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**EXPLORING SUCCESS FACTORS INFLUENCING THE
EFFECTIVENESS OF WELLNESS INITIATIVE ACTIVITIES
IN THE UNIVERSITY**

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ABSTRACT

The wellness initiative activities carried out in the university can provide mental and physical relief to students. Method: Cross-sectional study design was applied in the present study. The data were collected among 361 City Campus, University Malaysia Kelantan students. Descriptive analysis and Pearson correlation coefficient were used to analyze 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, Students Awareness, Participant Involvement, The Effectiveness level of the Wellness Initiatives

ABSTRAK

Aktiviti inisiatif kesejahteraan yang dijalankan di universiti dapat memberikan kelegaan mental dan fizikal kepada pelajar. Kaedah: Reka bentuk kajian keratan rentas digunakan dalam kajian ini. Data tersebut dikumpul dalam kalangan 361 pelajar Universiti Malaysia Kelantan (UMK) Kampus Bandaraya. Analisis deskriptif dan pekali korelasi Pearson digunakan untuk menganalisis data menggunakan SPSS versi 26.0. Keputusan: Nilai korelasi Pearson untuk kemudahan fasiliti, sokongan kepimpinan, kesedaran pelajar, dan penglibatan peserta terhadap tahap keberkesanan inisiatif kesejahteraan adalah antara 0.70 hingga 0.91. Data juga mendedahkan bahawa faktor-faktor tersebut mempunyai korelasi yang signifikan dengan keberkesanan aktiviti inisiatif kesejahteraan di universiti. Kesimpulan: Aktiviti inisiatif kesejahteraan yang berkesan boleh mengurangkan gaya hidup tidak sihat dalam kalangan pelajar. Penglibatan pelajar universiti dalam aktiviti inisiatif kesejahteraan juga boleh meningkatkan kesihatan mental, kesejahteraan dan pencapaian akademik mereka.

Kata kunci: Kemudahan fasiliti, Sokongan kepimpinan, Kesedaran pelajar, Penglibatan pelajar, Tahap keberkesanan aktiviti inisiatif kesejahteraan.

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LIST OF SYMBOLS AND ABBREVIATION

Abbreviations

WHO	World Health Organization
SPSS	Statistical Package Social Science
APA	The American Psychological Association

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This study aims to identify and explore the success factors influencing the effectiveness of wellness initiative activities in the university. This chapter consists of the introduction of the study, background of the study, problem statement, research objective, research question, significance of the study, and scope of the study. Researchers should define the meaning and definition of the term in this chapter which will help researchers understand the topic being studied. Finally, there will be a conclusion section that will summarize Chapter 1 overall.

1.2 BACKGROUND OF STUDY

The degree to which a person realizes and chooses to engage in healthy behaviours every day to have a healthier life is referred to as the level of wellness. 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 defined as being "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 2020). According to the definition from the WHO, a person with mental problems usually has a healthy body and looks normal. However, they are more likely to isolate themselves from the crowd due to the problems they face.

According to a study by the Malaysian Ministry of Health in December 2017, as many as 29.2% of adults aged 16 and above reported experiencing mental health problems, and for children, as much as 12.1%. This shows that mental health does not only occur among adults but also children. Lack of awareness in the community causes many people with mental health

conditions who fail to get proper treatment. This shows that a person's level of well-being cannot be measured by just the health of the body.

Good well-being affects student performance in learning. The results of the previous research showed that student well-being significantly impacts student performance. Student achievement results affect high cognitive well-being (Govorova, Benitez & Muniz, 2020). Among the importance of well-being among students is being energize. Energize is not only obtained through nutrition but also sleep. Sleep is also psychological well-being. As is common knowledge, a student's position is equivalent to an employee's. Students must attend classes, complete assignments, study, maintain a social life, and there are even students who work part-time to cover living expenses.

A hectic daily routine causes some students to neglect their sleep time even though adequate sleep is vital to succeeding in their studies. According to The Nation Sleep Foundation, young people need at least 7 to 9 hours of sleep. Lack of sleep can cause them to have impaired cognitive functioning and other diseases leading to more prolonged health problems. When students fail to get enough sleep, it can cause them to lose focus in class which then affects their learning. Sleep is essential to increase energy and rest the body and mind that have worked hard all day. Another improvement to well-being is being able to reduce stress and being able to deal with daily stress. In addition, well-being can prevent students from getting diseases such as fever, and flu (Suni, E. 2023)

The university also needs to support the mental well-being of students. The university's ability to support the development of well-being can be measured through several initiatives aimed at students to increase mental health, it is also to ensure that students can identify themselves and are able to manage stress. Thus, this study investigates the relationship between success factors and the effectiveness level of wellness initiative activities in the university.

1.3 PROBLEM STATEMENT

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 are not progressing at the same rate. This is especially true for those with mental health issues and poor levels of well-being. This study examines the factors influencing mental health and well-being among students at the City Campus, University Malaysia Kelantan (UMK).

In addition, a healthy mind is an essential part of 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 his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community” (Velten, Bieda et al. 2018). Student lifestyle also affects 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.

Every higher education institution offers mental health and treatment services, frequently via a centre for counselling and psychological services. Due to this institutionalised purpose, higher education administrators may believe that simply enhancing their counselling services will be adequate to address the issues with mental health and wellbeing that today's

students must deal with. However, counselling centres cannot and should not be expected to handle these issues independently, given that the pressures and factors affecting student welfare much outweigh their capabilities and resources.

Facilities and exercise equipment are critical in ensuring that students stay healthy. At the City Campus, University Malaysia Kelantan (UMK), there was a lack of facilities and equipment, and students did not have a proper track to do exercises like running or jogging. Because of this situation, students do not have any choice but to use the road next to the airport to run or jog. It is a very dangerous area because the road is always busy with vehicles. The park where students can exercise is located far from campus. Students also cannot exercise at campus city because the gym is only used for fitness students for class, so they cannot exercise to stay healthy. To do activities such as aerobics, zumba, and pilates, students only have the futsal court as a place to do activities because they do not have a studio.

Students may experience physical and mental issues due to their lack of motivation to engage in structured and regular sporting activities, as well as other, occasionally damaging hobbies (such as virtual entertainments). Additionally, the lack of knowledge among students regarding the significance of leisure time in daily activities and its effects on their physical and mental health demonstrates how crucial it is for university officials to provide information about and make leisure time plans focusing on sports activities. In City Campus, University Malaysia Kelantan (UMK), only wellness students participate in health programs; other students have no interest in participating in health programs such as aerobics, zumba, talks, and seminars that can ensure students' health. Participating in sports and maintaining a healthy lifestyle involves social interactions that assist people in overcoming isolation, which in turn can lessen depression and improve mental health. Exercise also aids in developing cognitive abilities, resolving any social issues that may arise, and enhancing specific human traits,

including mood, self-confidence, self-esteem, socialisation, and social adjustment. Participating in sports can also increase a person's pleasure and life satisfaction (Abdollahi Far, Safania et al. 2021).

Hence, this study aims to target the success factor, which is facilities, leadership support, student awareness, and participation involvement of the student at City Campus, University Malaysia Kelantan (UMK).



1.4 RESEARCH QUESTIONS

The research question needs to be precisely and concisely stated. The following question are addressed in the study:

1. Is there any significant relationship between leadership support and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan?
2. Is there any significant relationship between student awareness and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan?
3. Is there any significant relationship between participant involvement and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan?
4. Is there any significant relationship between facilities and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan?

1.5 RESEARCH OBJECTIVES

The research objectives of the study are as follows:

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

1.6 SIGNIFICANCE OF THE STUDY

According to the topic chosen from the success factors of the effectiveness of campus wellness initiatives in university, the researcher has studied the relationship between the independent variable and dependent variables, which involve the lack of facility, student awareness, the lack of participation of students, and support from university staff.

1.6.1 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 significance of this study to the university management so that they can take appropriate action to provide and improve the facilities.

1.6.2 Practicality

Practicality can help to improve the capacity of wellness initiatives on campus. This study proves that the wellness initiative is not only about physical exercise but also the mentality of 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. Another example is the students learning what food they should eat for nutrition and the difference between healthy and unhealthy food. Thus, wellness is such a broad concept. It also may convince the student representative council to raise the issue about the insufficient facilities and the lack of awareness among students and the top management. The University Malaysia Kelantan has many students, so it is worth it to provide sufficient facilities for recreation activities.

1.6.3 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. In general, facilities play a significant role in improving motivation and so forth. For example, housewives want to join the wellness activities and support it but there is no incentive for them. Most of them cannot participate in the 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.

1.6.4 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.

1.7 SCOPE OF STUDY

This study explored the success factors of the effectiveness of university wellness initiative activities. The scope of this study is to measure the effectiveness level and the factors that contribute to the effectiveness: facilities, leadership support, students' awareness, and participant involvement. Researchers will distribute a questionnaire survey to the students of the City Campus, University Malaysia Kelantan (UMK) and then analyze their responses to draw a conclusion.

1.8 DEFINITION OF TERMS

1.8.1 Wellness Initiatives

A wellness initiative can be defined as a activity that aims to improve and promote health and fitness that is usually offered through a place such as a place of study or a place of work. This activity includes health activities that are done to help achieve those goals. Whether it is physical activity to stay active, such as exercise, fitness activities, or meditation to relieve stress, health, and fitness activities are one of the stepping stones to achieving overall health. Awareness campaigns through social media can also improve student health. The health initiative involves City Campus students, who are the main target, and the health activities carried out can provide mental and physical relief to students, with the hope that it can attract students to be more aware of the importance of health.

1.8.2 Student

Students refer to individuals enrolled in schools or higher education institutions such as universities or colleges. In this study, a student referring to City Campus students plays a vital role throughout the exploratory study involving success factors and the effectiveness of campus wellness initiatives in university environments.

