

The Study Investigated the Impact of Higher Education on Student Well-Being, Their Perceptions of Learning and School Well-Being, and the Work-Related Well-Being Profiles of Health Education Teachers in China

Wang Yanxue¹, Amiya Bhaumik² and Debasish Das³

Received:
30/09/2025
Revised:
07/10/2025
Accepted:
22/10/2025
Published:
30/10/2025

ABSTRACT

A study was done to look at the work-related well-being profiles of Chinese health education instructors. Moreover, the impact of higher education on student well-being, their perceptions of learning, the welfare of the school, and the general outlook on school well-being was also examined. The research used a mixed-methods approach, integrating both quantitative and qualitative approaches, to get a comprehensive understanding of how higher education enhances the well-being of individuals and institutions. This was done to reach the objective of getting a complete comprehension. To get information from students and health education teachers at many Chinese colleges and universities, both formal questionnaires and semi-structured interviews were employed. The data gathering method was done to get information. A simple random sample was used to get the data. To analyse quantitative data and ascertain the influence of higher education on the well-being of both students and instructors, descriptive statistics, correlation, and regression techniques were used. This was done to find out how much higher education affects people. To further understand the respondents' views and professional experiences, the qualitative answers were analysed for themes. Final observations was shown that a positive correlation exists between the duration of students' enrolment in higher education and their perceptions of their individual learning experiences, as well as the overall welfare of their institution. The institutional context had a moderating influence on this connection. The study emphasises the need of creating supportive academic and occupational settings to enhance the overall well-being of both students and instructors inside China's educational system. This is essential for the improvement of the general well-being of both groups. This is the reason because the research shows that the experiences people have while they are in college affect their overall health.

Keywords: Higher Education, Student Well-being, Perceptions of Learning, Chinese Health Education, Professional Experiences, School Well-being.

INTRODUCTION:

Getting a college degree may have a big effect on a person's mental and emotional health, as well as their intellectual growth. This is because many think that college degrees are some of the highest levels of education. As China's higher education system grows and becoming more contemporary, both students and academics have had to deal with a mix of opportunities and disadvantages. Because of the higher standards that are imposed on pupils in today's schools, there is more academic pressure and competition. This has hurt pupils' mental health since the expectations have gone up (Chen et al., 2023). The culture and support systems of a school may have an effect on students' mental health, happiness, and desire to learn. The culture of the institutions has an effect on all of these things. To make sure that higher education is of a high quality, it is important to help students feel that they are part of a community and that they are growing as individuals. This, in turn, affects how well the kids do in class and how motivated they are to teach (Liu et al., 2022). Students' views of learning are equally significant as they reflect their evaluations of teaching quality,

feedback mechanisms, and educational experiences in higher education. This is because students' opinions show how they feel about the quality of the instruction. Negative ideas may hurt a person's mental and emotional health, while good viewpoints can make them more motivated and increase their self-esteem (Sun et al., 2023).

When the students talk about how well their school is functioning, they think about the physical space, the people they see every day, and how much emotional support they receive from their friends. A caring atmosphere that fills the entire school encourages numerous learning activities, such as building mental strength, getting along with others, and working together to study. It is important to think about both the students' experiences and the health education teachers' well-being while creating a well-rounded academic environment. There is a link between how happy teachers are at work, how well they combine their work and personal lives, and how much support they get from their school and their level of involvement in their career. This is something that affects how well they do

How to cite: Wang Yanxue, *et al.* The Study Investigated the Impact of Higher Education on Student Well-Being, Their Perceptions of Learning and School Well-Being, and the Work-Related Well-Being Profiles of Health Education Teachers in China. *Advances in Consumer Research*. 2025;2(5):697–702.

their jobs and how involved they are. Teachers who report high levels of well-being because they are more motivated and have better connections with students help create a culture of holistic growth at universities. This helps to promote a culture of overall growth.

