

The Study Examined the Effects 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

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ABSTRACT

Researchers in China set out to characterise health education teachers based on their experiences in the workplace. Additionally, the effects of higher education on students' mental health, how they see their own learning, the state of the school, and their overall perspective on school health were also investigated. In order to fully grasp how higher education improves the well-being of both people and institutions, the study used a mixed-methods strategy, combining quantitative and qualitative methodologies. The goal was to have a thorough understanding, thus the researcher did this. Formal questionnaires and semi-structured interviews were used to gather information from health education instructors and students at many Chinese colleges and universities. Information was obtained using the data collection process. The data was collected using a basic random sampling method. Researcher employed descriptive statistics, correlation, and regression to examine quantitative data to find out how college affects the health of professors and students. To gauge the extent to which higher education influences individuals, this was carried out. The qualitative responses were examined for themes in order to get a deeper understanding of the respondents' perspectives and work histories. As a conclusion, it was shown that the longer students stay in higher education, the more favourable their views of their personal learning experiences and the overall success of their school are. This association was moderated by the institutional setting. To improve the educational system in China for everyone involved, the research highlights the importance of making classrooms and workplaces more welcoming places to learn and work. In order to boost the overall health of both communities, this is crucial. The reason for this is that college life has a significant impact on people's physical and mental well-being, according to studies.

Keywords: Higher Education, Mixed-Methods Strategy, Descriptive Statistics, educational system in China.

INTRODUCTION:

A college degree may have a huge impact on a person's mental and emotional health, as well as their intellectual advancement. A lot of people assume that college degrees are some of the greatest levels of education. As China's higher education system evolves and becomes more modern, both students and professors have had to cope with both good and bad things. Schools now have greater requirements for students, which means more academic pressure and rivalry. This has damaged students' mental health since the expectations have been higher (Tang et al., 2024). The culture and support systems of a school could have an influence on how happy, healthy, and willing to learn kids are. All of these elements are affected by the culture of the organisations. To ensure the quality of higher education, it is essential to foster a sense of community among students and facilitate their personal development. This, in turn, has an effect on how well the kids perform in school and how much they want to teach (Liu et al., 2022). Students' perceptions of learning are equally important as they indicate their assessments of teaching quality, feedback systems, and educational experiences in higher education. This is because what students think about the

quality of the lesson shows how they feel about it. Negative thoughts may impair a person's mental and emotional health, whereas positive thoughts can boost their motivation and self-esteem (Wang et al., 2023).

When children comment about how well their school is working, they think about the building, the people they see every day, and how much support they get from their peers. The whole school is a loving place that supports a lot of learning activities, such as increasing mental power, getting along with people, and studying together. When creating a well-rounded academic environment, it's necessary to consider about both the students' experiences and the health education instructors' health. Teachers' happiness at work, how effectively they balance their professional and home life, the support they receive from their school, and how involved they are in their careers are all connected. This has an effect on how effectively people execute their tasks and how much they care about it. Teachers who feel good about themselves because they are more motivated and have stronger relationships with their students assist colleges develop a culture of holistic growth.

BACKGROUND OF THE STUDY

The length of a person's college education has a big effect on their mental, emotional, and social development. The same is true for their brain growth. This part of the situation impacts both the level of happiness a person can achieve and the progress that society can make. Over the last few decades, China's higher education system has grown quickly. This is because the country wants to be globally competitive, make academic growth, and improve technology. Following these ideas has been the basis for building the system. Seeing this growth makes school systems pay more attention to the mental and physical health of their teachers and the kids they are in charge of (Yang & Guo, 2023). There are many things to consider when figuring out how well a student is doing. Higher education students in China face many problems, and these problems can affect their mental health and how they feel about their education. How driven, interested, and successful kids are at school depends a lot on the learning setting and the way things are run there. It is important to recognise that these factors have a big effect on how well the students do in school generally. Several things can change how students feel about their own learning and how well they are doing in school. Such things as teachers who care about their students, a nice classroom, and a sense of belonging at school are some of these things. Every teacher needs to do a lot to help their students live good lives. They also have to deal with the stress and tiredness that come from juggling their home and work lives. It is very important for teachers to help their students live good lives. As (Zhao & He, 2024) say, teachers have a big responsibility to help their students' live healthy lives. This is especially true when it comes to teaching them about health. How employees feel about their jobs, how they are assigned tasks, and how much respect they get from their employer are all big factors that affect their well-being. The job of an employee and their level of well-being are likely to be strongly linked. High school and college practices have a dynamic link to the health and happiness of both students and teachers. It's important to have full educational solutions that meet the needs of both students and teachers in terms of their mental, social, and professional health because of this link. Putting together personal events and numeric patterns can help to understand the connections between these things better (Wang & Zhang, 2021). This study, which is mostly about China, throws light on all three of these things. The results, which add to the worldwide debate about the state of higher education, say that schools should be better for the environment, pay more attention to health, and treat everyone the same.

