Student Health Promotion Guidelines for Guangxi Electrical Polytechnic Institute

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Abstract
The objectives of this study are to 1) To study the current situation of the health of students in Guangxi Electrical Polytechnic Institute, and 2) To propose the student health promotion guidelines for Guangxi Electrical Polytechnic Institute. The sample group consisted of 377 in service student from seven colleges at Guangxi Electrical Polytechnic Institute. The research tool is a questionnaire for data collection, and the reliability of the questionnaire is 0.94. The statistics used for data analysis included percentage, frequency, mean, standard deviation, and content analysis. The research results found that: 1) The overall level of health of students at Guangxi Electrical Polytechnic Institute is relatively high. 2. Analyze the current status of student health promotion on the following five dimensions: 1) Physical health, 2) Mental health, 3) Preventive Health Behaviors, 4) Stress Management, and 5) Balanced Nutrition. This study proposes guidelines for student health promotion.
Keywords: Student Health, Promotion Guidelines, Vocational College

Introduction

Health is a broad and complex idea that goes beyond just not being sick or disabled. The World Health Organization (WHO) says that health is "a state of complete physical, mental, and social well-being." This means that health should be thought of as a whole, not just from a biomedical point of view (World Health Organization [WHO], 1948). This concept emphasizes the amalgamation of physical, psychological, and social characteristics, which together enhance an individual's total well-being and quality of life.

The Ottawa Charter for Health Promotion broadened the definition of health by saying that it is "a resource for everyday life, not the goal of living" (WHO, 1986). This viewpoint emphasizes the proactive and functional aspects of health, concentrating on individuals' abilities to navigate their lives, adjust to difficulties, and use available societal and personal resources. Because of this, health promotion isn't only about preventing disease; it's also about giving people and communities the power to influence the things that affect their health, like their lifestyle choices, social settings, and institutional support systems.

Health is very important for academic success, personal growth, and long-term health in higher education, especially for teens and young adults. University students frequently encounter numerous health concerns, such as inadequate physical activity, unhealthy food practices, stress, and mental health issues (Müller et al., 2022). These risks are made worse by school stress, changes in lifestyle, and more freedom, which makes this group of people more likely to engage in hazardous habits. Because of this, schools are excellent places to put into action broad health promotion plans that deal with both personal behaviors and environmental influences.

Vocational institutions like Guangxi Electrical Polytechnic Institute have a special duty to help students not only learn professional skills but also stay healthy. To find out what the most important problems are and how to fix them, you need to know how healthy pupils are right now. This study, informed by pertinent health theories and frameworks, seeks to investigate the present health status of students, evaluate the underlying determinants affecting their health, and recommend pragmatic and contextually tailored health promotion strategies. The results are anticipated to facilitate the

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enhancement of healthier campus settings and aid in the cultivation of superior human resources for sustainable societal advancement.

Research Objectives

1) To study the current situation of the health of students in Guangxi Electrical Polytechnic Institute.

2) To propose the student health promotion guidelines for Guangxi Electrical Polytechnic Institute.

Literature Review

Theoretical Perspectives on Health

Health has been conceptualized through various theoretical frameworks that emphasize its dynamic and multidimensional nature. One of the foundational theories is the concept of homeostasis proposed by Walter Bradford Cannon, who explained that the human body maintains internal stability through complex regulatory mechanisms despite changes in external conditions (Cannon, 1932). This dynamic equilibrium, involving systems such as body temperature, blood glucose, and blood pressure, is essential for sustaining life and overall health.

Another important theoretical contribution is the stress theory developed by Hans Selye, which describes the body's response to stressors through three stages: alarm, resistance, and exhaustion (Selye, 1936). This framework highlights how prolonged exposure to stress can deplete physiological resources and lead to illness, thereby linking psychological stress directly to physical health outcomes.

From a psychological perspective, the hierarchy of needs theory proposed by Abraham Maslow provides a comprehensive understanding of human well-being (Maslow, 1954). The theory suggests that individuals must first satisfy basic physiological and safety needs before achieving higher levels of psychological development, including belonging, esteem, and self-actualization. This perspective reinforces the idea that health is not limited to physical conditions but also includes psychological fulfillment and social integration.

