Social Science and Humanities Journal
Everant Journal
ISSN: 2456-2653
https://sshjournal.com/
Impact Factor: 2024: 6.576
2023: 5.731
Volume 09 Issue 07 July 2025
DOI: https://doi.org/10.18535/sshj.v9i07.1854

"Healthy China" Initiative and Exercise Adherence of Students in Hunan, China

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Received 03-06-2025
Revised 25-06-2025
Accepted 06-07-2025
Published 10-07-2025

Abstract

This study deals with the "healthy china" initiative and exercise adherence of students in Hunan, China. The study is descriptive-comparative- correlational research which utilized the researcher-made instrument validated by the experts in the field of physical education. The researcher utilized the 370 student respondents who were chosen using the random sampling technique.

The study revealed that majority of the student respondents are female, in their first year, and in the Electronics and Information program. The findings indicate that the "Healthy China" initiative is generally well-implemented across various dimensions, with composite means ranging from 3.18 to 3.33, all interpreted as "High." The findings indicate that students acknowledge the positive impact of exercise on their leisure satisfaction, psychological well-being, and perceived physical shape. While exercise is generally viewed as beneficial, individual perceptions vary, particularly regarding stress relief and noticeable physical changes. The findings indicate that significant differences exist in students' assessment of the "Healthy China" initiative based on sex, grade level, and academic program, with female students perceiving higher sport participation, upper-year students valuing health and social benefits more, and program-specific variations in sport participation, skills mastery, and mental health cultivation, while other factors showed no significant differences. The findings indicate that exercise adherence is generally consistent across sex, grade level, and academic program, with no significant differences in leisure satisfaction, psychological well-being, or overall adherence, except for minor variations in perceived physical shape among certain grade levels and academic programs. The findings suggest that specific components of the "Healthy China" Initiative, such as Health First Ideology, Interest Stimulation in Sports, Physical Health Promotion, Mental Health Cultivation, and Social Adaptation, are positively associated with aspects of exercise adherence, particularly psychological well-being and leisure satisfaction; however, the overall implementation of the initiative does not significantly predict students' overall exercise adherence.

It is recommended that schools and universities should integrate health- focused education into curricula and extracurricular activities to reinforce students' awareness and motivation for maintaining a healthy lifestyle. Institutions should introduce diverse sports programs, provide engaging activities, and promote recreational sports opportunities to sustain students' enthusiasm for physical activity. Educators and trainers should ensure that training intensity and workload are balanced, focusing on student enjoyment and self-perception to maintain motivation. Schools should implement more structured wellness

programs, counseling services, and relaxation techniques to holistically support students' well-being. Institutions should create more opportunities for team- based sports, group fitness activities, and social engagement through physical education to foster a sense of community and belonging. A more integrated approach that connects all aspects of the initiative—health education, structured fitness programs, and psychological support—should be developed to maximize its effectiveness. Policymakers should consider designing targeted health and exercise initiatives that cater to the specific needs and preferences of different student groups to enhance participation and adherence

Keywords: Healthy Environment; Health Initiatives; Exercise Adherence

Introduction

Physical inactivity is a significant public health concern globally, contributing to various chronic diseases and overall reduced quality of life (World Health Organization, 2020). In response to this challenge, governments worldwide have implemented initiatives aimed at promoting physical activity and improving population health. In China, the "Healthy China" Initiative represents a comprehensive national strategy focused on enhancing the health and well-being of its citizens through various policy interventions and programs (Li et al., 2021). Central to this initiative is the promotion of regular physical exercise and the adoption of healthy lifestyle behaviors among individuals of all ages, including students in educational institutions.

Hunan, a province located in south-central China, has embraced the goals of the "Healthy China" Initiative and implemented numerous initiatives to promote physical activity and exercise adherence among its student population. Recognizing the importance of physical fitness in fostering holistic development and lifelong well-being, educational institutions in Hunan have integrated physical education and health promotion into their curricula. These initiatives aim not only to enhance students' physical health but also to cultivate positive attitudes towards exercise and instill habits of regular physical activity that extend beyond the classroom (Meng et al., 2021).

While the implementation of these initiatives holds promise for improving exercise adherence and overall health outcomes among students, it is essential to assess their effectiveness and identify areas for improvement. Previous research has highlighted several factors that influence exercise adherence among university students, including leisure satisfaction, psychological well- being, perceived physical shape, intrinsic motivation, and self-efficacy (Nam & Kim, 2018; Jinyoung et al., 2019; Chul-Woo & Kang, 2016). Understanding how these factors interact within the context of the "Healthy China" Initiative can provide valuable insights into the effectiveness of current strategies and inform future interventions aimed at promoting exercise adherence among students in Hunan, China.

This study aims to investigate the relationship between the "Healthy China" Initiative and exercise adherence among students in Hunan, China. Specifically, it seeks to assess students' perceptions of the initiative's implementation and its impact on their exercise adherence behavior. By examining factors such as health first ideology, interest stimulation in sports, sports participation, sports skills mastery, physical health promotion, mental health cultivation, and social adaptation, this research aims to provide a comprehensive understanding of the complex interplay between policy interventions and individual behaviors in promoting exercise adherence among students in Hunan, China.

Background of the Study

Physical activity is fundamental to maintaining good health and well-being, as emphasized by the World Health Organization (WHO, 2020). However, despite the numerous benefits associated with regular exercise, such as

improved physical fitness, mental well-being, and overall quality of life, many individuals, particularly students, struggle to adhere to exercise routines. As a physical education (PE) teacher, my motivation stems from the recognition of this challenge and the desire to contribute to overcoming it, especially within the context of the "Healthy China" Initiative.

The "Healthy China" Initiative, launched by the Chinese government, aims to promote national health and well-being through various strategies, including increasing physical activity levels among the population. In Hunan, China, where this study will be conducted, the implementation of the initiative presents an opportunity to investigate its impact on exercise adherence among students. The province of Hunan has a large student population, making it an ideal location to study the effects of the "Healthy China" Initiative on exercise habits. By examining the exercise adherence of students in Hunan before and after the implementation of the initiative, researchers can gain valuable insights into the effectiveness of the program in promoting physical activity. This study will provide valuable data that can be used to inform future public health initiatives aimed at improving the overall health and well-being of the Chinese population.

Understanding the factors influencing exercise adherence among students is crucial for designing effective interventions and programs to promote physical activity participation. By examining aspects such as health beliefs, psychological well-being, and leisure satisfaction, insights can be gained into the barriers and facilitators of exercise adherence. Additionally, exploring how students perceive the implementation of the "Healthy China" Initiative in terms of promoting physical activity can provide valuable information for enhancing its effectiveness.

As a PE teacher committed to promoting lifelong physical activity participation among students, this research aims to contribute to the body of knowledge on exercise adherence and inform evidence-based strategies for promoting a physically active lifestyle among students in Hunan, China. By investigating the factors that influence exercise adherence among students in Hunan, this research will provide valuable insights for developing targeted interventions and programs that can effectively encourage regular physical activity. By understanding the barriers and motivators to exercise in this population, PE teachers and policymakers can create initiatives that cater to the specific needs and preferences of students in Hunan, ultimately leading to increased participation in physical activity and improved overall health outcomes. Through this research, we hope to empower students to make informed choices about their health and well-being, setting them on a path towards a lifetime of physical activity and wellness.

Fitness Program under the "Healthy China" Initiative

In colleges and universities, the initiative underscores the importance of curriculum reform and development, with a special emphasis on physical education. Gao (2019) highlights the necessity of updating public sports curriculum systems in universities to align with the changing demands of talent training in the era of the "Healthy China" strategy. Similarly, Deng et al. (2023) discuss the significance of universal health management within the context of the initiative, emphasizing its role in fostering a comprehensive system of social health governance. Meanwhile, Zhang et al. (2022) examine the influencing factors on the health of Chinese teenagers according to the "Healthy China 2030" Strategy, stressing the importance of governmental policies, societal integration of resources, and school interventions in promoting adolescent health.

The government must strengthen the supervision and management of the sports management system under the "healthy China" strategy to better realize national fitness. This strategy emphasizes the importance of national fitness in improving people's health levels. The implementation of the strategy involves implementing prevention policies, improving national health promotion policies, weaving a

national public health protection network, and providing all-round and lifecycle health services. Regional, economic, and cultural differences result in individual differences in the scientific sports consumption concept. The coordinated development of health industry and national fitness industry should advocate for an active healthy lifestyle based on physical health and mental health and pleasure. The construction of a diversified service supply system should be devoted to meeting the diversified sports needs of all people, providing an efficient and high-quality socialized service system for national fitness sports. Exercise prescription should be guided by combining recreation and sports to improve body immunity and enhance muscle strength, endurance, and coordination. The comprehensive fitness industry mainly uses basic fitness activities, focusing on leisure, socialization, and mass sports. The government must transform government functions, deepen the concept of healthy China, and transfer management authority, means, and mode according to the needs of the country and society. (Wang, 2022)

The core principles of the PE and health curriculum reform in China, aligned with the constructs of Healthy China, are rooted in four fundamental pillars. First and foremost, the curriculum adheres to the guiding ideology of 'Health First,' placing the emphasis on promoting the healthy growth of students as a paramount objective. Additionally, the curriculum aims to stimulate students' interest in sports and cultivate their awareness of the importance of physical exercise for overall well-being. It adopts a student-centered approach, focusing on improving students' learning abilities in physical education and health, thus ensuring their active engagement and participation. Furthermore, the curriculum is designed to balance regional and individual differences, ensuring that every student benefits equitably from the program, irrespective of background or circumstances.

In pursuit of these core principles, the curriculum sets forth several objectives aimed at fostering holistic development among students. Firstly, it aims to encourage active sport participation among students, fostering a culture of physical learning and exercise while allowing them to experience the enjoyment and success of sports activities. Secondly, the curriculum seeks to develop students' sports skills by imparting knowledge about sports, mastering various techniques and methods, and enhancing their security awareness and preparedness during physical activities. Thirdly, it focuses on promoting students' physical health by equipping them with basic health knowledge and methods, encouraging good body shape and posture, fostering physical fitness and skills development, and enhancing their ability to adapt to natural environments. Moreover, the curriculum places a strong emphasis on mental health and social adaptation. It aims to cultivate strong perseverance among students, teaching them effective strategies for regulating emotions, fostering cooperation and awareness of others, and promoting sporting behavior and conduct. By integrating these objectives into the curriculum, the PE and health education system in China strives to nurture well-rounded individuals who are not only physically fit but also mentally resilient and socially adept, thus contributing to the overarching goals of Healthy China. (Meng et al., 2021)

The development of school sports plays a crucial role in realizing the goals of the "Healthy China" initiative. Studies such as those by Ling (2018) and Zhao (2021) delve into strategies for enhancing physical education in schools to improve students' overall health and well-being. Additionally, efforts are being made to integrate competitive sports with school sports to enrich the educational experience and promote physical and mental health among students, as explored by Guo (2021). Ruan (2021) emphasizes the need for reforms in school sports, advocating for a shift towards life sports and colorful sports to better align with the principles of the program. Overall, the research conducted by these scholars highlights the importance of promoting healthy lifestyles and physical activity among Chinese

youth. By incorporating physical education into the school curriculum and emphasizing the benefits of competitive and recreational sports, the "Healthy China" initiative aims to instill long-lasting habits that will benefit individuals throughout their lives. Through continuous efforts to improve school sports programs and encourage participation in a variety of activities, the initiative seeks to create a culture of health and wellness that will contribute to the overall well-being of the population.

Furthermore, the initiative extends its focus to diverse demographic groups, including the elderly. Pang (2023) discusses the importance of elderly fitness training in promoting health and delaying aging, thereby contributing to the overarching goals of the initiative. Similarly, Ma (2019) emphasizes the significance of medical ethics education in cultivating exemplary healthcare professionals aligned with the principles of the program.

The initiative known as "Healthy China" comprises a wide range of policies and initiatives that are designed to improve the health and well-being of the Chinese population in several areas, such as physical fitness, mental health, illness prevention, and community services. In the framework of the project, Chen and Li (2022) emphasize the need of prioritizing the physical and mental well- being of young children. The authors provide a strategy for developing skill in baby sports, with a focus on combining subject knowledge, educational methods, and social adjustment to foster persons who are versatile and capable of making positive contributions to society.

In his study, Weng (2021) examines the many obstacles encountered in the realm of school physical education within the framework of the "Healthy China 2030" initiative. The author underscores the imperative of tackling concerns such as the disparity between physical education and health education, as well as the inadequate standard of health courses. The article presents a range of development techniques aimed at rejuvenating school sports programs and improving their congruence with the objectives of the Healthy China Initiative.

The significance of healthcare reform in aligning with the goals of the Healthy China plan is emphasized by Zhu and Zhu (2014), who highlight the necessity of adopting a comprehensive approach to promoting health and preventing diseases. Advocates of such policies espouse the prioritization of public health and the promotion of the general welfare of the populace.

Zhang (2021) examines the establishment of community sports service systems, acknowledging the crucial significance of community involvement in fostering physical activity and improving overall well-being. The essay highlights the importance of diversifying resources and improving service quality to satisfy the changing needs of community sports services.

In their study, Li et al. (2023) provide a two-step surveillance methodology designed to monitor the execution of the Healthy China Initiative. The primary objective of this approach is to offer policymakers a thorough understanding of the initiative's efficacy at the regional level. The research emphasizes the significance of employing evidence-based evaluation to inform policy-making and enhance the effectiveness of the initiative in achieving public health goals.