1.8.3 Success Factors

A success factor is facilities, leadership support, student awareness, participant involvement, or other personal characteristics essential to performing a task or role and distinguishing strong from superior performance. The success factor obtained throughout the study results from the effectiveness of the campus well-being initiative involving degree students in the City Campus.

1.8.4 Health Well-being

The absence of disease is only one aspect of good health. A person's physical, mental, emotional, and social health elements are a complicated combination. Happiness in life and well-being are intertwined. Simply said, a person's feelings about their circumstances can be used to define their level of well-being. Urban campus students' health and well-being are significantly valued and are given top importance. To take care of students' well-being and always maintain their health, campus well-being activities in the university environment need to be prioritised and given more attention.

1.8.5 Mental Health

A person's cognition, perception, and behaviour are all impacted by their mental health, which includes all aspects of their emotional, psychological, and social wellbeing. Additionally, this disease affects how well the person manages stress, social interactions, and decision-making. Urban campus students should not be burdened since their lives will be calmer and happier because of increased welfare programmes on campuses of university, particularly urban campuses. This is because the students can let go of all their concerns, including emotional disturbances, stress, and mental-related issues, which can be resolved with appropriate health treatment considering recent health efforts. The success of campus wellness activities can be observed indirectly in the university.

1.9 SUMMARY

The goal of this study is to explore the elements that contribute to the success of campus well-being activities in the context of the students at the City Campus, University Malaysia Kelantan (UMK). Additionally, the study topic aims to pinpoint what makes campus well-being initiatives successful in the university context. Students' lives will be impacted by this situation, which could have a favourable or unfavorable impact on both students and higher education institutions.



CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will examine the previous study on the dependent and independent variables used in this study. The component of the independent variable is success factor, facilities, leadership support, student awareness and participant involvement. The dependent variable is the level of the effectiveness of Campus Wellness initiatives in university.

2.2 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.

2.2.1 Success Factor

Success factors, or important success factors are crucial actions needed to guarantee the achievement of a business or organisation. The phrase was first used only in the fields of business analysis and data analysis. Success criteria and essential success components are not the same thing. The latter is the result of the organisational or project success that is necessary to receive the success. The definition of success criteria is objective, and it can be compared to key performance indicators. Bullen and Rockart claim that the crucial element for success is "There are only a few areas where achieving satisfactory outcomes can guarantee effective performance for a person, department, or organisation. Some crucial areas are where "things must go right" in order for a business to grow and the manager's objectives to be met." (1981, p. 7 Bullen & Rockart). The idea of Rockart's crucial success elements incorporates the problem of optimal matching between external circumstances and business characteristics, which is at the basis of business strategy. To succeed, businesses must align their plans, capabilities, and resources with the environment's basic demands, constraints, risks, and opportunities. According to Rockart, no organisation can develop and implement a strategy without giving the essential elements that underpin industrial success the attention they deserve.

Success elements that affect total success are influenced by both internal and external success. Students have a unique viewpoint on internal variables. They are innate characteristics

of the person. Each of these elements including motivation, attitude, personal practices, and habits is controlled by the individual, who may be a student according to Brown (2007). This element is a stand-alone component that depends solely on itself. The awareness of the wellbeing 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 City Campus at University of Malaysia Kelantan. Students worked together to achieve this effectiveness by utilising the resources at their disposal.

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. The university's effort to provide various external initiatives, such as organising wellness activities involving students, hosting motivation from outside motivation experts, and holding various exhibitions related to a specific wellness initiative for university students, is an external factor that boosts the effectiveness of campus well-being initiatives among students. The outcomes of these outside influences, to a certain extent, influence the efficacy that can be applied to students, which is anticipated to provide them with actual benefits.

2.2.2 Facilities

There are so many different sorts of wellness facilities that it might be difficult to understand what the phrase "wellness facility" actually means. In its broadest sense, a wellness facility is an establishment that offers health services for the body and mind. It is concentrated on helping students thrive in their surroundings by helping them deal with stress, understand proper nutrition for their bodies, and advise them on general health and well-being. Wellness facilities as easily accessible, designated safe spaces on the university campus are designed to support student's healthy development, wellness, and internal health by offering integrated prevention, early intervention, peer support, direct service programs and opportunities. principally, wellness involves feeling good in every respect, in mind and spirit as well as in body. Good health habits also offer these benefits for university career and profession further energy: More capability to concentrate on your day.

For illustration, a gymnasium, also known as a gym, is a place for indoor physical workout where various equipment and machines are generally used. For some, a standard gym is a place where they focus on weightlifting and other related exercises. One purpose of the gym in University Malaysia Kelantan is to help students learn new exercises, techniques, and training styles to meet their weight-loss, muscle structure, heart health or sports performance pretensions. It is hard to refute the in numerous benefits of regular physical exertion and exercise to health. Exercise is good for everyone, anyhow of age, gender, or physical condition. By being active, the students can boost high-density lipoprotein (HDL) cholesterol, the "good" cholesterol, and it decreases unhealthy triglycerides. This one-two punch keeps the blood flowing easily, which decreases the threat of cardiovascular conditions. Regular exercise can help avoid or manage a variety of health problems and concerns, such as stroke, metabolic syndrome, excessive blood pressure, and so on. Also, endorphins, which ameliorate mood, are released during exercise. It also reduces stress and anxiety. University students should try to

get at least 30 minutes of exercise daily. Being physically active can help them ameliorate their internal state and their overall wellness.

Meanwhile, in general, a spa is more focused on creating a feeling of comfort and relaxation in a private and quiet place with music. The purpose of a spa in 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.

2.2.3 Leadership Support

To ensure that every activity can be arranged successfully, the support of leadership plays an important role. Administrative leaders in academia are those who have permanent or fixed-term roles managing academic organisations or parts of them. Leaders in this category include vice presidents, 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. With the financial support, organised wellness activities and facilities are possible.

Supporting students to manage stress and adversity could benefit their current and future health and well-being student-learning. 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 of the classroom. Learning and teaching policies, pedagogical practices, university-led clubs and communities, and student-learning centres all play a part in the student experience associated with resilience. Universities that want to foster student resilience must look at the big picture rather than the details. (Holdsworth et al., 2018) External parties, such as hospitals or health trainers, can be invited by the university's higher authorities to give lectures or hold exhibitions to raise awareness among students, such as through talks, campaigns, and exhibitions. This activity can be an alternative or solution to make sure the mental health and well-being of students are in good condition.

Students can be sent to participate in welfare activities such as those organised by the Ministry of Health. Universities offer a unique capacity to support students' mental health, as evidenced by a variety of projects and efforts aimed at students with activities to increase mental health literacy, manage stress, and promote help-seeking.

Universities can help by providing counselling services that benefit not only students but also staff. People characterised support as having someone who was there for them when they were feeling down. Friends, family, and peers at university and in the job provide support through strong good relationships. Stress management, emotion processing, risk resolution, and perspective-gaining were all accomplished through informal social contact with family, friends, peers, or mentors. In this context, support provides perspective in the form of time away from the linked issue or perspective on the issue itself. Counselling allowed the individual

to be removed from the stress or adversity they were experiencing and to engage in activities that gave them time away from the problem. Alternatively, students can contact a counselling service to gain perspective and guidance on the stress/adversity from which they have been removed. (Holdsworth et al., 2018)

2.2.4 Student Awareness

The American Psychological Association (Daphne M. Davis et al., 2012) 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. The study's findings indicate that up to five major factors can have an impact on students' academic performance. The first factor is stress followed by anxiety, sleep difficulties, cold or flu, and internet use. If seen in more detail, stress is the main cause of mental disorders which will lead to other diseases such as insomnia. This is said to be so because students experience stress as a result of tests or assignments that can affect academic performance scores. Students who are under pressure to maintain performance ponder too much and have trouble falling asleep. Their thoughts frequently revolve around what will happen next and what will happen if they fail to meet their objectives.

The stress factor got the highest percentage of 38.6%. A high percentage shows that students lack awareness about self-wellness and mental health which will ultimately affect their lifestyle. The role of the university is very important to deal with this problem. 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. One of the ways that can be done to increase student

awareness is to conduct a Depression Anxiety Stress Scale test or better known as DASS on students. The DASS test is a test to determine guidelines for identifying symptoms and as an early indicator of whether the student needs mental health treatment or not. This test is provided by the Ministry of Public Health Malaysia. For some students, they do not realize that they have a problem with emotional stress. Through this test, students can indirectly know their level of awareness regarding mental and physical well-being.

In addition, student awareness can also 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 wellbeing while also raising their awareness of the topic. Students can participate in events like the District Level Mental Awareness Day, which is hosted at Tanah Merah alongside the Healthy Malaysia National Agenda Tour, a food safety exhibition, and the Germ Buster Challenge Through such programs, students' awareness can be increased, and students are able to deal with the stressful problems they face through the knowledge gained in this program.

2.2.5 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.

Despite the fact that many activities are organized by universities, they do not receive adequate participation from students. These activities are important, but there is little evidence

of their reach and success (in terms of student engagement). 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 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). Student involvement in participant activities such as talks, campaigns, and exhibitions does not get enough support because students would rather fill their free time with sleep and hanging out. They also do not get enough knowledge about the benefits of this activity that has been organised.

The most important thing to ensure a healthy lifestyle is to exercise. Exercise has a lot of benefits for health. A lifestyle is a way of life that can be healthy or unhealthy based on personal behavioural choices. Walker et al. (2018) describes a health-promoting lifestyle as “a multidimensional pattern of self-initiated actions and perceptions that serve to maintain or enhance the level of wellness, self-actualization and fulfilment of the individual”. Physical activity, nutrition, spiritual growth, interpersonal relationships, and stress management are all examples of health-promoting habits. A healthy lifestyle is an essential indicator of health status and is recognised as an important component in health maintenance and improvement.

