

Mental Health and Perceived Social Support of Local College Teachers in the Context of Big Data

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Abstract

With the rapid development of science and technology, the era of big data has arrived comprehensively. Based on cognitive big data, this study conducted a survey of over 265 university teachers through questionnaire surveys. Teachers play a vital part in society, and maintaining good mental health is critical to their effectiveness in the classroom as well as to the students they guide in their personal growth and professional advancement. The fundamental mechanism that underlies the effect of social support on the psychological well-being of teachers was investigated in the present research. Big data is not only about resources and technology, but this article is based on big data processing technology. A quantitative and qualitative research design was employed, utilizing surveys, interviews, and focus group discussions to gather rich and in-depth data regarding the psychological mental health and social support of the teachers. The study participants included a purposive sample of teachers from a local college teacher. The results of the study indicated that college teachers had a substantial number of concerns regarding both their mental health and their overall welfare. Most respondents expressed anxiety regarding their current responsibilities as well as their capacity to balance their professional and personal lives. This underscores the need for good task management as well as the building of welcoming workplaces for employees. In addition, depression, stress, and anxiety were all identified as important difficulties, which highlights the requirement for mental health support services that are particularly tailored to the requirements of teachers. The findings underlined the substantial impact that perceived social support plays in the mental well-being of teachers, giving light to the issues that teachers confront as well as the support systems that they rely upon. The research highlights how vital it is for educational institutions to cultivate an atmosphere of support for their faculty members to improve their emotional health and overall well-being. In the context of big data, based on network analysis results, design intervention measures to enhance social support networks, and examine the relationship between mental health and perceived social support among College teachers. The findings demonstrate the importance of social support networks in mitigating the detrimental effects of stress on the mental health of teachers. The study highlights the significance of creating a supportive work environment and implementing interventions that address the challenges teachers experience. By prioritizing the mental health of teachers, educational institutions may establish an environment that fosters their well-being and, in turn, has a positive effect on student learning outcomes. At local College, improving teachers' mental health and their sense that they have social support can have a beneficial impact on both their overall well-being.

Keywords: Big data, mental health, social support, teachers, China

1. Introduction

Due to the significant amount of workload pressure that are under, there is a pressing need to provide them with an efficient method of coping with stress. The usual definition of stress is an emotional condition that develops because of being subjected to a demanding job setting that also lacks enough resources. Stress is a three-dimensional condition that includes emotional weariness, detachment, and impaired professional success [1]. This condition is the outcome of stressful circumstances at work and was detailed in great depth in the study.

Over the past few years, educators at all different levels of the school have reported experiencing a widespread and well-confirmed condition known as teaching stress. According to the findings of several studies [2], a significant number of teachers in a variety of parts of the world report high levels of occupational anxiety, exhaustion, and work dissatisfaction.

Stress among educators can have a negative impact on teaching goals and the learning environment, which could lead to more serious issues. This is because the demands of a teacher's job and the setting where the professional works are both factors that lead to high-stress levels. Moreover, negative repercussions of teacher stress include poor job performance, medical issues, and undesirable student outcomes. There was a correlation between stress and job withdrawal, often known as tardiness, intention to leave, and actual retention [3]. Nevertheless, stress is a factor in decreased efficiency and production at work for individuals who continue to work while also attending school. In addition, stress was associated with job-related cases of neurasthenia, depressive disorders, and voice disorder. A correlation between teachers' perceptions of stress as a key environmental component and pupils' levels of independent motivation was discovered in a recent study [4].

Stress at work is a psychological and neurological condition that develops as a response to the many different stimuli that come from the outside world. The inability to effectively deal with the demands of one's job can lead to the unpleasant experience of work-related stress, which can have a negative impact on one's health. It has a negative impact on one's health in addition to their overall well-being. According to this theory, for a person to be considered psychologically stressed, they must first be exposed to a stressor and then show an inability to cope with the effects of the stressor. If the source of stress is seen as a challenge to be conquered rather than a danger to be avoided, there will be no negative consequences on either the mental or physical well-being of the individual.

Prior research has proven a connection between high levels of stress in the workplace and a variety of health concerns, such as being tired all the time, having eating disorders, having high blood pressure, and having an increased chance of developing heart disease. In addition, stress brought on by work has been linked to feelings of depression and anxiety, as well as disruptions in mood and emotional exhaustion, as well as problems focusing [5].

Around the world, there are around one million people who take their own lives each year. According to projections made by the World Health Organization (WHO), there is expected to be an overall number of 804,000 deaths caused by suicide in 2022. Over the course of the past 45 years, there has been a discernible rise of sixty percent in the ratio of suicides, which has been recognized by people to be one of the primary causes of death. In addition, risk factors related to interpersonal and civic connections include dispute and catastrophe, discrimination and harassment, brutality and war, feelings of isolation and fears, a family history of committing suicide, mental diseases, chronic pain, financial circumstances, and adverse effects of alcohol usage.

