

IDENTIFYING THE CHALLENGES AND THE LEVEL OF EFFECTIVENESS OF CAMPUS WELLNESS INITIATIVES AMONG STUDENTS AND STAFF IN UMK CITY CAMPUS

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ABSTRACT

A wellness programme is to maintain and improve a person's health through a balanced diet, regular exercise, stress reduction, and disease prevention. There are various challenges that contribute to the lack of implementation of Campus Wellness Initiatives among students and staffs, including a lack of understanding about personal health, the problem of obesity, which limits daily mobility and causes fast food intake. As a result, participation in these wellness initiatives is reduced. Therefore, the study aimed to explore the effectiveness that motivate, to assess the extent of support provided by campus leadership support, to determine the level of awareness, to assess the level of interest and to investigate the level of satisfaction of facilities among students and staff in campus wellness initiatives. The study was conducted using a quantitative research approach which is through online questionnaire survey in Google Form to collect the data. There were the 362 respondent consists of students and staff from the UMK City Campus. Based on the research findings, the research objectives of motivation, leadership support, participant awareness and participant interest were supported except the facilities, -.230 is not significant. All the hypotheses have been accepted at a significant level of 0.01, meanwhile the facilities showed that is not significant at $p > 0.05$. A few implications related to the research study are the researcher is difficult to get superiors to become respondents, during covid 19, respondents lacked involvement in health initiatives and were unable to know the effectiveness of the program and the difficulty in finding journals related to the research topic being studied. The implications related to the study have been proposed by the researcher.

Keywords: Campus Wellness Initiatives, Effectiveness, UMK City Campus

INTRODUCTION

The concepts "wellness" and "well-being" can be found in a variety of literary genres, including general social commentary, economics, social science, and food marketing. These phrases are frequently employed in contexts that cover both more general and esoteric aspects of life pleasure, such as happiness, as well as mental, physical, and emotional health. Wellness has a direct impact on one's ability to work and labour productivity, the nation's economy, the moral atmosphere in society, young people's education, and how one is perceived and how well one is living. The improvement of the students' quality of life is mostly due to the promotion of health. Indicators of the general personal culture include people's involvement in their own well-being and care, prevention of wellness illnesses, personality tendencies, such as personal health consciousness in many facets of life (Nesterchuk et al., 2020).

Surveys measuring physical, emotional, social, intellectual, and vocational wellbeing were given to participants. Significant institutional variations were reported for measures of physical and social health (Baldwin et al., 2017). Six broad categories of health-related behaviours make up holistic wellness: physical wellness, including eating plan, workout, sleep, smoking, alcohol use, and personal care; emotional wellness, including self-identity and self-esteem; spiritual wellness, including peace and connection with the universe; social wellness, including a sense of community and social support; occupational wellness, including job satisfaction; and intellectual wellness (e.g., creative stimulating mental activities).

As an increasing number of students seek physical and mental health services, college student wellness has become an increasingly important topic in higher education (Staples et al., 2022). Many people have suggested that wellness should be thought of holistically, encompassing not only bodily but also spiritual and mental aspects (Staples et al., 2022). In response to these requests for holistic wellness, studies in higher education have looked into components of moral well-being, such as meaning, direction and purpose in life (Lothes & Nanney, 2019). Then again, to the growth of wellness techniques with a spiritual foundation, such mindfulness and meditation (Lister et al., 2021).

The objectives of this study are as follows :

1. To explore the effectiveness that motivate students and staff to participate in campus wellness initiatives.
2. To assess the extent of support provided by campus leadership support towards wellness initiatives.
3. To determine the level of awareness of students and staff regarding the available campus wellness initiatives.
4. To assess the level of interest among students and staff in participating in wellness initiatives.
5. To investigate the level of satisfaction among participants with the existing wellness facilities in the campus.

Significance of the study

Students

The study's findings are significant because if many wellness initiatives are conducted on campus, students will be able to learn a few ways to overcome health problems in themselves and be able to incorporate strategies for maintaining a healthy lifestyle into their everyday routine. Therefore, it benefits pupils to increase their knowledge. Students that participate in wellness initiatives can teach it to other students. In addition, wellness initiatives can provide many benefits to the student's lifestyle.