2.3 HYPOTHESIS STATEMENT

The main objective of this research is to investigate the success factor of the effectiveness of Campus Wellness initiatives in university. The specific objectives of the research are:

Hypothesis 1: Leadership support

One individual is not the position of leadership today. Stakeholders are crucial to the university's effort to develop successful leadership. Leadership is motivated by the increased

complexity of university reform efforts for organizational improvement. To achieve better university performance, more people must get involved in the reform process. Identification, promotion, and development of student leadership talents are the responsibilities of university leaders and partnerships. Stakeholders are important participants in the leadership structure of the university. There are numerous definitions for leadership, but one straightforward definition is the art of inspiring a group or team of individuals to collaborate towards a similar objective in accordance with the needs of the institution or organisation. To put it simply, a leader is someone who can motivate and steer behaviour towards the achievement of short-, medium-, and long-term goals. The leader is the one who can inspire others, work well with others, and has the necessary abilities, knowledge, and attitude to advance the organisation. The personality of the leader must also be strong enough to persuade others to work with him or her to achieve the organization's objectives.

Individual engagement and wellbeing are related, and leaders play a crucial role in making this relationship. Therefore, the success factor of the effectiveness of campus wellness initiatives is leadership support. The chancellor of University Malaysia Kelantan plays a big role in managing wellness programs because he has the authority to give the university any instructions, he sees suitable, whether they be for academic or administrative purposes. To begin, he can examine the effectiveness of the most successful wellness activities in public and private industries. He must develop an understanding of different universities' views on the importance of such activities and to obtain information on what successes and failures have occurred in the past to avoid reinventing a broken wheel. He should know what support they were receiving from senior leadership, to include their budget and understand the current trends, best-practices and to benchmark the university recommendations.

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

Hypothesis 2: Student Awareness

The higher the level of study, the less awareness of their well-being. This is because the increase in the level of study causes an increase in workload. A master's student has different responsibilities than a degree candidate. Students' increased workload prevents them from finding time for themselves since they are too busy doing assignments, taking tests, managing their daily lives, and other tasks. Some pupils tend to overeat when they are stressed. According to Min-Hai Alex, a registered dietitian and nutritionist as well as the founder of Mindful Nutrition in Seattle, USA said, "the nature of a person who wants to avoid pain and frustration by seeking help through food". The tendency of excessive appetite triggered by stress and negative emotions is called emotional eating. Usually, those who face the symptoms of emotional eating, are in a state of anxiety or upset with a conflict. This causes them to want to distract themselves by focusing on food as an effort to improve their mood. They even only eat as a stress reliever and not to satisfy hunger.

Most students do not know that they are experiencing the symptoms of emotional eating. This is due to the lack of awareness and exposure related to these symptoms. The university plays an important role in raising students' awareness of the dangers of stress. For example, through awareness programs, students can learn how to deal with stress. The task of the university is to increase the number of such programs and to invite external speakers to give lectures. When students have a high awareness, it can influence their lifestyle. Indirectly affect their academics.

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

Hypothesis 3: Participant involvement

To show the level of effectiveness of campus health institutions, the number of participants involved is very important. For this study, the students at University Malaysia Kelantan as the target participants involved. Through the involvement of University Malaysia Kelantan students in the wellness activities carried out, an evaluation form that contained data on the programme was given to the participants. The assessment form also gathered data on participant perceptions of the program's overall effectiveness, psychological benefits, and general health benefits. Furthermore, information was gathered through the evaluation form, including success stories and suggestions for improving the programme.

Through the involvement of University Malaysia Kelantan students, they can reduce the percentage of students who do not exercise during their free time, increase the proportion of students who have access to stress-reduction or prevention programmes at campus, and raise the percentage of institutions that offer student health promotion programmes.

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

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Hypothesis 4: Facilities

A facility is something such as a place, building, or equipment used for a specific purpose or activity (Cambridge Dictionary). The facilities provided are reserved for all users to ensure that user activities run smoothly. With the availability of facilities, it will be able to benefit users if it is used well and prudently. Each facility provided has a specific purpose with a specific use that is consistent with what is set. Every place will have facilities, but it also depends on the place. What is provided will be seen from various angles such as whether it is suitable, whether the facilities provided will coincide with the place and so on. To provide a convenient initiative, all arrangements are made without leaving out even one.

The well-being facilities available at City Campus are diverse and are available to all students. Welfare facilities are provided to ensure the well-being of students. Among the well-being facilities provided are gyms, spas, sports courts and so on. 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. So far, everything provided is working fine without experiencing any damage. However, the support of welfare facilities from university needs to be there and continuously to guarantee that the facilities provided are always working and there are no problems.

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

2.4 CONCEPTUAL 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 activities successful in university. The following are some of the conceptual frameworks used in this study:

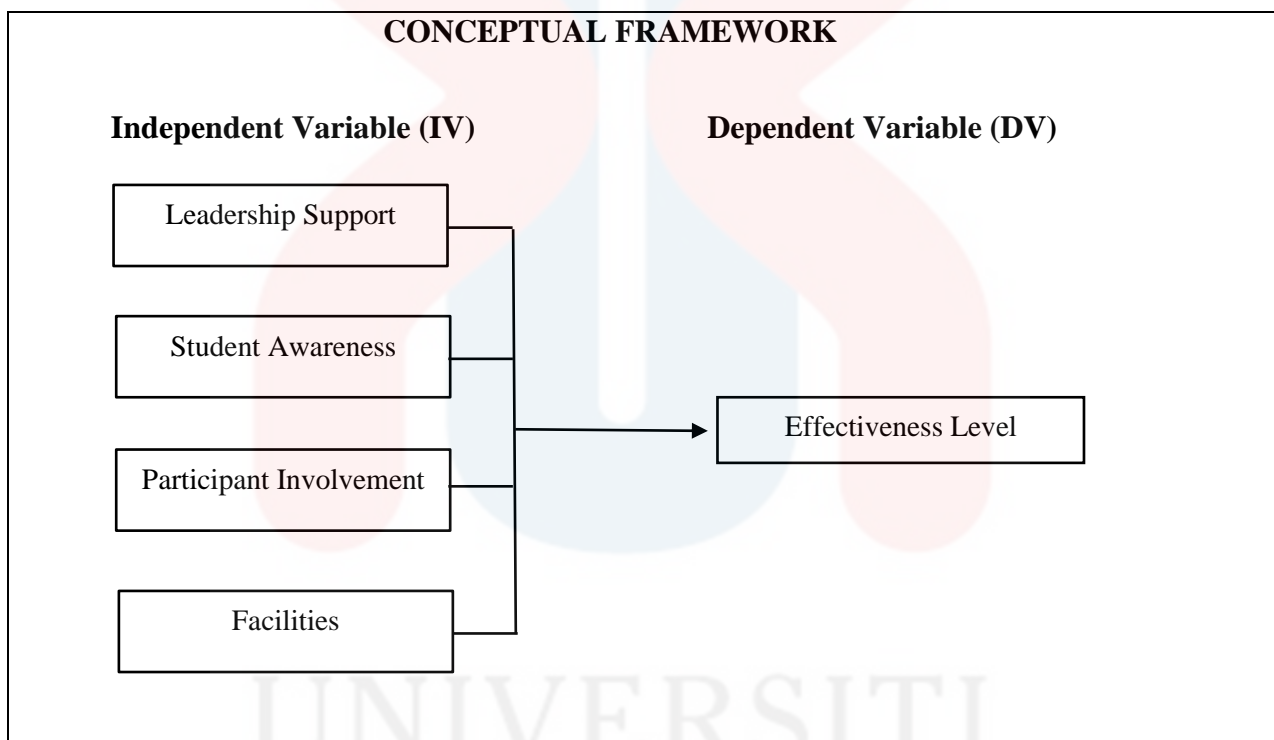


Figure 2.1 Conceptual Framework

The link between the independent and dependent variables in the analysis is depicted in Figure 2.1. Inferring links between the dependent variable and independent variable from their context is likely to lead to certain assumptions being made by researchers. The level of effectiveness (DV) is the main topic of this study, and the facilities, leadership support, student awareness, and participant involvement are used as independent factors (IV). As a result, this study will reveal how the independent variable and dependent variable relate to one another in the context of university, as shown in Figure 2.1.

2.5 SUMMARY

This chapter review of the literature in this study focuses on how effectiveness level affects facilities, leadership support, student awareness and participants involved in university. For this study, each dependent and independent variable is defined to help clearly understand the research topic. Success factor is factors that influence whether the essential goals are successfully attained. Facilities mean a wellness facility is an establishment that offers health services for the body and mind. Leadership support plays an important role in supporting what students need. Leadership support comes from the university. Student awareness is the level of awareness that they must have; a high level of awareness is required to care for their own well-being. Participants involved is someone who takes part in something, such as activity that has been run or activities that have been provided. Relationships exist between facilities, leadership support, student awareness, participant involvement and success factor among students at the University Malaysia Kelantan City Campus. The conceptual framework has been developed to guide the direction of a study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter will provide an explanation of this study's methodology. Every process will be described in this section, starting with the research design, population, sample size, sampling technique, data collection process, research instrument, questionnaire survey, Likert type style, reliability test, pilot study, data analysis, descriptive statistics, Pearson Correlation, and lastly, a summary of the entire study. Each of them will display the expected outcomes. In this study, the City Campus of University Malaysia Kelantan's students will be examined to determine the relationship between campus resources, leadership assistance, student awareness, and involvement.

3.2 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.

3.3 POPULATION

The target population must be chosen and agreed upon before the research study can begin. The entire community or group that a researcher is interested in examining and assessing is referred to as the target population. A population is often referred to as a collection of things or people who share characteristics. The whole group of individuals, events, or interesting things about whom the researcher wants to draw conclusions is referred to as the population. Undergraduate students studying at the City Campus of the University of Malaysia Kelantan were the participants of this study's 6814 population, which served as the research project's target population. As a result, the sample's population assisted in identifying the relationship between the success factor of the effectiveness of campus wellness activities among University Malaysia Kelantan City Campus.