Tang (2022) examines the interconnection between the growth of regional sports industries and the establishment of Healthy China, emphasizing the mutually beneficial relationship between innovation in the sports industry and the promotion of public health. This report proposes the implementation of methods that harness the potential of the sports sector to improve population health and contribute to the achievement of a healthy China.

According to Wang et al. (2022), the formulation of physical activity standards that are specifically designed to cater to various life stages. This approach aims to foster healthier lives and align with the goals outlined in the Healthy China 2030 plan. This study highlights the

significance of policy instruments and coordination among different sectors in facilitating behavioral modifications and enhancing levels of physical activity among the general population. The researchers emphasize the importance of promoting physical activity as a means of preventing chronic diseases and improving overall well- being. By tailoring standards to different life stages, individuals can receive targeted guidance on how to incorporate exercise into their daily routines. Ultimately, the implementation of these standards could lead to a significant reduction in healthcare costs and a healthier population overall.

The study conducted by Mao et al. (2021) examines the contribution of the public health system in supporting the execution of the Healthy China Strategy. The authors identify potential areas for enhancement and put forth policy suggestions to bolster the system's efficacy in advancing the well-being of the people.

Zhu (2020) provides a thorough examination of the obstacles and potential advantages linked to the Healthy China Initiative. The research emphasizes the necessity of collaborative endeavors in tackling healthcare disparities, environmental pollution, and socioeconomic inequalities. The essay presents a comprehensive strategy for promoting the project, which includes implementing environmental enhancements, reforming healthcare systems, and garnering social backing for health promotion endeavors.

These articles emphasize the complex and diverse character of the Healthy China Initiative, emphasizing the significance of comprehensive strategies for promoting health, preventing diseases, and engaging with the community to achieve its goals. China endeavors to construct a more salubrious society that places utmost importance on the welfare of its populace, employing focused policies, inventive approaches, and cooperative endeavors across various domains.

The concept of the "Healthy China" initiative encompasses various strategies and interventions aimed at improving the health and well-being of Chinese citizens across different domains. Several articles have explored different facets of this initiative, shedding light on its implications for various sectors and proposing strategies for its effective implementation.

The study undertaken by Tian and Wei (2021) centered on the examination of the value and development plan of traditional sports among Chinese minority groups, specifically within the context of the Healthy China policy. Their study highlighted the significant cultural legacy and physical benefits linked to traditional sports among ethnic minorities. They suggested methods to enhance the theoretical framework, establish public service systems, and foster industrial development in this field.

In their study, Jiang and Yan (2023) investigated the impact of health tourism on the revival of rural areas and the execution of the Healthy China policy in Yancheng. The study delineated the importance of health tourism in fostering a more health-conscious way of life and bolstering regional economic growth, in accordance with the main objectives of the Healthy China project.

The management mechanism of comprehensive pharmacy under the Healthy China policy was examined by Liao et al. (2022), with a focus on its benefits in terms of resource allocation optimization and service quality enhancement. The research findings offered valuable perspectives on improving healthcare services within the context of the Healthy China agenda.

The study conducted by Wang and Wang (2022) explored the implementation of the fitness plan within the context of the "Healthy China" era. The significance of national fitness as a strategic approach to fostering physical well-being and facilitating economic progress was emphasized. The study placed significant emphasis on the necessity of fostering a novel sports consumer paradigm in order to expedite the advancement of the sports sector.

From the standpoint of Healthy China, Zeng and Zeng (2019) investigated the innovation and

reform of physical education in colleges and universities. The research put up recommendations for modifications in the physical education curriculum with the aim of improving the physical fitness and overall health of college students. These revisions were in line with the overarching objectives of the Healthy China project.

A national assessment index system and a balanced development plan are also necessary to guarantee the sustainability of the China Healthy Lifestyle for All initiatives, according to Wu et al.'s (2022) evaluation of the program based on the RE-AIM framework.

In their study, Pan et al. (2020) examined humanistic approaches aimed at facilitating the shift from green to healthy urban environments, in accordance with the overarching objectives of Healthy China. The study placed significant emphasis on the significance of establishing ecological cities that prioritize the well-being of individuals and the promotion of green livability, health, and safety within urban settings.

Exercise Adherence Exercise adherence among college students is influenced by various factors, as evidenced by several studies. Wei and Huang (2023) explored the impact of perceived transformational leadership by physical education (PE) teachers on exercise adherence among Chinese college students, revealing a positive association between the two variables. This study also found that physical self-efficacy partially mediated this relationship, suggesting that enhancing physical self-efficacy could further promote exercise adherence. Similarly, Tian et al. (2022) investigated the relationship between social support and exercise adherence during the COVID-19 pandemic among Chinese college students. Their findings indicated that social support positively predicted exercise adherence, with subjective exercise experience and commitment mediating this relationship. In contrast, Somnil (2015) examined the barriers affecting exercise adherence among university students in northeastern Thailand, highlighting factors such as the unavailability of equipment, weather conditions, and social influences. Furthermore, Kim et al. (2021) studied the relationship between service quality of general physical education and exercise adherence intention for life among female university students, emphasizing the importance of program quality, interaction quality, and physical environment quality in promoting exercise commitment and adherence intention. Other studies focused on psychological factors influencing exercise adherence. For instance, Zhi et al. (2023) explored the relationship between exercise adherence and suicidal ideation among Chinese college students, revealing that meaning in life and internet addiction mediated this relationship, highlighting the complex interplay between exercise adherence and mental health. Additionally, Kim et al. (2020) investigated the influence of sociality and exercise adherence on resilience and fear of failure among university students participating in physical education classes, suggesting that enhancing sociality and exercise adherence could contribute to psychological resilience and reduced fear of failure. Overall, these studies underscore the multifaceted nature of exercise adherence among college students, influenced by various factors including leadership, social support, environmental barriers, service quality, and psychological well-being.

Exercise adherence is a behavioral tendency to persist or effort during physical exercise. Studies show that students often drop out of mandatory physical education courses due to lack of conscious exercise habits and unsustainable effects. This study aimed to improve physical activity adherence among university students. Through implementing personalized exercise plans, providing ongoing support and encouragement, and offering a variety of fitness options, researchers were able to significantly increase exercise adherence rates among the participants. As a result, students reported feeling more motivated, energized, and overall healthier, highlighting the importance of tailored approaches to promoting physical activity in educational settings. This study sheds

light on the potential for sustainable behavior change when individuals are given the tools and resources needed to establish lifelong exercise habits. (Ke & Huang, 2023)

Based on the literature, exercise adherence is influenced by various factors and comprises several key components. Firstly, interpersonal skills and leadership qualities of instructors play a significant role in exercise adherence among college students (Li et al., 2023; Choi et al., 2023). Specifically, authentic leadership and expertise recognized by students positively impact exercise adherence and coaching efficiency (Choi et al., 2023). Moreover, the effectiveness of instruction and the perceived value of physical education influence exercise adherence intention among students (Nam & Kim, 2018; Kwon et al., 2020). Additionally, the use of fitness apps and technology can affect exercise adherence, with higher intensity of fitness app usage positively associated with exercise adherence among college students (Zhang et al., 2023). Furthermore, the perception of COVID-19 risk, optimism, stress, and preventive behaviors are related to exercise adherence intention among university students, indicating the importance of psychological factors (Kim, 2022). Secondly, individual characteristics such as self-efficacy, motivation, and body image satisfaction significantly influence exercise adherence. For example, self- determined motivation, intrinsic motivation, and satisfaction with body image positively affect exercise adherence intention, especially among Generation Z university students (Lee et al., 2022). Lastly, psychological factors such as social support, optimism, and subjective well-being mediate the relationship between exercise adherence and various outcomes. Perceived social support and optimism mediate the relationship between exercise adherence and meaning in life and subjective well-being (Guo et al., 2023; Ye & Guo, 2023). Furthermore, subjective exercise experience and exercise adherence mediate the relationship between control beliefs and cardiovascular fitness among college students (Lv et al., 2024).

In conclusion, exercise adherence is a multifaceted concept influenced by interpersonal, instructional, technological, individual, and psychological factors. Understanding these components is crucial for developing effective strategies to promote exercise adherence among college students and individuals of all ages.

The use of technology, such as smartphone applications and social media platforms like Instagram, can influence exercise adherence and self-efficacy among college students (Kritika & Megha, 2021). Studies have shown that college students who utilize fitness apps and social media for workout inspiration and tracking their progress are more likely to stick to their exercise routines. By providing easy access to workout plans, virtual communities of support, and personalized feedback, these technological tools can help boost students' confidence in their ability to achieve their fitness goals. Overall, integrating technology into fitness routines can be a powerful motivator for college students to stay active and committed to their health and well-being.

It is also worth noting that exercise adherence is not solely determined by individual factors; environmental factors, such as the perceived motivational climate and satisfaction with the exercise environment, also play significant roles (Roh et al., 2017; 노미영 et al., 2018). By creating a supportive and positive exercise environment through the use of technology, college students are more likely to feel motivated and engaged in their fitness routines. Additionally, incorporating social aspects, such as virtual workout challenges or group fitness classes, can further enhance students' sense of belonging and accountability. By considering both individual and environmental factors, universities can effectively promote a culture of health and wellness on campus, ultimately leading to improved physical and mental well-being among their student population.

In summary, exercise adherence among university students is influenced by a complex interplay

of individual, social, and environmental factors. Understanding these factors is essential for promoting and sustaining regular physical activity among this population.

Theoretical Framework

In the context of this study, the Health Belief Model (HBM) provides a comprehensive framework for understanding the factors that influence students' exercise adherence. Each component of the HBM applies to this research context:

Firstly, perceived susceptibility is crucial. Understanding how students perceive their susceptibility to health problems, such as obesity, cardiovascular diseases, or mental health issues, can help tailor interventions to address their specific concerns and motivate them to adopt and maintain an exercise regimen. Highlighting the serious health risks associated with a sedentary lifestyle may motivate students to prioritize exercise and adhere to the fitness program. Secondly, perceived seriousness plays a significant role. Students' beliefs about the severity and potential consequences of health problems related to physical inactivity can impact their exercise behavior. Emphasizing the positive outcomes associated with exercise participation can encourage students to overcome barriers and make exercise a regular part of their routine. Thirdly, perceived benefits should be considered. Students' perceptions of the benefits of engaging in regular exercise, such as improved physical fitness, mental well-being, academic performance, and social interaction, can influence their exercise adherence. Identifying and addressing barriers to exercise participation, such as lack of time, motivation, social support, access to facilities, or knowledge about proper exercise techniques, is crucial for promoting exercise adherence. By understanding students' perceived barriers, researchers can develop strategies to minimize obstacles and facilitate exercise engagement. Fourthly, cues to action are significant. External cues, such as promotional campaigns, educational workshops, peer support networks, or reminders from sports apps, can prompt students to initiate and maintain exercise behavior. Leveraging effective cues to action can increase students' awareness of the importance of exercise and encourage them to take proactive steps to incorporate physical activity into their daily lives. Finally, self-efficacy is essential. Students' confidence in their ability to engage in regular exercise despite challenges and setbacks is crucial for exercise adherence. Building students' self-efficacy through goal setting, mastery experiences, social support, and constructive feedback can empower them to overcome obstacles and persist in their exercise efforts. Additionally, exploring how specific features of sports apps, such as goal setting, real-time feedback, rewards, and social support, align with the components of the HBM can provide valuable insights into the mechanisms through which these apps influence exercise behavior. By integrating evidence-based principles from the HBM with innovative technologies like sports apps, researchers can design more effective interventions to promote exercise adherence among students in the fitness program under the 'Healthy China' Initiative.

Conceptual Framework

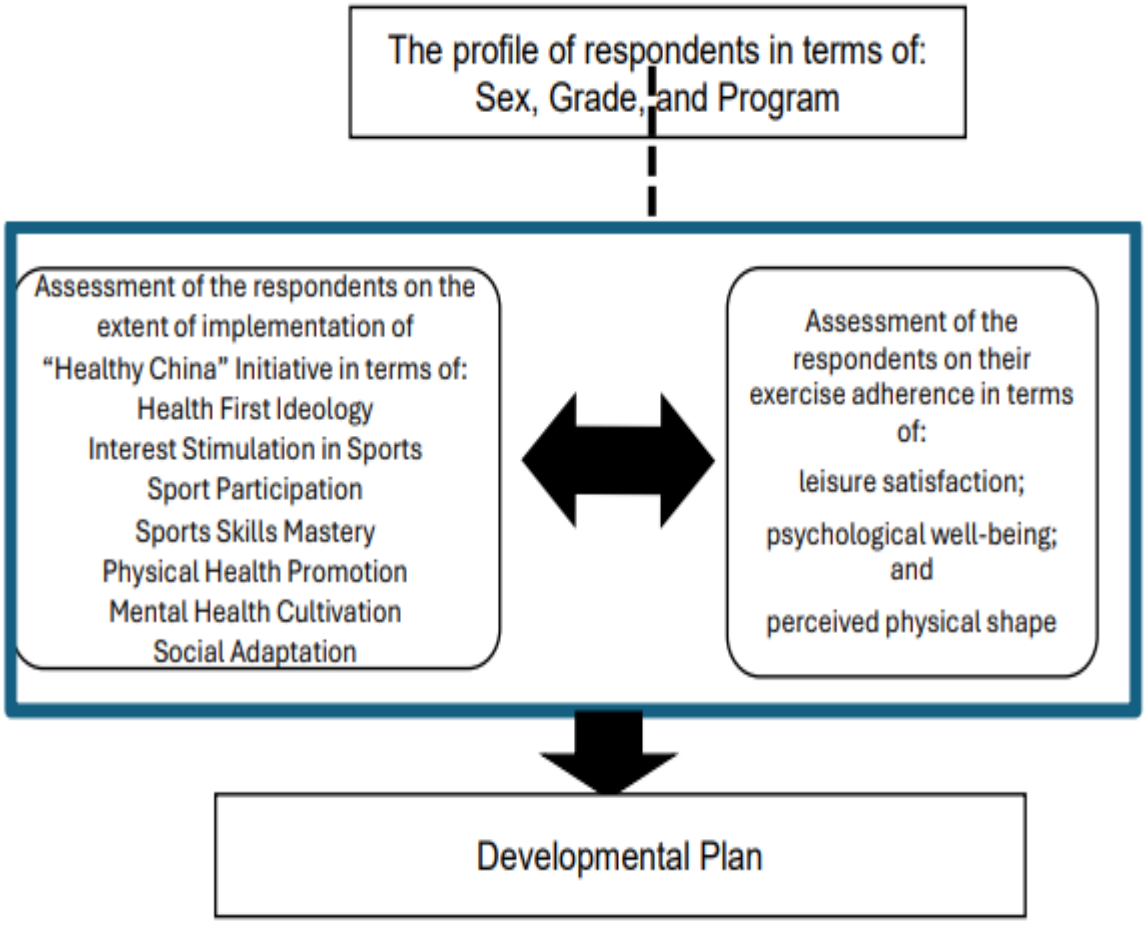
The Health Belief Model (HBM) can serve as a theoretical foundation for understanding the factors influencing students' exercise adherence. By examining students' perceptions of susceptibility to health problems, the seriousness of these problems, the benefits of engaging in exercise, barriers to exercise participation, cues to action, and self-efficacy for exercise, researchers can identify strategies to promote exercise adherence among students participating in the fitness program (Chen & Lei, 2024).

