

Quality of Health Promotion and Attitude Towards Health Wellness of University Students

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Abstract: This study focuses on investigating the effectiveness of health promotion initiatives among college students enrolled in health care classes within a specific institutional setting. The methods such as mean and standard deviation (SD) are adopted, the research assessed various aspects of health promotion, including Physical Integration Strategies, medical integration strategies, academic support and resource availability, help evaluate the effectiveness of courses and reveal the important factors that influence their attitudes towards overall health, such as physical, emotional, mental and social well-being. Findings revealed that while students generally rated the quality of health promotion initiatives positively. Furthermore, emotional well-being was recognized as the aspect of health that students considered most important, while mental well-being received a relatively lower rating. The findings highlight the importance of enhancing physical health promotion in universities through a holistic approach that considers both physical and emotional wellness.

Keywords: Health of University Students; Health Promotion in Universities; Integration of Sports and Medicine; Healthy China 2030; Attitude Towards Health Wellness; Physical Education and Health.

1. INTRODUCTION

In university environments, the integration of physical education and medical science equips students with knowledge regarding health and wellness and also encourages regular physical exercise. (Wang & Guo, 2019). When physical education is regarded as a discipline integrating practical and theoretical elements, students are inspired to take charge of their health, thus making informed choices that are beneficial to their long-term well-being. (Chen & Zhang, 2021). Moreover, integrating medical knowledge enables students to handle both their present and future health requirements, offering a more profound comprehension of the interconnections among physical activity, nutrition, and preventive care. (Zhang, 2020).

This research investigates the potential of physical education as a platform for health promotion, using sports and medical integration to foster comprehensive wellness among college students. Through an examination of theoretical foundations and empirical evidence, this study seeks to understand how physical education can serve as a dynamic and engaging avenue for promoting health-conscious behaviors (Feng, 2019). Additionally, it explores the barriers and enablers of integrating physical and medical education within the academic curriculum to ensure the sustainability and effectiveness of these health promotion efforts (Liu & Che, 2024).

Educational institutions are uniquely positioned to influence the physical health behaviors of students (Guo & Zheng, 2017). By embedding physical education and medical knowledge into the curriculum, universities can cultivate environments that not only support academic success but also prioritize students' health and well-being (Ma, 2014). This thesis aims to provide actionable insights for policymakers, educators, and health professionals by highlighting the critical role of physical education in addressing the physical, emotional, and social dimensions of student health (Fu, 2012).

2. Statement of the Problem

China has conducted surveys to assess the health of its college students, consistently revealing a progressive decline in their physical fitness. However, this downward trend extends beyond superficial observations; it reflects deeper societal concerns, including the increasing global focus on physical well-being. This heightened awareness is fueled by observations of poor mental health and limited psychological resilience among college students, underscoring the urgent necessity for a comprehensive overhaul of physical education programs within educational institutions. This study aims to contribute to the broader discourse on health promotion strategies tailored to the unique needs of college students.

Based on the above, this study then aims to answer the following questions

(1) How do the respondents evaluate the quality of existing physical health promotion with respect to:

- 1) Physical Integration Strategies
- 2) Medical Integration Strategies
- 3) Academic Support
- 4) Resource Availability

(2) What is the assessment by respondents of their attitude towards health and wellness in relation to:

- 1) Physical
- 2) Emotional
- 3) Mental
- 4) Social

(3) What output can be accomplished based on the study findings?

3. Research Design

Investigate the integration of sports and medicine in promoting the health and well-being of college students. It utilized survey questionnaires to collect numerical data, allowing for the analysis. The research involved administering

surveys to college students, focusing on their health behaviors, attitudes towards physical health, and perceptions of the effectiveness of health promotion efforts, these surveys used closed-ended questions with Likert scales to quantify students' responses.

4. Results and Discussion

This section provides a detailed and comprehensive

summary of the data gathered from the study participants. It presents the research findings and highlights their significance in relation to the research questions that were put forward.