3.4 SAMPLE SIZE

At the City Campus of the University Malaysia Kelantan, this study was conducted with the intention of identifying and examining the success factors for the effectiveness of wellbeing activities among students. To enable researchers to draw conclusions about the demographic composition of the population from the sample statistics, sample size is a crucial component that must be present in a research design. According to Hinkin (1998), the sample chosen to gather data should be representative of the population that is being studied. The

researcher chose to employ (Krejcie, 1970) in this study as a research model. The recommended sample size for this study was 361 students, with data collected for the population size of around 6814 pupils. (Krejcie, 1970). This information was obtained from enrolment reports provided by UMK. (UMK, 2022)

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size Source: Krejcie & Morgan, 1970

Table 3.1: Source: Krejcie & Morgan, 1970

3.5 SAMPLING METHOD

When conducting research, it is difficult to collect data for each respondent. To facilitate data collection, researchers use samples. A sample is a group of individuals who will be involved in a study. To draw a valid conclusion, researchers carefully select a sample that will represent the group. This sample selection process is known as the sampling method. According to Sedgwick (2013), sampling methods are divided into two types. The first type is random sampling and known as probability sampling. The second type of sampling method is non-random sampling. Another name for this method is non-probability. For this study, the researcher used convenience sampling in non-probability 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.

3.6 DATA COLLECTION PROCEDURE

The primary data such as questionnaires are important for proceeding with this data collection. The data collection is the main analysis for getting a result of the problems. The data will be collected in this report through respondents justified on the questionnaire. This research uses a quantitative approach based on research questions and research objectives based on previous studies. This questionnaire was given to all students in University Malaysia Kelantan to have a judgment of the success factor of the effectiveness of campus wellness initiatives among students. Before giving the questionnaire to respondents, the information was briefly about the study of the success factor of effectiveness of wellness initiatives among students through social media such as WhatsApp. The online questionnaires were sent via WhatsApp to all students in University of Malaysia Kelantan.

The students get explanations for a little information to avoid misunderstanding the questionnaire. After a small briefing, respondent was given time around 10 minutes to 15 minutes to justify the answer based on the experience. 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.

3.7 RESEARCH INSTRUMENT

The researcher chooses to employ instruments when carrying out this investigation in order to collect data. There are six sections to this questionnaire: sections A, B, C, D, E and F. Part A was created using information about the respondent's demographics, including details about their age, gender, race, status, and most recent academic year. Part B, C, D, and E of the survey asked respondents questions based on independent variables of agreement like facilities,

leadership support, student awareness, and participant engagement. Part B, C, D, and E of the study defining the success aspects of the Campus Wellbeing project among students of the City Campus, University Malaysia Kelantan, is followed by questions about the effectiveness level found there in (UMK). For research tools, the researcher employed both primary and secondary data:

3.7.1 QUESTIONNAIRES SURVEY

When used in research, a questionnaire is a tool that consists of a list of questions (or other sorts of prompts) used to gather data from participants in a survey or statistical analysis. RH Gault (1907). To gather feedback on the success reasons for the effectiveness of the wellbeing project at University Malaysia Kelantan, this study created a questionnaire that was distributed to students at the City Campus. The purpose of this survey was to gather information from respondents about the success of the wellbeing initiative on the City Campus. As a result, the questionnaire was designed with three components: parts A, B, C, D, E and F. In Part B, C, D, and E students were given a Likert scale to use to rank their opinions on facilities, leadership support, student awareness, and participant involvement. Part A collected the demographics of the students. The degree of effectiveness observed in part B, C, D and E is connected to part F.

The demographic section, part A, was created to count the number of male and female pupils. Additionally, the demographic section is used to determine which category of respondents responded when this questionnaire was distributed to them. Part B, C, D and E of the questionnaire asked respondents about factors that did not depend on consent, like facilities, leadership support, student awareness, and participant involvement. Questions about the effectiveness identified in part B, C, D, and E are provided in part F. The survey is composed of closed-ended, Malay and English-language bilingual questions. Indirectly, it can guarantee

that quantifiable errors are prevented. Overall, the Likert scale was used to evaluate and gather data from students regarding the success element of the efficiency of the well-being project at University Malaysia Kelantan.

3.7.2 LIKERT TYPE SCALE

A Likert scale was designed to collect the greatest judgement possible from the respondents on their own side on these success factors of the effectiveness of campus wellness initiatives. This Likert scale was used by the researcher to determine whether a response is pertinent to the research being conducted. For the purposes of this study, the Likert scale is the instrument that provides the most accurate measurement of respondents' most agreeable opinions. These are Likert scales:

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly Agree

3.7.3 RELIABILITY TEST

The term "reliability" describes how dependent or constant a test is in measuring a feature. This test, which is a function whose score is independent of measurement error, is dependable for determining whether the test result is consistent, useable, or repeatable. In order to evaluate the consistency of the items, Cronbach Alpha will be used.

3.7.4 PILOT STUDY

A pilot study had been used to analyse the data and research for the success factor of the effectiveness of campus wellness initiatives in university. The study was conducted in questionnaires using a quantitative method based on (Schlarb,2012). A pilot test was used to assess the reliability of the independent variable and the dependent variable of the analysis prior to the evaluation of the relationship. 36 students from University Malaysia Kelantan have been chosen for this study to test the validity of the instruments by answering the questionnaire first. This pilot test solely pertains to students. This is because this pilot test's objective is to evaluate usability. This pilot test's data collection did not yield any useful results. Researchers create the google form for the questionnaire and send it randomly to the students from Faculty Hospitality, Tourism and Wellness (FHPK).

3.8 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.

3.8.1 DESCRIPTIVE STATISTICS

In a summary that explains the data sample and its measurements, descriptive statistics describe, illustrate, and summarise the fundamental properties of data sets observed in a specific study. It improves the analyst's understanding of the data. It is possible to use simple graph analysis as the foundation for any quantitative data analysis. Later, researchers that require a controlled quantitative addition also utilise descriptive statistics. Researchers can use descriptive statistics to logically acquire various kinds of huge data.

3.8.2 PEARSON CORRELATION

Pearson's correlation coefficient is a statistical test that examines whether two continuous variables have a statistical relationship. Because it is based on the method of covariance, it is considered to be the most effective way for determining the relationship that exists between the variables that are of interest. It not only describes the strength of the association or correlation, but also the gradient of the link between the two variables. Pearson's r is also known as r . As intervals or ratios, the linear relationship between two variables is presented. The strength of a correlation might range from -1 to $+1$. A correlation of 1 implies a complete positive correlation, which suggests that when measured, both variables move in the same direction. This is the case when there is a positive relationship between the two variables. A negative correlation is represented by the number -1 , and it indicates that when one variable increases, the other variable experiences a corresponding decline. When there is zero correlation between two variables, it indicates that there is no correlation between those variables. This does not mean there is no relationship, but that it is not linear. Zero correlation is abbreviated " $r = 0$." Like the point-biserial correlation, it calculates the interaction between the two binary options, yes or no, male or female, and the dichotomy ratio (sometimes called

the vector period). The scatter chart forms a straight line when one variable increase and the other decreases.

Table 3.2 Value of Correlation Coefficient

Value of the correlation Coefficient	Strength of Correlation
1	Perfect
0.7-0.9	Strong
0.4-0.6	Moderate
0.1-0.3	Weak
0	Zero

3.9 SUMMARY

This chapter explains the methodology and design of the research study. The main purpose of this survey design is to study the relationship between facilities, leadership support, student awareness, and participation among students in University Malaysia Kelantan. The method that was used in this study is quantitative methods in which we prepare the questionnaire through the google form. The researcher uses convenience sampling for selecting the respondents in this study.

CHAPTER 4

RESULT AND DISCUSSION

4.1 INTRODUCTION

This chapter will discuss the results and findings from the analysis conducted on the data collected from the questionnaires. This chapter includes descriptive statistics, reliability test, and correlation analysis. The results of the research data were obtained from 361 respondents. In this study, SPSS Version 26 was used to analyse the data after data collection.

4.2 RELIABILITY ANALYSIS

The term "reliability" describes how dependent or constant a test is in measuring a feature. This test, is dependable for determining whether the result is consistent, useable, or repeatable. In order to evaluate the consistency of the items, Cronbach Alpha was applied. The table below showed the Rules of Thumb of Cronbach's Alpha coefficient size according to Hair et al (2007).

Table 4.1 Rules of Thumb of Cronbach's Alpha coefficient size

Alpha Coefficient Range	Strength of Association	Strength of Association
< 0.6		Poor
0.6 to < 0.7		Moderate
0.7 to < 0.8		Good
0.8 to < 0.9		Very good
0.9		Excellent

Sources: Hair et al. (2007)

The overall consistency (pilot test) for the dependent and independent variables is shown in Table 4.1. Prior to being given to 361 respondents through online survey, the pilot test was conducted with 36 respondents.

Table 4.2: Result of Reliability Coefficient Alpha for the Independent Variables and Dependent Variable

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

The table showed the results of reliability analysis for the study variables. According to the table, the first independent variable is leadership support. Measuring of the leadership support variable that influenced the level of effectiveness of campus wellness initiatives among students in University Malaysia Kelantan. In this section, six questions were used. Cronbach's Alpha for these questions was 0.943, which was accepted. As an outcome, the coefficients obtained for the individual factor variable questions were reliable. There were five questions were used in measuring the student awareness variable. Table 4.2 showed that Cronbach's Alpha result for this section's question was 0.851 which resulted as very good. Thus, the coefficient obtained for the questions in personal variable were reliable. Independent variables for participant involvement and facilities have seven and five questions, respectively. The Cronbach's Alpha for these two sections is 0.857 and 0.906.