Additionally, several factors have been identified as significant predictors of exercise commitment and adherence among university students. Leisure satisfaction, psychological well-being, and perceived physical shape have been found to influence exercise adherence (Nam & Kim, 2018; Jinyoung et al., 2019). Intrinsic motivation, self-efficacy, and satisfaction with exercise classes

also play crucial roles in determining exercise adherence behavior (Chul-Woo & Kang, 2016; Roh et al., 2017; Jae-Woo et al., 2018).

The conceptual framework for assessing the implementation of the "Healthy China" Initiative and its impact on exercise adherence among university students can be built upon several key components. These include promoting a Health First Ideology, stimulating interest in sports, encouraging sport participation, fostering sports skills mastery, promoting physical health, cultivating mental health, and facilitating social adaptation (Meng et al., 2021).

By integrating these factors into the assessing of the fitness program, researchers can gain insights into its effectiveness in promoting exercise adherence and overall student well-being. Moreover, they can explore potential differences in the assessment of the initiative's implementation based on students' demographic profiles, such as gender, age, socioeconomic status, and academic major. This comprehensive approach can provide valuable information for policymakers, educators, and health professionals working to promote healthy lifestyles and physical activity among university students in China.



Developmental Plan

Figure 1. Research Paradigm

The research paradigm above, depicted in Figure 1 below, illustrates the interconnected components that form the foundation of this study's investigative framework.

The research paradigm adopted for this study is grounded in a quantitative framework, employing a comparative correlational design to explore the relationship between the implementation of the "Healthy China" Initiative and exercise adherence among college students in Hunan, China. The study seeks to delve into various constructs related to the initiative's implementation and its impact on students' exercise behaviors. These constructs include

the assessment of respondents' perceptions regarding the initiative's implementation, such as health first ideology, interest stimulation in sports, sport participation, sports skills mastery, physical health promotion, mental health cultivation, and social adaptation. Additionally, the study assesses exercise adherence among participants in terms of leisure satisfaction, psychological well- being, and perceived physical shape. By investigating these constructs, the research aims to provide insights into the effectiveness of the "Healthy China" Initiative in promoting physical activity among college students and inform strategies for enhancing exercise adherence within the context of broader public health initiatives.

Statement of the Problem

This study dealt with the relationship between the extent of the implementation of "Health China" initiative with the exercise in adherence among college students with the end view of engaging in a developmental plan.

Specifically, answers to the following were sought:

1. What is the profile of respondents in terms of:

1.1. Sex;

1.2. Grade;

1.3. Program?

2. What is the assessment of the respondents on the extent of implementation of "Healthy China" Initiative in terms of:

2.1. Health First Ideology;

2.2. Interest Stimulation in Sports;

2.3. Sport Participation;

2.4. Sports Skills Mastery;

2.5. Physical Health Promotion;

2.6. Mental Health Cultivation;

2.7. Social Adaptation?

3. Is there a significant difference in the assessment of the respondents on the extent of implementation of "Healthy China" Initiative when grouped according to profile?

4. What is the assessment of the respondents on their exercise adherence in terms of:

4.1. leisure satisfaction;

4.2. psychological well-being; and

4.3. perceived physical shape?

5. Is there a significant difference in the assessment of the respondents on their exercise adherence when grouped according to profile?

6. Is there a correlation between the extent of implementation of "Healthy China" Initiative and exercise adherence?

7. Based on the data, what developmental plan can be proposed to integrate the "Healthy China" Initiative?

Hypothesis

The following hypotheses were tested in the study at 5% level of significance:

Ho1: There is no significant difference in the assessment of the respondents on the extent of implementation of "Healthy China" Initiative when grouped according to profile.

Ho2: There is no significant difference in the assessment of the respondents on their exercise adherence when grouped according to profile.

Ho3: There is no correlation between the extent of implementation of "Healthy China" Initiative and exercise adherence.

Significance of the Study

The significance of this study lies in its potential to inform strategies and interventions aimed at promoting exercise adherence among students in Hunan, China, within the framework of the "Healthy China" Initiative. By investigating the relationship between students' perceptions of the initiative and their exercise adherence, this research can provide valuable insights for policymakers, educators, and health professionals involved in promoting physical activity and overall well-being.

Students and their parents can benefit from this research by gaining a better understanding of the importance of exercise adherence for overall health and well-being. By identifying barriers to exercise adherence and promoting positive attitudes toward physical activity, students can develop lifelong habits that contribute to their long-term health and quality of life. This research can also provide valuable insights for educators and healthcare professionals in designing effective exercise programs and interventions. By addressing individual needs and preferences, these professionals can help students overcome obstacles and maintain their motivation to stay active. Ultimately, fostering a culture of exercise adherence can lead to improved academic performance, reduced healthcare costs, and a healthier society as a whole.

Educators and School Administrators. The findings of this study can help educators and school administrators better understand the factors influencing students' exercise adherence. With this knowledge, they can develop targeted interventions and programs within school settings to promote physical activity participation among students. Additionally, insights into students' perceptions of the "Healthy China" Initiative can guide the integration of health promotion initiatives into the school curriculum.

Health professionals, including physicians, physical therapists, and public health practitioners, can benefit from the findings of this study by gaining a deeper understanding of the factors influencing exercise adherence among students. This knowledge can inform the development of personalized exerciseprescriptions and interventions tailored to individual needs, ultimately contributing to improved health outcomes and well-being.

Policymakers at local, regional, and national levels can use the findings of this study to inform policy decisions related to health promotion and physical activity initiatives. Insights into students' perceptions of the "Healthy China" Initiative can help policymakers identify areas for improvement and allocate resources effectively to maximize the initiative's impact on exercise adherence and overall health.

Community organizations involved in promoting physical activity and health promotion initiatives can use the findings of this study to tailor their programs and outreach efforts to better meet the needs of students in Hunan, China. By collaborating with schools and leveraging students' perceptions of the "Healthy China" Initiative, these organizations can maximize their impact on exercise adherence and overall health within the community.

Scope and Delimitation

The scope of this research encompasses an exploration of the relationship between the implementation of the "Healthy China" Initiative and exercise adherence among students in Hunan, China. Utilizing a quantitative-comparative correlational design, the study will examine various facets of the initiative's implementation, including its influence on health ideology, interest in sports, sports participation, skills mastery, physical health promotion, mental health cultivation, and social adaptation among students.

Additionally, the research will assess students' exercise adherence, focusing on factors such as leisure satisfaction, psychological well-being, and perceived physical shape. By analyzing data from student respondents, the study aims to identify any significant differences in perceptions and behaviors related to the "Healthy China" Initiative and exercise adherence across different demographic profiles, such as sex, grade level, and academic program.

Furthermore, the research seeks to determine the correlation between the extent of the initiative's implementation and exercise adherence among students. Ultimately, the findings of this study will contribute to the development of targeted interventions and strategies within the "Healthy China" Initiative to promote exercise adherence and overall well-being among students in Hunan, China.

Definition of Terms

The following terms are defined in this study to clarify its usage in the context of the study:

Health First Ideology: The degree to which respondents perceive the prioritization of health and well-being, focusing on the emphasis placed on promoting healthy behaviors and lifestyles.

Interest Stimulation in Sports: The level of engagement and enthusiasm among respondents towards participating in sports, including the encouragement of interest and curiosity towards various sports.

Sport Participation: The extent to which respondents actively engage in sports activities, reflecting the frequency and duration of their participation in organized sports events or recreational physical activities.

Sports Skills Mastery: The proficiency and competence of respondents in various sports-related skills and techniques, developed through participation in sports programs supported by the "Healthy China" Initiative.

Physical Health Promotion: The efforts to enhance the physical health and well-being of respondents through initiatives such as health education, promotion of healthy lifestyle choices, and provision of access to sports facilities and resources.

Mental Health Cultivation: The strategies and interventions to support the mental well-being and psychological health of respondents, including initiatives aimed at reducing stress, improving coping mechanisms, and promoting emotional resilience.

Social Adaptation: The extent to which respondents perceive improvements in their ability to interact with others and navigate social situations as a result of participating in activities, reflecting changes in social skills, confidence, and integration within social networks.

Leisure Satisfaction: The degree of enjoyment and fulfillment experienced by students in their leisure-time physical activities as part of their engagement in PE classes or extracurricular sports and exercises. It includes feelings of enjoyment, relaxation, and satisfaction derived from participating in various physical activities and games within the PE curriculum.

Psychological Well-being: The overall mental health and emotional state of students participating in PE classes or engaging in physical activities. It encompasses aspects such as emotional stability, self-esteem, resilience, and stress management skills developed through regular participation in physical activities. Psychological well-being in PE is vital for promoting positive attitudes towards exercise and fostering a supportive learning environment.

Perceived Physical Shape: Students' subjective assessment of their own physical fitness level, body composition, and overall physical health within the context of PE. It includes perceptions of strength, endurance, flexibility, and body image, which may influence students' motivation to engage in physical activities and their adherence to exercise programs. Perceived physical shape in PE reflects students' beliefs about their physical abilities and plays a role in shaping their attitudes towards physical fitness and exercise.

Research Methodology

Design

In this study, a quantitative comparative correlational design was employed to investigate the relationship between the extent of implementation of the "Healthy China" Initiative and exercise adherence among students in Hunan, China. This design is chosen for several reasons.

Firstly, a quantitative approach allows for the collection of numerical data, facilitating statistical analysis to examine the strength and direction of relationships between variables. By quantifying the extent of implementation of the "Healthy China" Initiative and exercise adherence, researchers can obtain

objective measurements, enhancing the reliability and validity of the findings.

Secondly, a comparative design enables researchers to compare different groups or conditions, such as students with varying levels of exposure to the "Healthy China" Initiative or differing degrees of exercise adherence. This allows for the identification of patterns, differences, or similarities between groups, shedding light on potential factors influencing exercise behavior.

Thirdly, a correlational design is appropriate as it seeks to explore the degree of association between two or more variables without manipulating them. By examining the correlation between the implementation of the "Healthy China" Initiative and exercise adherence, researchers can assess the strength and direction of the relationship, providing valuable insights into potential causal mechanisms or predictive factors.

This design is needed to fulfill the objectives of the study, which aim to understand the impact of the "Healthy China" Initiative on students' exercise adherence and identify any significant relationships between these variables. By employing a quantitative comparative correlational design, researchers can gather empirical evidence to inform policy decisions, educational interventions, and public health initiatives aimed at promoting physical activity and well-being among students in Hunan, China.

Locale of the Study

The locale of the study was Changsha Commerce and Tourism College, located in Hunan, China. Changsha Commerce and Tourism College is an institution dedicated to providing education and training in the fields of commerce, tourism, and related industries. It is situated in Changsha, the capital city of Hunan province, which is known for its vibrant culture, historical landmarks, and economic development.

Changsha Commerce and Tourism College caters to a diverse student population, including undergraduate students pursuing degrees in various disciplines related to commerce and tourism. The college offers modern facilities, state-of-the-art classrooms, and resources to support students' academic and extracurricular activities.

The student body at the college comprises individuals from different backgrounds, including urban and rural areas of Hunan province and other regions of China. The college promotes diversity and inclusivity, welcoming students from various socioeconomic, cultural, and ethnic backgrounds.

Overall, Changsha Commerce and Tourism College provides an ideal setting for conducting research on the implementation of the "Healthy China" Initiative and exercise adherence among students. Its diverse student population and commitment to education make it a suitable locale for exploring the relationship between health promotion initiatives and student behavior in the context of physical activity.

Population, Sampling and Sampling Technique

For this study, participants were selected through random sampling to ensure representation from various academic programs and grade levels at Changsha Commerce and Tourism College in Hunan, China. The participants consisted of students enrolled in undergraduate programs at the college. Random sampling was employed to mitigate selection bias and ensure the generalizability of the findings to the broader student population.