BACKGROUND OF THE STUDY

The duration of an individual's higher education considerably impacts their social, emotional, and cognitive growth. The same goes for the person's mental growth. This feature of the circumstance affects both how much personal happiness a person can have and how much development society can make. In the last several decades, China's higher education system has grown quickly based on the concepts of academic excellence, technological progress, and being competitive on a worldwide scale. These concepts have been the foundation on which the system has been built. Because of this growth, school systems are paying more attention to the emotional and physical health of their teachers and the pupils they are responsible for (Chen & Liu, 2022). When judging how well a student is doing, there are a lot of different things to think about. Some of these factors include the ability to stay mentally healthy, the ability to stay socially connected, the ability to be academically successful, and the ability to stay strong in the face of intellectual challenges. Students attending universities in China face a wide array of challenges, each capable of impacting their mental health and their perception of the educational experience. The learning environment and the culture of the school have a big effect on how motivated, engaged, and successful kids are while they are there. It is crucial to acknowledge that these elements significantly influence the pupils' overall academic success. There are several things that affect how students feel about their own learning and academic success. Some of these things include having instructors who are supportive of their students, a classroom that is nice, and the feeling that they are a part of the school. Teachers have a big responsibility to help their pupils live healthy lives. They also have to deal with the stress and fatigue that come with managing their personal and professional lives. Teachers have a tremendous job to do when it comes to getting their kids to live healthy lives. Teachers have a huge duty to help their students live healthy lives, and this is particularly true when it comes to teaching them about health (Li & Sun, 2023). The organisational climate, the allocation of duties, and the recognition afforded by the institution are all factors that significantly influence the well-being profiles of employees. There exists a substantial correlation between the well-being profiles of employees and their occupation. There is a dynamic link between the practices of higher education and the well-being of both students and teachers. Because of this connection, it's important to have complete educational solutions that suit the demands of both students and teachers in terms of their emotional, mental, and professional health. By combining qualitative experiences with quantitative patterns, one may get a more thorough comprehension of the existing relationships among these aspects (Wang & Zhang,

2021). This study, which focusses on China, sheds light on all three of these elements. The results, which add to the global discussion over the quality of higher education, call for schools that are more ecologically friendly, focus more on health, and treat everyone equally.

PURPOSE OF THE RESEARCH

Investigation of the results of health education students and teachers in China after they had completed their scholastic requirements was the major objective of the study that was conducted. To provide insight on the ways in which the college experience effects the mental health of students, their attitudes towards education, and their level of satisfaction while they are attending school, the researchers performed this study with the idea that it would shed light on these topics. The study was conducted with the intention of examining the work-related well-being profiles of health education teachers. The purpose of the research was to analyse the ways in which there is a connection between the factors of professional happiness, occupational stress, and institutional support. This was accomplished by using a mix of research methodologies and a plain random sample strategy. For the aim of making a contribution to educational policy and practice, as well as to enhance the learning and teaching environments in Chinese higher education institutions, the objective of this study was to discover strategies that boost well-being.

LITERATURE REVIEW

In higher education, both students and teachers may improve intellectually, emotionally, and socially. Both parties may take use of these chances. These are definitely good options. A recent study shows that the culture of the school, the academic demands, the relationships students have with their peers, and the availability of psychological support all affect the well-being of students in higher education. A well-rounded college experience is important for the emotional and intellectual health of students because it helps them build resilience, motivation, and a strong sense of belonging. The study's findings indicate that students' assessments of their own learning are affected by several influences. Some of these things include how good the teaching is, how useful the curriculum is, and how many possibilities there are to be involved. It has been shown that interactive educational strategies that encourage participation from all students may enhance both student satisfaction and performance levels. Some of the things that affect how people regard a school include the atmosphere, the relationships between teachers and students, and the availability of social and academic resources. All of these things are interrelated and affect how people see the school as a whole. This has a negative influence on both the pupils' mental health and their ability to study successfully (Wang & Zhang, 2023).