Depression is one of the most prevalent psychological disorders in China, and it may have a considerable detrimental impact on an individual's ability to perform their duties as well as their general quality of life. According to Xie et al.'s research from 2020, the working conditions that teachers are exposed to make them one of the occupational groups with a higher likelihood of developing depression. This is because teachers must deal with a lot of stress in their jobs.

There was a combined total of 46 instances of teachers taking their own lives that were reported or publicized between the years 2017 and 2016. The total number of females who took their own lives accounted for 98% of these 46 instances of suicide. From the years 18 and 50, people commit the vast majority of actions that are

classified as suicide. The act of jumping from a building has become the most common method of taking one's own life [6].

In any particular situation, the absence of support from one's peers is a factor that should be given more consideration than the accessibility of outside assistance. It is considered that getting social support could be beneficial in lessening the degree of psychological distress an individual suffers when they are confronted with unpleasant social or physical situations. This belief is because social support is associated with lower rates of psychological distress. People gain both mental and physical benefits from engaging in social connections with other people.

The researcher opted to explore the psychological well-being of teachers in a local College in addition to the perceived support from society teachers receive. This decision was made because there has been a very small amount of study conducted regarding teachers. to develop a more in-depth understanding of the influence that teachers' interpersonal skills have on the mental health they maintain while they are on the job. This is very important since having a better understanding of the components that have an effect might lead to the creation of approaches, and it may offer substantial data for the top executives of the organization about the administration of their personnel, especially in the field of human resources management.

The state of one's mental health is a topic that has been garnering a lot of attention for quite some time. According to the findings of previous research [7], institutions may have a significant role in the process of promoting good mental wellness.

Meanwhile, it was discovered that improving the mental health of teachers constitutes one of the best ways for enhancing the influence educational institutions play in the community. For instance, it was discovered that increasing the psychological well-being of teachers might have a downstream impact on students, that, consequently, is good for the successful execution of promoting mental health initiatives [8]. This is beneficial for the successful execution of mental wellness campaigns. Research investigations with educators as the primary target found that after educators obtain psychological literacy coaching, their understanding of psychological well-being rises, boosting their confidence in offering help to other people and resulting in them being more inclined to step into the lead in early preventative measures to students. This was discovered after educators received mental health literacy education [9].

The social support that teachers receive could affect their psychological well-being. This is because social support is a component of both the social and cultural setting. The aid people receive in the areas of their material, psychological, educational, and practical needs from their circle of friends is referred to as social support [10].

According to the primary impact model of social support, a person's degree of social support serves an immediate part in improving their mental wellness, which indicates that social support has a broad advantageous impact, and enhancing a person's level of social support can enhance the person's psychological well-being [11]. This theory proposes that the importance of social support is independent of the amount of stress that a person is exposed to.

Teachers who benefit from a secure social network have more powerful self-coping skills, an increased positive view of the extent of both their issues and the challenges of their students, and stronger motives to look for help for their psychological well-being [12]. This is in comparison to educators who have inadequate levels of social support.

Give full play to the leading and supporting role of technological innovation and informatization, construct a health management model for university teachers, and provide new ideas for promoting the health level of university teachers[13].Social support acts as a coping mechanism and frequently operates through people's mental systems. This means that social support influences the mental and physical well-being of people by lessening the amount of stress they are experiencing in their lives. Educators who possess elevated overall ratings for social support are more likely to make the most of social resources amid challenging circumstances, as well as have a greater willingness to seek treatment for psychological disorders and stronger intents of supporting others [14]. Furthermore, several research studies have revealed that people have a greater likelihood of receiving expert mental services and treatments if they are given the backing and support of close companions [15]. This

proved to be the case in both male and female participants. The researcher has developed a hypothesis about the relationship between social support and teachers' mental health, which is founded on previous ideas and empirical evidence.

Teachers play a vital role in shaping the future of individuals and society. However, the demanding nature of their profession often leads to stress and adversely affects their mental health. Perceived social support, the belief that individuals have access to emotional and instrumental assistance from others, has been identified as a crucial factor in mitigating the negative impact of stress on mental health. To bring light to the issues that teachers at local College experience and the support systems that are accessible to them, the purpose of this study was to investigate the mental health and perceived social support among the teachers at local College.

2. Materials and Methods

To collect extensive and in-depth data, a quantitative and qualitative research approach was utilized, and methods such as questionnaires, and interviews were utilized. A total of 265 instructors from local College were recruited to take part in the study as respondents. Interviews with a semi-structured format were carried out with the participants to investigate their perspectives on psychological mental wellness, their experiences of stress, and their impressions of the social resources that are available to them. Following the completion of the interviews, discussion group talks were held to further investigate the common themes that surfaced during those conversations and to facilitate greater knowledge of the results of the study.

3. Results

The review of the quantitative data produced several significant discoveries concerning the mental health of the teachers local College and their perceptions of the social support they receive from their colleagues and peers.