The dependent variable, the level of effectiveness is 0.934. There were seven questions were used in this section. Therefore, the coefficient obtained for these questions were also

reliable. In conclusion, all the reliability has proven that the respondent understood the questions provided well and this means the questionnaires has been accepted for this study.

4.3 DEMOGRAPHICS CHARACTERISTICS OF RESPONDENT

The frequency analysis was part of the study's fundamental analysis. The demographic information from Section A of the survey covered inquiries about the respondents' age, gender, race, marital status, and current academic year. The demographic profiles of the respondents were displayed as a table and pie chart.

4.3.1 Age

Table of 4.3: Number of Respondents by Age

Age	Frequency	Percentage (%)	Cumulative Percentage (%)
18-20	60	16.6	16.6
21-23	281	77.8	94.5
24-26	6	1.7	96.1
27 and above	14	3.9	100
Total	361	100	

Table 4.3 showed the total respondents by age. There were 361 respondents who consists of age from 18-20 years (60 respondents), 21- 23 years (281 respondents), 24-26 years (6 respondents), and 27 years and above (14 respondents) had responded to the questionnaire. Figure 4.1 showed the highest percentage who have a range of age from 21-23 (77.8%), 18-20 (16.6%), followed by 24-26 (1.7%), and the lowest was 27 and above, which is 3.9%.

4.3.2 GENDER

Table of 4.4: Number of Respondents by Gender

Gender	Frequency	Percentage (%)	Cumulative Percentage (%)
Male	62	17.2	17.2
Female	299	82.8	100
Total	361	100	

Tables 4.4 show the number of respondents by gender. Out of a total of 361 respondents, there were male respondents (62 respondents), and female respondents (299 respondents) who completed the given questionnaire. Figure 4.2 shows the highest percentage of female respondents (82.8%) and the lowest percentage of male respondents (17.2%).

4.3.3 RACE

Table of 4.5: Number of Respondents by Race

Race	Frequency	Percentage (%)	Cumulative Percentage (%)
Malay	261	72.3	72.3
Chinese	40	11.1	83.4
Indian	40	11.1	94.5
Other	20	5.5	100
Total	361	100	

Table 4.5 showed the total respondents by race. There were 397 respondents who consists of race which are Malay (261 respondents), Chinese (40 respondents), Indian (40

respondents), and other races (20 respondents) had responded to the questionnaire. Figure 4.3 showed the highest percentage of respondents who have range of race which is Malay (72.3%), followed by Chinese (11.1%) and Indian (11.1%) and the lowest percentage respondents was other races which is 5.5%.

4.3.4 MARITAL STATUS

Table of 4.6: Number of Respondents by Marital Status

Marital Status	Frequency	Percentage (%)	Cumulative Percentage (%)
Married	13	3.6	3.6
Single	348	96.4	100
Total	361	100	

Tables 4.6 showed the number of respondents by marital status. Out of a total of 361 respondents, there are respondents consisting of married couples (13 respondents), and those who are not married (348 respondents) have completed the given questionnaire. Figure 4.4 shows the highest percentage of unmarried respondents (96.4%) and the lowest percentage of married respondents (3.6%).

4.3.5 CURRENT YEAR OF STUDY

Table of 4.7: Number of Respondents by current year of study

Current Year of Study	Frequency	Percentage (%)	Cumulative Percentage (%)
Year 1	11	3.0	3.0
Year 2	61	16.9	19.9
Year 3	268	74.2	94.2
Year 4	3	0.8	95.0
Other	18	5.0	100
Total	361	100	

Table 4.7 showed the total respondents by current year of students. There were 361 respondents who consists of current year of students which are Year 1(11 respondent), Year 2 (61 respondent), Year 3 (268 respondent), Year 4 (3 respondent) and other (18 respondent) had responded to the questionnaire. Figure 4.5 showed the highest percentage of respondents who have range of current year of student which is Year 3 (74.2%), followed by year 2 (16.9%), other (5.0%), year 1 (3.0%) and the lowest percentage respondents was Year 4 (0.8%).

4.4 DESCRIPTIVE ANALYSIS

This study has analysed the mean and standard deviation for sections B, C, D, E, and F of the questionnaires.

4.4.1 Independent Variable and Dependent Variable

Table 4.8: Descriptive Statistics

Variables	N	Mean	Standard Deviation
Leadership support	361	4.61	.683
Student awareness	361	4.69	.510
Participant involvement	361	4.67	.525
Facilities	361	4.76	.458
The level of the effectiveness	361	4.72	.495

Table 4.8 showed the number of respondents, mean, and standard deviation of independent variables and dependent variables. For the independent variables, the highest mean was facilities which is 4.76 and followed by student awareness which was 4.69, participant involvement which was 4.67, and leadership support was 4.61. The mean for the dependent variable the level of effectiveness was 4.72.

4.4.2 Leadership support

Table 4.9: Descriptive statistic of leadership support

No	Item Description	N	Mean	Standard Deviation
1	The faculty management and student representative council always participate in planning wellness initiative activities.	361	4.60	.716
2	The faculty management and student representative council always take part in organizing wellness initiative activities.	361	4.62	.693
3	The faculty management and student representative council make wellness initiative activities an important agenda in faculty or students' activities.	361	4.62	.705
4	The faculty management and student representative council always encourage students to participate in wellness initiative activities.	361	4.61	.727
5	The faculty management and student representative council have a clear objective for faculty or students' wellness initiative activities.	361	4.61	.698
6	The faculty management and student representative council always promote the benefit of wellness initiative activities.	361	4.61	.714

Table 4.9 above shows the mean values of the independent variable which is leadership support. The highest statement receives a mean value is item 2, the faculty management and student representative council always take part in organizing wellness initiative activities, and item 3, the faculty management and student representative council make wellness initiative activities an important agenda in faculty or students' activity with a mean of 4.62. Next item 4, the faculty management and student representative council always encourage the students to participate in wellness initiative activities. Item 5, the faculty management, and student representative council have a clear objective for faculty or students' wellness initiative activities. Item 6, the faculty management, and student representative council always promote the benefit of wellness initiative activities received the same mean value which is 4.61. The lowest mean value was item 1, the faculty management and student representative council always participate in planning wellness initiative activities which was 4.60.

4.4.3 Student Awareness

Table 4.10: Descriptive statistic of student awareness

No	Item Description	N	Mean	Standard Deviation
1	As a student, I will always participate in planning the wellness initiative activities.	361	4.66	.583
2	As a student I will always participate in the wellness initiative activities organized by the university.	361	4.68	.575
3	I am aware that participating in wellness initiative activities can improve my engagement with friends.	361	4.70	.498
4	I am aware that participating in wellness initiative activities can reduce my stress levels.	361	4.68	.569
5	I am aware that participating in wellness initiative activities can improve teamwork.	361	4.72	.485

Table 4.10 above shows the mean values of the independent variable which is student awareness. The highest the statement receives is a mean value item 5, I am aware that participating in wellness initiative activities can improve teamwork with a mean of 4.72. The next higher mean, which is 4.70 for item 3, I am aware that participating in wellness initiative activities can improve my engagement with friends. Next item 2, as a student I will always participate in the wellness initiative activities organized by the university. Item 4, I am aware that participating in wellness initiative activities can reduce my stress levels and receive the

same mean which is 4.68. The lowest mean is item 1, as a student, I will always participate in planning the wellness initiative activities which was 4.66.

4.4.4 Participant Involvement

Table 4.11: Descriptive statistic of participant involvement

No	Item Description	N	Mean	Standard Deviation
1	I will engage in wellness initiative activities if they are organized on weekends.	361	4.57	.742
2	I will engage in wellness initiative activities if they are organized after lectures.	361	4.63	.645
3	I will get involved in wellness initiative activities if they are run by external experts.	361	4.67	.556
4	I will involve myself in the wellness initiative activities if managed by faculty management/student representatives.	361	4.67	.571
5	I will engage in the wellness initiative activities if it is conducted online.	361	4.60	.692
6	I will get involved in a wellness initiative activity if it is run in a fun way.	361	4.78	.445
7	I will engage in wellness initiative activities if they are given incentives such as certificates, club memberships and training hours.	361	4.77	.473

The mean values for the independent variable, participant involvement, are shown in Table 4.11. The highest mean value of 4.78 for item 6, I will get involved in a wellness initiative activity if it is run in a fun way. Followed by item 7, I will engage in wellness initiative activities if they are given incentives such as certificates, club memberships and training hours with a mean 4.77. Next, item 3 I will get involved in wellness initiative activities if they are run by external experts. Item 4, I will involve myself in the wellness initiative activities if managed by faculty management/student representatives both receive the same mean which is 4.67. Furthermore, item 2, I will engage in wellness initiative activities if they are organized after lectures receive a mean which was 4.63. Item 5, I will engage in the wellness initiative activities if it is conducted online with a mean value of 4.60. The lowest mean item 1, I will engage in wellness initiative activities if they are organized on weekends with the mean value of 4.57.

4.4.5 Facilities

Table 4.12: Descriptive statistic of facilities

No	Item Description	N	Mean	Standard Deviation
1	The facilities for the wellness initiative activities provided by the university are good.	361	4.74	.470
2	The wellness facilities become the main factors in organizing wellness initiative activities at the university/faculty level.	361	4.75	.515
3	Good facilities can attract more participants to join the wellness initiatives activities at the faculty/university level.	361	4.78	.438
4	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.	361	4.78	.450
5	Wellness facilities were well maintained.	361	4.73	.550

Table 4.12 above shows the mean values of the independent variable which is facilities. The highest statement receives a mean value item 3, good facilities can attract more participants to join the wellness initiatives activities at the faculty/university level. Item 4, 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 both with the mean value of 4.78. Followed by item 2, the wellness facilities become the main factors in organizing wellness initiative activities at the university/faculty level with a mean value of 4.75. Next, item 1, the facilities for the wellness initiative activities provided by the university are good with a mean value of 4.74. The lowest mean item 5, wellness facilities were well maintained with a mean value of 4.73.

