

Exploring Occupational Balance, Well-Being, and Healthy Lifestyle Competence Among University Students in Taiwan

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Introduction

- **Growing Concern: University students' mental health has gained increasing attention globally.**
- **Multifaceted Stressors** (Abouserie, 1994; Ross et al., 1999)
 - Academic: Exams, heavy school work.
 - Social & Financial: Peer interactions and economic stress.
 - Daily Challenges: Time management and commuting.

From an occupational therapy perspective

→ Mental health challenges among university students are closely linked to occupational balance and the competence to maintain healthy lifestyle routines.

Study Objectives

This study aims to:

- 1. Explore the Status:** Investigate the current state of occupational balance, well-being, and healthy lifestyle competence among Taiwanese university students.
- 2. Identify Influences:** Examine how demographic variables (e.g., gender, grade level) are associated with occupational balance, well-being, and healthy lifestyle competence.
- 3. Analyze Relationships:** Explore the inter-relationships among occupational balance, well-being, and healthy lifestyle competence.

Methods

Participants & Procedure

- **Design:** Cross-sectional study using convenience sampling
- **Recruitment Period:** At the beginning of each spring semester from 2022 to 2024
- **Recruitment Channels:** University courses and online platforms
- **Participants:** University students

Methods

Instruments

- **Demographics:** gender, college, grade level, living status and family economic status
- **Occupational Balance:** Occupational Balance Questionnaire 11-Chinese version (OBQ11-C) (Chen et al., 2025)
- **Well-Being:** Taiwanese version of the World Health Organization-Five Well-Being Index (WHO-5) (Lin et al., 2013)
- **Lifestyle Competence:** Healthy Occupation & Lifestyle Competence Scale (HoLCS) (Yeh et al., 2025)
 - Willingness for a Healthy Lifestyle
 - Lifestyle Adjustment Skills

Hsin-Chun Yeh, Chun-Yu Lin, & Ling-Hui Chang (2025).
Development and Validation of Healthy Occupation & Lifestyle
Competence Scale (HoLCS) Among College Students. *Taiwan
Occupational Therapy Journal*, 43(1), 25-47.
[https://doi.org/10.6594/TJOT.202504_43\(1\).0002](https://doi.org/10.6594/TJOT.202504_43(1).0002)

Data Analysis

- 1. Descriptive Statistics:** Mean, standard deviation, and percentage were used to describe participant characteristics.
- 2. ANOVA:** Used to examine the correlation of demographic characteristics and OBQ11-C, WHO-5-TW, and HoLCS scores.
- 3. Pearson Correlation:** Used to explore the correlations among occupational balance, well-being, and healthy lifestyle competence.

Results-1. Investigate the current state of occupational balance, well-being, and healthy lifestyle competence among Taiwanese university students.

Table 1 (n=280)

	N	%	Range	Mean	SD
Gender					
Male	134	48			
Female	146	52			
College					
Liberal Arts	19	6.8			
Social Sciences	89	31.8			
STEM	172	61.4			
Grade					
First-year & Second-year	170	60.7			
Third-year and above	110	39.3			
Living status					
Off-campus rental	157	56			
ON-campus rental	123	44			
Family economic status					
Better than average	104	37.1			
About the same as average	139	49.6			
Worse than average	37	13.2			
Scores of questionnaires					
Occupational Balance Questionnaire			0-33	17.9	4.5
WHO-5-TW			0-25	14.9	4.4
HoLCS-Willingness for a Healthy Lifestyle			5-50	30.4	8
HoLCS-Lifestyle Adjustment Skills			4-40	24.7	6.7

Gender distribution was balanced

Students were drawn from **multiple academic fields**, with a majority from STEM disciplines.

Most participants were first- and second-year students.

Mean WHO-5 score was **close to the clinical cut-off (<13)** for poor well-being.

Both HoLCS subscales were at a **moderate level**.