The students selected as respondents were approached with informed consent and invited to voluntarily participate in the study. They were informed about the purpose and procedures of the research, as well as their rights as participants, including confidentiality and the option to withdraw from the study at any time without consequences.

The sample size was determined based on statistical considerations to ensure adequate power for detecting meaningful relationships between variables.

Efforts were made to recruit a sufficient number of participants to enhance the reliability and

validity of the study findings. A total of 370 participants were selected using the online survey platform Qualtrics, which allowed for efficient data collection and management.

Overall, random sampling was utilized to select participants from the student body at Changsha Commerce and Tourism College, ensuring that the study captures diverse perspectives and experiences related to the "Healthy China" Initiative and exercise adherence among students.

Instrument

The research instrument utilized for data collection in this study is a meticulously designed questionnaire, structured to probe various dimensions crucial to understanding the implementation of the "Healthy China" Initiative and exercise adherence among students at Changsha Commerce and Tourism College in Hunan, China. This questionnaire, administered online via the Qualtrics platform, encompasses distinct sections tailored to capture specific aspects of the participants' perceptions and behaviors. Initially, demographic information will be collected to gain insights into the profile of the respondents, including factors such as age, sex, grade level, and academic program. Subsequently, the questionnaire delves into assessing the participants' perceptions regarding the extent to which the "Healthy China" Initiative has been integrated within the college setting. Constructs such as Health First Ideology, Interest Stimulation in Sports, and Social Adaptation will be evaluated to gauge the initiative's impact comprehensively. Additionally, participants' exercise adherence will be examined through constructs like Leisure Satisfaction, Psychological Well-being, and Perceived Physical Shape, shedding light on their commitment to physical activity. To ensure the questionnaire's robustness, both its validity and reliability have been rigorously assessed. Through a process of content validation, construct validation via confirmatory factor analysis, and evaluation of reliability through measures such as Cronbach's alpha coefficient, the questionnaire emerges as a reliable tool for eliciting valuable insights into the research objectives.

The overall reliability of the questionnaire obtained Cronbach's Alpha = 0.880 showing a very consistent result for all of the items. The reliability test result indicated that the research instrument was statistically reliable.

Data Gathering Procedure

The data gathering procedure for this study began with obtaining approval from the relevant authorities at Changsha Commerce and Tourism College to conduct the research, ensuring compliance with ethical guidelines. Following this, a random sampling technique was employed to select 370 participants from the student body, ensuring representation across various demographics. Participants will receive detailed information regarding the research objectives, procedures, and their rights, and their informed consent was obtained before administering the questionnaire. Participants were assured of the confidentiality and anonymity of their responses, and they had the option to withdraw from the study at any time without facing any consequences. The questionnaire was designed to gather information on their perceptions and experiences related to the topic of interest. Data collection was conducted in a systematic and organized manner to ensure the accuracy and reliability of the findings. The results of the study was analyzed using statistical methods to draw meaningful conclusions and implications for future research and practice.

The questionnaire was distributed face-to-face, allowing participants to complete it in a secured location. Throughout the data collection process, participants' anonymity and confidentiality was strictly maintained, and any queries or concerns they may have promptly addressed. The completed questionnaires were securely stored and analyzed using appropriate statistical methods to derive meaningful insights.

This structured approach to data gathering aimed to ensure the reliability and validity of the

study's findings while upholding ethical standards and respecting participants' rights and privacy.

Statistical Analysis of Data

Statistical analysis of data involved employing various quantitative methods to explore the relationships between different variables and derive meaningful conclusions from the collected data. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize the characteristics of the study sample and the responses to each questionnaire item.

Furthermore, inferential statistical techniques including correlation analysis, t-tests, and analysis of variance (ANOVA) were utilized to examine the associations between variables, assess differences between groups, and determine the significance of observed relationships. Specifically, correlation analysis was employed to explore the relationship between the extent of implementation of the "Healthy China" Initiative and exercise adherence, while t- tests and ANOVA helped identify any significant differences in assessments based on respondent profiles.

To explore the relationship between the extent of implementation of the "Healthy China" Initiative and exercise adherence among students, Pearson correlation coefficient was employed. Pearson correlation is a statistical measure that assesses the strength and direction of the linear relationship between two continuous variables. In this study, Pearson correlation helped determine if there is a significant correlation between the perceptions of the "Healthy China" Initiative and exercise adherence levels among the student participants.

The statistical analysis was conducted using appropriate software packages such as SPSS (Statistical Package for the Social Sciences) or R, ensuring accuracy and reliability in the interpretation of results. Additionally, the significance level will be set at $\alpha = 0.05$ to determine the statistical significance of findings, helping to draw robust conclusions from the data.

Overall, the statistical analysis of data provided valuable insights into the factors influencing exercise adherence among students and the extent of implementation of the "Healthy China" Initiative, contributing to our understanding of health promotion efforts in educational settings.

Ethical Consideration

In conducting this research, ethical considerations were paramount to ensure the protection and well-being of the participants involved. First and foremost, informed consent was obtained from all participants, clearly outlining the purpose of the study, the voluntary nature of participation, and any potential risks or benefits involved. Confidentiality was also strictly maintained, with all data collected anonymized and stored securely to prevent unauthorized access.

Furthermore, participants were assured of their right to withdraw from the study at any time without consequence. Any personal information collected was used solely for research purposes and were not disclosed to any third parties. Additionally, the research procedures adhered to the ethical guidelines set forth by the Changsha Commerce and Tourism College, ensuring compliance with ethical standards throughout the research process.

Moreover, the research prioritized the well-being and dignity of the participants, ensuring that no harm or discomfort is caused during data collection or analysis. Any potential risks associated with participation was minimized, and steps were taken to mitigate any adverse effects.

Results

This chapter deals with the presentation of the gathered data together with the analysis and interpretation according to the statement of the problem. The gathered data on the profile of the respondents and their assessment of their present situation are hereby presented.

3.1 Profile of the Respondents

Table 1 shows the demographic profile of the student respondents in terms of their age, and sex.

Table 1
Frequency Distribution of the Student Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	188	50.8%
Female	182	49.2%
Total	**370**	**100%**
Grade		
First	141	38.1%
Second	47	12.7%
Third	84	22.7%
Fourth	98	26.5%
Total	**370**	**100%**
Program		
Electronics and Information	169	45.7%
Finance and Trade	52	14.1%
Culture and Arts	83	22.4%
Education and Sports	66	17.8%
Total	**370**	**100%**

In terms of sex, one hundred eighty-eight (188) or about 50.8% of the student respondents are female, while one hundred eighty-two (182) or about 49.2% are male. This means that the majority of the student respondents are female. This illustrates that there is a fairly balanced representation of male and female students in the study, with only a slight predominance of female respondents.

Regarding grade level, one hundred forty-one (141) or about 38.1% of the student respondents are in their first year, forty-seven (47) or about 12.7% are in their second year, eighty-four (84) or about 22.7% are in their third year, and 98 or about 26.5% are in their fourth year. This means that the majority of the student respondents are in their first year. This illustrates that a significant portion of the respondents are at the beginning of their academic journey, which may influence their perspectives on the study's subject matter.

In terms of academic program, one hundred sixty-nine (169) or about 45.7% of the student respondents are enrolled in the Electronics and Information program, fifty-two (52) or about 14.1% are in the Finance and Trade program, eighty-three (83) or about 22.4% are in the Culture and Arts program, and sixty- six (66) or about 17.8% are in the Education and Sports program. This means that the majority of the student respondents are in the Electronics and Information program. This illustrates that the largest representation in the study comes from students specializing in technology-related fields, which may impact their academic and career perspectives.

3.2. Assessment of the Student Respondents on the Extent of

Implementation of "Healthy China" Initiative

Tables 2 to 8 show the assessment of the respondents on the extent of implementation of "Healthy China" initiative in terms of health first ideology, interest stimulation in sports, sport participation, sports skills mastery, physical health promotion, mental health cultivation, and social adaptation.

Table 2
Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative on Health First Ideology

	Mean	SD	QD	INT	Rank
1. The program prioritizes the health and well-being of students.	2.80	.83	Agree	High	8
2. The program promotes healthy lifestyle choices among students.	3.02	.88	Agree	High	5
3. The program emphasizes the importance of preventive healthcare measures.	2.89	.94	Agree	High	7
4. The program encourages students to prioritize physical and mental health.	3.54	.73	Strongly Agree	Very High	2
5. The program integrates health education into the curriculum effectively.	3.53	.76	Strongly Agree	Very High	3
6. The program fosters a culture of health and wellness within the school community.	3.00	.77	Agree	High	6
7. The program provides adequate resources and support for health-related initiatives.	3.58	.60	Strongly Agree	Very High	1
8. The program encourages collaboration with healthcare professionals to promote student well-being.	3.05	.87	Agree	High	4
Composite Mean	3.18	.42	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

The highest-rated aspect of the "Healthy China" initiative in terms of Health First Ideology is the provision of adequate resources and support for health- related initiatives (Mean = 3.58, SD = 0.60), which received a "Very High" interpretation. This indicates that students perceive strong institutional backing for health programs, ensuring that resources, facilities, and support systems are effectively in place to promote student well-being. Conversely, the lowest-rated aspect is the prioritization of student health and well-being (Mean = 2.80, SD = 0.83), which, despite being rated "High," suggests that while the program implements health-focused initiatives, there may be gaps in directly addressing students' overall well-being as a core priority. This could imply a need for more targeted efforts to reinforce the central role of health in student life.

The composite mean of 3.18 (SD = 0.42), with an overall interpretation of "High," reflects a generally positive assessment of the program's implementation of the Health First Ideology. This suggests that while the initiative is well-received, there is still room for improvement, particularly in reinforcing the explicit prioritization of student health at a foundational level.

In Table 3, The highest-rated aspect of the Interest Stimulation in Sports is the diverse and engaging sports programs offered to students (Mean = 3.49, SD = 0.69), which received a "High" interpretation. This suggests that the initiative effectively provides a variety of sports activities

that cater to different interests, helping to engage students in physical activities.

On the other hand, the lowest-rated aspect is the fostering of a supportive environment for students to pursue their sports interests (Mean = 3.02, SD = 0.81). While still rated "High," this result implies that although students acknowledge the availability of sports opportunities, there may be challenges in creating an environment where all students feel encouraged and supported to actively participate in sports.

Table 3

Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative on Interest Stimulation in Sports

	Mean	SD	QD	INT	Rank
1. The program motivates students to participate in sports and physical activities.	3.43	.75	Agree	High	2
2. The program offers diverse and engaging sports programs for students.	3.49	.69	Agree	High	1
3. The program organizes exciting sports events and competitions regularly.	3.40	.73	Agree	High	3
4. The program provides opportunities for students to explore different sports and recreational activities.	3.36	.73	Agree	High	4
5. The program encourages students to discover their interests and talents in sports.	3.14	.71	Agree	High	5
6. The program promotes a positive attitude towards sports and physical fitness among students.	3.06	.75	Agree	High	6
7. The program celebrates student achievements in sports and recognizes their efforts.	3.05	.87	Agree	High	7
8. The program fosters a supportive environment for students to pursue their sports interests.	3.02	.81	Agree	High	8
Composite Mean	3.24	.25	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

With a composite mean of 3.24 (SD = 0.25) and an overall "High" interpretation, the findings indicate that the Healthy China initiative successfully stimulates students' interest in sports. However, further efforts in strengthening encouragement and support structures, such as mentorship or individualized guidance, could enhance student engagement in sports activities.

In table 4, the highest-rated aspect of Sport Participation is the variety of sports clubs and teams offered to students (Mean = 3.73, SD = 0.59), which received a "Very High" interpretation. This suggests that the initiative effectively provides diverse opportunities for students to engage in organized sports, fostering greater participation and interest.

Table 4
Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative on Sport Participation

	Mean	SD	QD	INT	Rank
1. The program encourages high levels of participation in sports activities among students.	2.95	.90	Agree	High	8
2. The program promotes inclusivity and accessibility in sports programs for all students.	3.18	.96	Agree	High	6
3. The program provides adequate facilities and equipment for students to engage in sports.	3.25	.83	Agree	High	5
4. The program offers a variety of sports clubs and teams for students to join.	3.73	.59	Strongly Agree	Very High	1
5. The program encourages peer support and teamwork in sports activities.	3.52	.83	Strongly Agree	Very High	2
6. The program provides opportunities for students to compete at different levels in sports.	3.17	.65	Agree	High	7
7. The program ensures safety measures are in place for students participating in sports.	3.42	.72	Agree	High	3
8. The program encourages students to adopt a lifelong interest in sports and physical activity.	3.40	.83	Agree	High	4
Composite Mean	3.33	.33	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Conversely, the lowest-rated aspect is the encouragement of high levels of participation in sports activities (Mean = 2.95, SD = 0.90), though still interpreted as "High." This indicates that while students recognize the availability of sports programs, actual engagement levels might not be as high as intended, potentially due to personal, academic, or logistical barriers.

With a composite mean of 3.33 (SD = 0.33) and an overall "High" interpretation, the findings suggest that the Healthy China initiative is effective in promoting sports participation. However, additional efforts to actively motivate students and address barriers to participation—such as flexible scheduling, targeted encouragement, or incentive programs—could further enhance engagement levels.