PURPOSE OF THE RESEARCH

The primary aim of the conducted research was to examine the outcomes of health education students and instructors in China after the completion of their academic obligations. The researchers conducted this study to elucidate the impact of the college experience on students' mental health, attitudes towards education, and overall happiness throughout their academic tenure.

The research aimed to investigate the work-related well-being profiles of health education instructors. The objective of the study was to examine the interrelations among the determinants of professional satisfaction, occupational stress, and institutional support. This was achieved using a combination of research approaches and a simple random sampling procedure. This research aimed to identify techniques that increase well-being, contributing to educational policy and practice while improving the learning and teaching environments in Chinese higher education institutions.

LITERATURE REVIEW

In college, both students and professors may grow academically, emotionally, and socially. Both sides may take advantage of these possibilities. These are absolutely nice choices. A new research demonstrates that the culture of the institution, the academic expectations, the interactions students have with their classmates, and the availability of psychological assistance all have an effect on the well-being of students in college. A well-rounded college experience is good for students' emotional and intellectual health because it helps them become more resilient, motivated, and feel like they belong. The study's results show that a number of things impact how students rate their own learning. Some of these criteria include how well the teachers educate, how valuable the curriculum is, and how many ways there are to be engaged. Interactive teaching methods that get all of the students involved have been demonstrated to improve both student happiness and performance levels. The climate, the way instructors and students get along, and the availability of social and academic resources are some of the aspects that determine how people feel about a school. All of these elements are connected and change how people view the school as a whole. This adversely affects the students' mental health and their capacity to teach effectively (Chen & Li, 2022).

People have been discussing about the mental health of health education instructors while they are working for a long time now. These fears might have a big effect on their mental health and work happiness. There are a few crucial factors that may help teachers feel better and keep their employment longer. For example, offering them chances to learn new things, having leaders who support them, and showing them that the organisation cares about them. The Chinese higher education system has made the degree of satisfaction experienced by both students and faculty members a crucial indicator of how well the system functions and how excellent the education is (Huang & Xu, 2022). The objective of this study was to examine the many ways in which higher education might enhance individuals' well-being, therefore addressing the deficiencies in the comprehension of these domains. To achieve this, a number of different research methodologies were applied. This study has led to several advantageous outcomes, including the enhancement of institutional policies, the creation of more conducive learning

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environments, and the improvement of educational standards at Chinese institutions.

RESEARCH QUESTION

What is the impact of Higher Education on Students' Perceptions of Learning in China?

RESEARCH METHODOLOGY

6.1 Research Design

The research used a mixed-methods strategy and utilised SPSS version 25 for data analysis. The researcher used descriptive statistics to describe the data and applied odds ratios and 95% confidence intervals for a descriptive analysis to ascertain relationships. If the p-value was below 0.05, the findings were considered statistically significant. Factor analysis validated the findings, whereas analysis of variance indicated significant differences across the groups. The researcher used SPSS and Excel for all analyses.

6.2 Sampling

The Rao-soft program determined a sample size of 1,123. A total of 1,350 questionnaires were

disseminated, 1,280 were retrieved, and 80 were discarded due to incompleteness. A total of 1200 individuals from China were recruited and surveyed for the research. A total of 576 males and 624 females participated in the completion of 1200 questionnaires and interviews.