Results-2. Differences in Occupational Balance, Well-being, and Healthy Lifestyle Competence Across Demographic Groups

Table 2

Demographics (n=280)	occupational balance		well-being		willingness		skills	
	Mean(SD)	p-value	Mean(SD)	p-value	Mean(SD)	p-value	Mean(SD)	p-value
Gender		0.295		0.236		0.352		0.797
Male	17.6(4.82)		14.6(4.13)		30.9(9.08)		24.6(7.39)	
Female	18.2(4.15)		15.2(4.65)		30.0(6.93)		24.8(5.97)	
College		0.265		0.932		0.498		0.929
Liberal Arts	18.4(4.43)		14.9(4.61)		30.9(8.47)		25.0(7.28)	
Social Sciences	18.5(4.35)		15.1(4.71)		31.1(7.59)		24.8(6.69)	
STEM	17.6(4.55)		14.8(4.25)		29.9(8.21)		24.5(6.64)	
Grade		0.085		0.006**		0.003**		0.006**
First-year & Second-year	18.3(4.40)		15.5(4.33)		31.5(7.95)		25.6(6.47)	
Third-year and above	17.3(4.58)		14.0(4.40)		28.6(7.86)		23.3(6.79)	
Living status		0.328		0.079		0.69		0.449
Off-campus rental	17.7(4.52)		14.5(4.60)		30.2(8.15)		24.4(6.83)	
ON -campus rental	18.2(4.44)		15.4(4.11)		30.6(7.90)		25.0(6.49)	
Family economic status		0.286		0.361		0.283		0.456
Better than average	17.5(4.17)		14.6(4.51)		29.9(7.96)		24.9(6.29)	
About the same as average	18.3(4.60)		15.3(4.23)		31.1(8.37)		24.8(7.18)	
Worse than average	17.5(4.43)		14.3(4.61)		29.2(6.73)		23.5(5.78)	

* p < 0.05, ** p < 0.01

The score range for each scale is as follows:

1. occupational balance-OBQ11_C (0–33)
2. well-being-WHO-5-TW (0–25)
3. willingness for a healthy lifestyle-HoLCS (5-50)
4. lifestyle adjustment skills-HoLCS (4-40)

These ranges represent the minimum and maximum possible scores for each scale, rather than the observed range of participants' scores in this study. Higher scores are better.

Results-3. Correlations Among Occupational Balance, Well-being, and Healthy Lifestyle Competence

Table3

Questionnaires (n=280)	occupational balance	well-being	willingness	skills
occupational balance	-			
well-being	0.550***			
willingness	0.632***	0.507***	-	
skills	0.535***	0.373***	0.758***	-

* $p < .05$, ** $p < .01$, *** $p < .001$.

Occupational balance (OBQ11-C), well-being (WHO-5-TW), willingness and skills (HoLCS).

Discussion-1

Overall Well-being and Lifestyle Competence

- The mean WHO-5-TW score (14.9) was close to the clinical cut-off for poor well-being(13) (Topp et al., 2015) , suggesting **potential hidden mental health risks among students.**
- **Lower well-being among senior students** may be related to transition-related stress, such as graduation anxiety and career uncertainty (Wu et al., 2023).
- Lifestyle competence (HoLCS) showed moderate levels (Yeh et al., 2025) in both willingness and lifestyle adjustment skills; however, interpretation is limited due to the lack of normative data.
- Relatively lower HoLCS scores were also observed among senior students, indicating a need for further investigation during academic transitions.

Discussion-2

Implications of Lifestyle-Related Motivation

	willingness	skills
well-being	0.507***	0.373***

These findings suggest that lifestyle-related willingness, **reflecting understanding, valuing, and self-efficacy**, may play a more critical role in student well-being than practical lifestyle skills alone.

Conclusion

- **University student well-being may be at risk, particularly among senior students.**
- **Willingness for a healthy lifestyle was positively associated with well-being, especially among senior students.**



Thank you for listening. Questions and suggestions are welcome.

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