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**Promotion of Holistic Well-being of Students in Private**

**Institution of Higher Education in Hong Kong**

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**Abstract**

Students in private self-financing institutions of higher education are experiencing a high level of academic stress. Their holistic well-being is deleteriously affected. **Objectives:** This study organized an integrated body-mind-spirit (BMS) intervention to promote holistic well-being of students in private institutions, with a view to strengthen their resilience to cope with the academic stress. **Methods:** A multidimensional holistic well-being scale was used as an outcome measure to evaluate the efficacy of the integrated BMS intervention. A total of 67 students (age = 21.4 years, SD = 2.0, 34.3% males) participated in the intervention. Another 64 students (age = 22.1 years, SD = 3.7, 40.3% males) who did not participate in the intervention served as a comparison group. The intervention programme consisted of four 2-day workshops, with 14-18 students participated in each workshop. Each workshop involved group activities (e.g., drawing, meditation, letter writing, singing, sharing of experience, and bodily exercise (e.g., Taiji-quan, Yoga) aimed to foster mindful awareness and inner strength, to promote care and forgiveness, and to face challenges in life. **Results:** A 2-way repeated measures ANOVA revealed that the various components of holistic well-being of students in the intervention group were promoted significantly, with Cohen’s effect size ranged from 0.56 to 1.10. No significant changes were observed among students in the comparison group. **Conclusion:** Efficacy of the integrated BMS intervention was empirically demonstrated. With holistic well-being promoted significantly, students of private institutions should cope with their academic stress with greater resilience.

**Keywords:** Academic stress, body-mind-spirit intervention, higher education, holistic well-being