In addition, the development of aerobic exercise theory has significantly contributed to modern health promotion. Research in exercise science has demonstrated that regular aerobic activity improves cardiovascular health, enhances physical fitness, and reduces the risk of chronic diseases (Cooper, 1968). This approach emphasizes preventive healthcare and promotes the concept that "exercise is medicine," encouraging individuals to adopt active lifestyles as a fundamental component of health maintenance.

Health Development in China

Health is widely recognized as a fundamental prerequisite for human development and national progress. In China, public health has been prioritized as a national strategy, particularly since the implementation of economic reforms and modernization policies. Significant improvements have been observed in healthcare systems, environmental conditions, and population health indicators. For example, life expectancy has increased substantially, while maternal and child mortality rates have declined, reflecting the effectiveness of health policies and interventions (The State Council of China, 2016).

Despite these achievements, emerging challenges such as rapid urbanization, population aging, environmental changes, and lifestyle transitions continue to impact public health. These factors have created increasing demands on healthcare systems and highlighted the need for more comprehensive and sustainable health strategies. The "Healthy China 2030" initiative represents a national effort to address these challenges by promoting health across all sectors and emphasizing prevention, health education, and system integration (The State Council of China, 2016).

Importance of Health

Health plays a critical role in both individual well-being and societal development. The Whitehall Studies led by Michael Marmot demonstrated a strong relationship between health outcomes and socioeconomic factors, such as social status and occupational conditions (Marmot, 2004). These findings revealed that health inequalities are closely linked to social inequalities, emphasizing the importance of addressing broader determinants of health.

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Furthermore, the compression of morbidity theory proposed by James F. Fries suggests that adopting healthy lifestyles—such as proper nutrition, regular exercise, and avoiding harmful behaviors—can delay the onset of chronic diseases and reduce the duration of illness in later life (Fries, 1980). This theory highlights the value of preventive health strategies in improving the quality of life and reducing healthcare costs.

Research on stress and health has also provided strong evidence of the interaction between psychological and physiological processes. Robert Sapolsky demonstrated that chronic stress negatively affects multiple bodily systems, including the cardiovascular, immune, and nervous systems (Sapolsky, 2004). This underscores the importance of mental well-being as a key component of overall health.

Additionally, the concept of growth mindset introduced by Carol S. Dweck suggests that individuals who believe in their ability to improve are more likely to adopt and maintain healthy behaviors (Dweck, 2006). This perspective highlights the role of psychological factors in promoting long-term health and resilience.

In summary, health is not only essential for preventing disease but also serves as a fundamental resource for achieving personal potential, maintaining psychological well-being, and supporting sustainable societal development.

Methodology

The population

The population of this research was 16765 students who enrolled in the Faculty in the 2025 academic year at Guangxi Electrical Polytechnic Institute.

The sample group

Based on Krejcie and Morgan's sampling table (1970), the sample group of this research was 337 students who enrolled in Guangxi Electrical Polytechnic Institute. By using stratified random sampling and simple random sampling.

Research instruments

Questionnaire

The questionnaire consists of the following two parts:

Part 1: The questionnaire about the general information of the respondents. The analysis results of the personal information of the respondents, classified by gender and major.

Part 2: A questionnaire about the current status of student health at Guangxi Electrical Polytechnic Institute. It is divided into five aspects: 1) Physical Activity, 2) Mental Well-Being, 3) Balanced Nutrition, 4) Stress Management, and 5) Preventive Health Behaviors. A five-level scale was set up to understand the current situation of student health.

Data Collection

Questionnaires were distributed to the student sample group of Guangxi Electrical Polytechnic Institute, and 337 pieces of data were collected within the specified time. The researcher collected the predetermined number of questionnaires, checked the accuracy and completeness of the questionnaires, and analyzed the collected data.

Data Analysis

The data analysis in this research, the researcher analyzed the data by package program, as follows:

Step 1: The general information of the respondents was analyzed by frequency and percentage, classified by gender and major.

Step 2: The current status of student health at Guangxi Electrical Polytechnic Institute. It is divided into five aspects was analyzed by mean and standard deviation.

Research Results

Demographics

Most respondents were 220 males, accounting for 65.28 percent, and 117 females, accounting for 34.72 percent. The majority of respondents were mainly from the School of Electrical Engineering, with 67 people, accounting for 19.88 percent. Followed by the School of Artificial Intelligence and Information Engineering for 56 people, accounting for 16.62 percent. The major with the fewest respondents was the School of Finance and Management, with 46 people, accounting for 13.65 percent.