Body of Knowledge

Examining empirical research on the subject can help a student acquire a fresh approach to resolving a problem that has been brought up in prior research projects. For example, the method used to gather the data, the sample size, and each data analysis can be modified to focus on a different issue and provide a distinctive study (Rafael, 2018). These opportunities to engage with health programs are great to avoid excessive waste of resources and this can improve the quality of health.

This study intends to provide more precise details regarding the difficulties experienced by campus wellness initiatives and to inform upcoming researchers about the availability of data on campus wellness initiatives among students or staff. This aids in deepening the investigation into the subject pertaining to the difficulties and success of campus wellness initiatives.

University

This study will benefit university as useful knowledge that everyone should learn. When the wellness initiatives are reactivated among students or staff, this institution will eventually understand what crucial techniques and programmes are required for a daily healthy living. It can also identify what factors or ways to improve wellness initiatives. So that, it can implement the program more effectively to the students and staff. It is also to prevent the waste of resources from happening. For example, responding to a challenge by participating in a national sports day.

Community

Wellness initiatives also benefit the community. If the wellness programmed and activities is successful, we can replicate to the community. How important wellness initiatives are to the community because one of the goals is to produce a good health and wellbeing society. By creating socially inclusive wellness initiatives, communities can support people in living fulfilling lives and have a good impact on their general health. A healthy community benefit everyone in it. And community health is one way to achieve a healthy community. That is why it is important for students at University of Malaysia Kelantan as students are usually very familiar with the community and they can practice it to the community.

Health Management

This phrase describes the overall management and direction of both governmental and private healthcare organizations. In essentially, the goal of healthcare management is to make sure that everything in the healthcare sector runs properly (Wager et al., 2021). Wellness programs have to do with Health management. That is why wellness initiatives are important and can benefit Health Management. It is also to prevent the waste of resources from happening.

LITERATURE REVIEW

Motivation

Motivation is crucial for identifying variables that might affect why people decide to finish the course. For example, perceived internal and personal incentives for completing a task or action, such as greater knowledge or a sense of success or self-worth, can be classified as intrinsic or extrinsic sources of motivation. A person's want to conduct or act in a way that will satisfy specific conditions or demands, which typically includes wishes, desires, or objectives, is referred to as motivation (Yilmaz et al., 2017).

According to certain research, when we feel powerless to exert control, for instance, we tend to give up easily (Gacek et al., 2017). Others have demonstrated that when we are pressured, we lose access to our inner resources for motivation (Ryan & Deci, 2019). Mental health problem among student can be reduce by gain motivation in wellness initiatives university (Al-Kumaim et al., 2021) . Programs for wellness actively involve students in activities that reduce anxiety, stress, and other mental health issues that may have an impact on how well they learn. In order for students to have successful futures, educators must provide them with the knowledge, abilities, and general health and well-being. Increasing wellness initiatives can benefit both the educator and the student.

Leadership Support

There are numerous definitions and interpretations of leadership. The leadership development models that originated in the framework of work organisations had limited application to students in learning environments as a result of emphasising employee-employer relations in a corporate environment (Shek & Lin, 2016). One of the earliest theories of leadership was the "Great Man Theory," which claimed that leaders were born, not made (Lumpkin & Achen, 2019).

Participant Awareness

People need knowledge about the actions and intentions of their co-workers when they collaborate in a shared setting, whether it be virtual or not. Successful cooperation requires this knowledge, especially when using groupware solutions (Collazos et al., 2018). One of the most well-known definitions of awareness is a comprehension of other people's activities, which provides context for a person's own activity. This knowledge of others is the outcome of the interaction of the participants and their environment (Collazos et al., 2018).

The prevalence of depression and anxiety disorders was found to be undergraduate students received 15.6%, while graduate students received 13.0%., indicating that there are a variety of mental health issues on college campuses for which students need support (Lipson & Eisenberg, 2017). 14.9% of

college students reported having received a diagnosis of depression at some point in the past, of whom 32% had experienced depression in the previous year, 24.5% were undergoing psychotherapy at the time of the research, and 35.6% were taking an antidepressant (Oswalt et al., 2018).

There is a severe lack of participant awareness of mental health issues, particularly among students. This presents a significant challenge because students tend to think this issue is common because they are unaware that they can participate in health programmes and activities at the same time. Lack of understanding of the extent to which particular situations could precipitate signs of mental illness. Given the various triggers for mental illness that college students experience (Dieringer et al., 2017).