People have been talking about the mental health of health education teachers while they are working for a long time now. Health educators deal with a lot of

How to cite: Wang Yanxue, *et al.* The Study Investigated the Impact of Higher Education on Student Well-Being, Their Perceptions of Learning and School Well-Being, and the Work-Related Well-Being Profiles of Health Education Teachers in China. *Advances in Consumer Research*. 2025;2(5):697–702.

different kinds of work-related stress, such as heavy workloads, emotional pressures, and job uncertainty. These are just a few of the problems they have to cope with. Because of these worries, their mental health and job satisfaction might be seriously affected. There are several important things that may help teachers feel better and stay in their jobs longer, such as giving them opportunity to learn new things, having supportive leaders, and showing them that the organisation cares about them. The Chinese higher education system has made the level of satisfaction experienced by both students and faculty members a key measure of how well the system works and how good the education is (Liu & Zhou, 2021). The goal of this research was to look at the many ways that higher education may improve people's well-being in order to fill in the gaps in the understanding of these areas. A variety of research methods were used to do this. The results of this research have resulted in several beneficial effects, including the refinement of institutional policies, the establishment of more favourable learning environments, and the elevation of educational standards in universities in China.

RESEARCH QUESTION

- What is the impact of Higher Education on Students' Well-Being in China?

RESEARCH METHODOLOGY

6.1 Research Design

The study used a mixed-methods approach and SPSS version 25 for data analysis. The researcher used descriptive statistics to describe the data and utilised

odds ratios and 95% confidence intervals for a descriptive analysis to identify associations. If the p-value was less than 0.05, the results were thought to be statistically significant. Factor analysis corroborated the results, whereas analysis of variance revealed substantial variations across the groups. The researcher used SPSS and Excel for all analyses.

6.2 Sampling

The Rao-soft software calculated a sample size of 1,123. A total of 1,350 questionnaires were distributed, 1,280 were returned, and 80 were rejected owing to incompleteness. A total of 1200 participants from China were solicited and surveyed for the study. A total of 576 men and 624 females participated in the completion of 1200 questionnaires and interviews.

6.3 Data and Measurement:

The main way the study collected data was via a questionnaire survey. In Part A of the survey, people were asked for basic demographic information. In Part B, they were asked to rate things like physical and online venues on a 5-point Likert scale. The secondary data came from a variety of various locations, but most of them were databases on the internet.

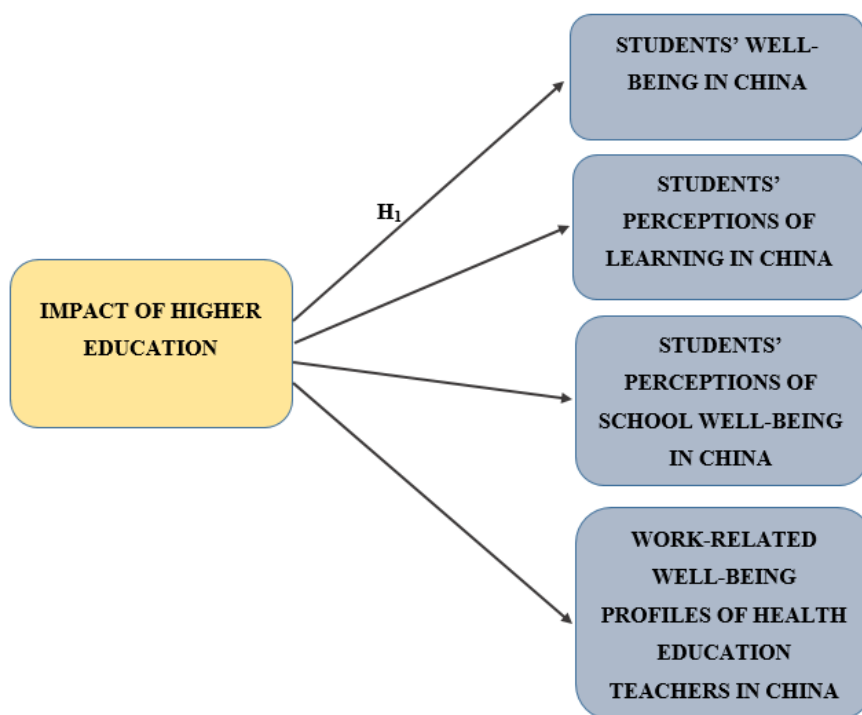
6.4 Statistical Software:

Used SPSS 25 and MS-Excel to do the statistical analysis.

