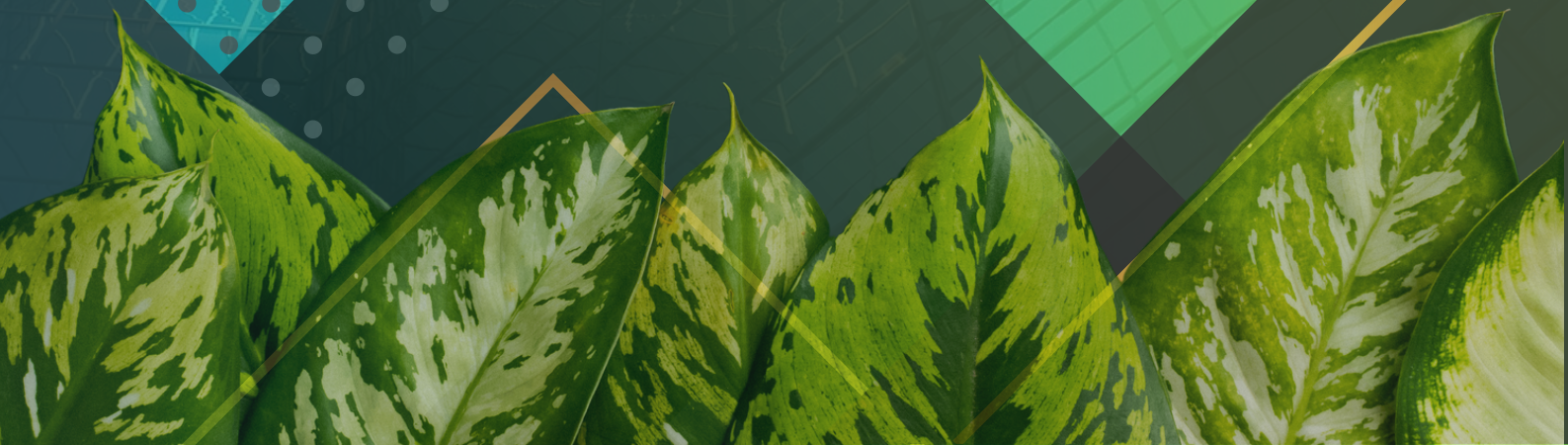




E-PROCEEDING HOTWEC 7.0

**SUSTAINABLY NURTURING
TOURISM,
HOSPITALITY AND WELLNESS INDUSTRY
FOR A BRIGHTER TOMORROW**



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EXPLORING SUCCESS FACTORS INFLUENCING THE EFFECTIVENESS OF WELLNESS INITIATIVES ACTIVITIES IN THE UNIVERSITY

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ABSTRACT

A wellness initiative can be defined as an activity that aims to improve and promote health and fitness that is usually offered in universities or working place. The wellness initiative activities carried out in the university can provide mental and physical relief to students. **Issue:** At the University Malaysia Kelantan (UMK) City Campus, there was a lack of facilities and equipment, students did not have a proper track to do exercise like running or jogging. Student may experience physical and mental issue of as result of their lack of motivation to engage in structured and regular sporting activities. **Method:** Cross-sectional study design was applied in the present study. The data were collected among 361 students of the University Malaysia Kelantan (UMK) City Campus. Descriptive analysis and Pearson correlation coefficient were used to analyse the data using SPSS version 26.0. **Result:** The Pearson correlation values for the facilities, leadership support, student awareness, and participant involvement towards the effectiveness level of the wellness initiatives ranged from 0.70 to 0.91. The data also revealed that the factors were significantly correlated with the effectiveness of wellness initiative activities in the university. **Conclusion:** Effective wellness initiative activities could reduce the prevalence of unhealthy lifestyles among students. The involvement of university students in wellness initiative activities may also improve their mental health, well-being, and academic achievements.