Participant Interest

The majority of health initiatives only reach people who are already driven to take care of their health, according to ongoing studies of participation rates in wellness programmes and activities. Less motivated people will avoid topics like clear awareness of mental health issues and the significance of wellness programmes and activities. The people who are least knowledgeable about the subject are those who need this incentive the most. The fact that student health efforts are overly complicated, time-consuming, or challenging is another factor in the low participation rates in wellness initiatives.

The evidence for success is less positive if the objective of health programming is to lower health care costs, reduce absenteeism, or improve chronic health issues (Heidi Zwart, 2018). As we all know, university students are less interested in wellness initiatives if they are not given the proper emphasis, and if they are not given more attention, they are exposed to the hazards of this mental health to students.

Facilities

The type of campus recreation facilities is sometimes one of the deciding considerations for college enrollment for college students (Andre et al., 2017). Additionally, obtaining a degree after successfully completing a college career is one of the top focuses for institutions across the country (Makubuya et al., 2020). Student outcomes related to campus recreation, according to the Council for the Advancement of Standards in Higher Education (CAS), can be used to gauge the effectiveness of campus health and wellness programmes (Wells, 2015).

Recreational sports departments should use the dimensions associated with these domains as benchmarks for their programming and providing services. Learning outcomes for students are distinctive client qualities that might give the facility information about the likelihood of client intention for referral and repeat business. To maximise the effects of leisure activities on the student body on service delivery, collegiate recreation departments collaborate with campus stakeholders to ensure that they are promoting the educational objectives for their institutions (Makubuya et al., 2020).

Institutions that offer services for students that connect to recreation frequently think about how to improve students' lives and experiences. Climbing walls, elevated walking or jogging tracks, and other sophisticated recreation facilities are now commonplace, and a variety of other attractions rather than the outdated locker rooms and court gymnasiums (Kampf et al., 2018).

Research Hypothesis

The literature review highlighted that the independent variables like motivation, leadership support, participant awareness, participant interest and facilities that effectiveness of campus wellness initiatives among student and staff in UMK City Campus. Therefore, the study planned to examine the level of effectiveness among these variables. Based on the literature discussed, the hypotheses of this study were summarized in the following manner:

H1: There is a relationship between the motivation among student and staff, and the effectiveness of the wellness initiatives.

H2: There is relationship between leadership support and the effectiveness of wellness initiatives effectiveness.

H3: There is a relationship between participant awareness and the effectiveness of wellness initiatives.

H4: There is a relationship between participant interest and the effectiveness of wellness initiatives.

H5: There is a relationship between facilities and the effectiveness of wellness initiatives.

Research Framework

The Figure 1 below shows the research framework use for this study.