6.5 Statistical Tools:

Utilising descriptive analysis to comprehend the data at a fundamental level. The researcher has to utilise ANOVA to look at the data.

CONCEPTUAL FRAMEWORK



RESULT

How to cite: Wang Yanxue, *et al.* The Study Investigated the Impact of Higher Education on Student Well-Being, Their Perceptions of Learning and School Well-Being, and the Work-Related Well-Being Profiles of Health Education Teachers in China. *Advances in Consumer Research*. 2025;2(5):697–702.

A common use of Factor Analysis (FA) is to look at the basic component structure of a set of measurement items. It is believed that invisible influences have a direct effect on the variables being studied. Models are essential for FA. The main goal of this study is to find links between mistake assessment, the reasons for clear events, and how often such occurrences happen.

The researcher may use the Kaiser-Meyer-Olkin (KMO) Method to check whether the data is good enough for factor analysis. The researcher assesses the comprehensive model against each variable separately to guarantee sufficient sampling. The researcher may use statistical methods to look at how spread out a lot of variables are. Factor analysis produces optimal results for datasets with diminished percentages.

The result of running KMO is a number between 0 and 1. A KMO number between 0.8 and 1 means that there are enough samples.

If the KMO value is less than 0.6, the sampling has to be improved. Be careful while choosing researchers; several writers have used 0.5 for this reason, which gives a range of 0.5 to 0.6.

When the KMO score gets close to zero, partial correlations are more common than full correlations. As was said before, strong correlations make component analysis harder.

Look at the rules that Kaiser set:

- It is registering at 0.059, which is less than 50%.
- A score between 0.60 and 0.69 means that the performance wasn't good enough.
- For middle school youngsters, the normal range is between 0.70 and 0.79 cm.
- The quality points are measured on a scale from 0.80 to 0.89.
- The range from 0.90 to 1.00 is quite important.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.916
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

Bartlett's Test of Sphericity is another way to use correlation matrices in numerous situations. The researcher indicates a KMO sample adequacy of 0.916. Using Bartlett's sphericity test, the researchers found a p-value of 0.00. Based on the major findings of Bartlett's sphericity test, the researchers determined that the correlation matrix does not satisfy the criteria for a legitimate correlation matrix.

INDEPENDENT VARIABLE

Impact of Higher Education

A person's choice to go to college has effects that go beyond just that person; it also affects society as a whole. This choice has an effect on every part of a person's life, including their mental health, job choices, and money status. Higher education has a large effect on students' emotional and mental health, as well as their academic, personal, social, and professional growth and readiness for the job. Higher education also has a big effect on how ready students are for the job market. There are many benefits to finishing a bachelor's degree program. Some of these are that it improves critical thinking skills, makes it easier to fit in socially, makes life more satisfying, and makes it more likely that everyone will get a job in the long run. Currently, many people believe that universities have the power to change people's lives. This is done by creating a welcome space for students and encouraging them to be socially responsible and strong. This is a list of some of the most common measures used to measure how well the therapy works. Higher education in China has played a crucial role in the country's development, significantly contributing to the creation of human capital and the promotion of social mobility (Rozi et al., 2021). This shows how closely related the experiences of students in the classroom, the

How to cite: Wang Yanxue, *et al.* The Study Investigated the Impact of Higher Education on Student Well-Being, Their Perceptions of Learning and School Well-Being, and the Work-Related Well-Being Profiles of Health Education Teachers in China. *Advances in Consumer Research*. 2025;2(5):697–702.

culture of the school, and the psychological effects are. To highlight this connection, the impact on the mental health of both students and instructors is considered.

