

Interpretation of the Value of Physical and Mental Well-being in Supporting Adolescents' Sustainable Future Development

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ABSTRACT

The social environment and educational ecology in the new era are constantly evolving, and the growth context of teenagers has become increasingly diverse and complex. The academic competition is becoming increasingly fierce, the quality of online information is uneven, and social value concepts are intertwined and collide. Many external factors have jointly triggered real problems such as some teenagers' psychological imbalance and lagging development of their qualities. The traditional single health cognition and the exam-oriented education model that emphasizes scores and neglects qualities have long been unable to meet the all-round and long-term growth demands of teenagers. This study takes the group of primary and secondary school students as the research object, roots itself in the practical practice of basic education, combines the core theories of adolescent education and developmental psychology, and from four dimensions of physiological foundation, psychological empowerment, physical and mental coordination, and resilience accumulation, deeply explores the intrinsic enabling value of physical and mental well-being for the sustainable growth of teenagers. In combination with the actual education in primary and secondary schools, it identifies the existing practical problems such as the formalization of campus physical and mental education and the absence of the linkage mechanism between home, school, and society for education. The study finds that high-quality physical and mental qualities are an important support for students' steady progress in academic studies, the formation of a sound personality, and the cultivation of social adaptability. They can continuously strengthen the core strength for individual lifelong development. Based on the three-in-one educational scenario of school, family, and society, this paper proposes practical optimization strategies that are suitable for the actual operation of primary and secondary schools, which can provide practical references for the regular promotion of teenagers' physical and mental health education and the construction of a comprehensive quality cultivation system.

KEYWORDS

Teenager; Physical and mental well-being; Sustainable development; Educational Development Path; Growth and Development.

1. INTRODUCTION

The teenage years represent a crucial period for physical and mental development, personality formation, and value establishment. The habits, psychological states, and thinking patterns formed during this stage will be deeply imprinted in an individual's growth trajectory and exert a profound and lasting influence on their lifelong development. Adolescents possess a strong ability to adapt to their environment, and the influence of their growth atmosphere and stage-based educational guidance jointly determines their comprehensive potential for development and the quality of their growth. Looking at the current basic education ecosystem, most educational entities are still trapped in the shackles of "exam-oriented" evaluation, using test scores as the core criterion for evaluating

students' development. This one-sided evaluation mindset has significant limitations. The fluctuations in academic performance during different stages cannot define the height of a student's growth; stable physical and mental states, sound psychological qualities, and good behavioral habits are the core elements that support teenagers to progress steadily and reach their goals.

The widespread use of the internet and social transformation have reshaped the growth landscape of contemporary teenagers. Their growth pressure is no longer limited to a single academic aspect but presents diversified, covert, and normalized characteristics. Intense competition for admission, fragmented online information, and complex social ideologies continue to impact the cognitive systems of teenagers who are still immature. Influenced by multiple factors, many teenagers encounter growth problems such as physical decline, weak emotional regulation, and insufficient resilience to pressure. Based on first-hand teaching observations, most students have a solid foundation in their subjects, but their physical and mental development rhythms do not match the academic advancement rhythm. Facing sudden situations such as academic pressure, interpersonal conflicts, and environmental changes, they are prone to falling into states of academic burnout, emotional anxiety, and self-damage, completely disrupting the healthy growth rhythm [1].

Our basic education has long had a structural deviation of emphasizing intellectual education while neglecting aesthetic education qualities. The focus of family and school education is overly concentrated on improving academic performance, while the attention to the regular cultivation of teenagers' physical and mental qualities is insufficient. Core courses such as campus sports and mental health, which empower growth, are often crowded out by cultural courses, and physical and mental education becomes superficial, failing to truly solve students' growth problems. At the same time, the current education evaluation system overly relies on quantitative indicators such as scores and admission, and the implicit educational work such as psychological counseling, character cultivation, and habit formation is long marginalized, directly leading to the one-sided development of teenagers and the imbalance of their physical and mental development. Based on the current educational situation and shortcomings in education and nurturing in basic education, exploring the enabling logic of physical and mental well-being for the sustainable growth of teenagers, and constructing a complete home-school-community collaborative physical and mental nurturing system, has distinct contemporary value and practical significance.

