THE INFLUENCING FACTORS OF MENTAL HEALTH

MANAGEMENT OF HIGH SCHOOL TEACHERS IN WEISHAN

COUNTY, YUNNAN PROVINCE, CHINA

WUPEIWEN

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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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This Independent Study Has Been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

Advisor...

(Dr.MA YU)

Date: ....25./.....7./....2....

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(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business

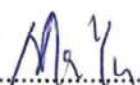Date......17../.....9../...2025

Title: The Influencing Factors of Mental Health Management of High School Teachers in Weishan County, Yunnan Province, China

Researcher: Wu Peiwen

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Advisor: ....

(Dr.MA YU)

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ABSTRACT

In recent years, the mental health of high school teachers has become a focal point of public concern. With the rapid development of quality education and ongoing educational reforms, teachers not only handle the fundamental responsibilities of classroom teaching but also face multiple tasks, including guiding students' all-round development, coordinating communication between home and school, and managing various teaching evaluations and administrative duties. The responsibilities of the teaching profession have become increasingly heavy, leading to a significant increase in professional pressure, which has had a profound impact on their mental health.

The purpose of this study is to: 1) To explore the influencing factors of mental health management of high school teachers in Weishan County, Yunnan Province, under the application of the home-school cooperation theory. 2) To provide targeted suggestions for the optimization and implementation of home-school cooperation mode.

This study adopted a quantitative research method, 280 questionnaires were distributed, and 269 valid responses were collected, with a response rate of 96.07%. The results indicated that: 1) school factors, family factors and social factors had a significant impact on the mental health level of high school teachers in Weishan County. Guided by the theory of home-school cooperation, the study found that teachers' mental health plays a significant role in the home-school cooperation and has a significant positive impact. Therefore, the mental health management of high school teachers in various counties of Yunnan Province is of paramount importance. It not only affects the

personal well-being of teachers but also the healthy development of the entire education sector.

Keywords: mental health, Weishan County, high school teacher, home-school cooperation theory
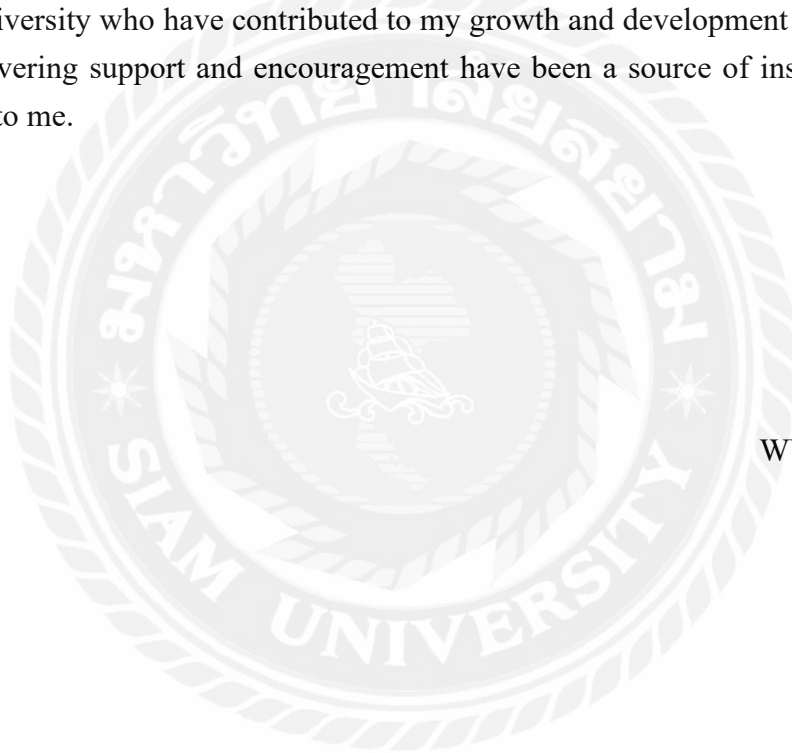
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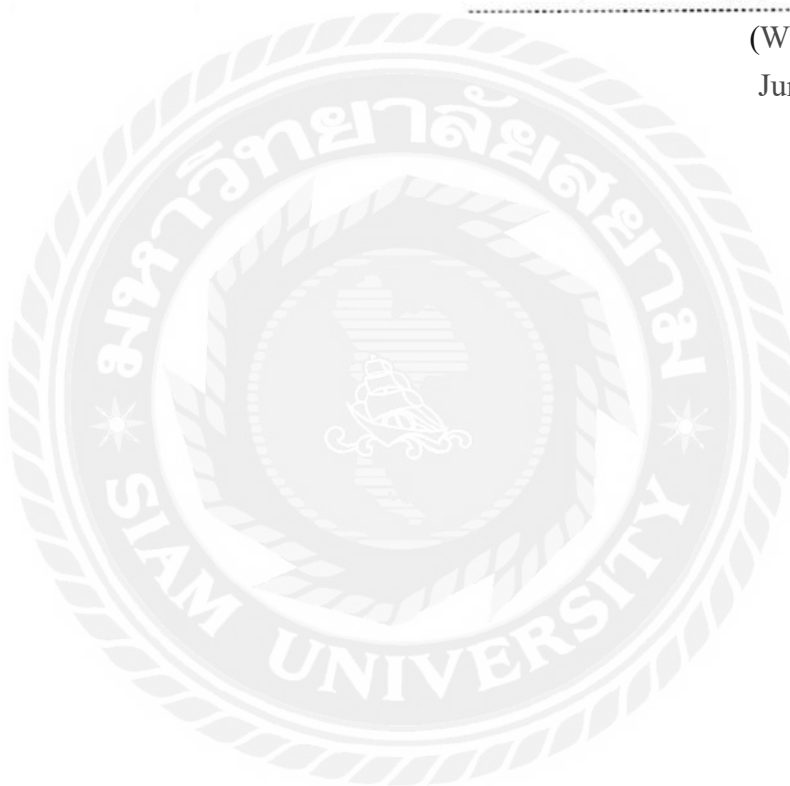
DECLARATION