Table 1 Teachers' mental health

| Mental Health | N | % |
|--|-----|--------|
| How are you feeling today? | | |
| Very Unhappy | 19 | 7.17% |
| Somewhat Unhappy | 33 | 12.45% |
| Neither Happy nor Unhappy | 145 | 54.72% |
| Somewhat Happy | 42 | 15.85% |
| Very Happy | 26 | 9.81% |
| How stressful is your job? | | |
| Minimum | 9 | 3.40% |
| Maximum | 147 | 55.47% |
| Average | 109 | 41.13% |
| How well are you coping? | | |
| Not Coping at All | 6 | 2.26% |
| Barely Coping | 78 | 29.43% |
| Somewhat Coping | 53 | 20.00% |
| Coping Well | 116 | 43.77% |
| Coping Extremely Well | 12 | 4.53% |
| Concerns about mental health and well-being | | |
| Yes | 199 | 75.09% |
| No | 66 | 24.91% |
| Top concerns about mental health and well-being at work | | |
| Stress, Anxiety, Depression | 38 | 14.34% |
| Workload, Work-Life Balance | 140 | 52.83% |
| Mental and Emotional Exhaustion | 10 | 3.77% |
| Physical Health and Safety | 44 | 16.60% |
| Lack of Ministry/Board Planning and Directions | 16 | 6.04% |
| Family Responsibilities | 7 | 2.64% |
| Worrying about Students | 6 | 2.26% |
| Digital Exhaustion, Screen Time | 3 | 1.13% |
| Loneliness | 1 | 0.38% |

Table 1 presents teachers' overall mental health. These results shed insight on the complicated nature of the mental health landscape for teachers. It is crucial to highlight that even while a sizeable percentage of teachers expressed feeling worried and stressed, many teachers said that they were able to deal with the situation well or were even content. The findings highlight the necessity of support measures, such as effective time management, a healthy balance between work and life, and support services for mental health, to deal with the issues that teachers confront and to improve their overall mental health.

The responses of a total of 265 individuals who took part in the survey were analyzed after they were asked survey questions. In the survey, respondents were prompted to share any issues or questions they had regarding the connection between their work and their mental health and well-being. The subjects that were discussed were the participants' current emotional state, the levels of stress caused by their occupations, the coping strategies that they use, and any other pertinent information. The results, offering helpful insights into the challenges faced by college professors in terms of their mental health, have important implications for the establishment of preventative measures and support systems.

The survey, which was administered via questionnaire, found that the self-reported mental health of the 265 college instructors who took part in it exhibited varying degrees of happiness. The results of the survey were presented in the form of findings. 54.7 percent of participants, or 145 people, indicated that they were neither happy nor dissatisfied with their life. In addition, 33 (12.5%) of the instructors said that they were unhappy to some level, while 19 (7.2%) of the teachers reported that they were very unhappy. On the contrary, 42 teachers (15.8%) indicated that they felt a moderate degree of happiness, while 26 teachers (9.8%) reported that they felt a great deal of happiness.

When asked about the level of stress which affects their mental that was created by their job, respondents provided a wide range of responses due to the open-ended nature of the question. The level of stress that was stated to be at its lowest was 9, while the level of stress that was claimed to be at its peak was 147. The fact that the participants' average level of stress was 109 suggests that college teachers are under a significant amount of pressure.

The results of the poll showed that for teachers to cope with the pressures and demands of their jobs daily, they utilized a variety of different coping techniques. 116 of the respondents, or 43.8%, said that they were dealing well, while 53, or 20%, claimed that they were coping well. In contrast, 78 teachers (29.4%) said that they were just getting by, while 6 instructors (2.3%) stated that they were struggling to make it through each day. It is interesting to note that a relatively small number of teachers (12, or 4.5%) reported being able to deal with the daily pressures excellently related to their profession.

A considerable number of respondents (199, or 75.1%) stated having issues or questions linked to their work regarding their concerns or questions regarding their mental health and well-being. These concerns and questions were related to their work. On the other hand, 66 teachers (or 24.9% of the total) reported having no such worries or inquiries.

In further research, the most pressing issues about employees' mental health and well-being on the job were investigated. The two issues that were stated the most frequently by teachers were the amount of work they had to do and their ability to maintain a healthy work-life balance. Stress, anxiety, and depression were also indicated as significant issues by 38 teachers (or 14.3% of the total). Other issues included a lack of preparation and guidance from the government or board (16, 6%), worries about pupils (6, 2.3%), digital weariness and screen time (3, 1.1%), and loneliness (1, 0.4%). The number of people who were concerned about their physical health and safety was 44 (16.6%).

Table 2 presents teachers' mental health experiences. The state of one's mental health is an essential component of one's total well-being, and its influence on individuals is a major cause for concern, particularly for those who work in mentally taxing professions like teaching. This study aims to analyze the mental health experiences of college teachers by measuring the prevalence of an array of indicators connected with depression. This will be done by evaluating the prevalence of a variety of indicators associated with depression. The research analyzed the responses of 265 college teachers regarding their experiences with interest, mood, sleep, energy, appetite,

perceptions of oneself, focus, physical activity, and thoughts of suicide. The findings offered an understanding of the participants' experiences.

