareness of proper nutrition, physical activity, and health hygiene, although unhealthy habits such as poor diet and sedentary behavior still persisted. The implementation of student-led Global Health Advocacy Campaigns resulted in noticeable improvements in students' health behaviors, peer support, and overall wellness practices. It also contributed to the development of leadership skills and made school health programs more engaging and sustainable.

However, challenges such as limited resources, low confidence, time management issues, and inconsistent participation were encountered. These difficulties can be addressed through proper planning, structured guidance, and capacity-building support. Overall, the findings confirm that student-led advocacy is an effective approach in promoting healthy lifestyles and empowering students to take active roles in health promotion.

It is therefore recommended that schools strengthen and sustain health education programs and student-led advocacy activities. Teachers and administrators should continue to encourage student leadership while providing sufficient resources, guidance, and support systems. The adoption of a comprehensive intervention plan that includes culturally relevant materials, peer-led initiatives, nutrition programs, teacher training, and community involvement is also advised to enhance long-term impact. Future researchers may further explore related strategies to improve school-based health programs.

REFERENCES

A. Books

Health 10: Quarter 3 – Self-Learning Module on Global Health Initiatives. (2022, August 10). Department of Education, Philippines.

Copiaco, H. P., et al. (2014). *Our world of MAPEH 10 (Music, Arts, Physical Education and Health)*. Quezon City, Philippines: Vibal Group, Inc.

B. Published and Unpublished Materials

Aubert, S., et al. (2022). *Philippine Report Card on Physical Activity*.

Campinas Study. (2020). *Student-led public health campaign in Brazil: Effects on HIV/AIDS awareness*.

Lane-Martin, J. (2019). *Student-led mental health promotion intervention during World Mental Health Day*.

Moussa, R., et al. (2020). *Student engagement and constraints in health advocacy campaigns*.

Pereira, D., et al. (2022). *Barriers to adolescent participation in health leadership programs*.

C. Journals, Magazines, and Periodicals

Alzahrani, A., et al. (2025). *The effectiveness of student-led health promotion interventions*. *Journal of Adolescent Health Studies*, 14(2), 115–127.

Chard, A., et al. (2019). *Baseline data from a WaSH program in Metro Manila schools*. *Philippine Journal of School Health*, 7(3), 55–68.

Cruz, M. (2021). *Physical activity and health awareness among Filipino adolescents*. *Asia-Pacific Journal of Health Promotion*, 9(1), 34–46.

De Guzman, R. (2020). *Food preferences and adolescent nutrition behavior*. *Philippine Journal of Nutrition Research*, 5(2), 77–89.

Fetters, M. D., & Molina-Azorin, J. F. (2020). *Integration of mixed methods in educational research*. *Educational Research Review*, 28, 100–118.

Friedrich, M. J., et al. (2021). *The HiFive Handwashing Campaign trial in the Philippines*. *Global Health Promotion Journal*, 18(4), 250–263.

Ghazali, N., et al. (2020). *Peer-led healthy lifestyle programs and behavior change among Malaysian adolescents*. *Malaysian Journal of Health Education*, 12(1), 44–59.

Guetterman, T. C., & Fetters, M. D. (2021). *Participatory approaches in educational research: Empowering learners through mixed methods*. *International Journal of Mixed Methods Studies*, 15(2), 95–112.

Kim, H., & Lee, S. (2021). *Enrichment activities and advocacy skill development in student-led health programs*. *Journal of School Health Leadership*, 4(3), 22–33.

Lane-Martin, J. (2019). *Student-led mental health promotion intervention during World Mental Health Day*. *Journal of Student Wellness Studies*, 2(1), 11–20.

Lopez, A., et al. (2021). *Sustaining engagement in student health advocacy initiatives*. *Journal of Youth Empowerment*, 6(2), 102–118.



- Mendoza, P. (2022). *Screen dependency and sedentary lifestyle among Filipino teens. Health and Society Journal*, 10(1), 45–60.
- Reyes, C. (2022). *Global health awareness and empathy among high school learners. Philippine Education and Development Review*, 8(3), 56–71.
- Santiago, J., et al. (2023). *Local partnerships and SDG alignment in student health campaigns. International Journal of School and Community Health*, 11(2), 132–146.
- Sy, R., et al. (2021). *Meal-skipping behavior among Filipino adolescents. Nutrition and School Health Journal*, 9(1), 15–27.
- Tan, L., & Villanueva, M. (2022). *Knowledge versus practice: Adolescent nutrition awareness in the Philippines. Asian Journal of Adolescent Health*, 13(1), 60–72.
- Worsley, J., et al. (2022). *Peer-to-peer suicide prevention through Hope Squad programs. Journal of Adolescent Psychology and Education*, 17(4), 210–225.

D. Legal Documents

- Department of Education (DepEd). (2017). *Department Order No. 13, s. 2017: Policy and Guidelines on Healthy Food and Beverage Choices in Schools*. Department of Education, Philippines.
- Republic Act No. 9155. (2001). *Governance of Basic Education Act of 2001*.
- Republic Act No. 11223. (2019). *Universal Health Care Act*.
- Republic Act No. 10173. (2012). *Data Privacy Act of 2012*.

E. Electronic Sources

- Department of Health (DOH). (2023). *Philippine Health Statistics Report 2023*. <https://doh.gov.ph/>
- Department of Science and Technology–Food and Nutrition Research Institute (DOST–FNRI). (2019). *National Nutrition Survey Results*. <https://fnri.dost.gov.ph/>
- UNICEF Philippines. (2021). *Children’s diets and nutrition trends in the Philippines*. <https://www.unicef.org/philippines/>
- World Health Organization (WHO). (2022). *Be Healthy, Be Mobile: Global health promotion campaign*. <https://www.who.int/>
- UNESCO. (2022). *Health promotion in schools: Global initiatives*. <https://www.unesco.org/>