4.4.6 The Level of the Effectiveness

Table 4.13 Descriptive statistic of the level of the effectiveness

No	Item Description	N	Mean	Standard Deviation
1	Each wellness initiatives activities I participated in has fulfilled the desired outcomes.	361	4.68	.598
2	Each wellness initiatives activities I participated in has a clear goal of healthy lifestyles.	361	4.71	.523
3	All of the wellness initiatives activities are easy to participate in.	361	4.71	.554
4	Students are informed about the wellness initiative activities carried out by the university/faculty.	361	4.72	.524
5	I am highly satisfied with the wellness initiatives activities conducted at the university/faculty level.	361	4.71	.535
6	The wellness initiatives activities schedule is flexible.	361	4.73	.537
7	The wellness initiatives activities that I join have benefited me.	361	4.77	.451

The mean values for the dependent variable facilities are shown in Table 4.13. The statement has the highest mean value of 4.77 which is item 7, the wellness initiatives activities that I join have benefited me. Followed by second highest mean item 6, the wellness initiatives activities schedule is flexible with a mean value of 4.73. Next item 4, students are informed about the wellness initiative activities carried out by the university/faculty with a mean value

of 4.72. Furthermore item 2, each wellness initiatives activities I participated in has a clear goal of healthy lifestyles. Item 3, all of the wellness initiatives activities are easy to participate in. Item 5, I am highly satisfied with the wellness initiatives activities conducted at the university/faculty level had the same mean of 4.71. The lowest mean is item 1, each wellness initiatives activities I participated in has fulfilled the desired outcomes with the mean value of 4.68.



4.5 PEARSON CORREATION COEFFICIENT

Correlation is used to assess correlations between quantitative variables or categorical variables. In other words, it is a measure of how things are connected to one another. The study of how variables are related is known as correlation analysis. Pearson's correlation coefficient is a statistical test that examines whether two continuous variables have a statistical relationship. It is regarded as the best method for determining the relationship between variables of interest because it is based on the method of covariance. It describes the amount of the association or correlation as well as the slope of the relationship. This connection was utilized to demonstrate how strong or weak it is, as well as how positive or negative it is.

Table 4.14: Results of Correlation Analysis for the Independent Variables and Dependent Variable

Variables	Mean	Std. Deviation	R-value	P-value
Leadership support	4.61	.683	.864**	.001
Student Awareness	4.69	.510	.796**	.001
Participant Involvement	4.67	.525	.797**	.001
Facilities	4.76	.458	.912**	.001

The table showed the results of correlation analysis for the study variables. According to the table, the first independent variable is leadership support. Measuring of the leadership support variable that influenced the level of effectiveness of campus wellness initiatives among students in University Malaysia Kelantan. Mean statistic for these questions was 4.6145, which

was accepted. The standard deviation statistic is 0.68288. Its correlation is 0.864 which means a significant and generally considered strong positive relationship. There were 5 questions were used in measuring the student awareness variable. Table 4.14 showed that the mean statistic for this section's questions was 4.6886 which resulted as very good. The standard deviation statistic is 0.51002 and correlation is 0.796 which indicates that a significant and positive relationship exists between the variables. Independent variable for participant involvement has 7 questions. The mean statistic is 4.6727 and the standard deviation is 0.52535 which lead to correlation of 0.797 which is considered to be a significant and "strong" correlation between the variables. The last independent variable is facilities which has 5 questions, respectively. The mean statistic for this section is 4.7566 and the standard deviation statistic is 0.45808. Its correlation is 0.912. Correlation values above 0.9 are deemed to indicate a significant and strong positive linear relationship between the variables.

4.6 DISCUSSION

This section seeks to identify the relationship between facilities, leadership support, student awareness and participant engagement among students at the City Campus in University Malaysia Kelantan.

4.6.1 Facilities

Facilities The results found that a large number of respondents agreed that the facilities available at the University Malaysia Kelantan, Wellness Centre are good and meet the needs of students. The results of the research obtained the correlation coefficient is 0.912 and this clearly shows that there is a significant positive relationship while the p value is 0.000 which is less than the high significance level which is 0.01. This study proved that there is a positive relationship between facilities toward effectiveness level. 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.

4.6.2 Leadership Support

Support can come from many angles and ranks to support student needs. Administrative leaders in academia are those who have a permanent or fixed-term role managing academic organizations or parts of them. There is a high agreement from the respondents according to the results of the study that the correlation coefficient is 0.864 and it shows a very positive relationship while the p value is 0.000 which is less than the high significance level which is 0.01. This study proved that there is a positive relationship between leadership support toward effectiveness level. To encourage students to engage in healthy behaviors, university management support can help improve student health and well-being outcomes, while reducing health care costs and increasing productivity.

4.6.3 Student Awareness

The results obtained explain more precisely that the respondents remain with the stance to agree that with the awareness in the students it is able to increase the number of participations in the activities and programs carried out. The study found a significant positive correlation that exists in the independent variables, namely student awareness. The correlation coefficient recorded a gain of 0.796 and it shows a very positive relationship while the p value gain is 0.000 which is less than the high significant level which is 0.01. This study proved that there is a positive relationship between student awareness toward effectiveness level. Student awareness affects the engagement of students who are aware of their health by using the opportunities available to use the wellness initiatives provided.

4.6.4 Participant Involvement

The involvement of participants plays an important role in ensuring that every university program receives support from students at the City Campus, University Malaysia Kelantan. The questionnaire found that all respondents agreed with the decision that the involvement of participants is the main pillar that paves the way for the smoothness of activities and well-being programs that are organized. The study shows that the correlation coefficient is 0.797 and it shows a very positive relationship while the p value is 0.000 which is less than the high significance level which is 0.01. This study proved that there is a positive relationship between participant involvement toward effectiveness level. Innovative methods that cater to student requirements are required to raise participation rates. It will be substantially more likely to achieve and maintain better health and wellbeing. By addressing the desires of the students and innate obstacles.

4.7 SUMMARY

The data collected in this study shows the success factors and measures the level of effectiveness of the well-being initiative among the students of the Kota Campus at University Malaysia Kelantan. A total of 361 respondents consisting of students participated to answer the distributed questionnaire. According to the results of the questionnaire, the majority of respondents are Malay and other races are the minority. According to the analysed data, Pearson Correlation recorded the highest average value of 1 (Leadership Support), followed by a total of 0.869 (Facilities), then 0.720 (Student Awareness), and the last of 0.703 (Participant Involvement). Indirectly, all of the independent variables mentioned have positive values and are able to further increase these values if the university succeeds in further increasing the level of effectiveness of the well-being initiative among students.

A large number of 361 respondents gave a positive assessment and agreed with the questions presented in the questionnaire and this shows the development towards a better direction in the future. Seen from the answers of those who agree with the relevance of the questions in each section, it can increase interest and awareness to participate in activities and welfare programs organized by the university. In short, every assessment done is by considering all the views of the data assessment made.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

This chapter will discuss recapitulation of the finding, limitation, and suggested several recommendations for future study.

5.2 RECAPITULATION OF THE FINDINGS

A wellness initiative is an activity that tries to improve and promote health and fitness, and it is typically delivered through a venue such as a place of study. One definition of a wellness initiative is an activity that aims to enhance and promote health and fitness. The activity involves doing things that are good for your health and will help you attain those goals. Whether it be through physical activity to keep active, such as exercise or fitness activities, or meditation to release stress, one of the stepping stones to reaching total health is engaging in health and fitness activities. In this study, the researchers investigated and examined several independent variables, which is leadership support, student awareness, participant involved and facilities that will influence effectiveness level of wellness initiatives activities in the university. The research purpose, research question, and hypothesis serve as the foundation for the summary of this study's findings. The discussion refers to Chapter 4, which is the chapter previous.

5.2.1 Leadership support

The results of hypothesis H1 in Chapter 4 were reviewed to answer the research question (RQ1) which is there any significant relationship between leadership support and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan?. The first research objective (RO1) to identify the relationship between leadership support and the

effectiveness level of wellness initiative activities at the University Malaysia Kelantan. H1 stated that there is a significant relationship between leadership support and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan. The result shows moderate correlation with a correlation coefficient value of .864**. The p value of the leadership support and effectiveness level of wellness initiative activities in the university is .000 which is less than the very significant level at .001. Therefore, H1 is accepted. This study proved that there is a positive relationship between leadership support toward effectiveness level. According to (Holdsworth et al., 2018) ensure 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 of the classroom.

5.2.2 Student awareness

The results of hypothesis H2 in Chapter 4 were reviewed to answer the research question (RQ2) which is there any significant relationship between student awareness and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan?. The second research objective (RO2) is to identify the relationship between student awareness and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan. H2 stated that there is a significant relationship between student awareness and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan. The result shows moderate correlation with a correlation coefficient value of .796**. The p value of the student awareness and the effectiveness level of wellness initiative activities in the university is .000 which is less than the very significant level at .001. Therefore, H2 is accepted. This study proved that there is a positive relationship between student awareness toward effectiveness

level. 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.

5.2.3 Participants involvement

The results of hypothesis H3 in Chapter 4 were reviewed to answer the research question (RQ3) which is there any significant relationship between facilities and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan? . The third research objective (RO3) is to identify the relationship between facilities and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan. H3 stated there is a significant relationship between facilities and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan. The result show strong correlation with a correlation coefficient value of .797**. The p value of participants involved toward the effectiveness level of wellness initiative activities in the university is .000 which is less than the very significant level at .001. Therefore, H3 is accepted. This study proved that there is a positive relationship between participant 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).