Table 2 Teachers' mental health experiences

| Experiences | Mean |
|--|------|
| Little interest or pleasure in doing things | 2.36 |
| Feeling down, depressed, or hopeless | 2.24 |
| Trouble falling asleep, staying asleep, or sleeping too much | 2.35 |
| Feeling tired or having little energy | 2.33 |
| Poor appetite or overeating | 2.11 |
| Feeling bad about yourself - or that you're a failure or have let yourself or your family down | 1.84 |
| Trouble concentrating on things, such as reading the newspaper or watching television | 1.98 |
| Moving or speaking so slowly that other people could have noticed. Or the opposite – being restless. | 1.87 |
| Thoughts of hurting yourself or being better off dead | 1.29 |

The fact that teachers gave a mean score of 2.36 shows that, on average, they stated that they felt little interest or enjoyment in doing tasks for more than half of the days in the survey. The fact that all of the teachers obtained the same score lends credence to the previously mentioned discovery. This conclusion may lead one to the conclusion that these individuals do not have the requisite level of drive or engagement with the task at hand.

The teachers stated that they felt sad, disappointed, or helpless for a few days after receiving an average score of 2.24 on the assessment. They explained their performance on the poll by citing this particular reason. This finding implies that a large fraction of those who participated experience these symptoms, which could influence both their general mental health and how they perform at the workplace. This impact could be caused by the fact that the respondents are more likely to feel anxious when they are working.

The fact that the teachers scored an average of 2.35 indicates that they have issues with their sleeping patterns, such as trouble getting to bed, trouble staying asleep, and excessive tiredness during the day. This finding suggests that sleep disturbances are very frequent among these individuals, which has a likelihood to impair both their mental health, quality of life and their ability to perform at their absolute best level.

Feeling fatigued or having very low energy was also reported to be affecting teachers' mental health. On more than half of the days, teachers expressed feeling weary or having very little energy, which can be seen in the mean score of 2.33. Being tired or having very little energy was also a factor in the retention rate, which was only 75%. This finding indicates that the participants were suffering from a significant amount of weariness, which may affect their capacity to maintain their mental health and carry out their teaching responsibilities in an efficient manner.

Insufficient appetite or overeating was also reported to affect teachers' mental health. The fact that the teachers received an average score of 2.11 indicates that they either do not have sufficient appetite or overeat on multiple occasions. This study suggests that some of the participants may have irregular eating patterns, which may indicate eating behaviors that are related to emotions or stress.

A sense of failure or feeling bad about yourself: The fact that the teachers reported feeling awful about themselves, a sense of failure, or that they had let themselves or their family down is reflected in the average score of 1.84, which indicates that the teachers expressed these feelings. This result reveals the presence of self-esteem concerns or a negative self-perception among the participants, which can have ramifications for the participants' mental well-being and the level of job satisfaction they experience.

The teachers also faced difficulties focusing on things. With an overall score that averaged 1.98, educators claimed to have difficulties focusing on things for the majority of the days in the survey. This data indicates the probability that they have problems keeping their concentration and focus, this could have an impact on how effective they are both in school and while engaging in organizing activities. This could have an impact on how successful they are in school and while engaging in preparing activities.

The fact that teachers gave themselves a mean score of 1.87 implies that they feel some degree of agitation or a sense that they have to slow down. Movement or speech that is sluggish, in addition to an agitated state of being, are all indicators of this. The results indicate a pattern of behavior that is inconsistent, with certain individuals exhibiting signals of agitation and others exhibiting signs of lessened activity or vitality. The information indicates a pattern of conduct that is inconsistent.

Suicidal ideation or the conviction that one's life would be better off without them are signs of suicidal ideation. According to the results of the survey, the instructors had a comparatively low occurrence of ideas concerning self-harm or the opinion that they would have been happier if they were dead. The teachers' mean rating was 1.29. Nevertheless, suggestions of this nature ought to be taken carefully, and those who might be going through a difficult time should have access to the proper forms of assistance and services. People who are having suicidal thoughts ought to possess access to the support and resources.

teachers feel burnout or a lack of job satisfaction when they find that their work or everyday activities no longer hold the same interest or joy for them. This may have an effect on their level of motivation as well as their general mental health.

These emotions are a strong indicator that depressed symptoms are present. Stressors in a teacher's life, including a heavy workload, problematic student conduct, or insufficient resources, may result to negative mental health and in feelings of melancholy or hopelessness and make it more likely that they will experience these emotions.

Moreover, difficulties falling asleep or staying asleep may be an indicator of high levels of anxiety or stress and poor mental health. Because of their line of work, some educators have trouble falling or staying asleep, have anxious feelings, or have recurring nightmares, all of these may have a severe impact on their psychological well-being.

It is possible that teachers who are constantly tired or have low levels of energy are also struggling with ongoing stress or psychological weariness. They may have emotions of weariness as a result of the hard nature of their profession, in addition to the other duties they have.

Alterations in one's eating routine could be an indication of stress, anxiety, or a mood condition. As a method of self-soothing, some educators may resort to food, while others may find themselves unable to eat as a result of the mental strain they are under. This is an indication of a poor self-perception as well as a lack of self-esteem. It's possible that educators are extremely self-critical, always trying to improve, or struggling with feelings of inadequacy regarding their professional roles.