4.1. Quality of Physical Health Promotion

Table 1. Assessment of Quality of Existing Physical Health Promotion – Physical Integration Strategies

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
The college curriculum includes regular physical activity components to promote student well-being such as exercise classes and active breaks.	3.48	0.56	Agree	2
Facilities on campus are easily accessible and inclusive for students of all abilities.	3.09	0.76	Agree	7
Extracurricular activities and events promote physical health and well-being.	3.52	0.57	Very Agree	1
The campus environment encourages active commuting and provides infrastructure to support it.	3.33	0.67	Agree	6
Policies and guidelines are in place to ensure that physical health promotion initiatives are integrated into the overall mission and values of the institution.	3.36	0.63	Agree	4.5
Faculty and staff receive training and support to incorporate physical health promotion strategies into their roles and interactions with students.	3.38	0.62	Agree	3
Student feedback and input are actively sought and utilized in the development and implementation of physical health promotion initiatives on campus.	3.36	0.69	Agree	4.5
Composite	3.36	0.64	Agree	-

Scale: 1-1.50: Not all agree; 1.51-2.50: A little agree; 2.51-3.50: Agree; 3.51-4.00: Very agree

Table 1 provides an assessment of the quality of existing physical health promotion initiatives, specifically focusing on the integration of physical health strategies within the campus. The table outlines several key indicators, each evaluated by a mean score and standard deviation, followed by a verbal description and ranking based on the respondents' agreement level.

The first indicator evaluates the inclusion of regular physical activity components within the college curriculum, such as exercise classes and active breaks. This item received a mean score of 3.48 with a standard deviation of 0.56, interpreted as "Agree," placing it second in the overall ranking of importance or perceived quality.

Extracurricular activities and events promoting physical health and well-being ranked highest among the indicators with a mean of 3.52 and a standard deviation of 0.57, which corresponds to a "Very Agree" verbal description. This suggests that students strongly support and recognize the value of such activities on campus.

Facilities on campus being accessible and inclusive for students of all abilities scored the lowest with a mean of 3.09 and a standard deviation of 0.76. Although this indicator still falls within the "Agree" category, it ranks seventh, indicating that this aspect of physical health promotion might require more attention or improvement.

The campus environment's encouragement of active commuting and the infrastructure provided to support it earned a mean of 3.33 (SD = 0.67), ranking sixth, while policies and guidelines ensuring that physical health promotion initiatives are aligned with the institution's mission and values received a mean of 3.36 (SD = 0.63), tied at rank 4.5 with student feedback utilization in health promotion.

Faculty and staff training in health promotion strategies scored 3.38 (SD = 0.62), placing it third in rank, reflecting a moderate level of agreement on the importance and implementation of this aspect of health promotion on campus.

The overall composite score for these indicators is 3.36

with a standard deviation of 0.64, interpreted as "Agree," suggesting that, on average, the students have a positive view of the physical health promotion strategies in place, though there is still room for improvement in certain areas. According to the literature review, China's integration of sports and medical care aims to improve physical health outcomes, but gaps in infrastructure, such as inadequate facilities, impede the realization of these goals (Feng & Wang, 2018).

Table 2 provides an evaluation of the quality of existing physical health promotion initiatives, particularly focusing on medical integration strategies within the educational institution. The table lists several key indicators assessed by mean scores and standard deviations, followed by a verbal description and ranking based on the level of agreement from the respondents.

The first indicator measures whether the educational institution offers comprehensive health services, including preventive care and medical interventions. This received a mean score of 3.21 with a standard deviation of 0.75, interpreted as "Agree," ranking fourth overall. This suggests that respondents recognize the availability of health services but there is potential for further enhancement.

Effective collaboration between educational and medical professionals to address students' health needs was rated with a mean of 3.30 and a standard deviation of 0.72, placing it second in rank. This reflects a relatively strong agreement among respondents about the existence of such collaborations.

Health education programs tailored to meet the specific needs of students scored 3.18 with a standard deviation of 0.78. Despite being in the "Agree" category, this item ranks sixth, implying that while such programs are recognized, they may require more attention to fully meet the diverse health needs of students.

The ease of access to medical resources and expertise within the educational setting was rated lowest, with a mean score of 3.07 and a standard deviation of 0.84, ranking seventh. This indicates that access to medical resources might

be a weaker area within the institution's health promotion strategies.