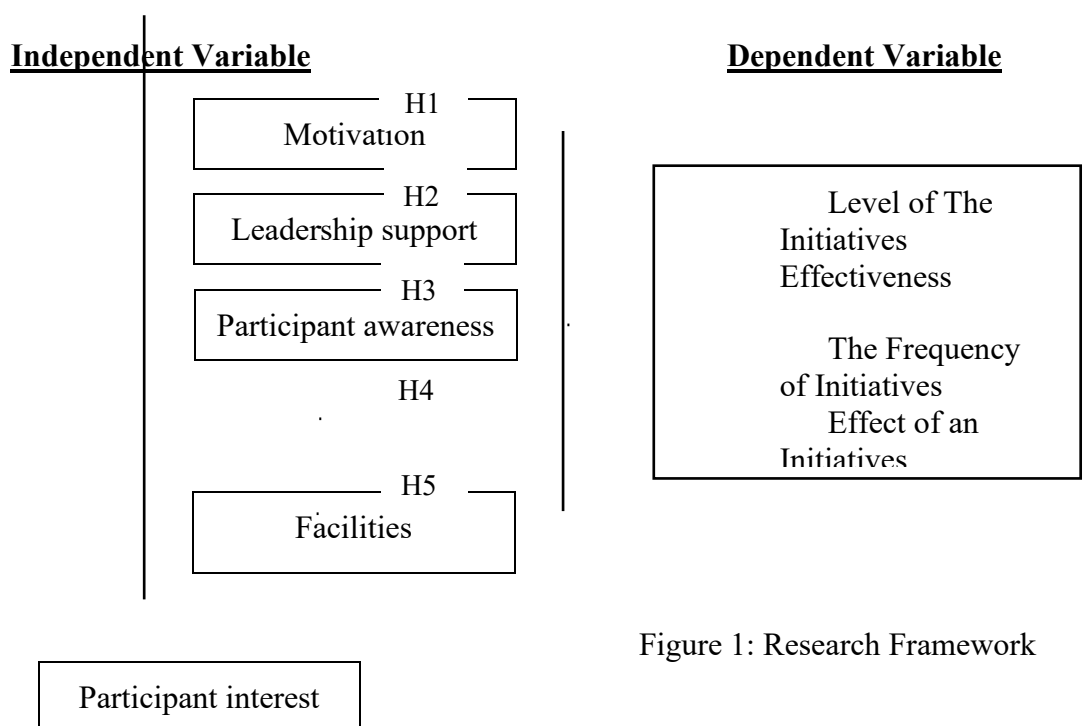


Figure 1: Research Framework

METHODOLOGY

Research Design

This research design is a framework that has been created to find overall answers to the overall answer to the research questions conducted the approach of this study is to use quantitative methods. A quantitative research approach has been used for the study of the level of effectiveness of campus wellness initiatives among students and staff in UMK City Campus. The most effective approach for the study can be viewed as a research design, which is an interpretative methodology. The questionnaires utilised in this study's

examination structure are a quantitative approach, and all of the information collected from respondents will be used as the study's primary data.

Data Collection

Researcher collect primary data directly from primary sources such as survey like used questionnaire through the Google form. The questionnaires were given to students and staff of UMK City Campus for provide insight into the challenges of the campus wellness initiatives and its relationship with the effectiveness of the program. The questionnaire was distributed through online and social media like WhatsApp and collected data among students and staff in UMK City Campus. The students answered the questionnaire according to the condition and related to their current situation as well.

Sampling

The researcher will use the non-probability technique. By taking into account the population's and the survey's time constraints, the researchers adopted the convenience sampling technique, which is in non-probability sampling. Convenience sampling is also easy to do because researchers can get sampling information in a short time and this sampling method can also save research costs. The students and staff of UMK City Campus are to receive the questionnaires. Convenience sampling will be used in this research project because Universiti Malaysia Kelantan's City Campus student and staff populations are relatively huge. This is due to the fact that students from the Faculty of Hospitality, Tourism and Wellness (FHPK), the Faculty of Entrepreneurship & Business (FKP) and Faculty of Veterinary Medicine (FPV) attend University Malaysia Kelantan (UMK) City Campus. The researcher will utilize this sampling technique on 362 respondents, as it will be hard to include the entire population of 6522 students and staff at UMK City Campus given the low participation rate. Respondents were selected to answer this questionnaire and all data were collected based on their answer.

Data Analysis

The researcher using Statistical Package for the Social Sciences (SPSS) version 26 to analysed the data obtained. Measurements based on SPSS data include mean, variance, standard deviation, and the frequency. The researcher chose a straightforward descriptive analysis, reliability analysis and correlation analysis to evaluate the data. Frequency analysis was used to analysed demographic profile of respondents while descriptive analysis was used to describe the level of effectiveness of the variable. The three main categories of descriptive statistics are frequency distribution, measures of variability, and measures of central tendency. Reliability analysis was used to ensure the data from questionnaire was reliable and satisfied the purpose. The inference statistic using Pearson Correlation when two continuous variables are compared, the coefficient measures the strength and direction of the linear relationship between an independent variable (IV) and a dependent variable (DV), divided by the components of the standard deviation.

FINDINGS

Result of Frequency Analysis

Table 1 shows the result of frequency analysis of respondents.

Table 1: Frequency Analysis

Characteristics	Frequency	Percentage (%)
Gender		
Male	108	29.8
Female	254	70.2
Age		

18 – 21 years	29	8.0
22 – 25 years	301	83.1
26 – 29 years	25	6.9
30 years and above	7	1.9
Marital Status		
Single	333	92.0
Married	29	8.0
Ethnicity		
Malay	307	84.8
Chinese	29	8.0
Indian	23	6.4
Others	3	0.8
Employment		
Staff	31	8.6
Student	331	91.4
Faculty		
FHPK	276	76.2
FKP	53	14.6
FPV	33	9.1
Semester		
1	2	0.6
2	18	5.0
3	14	4.1
4	50	13.8
5	29	8.0
6	232	64.1
7	11	3.0
8	6	1.7
The frequency of respondents attending wellness programs or activities at Universiti Malaysia Kelantan City Campus.		
Everyday	27	7.5
Not sure	81	22.4
Several times a month	152	42.0
Several times a week	102	28.2