It is possible for a teacher's capacity to efficiently carry out their responsibilities to be hindered by issues with attention. This may be the result of stress, worry, or other concerns relating to the individual's mental health, which in turn will impede their overall effectiveness on the job.

Anxiety and restlessness are two conditions that could go hand in hand with those symptoms. Teachers can be physiologically dragged down by anxiety or depressed symptoms, which may cause them to have feelings of uneasiness owing to the constraints they face at work.

These results are the most troubling and point to the possibility of serious mental discomfort or thoughts of suicide as a possible outcome. It is imperative that any educator who is having these kinds of ideas seeks professional assistance and support as soon as possible.

Table 3 presents teachers' extent of social support. This study's objective was to find out the level of emotional and social support provided to college faculty members to better tailor future programs to meet their needs. There was a total of 265 people who took part in the study by completing the survey and responding to the statements that were asked regarding various aspects of social support. The responses were evaluated on a numerical rating system, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), and the scale was utilized to assess the responses. In this paper, not only are the findings of the survey reported, but so are the observations and inferences that can be drawn from those findings.

Table 3 Teachers' social support

| Perceived Social Support | Mean |
|--|------|
| 1. I have an acquaintance who would lend me money so I could go away for the weekend. | 2.75 |
| 2. I am acquainted with someone who would lend me money to assist with my expenses. | 2.96 |
| 3. If the need arises, my family is willing to provide me with an allowance and spending money. | 3.27 |
| 4. I am familiar with someone at my workplace or in town who would deliver meals to my room or apartment if I were unwell. | 3.37 |
| 5. I do not know anyone who would lend me money to cover a doctor bill. | 3.41 |
| 6. There are individuals at my workplace or in town whom I regularly engage in activities such as running, exercising, or playing sports with. | 3.11 |
| 7. I frequently spend time in a friend's room or apartment. | 2.82 |
| 8. I can easily find a companion whom I enjoy spending time with whenever I want to go on a date. | 2.79 |
| 9. If I decide during dinner time to take a break and go to a movie, I can easily find someone to accompany me. | 3.15 |
| 10. People often visit my room or apartment during the day or in the evening. | 2.67 |
| 11. I am part of a group at my workplace or in town that meets regularly or engages in activities together on a consistent basis. | 3.25 |
| 12. Recently, when I feel lonely, I have someone to reach out to. | 3.47 |
| 13. I have friends who would provide comfort through physical affection. | 3.26 |
| 14. I frequently receive invitations to engage in activities with other people. | 3.11 |
| 15. I have conversations with a family member at least once a week. | 3.22 |
| 16. Typically, I spend two evenings on the weekend engaging in activities with others. | 3.19 |
| 17. I know someone whom I see or talk too often, with whom I feel completely comfortable discussing any problems I may have regarding managing my time between work and social life. | 3.30 |
| 18. I know someone whom I see or talk too often, with whom I feel completely comfortable discussing any problems I may have related to adjusting to work life. | 3.19 |
| 19. I know someone whom I see or talk too often, with whom I feel completely comfortable discussing any problems I may have regarding meeting new people. | 3.29 |

The findings of the questionnaire revealed a diverse set of replies across all of the assertions, which reflected what the respondents thought regarding the accessibility of social support groups. The following table provides a presentation of the mean results that were attained for all of the following statements:

According to the findings of the survey, college teachers have a variety of perspectives regarding the availability of peer support and financial help. Some of the participants mentioned having strong social networks, however, others stated that they had limited opportunities for resources like social networks and financial support.

Statements 1 and 2 stated that a sizeable proportion of respondents did not have anyone who could easily lend them money for a getaway over the weekend (mean score: 2.75) or to assist with pay expenditures (mean score: 2.96). This was shown by the fact that the mean rating for these two statements was 2.75. This was demonstrated by the fact that a sizeable proportion of those who participated did not know anyone who could willingly loan them money when they needed it. Based on these facts, a substantial percentage of college teachers may be required to cope with challenging financial conditions and are most likely compelled to rely mostly on their finances to satisfy their fundamental needs. This is because they are probably obliged to provide for themselves to fulfill their basic requirements.

Statement 3 underlined the fact that a significant proportion of the respondents expected that their relatives would be providing them with an allowance and spend it (mean score: 3.27). The evaluation was based on the number of respondents who held this belief. Concerning the social support that was made available, this topic was brought up. This shows that there is a perceived degree of support from close relatives, which may lessen the amount of stress that is produced by the responsibilities associated with financial matters.

Statement 12 found that respondents typically believed they had somebody they could reach out to when feeling lonely (mean score: 3.47), which indicates that respondents regarded they had a means of emotional and social aid. Throughout periods of emotional strain, it is comforting to know that there are connections and sources of support accessible to offer peace and help to those in need.