Table 2. Assessment of Quality of Existing Physical Health Promotion – Medical Integration Strategies

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
The educational institution offers comprehensive health services, including preventive care and medical interventions.	3.21	0.75	Agree	4
There is effective collaboration between educational and medical professionals to address students' health needs.	3.30	0.72	Agree	2
Health education programs provided by the institution are tailored to meet the specific needs of students.	3.18	0.78	Agree	6
Students have easy access to medical resources and expertise within the educational setting.	3.07	0.84	Agree	7
The institution promotes a holistic approach to student health, encompassing physical, mental, and emotional well-being	3.32	0.71	Agree	1
Medical professionals actively participate in designing and implementing health promotion initiatives within the educational setting.	3.20	0.74	Agree	5
There is a clear communication channel between medical professionals and educational staff regarding student health concerns.	3.23	0.79	Agree	3
Composite	3.22	0.76	Agree	-

Scale: 1-1.50: Not all agree; 1.51-2.50: A little agree; 2.51-3.50: Agree; 3.51-4.00: Very agree

The institution's promotion of a holistic approach to student health, encompassing physical, mental, and emotional well-being, received the highest rating with a mean score of 3.32 and a standard deviation of 0.71, ranking first. This suggests strong agreement that the institution emphasizes comprehensive student health across multiple dimensions.

Medical professionals' active participation in designing and implementing health promotion initiatives scored 3.20 (SD = 0.74), placing it fifth. The presence of clear communication channels between medical professionals and educational staff regarding student health concerns was rated slightly higher at

3.23 (SD = 0.79), securing the third spot.

The overall composite mean for these indicators is 3.22 with a standard deviation of 0.76, interpreted as "Agree." This indicates that, generally, respondents view the institution's medical integration strategies for health promotion positively, though some areas-particularly ease of access to medical resources-could benefit from further development. According to the literature review, China's integration of sports and medical care aims to improve physical health outcomes, but gaps in infrastructure, such as inadequate facilities, impede the realization of these goals (Feng & Wang, 2018).

Table 3. Assessment of Quality of Existing Physical Health Promotion – Academic Support

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Tutoring services are readily accessible to assist students with academic challenges.	3.25	0.69	Agree	5
The institution provides comprehensive academic advising to help students navigate their academic journey.	3.23	0.69	Agree	6
Library facilities offer a wide range of resources and support for students' academic needs.	3.40	0.64	Agree	1
Technological tools and resources are available to enhance students' learning experiences.	3.35	0.65	Agree	3
The institution offers flexible scheduling options to accommodate students' diverse academic commitments.	3.18	0.78	Agree	7
There are ample opportunities for students to seek academic support and guidance from faculty members.	3.36	0.60	Agree	2
The institution promotes a culture of academic excellence and provides resources to support student success.	3.30	0.66	Agree	4
Composite	3.29	0.67	Agree	-

Scale: 1-1.50: Not all agree; 1.51-2.50: A little agree; 2.51-3.50: Agree; 3.51-4.00: Very agree

Table 3 presents an assessment of the quality of existing physical health promotion initiatives through the lens of academic support services. The table evaluates multiple indicators based on their mean scores, standard deviations, verbal descriptions, and overall rankings according to the respondents' level of agreement.

The first indicator examines the accessibility of tutoring services to assist students with academic challenges. This indicator received a mean score of 3.25 and a standard deviation of 0.69, which is interpreted as "Agree," placing it fifth in the overall ranking. This suggests that students acknowledge the availability of tutoring services, but there is potential for greater accessibility.

The provision of comprehensive academic advising to help students navigate their academic journey scored slightly lower with a mean of 3.23 and a standard deviation of 0.69, ranking sixth. Although students agree with the statement, it may indicate that more targeted academic advising could be beneficial.

Library facilities, which offer a wide range of resources and support for students' academic needs, ranked highest among the indicators with a mean score of 3.40 and a standard deviation of 0.64. This high ranking suggests that students find the library resources valuable and accessible, reflecting a key strength in academic support.

The availability of technological tools and resources to

enhance students' learning experiences was also rated positively, with a mean score of 3.35 and a standard deviation of 0.65, placing it third. This indicates that students perceive the institution's technological resources as beneficial in supporting their learning.