2. DEFINITION OF CORE CONCEPTS

2.1 The Physical and Mental Well-being of Teenagers

The traditional understanding of health among the general public is often one-sided. For a long time, they have equated physical absence of organic diseases with health, while neglecting the crucial role of mental health and social adaptability in the comprehensive development of individuals. This narrow concept of health has long been unable to meet the educational goals of modern education and the all-round growth needs of teenagers [2]. The three-in-one health concept proposed by the World Health Organization, which integrates physical, psychological, and social adaptation, breaks the single standard of physical health assessment and builds a three-dimensional, all-round modern health evaluation system. It also provides core theoretical support for this study in defining the physical and mental well-being of teenagers.

The physical and mental well-being of teenagers has distinct age-specific characteristics, different from the health model for adults that focuses on disease prevention and physical maintenance, and is more inclined to the dynamic nourishment and continuous optimization during the growth process. Its core essence lies in the dual empowerment and symbiotic development of physical and mental health, with both being mutually supportive and indispensable. Strong physiological functions provide physical support for teenagers' daily academic studies, participation in campus activities, and exploration of social practices; stable and healthy psychological states help individuals relieve

negative emotions, calmly cope with growth pressure, and build harmonious interpersonal relationships, jointly safeguarding the healthy growth of teenagers.

From a physiological perspective, a healthy physical and mental state is manifested as regular sleep habits, energetic mental state, and stable physical energy reserves, which can flexibly adapt to the regular academic pressure and diverse campus life. From a psychological perspective, sound self-awareness, stable emotional regulation, and good tolerance to setbacks are the core manifestations of mental health, helping individuals quickly eliminate negative emotions, adapt to the dynamic changes of the growth environment. In summary, the physical and mental well-being of teenagers is not simply a state of no disease or anxiety, but a comprehensive state that enables individuals to adapt to campus growth, achieve self-evolution, and maintain long-term positive development [3].

2.2 The Sustainable Development of Young People in the Future

The traditional educational mindset often equates the growth and development of teenagers with the improvement of academic scores, pursuing short-term academic achievements in a one-sided manner, which greatly restricts the profound value of educational work for teenagers. For the sustainable future development of teenagers, with individual lifelong growth as the core orientation, we should completely break away from the short-term utilitarian educational, not being limited to the academic performance during the primary and secondary school stage, but paying more attention to the stability, continuity and growth potential of individual growth. Its core connotation is to achieve all-round and long-term advancement in students' knowledge, abilities, character and thinking, rather than a single increase in academic figures [4].

The connotation of teenagers' sustainable development is rich and diverse. Besides the accumulation of basic subject knowledge, environmental adaptability, problem-solving ability, resilience in the face of setbacks and sound personality cultivation are all indispensable core components. Nowadays, many teenagers have a common problem of "excellent academic performance but insufficient development potential", and it is difficult for them to continuously break through when entering higher education and social scenarios. The root cause lies in the excessive emphasis on intellectual development in the basic education stage, while neglecting the cultivation of physical and mental qualities and comprehensive abilities. Teenager's growth is a dynamic process of continuous self-correction and self-accumulation. The good qualities such as self-discipline, resilience and openness cultivated during the growth stage will be transformed into core abilities that are useful for a lifetime, which is also the core essence of teenagers' sustainable development [5].

3 PHYSICAL AND MENTAL WELL-BEING UNDERPINS THE CORE VALUE OF SUSTAINABLE DEVELOPMENT FOR YOUNG PEOPLE.

3.1 Physical Well-being: Building the Material Foundation for Growth

A strong physique is the prerequisite for all learning, exploration and practical activities of teenagers. All growth behaviors, such as classroom study, knowledge exploration, sports activities and social practice, are supported by stable and abundant physical strength. The period of adolescence is a crucial window for physical development, physical energy reserve and the improvement of the immune system. The lifestyle patterns and exercise habits formed during this stage have long-term continuity and profoundly influence an individual's lifelong development status and quality of life.