I, WUPEIWEN, hereby declare that this Independent Study entitled "The Influencing Factors of Mental Health Management of High School Teachers in Weishan County, Yunnan Province, China" is an original work and has never been submitted to any academic institution for a degree.

Wu peiwen

(WU PEIWEN)

June 17, 2025

IV

CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1 Introduction

1.1 Background of the Study

The Chinese government attaches great importance to the promotion of home-school cooperation in education and has issued a series of decrees. With the rapid development of society and the deepening of educational reform, mental health problems have gradually become a focus of wide attention from all walks of life (Wang, 2017). Especially in China, with the proposal of the Healthy China 2030 Planning Outline The state has emphasized the importance of supporting teachers' mental health and has issued several policies to promote well-being within the teaching profession. The Healthy China 2030 Planning Outline clearly identifies the mental health of educators as a priority for national development (CPC Central Committee & State Council, 2016).

According to CPC Central Committee & State Council, 2016, strengthening teachers' mental health education has been clearly listed as one of the major tasks in the current field of education. The sustainable and healthy development of education cannot be separated from the close cooperation and joint efforts of society, families, and schools. In recent years, China's education sector has also emphasized the importance of home-school cooperation.

In 2018, the Ministry of Education issued the Guidance on the Establishment of the Parent Committee, which further emphasizes the irreplaceable role of the Parent Committee as an important bridge and link for home-school cooperation, in promoting home-school communication, cooperation, and the healthy growth of students (State Council, 2018). Subsequently, in 2019, China issued the Guiding Opinions on Strengthening Family Education, which pointed out that teachers serve as important hubs connecting families and schools, working together to create more favorable conditions for the all-round development of students (State Council, 2019). At the same time, the guideline reiterated that families, schools, and society should work closely together to jointly promote the healthy growth and all-round development of students.

On December 18, 2022, 12 ministries and commissions jointly issued the Healthy China Action—Teachers' Mental Health Action Plan, which highlights teachers' mental health as a critical area of focus. Teachers are facing increasing work pressure, including intensive teaching tasks, administrative burdens, and high expectations from students, parents, and society (Liu & Zhang, 2020). In this context, the psychological

well-being of high school teachers has become a key factor influencing the quality and sustainability of education. At the same time, the role of home-school cooperation in promoting educational effectiveness and teacher well-being has gained prominence. Research has shown that constructive partnerships between families and schools not only benefit student outcomes but also alleviate stress among teachers by fostering shared responsibility and mutual understanding (Wang, 2018). The Ministry of Education's 2018 Guidance on the Establishment of the Parent Committee emphasized the Parent Committee's function as a bridge between home and school, enhancing communication and building collaborative educational environments (State Council, 2018). Further, the Guiding Opinions on Strengthening Family Education (2019) highlighted the teacher's role as a central connector in the home-school relationship, advocating for shared educational responsibilities among teachers, families, and society to promote students' overall development (State Council, 2019). When home-school cooperation is implemented effectively, it contributes not only to student growth but also to a more supportive and psychologically healthy environment for teachers (Zhao, 2020).