Flexible scheduling options to accommodate students' diverse academic commitments received the lowest score, with a mean of 3.18 and a standard deviation of 0.78, placing it seventh. This suggests that while students agree that flexible scheduling is offered, it may not fully meet the diverse needs of all students.

Opportunities for students to seek academic support and guidance from faculty members received a mean score of 3.36 with a standard deviation of 0.60, ranking second. This high ranking implies that students find faculty support readily available and helpful in guiding their academic progress.

Lastly, the institution's promotion of a culture of academic excellence and provision of resources to support student

success scored 3.30 (SD = 0.66), ranking fourth. This indicates general agreement from students regarding the institution's commitment to fostering academic success.

The overall composite mean score for these indicators is 3.29 with a standard deviation of 0.67, which is interpreted as "Agree." This suggests that, on average, students have a favorable view of the academic support services offered by the institution, though there may be room for improvement in areas such as flexible scheduling and academic advising. This aligns with the literature review's observation that despite efforts like the "Healthy China 2030" initiative, many universities still struggle to provide accessible medical resources (Zhang & Tang, 2018). The table underscores the need for better medical integration within student health promotion. This reflects the literature's critique of the academic pressure faced by students in China, which limits their time for physical and mental wellness activities (Bai, Jiang & Jin, 2019).

Table 4. Assessment of Quality of Existing Physical Health Promotion – Resource Availability

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Financial assistance programs are readily available to support students in need.	3.28	0.70	Agree	4
Mental health counseling services are easily accessible for students seeking support.	3.34	0.68	Agree	1
The institution offers a variety of health promotion initiatives to promote student well-being.	3.32	0.66	Agree	2
Accommodations for students with disabilities are readily provided to ensure equal access to resources and facilities.	3.28	0.71	Agree	4
Community partnerships are established to expand the range of support services available to students.	3.28	0.67	Agree	4
The institution prioritizes the allocation of resources to meet the diverse needs of students.	3.18	0.73	Agree	7
There are ample opportunities for students to access resources and support services to enhance their overall well-being.	3.24	0.72	Agree	6
Composite	3.28	0.70	Agree	-

Scale: 1-1.50: Not all agree; 1.51-2.50: A little agree; 2.51-3.50: Agree; 3.51-4.00: Very agree

Table 5 provides an assessment of the quality of existing physical health promotion efforts in terms of resource availability. The table outlines key indicators, each evaluated by mean scores and standard deviations, followed by a verbal description and ranking according to the respondents' level of agreement.

The availability of financial assistance programs to support students in need is one of the evaluated indicators. This item received a mean score of 3.28 with a standard deviation of 0.70, interpreted as "Agree," and is tied at fourth place in the overall ranking. This suggests that students acknowledge the existence of financial aid, but there may be room for enhancement.

Mental health counseling services, which are accessible to students seeking support, ranked the highest among the indicators with a mean score of 3.34 and a standard deviation of 0.68. This result indicates strong agreement from students regarding the availability and accessibility of mental health support services, making it a prominent resource for students' well-being.

The institution's variety of health promotion initiatives aimed at promoting student well-being also received a positive response, with a mean score of 3.32 and a standard deviation of 0.66, ranking second. This suggests that students recognize the value of the health promotion programs in enhancing their overall well-being.

The availability of accommodations for students with disabilities was another indicator evaluated, receiving a mean score of 3.28 (SD = 0.71), which tied it for fourth place. While students generally agree that accommodations are provided, the ranking suggests that some students may feel there could be more inclusive efforts in this area.

Community partnerships, which aim to expand the range of support services available to students, also received a mean score of 3.28 (SD = 0.67), tied for fourth. This indicates that students are aware of the role of external collaborations in enhancing resource availability, though there may still be opportunities for improvement.

The institution's prioritization of resource allocation to meet the diverse needs of students was rated lower, with a mean score of 3.18 and a standard deviation of 0.73, placing it seventh in the ranking. This suggests that while students recognize the institution's efforts in this area, they may perceive a need for more targeted resource distribution.