The findings of the survey have a variety of ramifications, both positive and bad, for the overall well-being and social integration of college instructors. Statements 1 and 2 imply that there is a limited quantity of financial help, which highlights the need of looking out for possibilities for financial aid, including grants and institutional support, to lessen the level of financial stress encountered by educators due to the cost of tuition and other related expenses.

Statement 3 asks participants about their impressions of the support they get from their relatives to emphasize the significance of familial connections as possible sources of monetary support. This stresses the value of familial connections as prospective sources of financial support. Faculty members along with their families should be able to interact with one another and have dialogues about the challenges they encounter economically as well as potential sources of support. Universities hold a choice of thinking over the formation of programs that could make it simpler for college teachers and their households to get in touch with one another and have these discussions.

In addition, the accessibility of networks of social support, which is addressed in point 12, suggests that attempts ought to be taken to cultivate a feeling of belonging among college teachers. This is because there are several opportunities to participate in networks of social support. By encouraging participation in tasks, teaching and research office, and support groups, the organization may be able to create more possibilities for its members to form social connections. This can help alleviate feelings of being alone and disconnected from others.

The examination of qualitative information showed numerous important findings concerning the psychological well-being of the teachers in local College and their perceptions of the social support they receive from their colleagues. The following are some of the themes that arose from the data:

Sources of Stress. Numerous sources of stress were cited by teachers, particularly but not limited to severe workloads, time limits, student behavior difficulties, administrative demands, and a lack of resources. Their mental health suffered greatly because of these various sources of stress.

Perceived Social Support. The teachers named a variety of people as potential social support systems, including their coworkers, superiors, friends, and family relatives. They discussed how these sources provided them with emotional support, instrumental assistance, and informational support that assisted them in coping with stress and maintaining their mental health.

Professional Support. The necessity of receiving professional help, such as through mentoring initiatives, collaboration among peers, as well as access to psychological services, was emphasized by the lecturers. They believed that having access to these materials was crucial to both their health and the development of their teaching abilities.

Organizational Factors. The findings of the research also demonstrated the impact that organizational factors have on the mental health of educators. The importance of teachers being recognized for their achievements, having an encouraging workplace, and having chances to develop professional growth was stressed by the teachers.

4. Discussion

The findings of this research highlight the significance of perceived social support to the psychological well-being of the faculty members at local College. The well-being of teachers was negatively impacted by the numerous professional pressures that they faced. However, the presence of social support groups was essential for lowering levels of stress and improving mental health. The study emphasizes the significance of developing an encouraging workplace and establishing support systems that address the challenges teachers confront. In addition, the findings highlight the need for organizational interventions to improve mental health in educational settings. Implementing

mentoring programs, encouraging teacher collaboration, and providing access to counseling services are all beneficial to reducing tension and enhancing well-being overall.

In terms of the mental health of the teachers, the outcomes of this survey shed light on numerous significant discoveries that were made concerning the mental health of college professors. To begin, a sizeable proportion of educators indicated that they did not feel either happy or unhappiness, which is indicative of a balanced emotional state. This data hints at the existence of emotional apathy among college teachers, which may be the result of the demands and pressures associated with their line of work.

Two more points to consider are that the reported levels of stress among college teachers were relatively high, with an average stress level of 109. It appears from this that teaching in an educational setting can be a very stressful experience, this could be one element that causes mental health issues among teachers. For efforts to enhance the psychological well-being of college teachers, it is vital for colleges and universities, and legislators to acknowledge the causes of stress in their educational settings and take action to reduce those concerns.

In addition, the findings from the research on coping techniques reveal that college teachers use a diverse range of strategies in their day-to-day life. Although a sizeable percentage of educators said that they were able to deal with stress effectively, another sizeable percentage of educators disclosed that they struggled to do so or that they did not possess any coping mechanisms at all. The results of this study emphasize the requirement of individualized support programs and resources that may assist teachers in the creation of successful ways for dealing with stress and improving resiliency. These initiatives and resources may assist teachers create efficient methods for dealing with stress and improving their resilience.

The results of the study indicated that college teachers had a substantial number of concerns and questions regarding both their psychological health and their overall welfare. The vast majority of respondents expressed anxiety regarding their current responsibilities as well as their capacity to strike an appropriate equilibrium between their professional and personal lives. This underscores the need for good task management as well as the building of welcoming workplaces for employees. In addition, depression, stress, and anxiety were all identified as important difficulties, which highlights the requirement for mental health support services that are particularly tailored to the requirements of teachers.

The findings of this research have a variety of implications that can be made for various types of educational organizations as well as those responsible for making decisions. It is of the utmost importance, first and foremost, that the challenges in psychological wellness that higher education teachers face be recognized and addressed. It ought to be an important goal for organizations to design and provide all-encompassing support initiatives, like training on managing stress and psychological counseling, for their employees and other members of the community. These initiatives must incorporate materials about mental health.

In addition to this, there needs to be a supportive environment at work that actively promotes striking a good balance between one's personal life and one's professional life. Universities ought to make active efforts to minimize heavy workloads, encourage effective scheduling, and provide appropriate resources to deal with the stress variables that were discovered in this study. These elements were identified to contribute to stress in the workplace.