1.2 Questions of the Study

Currently, as the education system continues to deepen reforms, teacher positions are facing unprecedented competition. Teachers are encountering significant challenges and bearing heavy pressures in various fields. Numerous studies indicate that the mental health of high school teachers in China is a cause for concern. In Yunnan Province, where educational resources are relatively scarce, high school teachers not only face the pressure of the college entrance examination alongside their students but also work overtime as a regular part of their job. Additionally, the large number of left-behind children makes it difficult for teachers to communicate effectively with parents, further complicating teacher management and increasing pressure. On search engines like Baidu, discussions and reports on teacher psychology are abundant, with keywords such as 'focusing on teacher psychology' yielding up to 4,730,000 related web pages. Among these, incidents such as a senior high school head teacher committing suicide due to the pressure of the college entrance examination and sexually abusing students have garnered significant public attention and reflection. Although the specific causes of these cases vary, they share a common issue: the involved teachers all had varying degrees of mental health problems. So, what is the current state of mental health among high school teachers in China? As a crucial link in students' growth, the mental health of high school teachers is vital not only for personal well-being but also for teaching

2

quality and student development. Therefore, understanding the current state of mental health management for high school teachers in the new era and taking effective measures to improve their health status, thereby enhancing the overall quality of the teaching staff, has become an urgent task. Based on this, the study raises the following questions:

1) What are the factors influencing mental health management of high school teachers in Weishan County, Yunnan Province?

2) What are the targeted suggestions that schools can take to effectively deal with teachers' mental health problems?

1.3 Objectives of the Study

This study aims to deeply explore the current state of mental health management of high school teachers in Weishan County, Yunnan Province. Through meticulous research, it seeks to uncover the challenges and needs faced by teachers in their mental health. Building on this, this study aims to deepen the application of home-school cooperation theory, providing targeted suggestions and strategies for schools. This research also hopes to promote the optimization and implementation of home-school cooperation models, thereby establishing a more robust platform for the maintenance and development of teachers' mental health. This exploration is not only vital for the well-being of teachers but also has significant implications for enhancing educational quality and student growth. Therefore, this study aims to achieve the following objectives:

1) To explore the influencing factors of mental health management of high school teachers in Weishan County, Yunnan Province, under the application of home-school cooperation theory.

2) To provide targeted suggestions for the optimization and implementation of home-school cooperation mode.

1.4 Scope of the Study

This study focused on the mental health of high school teachers in Weishan County, Yunnan Province. By reviewing previous studies and grounded in the theory of home-school cooperation, it analyzed the impact on teachers 'mental health from three perspectives: school, family, and society. A structured online questionnaire was developed and distributed over a week in March 2025 at Weishan No.1 High School,

Weishan No.2 High School, and Xiang Hua Senior High School in Weishan County, Yunnan Province. The study employed quantitative research methods, with the questionnaire covering multiple dimensions, including the school factors, family factors and societal factors, aiming to gain a comprehensive understanding of the current state of teachers' mental health. Based on this, the study used the theory of home-school cooperation to explore potential strategies for improving teachers' mental health.

1.5 Significance of the Study

From an academic perspective, this study opens new horizons and adds greater depth to the field of mental health education management. It not only lays a theoretical foundation for future research in this domain but also enriches the broader framework of educational management theories and expands the scope of research topics. By closely examining the current situation of high school teachers, the study provides valuable insights into the unique needs and challenges of mental health education, offering vivid and detailed empirical evidence to support theoretical advancement. In particular, the exploration of home-school cooperation—as a vital bridge connecting families and schools—and the teacher's role within this mechanism, offers a fresh theoretical lens and direction for academic inquiry, contributing to the development of a more systematic and comprehensive mental health education management system (Zhou, 2021).

From a practical perspective, the study immerses itself in real educational phenomena and offers a deeper understanding of existing problems in home-school cooperation. The survey results offer a clear overview of the status of mental health education management in local high schools and provide a strong empirical basis for education administrators in Weishan County to develop more targeted and actionable policies. Against the backdrop of the national Healthy China initiative, this research identifies key problems and underlying causes of mental health issues among high school teachers, with the aim of enhancing the mental health management system for educators in Weishan. The practical countermeasures proposed in this study serve as important references for the development of teacher health management strategies and contribute to the construction of a healthier and more sustainable educational ecosystem under the Healthy China framework (Chen, 2023).