Opportunities for students to access resources and support services to enhance their overall well-being were rated with a mean score of 3.24 (SD = 0.72), ranking sixth. This result reflects moderate agreement, indicating that while opportunities exist, some students may feel there could be more access to such resources.

The overall composite mean for these indicators is 3.28 with a standard deviation of 0.70, which is interpreted as

"Agree." This suggests that, on average, students view the availability of resources and support services favorably, though some aspects, such as resource allocation and accessibility, could benefit from further development. The review emphasizes the importance of mental health services

in universities, which is consistent with the higher rating for mental health services in this table (Xu, 2019; Zhao, Su & Zhang, 2017).

4.2. Attitude Towards Health Wellness

Table 5. Assessment of Attitude Towards Health Wellness - Physical

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
I maintain a balanced diet by consuming a variety of nutritious foods regularly	3.17	0.72	Agree	5
I engage in regular physical exercise or activity to maintain my physical health.	3.18	0.72	Agree	4
I prioritize getting an adequate amount of sleep each night for optimal health and well-being.	3.16	0.76	Agree	6
I have effective study habits that help me manage my academic workload efficiently.	3.14	0.75	Agree	7
I practice good time management skills to balance my academic, personal, and social activities.	3.24	0.69	Agree	3
I maintain personal hygiene practices, such as regular handwashing and dental care, to promote overall health.	3.50	0.56	Agree	1
I consciously make efforts to incorporate healthy habits into my daily routine to support my well-being.	3.43	0.60	Agree	2
Composite	3.26	0.69	Agree	-

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good; 3.51-4.00: Strongly Agree/Very Good

Table 5 provides an assessment of students' attitudes toward physical health and wellness. The table evaluates several indicators, each with a mean score and standard deviation, followed by a verbal description and ranking according to the respondents' level of agreement.

The highest-ranked indicator is "I maintain personal hygiene practices, such as regular handwashing and dental care, to promote overall health," with a mean score of 3.50 and a standard deviation of 0.56. This indicator ranks first, showing strong agreement from students regarding the importance of hygiene in promoting health.

Following closely is "I consciously make efforts to incorporate healthy habits into my daily routine to support my well-being," which has a mean score of 3.43 and a standard deviation of 0.60, placing it second. This suggests that many students actively strive to integrate healthy behaviors into their daily lives.

The indicator "I practice good time management skills to balance my academic, personal, and social activities" ranked third, with a mean score of 3.24 and a standard deviation of 0.69. This reflects students' recognition of the importance of time management in maintaining a healthy lifestyle.

In fourth place is "I engage in regular physical exercise or activity to maintain my physical health," with a mean score of 3.18 and a standard deviation of 0.72. This indicates moderate agreement from students on the role of regular physical activity in maintaining health.

The indicator "I maintain a balanced diet by consuming a variety of nutritious foods regularly" ranks fifth, with a mean of 3.17 and a standard deviation of 0.72. This suggests that while students acknowledge the importance of a nutritious diet, their level of agreement is slightly lower compared to other health habits.

"I prioritize getting an adequate amount of sleep each night for optimal health and well-being" ranks sixth with a mean score of 3.16 and a standard deviation of 0.76. This reflects moderate agreement from students on the significance of sleep in maintaining overall health.

Finally, the lowest-ranked indicator is "I have effective

study habits that help me manage my academic workload efficiently," with a mean of 3.14 and a standard deviation of 0.75, indicating that this aspect of health and wellness receives the least agreement from students.

The composite score across all indicators is 3.26 with a standard deviation of 0.69, which is interpreted as "Agree." This suggests that, overall, students generally hold positive attitudes toward maintaining physical health and wellness, though there are variations in how strongly they adhere to different aspects of health practices. The literature indicates that poor sleep and study habits are common issues among college students, contributing to suboptimal health (Xi, Chen & Duan, 2018).

Table 6 provides an assessment of students' attitudes toward emotional health and wellness, based on several key indicators. Each indicator is evaluated by its mean score and standard deviation, followed by a verbal description and ranking according to the respondents' level of agreement.