DEPENDENT VARIABLE

Students' well-being in China

The term "student well-being" is widespread in China. It refers to the mental, emotional, social, and intellectual well-being of college students. It encompasses how pleased students are with their life, how stable their brains are, how much they feel like they belong socially, and how much they are interested in homework. It also reflects how well kids can deal with stress and make friends at school. It also looks at how much time students spend on their homework. In recent years, the notion has developed to include other things, such self-efficacy, satisfaction with institutional support systems, and mental health resilience. There has been a significant surge in interest in boosting student well-being as a vital aspect of academic performance because China's education system is changing swiftly and competitiveness between schools is getting greater. Universities are trying hard to make a lot of things better, including how challenging their courses are, how their students develop emotionally, how they interact with one other, and the assistance they provide to those with mental health problems. There are a number of reasons that might make it hard for a student to study and do well in China. These factors include the school's culture, the volume of assignments students must accomplish, the social support they get, and their relationships with their teachers (Wang et al., 2023).

Relationship between Impact of Higher Education and Students' well-being in China

It was evident that there was more than simply a link between how well students did in school and how higher education helped them develop emotionally, mentally, and socially in China. Universities greatly affect their students' mental health, life happiness, and self-efficacy by giving them academic direction, opportunity to meet new people, and access to mental health resources. Chinese schools have been placing more emphasis on creating holistic learning environments that encourage both intellectual and emotional development since well-being has a big effect on academic success, determination, and drive. On the other side, the demands of competitive schools frequently put students' mental health to the test. Because of this, it was important to have help from the school to help children establish resilience and good coping skills. In the long term, going to college helped students because it offered them a sense of belonging, a sense of direction, and a sense of who they were. This was the case because it gave them a feeling of direction. The quality of the experiences that Chinese college students had in the classroom, the relationships that they had with their classmates, and the surroundings that they encountered on campus all had a considerable effect on the quality of life that these students had as a consequence of this (Zhao & Huang, 2022).

Based on the above discussion, the researcher developed the following hypothesis, which examines the correlation between the Impact of Higher Education and Students' well-being in China.

- H01: There is no significant relationship between Impact of Higher Education and Students' well-being in China.
- H1: There is a significant relationship between Impact of Higher Education and Students' well-being in China.

Table 2: H₁ ANOVA

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	566	5375.423	917.934	.000
Within Groups	492.770	633	5.856		
Total	40081.390	1199			

This study's finding is important. The findings are statistically significant since the p-value is .000 (less than .05) and the F value is 917.934. The hypothesis "H1: There is a significant relationship between the Impact of Higher Education and Students' well-being in China" is accepted, hence rejecting the null hypothesis.

DISCUSSION

The findings of the research indicated that there is a strong and positive link between the amount of education that Chinese college students possess and their overall well-being. This was proved by the conclusion of the study. The final comments of the research provided evidence of this statement. A major

influence on the emotional, psychological, and social stability of students was found to be exerted by educational institutions of higher learning, as shown by the results of the research. Providing pupils with opportunities for intellectual growth and constructing learning settings that were advantageous were the means by which this objective was achieved. It has been

How to cite: Wang Yanxue, *et al.* The Study Investigated the Impact of Higher Education on Student Well-Being, Their Perceptions of Learning and School Well-Being, and the Work-Related Well-Being Profiles of Health Education Teachers in China. *Advances in Consumer Research*. 2025;2(5):697–702.