6.3 Data and Measurement:

The primary method of data collection in the research was via a questionnaire survey. Part A of the survey solicited fundamental demographic information from participants. In Part B, participants were instructed to evaluate physical and online venues using a 5-point Likert scale. The secondary data was sourced from several sites, mostly from online databases.

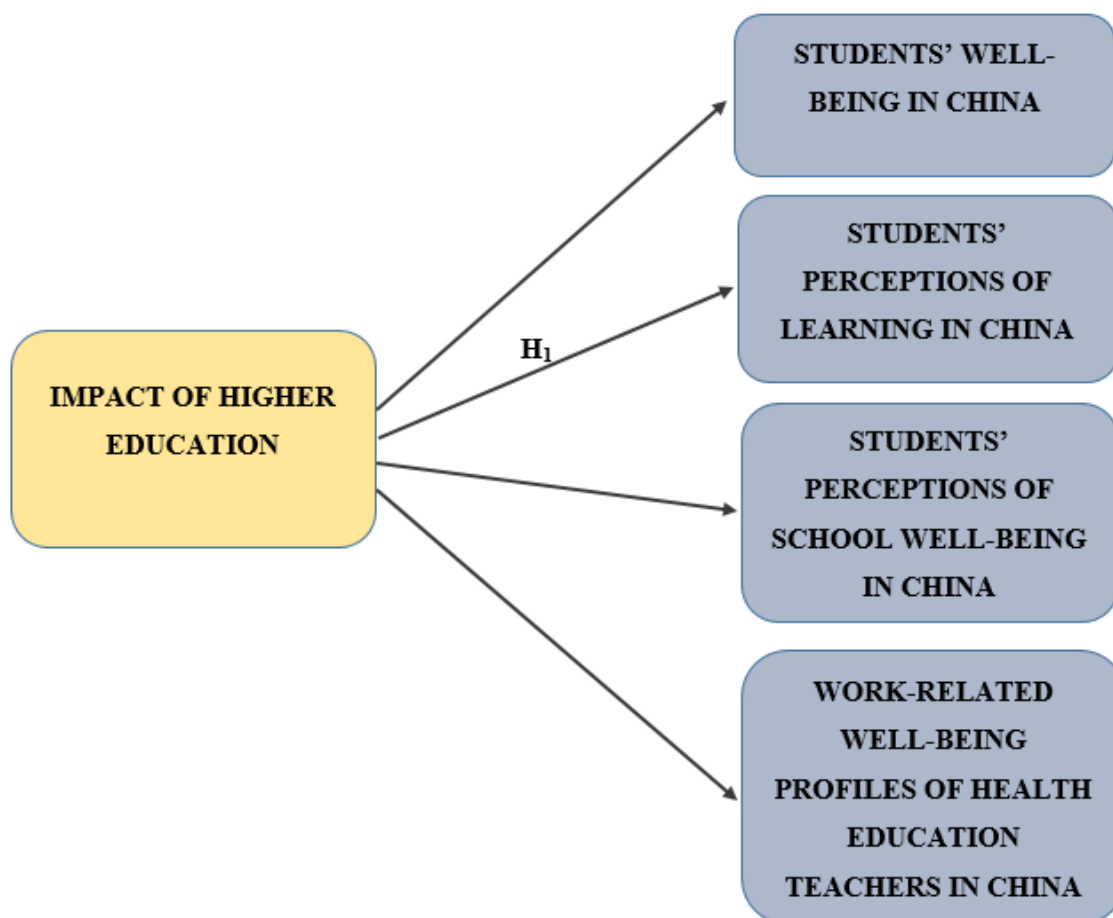
6.4 Statistical Software:

Utilised SPSS 25 and MS Excel for statistical analysis.