The highest-ranked indicator is "Engaging in wellness activities helps me manage stress effectively," which received a mean score of 3.52 and a standard deviation of 0.56. This indicator is interpreted as "Very Agree," indicating that students strongly believe in the effectiveness of wellness activities in managing stress.

The second highest indicator is "Taking care of my emotional health helps me build stronger relationships with others," with a mean score of 3.46 and a standard deviation of 0.55, also interpreted as "Agree." This suggests that students recognize the importance of emotional health in fostering positive relationships.

In third place is "I feel emotionally balanced when I maintain a healthy lifestyle," which has a mean score of 3.45 and a standard deviation of 0.64, reflecting students' belief that maintaining a healthy lifestyle contributes to emotional balance.

The indicator "I find it easier to handle difficult emotions when I engage in regular health and wellness practices" ranks fourth, with a mean score of 3.41 and a standard deviation of 0.56. This suggests moderate agreement from students on the

role of health and wellness practices in managing emotions.

Table 6. Assessment of Attitude Towards Health Wellness - Emotional

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
I feel emotionally balanced when I maintain a healthy lifestyle.	3.45	0.64	Agree	3
Engaging in wellness activities helps me manage stress effectively.	3.52	0.56	Very Agree	1
I feel more confident and positive about myself when I take care of my emotional health.	3.37	0.67	Agree	5
Practicing mindfulness or relaxation techniques improves my emotional well-being.	3.36	0.67	Agree	6
I believe that emotional wellness is just as important as physical wellness.	3.34	0.64	Agree	7
I find it easier to handle difficult emotions when I engage in regular health and wellness practices.	3.41	0.56	Agree	4
Taking care of my emotional health helps me build stronger relationships with others.	3.46	0.55	Agree	2
Composite	3.42	0.61	Agree	-

Scale: 1-1.50: Not all agree; 1.51-2.50: A little agree; 2.51-3.50: Agree; 3.51-4.00: Very agree

"I feel more confident and positive about myself when I take care of my emotional health" ranks fifth, with a mean score of 3.37 and a standard deviation of 0.67. This shows that students generally feel a boost in self-confidence when they prioritize their emotional health.

The indicator "Practicing mindfulness or relaxation techniques improves my emotional well-being" ranks sixth, with a mean score of 3.36 and a standard deviation of 0.67. Students moderately agree on the positive impact of mindfulness and relaxation practices on their emotional well-being.

Lastly, "I believe that emotional wellness is just as important as physical wellness" ranks seventh, with a mean

score of 3.34 and a standard deviation of 0.64. While students agree with the statement, it ranks lower compared to other indicators, suggesting that the emphasis on emotional wellness could be further strengthened.

The composite mean score across all indicators is 3.42 with a standard deviation of 0.61, which is interpreted as "Agree." This indicates that, on average, students hold a positive attitude toward the importance of emotional health and wellness, with stress management and relationship-building being the most recognized benefits. This supports literature highlighting the urgent need for universities to integrate emotional health initiatives alongside physical health programs (Xu, 2019).

Table 7. Assessment of Attitude Towards Health Wellness - Mental

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Maintaining a healthy lifestyle helps me stay mentally focused and sharp.	3.01	0.81	Agree	7
I feel more productive when I prioritize my mental health.	3.32	0.62	Agree	2
Engaging in wellness activities improves my ability to concentrate on my studies.	3.13	0.76	Agree	6
I believe mental wellness is essential for overall well-being.	3.16	0.77	Agree	4.5
I find that regular mental health practices, such as meditation or self-reflection, enhance my cognitive functioning.	3.16	0.74	Agree	4.5
I am more resilient in handling academic challenges when I take care of my mental health.	3.35	0.62	Agree	1
When I prioritize mental wellness, I feel less anxious and overwhelmed.	3.26	0.69	Agree	3
Composite	3.42	0.61	Agree	-

Scale: 1-1.50: Not all agree; 1.51-2.50: A little agree; 2.51-3.50: Agree; 3.51-4.00: Very agree

Table 7 presents an assessment of students' attitudes toward mental health and wellness. The table evaluates several key indicators, each with a mean score and standard deviation, followed by a verbal description and ranking according to the respondents' level of agreement.