1.6 Definition of Key Terms

Home-school Cooperation Theory

The theory of home-school cooperation is a framework that involves families, schools, and society as key stakeholders. It emphasizes the integration of resources, collaboration in responsibilities, and alignment of goals to jointly participate in the educational process of students. Within this theoretical framework, it is essential to establish regular and institutionalized communication mechanisms and cooperative models among families, schools, and society to maximize educational outcomes and promote the all-round development of students.

Family Factors

Families not only play a crucial role in shaping children's morals, behavior, and learning attitudes but also serve as an extension and support of school education. In the theory of home-school cooperation, families are seen as key educational participants, shifting from passive recipients to active collaborators. Parents' educational philosophies, parenting methods, and level of involvement directly impact the quality of collaboration and students' development.

School Factors

The theory of home-school cooperation emphasizes that schools should not only fulfill their educational responsibilities but also act as a bridge, actively engaging with families to foster an open and inclusive educational environment and encourage effective parental involvement. Additionally, teachers need to enhance their professional skills in communicating with and guiding families, ensuring the integration of teaching and nurturing functions.

Social Factors

In terms of social aspects, society is a crucial provider of educational resources and an environmental support system. The collaboration between families and schools cannot be separated from the broader social context, which relies on policy support, community involvement, and a positive cultural atmosphere. In the theory of home-school cooperation, society not only provides material and institutional support (such as family education policies, community services, and non-profit organizations) but also plays a crucial role in shaping a supportive environment through public opinion guidance and resource integration.

Mental Health of High School Teacher

The mental health of teachers is a specific manifestation of mental health within the teaching profession, reflecting the positive psychological state and stable

psychological qualities that teachers exhibit in their work and personal lives. This mental health encompasses emotional stability, mature personality, rational cognition, and appropriate behavior, as well as enthusiasm for educational work, harmonious interpersonal relationships, and recognition of self-worth.

Chapter 2 Literature Review

2.1 Weishan County High School

As of 2024, the Weishan County Education and Sports Bureau released a self-assessment report on the fulfillment of educational responsibilities for 2024. The report provides a comprehensive overview of the county's education system, noting that there are three high schools in Weishan County: Weishan No.1 High School, Weishan No.2 High School, and Weishan Xinghua Senior High School. Therefore, it is necessary to begin with the educational environment, conduct a preliminary understanding of the basic conditions of these three high schools, and analyze the relationship between teachers' working conditions and their mental health.

2.2 Home-school Cooperation Theory

Theoretical research on home-school cooperation primarily includes the System-Ecology Theory and the Overlapping Influence Domain Theory. This theory suggests that communities and families are interconnected, and a positive school environment, teacher-student relationships, family settings, and parent-child interactions are beneficial for the development of adolescents. This theory highlights that the community, school, and family form a system that shapes students' growth, with these components being closely linked and interdependent (Yang, 2006).

The Coleman Report: Proposed by James S. Coleman, the theory of social capital highlights that enhancing connections and communication among schools, families, and communities can increase social capital, improve educational outcomes, and promote student development (Coleman, 1966). In the early 1990s, the National Cooperative School Network (NNPS), established in 1989, aimed to support schools in fostering collaboration among families, schools, and communities, and to create diverse learning environments. The U.S. government also actively invested resources, such as the Eisenhower Foundation, which strongly supported this integrated approach (Joyce, 1989).

The PTA System: The largest parent-teacher organization, the Parent-Teacher Association (PTA), was established in 1897 in the United States. It comprises three levels: the National Parent-Teacher Federation, the State Parent-Teacher Federations, and the Local Parent-Teacher Federations, all working together to promote home-school collaboration. "From Theory to Practice: Home-School Collaboration Promotes School Improvement and Student Success" is authored by Epstein, a research expert on "family-school-community" studies at Johns Hopkins University. In the context of

home-school cooperation, this model suggests that close and positive communication between parents and teachers can strengthen the child's support network, reduce behavioral issues, and enhance academic performance. The ecological perspective emphasizes the necessity of coordinated efforts across systems to promote holistic student development. (Bronfenbrenner, 1979)

2.3 Family Aspect

The family serves as both a source of psychological stress for teachers and an important support system. From the perspective of stress, work-family conflict (WFC) significantly impacts teachers' mental health. Zhou (2021) found that WFC is strongly negatively correlated with job satisfaction among primary and secondary school teachers in Shandong, with self-efficacy, hope, resilience, and optimism partially mediating this relationship. Research highlights the family's dual role in teaching mental health: as both a source of stress and a key support system. Work–family conflict (WFC)—the clash between professional and household responsibilities—is a potent predictor of diminished well-being for educators This suggests that resource conflicts between family and work can lead to psychological exhaustion, which can be mitigated by rich psychological capital. Li (2015) further noted that WFC affects teacher burnout through depression levels, and cognitive reappraisal moderates the relationship between depression and burnout, highlighting the importance of emotional regulation mechanisms in managing dual pressures from family and work.