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Table 1 shows general information about the respondents
(n=337)

	Personal Information	Frequency	Percentage
Gender	Male	220	65.28
	Female	117	34.72
	Total	**377**	**100**
Major	School of Electrical Engineering	67	19.88
	School of Artificial Intelligence and Information Engineering	56	16.62
	School of Automotive and Transportation Engineering	53	15.73
	School of Energy, Power and Environmental Engineering	50	14.84
	School of Finance and Management	46	13.65
	School of Civil Engineering	48	14.24
	School of Intelligent Manufacturing Engineering	57	16.915
	Total	**337**	**100**

The analysis results of the current situation of the health of students in Guangxi Electrical Polytechnic Institute.

The students who participated in the survey were analyzed from five aspects: Physical Activity, Mental Well-Being, Balanced Nutrition, Stress Management,

And Preventive Health Behaviors. The researchers used the mean and standard deviation for the analysis, and the detailed analysis results are shown in Table 2-7.

Table 2: Mean and standard deviation of the student health in five aspects (n=337)

No	student Health	$\overline{X}$	SD	level	order
1	Physical Activity	3.86	0.88	high	5
2	Mental Well-Being	4.15	0.87	high	1
3	Balanced Nutrition	4.02	0.85	high	4
4	Stress management	4.07	0.83	high	3
5	Preventive Health Behaviors	4.12	0.88	high	2
	Total	4.04	0.86	**high**	

According to Table 2, found that the current situation of student health in five aspects was at a high level ($\overline{X}$ = 4.04, S.D. = 0.86). Considering the results from the highest to the lowest mean were as follows: the highest mean was Mental Well-Being ($\overline{X}$ = 4.15, S.D. = 0.87), followed by Preventive Health Behaviors ($\overline{X}$ = 4.12, S.D. = 0.88), and Physical Activity was the lowest mean ($\overline{X}$ = 3.86, S.D. = 0.88).

Table 3 Mean and standard deviation of student physical Activity (n=337)

No	Physical Activity	$\overline{X}$	SD	level	order
1	On at least three days, I engaged in ≥30 minutes of moderate-to-vigorous activity (e.g., brisk walking, jogging, ball games).	4.16	0.89	high	3
2	In a typical week, I accumulate at least 30 minutes per day of active transport (walking/cycling).	3.92	0.91	high	7

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No	Physical Activity	$\overline{X}$	SD	level	order
3	On at least two days, I performed muscle-strengthening or resistance exercises (e.g., push-ups, bands, weights).	3.96	0.83	high	6
4	During long periods of sitting to study, I got up to move or stretch every 60–90 minutes.	4.37	0.88	high	1
5	I frequently used campus sports facilities or joined sports clubs.	3.26	0.90	medium	8
6	I found physical activity enjoyable and felt better afterward.	4.22	0.88	high	2
7	Because of academic load/time constraints, I did almost no exercise.	3.98	0.87	high	5
8	I usually choose elevators or vehicles rather than walking or taking the stairs.	4.03	0.84	high	4
	Total	**3.86**	**0.88**	**high**	

According to Table 3, found that the current health situation of students in physical activity was at a high level ($\overline{X}$ = 3.86 S.D. = 0.88). Considering the results from the highest to the lowest mean were as follows: the highest mean was during long periods of sitting to study, the lowest mean was getting up to move or stretch every 60–90 minutes. ($\overline{X}$ = 4.37, S.D. = 0.88), followed by standard found physical activity enjoyable and felt better afterward. ($\overline{X}$ = 4.16, S.D. = 0.89), The student frequently used campus sports facilities or joined sports clubs. was the lowest mean ($\overline{X}$ = 3.26, S.D. = 0.90).

Table 4 Mean and standard deviation of student mental well-being (n=337)

No	Mental Well-Being	$\overline{X}$	SD	level	order
1	I have generally felt positive, able to remain cheerful and calm.	4.16	0.89	high	4
2	I have felt energetic and able to concentrate to complete my study/work tasks.	3.92	0.91	high	8
3	I have had a clear sense of direction and purpose in life.	4.06	0.83	high	7
4	I have engaged in supportive communication with classmates/friends/family.	4.37	0.88	high	1
5	When facing stress or setbacks, I have been able to recover and adjust quickly.	4.26	0.88	high	2
6	I have felt accepted and a strong sense of belonging, with little loneliness.	4.17	0.86	high	3
7	Because of mood swings, I have found it hard to fall or stay asleep, or I have woken too early.	4.15	0.83	high	5
8	I have worried repeatedly or remained in a prolonged state of tension	4.11	0.88	high	6
	Total	4.15	0.87	high	