Keywords: Facilities, Leadership support, Student awareness, Participant involvement, The effectiveness level of the wellness initiatives

INTRODUCTION

The level of the wellness is the degree to which a person realizes and chooses to engage in healthy behaviours daily. Well-being occurs when a person is free from any disease. It is a dynamic growth. A healthy body does not mean that a person has reached a level of well-being, but it needs to include both physical and mental aspects, i.e., internal and external health. Health is “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (World Health Organization, 2020).

Well-being affects student performance in learning. Previous research showed that student well-being has a significant impact on student performance. Student achievement results affect high cognitive well-being. (Govorova, Benitez & Muniz, 2020). Among the importance of well-being among students is being energized. Energize is not only obtained through nutrition but also sleep. Sleep is also psychological well-being. Students must attend classes, complete assignments, study, maintain a social life, and there are even students who work part-time to cover living expenses. As a single integrated setting that includes academic, professional, and social activities, as well as health care and other support services, universities and colleges have the potential to improve the mental health and well-being of young

adults significantly. While universities continue to grow, there is growing worried that the resources provided to help students and staff are not progressing at the same rate. More concern should be highlighted for those with mental health issues and poor levels of well-being. This study aims to examine the factors that influence mental health and well-being among student the University of Malaysia Kelantan.

In addition, a healthy mind is essential to a healthy community. One of the most pressing issues in health care in the twenty-first century is the lack of effective mental illness promotion, prevention, and treatment programmes. According to the World Health Organization (WHO), a healthy mind is a “state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute their community”. (Velten, Bieda et al. 2018). Student lifestyle also affect mental health; students don’t get enough nutrition from food, which is caused by insufficient financial resources. Students have no other option but to choose unhealthy foods such as instant noodles. Not only that, but irregular sleep also affects student health and well-being and makes students unable to focus on class. Students also need to face the screen for a long period of time to join the class, complete assignments, and take assessments.

The study consists of four objectives:

1. To identify the relationship between leadership support and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.
2. To identify the relationship between student awareness and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.
3. To identify the relationship between participant involvement and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.
4. To identify the relationship between facilities and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.

Significance of the Study

Body of Knowledge

This study can help increase knowledge on the importance of wellness initiatives as researchers want to embed the mind of prioritizing wellness among students. It is also a medium to inform the importance of this study to the university management so that they can take appropriate action to provide and improve the facilities.

Practicality

Practicality can help to improve the capacity of wellness initiatives on campus. This study can prove that the wellness initiative is not only about physical exercise, but it is also about the mentality to practicing a healthy lifestyle. For example, the students are able to manage their stress as they know what they have to do. like take a nap or mingle with their friends. Thus, wellness is such a broad concept. It also convinces the student representative council to raise the issue about the insufficient facilities and lack of awareness among students and the top management. University Malaysia Kelantan has a lot of students, so it is worth providing sufficient recreation facilities.

Community

This study focuses on higher education settings, but at the same time, it can replicate the study in a broader setting which means it is not limited to campus but to the community. Facilities play a significant role in improving motivation towards a healthy lifestyle. For example, housewives may want to join and support

the wellness program, but there is no incentive for them to do so. Most of them cannot participate in wellness initiative activities because they do not want to leave their children alone at home. Thus, this study will replicate on how these factors will contribute to wellness initiatives in terms of residential park aspects.

Policy Maker

This study is to let the top management know the importance of wellness initiatives and convince them to take possible action to improve the wellness initiatives in the university.