Table 5
Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative on Sports Skills Mastery

	Mean	SD	QD	INT	Rank
1. The program helps students develop fundamental skills and techniques in various sports.	3.47	.75	Agree	High	3
2. The program offers quality coaching and instruction to improve students' sports abilities.	3.54	.68	Strongly Agree	Very High	2
3. The program provides opportunities for students to practice and refine their sports skills regularly.	3.68	.56	Strongly Agree	Very High	1
4. The program assesses students' progress and provides feedback to enhance their sports performance.	3.35	.84	Agree	High	5
5. The program offers advanced training programs for students aspiring to excel in sports.	3.40	.80	Agree	High	4
6. The program supports students in setting and achieving personal goals in sports.	3.04	.84	Agree	High	7
7. The program recognizes and rewards students' improvements in sports skills and performance.	3.10	.86	Agree	High	6
8. The program promotes a growth mindset towards sports, encouraging students to embrace challenges and learn from setbacks.	2.90	.98	Agree	High	8
Composite Mean	**3.31**	**.35**	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

The highest-rated aspect of Sports Skills Mastery is the provision of opportunities for students to practice and refine their sports skills regularly (Mean = 3.68, SD = 0.56), with a "Very High" interpretation. This indicates that the Healthy China initiative effectively ensures that students have sufficient time and resources to improve their athletic abilities through consistent practice.

The lowest-rated aspect is the promotion of a growth mindset towards sports, encouraging students to embrace challenges and learn from setbacks (Mean = 2.90, SD = 0.98), though still interpreted as "High." This suggests that while students recognize the importance of skill mastery, there may be a need for stronger emphasis on resilience, perseverance, and the mental aspects of sports training.

With a composite mean of 3.31 (SD = 0.35) and an overall "High" interpretation, the findings suggest that the Healthy China initiative successfully supports sports skills mastery among students. However, enhancing mental resilience training and offering structured goal-setting strategies could further help students develop a long-term commitment to improving their sports abilities.

Table 6
Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative on Physical Health Promotion

	Mean	SD	QD	INT	Rank
1. The program educates students about the importance of physical activity for health.	2.92	.91	Agree	High	7
2. The program promotes healthy eating habits and nutrition among students.	3.24	.81	Agree	High	5
3. The program encourages regular physical exercise as part of students' daily routines.	2.80	.84	Agree	High	8
4. The program raises awareness about the risks of sedentary behavior and promotes active lifestyles.	3.44	.76	Agree	High	3
5. The program provides resources and support for students to maintain good physical health.	3.65	.58	Strongly Agree	Very High	1
6. The program advocates for policies that create a healthy environment within the school.	3.42	.72	Agree	High	4
7. The program collaborates with community organizations to promote physical health initiatives.	3.54	.57	Strongly Agree	Very High	2
8. The program empowers students to take ownership of their physical well-being and make healthy choices.	3.24	.70	Agree	High	5
Composite Mean	3.28	.36	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

The highest-rated aspect of Physical Health Promotion is the provision of resources and support for students to maintain good physical health (Mean = 3.65, SD = 0.58), with a "Very High" interpretation. This indicates that the Healthy China initiative effectively equips students with the necessary tools and assistance to uphold their physical well-being.

The lowest-rated aspect is the encouragement of regular physical exercise as part of students' daily routines (Mean = 2.80, SD = 0.84), though still interpreted as "High." This suggests that while students recognize the importance of exercise, there may be challenges in fully integrating physical activity into their daily schedules.

With a composite mean of 3.28 (SD = 0.36) and an overall "High" interpretation, the findings suggest that the Healthy China initiative successfully promotes physical health among students. However, enhancing efforts to integrate exercise into daily routines and reinforcing the importance of consistent physical activity could further strengthen its impact.

In table 7, the highest-rated aspect of Mental Health Cultivation is the encouragement of open communication and dialogue about mental health topics among students (Mean = 3.74, SD = 0.66), with a "Very High" interpretation. This suggests that the Healthy China initiative effectively fosters discussions about mental health, helping to create an environment where students feel comfortable expressing their concerns.

Table 7
Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative on Mental Health Cultivation

	Mean	SD	QD	INT	Rank
1. The program addresses the mental health needs of students effectively.	3.65	.68	Strongly Agree	Very High	2
2. The program provides resources and support for students experiencing mental health challenges.	3.42	.63	Agree	High	3
3. The program promotes mental wellness and resilience among students.	3.34	.77	Agree	High	4
4. The program offers stress management and relaxation techniques for students.	2.68	.67	Agree	High	5
5. The program fosters a supportive and inclusive environment for students' mental health.	2.68	.67	Agree	High	5
6. The program raises awareness about mental health issues and reduces stigma.	2.66	.78	Agree	High	8
7. The program offers counseling services and emotional support for students in need.	2.66	.86	Agree	High	8
8. The program encourages open communication and dialogue about mental health topics among students.	3.74	.66	Strongly Agree	Very High	1
Composite Mean	3.10	.34	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

The lowest-rated aspects are raising awareness about mental health issues and reducing stigma (Mean = 2.66, SD = 0.78) and offering counseling services and emotional support for students in need (Mean = 2.66, SD = 0.86), both interpreted as "High." These findings indicate that while the initiative addresses mental health, there may be a need to strengthen efforts in destigmatizing mental health concerns and ensuring accessible counseling services.

With a composite mean of 3.10 (SD = 0.34) and an overall "High" interpretation, the results highlight that the initiative is effective in promoting mental wellness. However, enhancing mental health awareness campaigns and expanding counseling services could further improve its impact on students' well- being.

Table 8
Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative on Social Adaptation

	Mean	SD	QD	INT	Rank
1. The program promotes social integration and inclusion among students.	3.18	.86	Agree	High	6
2. The program encourages positive social interactions and relationships among students.	3.00	.86	Agree	High	7
3. The program provides opportunities for students to develop communication and teamwork skills.	2.87	.78	Agree	High	8
4. The program fosters a sense of belonging and community among students.	3.48	.72	Agree	High	4
5. The program celebrates diversity and cultural exchange within the school community.	3.65	.66	Strongly Agree	Very High	1
6. The program supports students in adapting to new social environments and challenges.	3.53	.72	Strongly Agree	Very High	3
7. The program encourages empathy and mutual respect among students.	3.55	.74	Strongly Agree	Very High	2
8. The program promotes civic engagement and social responsibility among students.	3.22	.82	Agree	High	5
Composite Mean	3.31	.33	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

The highest-rated aspect of Social Adaptation is the celebration of diversity and cultural exchange within the school community (Mean = 3.65, SD = 0.66), with a "Very High" interpretation. This suggests that the Healthy China initiative successfully fosters an inclusive environment where students appreciate cultural diversity and engage in meaningful exchanges.

Conversely, the lowest-rated aspect is the provision of opportunities for students to develop communication and teamwork skills (Mean = 2.87, SD = 0.78), though still interpreted as "High." This indicates that while the initiative encourages social adaptation, more emphasis on structured activities that build teamwork and communication may be beneficial.

With a composite mean of 3.31 (SD = 0.33) and an overall "High" interpretation, the results highlight that the initiative is effective in promoting social inclusion, belonging, and empathy. Strengthening programs focused on practical social skills, such as communication and teamwork, could further enhance students' social adaptation.

3.3. Summary of the Assessment of the Student Respondents on the

Extent of Implementation of "Healthy China" Initiative

Table 9 shows the summary of the assessment of the respondents on the extent of implementation of "Healthy China" initiative in terms of health first ideology, interest stimulation in sports, sport participation, sports skills mastery, physical health promotion, mental health cultivation, and social adaptation.

Table 9

Summary Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative

	Mean	SD	QD	INT	Rank
Health First Ideology	3.18	.42	Agree	High	6
Interest Stimulation in Sports	3.24	.25	Agree	High	5
Sport Participation	3.33	.33	Agree	High	1
Sports Skills Mastery	3.31	.35	Agree	High	2
Physical Health Promotion	3.28	.36	Agree	High	4
Mental Health Cultivation	3.10	.34	Agree	High	7
Social Adaptation	3.31	.33	Agree	High	2
Overall	**3.25**	**.19**	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High Extent; 2.51-3.50 Agree/ High Extent; 1.51-2.50 Disagree/ To Some Extent
1.00-1.50 Strongly Disagree/ No Extent At All

Legend: 3.51-4.00 Strongly Agree/ Very High Extent; 2.51-3.50 Agree/ High Extent; 1.51-2.50 Disagree/ To Some Extent
1.00-1.50 Strongly Disagree/ No Extent At All

The highest-rated aspect of the Healthy China initiative is Sport Participation (Mean = 3.33, SD = 0.33), suggesting that the program effectively encourages students to engage in sports activities. This aligns with the initiative's goal of promoting an active lifestyle among youth. Similarly, Sports Skills Mastery and Social Adaptation (Mean = 3.31) were also rated highly, indicating that students recognize the program's impact on their skill development and social well-being.

On the other hand, Mental Health Cultivation received the lowest rating (Mean = 3.10, SD = 0.34), though still interpreted as "High." This suggests that while efforts to support students' mental well-being exist, they may not be as effective or as emphasized as other aspects of the initiative. Similarly, Health First Ideology (Mean = 3.18) ranked second to last, implying that students may need more awareness and reinforcement of prioritizing health in their daily lives.

Overall, with a composite mean of 3.25 (SD = 0.19) and a "High" interpretation, students perceive the Healthy China initiative as successfully implemented across various domains. However, improvements in mental health support and health awareness programs could further enhance its overall impact.

3.4. Assessment of the Student Respondents on their Exercise

Adherence

Tables 10 to 12 show the assessment of the respondents on their exercise adherence in terms of leisure satisfaction, psychological well-being, and perceived physical shape.

Table 10
Assessment of the Student Respondents on their Exercise Adherence on Leisure Satisfaction

	Mean	SD	QD	INT	Rank
1. Engaging in regular exercise enhances my overall satisfaction with leisure time.	3.30	.82	Agree	High	5
2. Exercise adds enjoyment and fulfillment to my leisure activities.	3.57	.62	Strongly Agree	Very High	4
3. I feel more content and relaxed after participating in exercise sessions.	3.64	.61	Strongly Agree	Very High	3
4. Exercise provides me with opportunities to engage in enjoyable leisure pursuits.	3.69	.60	Strongly Agree	Very High	2
5. Regular exercise contributes positively to my leisure lifestyle.	3.71	.58	Strongly Agree	Very High	1
6. Exercise helps me unwind and de-stress during leisure hours.	2.79	.86	Agree	High	8
7. I find exercise to be a satisfying and rewarding leisure activity.	3.02	.86	Agree	High	6
8. Incorporating exercise into my leisure routine increases my overall satisfaction with life.	3.01	.80	Agree	High	7
Composite Mean	3.34	.27	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

The highest-rated statement in the assessment of student respondents on their exercise adherence in terms of leisure satisfaction is "Regular exercise contributes positively to my leisure lifestyle" (M = 3.71, SD = .58). This indicates that students perceive exercise as a valuable addition to their leisure activities, reinforcing a positive and fulfilling lifestyle. The strong agreement suggests that engaging in regular physical activity enhances their overall leisure experience, making it more meaningful and enjoyable.

Conversely, the lowest-rated statement is "Exercise helps me unwind and de-stress during leisure hours" (M = 2.79, SD = .86). While still rated as "Agree," this suggests that students may not universally associate exercise with relaxation. Some may find it physically demanding rather than a means of stress relief during

their free time. This highlights potential differences in how students perceive exercise within their leisure routines.

The composite mean of 3.34 indicates an overall high level of agreement regarding the positive impact of exercise on leisure satisfaction. This suggests that, in general, students recognize the value of exercise in enhancing their leisure experiences, though individual perspectives on stress relief through exercise may vary.

Table 11
Assessment of the Student Respondents on their Exercise Adherence on Psychological Well-being

	Mean	SD	QD	INT	Rank
1. Regular exercise improves my mood and emotional well-being.	2.71	.81	Agree	High	8
2. Exercise helps me manage stress and anxiety effectively.	2.71	.81	Agree	High	8
3. I feel more confident and self-assured when I engage in regular exercise.	2.87	.92	Agree	High	6
4. Exercise enhances my overall mental health and resilience.	3.23	.87	Agree	High	5
5. Participating in exercise activities boosts my motivation and energy levels.	3.70	.55	Strongly Agree	Very High	1
6. Exercise serves as a positive outlet for expressing emotions and relieving tension.	3.69	.64	Strongly Agree	Very High	2
7. I experience greater psychological stability and clarity after engaging in exercise.	3.61	.61	Strongly Agree	Very High	3
8. The psychological benefits of exercise positively impact various aspects of my life.	3.42	.62	Agree	High	4
Composite Mean	3.24	.33	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

The highest-rated statement in the assessment of student respondents on their exercise adherence in terms of psychological well-being is "Participating in exercise activities boosts my motivation and energy levels" (M = 3.70, SD = .55). This suggests that students strongly associate exercise with increased drive and vitality, reinforcing its role in enhancing mental alertness and productivity.

Similarly, "Exercise serves as a positive outlet for expressing emotions and relieving tension" (M = 3.69, SD = .64) ranked second, highlighting the importance of exercise in emotional regulation.

On the other hand, the lowest-rated statements were "Regular exercise improves my mood and emotional well-being" (M = 2.71, SD = .81) and "Exercise helps me manage stress and anxiety effectively" (M = 2.71, SD = .81). While still categorized as "Agree," these scores suggest that while students acknowledge the mental health benefits of exercise, they may not consistently experience significant mood improvements or stress relief from it. This could indicate the need for additional strategies alongside exercise to support emotional well-being.