The highest-ranked indicator is "I am more resilient in handling academic challenges when I take care of my mental health," which received a mean score of 3.35 and a standard deviation of 0.62. This indicator ranks first, reflecting students' strong belief in the role of mental health in fostering academic resilience.

In second place is "I feel more productive when I prioritize my mental health," with a mean score of 3.32 and a standard deviation of 0.62. This suggests that students recognize the positive impact of mental health prioritization on their productivity levels.

The indicator "When I prioritize mental wellness, I feel less anxious and overwhelmed" ranks third, with a mean score of 3.26 and a standard deviation of 0.69. This indicates that students agree on the benefits of mental wellness in reducing anxiety and feelings of being overwhelmed.

Two indicators share the fourth place: "I believe mental wellness is essential for overall well-being" and "I find that regular mental health practices, such as meditation or self-reflection, enhance my cognitive functioning," both with a mean score of 3.16 and respective standard deviations of 0.77 and 0.74. These results suggest moderate agreement from students on the importance of mental wellness and the cognitive benefits of mental health practices.

The indicator "Engaging in wellness activities improves my ability to concentrate on my studies" ranks sixth with a mean score of 3.13 and a standard deviation of 0.76. This

shows that students moderately agree with the idea that wellness activities enhance their focus on academics.

Lastly, the lowest-ranked indicator is "Maintaining a healthy lifestyle helps me stay mentally focused and sharp," with a mean score of 3.01 and a standard deviation of 0.81. While students agree with the statement, it ranks seventh, indicating that the connection between a healthy lifestyle and mental focus might be less emphasized.

The composite mean score across all indicators is 3.42 with

a standard deviation of 0.61, which is interpreted as "Agree." This suggests that, overall, students have a positive attitude toward mental health and wellness, with particular emphasis on the role mental health plays in improving academic resilience and productivity. This aligns with the literature, which emphasizes the need for mental health support and how mental resilience directly impacts academic performance (Bai, Jiang & Jin, 2019).

Table 8. Assessment of Attitude Towards Health Wellness – Social

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Engaging in wellness activities helps me build stronger social connections.	3.30	0.54	Agree	2.5
I feel more comfortable interacting with others when I prioritize my social well-being.	3.30	0.49	Agree	2.5
Participating in group activities or wellness programs improves my relationships with peers.	3.24	0.38	Agree	4
Maintaining a healthy lifestyle positively impacts my social interactions.	3.38	0.47	Agree	1
I believe that social wellness is important for my overall health and happiness.	3.01	0.50	Agree	7
When I am socially engaged, I feel more supported and less isolated.	3.15	0.39	Agree	6
I find it easier to collaborate and work with others when I prioritize my social wellness.	3.22	0.51	Agree	5
Composite	3.23	0.38	Agree	-

Scale: 1-1.50: Not all agree; 1.51-2.50: A little agree; 2.51-3.50: Agree; 3.51-4.00: Very agree

Table 8 provides an assessment of students' attitudes toward social health and wellness. The table evaluates several indicators, each with a mean score and standard deviation, followed by a verbal description and ranking according to the respondents' level of agreement.

The highest-ranked indicator is "Maintaining a healthy lifestyle positively impacts my social interactions," with a mean score of 3.38 and a standard deviation of 0.47. This indicator ranks first, suggesting that students strongly agree that leading a healthy lifestyle improves their social interactions.

In second place are two indicators that share the same mean score of 3.30: "Engaging in wellness activities helps me build stronger social connections" and "I feel more comfortable interacting with others when I prioritize my social well-being." Both have respective standard deviations of 0.54 and 0.49, indicating a high level of agreement from students on the benefits of wellness activities and prioritizing social well-being in fostering social comfort and connections.

The indicator "Participating in group activities or wellness programs improves my relationships with peers" ranks fourth, with a mean score of 3.24 and a standard deviation of 0.38. This reflects students' recognition of the positive role that group activities play in enhancing peer relationships.

"I find it easier to collaborate and work with others when I prioritize my social wellness" ranks fifth, with a mean score of 3.22 and a standard deviation of 0.51. This suggests moderate agreement from students on the role of social wellness in improving collaboration.