LITERATURE REVIEW

Wellness encourages a person to achieve balance in life to ensure that the body remains healthy. Wellness has seven dimensions (physical, mental, financial, spiritual, environmental, vocational, and social). These seven dimensions are interrelated with each other. Without one of these dimensions, it may affect the other dimensions. This section will include a critical analysis of the sources. In the research literature, this study shows the understanding of the success factors of the effectiveness of well-being initiatives among students at the University Malaysia Kelantan. Previous studies showed that the success factors, such as facilities, leadership support, student awareness, and participant involvement. Success factors or important success factors are crucial actions needed to guarantee the achievement of an organisation. Previous studies showed that the success factors, such as facilities, leadership support, student awareness, and participant involvement, contributed to the effectiveness level of the wellness initiatives activities. The awareness of the well-being facilities offered by the university is an internal aspect that contributes to the success of the campus well-being initiative among the students of the University Malaysia Kelantan (UMK) City Campus. Students worked together to achieve this effectiveness by utilising the available resources. The effectiveness of campus well-being among the students of City Campus is greatly influenced by external success factors, which are elements that originate from outside the individual. According to Brown's definition from 2007, external influences vary depending on the person, but in general, they are exclusively based on situations outside of the student's control and influence.

Facilities

The purpose of a spa at University Malaysia Kelantan is to give a space where the students can go to relax their body and their mind. By incorporating unique themes (e.g., gym, spa, netball, and futsal court) into spa facilities, it has attracted students to make use of the suggested wellness initiative (Sarah, E. Colby, 2010). The spa treatment offers the physical, emotional, and spiritual mending necessary for conserving a healthy way of life and extending life. Spa treatments can also increase the body's immunological response, decrease bodily inflammation, and ameliorate circulation. Also, going to a spa to relax and be cockered can ameliorate their self-esteem and internal clarity. Spa treatments, like massages, are non-medical procedures that help the body's wellness. According to scientific exploration, a frequent hand massage may soothe pain, improve hand strength, and lessen pressure and anxiety. Treatments for illnesses including neuropathy, carpal tunnel syndrome, and arthritis can all profit from hand massage.

Leadership Support

To ensure that every activity can be arranged successfully, the support of leadership plays an important role. Administrative leaders in academia have permanent or fixed-term roles managing academic organisations or parts of them. Leaders in this category include the vice president, deans, and the Student Representative Council (SRC). Individuals in these positions are in charge of university leadership. These individuals serve multiple tasks simultaneously, such as departmental figureheads, staff, and student leaders. (Braun et al., 2016). Not only does financial support for the well-being programme matter, but it is also necessary to provide adequate facilities at the City Campus with enough financial support. Supporting students to manage stress and adversity could benefit their current and future health and well-

being student-learning. Universities that want to foster student resilience must look at the big picture rather than the details. (Holdsworth et al., 2018)

Student Awareness

The term “awareness” is used interchangeably with the term “consciousness” and which shows a person's level of awareness of something. (John et al., 2000). The American Psychological Association defines awareness as the present-moment, judgment-free awareness of one's events. In other words, consciousness is a state and not a trait. Although often, particular techniques or activities are used to gain this awareness. Being conscious of one's own wellness is crucial, especially for students who are already aware of how depression, stress, and other conditions are frequently linked to it. In a 2013 survey by the National College Health Assessment, participants were asked to list the elements that influence their academic performance over the course of one semester. Student awareness can be improved with welfare exhibitions. Wellness programs may help students become aware of imbalances (Cohen, 2003, p. 204). This welfare exhibition can help students learn more about the significance of well-being while also raising their awareness of the topic.

Participant Involvement

Participant involvement essential in ensuring that every university activity receives support from students at University Malaysia Kelantan (UMK). According to (Imms et al., (2017)), participation may include components of engagement, motivation, persistence, social connection, and affect level. Attendance is a necessary but not sufficient criterion for participation and involvement. If one participates in an activity on a regular basis, the likelihood of being involved in that activity increases. However, individuals may attend to various components of the same action, possibly because they are motivated by distinct goals; as a result, they may be participating in separate portions of the same activity. Planned activity is crucial since it can help students cope and manage stress while only addressing one aspect of student mental health; it is equally essential to create protective elements in the university's social and academic environment. In a university setting, this approach recognises the impact of the teaching and learning environment on students' mental health and wellness (Baik et al., 2019).