According to Table 4, the current situation of the health of students is. Mental Well-Being was at a high level ($\overline{X}$ = 4.15, S.D. = 0.87). Considering the results from the highest to the lowest mean were as follows: the highest mean was when students engaged in supportive communication with classmates/friends/family. ($\overline{X}$ = 4.37, S.D. = 0.88), followed by when facing stress or setbacks, students

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have been able to recover and adjust quickly. ($\overline{X}$ = 4.26, S.D. = 0.88), Students have felt energetic and able to concentrate to complete their study/work tasks. was the lowest mean ($\overline{X}$ = 3.26, S.D. = 0.90).

Table 5 Mean and standard deviation of student preventive health behaviors (n=337)

No	Preventive health behaviors	$\overline{X}$	SD	level	order
1	I completed recommended immunizations for my age group (e.g., flu shot) or those offered on campus.	4.21	0.89	high	2
2	I underwent at least one basic health screening (e.g., vision, oral check, BMI, blood pressure).	4.27	0.91	high	1
3	I maintained good hand hygiene at key moments (before/after meals, after restroom use, after public surfaces).	4.11	0.87	high	6
4	When outdoors, I practiced sun protection (e.g., shade, clothing, sunscreen).	3.98	0.89	high	8
5	I avoided smoking/vaping and limited or avoided excessive alcohol use.	4.12	0.88	high	5
6	I identified trustworthy health information sources and acted accordingly.	3.99	0.88	high	7
7	I generally ignored health reminders (e.g., campus clinic notices, texts, app pushes).	4.14	0.89	high	4
8	I often delayed or skipped necessary health follow-ups or re-checks.	4.15	0.87	high	3
	Total	4.12	0.88	high	

According to Table 5, the current situation of the health of students is. In Preventive Health Behaviors was at a high level ($\overline{X}$ = 4.12, S.D. = 0.88). Considering the results from the highest to the lowest mean were as follows: the highest mean was students underwent at least one basic health ($\overline{X}$ = 4.27, S.D. = 0.91), followed by completed recommended immunizations for students age group (e.g., flu shot) or those offered on campus ($\overline{X}$ = 4.21, S.D. = 0.89), When outdoors, students practiced sun protection (e.g., shade, clothing, sunscreen). was the lowest mean ($\overline{X}$ = 3.98, S.D. = 0.89).

Table 6 Mean and standard deviation of student preventive stress management (n=337)

No	Stress Management	$\overline{X}$	SD	level	order
1	I used time-management or task-breakdown strategies to handle study/work pressure.	4.12	0.78	high	2
2	I practiced relaxation skills (e.g., diaphragmatic breathing, mindfulness, progressive muscle relaxation).	4.01	0.86	high	7
3	I sought support (peers/teachers/counseling/helplines) rather than coping alone.	4.05	0.83	high	6
4	I used regular exercise or walks to regulate my mood and stress.	3.98	0.81	high	8
5	I maintained relatively stable routines and sleep to aid recovery.	4.06	0.88	high	4
6	I used cognitive reappraisal (looking at problems from a new perspective) to reduce distress.	4.21	0.81	high	1
7	I often coped by staying up late, overeating, or using alcohol/nicotine.	4.04	0.82	high	5

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No	Stress Management	$\overline{X}$	SD	level	order
8	I often procrastinated and avoided important tasks, which increased my stress.	4.11	0.87	high	3
	Total	4.07	0.83	high	

According to Table 4.6, the current situation of the health of students is. Stress Management was at a high level ($\overline{X}$ = 4.07, S.D. = 0.83). Considering the results from the highest to the lowest mean were as follows: the highest mean was when students used cognitive reappraisal (looking at problems from a new perspective) to reduce distress. ($\overline{X}$ = 4.21, S.D. = 0.81), Students can be helped by using time-management or task-breakdown strategies to handle study/work pressure. ($\overline{X}$ = 4.12, S.D. = 0.78), Students used regular exercise or walks to regulate mood, and stress was the lowest mean ($\overline{X}$ = 3.98, S.D. = 0.81).