5.2.4 Facilities

The results of hypothesis H4 in Chapter 4 were reviewed to answer the research question (RQ4) which is there any significant relationship between participant involvement and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan?. The last research objective (RO4) is to identify the relationship between participant involvement and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan. H4 stated there is a significant relationship between participant involvement and the effectiveness level of wellness initiative activities at the University Malaysia Kelantan. The result shows strong correlation with a correlation coefficient value of .912**. The p value of the facilities toward the effectiveness level of wellness initiative activities in the university is .000 which is less than the very significant level at .001. Therefore, H4 is accepted. This study proved that there is a positive relationship between facilities toward effectiveness level. According to Glasgow, T. E., Mastrich, Z. H., & Geller, E. S. (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 that user activities run smoothly. With the availability of facilities, it will be able to benefit users if it is used well and prudently.

5.3 LIMITATIONS

There have been a number of constraints encountered and found as this research project has progressed, and it is necessary to highlight them in order to benefit and make it easier for other researchers to identify and make improvements.

The lack of students using the university's facilities has been identified as the first limitation. Although UMK students are the study's target demographic, it should be noted that some students live outside campus. Students rarely make use of the majority of the university's amenities. They prefer to use the facilities that are available outside. Thus, to some extent it affects the outcome of this study considering that the facility is one of the independent variables studied.

Second limitation is respondents. It is difficult to get respondents to answer the questionnaire. This is because respondents also have to answer questionnaires from other researchers who also conduct their research. Due to this, it takes respondents longer to complete each survey after it is distributed, which drags the data collection process.

5.4 RECOMMENDATIONS

As universities continue to prioritize the overall well-being of their students, campus wellness initiatives have become increasingly popular. These initiatives aim to promote healthy lifestyle choices, improve mental health, and provide access to resources for students to maintain their well-being. While many universities have implemented these programs, there is still a need for further research to explore the success factors of the effectiveness of these initiatives.

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 on 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 the resources available to them. A 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.

In conclusion, while campus wellness initiatives have become increasingly popular, there is still a need for further research to explore the success factors of their effectiveness. Research in areas such as the impact of different types of initiatives, peer-to-peer support, technology, and diversity and inclusion can help universities better understand how to promote student well-being and improve the success of their wellness initiatives.



5.5 SUMMARY

Overall, it can be concluded that the researcher needs to explain the study's objective in greater detail in relation to the issue under investigation. This investigation was made to determine what made the university's wellness initiative activities successful. Based on the overall findings gathered by the researcher, the research framework was created. The relationship between each factor that affects success in the independent variable and the dependent variable will be the subject of the research.

Data was collected among 361 students at City Campus who were taken as respondents. SPSS version 26.0 was used to analyse the data using descriptive analysis and the Pearson correlation coefficient. According to the findings, the well-being initiative's facilities, leadership support, student awareness, and participant involvement all had Pearson correlation values ranging from 0.70 to 0.91. As a result, the findings are credible and appropriate for this study.

The goal of the study is to identify the key interrelated factors that influence City Campus students to participate in university wellness activities. These factors successfully demonstrate the results that lead to each breakdown of the key interrelated factors. The findings of the research goal, which looks at the elements that influence success in the independent variable and dependent variable, are pertinent and acknowledged.

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APPENDIX

SECTION A : DEMOGRAPHIC / DEMOGRAFI

Listed below are a series of statements to know the demographic profile of the respondents. Please choose ONLY ONE ANSWER from the statement given.

Senarai berikut adalah pernyataan berkaitan profil demografi responden. Sila pilih SATU JAWAPAN SAHAJA dari setiap pernyataan yang diberikan.

NO	STATEMENT
1	Age / Umur <ul style="list-style-type: none"><input type="radio"/> 18-20<input type="radio"/> 21-23<input type="radio"/> 24-26<input type="radio"/> 27 and above
2	Race / Bangsa <ul style="list-style-type: none"><input type="radio"/> Malay / Melayu<input type="radio"/> Chinese / Cina<input type="radio"/> Indian / India<input type="radio"/> Other / Lain-lain
3	Gender/ Jantina <ul style="list-style-type: none"><input type="radio"/> Male / Lelaki<input type="radio"/> Female / Perempuan
4	Marital Status / Status Perkahwinan <ul style="list-style-type: none"><input type="radio"/> Married/ Berkahwin<input type="radio"/> Single/ Bujang
5	Current year of study / Tahun pengajian <ul style="list-style-type: none"><input type="radio"/> Year 1 / Tahun 1<input type="radio"/> Year 2 / Tahun 2<input type="radio"/> Year 3 / Tahun 3<input type="radio"/> Year 4 / Tahun 4<input type="radio"/> Other / Lain-lain

SECTION B, C, D, E, AND F : INDEPENDENT VARIABLE AND DEPENDENT VARIABLE

Please indicate your level of agreement to the respective statements by choose ONLY ONE ANSWER for each statement.

Sila nyatakan tahap persetujuan anda terhadap pernyataan masing-masing dengan pilih SATU JAWAPAN SAHAJA bagi setiap pernyataan.

LIKERT SCALE				
1	2	3	4	5
Strongly Disagree / Tidak Bersetuju	Disagree / Kurang Bersetuju	Neutral	Agree / Bersetuju	Strongly Agree / Sangat Bersetuju

SECTION B - (LEADERSHIP SUPPORT / SOKONGAN PIHAK PENGURUSAN)

NOTE: Wellness initiative activities (yoga, aerobic, zumba, awereness campaigns etc.)

NOTA : Aktiviti inisiatif kesejahteraan (yoga , aerobik,zumba, kempen kesedaran dll)

NO	STATEMENT	LIKERT SCALE				
		1	2	3	4	5
1	The faculty management and student representative council always participate in planning wellness initiative activities. Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa mengambil bahagian dalam merancang aktiviti inisiatif kesejahteraan.					
2	The faculty management and student representative council always take part in organizing wellness initiative activities. Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa mengambil bahagian dalam menganjurkan aktiviti inisiatif kesejahteraan.					

3	<p>The faculty management and student representative council make wellness initiative activities an important agenda in faculty or students' activities.</p> <p>Pihak pengurusan fakulti dan majlis perwakilan pelajar menjadikan aktiviti inisiatif kesejahteraan sebagai agenda penting dalam aktiviti fakulti atau pelajar.</p>					
4	<p>The faculty management and student representative council always encourage students to participate in wellness initiative activities.</p> <p>Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa menggalakkan pelajar mengambil bahagian dalam aktiviti inisiatif kesejahteraan.</p>					
5	<p>The faculty management and student representative council have a clear objective for faculty or students' wellness initiative activities.</p> <p>Pihak pengurusan fakulti dan majlis perwakilan pelajar mempunyai objektif yang jelas untuk aktiviti inisiatif kesejahteraan fakulti atau pelajar.</p>					
6	<p>The faculty management and student representative council always promote the benefit of wellness initiative activities.</p> <p>Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa mempromosikan faedah aktiviti inisiatif kesejahteraan.</p>					

SECTION C - (STUDENT AWARENESS / KESEDARAN PELAJAR)

NOTE: Wellness initiative activities (yoga, aerobic, zumba, awereness campaigns etc.)

NOTA : Aktiviti inisiatif kesejahteraan (yoga , aerobik,zumba, kempen kesedaran dll)

NO	STATEMENT	LIKERT SCALE				
		1	2	3	4	5
1	As a student, I will always participate in planning the wellness initiative activities.					

	Sebagai seorang pelajar, saya akan sentiasa mengambil bahagian dalam perancangan aktiviti inisiatif kesejahteraan.					
2	As a student I will always participate in the wellness initiative activities organized by the university. Sebagai seorang pelajar saya akan sentiasa mengambil bahagian dalam aktiviti inisiatif kesejahteraan yang dianjurkan oleh universiti.					
3	I am aware that participating in wellness initiative activities can improve my engagement with friends. Saya sedar bahawa mengambil bahagian dalam aktiviti inisiatif kesihatan boleh meningkatkan penglibatan saya dengan rakan-rakan.					
4	I am aware that participating in wellness initiative activities can reduce my stress levels. Saya sedar bahawa mengambil bahagian dalam aktiviti inisiatif kesejahteraan boleh mengurangkan tahap tekanan saya.					
5	I am aware that participating in wellness initiative activities can improve teamwork. Saya sedar bahawa mengambil bahagian dalam aktiviti inisiatif kesihatan boleh meningkatkan kerja berpasukan.					

SECTION D - (PARTICIPANT INVOLVEMENT / PENGLIBATAN PESERTA)

NOTE: Wellness initiative activities (yoga, aerobic, zumba, awereness campaigns etc.)

NOTA : Aktiviti inisiatif kesejahteraan (yoga , aerobik, zumba, kempen kesedaran dll)

NO	STATEMENT	LIKERT SCALE				
		1	2	3	4	5
1	I will engage in wellness initiative activities if they are organized on weekends. Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia dianjurkan pada hujung minggu.					

2	<p>I will engage in wellness initiative activities if they are organized after lectures.</p> <p>Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia dianjurkan selepas kuliah.</p>					
3	<p>I will get involved in wellness initiative activities if they are run by external experts.</p> <p>Saya akan terlibat dalam aktiviti inisiatif kesejahteraan jika ia dikendalikan oleh pakar luar.</p>					
4	<p>I will involve myself in the wellness initiative activities if managed by faculty management/student representatives.</p> <p>Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika dikendalikan oleh pengurusan fakulti/wakil pelajar.</p>					
5	<p>I will engage in the wellness initiative activities if it is conducted online.</p> <p>Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia dijalankan secara atas talian.</p>					
6	<p>I will get involved in a wellness initiative activity if it is run in a fun way.</p> <p>Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia dijalankan dengan cara yang menyeronokkan.</p>					
7	<p>I will engage in wellness initiative activities if they are given incentives such as certificates, club memberships and training hours.</p> <p>Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia diberikan insentif seperti sijil, keahlian kelab dan waktu latihan.</p>					

SECTION E - (FACILITIES / FASILITI)

NOTE: Wellness initiative activities (yoga, aerobic, zumba, awereness campaigns etc.)