Research Hypothesis

Four hypotheses have been tested in this study:

H1: There is a significant relationship between leadership support and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.

H2: There is a significant relationship between student awareness and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.

H3: There is a significant relationship between participant involvement and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.

H4: There is a significant relationship between facilities and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan.

Research Framework

Facilities, leadership support, student awareness, and participant involvement are the four independent variables (IV) listed in the conceptual framework, which is based on the researcher's research. The dependent variable is the efficacy level (DV). The goal of this study is to understand what makes campus wellness programmes successful in university. The following are some of the conceptual frameworks used in this study:

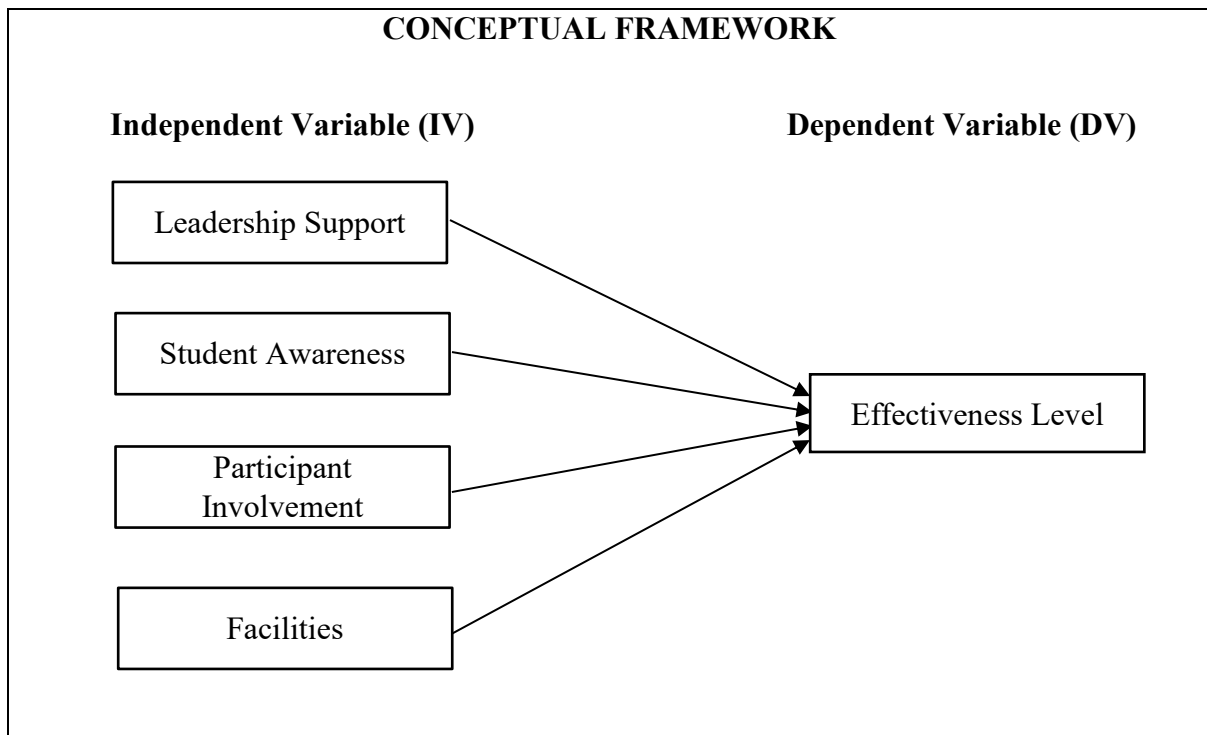


Figure 1: Research Framework

METHODOLOGY

Research Design

This study used a cross-sectional study. The method used by the researcher to collect data is by giving out questionnaires that are distributed to 361 respondents. The respondent was chosen by convenience sampling. Our target population for this study is from the University Malaysia Kelantan (UMK).