demonstrated that college programs that offered students the chance to engage in active learning, a curriculum that was well-structured, and academic assistance that was accessible to all students were beneficial in terms of both the happiness of students and their ability to remain resilient in the face of excessive academic pressure. It is possible to increase students' sense of belonging and purpose in life by providing them with opportunities to engage in extracurricular activities, providing them with access to counselling services, and teaching them by teachers who are highly competent. These are all ways in which it is feasible to do this. In addition, the study demonstrated that educational institutions that place an emphasis on holistic development are more likely to encourage essential characteristics of student well-being, such as optimism, interpersonal connectedness, and self-efficacy. This was shown to be the case at educational institutions that put a focus on the development of the whole person. Not only does higher education have a significant impact on the academic achievements of students, but it also has a significant impact on their perspectives towards self-improvement, intrinsic drive, and job choices. Moreover, this is in addition to the evident influence that students' academic performance is affected by their participation in higher education. When it comes to China, where both the pressure to achieve academically and the pressure to match cultural standards may be overpowering, the value of educational institutions that give emotional and mental support cannot be stressed. A special focus should be placed on holistic wellness programs and learning methodologies that are well-balanced, since the findings demonstrated that policies that are relevant to higher education should improve the health and happiness of students. Therefore, this is due to the fact that the data demonstrated that pupils had to be taken into mind.

CONCLUSION

The study findings demonstrated that the quality of higher education in China had a favourable and substantial influence on the overall well-being of the students. The study's findings indicate that a supportive environment in higher education enhances students' emotional stability, academic satisfaction, and overall mental well-being. The researchers came at this conclusion. When schools placed more value on giving children meaningful learning experiences, a well-rounded education, and support networks, their students were happier and more resilient. A college degree not only helped kids do better in school, but it also helped them make friends and provided them a sense of purpose in life. All of these perks were helpful to students who went to college. Because there is a clear link between higher education and students' well-being, schools should focus on student-centered methods that combine academic rigour with psychological support. Education that prioritises the well-being and contentment of students has the capacity to cultivate people who are better equipped to effect positive change in the world. This is only one of the numerous things that may happen as a result of this kind of schooling.

REFERENCES

1. Chen, H., & Liu, Z. (2022). Higher education transformation and student psychological well-being in China. *Frontiers in Education*, 7, 845–861.
2. Chen, Y., Wang, L., & Li, X. (2023). Higher education and student well-being: Exploring academic stress and psychological resilience among Chinese university students. *Frontiers in Psychology*, 14, 112–125.
3. Li, J., & Sun, Q. (2023). Academic pressure, learning perceptions, and student engagement in Chinese universities. *International Journal of Educational Development*, 96, 102–112.
4. Liu, H., Zhang, J., & Zhao, Y. (2022). Work engagement and job satisfaction among Chinese teachers: The mediating role of emotional well-being. *International Journal of Environmental Research and Public Health*, 19(5), 2794.
5. Liu, X., & Zhou, M. (2021). School climate and student well-being in higher education. *Frontiers in Psychology*, 12, 657–669.
6. Rozi, F., Ramdlani, M., Najah, F., Azizah, N., Niswa, H., Abdillah, M., & Rozi, F. (2021, May). Distance Learning and Independent Learning of Students in Higher Education. In *Journal of Physics: Conference Series* (Vol. 1899, No. 1, p. 012177). IOP Publishing.
7. Sun, R., Xu, M., & Yang, C. (2023). University learning environment and student perceptions of school well-being in China. *Asia Pacific Education Review*, 24(2), 233–247.
8. Wang, L., & Zhang, H. (2023). Institutional factors influencing student perceptions of learning in Chinese universities. *Asia Pacific Education Review*, 24(2), 179–192.
9. Wang, L., & Zhang, Y. (2021). Exploring school well-being and learning satisfaction among Chinese undergraduates. *Asia Pacific Education Review*, 22(4), 589–603.
10. Wang, Y., King, R., & Leung, S. O. (2023). Understanding Chinese Students' well-being: a machine learning study. *Child Indicators Research*, 16(2), 581–616.
11. Zhao, Q., & Huang, Z. (2022). Student well-being and university culture in China. *International Journal of Educational Research*, 114, 101998.