Table 1 shows the result of frequency analysis of respondents. The research focuses on students and staffs in UMK City Campus. There are 108 respondents (29.8%) of male respondents compared to the female respondent which is 254 respondents (70.2). The reason why the female respondent is more than male respondent is because the female respondent is easy to approach, and they are willing to spend their time answering the questionnaire. The majority of respondent were from age of 22 – 25 years old which is 301 respondents (83.1). The second highest is 18 – 21 years old with 29 respondents (8.0%), while the respondent from aged 26 – 29 years old is 25 respondents (6.9%). Lastly, the age group from 30 years and above is 7 respondents (1.9%). The reason why the age group of 22 to 25 years has the highest percentage is that they are among the first to third-year students of the UMK City Campus. Meanwhile, the age of 30 years and above is the lowest because it is likely from among the staff of the UMK City Campus. Next, there are huge differences between single and married couples, with single scores the highest 333 respondents (92.0%) and respondents who are married 29 respondents (8.0%). Most of the respondents are from Malay which is 307 respondents (84.8%), followed by Chinese which is 29 respondents (8.0%), Indian is 23 respondents (6.4%) and others is 3 respondents (0.8%). The data shows that there are more

ethnic Malays who answered this questionnaire because the majority of students at UMK City Campus are ethnic Malays.

Respondents from students is the highest percentage which is 331 respondents (91.4%). Then followed by staff which is 31 respondents (8.6%). There are more students who answer the questionnaire than staff because students have more time than staff. Furthermore, respondents from FHPK students showed the highest which is 276 respondents (76.2%). Then followed by FKP which is 53 respondents (14.6%) and last but not least are FPV students which is 33 respondents (9.1%). Next, respondents from semester 6 students showed the highest which is 232 respondents (64.1%). Then followed by the second highest semester 4 which is 50 respondents (13.8%) and then semester 5 the third highest which is 29 respondents (8.0%). Next, the fourth highest in semester 2 which is 18 respondents (5.0%). The fifth highest is semester 7 which is 11 respondents (3.0%) followed by semester 8 which is only 6 respondents (1.7%) and finally semester 1 which only gets 2 respondents (6%). Finally, majority the frequency of respondents attending wellness programs or activities at Universiti Malaysia Kelantan City Campus for several times a month shows the highest which is 152 respondents (42.0%). Next, 102 respondents (28.2) for the frequency of several times a week. Then, the frequency of respondents attending wellness programs or activities at the UMK City Campus that is uncertain or not sure is as much as 81 respondents (22.4%) and finally, every day that attends wellness programs or activities at the UMK City Campus is as much as 27 respondents (7.5%).

Result of the Descriptive Analysis

Table 2 shows the result of descriptive analysis of variables.

Table 2: Descriptive Analysis of Variables

Variables	Items	Mean	Standard Deviation
Motivation	I am not taking part in the wellness initiative programs because it can't improve my health.	1.79	962
	I am not taking part in the wellness initiative programs because it can't increase my productivity.	1.83	917
	I am not taking part in the wellness initiative programs because it can't improve my engagement with my friends.	2.36	989
	I am motivated to join wellness program.	4.02	1.040
	I am not taking part in the wellness initiative programs because it can't reduce my stress levels.	2.10	1.087
	I am not taking part in the wellness initiative programs because it can't improve teamwork.	2.75	1.282
Leadership support	The faculty management and student representative council are not always taking part in the planning of wellness programs.	2.39	1.198

	The faculty management and student representative council are not always taking part in organizing wellness programs.	2.36	1.265
	The faculty management and student representative council does not make wellness programs an important agenda in faculty or students' programs.	2.78	1.384
	The faculty management and student representative council does not encourage the staffs and students to take part in wellness programs.	2.10	1.081
	The faculty management and student representative council do not have a clear objective for faculty or students' wellness programs.	2.34	1.223
	The faculty management and student representative council does not always promote the importance of wellness programs.	2.60	1.320
Participant Awareness	I didn't know that participating in campus wellness initiatives programmes can improve my health.	2.24	1.146
	I am not aware that by participate in campus wellness initiative programs can increase my productivity.	2.35	1.216
	I didn't know that participating in campus wellness initiative programs can improve my engagement with my friends.	2.52	1.114
	I am not aware that participating in wellness initiative programs can improve my engagement with my friends.	2.41	1.270
	I am not aware that participating in wellness initiative programs can reduce my stress levels.	2.44	1.297
	I am not aware that participating in wellness initiative programs can improve teamwork.	2.64	1.169
Participant Interest	I am not interested in participating in wellness initiative programs if it is organized during the weekend.	1.88	1.059