The questionnaire for this data collection process contains six sections which are section 1 related to the demographic (5 questions); section 2 about leadership support (6 questions); section 3 related to student awareness (5 questions); section 4 related to the participant involvement (7 questions); section 5 related to the facilities, (5 questions) and; section 6, about level of effectiveness, (7 questions). The Likert scale is the instrument that provides the most accurate measurement of respondents' most agreeable opinions. The Likert scales used in this study are: - 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The quantitative research approach, using a cross-sectional study design, was used to measure the relationship between the dependent variables, which are the level of effectiveness, and the independent variable, which are facilities, leadership support, student awareness, and participant involvement.

Data Collection

A questionnaire has been distributed via Google Forms via WhatsApp. The students will have an explanation for a little information to avoid misunderstanding the questionnaire. They were given space and their own self-judgment of the success factors on the questionnaire. There are 361 respondents among 6814 students. The data were collected and analysed through a self-administrator questionnaire. The respondents must answer all the questions given.

Sampling

Convenience sampling is a strategy used by this study to obtain research data from available groups of respondents. This method is used when there is a situation where the population is very large. It is also known as grab sampling or availability sampling. The data obtained from the respondents can help in solving specific issues. Students at University Malaysia Kelantan (UMK) were selected as target respondents. Convenience sampling will be used in this study because the total student population at University Malaysia Kelantan is large. The researcher utilised this sampling technique on 361 respondents because it was impossible to include all 6814 students in the study. Pilot studies frequently employ convenience sampling to gather information on success criteria for effectiveness in higher education settings. The poll was carried out independently. The approach was straightforward and suitable for the budget and schedule constraints.

Data Analysis

An instrument used in analysing the data was statistical tool or Statistical Package Social Science (SPSS) version 26.0. Descriptive analysis was used to assess the data. One variable is considered at a time in a frequency distribution, which is a mathematical distribution. The frequencies were gathered, and a comparison using the supplied data was made. The information gathered revealed the influences of the success factor of the effectiveness of wellness initiatives among students at University Malaysia Kelantan. The study consists of descriptive analysis, reliability analysis, and Pearson Correlation.

FINDINGS

Demographic Profile of Respondents

Table 1 below shows the frequency analysis of this research.

Table 1: Result of Frequency Analysis

Characteristics	Frequency	Percentage (%)
Age		
18-20	60	16.6
21-23	281	77.8
24-26	6	1.7
27 and above	14	3.9
Gander		
Male	62	17.2
Female	299	82.8
Race		
Malay	261	72.3
Chinese	40	11.1
Indian	40	11.1
Other	20	5.5
Marital Status		
Married	13	3.6
Single	348	96.4
Current Year of Study		
Year 1	11	3.0
Year 2	61	16.9
Year 3	268	74.2
Year 4	3	0.8
Other	18	5.0

Table 1 illustrates the result of the frequency analysis of socio-demographic characteristics. The distribution based on age shows that 60 respondents (16.6%) were between 18-20 years old, 281 respondents (77.8%) were between 21-23 years old, 6 respondents (1.7%) were from 24-26 years old, and 14 respondents are among 27 years old and above. The majority the respondents were between the age of 21-23 years old. This is because most degree students range in age from 21 to 23 years old.

The total number of respondents for males was 62 respondents (17.2%), while the number of females was 299 respondents (82.8%). This study used the convenience sampling method, meaning that anyone who wants to answer the questions can survey. In this study, more female was interested answering the questionnaire. For the analysis of the respondents by race, 261 (72.2%) respondents were Malays, Chinese and Indian respondents both have the same total of respondents, which is 40 respondents (11.1%), and another 20 respondents (5.5%) were from other races. The highest number of respondents by race is Malay because the student community at University Malaysia Kelantan is mostly Malay.