"When I am socially engaged, I feel more supported and less isolated" ranks sixth with a mean score of 3.15 and a standard deviation of 0.39. This shows that students acknowledge the benefits of social engagement in reducing isolation, although to a slightly lesser degree than other indicators.

Lastly, "I believe that social wellness is important for my

overall health and happiness" ranks seventh, with a mean score of 3.01 and a standard deviation of 0.50. Although students agree with this statement, it ranks the lowest among the indicators, suggesting that the connection between social wellness and overall health may be less emphasized compared to other aspects.

The composite mean score across all indicators is 3.23 with a standard deviation of 0.38, interpreted as "Agree." This indicates that students generally hold positive attitudes toward social health and wellness, with the most emphasis placed on the impact of a healthy lifestyle on social interactions and the role of wellness activities in building social connections. This supports the literature's claim that physical health improvements, such as reducing obesity, can positively affect social connections by boosting self-confidence and reducing anxiety (Zhao, Su & Zhang, 2017).

5. Conclusion

This study aimed to explore several aspects of health wellness and physical health promotion among college students in physical health care classes. The findings provide insights into the respondents' profiles and their assessment of existing health promotion strategies in universities.

Concerning the quality of physical health promotion, respondents assessed the efficacy of strategies for physical and medical integration strategies, academic support, and resource availability. The results showed that while there is a broad consensus on the effectiveness of these strategies, certain aspects, such as resource availability, may need to be improved in order to offer better support for students' well-being.

Effective collaboration between educational and medical professionals to address students' health needs is an important aspect. This indicates a relatively high level of consensus among university students regarding the importance of such collaborations. However, the ease of access to medical

resources and expertise within the educational setting was rated the lowest. This suggests that access to medical resources might be a weak area within the institution's health promotion strategies.

The study also investigated students' viewpoints regarding overall health and well-being, encompassing physical, emotional, mental, and social aspects. Emotional well-being was given the highest rating, signifying that students possess a keen understanding of the significance of mental health. Conversely, physical and mental well-being obtained moderate ratings, consistent with the existing literature that emphasizes the necessity for more comprehensive well-being strategies to tackle both physical and mental health issues.

The findings emphasize the importance of promoting physical health within universities through a holistic approach that considers both physical and emotional well-being. By addressing the deficiencies in resource availability and tailoring strategies, university Sports and Health Courses can markedly improve student health and well-being, in accordance with the goals of broader initiatives such as "Healthy China 2030."

This study discovers the deficiencies and gaps in health promotion among university students. Universities should develop a comprehensive program that integrates strategies for promoting physical and mental health to meet the specific needs of college students, in accordance with the goals of broader initiatives such as "Healthy China 2030."

6. Recommendations:

Based on the findings of this study, the following general recommendations are made to enhance physical health promotion and overall wellness for college students:

Universities need to allocate extra resources in order to improve the accessibility of health promotion services. Such services should include medical and mental health support, wellness programs, and sports facilities. By filling the gaps in resource availability, universities can ensure that all students have an equal chance to obtain the necessary resources for maintaining their physical and emotional well-being.

At the same time, Universities should foster collaboration between medical and sports departments to ensure a more comprehensive approach to student wellness. Increase the channels and areas for universities to obtain medical resources. Optimize the allocation of medical resources on campus. Enhance the access to medical resources, emphasizing comprehensive student health across multiple dimensions.

In summary, Embedding holistic health education, covering physical, mental, emotional, and social well-being, within the university physical education courses will boost students' awareness and furnish them with the requisite knowledge and skills for health management.

In order to guarantee the ongoing effectiveness of health promotion initiatives and their ability to adapt to the evolving needs of students, universities ought to set up systems for regular feedback and assessment. This may involve conducting annual health surveys, organizing focus groups and collaborating with student organizations, all with the aim of constantly enhancing the quality and scope of wellness program.

To address the identified gaps and capitalize on the strengths revealed in this study, it is crucial to develop a comprehensive program that integrates both physical and mental health promotion strategies tailored to the specific

needs of college students. The proposed program will focus on creating a more inclusive and supportive environment that promotes holistic well-being, ensuring that students are equipped with the knowledge, resources, and opportunities to take charge of their health.

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