	I am not interested in participating in wellness initiative programs if it is organized after the lecture/ working hours.	2.42	1.313
	I am not interested in participating in wellness initiative programs if it is conducted by external expertise.	1.99	1.034
	I am not interested in participating in wellness initiative programs if it is conducted by the faculty management/ student representative.	2.21	1.190
	I am not interested in participating in wellness initiative programs if it is conducted in a simple form.	2.15	1.124
	I am not interested in participating in wellness initiative programs if it is conducted in a fun way.	2.01	1.094
Facilities	The facilities for the wellness initiative programs provided by the university are not satisfactory.	3.29	1.222
	The facilities for the wellness initiative programs provided by the university are low.	3.50	1.187
	The facilities have not become the main factors to initiate wellness initiative programs at the university/ faculty level.	3.54	1.133
	Inadequate facilities can lower the number of participants joining the wellness initiatives programmes at the faculty/ university level.	3.44	1.125
	Staff/ students should have not been informed about the facilities provided at the university/ faculty level to attract more participants to join the campus wellness initiative programs.	2.82	1.419
	There is a need to improve the wellness facility in the campus area.	4.22	1.020
Level of The Initiatives Effectiveness	Each wellness initiative programs I participated in has not defined the desired outcomes.	2.27	1.190

Each wellness initiative programs I participated in do not mention clear goal of a healthy and well-being lifestyle.	2.28	1.262
All of the wellness initiatives programmes are complicated to participate.	2.09	1.150
There are more than 5 wellness initiatives programmes conducted every semester.	2.81	1.336
Staff and students are not well informed about the wellness initiatives programmes conducted in the university/ faculty.	2.62	1.380
I am not satisfied with the wellness initiatives programs conduct in the university/ faculty level.	2.51	1.264
The wellness initiatives programmes schedule is not flexible.	2.46	1.207
The wellness initiatives programmes that I join has not benefited me.	2.12	1.199

Table 2 shows the result of descriptive analysis of variables. For the first of independent variable is motivation which is the item is “I am motivated to join wellness program” has the greatest mean score (M=4.02, S.D=1.040). The next variable is leadership support which is the item that has the greatest mean score is “The faculty management and student representative council does not make wellness programs an important agenda in faculty or students’ programs”, (M=2.78, S.D=1.384). The item for participant awareness that has the greatest mean (M=2.64, S.D=1.169) is “I am not aware that participating in wellness initiative programs can improve teamwork”. Besides, the fourth independent variables is participant interest and the items is “I am not interested in participating in wellness initiative programs if it is organized after the lecture/ working hours” which is (M=2.42, S.D=1.313). Lastly, for independent variables is facilities which is the greatest mean score (M=3.54, S.D=1.133) that the item is “The facilities have not become the main factors to initiate wellness initiative programs at the university/ faculty level”. Meanwhile, for dependent variable is level of the initiatives effectiveness which is the item is “There are more than 5 wellness initiatives programmes conducted every semester” has a greatest mean score (M=2.81, S.D=1.336).

Results of Reliability Analysis

Table 3 shows the result of reliability analysis based on independent variables and dependent variable.

Table 3: Reliability Analysis

Variables	Number of Items	Cronbach’s Alpha
Motivation	6	.733
Leadership Support	6	.900

Participant Awareness	6	.885
Participant Interest	7	.897
Facilities	6	.798
Level of The Initiatives Effectiveness	8	.923

Table 3 shows the result of the reliability analysis based on each independent variables and dependent variable. The first independent variables are motivation with 6 questions shows Cronbach's Alpha value of .733 which is acceptable. The second independent variable, leadership support which contains 6 questions shows the Cronbach's Alpha value .900 which the level is excellent so that the question is strength and high positive. The third is participant awareness also within 6 question and the Cronbach's Alpha is .885 with good of internal consistency level. Next, participant interest which is have 7 questions and the Cronbach's Alpha is .897 with the good result. The last for independent variable is facilities that have 6 questions and the result is .798 with the acceptable result. Meanwhile, in measuring dependent variable, the researcher provides 8 questions and the result of Cronbach's Alpha is .923 with the excellent result.