Referring to marital status, 348 respondents were single (96.4%), and 13 of the respondents were married, which is 3.6%. The majority of the respondents were single because they were still studying for degrees. The analysis of current-year study respondents showed that there were 11 respondents (3.0%) in student year 1, 61 respondents (16.9%) in student year 2, 268 respondents (74.2%) in student year 3, 3 respondents (0.8%) in student year 4, and 18 students (5.0%) in other current year of study. The result showed that more third-year students answered the survey.

Descriptive Analysis

Table 2 below shows the result of the descriptive analysis of this research.

Table 2: Result of Descriptive Analysis

Variables	Items	Mean	Standard
		Score (M)	Deviation (SD)
Leadership support	The faculty management and student representative council always participate in planning wellness initiative activities.	4.60	.716
	The faculty management and student representative council always take part in organizing wellness initiative activities.	4.62	.693
	The faculty management and student representative council make wellness initiative activities an important agenda in faculty or students' activities.	4.62	.705
	The faculty management and student representative council always encourage students to participate in wellness initiative activities.	4.61	.727

	The faculty management and student representative council have a clear objective for faculty or students' wellness initiative activities.	4.61	.698
	The faculty management and student representative council always promote the benefit of wellness initiative activities.	4.61	.714
Student awareness	As a student, I will always participate in planning the wellness initiative activities.	4.66	.583
	As a student, I will always participate in the wellness initiative activities organized by the university.	4.68	.575
	I am aware that participating in wellness initiative activities can improve my engagement with friends.	4.70	.498
	I am aware that participating in wellness initiative activities can reduce my stress levels.	4.68	.569
	I am aware that participating in wellness initiative activities can improve teamwork.	4.72	.485
Participant involvement	I will engage in wellness initiative activities if they are organized on weekends.	4.57	.742
	I will engage in wellness initiative activities if they are organized after lectures.	4.63	.645
	I will get involved in wellness initiative activities if they are run by external experts.	4.67	.556
	I will involve myself in the wellness initiative activities if managed by faculty management/student representatives.	4.67	.571
	I will engage in the wellness initiative activities if it is conducted online.	4.60	.692
	I will get involved in a wellness initiative activity if it is run in a fun way.	4.78	.445
	I will engage in wellness initiative activities if they are given incentives such as certificates, club memberships, and training hours.	4.77	.473

Facilities	The facilities for the wellness initiative activities provided by the university are good.	4.74	.470
	The wellness facilities become the main factors in organizing wellness initiative activities at the university/faculty level.	4.75	.515
	Good facilities can attract more participants to join the wellness initiatives activities at the faculty/university level.	4.78	.438
	Students should always be informed about the facilities provided at the university/faculty level to attract more participants to join the campus wellness initiative activities.	4.78	.450
	Wellness facilities were well maintained.	4.73	.550
Level of Effectiveness	Each wellness initiatives activities I participated in has fulfilled the desired outcomes.	4.68	.598
	Each wellness initiatives activities I participated in has a clear goal of healthy lifestyles.	4.71	.523
	All of the wellness initiatives activities are easy to participate in.	4.71	.554
	Students are informed about the wellness initiative activities carried out by the university/faculty.	4.72	.524
	I am highly satisfied with the wellness initiatives activities conducted at the university/faculty level.	4.71	.535
	The wellness initiatives activities schedule is flexible.	4.73	.537
	The wellness initiatives activities that I join have benefited me.	4.77	.451

Table 2 shows the results of means scores and standard deviation analysis on the independent variables, which are leadership support, student awareness, participant involvement, and facilities. The highest mean value for leadership support was for items 2 and 3. Item 2 receives a mean value of 4.62 (SD = .693): “The faculty management and student representative council always take part in organising wellness initiative activities”. Meanwhile, item 3 “The faculty management and student representative council make wellness initiative activities an important agenda in faculty, or students’ activities” receive a mean score of 4.62 (SD = .705).