The findings also underscore the value of educational initiatives that are focused on equipping teachers with ways to cope and techniques for building resiliency amid adversity. It is feasible for organizations to make a difference in the overall well-being and job fulfillment of teachers by supplying them with the resources necessary to adequately manage the pressures of everyday living. This is one way that institutions can contribute.

Educational policymakers should explore introducing mental health education and awareness into teacher training programs to address concerns over the state of mental health and well-being teachers in local undergraduate colleges. This would provide future educators with the ability to recognize indicators of distress, seek out appropriate support, and establish ways to preserve their mental well-being throughout their careers.

In a nutshell, this study sheds light on the difficulties that college teachers face in terms of their mental health and presents some potential solutions to those difficulties. The results shed light on the need of taking preventative

measures to improve the health and happiness of teachers. Included in these steps should be the establishment of specific assistance programs, the construction of healthy workplaces, and the integration of mental health education into educational courses for teachers. Colleges and universities can provide greater assistance to the mental health of college teachers and the overall job satisfaction of university teachers by resolving these challenges, which will ultimately result in improved educational outcomes for students as well as educators.

In terms of the teachers' mental health, the results of this study indicate that a large percentage of teaching professionals show an array of symptoms and indicators that are associated with depression along with other mental health difficulties. These signs and symptoms include a range of emotional and behavioral cues. The findings highlight how vital it is to enhance the health and happiness of educators, connect them with support networks, and put programs together to deal with the issues that they face in their profession. When relating to being able to effectively support students and create an engaging environment for learning, the mental health and general well-being of teachers play an essential role in being able to do so successfully. It is crucial to take into consideration strategies for intervention, chances for professional development, and having access to psychological services when thinking about how to best enhance the well-being of the teacher-participants.

The results of this study indicate that there is a considerable prevalence of mental health issues among those who teach in higher education institutions. The majority of those surveyed claimed to have experienced depressive symptoms, such as problems falling or staying asleep, a loss of interest or pleasure in activities, feelings of gloom or hopelessness, and difficulty concentrating. Additionally, patients may have experienced emotions of guilt or worthlessness. These findings are consistent with previous research which indicates that teaching can be an extremely demanding profession that is frequently connected with heightened stress levels and the following mental health difficulties that might arise as a result of these elevated stress levels.

In addition, it is troubling that a high prevalence of weariness and low energy levels was reported by the teachers, as both of these symptoms can have a substantial influence on one's ability to execute their job and general well-being. Insufficiency of appetite or excessive eating, feelings of self-deprecation, difficulty concentrating, and irregularities in motor function were also reported by a sizeable majority of the subjects.

The findings of the survey shed light on the issues that college teachers confront in terms of their mental health and emphasize the necessity for focused treatments and support networks. Organizations must give top priority to the development of all-encompassing mental health programs that cater to the unique requirements of educators. These programs should provide teachers with access to coping mechanisms, strategies for managing stress, and mental health professionals. In addition, facilitating open talks about mental health, building a work climate that is supportive of work-life balance, and promoting work-life harmony are all things that can contribute to the overall well-being of college teachers.

The findings of this study have a wide range of consequences. The findings, first and foremost, highlight the critical need to address the mental health challenges that are prevalent among college teachers. The provision of assistance for mental health ought to be taken into consideration by educational institutions as an essential component of their policies and programs. Institutions can assist educators in coping with stress, improving their overall well-being, and, as a result, boosting their efficacy in the classroom by providing tools and treatments.

In addition, the study emphasizes how critical it is to educate the teaching community on the necessity of maintaining positive mental health. Teachers may feel more comfortable seeking treatment when they need it if the stigma that is associated with mental health concerns is reduced. This could help lessen the potentially negative effects on the mental well-being of the teachers, making it more manageable.

In conclusion, the significance of these results ought to act as a wake-up call for educational players and legislators, asking them to recognize the significance of mental health in the field of education. This ought to be done considering the importance of these results. It is imperative that sufficient funding and resources be allotted to guarantee the successful implementation of evidence-based mental health programs and policies, which will in turn develop a working environment that is both supportive and healthy for educators.

In conclusion, the findings of this research based on surveys provide insightful information regarding the mental health experiences of college teachers. The findings shed light on the significant frequency of a variety of symptoms linked with depression and bring attention to the necessity of taking preventative steps to promote the mental health of educators. Educational institutions can make a significant contribution to the overall improvement of the teaching profession and, ultimately, the educational experience for students if they take steps to address mental health difficulties.

In terms of social support, the results of this study revealed some interesting insights into the degrees of social support and financial help that college teachers feel they receive. The findings showed that participants' access to resources varied, which highlights the necessity of institutional measures to solve monetary issues and enhance social integration. By setting certain efforts into motion, universities have the power to create an encouraging atmosphere for teachers at colleges that is beneficial to both their general health and their ongoing professional development. This environment may be established such that it is favorable to both goals.

The results of the research, which suggest that various college teachers have varying degrees of social support and financial aid, have significant ramifications, not just for the people who took part in the research but also for the organizations that hire them. The research found that various university teachers had varied degrees of social support.