6.5 Statistical Tools:

Employing descriptive analysis to understand the data at a basic level. The researcher must using ANOVA to analyse the data.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis

Factor Analysis (FA) is often used to identify variables that are not readily observable in the data. When there aren't any clear diagnostic or visual clues, people commonly make decisions based on regression coefficients. Models are very

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important for doing well in FA. The goals of modelling are to find mistakes, violations, and clear connections. The Kaiser-Meyer-Olkin (KMO) Test is one way to make sure that datasets from multiple regression analyses are of good quality. It has been proved that both the model and the variables in the sample are representative. The figures suggest that there is duplicate data. Making the proportions smaller makes the info clearer. The KMO output is a number between 0 and 1. A KMO score between 0.8 and 1 indicates that the sample is big enough. Kaiser thinks that the levels below are right: Kaiser must fulfil the following standards for approval:

- A sad 0.050 to 0.059, not enough 0.60 to 0.69
- Most of the time, middle grades are between 0.70 and 0.79.
- Having a quality point score of 0.80 to 0.89.
- They can't believe how wide the range is, from 0.90 to 1.00.
- Table 1: KMO and Bartlett's Test for Sufficient Sampling the KMO statistic is 0.850.
- The following are the findings of Bartlett's test of sphericity: The chi-square test has around 190 degrees of freedom and a significance level of 0.000.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.850
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This demonstrates that claims made for sampling reasons are accurate. Researchers used Bartlett's Test of Sphericity to assess the significance of the correlation matrices. If the result is 0.850, the sample fulfils the KMO requirements. The p-value from Bartlett's sphericity test is 0.00. The correlation matrix is not an identity matrix, as shown by a statistically significant outcome from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Impact of Higher Education

When someone decides to go to college, it has implications that reach beyond that individual; it also influences society as a whole. This decision impacts all facets of an individual's life, including their mental health, employment decisions, and financial situation. Students' emotional and mental health, as well as their academic, personal, social, and professional progress and preparedness for the work, are all greatly affected by higher education. Students' readiness for the work market is also greatly affected by higher education. Completing a bachelor's degree program has a lot of advantages. Some of them include that it helps people think critically, makes it easier to form friends, makes life more enjoyable, and makes it more likely that everyone will find a job in the long term. A lot of individuals think that colleges can transform people's lives right now. This is accomplished by establishing a hospitable environment for students and promoting social responsibility and resilience. Here are some of the most frequent ways to see how well the treatment works. In China, higher education has been very important for the country's growth. It has helped create human capital and made it easier for people to move up the social ladder (Wong & Chapman, 2023). This indicates how tightly linked the culture of the school, the experiences of pupils in the classroom, and the psychological repercussions are. To emphasise this correlation, the effect on the mental health of both students and educators is examined.

DEPENDENT VARIABLE

Students' Perceptions of Learning in China

Chinese students' ideas on learning include their thoughts on how to teach, the resources used in class, how the class works, and how well they do in school. Chinese students' views of learning include several points of view. In other words, it shows how involved, motivated, and generally happy the students are with their time in the classroom. Some of these factors are interactions between students and teachers, technology in the classroom, chances for students to work together, and school rules that promote active learning (Wang et al., 2021). Due to the recent focus on student-cantered teaching and new ideas in the education system, students' evaluations of their own academic performance have become an important part of the performance standards used in China's higher education system. The way everyone think about

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learning affects many parts of life in a good way. For example, it affects how well everyone do in school, how healthy everyone are mentally, and how much all want to keep learning throughout lives (Huang et al., 2024).

Relationship between Impact of Higher Education and Students’ Perceptions of Learning in China