By observing the daily learning situation in schools, it is easy to find that students who persist in physical exercise and have good physical fitness have greater concentration in class, more active thinking and a more energetic state, and can calmly cope with the high-intensity academic pressure. On the contrary, students with irregular schedules and long-term lack of exercise mostly have problems such as listlessness, slow thinking and lack of energy, which directly lower the efficiency

of classroom learning and the overall academic quality [6]. Physical exhaustion can lead to lagging academic progress, and the academic gap will breed anxiety, forming a vicious cycle of physical and mental development, ultimately resulting in a growth gap and imbalance in development for the individual.

The empowering value of physical health runs throughout one's life. The solid physical foundation accumulated during adolescence can support an individual to cope with the high-intensity development pace of subsequent academic advancement and career struggle. Most adults facing career burnout, lack of energy and development stagnation, when traced to their root causes, mostly stem from the physical shortcomings caused by bad living habits during adolescence. Regular physical health education and health behavior guidance can help teenagers develop a self-disciplined lifestyle, continuously improve physical fitness and adaptability to the environment, and lay a solid material foundation for the individual's lifelong sustainable development [7].

3.2 Psychological Well-being: Activating the Internal Drive for Growth

Psychological quality is the core endogenous force that determines the stability of a teenager's growth and the upper limit of their development. It profoundly influences the growth rhythm and advancement quality of an individual. Due to the immaturity of their psychological development, teenagers have delicate and sensitive emotional perception and their cognitive system is still in the process of improvement. They are highly susceptible to external evaluations, setbacks, and environmental changes, which can cause continuous emotional fluctuations and subsequently affect academic progress and overall growth status.

The contemporary growth pressure of teenagers is diverse and concentrated. The anxiety of academic advancement, the confusion in interpersonal relationships, and the in self-awareness all intertwine, easily leading to internal psychological consumption and the accumulation of negative emotions. Most students have slow academic progress and large fluctuations in grades, not because of insufficient intelligence or learning ability, but because a large amount of energy is consumed in ineffective emotions such as anxiety, inferiority complex, and indecision. Students with a positive and stable mindset can rationally view academic gains and losses and interpersonal differences, quickly relieve and dissolve negative emotions, and always focus their core energy on knowledge accumulation and self-improvement, resulting in a more stable and efficient growth rhythm [8].

Challenges and difficulties are the norm on the path of teenagers' growth, and they are also important opportunities to temper one's character, strengthen willpower, and enhance resilience to pressure. Students with excellent psychological qualities can dialectically view setbacks, actively review problems and fill in shortcomings, achieving step-by-step and steady growth. However, students with fragile psychology and weak resilience are prone to developing a slack and negative mindset when facing growth difficulties, exhibiting behaviors such as disliking school, avoiding responsibilities, and giving up, which can interrupt the positive development process. Stable and excellent psychological well-being can help teenagers build a positive cognitive system, break through growth bottlenecks, and provide continuous spiritual nourishment and internal motivation for the individual's long-term sustainable development [9].

3.3 Mind-body Synergy: Facilitating the Socialization and Growth of Teenagers

The growth of teenagers is a comprehensive and multi-faceted advancement process, not merely an improvement in academic performance. The cultivation of socialization skills is an indispensable core component in their growth framework. Socialization abilities such as interpersonal communication, teamwork, and environmental adaptation not only affect the quality of integration of teenagers in the school community but also determine their social adaptability and career development level in adulthood. The harmonious and positive development of the body and mind is the key prerequisite for teenagers to successfully complete the socialization transformation during adolescence.

Teenagers with balanced physical and mental development tend to have cheerful and open personalities, positive and optimistic moods, and possess good empathy and communication skills [10]. They can quickly integrate into the class community and establish harmonious and amicable relationships with teachers and classmates. In various campus scenarios such as cooperative exploration, sports competitions, and public welfare practices, these students' problem-solving abilities, teamwork skills, and language expression abilities can be fully honed. Such practical skills cannot be acquired through theoretical study of books; they are the core accumulation of teenagers' socialization growth and an important advantage for individuals to participate in future social competition.