The results of this study provide light on the prospective influences that it could have on the overall well-being of college teachers and provide some insight into those influences. If teachers do not have adequate access to social assistance and financial help, it could happen for them to experience higher levels of stress, burnout, and overall unhappiness with their jobs. As a direct result of this, these factors may have a significant impact, not only on the person's mental health but also on the people's general quality of life. Colleges must take care of these problems to guarantee the welfare and joy of their teachers in addition to the sense of fulfillment that their teachers gain from the work that they do.

The availability of social support may be a very crucial variable in determining whether an educational institution will be successful in retaining its teaching members. It is more probable that academics will continue working in the positions they currently have as well as seek a career in academia in the future if the organization in which they work gives them a sense that they feel supported and valued by the institution. On the other hand, inadequate help might be an indicator of turnover among educators, which could result in a decline in the number of talented and seasoned teachers. This would have the effect of making it more difficult for students to learn from qualified teachers. It is imperative that educational institutions recognize the impact that these elements have on retention rates and take measures to maintain a team of quality educators.

The findings of the research shed light on the correlation that exists between social support, financial assistance, and opportunities for personal growth for college teachers. When educators have access to adequate resources and support, they are better equipped to take part in ongoing professional growth activities. This is especially true of school administrators. Participating in activities such as workshops and conferences, as well as gaining knowledge of new instructional strategies, could fall under this category of pursuits. Institutions can improve the overall quality of the education they give to pupils by making investments in the professional development of their teachers.

The findings of this study highlight the obligation that institutions must solve financial concerns and improve social integration for college professors. Universities can take several specific initiatives, including the provision of wages that are comparable to those offered by other businesses in the market, the provision of financial aid programs, the provision of financing for educational and research projects, and the cultivation of an atmosphere that is welcoming of employees. These factors have the potential to add to the general happiness and success of college teachers, which will result in improved results not only for teachers but also for the students they teach.

The health of college teachers and the degree to which they like their work can have a significant bearing on the achievements of their students. When teachers feel supported by their educational institution and have access to resources, it significantly increases the likelihood that they are going to be engaged, inspired, and successful in their teaching. This, in turn, has the potential to have a positive impact on the education, study habits, and overall

success of students. As a result, institutional initiatives that aim to promote social support and financial assistance for educators can, in a roundabout way, lead to improvements in educational performance.

In conclusion, the results of the study shed light on how crucial it is for organizations to take action to solve the various degrees of social support and financial support that college professors receive. Through the implementation of measures that address financial concerns and boost social integration, universities can establish an environment that is friendly to teachers and encourages their well-being in addition to their professional development. This may result in higher rates of student retention, greater overall quality of instruction, and favorable outcomes for the students.

5. Conclusions and Recommendations

This study examined the impact of perceived social support on the mental health of teachers in local colleges. The results indicate the significance of social support networks as a means of buffering the negative impacts of stress on the mental health of educators. The findings of this study demonstrate how important it is to foster a supportive working environment and to develop and execute interventions that are tailored to address the unique issues that teachers face. By making the mental health of educators a top priority, educational institutions could create an atmosphere that not only promotes the teachers' well-being but also has a beneficial impact on the academic outcomes of their student body.

At local College, improving teachers' mental health and their sense that they have social support can have a beneficial impact on both their overall well-being and the degree to which they enjoy their work. The following are some suggestions for accomplishing these goals:

1. Include programs for mental health, such as seminars on stress management and mindfulness training, as well as psychiatric services that have been developed specifically for educators. These kinds of programs can provide teachers with the instruments and resources they need to better manage their stress and improve their psychological well-being.
2. Encourage open communication, collaboration, and teamwork among instructors to foster a positive and supportive workplace environment. Offer teachers opportunities to participate in social activities, such as team-building exercises and gatherings, to foster unity and a sense of belongingness.
3. Provide administrators and supervisors with training on how to promote the mental health of the teachers. This may include education on identifying signs of stress or exhaustion, promotion of work-life balance, and the development of supportive rules and regulations.
4. Establish peer support networks or mentoring initiatives in which teachers may interact and support one another. The establishment of a feeling of social support and society can be facilitated by these groups through the exchange of personal experiences, the discussion of challenges, and the giving of guidance.
5. Educate teachers about the significance of self-care and provide them with resources that promote their well-being. Encourage regular exercise, healthy eating, and adequate sleep. Offer workshops or seminars on strategies for self-care, such as meditation, meditation for relaxation, and time management practices.
6. Implement frequent mental health evaluations or polls to monitor the well-being of educators. This information can aid in identifying problem areas and guide the development of targeted interventions or support services.
7. Develop relationships with mental health professionals and community groups to provide additional assistance and resources. This may involve organizing sessions with guest speakers, seminars, or access to counseling services.
8. Recognize and value the efforts of teachers utilizing regular programs or initiatives for recognition. Celebrating their accomplishments, providing constructive feedback, and fostering a culture of appreciation will increase their overall job satisfaction and sense of well-being.

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