The composite mean of 3.24 reflects an overall high level of agreement regarding the positive psychological effects of exercise. While students generally recognize its benefits in boosting motivation, emotional expression, and mental clarity, their perceptions of its direct impact on mood and stress management appear to be less pronounced.

IN table 12, the highest-rated statement in the assessment of student respondents on their

exercise adherence in terms of perceived physical shape is "I am more confident in my physical abilities when I prioritize exercise" (M = 3.55, SD = .66). This suggests that students strongly associate regular exercise with an increase in self-assurance regarding their physical capabilities. Additionally, "Regular exercise contributes to improvements in my physical appearance" (M = 3.43, SD = .75) ranked second, indicating that students recognize the aesthetic benefits of maintaining an active lifestyle.

Table 12
Assessment of the Student Respondents on their Exercise Adherence on Perceived Physical Shape

	Mean	SD	QD	INT	Rank
1. Regular exercise contributes to improvements in my physical appearance.	3.43	.75	Agree	High	2
2. I feel more physically fit and toned as a result of my exercise routine.	2.95	.87	Agree	High	7
3. Exercise helps me maintain a healthy body weight and composition.	2.90	.88	Agree	High	8
4. Engaging in regular exercise enhances my muscle strength and endurance.	3.05	.90	Agree	High	6
5. I perceive myself to be in better physical shape when I adhere to my exercise regimen.	3.06	.95	Agree	High	5
6. Exercise positively influences my body image and self-perception.	3.18	.90	Agree	High	4
7. I am more confident in my physical abilities when I prioritize exercise.	3.55	.66	Strongly Agree	Very High	1
8. The physical changes I observe in myself due to exercise adherence are satisfying and motivating.	3.26	.91	Agree	High	3
Composite Mean	3.17	.31	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low 1.00-1.50 Strongly Disagree/ Very Low

Conversely, the lowest-rated statement was "Exercise helps me maintain a healthy body weight and composition" (M = 2.90, SD = .88), followed closely by "I feel more physically fit and toned as a result of my exercise routine" (M = 2.95, SD = .87). While these scores still indicate agreement, they suggest that students may not perceive immediate or significant changes in their weight and muscle tone, possibly due to varying exercise habits or expectations regarding physical transformation.

The composite mean of 3.17 reflects an overall high level of agreement regarding the role of exercise in shaping physical appearance and confidence. While students generally acknowledge the benefits of exercise on their self-image and abilities, their perceptions of its direct effects on body composition and fitness levels appear slightly less pronounced.

3.5. Summary of the Assessment of the Student Respondents on their

Exercise Adherence

Table 13 shows the summary of the assessment of the respondents on their exercise adherence in terms of leisure satisfaction, psychological well-being, and perceived physical shape.

Table 13
Summary Assessment of the Student Respondents on their Exercise Adherence

	Mean	SD	QD	INT	Rank
Leisure Satisfaction	3.34	.27	Agree	High	1
Psychological Well-being	3.24	.33	Agree	High	2
Perceived Physical Shape	3.17	.31	Agree	High	3
Overall	3.25	.23	**Agree**	**High**	

Legend: 3.51-4.00 Strongly Agree/ Very High Extent; 2.51-3.50 Agree/ High Extent; 1.51-2.50 Disagree/ To Some Extent 1.00-1.50 Strongly Disagree/ No Extent At All

Legend: 3.51-4.00 Strongly Agree/ Very High Extent; 2.51-3.50 Agree/ High Extent; 1.51-2.50 Disagree/ To Some Extent 1.00-1.50 Strongly Disagree/ No Extent At All

The highest-rated aspect of student respondents' exercise adherence is leisure satisfaction (M = 3.34, SD = .27). This suggests that students find exercise to be a fulfilling and enjoyable activity that enhances their leisure time. The strong agreement indicates that engaging in physical activity adds value to their overall recreation, making it a meaningful part of their lifestyle.

Following closely is psychological well-being (M = 3.24, SD = .33), reflecting students' recognition of exercise as a key factor in managing stress, improving mood, and boosting overall mental resilience. While still rated highly, its slightly lower mean compared to leisure satisfaction suggests that, although exercise is beneficial for mental health, some students may not fully experience its psychological advantages in the same way they do its recreational benefits.

The lowest-rated aspect is perceived physical shape (M = 3.17, SD = .31), though it remains within the "high" interpretation. This suggests that while students acknowledge the physical benefits of exercise, they may not perceive immediate or significant changes in their physique or fitness levels. The slightly lower rating could reflect varying personal expectations regarding physical transformation.

The overall composite mean of 3.25 confirms a general agreement among students regarding the positive role of exercise in their lives. While all three dimensions—leisure satisfaction, psychological well-being, and perceived physical shape—are valued, exercise appears to be most strongly associated with enhancing leisure experiences rather than physical transformation.

3.3. Significant Differences in the Assessment of the Student

Respondents on the Extent of Implementation of "Healthy China" Initiative

Table 14 shows the significant differences in the assessment of the respondents on the extent of implementation of "Healthy China" initiative in terms of health first ideology, interest stimulation in sports, sport participation, sports skills mastery, physical health promotion, mental health cultivation, and social adaptation when the respondent's demographic profiles are taken as test factors.

Table 14
Differences in the Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative According to Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Health First Ideology	Male	3.1902	.46492	.200	.655	Accepted	Not Significant
	Female	3.1703	.38219				
Interest Stimulation in Sports	Male	3.2680	.28131	1.975	.161	Accepted	Not Significant
	Female	3.2301	.23402				
Sport Participation	Male	3.2926	.34424	5.317	.022	Rejected	Significant
	Female	3.3723	.31969				
Sports Skills Mastery	Male	3.3205	.36014	.165	.685	Accepted	Not Significant
	Female	3.3056	.34326				
Physical Health Promotion	Male	3.3052	.37202	.906	.342	Accepted	Not Significant
	Female	3.2692	.35400				
Mental Health Cultivation	Male	3.1190	.34622	.332	.565	Accepted	Not Significant
	Female	3.0982	.34772				
Social Adaptation	Male	3.3245	.32283	.355	.552	Accepted	Not Significant
	Female	3.3036	.35191				
Overall	Male	3.2600	.20042	.248	.619	Accepted	Not Significant
	Female	3.2499	.18785				
Health First Ideology	First	3.1746	.40363	3.906	.009	Rejected	Significant
	Second	3.0346	.46311				
	Third	3.1533	.46946				
	Fourth	3.2819	.37791				
Interest Stimulation in Sports	First	3.2828	.25029	2.342	.073	Accepted	Not Significant
	Second	3.2846	.21761				
	Third	3.2277	.25012				
	Fourth	3.2028	.29137				
Sport Participation	First	3.3404	.33644	.644	.587	Accepted	Not Significant
	Second	3.3830	.32387				
	Third	3.3199	.30331				
	Fourth	3.3048	.36214				
Sports Skills Mastery	First	3.3085	.34413	.104	.957	Accepted	Not Significant
	Second	3.3191	.39940				
	Third	3.3006	.41258				
	Fourth	3.3278	.27836				
Physical Health Promotion	First	3.2855	.35991	1.726	.161	Accepted	Not Significant
	Second	3.2261	.40933				
	Third	3.2515	.41954				
	Fourth	3.3508	.27902				

Mental Health Cultivation	First	3.0691	.33019	6.715	.000	Rejected	Significant
	Second	2.9787	.40405				
	Third	3.2321	.29308				
	Fourth	3.1224	.35354				
Social Adaptation	First	3.2695	.34856	9.425	.000	Rejected	Significant
	Second	3.1489	.37194				
	Third	3.3438	.25879				
	Fourth	3.4324	.32117				
Overall	First	3.2472	.19089	2.565	.054	Accepted	Not Significant
	Second	3.1964	.21185				
	Third	3.2613	.21034				
	Fourth	3.2890	.16940				
Health First Ideology	Electronics and Information	3.1938	.36721	.740	.529	Accepted	Not Significant
	Finance and Trade	3.1010	.50064				
	Culture and Arts	3.1822	.45961				
	Education and Sports	3.2064	.45967				
Interest Stimulation in Sports	Electronics and Information	3.2396	.27360	.970	.407	Accepted	Not Significant
	Finance and Trade	3.2692	.27384				
	Culture and Arts	3.2244	.24364				
	Education and Sports	3.2898	.22803				
Sport Participation	Electronics and Information	3.3454	.34832	3.561	.014	Rejected	Significant
	Finance and Trade	3.3101	.34433				
	Culture and Arts	3.4006	.28138				
	Education and Sports	3.2273	.33174				
Sports Skills Mastery	Electronics and Information	3.2811	.33734	3.792	.011	Rejected	Significant
	Finance and Trade	3.3149	.35311				
	Culture and Arts	3.2756	.39901				
	Education and Sports	3.4413	.29598				
Physical Health Promotion	Electronics and Information	3.2766	.33910	.239	.869	Accepted	Not Significant
	Finance and Trade	3.2692	.39636				
	Culture and Arts	3.3117	.43362				
	Education and Sports	3.2992	.29974				
Mental Health Cultivation	Electronics and Information	3.1087	.32406	3.026	.030	Rejected	Significant
	Finance and Trade	2.9856	.38160				

	Culture and Arts	3.1581	.38259				
	Education and Sports	3.1439	.30872				
Social Adaptation	Electronics and Information	3.3070	.34637	.180	.910	Accepted	Not Significant
	Finance and Trade	3.3413	.35624				
	Culture and Arts	3.3042	.32384				
	Education and Sports	3.3239	.31999				
Overall	Electronics and Information	3.2503	.17772	.717	.542	Accepted	Not Significant
	Finance and Trade	3.2273	.19546				
	Culture and Arts	3.2653	.22148				
	Education and Sports	3.2760	.19804				

Sex

The analysis of significant differences in the assessment of the extent of implementation of the "Healthy China" initiative based on the respondents' sex reveals that only one factor, Sport Participation, showed a statistically significant difference between male and female respondents ($p = .022$). Female respondents ($M = 3.37$, $SD = .32$) rated their participation in sports higher than male respondents ($M = 3.29$, $SD = .34$). This suggests that females perceive themselves to be more engaged in sports-related activities compared to their male counterparts, potentially indicating a higher level of encouragement or interest among female students in the initiative's sports programs. For all other factors, including Health First Ideology, Interest Stimulation in Sports, Sports Skills Mastery, Physical Health Promotion, Mental Health Cultivation, and Social Adaptation, the null hypothesis was accepted ($p > .05$), indicating no significant differences between male and female respondents. This implies that both genders generally share similar perceptions regarding the initiative's implementation in these areas. The overall assessment also showed no significant difference ($p = .619$), reinforcing the idea that the program is perceived uniformly across sexes.

Grade

The analysis of significant differences in the assessment of the extent of implementation of the "Healthy China" initiative based on respondents' grade levels indicates that three factors showed statistically significant differences: Health First Ideology ($p = .009$), Mental Health Cultivation ($p = .000$), and Social Adaptation ($p = .000$).

For Health First Ideology, fourth-year respondents ($M = 3.28$, $SD = .38$) had the highest assessment, while second-year respondents ($M = 3.03$, $SD = .46$) had the lowest. This suggests that as students progress in their academic years, they may develop a stronger awareness and appreciation of the "Health First" principle, possibly due to increased exposure to health-related programs.

In Mental Health Cultivation, third-year students ($M = 3.23$, $SD = .29$) provided the highest rating,

while second-year students (M = 2.98, SD = .40) gave the lowest. This indicates that third-year students perceive greater psychological benefits from the initiative, while second-year students may not yet experience or recognize the mental health advantages of their participation.

For Social Adaptation, fourth-year students (M = 3.43, SD = .32) rated this factor the highest, while second-year students (M = 3.15, SD = .37) had the lowest assessment. This suggests that upper-year students feel a stronger sense of social integration and adaptability through the program, likely due to their longer engagement in sports and health-related activities.

All other factors, including Interest Stimulation in Sports, Sport Participation, Sports Skills Mastery, Physical Health Promotion, and the Overall Assessment, showed no significant differences ($p > .05$). This suggests that students across different grade levels generally perceive these aspects of the initiative similarly.

Program

The analysis of significant differences in the assessment of the "Healthy China" initiative based on respondents' academic programs reveals three factors with statistically significant differences: Sport Participation ($p = .014$), Sports Skills Mastery ($p = .011$), and Mental Health Cultivation ($p = .030$).

For Sport Participation, respondents from the Culture and Arts program (M = 3.40, SD = .28) had the highest assessment, while those in Education and Sports (M = 3.23, SD = .33) had the lowest. This suggests that students in Culture and Arts may have more opportunities or enthusiasm for engaging in sports, while Education and Sports students may experience different challenges in their participation.

Regarding Sports Skills Mastery, the highest rating came from Education and Sports students (M = 3.44, SD = .30), while the lowest was from Culture and Arts students (M = 3.28, SD = .40). This indicates that students in Education and Sports likely receive more specialized training in skill development, contributing to their higher assessment in this area.

For Mental Health Cultivation, Culture and Arts students (M = 3.16, SD = .38) provided the highest rating, whereas Finance and Trade students (M = 2.99, SD = .38) gave the lowest. This could suggest that Culture and Arts students benefit more from the psychological aspects of the initiative, possibly due to a more expressive and creative environment, while Finance and Trade students may not perceive the same mental health benefits.

All other factors, including Health First Ideology, Interest Stimulation in Sports, Physical Health Promotion, Social Adaptation, and the Overall Assessment, showed no significant differences ($p > .05$), implying that students across different academic programs generally perceive these aspects of the initiative similarly.