Teenagers with imbalanced physical and mental development are prone to negative personality traits such as isolation, sensitivity, and irritability. They have weak emotional control abilities and struggle to maintain harmonious and stable interpersonal relationships. Persistent difficulties in integrating into the collective and frequent interpersonal conflicts will continuously increase psychological burdens, causing individuals to fall into self-isolation and narrow cognition, forming a vicious cycle of weakened physical and mental conditions, social regression, and restricted development. This seriously hinders the all-round improvement of comprehensive qualities. The coordinated cultivation of physical and mental development can effectively fill the personality shortcomings and social weaknesses of teenagers, enhance their adaptability to the environment, and help them smoothly complete the socialization transition during adolescence.

3.4 Long-term Physical and Mental Well-being: Cultivating Lifelong Growth Resilience

At present, there is a common short-sighted perception in both schools and families regarding education. They overly focus on the temporary physical and mental states of teenagers, simply equating "no diseases" and "no psychological problems" with health, while neglecting the long-term cultivation value of physical and mental qualities. Physical and mental well-being is not a temporary state of excellence; rather, it is a core quality that can be accumulated over a long period and be beneficial throughout one's life. Its deep educational value far exceeds short-term academic achievements [11].

The core abilities such as environmental adaptation, emotional self-healing, and resistance to setbacks in individuals after reaching adulthood are all rooted in the physical and mental qualities accumulated during the teenage years. A strong body, self-discipline habits, and an optimistic and resilient mindset will gradually solidify into the individual's stable personality traits, continuously supporting growth and advancement in all stages of life. Some teenagers may not have outstanding academic performance in primary and secondary school, but they have great potential for development in the future and a faster advancement rate. The core advantage lies in the solid physical and mental qualities and strong growth resilience cultivated during adolescence.

The campus growth environment is relatively pure, with less complex competition pressure and environmental changes. However, in adulthood, the development scenarios are complex and diverse, facing intense competition, multiple pressures, and various development challenges. The physical and mental advantages accumulated during the teenage years can be transformed into lifelong stress resistance and adaptability, helping individuals break through growth bottlenecks and resolve development problems. Currently, problems such as teenagers' disinterest in learning, emotional breakdown, and passive resignation are prevalent. The essence of this is the lack of long-term physical and mental cultivation and the imbalance in physical and mental development, resulting in these issues. A complete physical and mental quality can build a solid growth protection mechanism for teenagers, effectively avoiding various development risks and achieving mutual empowerment and collaborative progress in individual growth and social talent cultivation [12].

4 OPTIMAL PATH FOR CULTIVATING THE PHYSICAL AND MENTAL WELL-BEING OF ADOLESCENTS

4.1 The School has Established a Regular System for Physical and Mental Development.

As the core platform for educating teenagers, schools need to completely reverse the utilitarian educational pattern that emphasizes intellectual education while neglecting character cultivation. Currently, the physical and mental education courses in most primary and secondary schools are merely formalities, often being crowded out by other subjects, and the teaching content lacks specificity and practicality, making it difficult to achieve practical results. Schools need to deepen the reform of integrating the five aspects of education, optimize and improve the comprehensive evaluation system for students, break away from the single evaluation orientation of focusing solely on scores, and incorporate physical and mental qualities, daily behavior performance, and comprehensive practical abilities into the diversified evaluation framework. They should establish an educational philosophy of comprehensive education [13].

Schools need to strictly implement the policy of reducing burden and increasing efficiency, streamline low-efficiency and redundant academic tasks, and effectively reduce the burden on students, ensuring the regular and high-quality implementation of physical education and mental health courses. Relying on various carriers such as theme class meetings, school-based courses, campus practical activities, and quality expansion, they should regularly carry out practical teaching such as emotion regulation, stress relief, adversity education, and interpersonal communication guidance, helping students master scientific psychological adjustment methods. At the same time, they should establish a refined campus psychological assistance mechanism, accurately screen and dynamically monitor students' psychological states, achieving early detection, intervention, and guidance of psychological problems, and providing comprehensive protection for the healthy growth of teenagers' physical and mental health.