One of the most crucial connections between academic quality, institutional environment, and student development is how Chinese higher education affects how students think about learning. There are also a lot of additional links between these three things. After an inquiry, it was discovered that this connection was crucial in the connecting process. The experiences that students experienced while they were in college had a big effect on how they saw the relevance, value, and engagement of their education. This tendency continued while they were in college. There are a variety of things that might be causing children to feel more in control, capable, and happy with their schoolwork. Some of these causes include the rising tendency in Chinese schools towards student-cantered teaching, the use of digital learning, and the use of new teaching methods (Liu & Wang, 2022). Throughout their tenure in higher education, students encountered a varied array of knowledge systems and critical thinking methodologies. This led to the formation of lifelong attitudes towards learning and an enhancement of students' self-confidence in their learning ability. Students had a good impression of their education because of things like a well-designed curriculum, interesting learning spaces, and help from teachers. This made them feel good about their time in school. Even if these procedures were in place, the kids' excitement and interest in learning were hurt because they were pushing themselves too hard with tests and the stress of schoolwork. Even if these mechanisms were in place, the fact that this was the case didn't alter. In general, the degree of higher education that students in China had a big impact on how much they thought of their schoolwork as a way to improve as a person and as a thinker. All students in China showed this tendency (Zhang & Chen, 2021).

Based on the above debate, the researcher developed the following hypothesis, which examines the correlation between the Impact of Higher Education and Students’ Perceptions of Learning in China.

- H01: There is no significant relationship between Impact of Higher Education and Students’ Perceptions of Learning in China.
- H1: There is a significant relationship between Impact of Higher Education and Students’ Perceptions of Learning in China.

Table 2: H₁ ANOVA

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	575	5865.463	989.952	.000
Within Groups	492.770	624	5.925		
Total	40081.390	1199			

The result is significant in this study. The F-value of 989.952 and the p-value of .000 (which is below the .05 alpha level) show that the results are statistically significant. This means that the null hypothesis is not true, and "H1: There is a significant relationship between Impact of Higher Education and Students' Perceptions of Learning in China" is true.

DISCUSSION

According to the results of the study, it was found that the views of learning that Chinese college students had of themselves were significantly favourably associated with their degree of education. This was observed based on the findings of the research. The mental, emotional, and social investment that students have in their education is influenced by these elements, and it is hard to overstate the significance of this effect. The students who attended higher education institutions and were exposed to inclusive teaching methods, innovative pedagogical tactics, and supportive learning settings were shown to have more favourable opinions towards their academic experiences by the time they graduated. When students were exposed to a variety of academic

resources, opportunities for collaborative learning, and a focus on obtaining certain talents, they were more likely to see learning as vital and rewarding. This was a result of the fact that they were exposed to these things. This was the case because pupils were given the opportunity to study in groups and were exposed to many alternatives. In addition to boosting students' academic accomplishment, higher education had an impact that went beyond just improving their academic performance. This was because it helped students develop their capacity for critical thinking and creativity, as well as their attitude towards learning that remains with them throughout their lives. Students were more likely to display an inner drive to learn and to acquire confidence in their capacity to learn

independently when colleges provided them with adequate supervision, exceptional teaching, and emotional support. The results of the research suggested that this was the case when colleges offered students with these types of supportive environments. Therefore, it is of the utmost importance that policies that are adopted by educational institutions that promote fairness, active learning, and student empowerment be given the attention that they need. This is because the relationship between higher education and students' attitudes on learning has been shown. The implementation of inclusive learning systems and the implementation of modern teaching techniques, both of which contributed to an improvement in educational quality, resulted in a considerable rise in the students' perception of learning as an activity that is not only intriguing but also rewarding and developmentally orientated. The use of contemporary pedagogical methods was another major factor. As a result, the influence that higher education has on the viewpoints that students have about learning has brought to light the capacity that education has to mould the academic mind-sets of students as well as to boost their personal development.

CONCLUSION

The findings of the study indicate that once the students had completed their higher education, they had considerable adjustments in their attitudes of the educational experience they had in China. It has been shown that the availability of supportive teaching strategies, interactive learning environments, and academic resources has a good impact on the students' level of engagement, motivation, and self-confidence in their capacity to acquire information. There were further beneficial advantages, such as an increase in the amount of resources available to academics. The findings made it abundantly clear that attending college was a significant and life-altering experience for the students who participated in the study. This was brought to light as a result of the fact that the association between the two was present. The data, when taken as a whole, demonstrated that a higher education education of a high quality has a positive impact not only on the academic performance of Chinese students, but also on their intellectual curiosity, their sense of self-efficacy, and their attitudes towards learning that they carry with them throughout their entire lives.

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