In a large Chinese study, Song and colleagues concluded that higher levels of WFC significantly correlated with lower occupational well-being and increased job burnout among primary and secondary school teachers. Furthermore, cognitive reappraisal—an emotion regulation strategy—can moderate the impact of depression on burnout, functioning as a buffer amidst high WFC (Song et al., 2024). However, the family environment can also serve as a vital support network. Wang and Li examined rural teachers in China, finding that meaningful family and social support buffered the negative effects of WFC on professional identity and job satisfaction. Such findings resonate with the Conservation of Resources (COR) Theory: family-provided emotional and material resources replenish depleted psychological reserves, mitigating stress-induced harm (Hool, 2002). The Job Demands–Resources (JD-R) Model further reinforces this view, highlighting how support helps teachers cope with dual responsibilities (Wang & Li, 2023).

Empirical studies also confirm this positive role. Research on educators showed that family support and psychological empowerment mediates the link and professional

well-being. Additionally, moderate can be offset by robust Employee Assistance Programs (EAPs), improving teacher happiness and resilience (Li et al., 2022).

2.4 School Aspect

Schools, as the main working environment for teachers, significantly influence their mental health through organizational climate, collegial relationships, and leadership quality. A positive school climate characterized by fairness, trust, and supportive peer relationships consistently links to lower emotional exhaustion and higher retention (BMC Public Health, 2024). Conversely, negative climates—marked by poor student behavior, administrative negligence, and lack of resources—lead to increased stress, absenteeism, and turnover (Guardian, 2025). Targeted mental health interventions within schools are gaining attention. Nature (2025) reported that secondary teachers faced significant stress when dealing with student mental health, due largely to limited training and unclear roles. However, schools offering mental health literacy programs and professional development saw improvements in teacher confidence and well-being. Kennedy et al. (2023) showed that social-emotional and ethical learning (SEELOT) training reduced stress and improved emotional competence among teachers. The teacher–student dynamic also plays a critical role. A caring classroom environment, featuring positive teacher–student interactions, significantly enhances teacher well-being and reduces burnout. In remote teaching contexts, administrative support—through technology, communication, and leadership— bolstered teachers' confidence and psychological resilience during and after emergency shifts (Wikipedia, 2025).

2.5 Social Aspect

The broader social context—including educational policies, public perceptions, and peer/community supports—is crucial to sustaining teacher mental health of the teacher. Policy frameworks such as China's "Teacher Mental Health Guideline" establish expectations for providing psychological resources and training (Ministry of Education, 2012). In contrast, Western countries exhibited gaps in mental health support during emergency remote teaching, highlighting the need for policy alignment with teacher needs, public discourse and societal respect significantly impact teacher morale. Press coverage in Australia revealed that rampant student misbehavior and declining professional respect led many teachers to contemplate leaving the profession (Guardian, 2025). Similarly, trauma-related reports in Australia underline how teacher exposure to student crises affects mental health and job security (The Australian, 2024). Digital and community support—such as WhatsApp peer groups in low-resource Indian schools "Sahara line"—demonstrate innovative and scalable models for teacher well-

being (Zhou, 2021). These platforms encourage peer solidarity, shared problem-solving, and reduced isolation. Kanade et al. (2023) documented how such networks became vital during the disruptions of the COVID-19 pandemic.

Another study confirmed that social support indirectly affects teacher mental health literacy via improved life satisfaction and coping (Li et al., 2022). Finally, social support enhances resilience through its impact on mental health knowledge, life satisfaction, and coping strategies.

2.6 Teacher's Mental Health

As early as 1934, in his article "The Mental Health of Teachers," Hicks proposed that 17% of teachers were excessively neurotic and 11% were mentally abnormal (Hicks, 1934). In 2002, the National Education Association (NEA) also conducted a survey of 5,150 teachers and found that some current teachers in the United States wanted to change careers, some wanted to leave their jobs early, and some were extremely worried about their health, sleep, and work efficiency and other thoughts that affected their mental health. (Marie, 2002). In 1951, Professor Fenton of Stanford University in the United States investigated 241 teachers and found that either they suffered from neurosis or had personality problems among them. (Fenton, 1951). In 1997, Horrocks and Mussman compared a large sample of teachers and non-teachers and found that teachers were better at regulation than non-teachers. In Japan, there are also many statistical reports on the number of teachers who leave their jobs due to mental illness (Zhou et al., 1997). In other developing countries, the teaching profession is also facing arduous challenges. The working conditions and salary levels of teachers cannot meet their requirements, and teachers and professors are suffering from various forms of difficulties and pressures (Chen & Xu, 2009).