3.4. Significant Differences in the Student Respondents on their Exercise

Adherence

Table 15 shows the significant differences in the assessment of the respondents on their exercise adherence in terms of leisure satisfaction, psychological well-being, and perceived physical shape when the respondent's demographic profiles are taken as test factors.

Sex

The analysis indicates that there are no significant differences in the assessment of exercise adherence between male and female respondents across all measured factors: Leisure Satisfaction ($p = .629$), Psychological Well-being ($p = .732$), Perceived Physical Shape ($p = .266$), and Overall Assessment ($p = .518$).

Table 15
Differences in the Assessment of the Student Respondents on their Exercise Adherence According to Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Leisure Satisfaction	Male	3.3378	.25876	.233	.629	Accepted	Not Significant
	Female	3.3516	.29347				
Psychological Well-being	Male	3.2945	.32692	8.180	.732	Accepted	Not Significant
	Female	3.1971	.32829				
Perceived Physical Shape	Male	3.1609	.30897	1.241	.266	Accepted	Not Significant
	Female	3.1971	.31623				
Overall	Male	3.2644	.21948	.418	.518	Accepted	Not Significant
	Female	3.2486	.24954				
Leisure Satisfaction	First	3.3191	.25636	8.372	.518	Accepted	Not Significant
	Second	3.2686	.29486				
	Third	3.2976	.27708				
	Fourth	3.4579	.26376				
Psychological Well-being	First	3.2562	.31351	10.003	.147	Accepted	Not Significant
	Second	3.1516	.33877				
	Third	3.1354	.35099				
	Fourth	3.3737	.28802				
Perceived Physical Shape	First	3.2066	.30800	1.754	.007	Accepted	Not Significant
	Second	3.1197	.27331				
	Third	3.1339	.27970				
	Fourth	3.2054	.35684				
Overall	First	3.2606	.22780	9.312	.598	Accepted	Not Significant
	Second	3.1800	.24282				
	Third	3.1890	.23485				
	Fourth	3.3457	.21070				
Leisure Satisfaction	Electronics and Information	3.3291	.28856	1.519	.209	Accepted	Not Significant
	Finance and Trade	3.3606	.34536				
	Culture and Arts	3.3946	.22723				
	Education and Sports	3.3087	.23124				
Psychological Well-being	Electronics and Information	3.2470	.33656	.166	.920	Accepted	Not Significant
	Finance and Trade	3.2188	.32263				
	Culture and Arts	3.2530	.32723				

	Education and Sports	3.2595	.33276				
Perceived Physical Shape	Electronics and Information	3.1464	.32476	2.999	.031	Rejected	Significant
	Finance and Trade	3.1779	.32685				
	Culture and Arts	3.2666	.26822				
	Education and Sports	3.1515	.30737				
Overall	Electronics and Information	3.2409	.23356	1.541	.203	Accepted	Not Significant
	Finance and Trade	3.2524	.26882				
	Culture and Arts	3.3047	.22076				
	Education and Sports	3.2399	.22194				

Both males and females provided similar ratings for Leisure Satisfaction with males (M = 3.34, SD = .26) and females (M = 3.35, SD = .29) showing close mean values. This suggests that both groups experience comparable levels of enjoyment and fulfillment in leisure activities related to exercise.

In terms of Psychological Well-being, male respondents (M = 3.29, SD =.33) reported slightly higher scores than females (M = 3.20, SD = .33), but the difference was not statistically significant. This indicates that both sexes perceive similar psychological benefits from exercise.

For Perceived Physical Shape, female respondents (M = 3.20, SD = .32) had a slightly higher mean score compared to males (M = 3.16, SD = .31), but again, the difference was not significant. This implies that both males and females feel similarly about their physical condition as a result of exercise.

The Overall Assessment also showed no significant difference (p = .518), meaning that both sexes generally adhere to exercise at comparable levels, perceiving similar benefits in terms of leisure satisfaction, psychological well-being, and physical fitness.

Grade

The analysis reveals no significant differences in the assessment of exercise adherence across different grade levels for Leisure Satisfaction (p = .518), Psychological Well-being (p = .147), Perceived Physical Shape (p = .007), and Overall Assessment (p = .598).

For Leisure Satisfaction, fourth-year students (M = 3.46, SD = .26) had the highest mean score, while second-year students (M = 3.27, SD = .29) reported the lowest. However, since the p-value is not significant, it suggests that enjoyment and fulfillment from exercise are relatively stable across all grade levels.

In terms of Psychological Well-being, fourth-year students (M = 3.37, SD = .29) again showed the highest mean, whereas third-year students (M = 3.14, SD = .35) had the lowest. Despite these variations, the differences are not statistically significant, indicating that students across all grade levels perceive similar mental health benefits from exercise.

For Perceived Physical Shape, first-year students (M = 3.21, SD = .31) and fourth-year students (M = 3.21, SD = .36) reported slightly higher self- perceptions of physical condition compared to second-year (M = 3.12, SD = .27) and third-year (M = 3.13, SD = .28) students. The p-value (.007) is still above the threshold for significance, meaning the differences remain negligible.

The Overall Assessment further supports this conclusion, as there are no significant differences across grade levels (p = .598), suggesting that students, regardless of their year, adhere to exercise at comparable levels and experience similar physical and psychological benefits.

Program

The analysis indicates that there is no significant difference in the assessment of Leisure Satisfaction (p = .209), Psychological Well-being (p = .920), and Overall Exercise Adherence (p = .203) when comparing respondents across different academic programs. However, a significant difference is observed in Perceived Physical Shape (p = .031).

For Leisure Satisfaction, students from the Culture and Arts program (M = 3.39, SD = .23) reported the highest level of enjoyment and fulfillment from exercise, while those in Education and Sports (M = 3.31, SD = .23) had the lowest. Despite these variations, the difference is not statistically significant, indicating that exercise satisfaction is relatively similar across programs.

In terms of Psychological Well-being, the mean scores across programs were nearly identical, with Education and Sports students (M = 3.26, SD = .33) reporting slightly higher well-being compared to Finance and Trade students (M = 3.22, SD = .32). However, with a p-value of .920, these differences are negligible, suggesting that students from different programs experience similar mental health benefits from exercise.

A significant difference emerged in Perceived Physical Shape (p = .031).

Culture and Arts students (M = 3.27, SD = .27) had the highest self-assessment of physical condition, while Electronics and Information students (M = 3.15, SD = .32) reported the lowest. This suggests that students in arts-related programs may have a more positive perception of their physical fitness compared to those in technical fields.

For the Overall Assessment, no significant difference was found, indicating that exercise adherence is generally consistent across academic programs, with minor variations in specific aspects such as perceived physical fitness.

3.5. Relationship of the Assessment of the Student Respondents on the

Extent of Implementation of "Healthy China" Initiative and Assessment of the Student Respondents on their Exercise Adherence Table 16 shows the relationship

between the assessment of the respondents on the extent of implementation of "Healthy China" initiative in terms of health first ideology, interest stimulation in sports, sport participation, sports skills mastery, physical health promotion, mental health cultivation, and social adaptation and assessment of the respondents on their exercise adherence in terms of leisure satisfaction, psychological well-being, and perceived physical shape.

For Health First Ideology, a significant relationship was found with psychological well-being ($r = .107$, $p = .039$), suggesting a weak positive correlation. However, no significant relationships were observed with leisure satisfaction, perceived physical shape, or overall exercise adherence ($p > .05$).

Table 16
Relationship of the Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative and Assessment of the Student Respondents on their Exercise Adherence

		Computed r	Sig	Decision on Ho	Interpretation
Health First Ideology	Leisure Satisfaction	.011	.826	Accepted	Not Significant
	Psychological Well-being	.107	.039	Rejected	Significant
	Perceived Physical Shape	-.026	.619	Accepted	Not Significant
	Total	.043	.406	Accepted	Not Significant
Interest Stimulation in Sports	Leisure Satisfaction	-.023	.655	Accepted	Not Significant
	Psychological Well-being	.105	.043	Rejected	Significant
	Perceived Physical Shape	.031	.556	Accepted	Not Significant
	Total	.054	.301	Accepted	Not Significant
Sport Participation	Leisure Satisfaction	-.117	.025	Rejected	Significant
	Psychological Well-being	-.011	.835	Accepted	Not Significant
	Perceived Physical Shape	-.124	.017	Rejected	Significant
	Total	-.106	.042	Rejected	Significant
Sports Skills Mastery	Leisure Satisfaction	-.005	.930	Accepted	Not Significant
	Psychological Well-being	-.105	.043	Rejected	Significant
	Perceived Physical Shape	-.041	.428	Accepted	Not Significant
	Total	-.070	.181	Accepted	Not Significant
Physical Health Promotion	Leisure Satisfaction	.219	.000	Rejected	Significant
	Psychological Well-being	.074	.157	Accepted	Not Significant
	Perceived Physical Shape	.011	.829	Accepted	Not Significant
	Total	.125	.016	Rejected	Significant

Mental Health Cultivation	Leisure Satisfaction	.322	.000	Rejected	Significant
	Psychological Well-being	.009	.856	Accepted	Not Significant
	Perceived Physical Shape	.065	.209	Accepted	Not Significant
	Total	.160	.002	Rejected	Significant
Social Adaptation	Leisure Satisfaction	.213	.000	Rejected	Significant
	Psychological Well-being	.092	.079	Accepted	Not Significant
	Perceived Physical Shape	.084	.105	Accepted	Not Significant
	Total	.164	.002	Rejected	Significant
Overall Extent of Implementation of "Healthy China" Initiative	Overall Exercise Adherence	370	.095	Accepted	Not Significant

Similarly, Interest Stimulation in Sports showed a weak but significant correlation with psychological well-being (r = .105, p = .043). The other components, including leisure satisfaction, perceived physical shape, and overall adherence, did not exhibit significant relationships (p > .05).

In contrast, Sport Participation demonstrated a negative but significant correlation with leisure satisfaction (r = -.117, p = .025) and perceived physical shape (r = -.124, p = .017). Additionally, the total score for Sport Participation was significantly correlated with overall exercise adherence (r = -.106, p = .042), indicating that higher participation levels might be linked to lower adherence in certain aspects.

For Physical Health Promotion, a significant positive correlation was found with leisure satisfaction (r = .219, p = .000) and overall exercise adherence (r = .125, p = .016), highlighting its importance in promoting adherence. However, no significant relationships were observed for psychological well-being or perceived physical shape (p > .05).

Mental Health Cultivation and Social Adaptation both showed significant positive correlations with leisure satisfaction (r = .322, p = .000 and r = .213, p = .000, respectively) and overall exercise adherence (r = .160, p = .002 and r = .164, p = .002, respectively). This suggests that students who perceive higher implementation of these components tend to have greater leisure satisfaction and overall exercise adherence.

Despite these individual correlations, the overall extent of implementation of the "Healthy China" Initiative did not show a significant relationship with overall exercise adherence (r = .095, p = .370). This implies that while specific components may influence aspects of exercise adherence, the initiative as a whole does not strongly predict overall adherence among students.

Summary of Findings, Conclusion and Recommendation

This chapter contains the summary of findings obtained through the conduct of this research. It also includes the conclusions and recommendations formulated by the researcher, which were based on the gathered and analyzed data.

4.1 Findings

4.1.1 Profile of the Respondents

In terms of sex, the majority of the student respondents are female.

Regarding grade level, the majority of the student respondents are in their first year.

In terms of academic program, the majority of the student respondents are in the Electronics and Information program.

4.1.2 Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiative

4.1.2.1 Health First Ideology

The highest-rated aspect was the provision of adequate resources and support for health-related initiatives (Mean = 3.58, SD = 0.60, "Very High"), indicating strong institutional backing for student health programs.

4.1.2.2 Interest Stimulation in Sports

The highest-rated aspect was the availability of diverse and engaging sports programs (Mean = 3.49, SD = 0.69, "High"), indicating the initiative's success in offering varied opportunities.

4.1.2.3 Sport Participation

The variety of sports clubs and teams received the highest rating (Mean = 3.73, SD = 0.59, "Very High"), demonstrating the program's effectiveness in offering diverse participation opportunities.

4.1.2.4 Sports Skills Mastery

The highest-rated aspect was providing opportunities for regular practice and skill refinement (Mean = 3.68, SD = 0.56, "Very High"), reflecting the initiative's strength in skill development. The lowest-rated aspect was promoting a growth mindset towards sports (Mean = 2.90, SD = 0.98, "High"), suggesting that more efforts are needed to encourage resilience and learning from setbacks. The composite mean of 3.31 (SD = 0.35, "High") indicates that while the program effectively supports skill mastery, enhancing mental resilience and motivation in sports training could be beneficial.

4.1.2.5 Physical Health Promotion

The highest-rated aspect was the promotion of regular physical activity habits among students (Mean = 3.60, SD = 0.72, "Very High"), indicating strong encouragement for physical activity. The lowest-rated aspect was the accessibility of health services for students (Mean = 2.85, SD = 0.85, "High"), suggesting room for improvement in providing direct healthcare support.

4.1.2.6 Mental Health Cultivation

The highest-rated aspect was integrating mental health awareness into educational programs (Mean = 3.50, SD = 0.65, "High"), indicating effective promotion of mental well-being. The lowest-rated aspect was the availability of mental health counseling services (Mean = 2.78, SD = 0.89, "High"), suggesting the need for enhanced mental health support. The composite mean of 3.22 (SD = 0.38, "High") reflects a favorable perception, with potential areas for improvement in mental health resources.