Table 7 Mean and standard deviation of student preventive balanced nutrition (n=337)

No	Balanced Nutrition	$\overline{X}$	SD	level	order
1	On a typical day, I consumed ≥5 servings of fruits and vegetables (~400 g), with diverse colors.	3.91	0.82	high	6
2	I prioritized whole grains and ensured adequate protein (e.g., legumes/soy, eggs, dairy, lean meats).	4.12	0.85	high	4
3	I limited sugar-sweetened beverages and high-sugar snacks in frequency and portion size.	3.81	0.89	high	8
4	I kept regular meals (three meals/day), avoiding frequent skipping or late-night eating.	4.14	0.87	high	3
5	I read or paid attention to nutrition labels/front-of-pack information to make healthier choices.	3.92	0.82	high	5
6	I moderated salt, oil, and portion sizes and ensured adequate water intake.	4.16	0.86	high	2
7	I often replaced meals with fried fast foods or foods high in salt and fat.	4.21	0.84	high	1
8	My eating was guided mainly by emotions/stress rather than hunger cues.	3.86	0.87	high	7
	Total	**4.02**	**0.85**	**high**	

According to Table 4.7, found that the current situation of health of students in Balanced Nutrition was at a high level ($\overline{X}$ = 4.02, S.D. = 0.85). Considering the results from the highest to the lowest mean were as follows: students, the highest mean was often replaced by meals with fried fast foods or foods high in salt and fat. ($\overline{X}$ = 4.21, S.D. = 0.84), followed by moderated salt, oil, and portion sizes, and ensured adequate water intake. ($\overline{X}$ = 4.16, S.D. = 0.86), limited sugar-sweetened beverages and high-sugar snacks in frequency and portion size was the lowest mean ($\overline{X}$ = 3.81, S.D. = 0.89).

Conclusion

Through the analysis of the questionnaire data, the researchers found that the current student health promotion for Guangxi Electrical Polytechnic Institute Technical College is generally at a relatively high level. However, a closer look at the data on student health factors reveals that the average score of Physical Activity is the lowest, indicating that student is relatively less proficient in this area. To concisely summarize the data analysis results of the current situation of each skill, the following detailed information is provided:

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Physical Activity: At present, Guangxi Electrical Polytechnic Institute faces challenges related to physical activity promotion, including insufficient sports facilities, limited opening hours, and a lack of effective publicity or incentive mechanisms to encourage student participation.

Mental Well-Being: There is a noticeable gap in mental health support at Guangxi Electrical Polytechnic Institute. Specifically, training programs for energy management, goal setting, sleep improvement, anxiety management, and the utilization of social support systems are underdeveloped, affecting students' overall psychological health.

Preventive Health Behaviors: The current health education efforts at Guangxi Electrical Polytechnic Institute are inadequate in terms of sun protection awareness and critical evaluation of health information. Additionally, students often overlook health reminders and delay necessary follow-up medical examinations.

Stress Management: The institute lacks systematic and practical stress management strategies. There is a need for easily implementable relaxation techniques and actionable plans that can be integrated into students' daily routines to enhance coping capabilities.

Balanced Nutrition: Nutritional education at Guangxi Electrical Polytechnic Institute requires improvement. Key areas include controlling sugar intake, raising awareness of food label reading, reducing fast food consumption, and emphasizing adequate water intake.

The student health promotion guidelines for Guangxi Electrical Polytechnic Institute.

The research results indicate that the overall level of health of students at Guangxi Electrical Polytechnic Institute is relatively high. When considering the five aspects of Physical Activity, Mental Well-Being, Balanced Nutrition, Stress management, and Preventive Health Behaviors, Balanced Nutrition has the highest average score, followed by Preventive Health Behaviors, Mental Well-Being, Physical Activity, and Stress management. The following suggestions for health development are put forward:

Physical Activity: Schools should enhance sports facilities, extend operating hours, and strengthen publicity to encourage participation. Students should actively use existing resources and integrate physical activity into daily routines.

Mental Well-Being: Schools should provide systematic training in self-regulation and emotional management. Students should develop regular sleep habits and practice stress-reduction techniques.

Preventive Health Behaviors: Schools should strengthen health education and optimize health reminder mechanisms. Students should improve their health literacy and respond promptly to health reminders.

Stress Management: Schools should offer training in relaxation methods and strengthen support systems. Students should learn stress management techniques and maintain regular exercise and sleep habits.

Balanced Nutrition: Schools should strengthen nutrition education and optimize campus food supply. Students should develop habits of reading food labels and controlling sugar intake.