In 2006, Drewett, Brenda J., Capella U., and colleagues conducted a stress level test on 300 rural teachers in Tarrant County, Texas. They analyzed the relationship between teachers' age, gender, highest education level, and stress levels using a variance analysis. The results indicated that many teachers experienced excessive professional pressure and developed occupational burnout. Additionally, teachers overemphasized the daily workload in the classroom, gradually losing the once overwhelming advantage they held in students' hearts. (Drewett et al.,2006)

In 2003, Pang Lijuan, Hong Xinmin, and Jiang Yong. proposed that the prominent mental health problems of Chinese teachers are as follows: 1) occupational burnout and psychological fatigue; 2) irritability, depression, tension and anxiety; 3) emotional instability or even loss of control; 4) deviant behavior often occurs (Pang et al.,2003).

Bian's (2006) research revealed that secondary school teachers believe a mentally healthy teacher should possess six key qualities: moral character, interpersonal skills, a sense of responsibility, self-efficacy, emotional well-being, creativity, and work attitude. Teachers generally consider important mental health traits to include a strong sense of responsibility, compassion, good moral character, dedication and diligence in their work, objectivity and fairness in handling matters, a proactive and enterprising spirit, and positive interpersonal relationships. Factors such as gender, age, and educational background significantly influence teachers' perceptions of mental health.

2.7 Conceptual Framework

This study aims to deeply explore the mental health problems of high school teachers in Weishan County. By constructing a comprehensive theoretical framework covering three core dimensions, including school factors, family factors and social factors, as shown in Figure 1, this study comprehensively analyzes the key factors affecting the mental health of teachers, aiming to provide scientific theoretical support and practical guidance for the mental health problems of high school teachers.
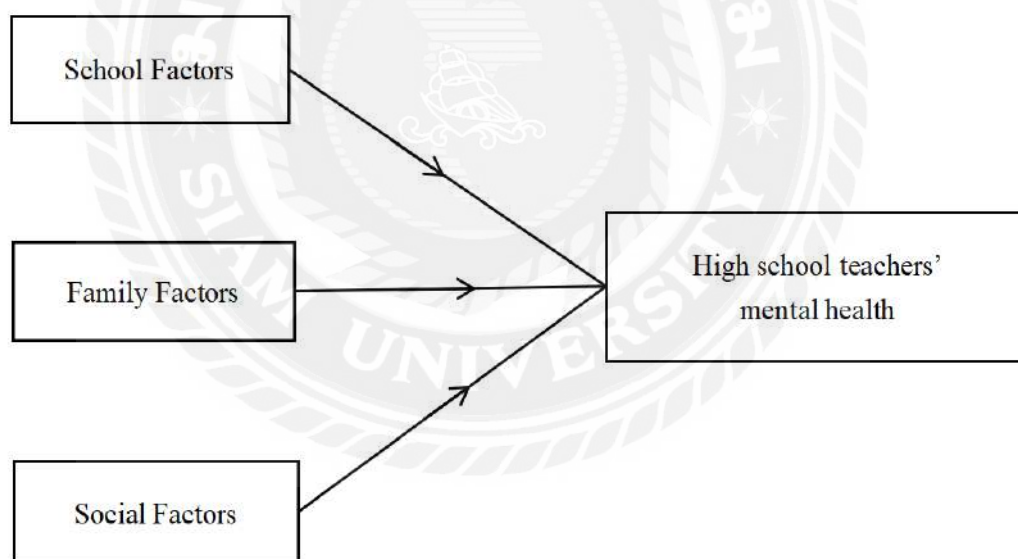
Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study is quantitative research that focuses on the factors influencing the mental health of high school teachers in Weishan County, based on the home-school theory. This theory emphasizes the roles of schools, families, and society as key stakeholders, working together to promote the development and mental health of students, teachers, and parents through a coordinated system. The independent variables in the research model are identified as school factors, family factors, and social factors, while the dependent variable is the mental health of high school teachers in Weishan County. A questionnaire survey was conducted, and hypotheses were formulated based on the relationships between the variables.

3.2 Population and Sample

The subjects of this study were high school teachers in Weishan County, Yunnan Province. These teachers came from three high schools in Weishan County, including class advisors and subject teachers. The survey was conducted in the spring of 2025, when schools had just reopened, facilitating communication with both schools and families to collect relevant data. The study locations were Weishan No.1 High School, Weishan No.2 High School, and Xianghua Middle School.