Result of Pearson Correlation Analysis

Table 4 shows the result of Pearson Correlation analysis based on the hypothesis.

Table 4: Pearson Correlation Analysis

Hypothesis	P-Value	Result
H1: A moderately positive correlation between the motivation among student and the effectiveness of the wellness initiatives.	0.01	Supported
H2: A moderately positive correlation between the leadership support and the effectiveness of wellness initiatives effectiveness.	0.01	Supported
H3: A moderately positive correlation between participant awareness and the effectiveness of wellness initiatives.	0.01	Supported
H4: A strong positive correlation between the participant interest and the effectiveness of wellness initiatives.	0.01	Supported
H5: A weak negative correlation between the facilities and the effectiveness of wellness initiatives.	0.05	Not Supported

Table 4 shows the result of Pearson Correlation analysis based on the hypothesis. According to the results, the significant p-value of H1 is 0.01 which is the p-value is under 0.05. Thus, the study can reject the null hypothesis. The Pearson Correlation result is 0.458 stipulates the strength of the relationship between motivation and the effectiveness of wellness initiatives is moderate and the result is supported. Next, the significant p-value of H2 is 0.01 which is the study can reject the null hypothesis. The Pearson Correlation

result is 0.692 stipulates the strength of the relationship between leadership and the effectiveness of wellness initiatives is moderate correlation and the result is supported. Then, the third hypothesis which is H3, the significant value is 0.01 that the p-value is under 0.05. The study can reject the null hypothesis. The result shows moderate correlation with a correlation coefficient value of 0.666 that has a supported result between participant awareness and the effectiveness of wellness initiatives. The last result that the p-value is under 0.05 is H4 which is the study can reject the null hypothesis. That is strong correlation between participant interest and the effectiveness of wellness initiatives. Lastly, H5 shows that negligible correlation with a correlation coefficient value of -.023. The p value of the facilities with the level of effectiveness of wellness initiatives is 0.662 which is the result is not supported at p-value, that is more than 0.05. Thus, the study is not statistically significant and the null hypothesis is not rejected.

DISCUSSION AND RECOMMENDATIONS

Discussion is aimed at solving questions and addressing hypothesis as mentioned in first chapter of this study. To improve the study and gather more useful data, some recommendations are made. In general, the researcher can conduct in-person interviews or use an online platform to assure the effectiveness of this study. This entails distributing a Google form for responders to complete in exchange for an in-person interview. This is done to make it simpler for researchers to quickly and easily gather information that is more focused. It might expedite research even more.

The researcher needs to decide which respondents to interview in more detail at first. They must be directly related to the subject of the study because if the respondent is familiar with it, it may facilitate the search for relevant material and be faster. If the respondents have a clear understanding of the research topic, it may help to collect respondent data more accurately and fast. Finding the appropriate target respondents for the study is practical on the part of the researcher because problems may arise when the target respondents do not understand the given research topic clearly and it can make it complicated for the researcher to complete the future studies.

Next, to ensure that the findings of the study are fair and focused, the next researcher needs to focus on the target group of respondents which includes UMK City Campus staff and students. The expected results should be compatible with the title of the study, which is to identify the challenges and the level of effectiveness of campus well-being initiatives among students and staff at UMK City Campus. Based on the data results, it can be used as knowledge provided to students and staff at UMK City Campus to find out about work and study experiences while in such a situation.

Finally, when planning future investigations, researchers may consider other variables through perspective. The variables in this study that only have moderate relationship with the dependent variable which is motivation, participant awareness, participant interest, leadership support, and convenience.

CONCLUSION

In conclusion, the study has been accomplished to identify the challenge and the level of effectiveness of campus wellness initiatives among students and staffs in UMK City Campus. This study is focused on the relationship between five independent variables known as motivation, leadership support, participant interest, participant awareness and facilities and one dependent variable which is level of initiatives of effectiveness. A total of respondents for this study among students and staffs in UMK City Campus to examine their effectiveness in wellness initiatives. In short, according to the results, all independent variables are moderately positive and correlated with the dependent variable except facilities variables. In summary, the objective of the study has been achieved which is to identify the level of effectiveness of campus wellness initiatives among students and staff in UMK City Campus.

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