Item 5 of student awareness has the highest mean value, which is 4.72 (SD = .485). The respondents strongly agree with the question, “I am aware that participating in wellness initiative activities can improve teamwork”. Item 6 for participant involvement has the highest mean value, which was 4.78 (SD = .445). Most respondents strongly agree with the question, “I will get involved in a wellness initiative activity if it is run in a fun way”.

Items 3 and 4 of the facilities have received the same mean value. In Item 3, which was 4.78 (SD = .438), the respondent strongly agreed with the question, “Good facilities can attract more participants to join the wellness initiatives activities at the faculty/university level”. In Item 4, whose mean value was 4.78 (SD = .450), respondents strongly agreed with the question, “Students should always be informed about the facilities provided at the university/faculty level to attract more participants to join the campus wellness initiative activities”. The lowest mean value was item 5, which was 4.73 (SD = .550). The respondent majority strongly agrees with the question, “Wellness facilities were well maintained”.

The highest mean value for the dependent variable; level of effectiveness item 7, was 4.77 (SD = .451). The respondent strongly agrees with the question, “The wellness initiatives activities that I join have benefited me”. Item 1 scored the lowest mean value, which was 4.68 (SD = .598), where the respondents strongly agreed with the question, “Each wellness initiatives activities I participated in has fulfilled the desired outcomes”.

Reliability Analysis

Table 3 below shows the reliability analysis of this research.

Table 3: Result of Reliability Analysis

Variables	Number of Items	Cronbach's Alpha
Leadership Support	6	0.943
Student Awareness	5	0.851
Participant Involvement	7	0.857
Facilities	5	0.906
Level of Effectiveness	7	0.934

The result of the reliability analysis for Table 3 in this variable is that the number of items is as follows: leadership support (6), student awareness (5), participant involvement (7), facilities (5), and level of effectiveness (7). The reliability analysis was conducted in this analysis to determine Cronbach's Alpha values for all variables. The value of leadership support is Cronbach alpha 0.943; the value of student awareness is Cronbach alpha 0.851; the value of participant involvement is Cronbach alpha 0.857; the value of facilities is Cronbach alpha 0.906; and the level of effectiveness is 0.934. As a result of the pilot test, the overall result was acceptable and reliable for this study. According to the results, leadership support has the highest coefficient of 0.943, while student awareness has the lowest coefficient of 0.851.

Pearson Correlation Analysis

Table 4 shows the result of the correlation analysis of this research.

Table 4: Result of Pearson Correlation Analysis

Hypothesis	R-value	P-value	Finding of Data Analysis
H1: There is a positive relationship between leadership support and the effectiveness level of wellness initiative activities in the university.	0.864	0.001	H1: Accepted
H2: There is a positive relationship between student awareness and the effectiveness level of wellness initiative activities in the university.	0.796	0.001	H2: Accepted
H3: There is a positive relationship between the participants involved and the effectiveness level of wellness initiative activities in the university.	0.797	0.001	H3: Accepted
H4: There is a positive relationship between facilities and the effectiveness level of wellness initiative activities in the university.	0.912	0.001	H4: Accepted

Hypothesis 1 (H1) proposed that leadership support is a positive relationship with the level of effectiveness. The finding reported in this study revealed that the reliability recorded value of Pearson Correlation, which is $r = 0.864$, $p = 0.000$. Thus, the result accepts hypothesis 1 (H1), whereby leadership support is positively significant with the level of effectiveness.

Hypothesis 2 (H2) proposed that student awareness was a positive relationship level of effectiveness. The finding reported in this study revealed that the reliability recorded value of Pearson Correlation, which is $r = 0.796$, $p = 0.000$. Thus, the result accepts hypothesis 1 (H1), whereby student awareness is positively significant with the level of effectiveness.

Hypothesis 3 (H3) proposed that the participant involved was a positive relationship with the level of effectiveness. The finding reported in this study revealed that the reliability recorded value of Pearson Correlation, which is $r = 0.797$, $p = 0.000$. Thus, the result accepts hypothesis 3 (H3), whereby the participant involved is positively significant with the level of effectiveness.