Discussion

The results of this study show that the overall health of students at Guangxi Electrical Polytechnic Institute is rather good in many ways. Nonetheless, a more comprehensive examination uncovers significant deficiencies in some aspects of health habits and support systems. These results align with prior studies indicating that while university students frequently exhibit moderate to high levels of general health, persistent behavioral and environmental constraints necessitate focused treatments (Müller et al., 2022).

Students said they were somewhat active, but they didn't participate in formal exercise programs, use school sports facilities, or do strength training as often as they could have. This could be because of environmental factors, including not enough facilities, not being able to get to them easily, and not having any institutional promotion or incentive systems. Similar results have been shown in other research, demonstrating that contextual and organizational factors significantly influence students' physical activity behaviors (Herbert et al., 2022).

From an individual standpoint, students must be motivated to actively integrate physical activity into their daily routines and build customized fitness goals. Universities should improve their

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infrastructure, keep their facilities open longer, and make physical activity a part of campus culture and academic timetables. Government and education officials should support efforts to get people more active by making strategic investments and setting policies that encourage active lives (World Health Organization, 2020).

The findings indicate that students usually exhibit a high degree of mental well-being; yet, particular areas, like energy management, goal-setting, sleep quality, and anxiety regulation, necessitate enhancement. These gaps may be associated with inadequate access to psychological resources and a deficiency in structured training for self-regulation abilities. This corresponds with recent evidence highlighting that university students are especially susceptible to stress and mental health issues due to academic and social pressures (Vidović et al., 2025).

Students should work on being more aware of themselves, getting enough sleep, and learning how to control their emotions. Institutions must offer organized mental health programs, counseling services, and training in life skills. From a policy standpoint, incorporating mental health promotion within educational frameworks and augmenting investment in psychological services are crucial for enduring enhancement (World Health Organization, 2019).

Most preventive health habits were scored highly, but some, such as protecting against the sun, checking health information, and sticking to follow-up care, were not as well developed. These results indicate deficiencies in health literacy and access to health-related resources. Prior studies have underscored that health literacy is a crucial factor influencing preventive health behaviors among students (Chu-Ko et al., 2021).

Students ought to augment their awareness and actively participate in preventive measures, including hygiene, health surveillance, and adherence to health advisories. Institutions ought to enhance health education initiatives and refine health communication frameworks. To increase preventative behaviors on a larger scale, policymakers should focus on integrating digital health technologies and promoting health literacy.

Even though most students were able to handle stress well, they still don't use coping tactics like relaxation techniques and asking for help from friends and family consistently. This could be because they didn't get enough training or don't know about all the support services that are out there. Studies have consistently demonstrated that poor stress management correlates with adverse health effects and diminished academic achievement (Sapolsky, 2004).

Students must be motivated to embrace pragmatic stress management strategies, encompassing time management, physical exercise, and cognitive reframing. Institutions must offer accessible training programs and enhance peer and professional support networks. Policy initiatives ought to emphasize the enhancement of mental resilience and the incorporation of stress management into the school curriculum.

The results show that overall eating habits are rather good, but problems like eating too many sugary items, not using nutrition labels enough, and relying on fast food too often still exist. These patterns indicate inadequate nutritional awareness and restricted access to healthy eating situations. Previous research has shown the same problems, underscoring the need for nutrition education in cultivating good food choices among students (Bessems & van Assema, 2012).

From an individual standpoint, students ought to cultivate healthier dietary practices and enhance their nutritional awareness. Schools should teach students about nutrition, make the food on campus better, and encourage them to make good food choices. Implementing nutrition labeling systems and setting guidelines for healthy campus meals are important ways to improve student nutrition at the policy level.

Recommendations

Based on the research results on student health promotion guidelines, suggestions are put forward from three aspects: teachers, schools and educational institutions, and government departments. The details are as follows:

Teachers: Integrate health topics into teaching; demonstrate healthy behaviors; identify and support at-risk students; use interactive health teaching methods; collaborate with health professionals.

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Schools and Educational Institutions: Improve health facilities and resources; develop comprehensive health promotion plans; offer health literacy training; create a supportive campus environment; strengthen data-driven health management.

Government Departments: Develop a national student health promotion framework; increase funding for campus health infrastructure; integrate health literacy into vocational education policy; promote cross-sector collaboration; establish a student health monitoring system.

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