Example of wellness facilities (spa, gym, field, netball court, futsal court)

NOTA : Aktiviti inisiatif kesejahteraan (yoga , aerobik, zumba, kempen kesedaran dll)

Contoh kemudahan kesejahteraan (spa, gym, padang, gelanggang bola jaring, gelanggang futsal)

NO	STATEMENT	LIKERT SCALE				
		1	2	3	4	5
1	<p>The facilities for the wellness initiative activities provided by the university are good.</p> <p>Kemudahan untuk aktiviti inisiatif kesejahteraan yang disediakan oleh universiti adalah baik.</p>					
2	<p>The wellness facilities become the main factors in organizing wellness initiative activities at the university/faculty level.</p> <p>Kemudahan fasiliti kesejahteraan menjadi faktor utama penganjuran aktiviti inisiatif kesejahteraan di peringkat universiti/fakulti.</p>					
3	<p>Good facilities can attract more participants to join the wellness initiatives activities at the faculty/university level.</p> <p>Kemudahan yang baik dapat menarik lebih ramai peserta menyertai aktiviti inisiatif kesejahteraan di peringkat fakulti/universiti.</p>					
4	<p>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.</p> <p>Pelajar hendaklah sentiasa dimaklumkan tentang kemudahan yang disediakan di peringkat universiti/fakulti untuk menarik lebih ramai peserta menyertai aktiviti inisiatif kesejahteraan kampus.</p>					
5	<p>Wellness facilities were well maintained.</p> <p>Kemudahan kesejahteraan diselenggara dengan baik.</p>					

SECTION F - (THE LEVEL OF THE EFFECTIVENESS / LEVEL KEBERKESANAN)

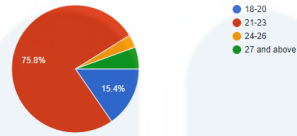
NOTE: Wellness initiative activities (yoga, aerobic, zumba, awereness campaigns etc.)

NOTA : Aktiviti inisiatif kesejahteraan (yoga , aerobik, zumba, kempen kesedaran dll)

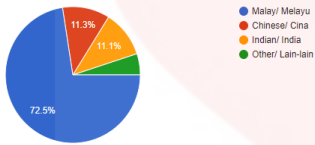
NO	STATEMENT	LIKERT SCALE				
		1	2	3	4	5
1	Each wellness initiatives activities I participated in has fulfilled the desired outcomes. Setiap aktiviti inisiatif kesejahteraan yang saya sertai telah mencapai hasil yang diinginkan.					
2	Each wellness initiativess activities I participated in has a clear goal of healthy lifestyles. Setiap aktiviti inisiatif kesejahteraan yang saya sertai mempunyai matlamat yang jelas untuk gaya hidup sihat.					
3	All of the wellness initiatives activities are easy to participate in. Semua aktiviti inisiatif kesejahteraan adalah mudah untuk disertai.					
4	Students are informed about the wellness initiative activities carried out by the university/faculty. Pelajar dimaklumkan tentang aktiviti inisiatif kesejahteraan yang dijalankan oleh universiti/fakulti.					
5	I am highly satisfied with the wellness initiatives activities conducted at the university/faculty level. Saya amat berpuas hati dengan aktiviti inisiatif kesejahteraan yang dijalankan di peringkat universiti/fakulti.					
6	The wellness initiatives activities schedule is flexible. Jadual aktiviti inisiatif kesejahteraan adalah fleksibel.					
7	The wellness initiatives activities that I join have benefited me. Aktiviti inisiatif kesejahteraan yang saya sertai telah memberi manfaat kepada saya.					

SECTION A : DEMOGRAPHIC / DEMOGRAFI

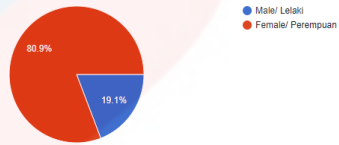
Age / Umur
397 responses



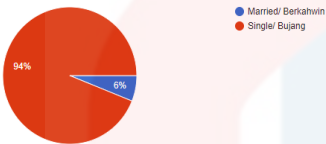
Race/ Bangsa
397 responses



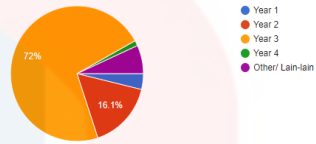
Gender/ Jantina
397 responses



Marital Status / Status Perkahwinan
397 responses



Current year of study / Tahun pengajian
397 responses

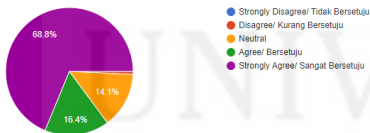


SECTION B - (LEADERSHIP SUPPORT / SOKONGAN PIHAK PENGURUSAN)

1. The faculty management and student representative council always participate in planning wellness initiative activities

Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa mengambil bahagian dalam merancang aktiviti inisiatif kesejahteraan.

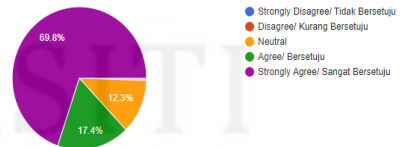
397 responses



2. The faculty management and student representative council always take part in organizing wellness initiative activities.

Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa mengambil bahagian dalam penganjuran aktiviti inisiatif kesejahteraan.

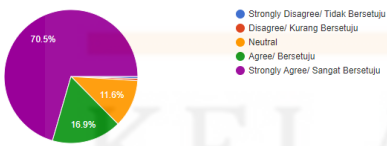
397 responses



3. The faculty management and student representative council make wellness initiative activities an important agenda in faculty or students activities.

Pihak pengurusan fakulti dan majlis perwakilan pelajar menjadikan aktiviti inisiatif kesejahteraan sebagai agenda penting dalam aktiviti fakulti atau pelajar.

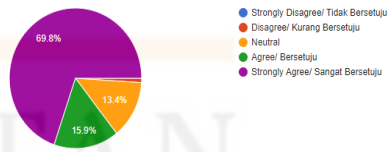
397 responses



4. The faculty management and student representative council always encourage students to participate in wellness initiative activities.

Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa menggalakkan pelajar untuk mengambil bahagian dalam aktiviti inisiatif kesejahteraan.

397 responses



5. The faculty management and student representative council have a clear objective for faculty or students wellness initiative activities. [Copy](#)

Pihak pengurusan fakulti dan majlis perwakilan pelajar mempunyai objektif yang jelas untuk aktiviti inisiatif kesejahteraan fakulti atau pelajar.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	13.9%
Disagree/ Kurang Bersetuju	15.1%
Neutral	70.5%
Agree/ Bersetuju	0%
Strongly Agree/ Sangat Bersetuju	0%

6. The faculty management and student representative council always promote the benefit of wellness initiative activities. [Copy](#)

Pihak pengurusan fakulti dan majlis perwakilan pelajar sentiasa mempromosikan faedah aktiviti inisiatif kesejahteraan.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	12.6%
Disagree/ Kurang Bersetuju	16.9%
Neutral	69.5%
Agree/ Bersetuju	0%
Strongly Agree/ Sangat Bersetuju	0%

SECTION C - (STUDENT AWARENESS / KESEDARAN PELAJAR)

1. As a student, I will always participate in the planning of the wellness initiative activities. [Copy](#)

Sebagai seorang pelajar, saya akan sentiasa mengambil bahagian dalam perancangan aktiviti inisiatif kesejahteraan.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	0%
Agree/ Bersetuju	27.7%
Strongly Agree/ Sangat Bersetuju	67.3%

2. As a student I will always participate in the wellness initiative activities organized by the university. [Copy](#)

Sebagai seorang pelajar saya akan sentiasa mengambil bahagian dalam aktiviti inisiatif kesejahteraan yang dianjurkan oleh universiti.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	0%
Agree/ Bersetuju	26.2%
Strongly Agree/ Sangat Bersetuju	68.8%

3. I am aware that participating in wellness initiative activities can improve my engagement with friends. [Copy](#)

Saya sedar bahawa mengambil bahagian dalam aktiviti inisiatif kesejahteraan boleh meningkatkan penglibatan saya dengan rakan-rakan.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	0%
Agree/ Bersetuju	26.7%
Strongly Agree/ Sangat Bersetuju	70%

4. I am aware that participating in wellness initiative activities can reduce my stress levels. [Copy](#)

Saya sedar bahawa mengambil bahagian dalam aktiviti inisiatif kesejahteraan boleh mengurangkan tahap tekanan saya.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	0%
Agree/ Bersetuju	26.7%
Strongly Agree/ Sangat Bersetuju	68%

5. I am aware that participating in wellness initiative activities can improve teamwork. [Copy](#)

Saya sedar bahawa mengambil bahagian dalam aktiviti inisiatif kesejahteraan boleh meningkatkan kerja berpasukan.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	0%
Agree/ Bersetuju	24.9%
Strongly Agree/ Sangat Bersetuju	71.5%

SECTION D - (PARTICIPANT INVOLVEMENT / PENGLIBATAN PESERTA)

1. I will engage in wellness initiative activities if they are organized on weekends. [Copy](#)

Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia dianjurkan pada hujung minggu.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	12.3%
Agree/ Bersetuju	20.2%
Strongly Agree/ Sangat Bersetuju	66.8%

2. I will engage in wellness initiative activities if they are organized after lectures. [Copy](#)

Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia dianjurkan selepas kuliah.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	0%
Agree/ Bersetuju	23.4%
Strongly Agree/ Sangat Bersetuju	67.8%

3. I will get involved in wellness initiative activities if they are run by external experts. [Copy](#)

Saya akan melibatkan diri dalam aktiviti inisiatif kesejahteraan jika ia dikendalikan oleh pakar luar.

397 responses

Response	Percentage
Strongly Disagree/ Tidak Bersetuju	0%
Disagree/ Kurang Bersetuju	0%
Neutral	6%
Agree/ Bersetuju	24.7%
Strongly Agree/ Sangat Bersetuju	69%