This study employed a mixed sampling method that combined random sampling with convenience sampling. Random sampling ensured the representativeness of the sample, while convenience sampling enhanced the feasibility and efficiency of the research. Specifically, in each selected grade, the research team selected a certain number of teachers using the random sampling method. Additionally, gender, age, and family background were considered to ensure the diversity and comprehensiveness of the sample. A total of 280 teachers were identified as subjects in the three schools.

3.3 Hypothesis

Hypothesis 1: School factors have a positive impact on the mental health of high school teachers in Weishan County

Hypothesis 2: Family factors have a positive impact on the mental health of high school teachers in Weishan County

Hypothesis 3: Social factors have a significant impact on the mental health of high

school teachers in Weishan County

3.4 Research Instrument

The research tool is a structured questionnaire designed to assess the factors affecting the mental health of high school teachers in Weishan County. The questionnaire includes measurement items based on quantitative scales and is divided into three main dimensions: school factors, family factors, and social factors. Each dimension includes specific items aimed at capturing the participants' perceptions and experiences. The questionnaire comprises two main sections with a total of 16 items. The first section collects basic information of the respondents (4 items), including gender, age, and the school they are affiliated with, as well as whether they have experienced significant psychological stress due to teaching or administrative work. The second section covers the independent variables, consisting of 12 items divided into three dimensions: school factors (4 items), family factors (4 items), and social factors (4 items). Additionally, the dependent variable, which measures the mental health of high school teachers, includes 4 items. To gauge the respondents' agreement levels, a 5-point Likert scale is used, where 1 represents "strongly disagree" and 5 represents "strongly agree." The response options range from (1) strongly disagree to (5) very agree. The final design of the questionnaire is detailed in Tables 3.1 to 3.4.

Table 3.1 Design of School Factors Measurement Items

Dimension	Measurement Item	Item Code
School factors	The school provides mental health support services for teachers (such as psychological counseling and stress reduction training).	Q1
	The school management system is fair and reasonable, which helps to reduce the burden of teachers	Q2
	The school creates a supportive atmosphere for teacher collaboration.	Q3
	I can get understanding and help from school leaders.	Q4

Table 3.2 Design of Family Factors Measurement Items

Dimension	Measurement Item	Item Code
Family factors	I can communicate well with students' parents to promote their growth	Q5
	Parents of students have an understanding and support attitude towards teaching.	Q6
	The high degree of parental cooperation helps to relieve my educational pressure.	Q7
	A stable communication mechanism has been established between the school and parents	Q8

Table 3.3 Design of Social Factors Measurement Items

Dimension	Measurement	Item Code
Social factors	The whole society maintains respect and recognition for the teaching profession.	Q9
	Media reports on the occupational stress of teachers help the society to understand the situation of teachers.	Q10
	There are organizations or resources in society to provide mental health support for teachers.	Q11
	Policy attention and response to teachers' mental health problems.	Q12

Table3.4 Design of Mental Health Measurement Items

Dimension	Measurement Item	Item Code
Mental health level of high school teachers	My overall mental state is good.	Q13
	I can regulate and manage negative emotions at work	Q14
	When I am under great psychological pressure, I will take the initiative to seek external help (such as psychological counseling).	Q15
	I am still full of enthusiasm and responsibility for my work in education.	Q16

3.5 Data Collection

In this study, a self-compiled questionnaire was used to collect data according to the research objectives. These questionnaire items covered the three influencing factors of school, family and society, as well as the mental health of high school teachers in Weishan County. A total of 280 questionnaires were distributed, and 269 valid questionnaires were recovered, with a total efficiency of 96.07%.

3.6 Data Analysis

Data analysis involved organizing and filtering the collected data, eliminating the loss of median values in the research data, and introducing relevant variables into SPSS for analysis.

First, detailed demographic information about the participants was provided to understand the background of the sample group, including gender, age, and the school affiliation. This information helps better understand the mental health status of high school teachers in Weishan County, Yunnan Province.

Next, the study focused on the descriptive statistics of questionnaire responses, summarizing the key factors measured: family factors, school factors, and social factors. It also explored how participants perceived these factors and their potential impact on the development of teachers' mental health.

Additionally, the study conducted correlation analysis to explore the relationship between family, school and social factors and teacher mental health.

Finally, regression analysis further examined the impact of family, school, and social factors on the psychological well-being of teachers.