Hypothesis 4 (H4) proposed that facilities were positive relationship with the level of effectiveness. The finding reported in this study revealed that the reliability recorded value of Pearson Correlation, which is $r = 0.912$, $p = 0.000$. Thus, the result accepts hypothesis 4 (H4), whereby facilities were positively significant with the level of effectiveness.

DISCUSSION AND RECOMMENDATION

For our first independent variable, leadership support, the study proved that there is a positive relationship between leadership support toward effectiveness level. According to (Holdsworth et al., (2018), ensuring that every activity can be arranged successfully, the support of leadership plays an important role. Supporting students to manage stress and adversity benefits their current and future health and well-being. The development of resilience, in particular, contributes to students' mental health and well-being and is supported by formal and informal practices both within and outside the classroom.

The second is student awareness. This study proved a positive relationship between student awareness toward effectiveness levels. According to (Daphne M. Davis et al., 2012) particular techniques or activities are used to gain this awareness. Being conscious of one's own wellness is crucial, especially for students who are already aware of how depression, stress, and other conditions are frequently linked to it. The university's failure to deal with the problem of lack of student awareness can affect the university's performance in the eyes of the world.

Next is the participants involvement. This study proved a positive relationship between participants involved toward effectiveness level. According to (Imms et al., 2017), participant involvement plays an important role in ensuring that every university activity receives support from students. Participation may include components of engagement, motivation, persistence, social connection, and affect level. Furthermore, this planned activity is crucial since it can help students cope and manage stress while only addressing one aspect of student mental health; it is equally important to create protective elements in the university's social and academic environment (Baik et al., 2019).

Our last independent variable is facilities. This study proved a positive relationship between facilities toward effectiveness levels. According to Glasgow, et al., (2021), welfare facilities are provided to ensure the well-being of students. The higher authorities of the university pay attention to the initiatives of facilities available to guarantee the well-being of students so that they are aware of the importance of taking care of health. The facilities provided are reserved for all users to ensure user activities run smoothly. With the availability of facilities, it will be able to benefit users if it is used well and prudently.

Recommendations for future research

One area of further research could be to examine the impact of different types of wellness initiatives on student well-being. For example, a study could compare the effectiveness of mindfulness meditation programs versus exercise classes in reducing stress levels and improving mental health. This type of research could help universities determine which types of initiatives would be most effective for their student population. Another area that could be explored is the impact of peer-to-peer support on the success of campus wellness initiatives. Many universities have implemented programs where students can serve as peer mentors or wellness ambassadors to help their peers navigate available resources study could examine the impact of these programs on student engagement with wellness initiatives and their overall well-being.

Additionally, it would be helpful to investigate the role of technology in the success of campus wellness initiatives. Many universities have developed wellness apps or online resources for students to access information and resources related to their well-being. Research could examine the effectiveness of these resources in promoting healthy behaviours and improving student well-being. Furthermore, it is important to consider the role of diversity and inclusion in the success of campus wellness initiatives. A study could examine the effectiveness of wellness initiatives in promoting well-being for students from different backgrounds and identities. This could include exploring the impact of culturally responsive programming or examining the accessibility of wellness resources for students with disabilities.

CONCLUSION

In conclusion, this study has been accomplished to discover the success factors and measure the level of effectiveness of the well-being initiative among the students of the University Malaysia Kelantan (UMK). Four independent variables, leadership support, student awareness, participant involvement, and facilities, have been chosen to examine their relationships with the dependent variable, effectiveness level. A total of 361 respondents from the University Malaysia Kelantan (UMK) were selected to examine the success factor and measure the level of effectiveness of the well-being initiative among the students. Overall, based on Pearson's correlation analysis, leadership support scored a value of *0.864, followed by student awareness with *0.796, participant involvement with *0.797, and facilities with *0.912.

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