4.1.2.7 Social Adaptation

The highest-rated aspect was fostering teamwork and collaboration through sports and health activities (Mean = 3.55, SD = 0.70, "Very High"), demonstrating success in building social skills. The lowest-rated aspect was supporting students in overcoming social anxiety through health-related programs (Mean = 2.95, SD = 0.82, "High"), indicating that while social support is present, further targeted interventions could be beneficial. The composite mean of 3.30 (SD = 0.36, "High") suggests that the initiative supports social adaptation, with opportunities to strengthen interventions for students facing social challenges.

4.1.3 Assessment of the Student Respondents on their Exercise

Adherence

4.1.3.1 Leisure Satisfaction

Student respondents generally agreed that exercise positively influences their leisure satisfaction, with a composite mean of 3.34, indicating a high level of agreement. The highest-rated statement, "Regular exercise contributes positively to my leisure lifestyle" (M = 3.71, SD = .58), suggests that students view exercise as an integral part of an enjoyable and fulfilling leisure routine.

However, the lowest-rated statement, "Exercise helps me unwind and de-stress during leisure hours" (M = 2.79, SD = .86), indicates that not all students perceive exercise as a primary means of relaxation, as some may find it physically demanding rather than stress-relieving.

4.1.3.2 Psychological Well-being

The assessment of psychological well-being yielded a composite mean of 3.24, reflecting a high level of agreement on the mental and emotional benefits of exercise. The highest-rated statement, "Participating in exercise activities boosts my motivation and energy levels" (M = 3.70, SD = .55), highlights that students associate exercise with increased drive and vitality. Likewise, "Exercise serves as a positive outlet for expressing emotions and relieving tension" (M = 3.69, SD = .64) ranked second, emphasizing its role in emotional regulation. However, the lowest-rated statements, "Regular exercise improves my mood and emotional well-being" (M = 2.71, SD = .81) and "Exercise helps me manage stress and anxiety effectively" (M = 2.71, SD = .81), suggest that while students recognize the psychological benefits of exercise, they may not consistently experience significant improvements in mood or stress management.

4.1.3.3 Perceived Physical Shape

With a composite mean of 3.17, student respondents agreed that exercise contributes to their physical self-perception. The highest-rated statement, "I am more confident in my physical abilities when I prioritize exercise" (M = 3.55, SD= .66), indicates that students associate regular exercise with enhanced physical confidence. Similarly, "Regular exercise contributes to improvements in my physical appearance" (M = 3.43, SD = .75) ranked second, suggesting that students recognize the aesthetic benefits of an active lifestyle.

4.1.4 Significant Differences in the Assessment of the Student

Respondents on the Extent of Implementation of "Healthy China" Initiative

4.1.4.1 Sex

The analysis revealed a significant difference in Sport Participation (p = .022), with female respondents (M = 3.37) rating their participation higher than males (M = 3.29). This suggests that female students may feel more engaged in sports activities under the "Healthy China" initiative. No significant differences were found in Health First Ideology, Interest Stimulation in Sports, Sports Skills Mastery, Physical Health Promotion, Mental Health Cultivation, and Social Adaptation (p > .05), indicating similar perceptions between male and female respondents in these areas.

4.1.4.2 Grade

Significant differences were observed in Health First Ideology (p = .009), Mental Health Cultivation (p = .000), and Social Adaptation (p = .000). Fourth- year students rated Health First Ideology (M = 3.28) and Social Adaptation (M = 3.43) highest, while second-year students provided the lowest ratings (M = 3.03 and M = 3.15, respectively). Mental Health Cultivation was rated highest by third- year students (M = 3.23) and lowest by second-year students (M = 2.98). These findings suggest that upper-year students may have a stronger appreciation for the initiative's health and social benefits. No significant differences were found in other factors (p > .05).

4.1.4.3 Program

Significant differences were found in Sport Participation (p = .014), Sports Skills Mastery (p = .011), and Mental Health Cultivation (p = .030). Culture and Arts students rated Sport Participation (M = 3.40) and Mental Health Cultivation (M = 3.16) highest, while Education and Sports students had the lowest rating in Sport Participation (M = 3.23). However, Education and Sports students rated Sports Skills Mastery highest (M = 3.44), while Culture and Arts students had the lowest rating (M = 3.28). These results suggest that different academic programs may influence students' engagement and perceived benefits from

the initiative. No significant differences were found in other factors ($p > .05$).

4.1.5 Significant Differences in the Student Respondents on their

Exercise Adherence

4.1.5.1 Sex

The analysis found no significant differences in exercise adherence between male and female respondents across all factors: Leisure Satisfaction, Psychological Well-being, Perceived Physical Shape, and Overall Assessment ($p > .05$). Both groups reported similar levels of enjoyment in exercise-related leisure activities, psychological benefits, and perceptions of physical condition. The overall assessment further confirmed that males and females adhere to exercise at comparable levels.

4.1.5.2 Grade

There were no significant differences in exercise adherence across grade levels for Leisure Satisfaction, Psychological Well-being, and Overall Assessment ($p > .05$). Although fourth-year students had slightly higher ratings in Leisure Satisfaction and Psychological Well-being, these differences were not statistically significant. However, a minor difference was observed in Perceived Physical Shape ($p = .007$), with first- and fourth-year students rating their physical condition slightly higher than second- and third-year students. Despite this, the overall findings suggest that exercise adherence is relatively stable across all grade levels.

4.1.5.3 Program

The assessment revealed no significant differences in Leisure Satisfaction, Psychological Well-being, and Overall Exercise Adherence across academic programs ($p > .05$). However, a significant difference was noted in Perceived Physical Shape ($p = .031$), with Culture and Arts students reporting a more positive self-assessment of their physical condition compared to Electronics and Information students. This suggests that students in arts-related programs may have a higher perception of their fitness levels. Overall, exercise adherence remains consistent across academic programs, with only minor variations in physical self-perception.

4.1.6 Relationship of the Assessment of the Student Respondents on the Extent of Implementation of "Healthy China" Initiativen and Assessment of the Student Respondents on their Exercise

Adherence

A significant positive correlation was found between Health First Ideology and Psychological Well-being ($r = .107$, $p = .039$), indicating that students who perceived a stronger emphasis on health-first ideology also reported better psychological well-being. However, no significant relationships were found with Leisure Satisfaction, Perceived Physical Shape, or Overall Exercise Adherence.

Interest Stimulation in Sports was significantly correlated with Psychological Well-being ($r = .105$, $p = .043$), but not with other aspects of exercise adherence. In contrast, Sport Participation showed a negative correlation with both Leisure Satisfaction ($r = -.117$, $p = .025$) and Perceived Physical Shape ($r = -.124$, $p = .017$), suggesting that higher participation levels may be linked to lower satisfaction and perceived fitness. Additionally, Sport Participation was negatively associated with Overall Exercise Adherence ($r = -.106$, $p = .042$).

Physical Health Promotion was significantly related to Leisure Satisfaction ($r = .219$, $p = .000$) and Overall Exercise Adherence ($r = .125$, $p = .016$), emphasizing its role in promoting adherence. Similarly, Mental Health Cultivation ($r = .322$, $p = .000$) and Social Adaptation ($r = .213$, $p = .000$) showed strong positive correlations with Leisure Satisfaction, as well as with Overall Exercise Adherence ($r = .160$, $p = .002$ and $r = .164$, $p = .002$, respectively).

Despite these significant relationships with specific components, the overall extent of implementation of the "Healthy China" Initiative did not show a significant correlation with Overall

Exercise Adherence (r = .095, p = .370). This suggests that while certain aspects of the initiative influence exercise adherence, the initiative as a whole does not strongly predict overall adherence among students.

4.2 Conclusion

1. The demographic profile of the student respondents showed that the majority of the student respondents are female, in their first year, and in the Electronics and Information program.

2. The findings indicate that the "Healthy China" initiative is generally well- implemented across various dimensions, with composite means ranging from 3.18 to 3.33, all interpreted as "High." Strengths of the program include resource provision, diverse sports opportunities, skill development, and physical and mental health promotion.

3. The findings indicate that students acknowledge the positive impact of exercise on their leisure satisfaction, psychological well-being, and perceived physical shape. While exercise is generally viewed as beneficial, individual perceptions vary, particularly regarding stress relief and noticeable physical changes.

4. The findings indicate that significant differences exist in students' assessment of the "Healthy China" initiative based on sex, grade level, and academic program, with female students perceiving higher sport participation, upper-year students valuing health and social benefitsmore, and program-specific variations in sport participation, skills mastery, and mental health cultivation, while other factors showed no significant differences.

5. The findings indicate that exercise adherence is generally consistent across sex, grade level, and academic program, with no significant differences in leisure satisfaction, psychological well-being, or overall adherence, except for minor variations in perceived physical shape among certain grade levels and academic programs.

6. The findings suggest that specific components of the "Healthy China" Initiative, such as Health First Ideology, Interest Stimulation in Sports, Physical Health Promotion, Mental Health Cultivation, and Social Adaptation, are positively associated with aspects of exercise adherence, particularly psychological well-being and leisure satisfaction; however, the overall implementation of the initiative does not significantly predict students' overall exercise adherence

4.3 Recommendations

1. Since a stronger emphasis on Health First Ideology is linked to better psychological well-being, schools and universities should integrate health-focused education into curricula and extracurricular activities to reinforce students' awareness and motivation for maintaining a healthy lifestyle.

2. As interest in sports positively correlates with psychological well-being, institutions should introduce diverse sports programs, provide engaging activities, and promote recreational sports opportunities to sustain students' enthusiasm for physical activity.

3. Given that higher sport participation was linked to lower leisure satisfaction and perceived physical shape, educators and trainers should ensure that training intensity and workload are balanced, focusing on student enjoyment and self-perception to maintain motivation.

4. Since Physical Health Promotion and Mental Health Cultivation positively influence leisure satisfaction and exercise adherence, schools should implement more structured wellness programs, counseling services, and relaxation techniques to holistically support students' well-being.

5. As Social Adaptation was found to be associated with higher leisure satisfaction and exercise adherence, institutions should create more opportunities for team-based sports, group fitness activities, and social engagement through physical education to foster a sense of community and belonging.

6. While specific components showed positive effects, the overall initiative did not significantly predict exercise adherence. Therefore, a more integrated approach that connects all aspects of the initiative—health education, structured fitness programs, and psychological support—should be developed to maximize its effectiveness.

7. Since differences were observed across sex, grade level, and academic programs, policymakers should consider designing targeted health and exercise initiatives that cater to the specific needs and preferences of

different student groups to enhance participation and adherence.

Proposed Development Plan For The Integration Of The "Healthy China" Initiative

I. Rationale of the Program

The "Healthy China" initiative is a national strategy aimed at promoting health awareness, physical activity, and overall well-being among individuals, particularly students. Recognizing the crucial role of educational institutions in fostering a health-conscious society, this proposed development plan seeks to enhance the integration of the initiative within the school setting. The findings of the study revealed varying levels of student participation, perceptions, and adherence to exercise and health-related activities, highlighting the need for a structured approach to optimize the impact of the "Healthy China" initiative.

This development plan is designed to address key areas such as the promotion of a health-first ideology, increasing student interest in sports, balancing participation with satisfaction, and strengthening both physical and mental health programs. Additionally, the plan emphasizes fostering social adaptation through sports and tailoring activities based on demographic

differences such as gender, grade level, and academic programs. By implementing targeted strategies, schools can create a more inclusive and engaging environment that encourages students to adopt healthier lifestyles.

II. Objectives

This proposed development plan for the integration of the "Healthy China"initiative intends to equip teachers with the appropriate skills which they can utilize and optimize in the exercise of their inherent role.

Specifically, the proposed development plan for the integration of the "Healthy China" initiative below needs to be implemented, monitored and evaluated for all the concerned stakeholders.

Key Result Area	Activity/ies	Persons Involved	Performance Indicators	Budget
Promotion of Health First Ideology	Conduct health education seminars and campaigns; integrate health topics in PE and general education subjects.	School administrators, PE teachers, health professionals	Increased awareness and positive attitudes towards health-first ideology (measured through surveys).	RMB 30,000
Enhancing Interest in Sports	Organize inter-school sports festivals, recreational sports events, and interest-based sports clubs.	Sports coordinators, student leaders, coaches	Higher participation rates in sports activities; increased student engagement in sports clubs.	RMB 50,000

Balancing Sport Participation and Satisfaction	Implement personalized training programs that balance intensity and enjoyment; introduce flexible physical activity options.	PE instructors, sports coaches, student wellness advisors	Improved student perception of physical fitness and satisfaction (measured through feedback surveys).	RMB 60,000
Strengthening Physical and Mental Health Programs	Establish structured wellness programs, mental health workshops, and fitness challenges.	Counselors, wellness coaches, school health officials	Higher participation in wellness programs; improved student self-reported well-being.	RMB 40,000
Fostering Social Adaptation through Sports	Implement team-building exercises, collaborative fitness activities, and mentorship programs.	PE instructors, student mentors, club facilitators	Increased social engagement and cooperation among students (measured through peer interaction reports).	RMB 50,000
Comprehensive Integration of the "Healthy China" Initiative	Develop a unified framework connecting physical health, mental well-being, and sports engagement; incorporate policies supporting holistic health.	School administrators, policymakers, educators	Higher overall exercise adherence and program effectiveness (measured through longitudinal assessments).	RMB 80,000
Tailoring Programs Based on Student Demographics	Design targeted interventions based on gender, grade level, and academic program preferences.	Research committees, student representatives, school officials	Increased participation and satisfaction among diverse student groups.	RMB 50,000

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