4.2 Families Should Establish a Scientific Concept of Raising Children.

Family education has the advantage of subtle and imperceptible influence, and it is an indispensable foundation for nurturing young people that cannot be replaced by school education. It plays a decisive role in the physical and mental development and personality formation of teenagers. The widespread educational anxiety nowadays mostly stems from families. Most parents are overly obsessed with their children's test scores and rankings, while neglecting their emotional changes and psychological needs. The long-term high-pressure control and utilitarian cultivation of the educational model is an important cause of the frequent occurrence of psychological problems among teenagers [14].

Parents need to actively update their educational cognition, abandon the short-sighted obsession with test scores, and focus on the long-term development and comprehensive quality improvement of their children. In daily family education, create an inclusive, relaxed, warm and positive family atmosphere, actively pay attention to children's emotional fluctuations and psychological states, respect the growth laws and individual differences of teenagers. Focus on cultivating children's self-discipline awareness, optimistic attitude and resilience to pressure, guide them to form regular schedules, persist in exercise and other good living habits, and build the foundation of teenagers' physical and mental health from the family dimension.

4.3 Building a Clean and Conducive Educational Environment for Society

The social environment is an important external nurturing ground for the growth of teenagers, exerting a subtle and profound influence on their physical and mental development and character formation [15]. The current complex and vulgar online information, excessive internal competition

in society, and the widespread educational anxiety are continuously impacting the cognitive system of teenagers, causing negative erosion to their physical and mental development and disrupting the positive educational ecosystem. Purifying the environment for the growth of teenagers is a crucial link in improving the collaborative education system between families, schools and society, and implementing the cultivation of physical and mental qualities.

Relevant regulatory authorities and social institutions need to strengthen the governance of the online environment, rectify vulgar and negative, utilitarian and negative online content, and block the misleading influence of harmful information on teenagers' cognition and physical and mental harm. At the same time, they should actively disseminate diverse and inclusive educational concepts, weaken the utilitarian social atmosphere of only focusing on scores and academic achievements, and alleviate the overall educational anxiety [16]. Efforts should be made to build a clear, positive and diverse inclusive social educational ecosystem, providing high-quality external guarantees for the cultivation of teenagers' physical and mental qualities and comprehensive abilities, and helping teenagers achieve sustainable and high-quality positive development.

5 CONCLUSION

This study systematically expounds the enabling mechanism and core value of physical and mental well-being for the sustainable development of teenagers from four dimensions: physiological support, psychological empowerment, physical and mental synergy, and resilience accumulation. Physical and mental health literacy provides comprehensive support for teenagers' academic improvement, the cultivation of a sound personality, and the formation of socialization skills, serving as the core foundation for accumulating lifelong growth capabilities. From the perspective of the current situation of basic education practice, there are still many shortcomings in the physical and mental education work in primary and secondary schools. Issues such as the utilitarian nature of the educational concepts, the imperfect home-school-community collaboration mechanism, and the incomplete physical and mental cultivation system are widespread, making it difficult to meet the all-round and sustainable growth needs of teenagers. This study, based on the three-dimensional educational entities of schools, families, and society, proposes targeted and implementable optimization strategies, which can provide practical references for the regular and refined promotion of physical and mental education in primary and secondary schools.

This study still has certain limitations. The research conclusions are based on the analysis of general primary and secondary school educational scenarios and have not conducted stratified research based on the development characteristics of students in different grades, regional educational resource differences, and individual student traits. There is still room for optimization in the adaptability of the research conclusions. Future research can further refine the research samples and research scenarios, conduct differentiated and refined stratified research, and continuously improve the physical and mental literacy cultivation system for teenagers, providing more precise theoretical support and practical guidance for the healthy development of teenagers in the new era and the promotion of long-term education work.

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