3.7 Reliability and Validity Analysis of the Scale

3.7.1 Reliability Analysis

Table 3.5 Reliability Analysis

Variables	Item number	Cronbach's Alpha
School factors	Q1-Q4	0.843
Family factors	Q5-Q8	0.812

Social factors	Q9-Q12	0.837
Teacher mental health level	Q13-Q16	0.859
Overall scale	Q1-Q16	0.918

Reliability analysis is a measure of the credibility of a questionnaire. In this study, the 'Reliability Analysis' tool in SPSS26.0 was used to assess the internal consistency of the questionnaire data and to determine if the data is stable and reliable. The Cronbach's Alpha coefficient is commonly used as a reliability measure. A higher reliability coefficient indicates more consistent, stable, and reliable test results. In general research, if a measurement dimension has a coefficient above 0.8, it suggests high internal consistency; if the coefficient is between 0.7 and 0.8, it indicates good internal consistency; if the coefficient is between 0.6 and 0.7, it suggests acceptable internal consistency. The reliability test results for this study are shown in Table 3.5.

The overall reliability of the questionnaire is good, and the Cronbach's Alpha of each dimension is higher than 0.8, indicating that the scale has good internal consistency and stability.

3.7.2 Validity Analysis

Table 3.6 Validity Analysis

KMO and Bartlett's test	
KMO sampling suitability measure	0.927
Bartlett's test of sphericity Approximate Chi-Square	2154.823
Degrees of Freedom	120
Significance	0.000

Validity analysis measures the reliability of a questionnaire. In general research, the validity of a questionnaire is assessed by testing whether its items accurately reflect the research objectives, thereby verifying the questionnaire's accuracy and effectiveness in the study. In this study, the KMO coefficient was used to evaluate the validity of the questionnaire's scales. According to the test results in Table 3.6, the KMO value is 0.927, and the Bartlett's sphericity test is significant (p < 0.001), indicating that the questionnaire data is suitable for factor analysis and demonstrates good structural validity.

Chapter 4 Findings and Discussion

4.1 Finding

4.1.1Demographic Characteristics of Participants

This study distributed 280 questionnaires to in-service teachers from three high schools in Weishan County, Yunnan Province, and 269 valid responses were collected, with an effective rate of 96.07%. This study conducted a descriptive statistical analysis of the participants' basic demographic characteristics, including gender, age, school affiliation, and whether they have experienced significant psychological stress due to teaching or administrative duties. The results are shown in Table 4.1.

Table 4.1 Demographic Characteristics of Participants

Variable	Category	Frequency (n)	Percentage (%)	Cumulative (%)
Gender	Male	108	40.15%	40.15%
	Female	161	59.85%	100.00%
Age	Under 25	21	7.81%	7.81%
	26–35	94	34.94%	42.75%
	36–45	102	37.92%	80.67%
	46 and above	52	19.33%	100.00%
School Affiliation	Weishan No.1 High School	102	37.92%	37.92%
	Weishan No.2 High School	89	33.09%	71.01%
	Xianghua High School	78	28.99%	100.00%

Variable	Category	Frequency (n)	Percentage (%)	Cumulative (%)
Psychological Stress (Self-reported)	Yes	184	68.40%	68.40%
	No	85	31.60%	100.00%

Among the 269 teachers, 161 are female, accounting for 59.85%, and 108 are male, making up 40.15%. This indicates that the proportion of female teachers in Weishan County's high school teaching staff is significantly higher than that of males, with females forming the backbone of the educational workforce.

From a mental health perspective, studies show that female teachers often face more intense emotional labor, family role conflicts, and parental expectations, which can lead to anxiety and burnout. Therefore, the psychological support needs of women may be more pronounced, and they should be a key focus for schools and society.

Additionally, female teachers often bear more responsibility in home-school communication and are more susceptible to the attitudes and cooperation of parents. Thus, in the' family factors (Q5-Q8) 'dimension, female teachers' perception of parental understanding and cooperation may have a more direct impact on their mental state.

Regarding age distribution, the majority of participants fall within the age ranges of 26-35 (34.94%) and 36-45 (37.92%), together accounting for over 70% of the total sample. This indicates that most teachers in Weishan County's high schools are in their mid-career stages, with substantial teaching experience and professional responsibilities. A smaller proportion of teachers are under 25 (7.81%), likely to represent new graduates or early-career professionals, while 19.33% are aged 46 and above, suggesting a presence of more senior, potentially administrative or mentoring roles. These age dynamics provide valuable context for understanding how different age groups perceive and manage stress differently.

In terms of school affiliation, teachers were drawn from three different high schools in Weishan County. Weishan No.1 High School had the highest number of participants (37.92%), followed by Weishan No.2 High School (33.09%), and Xianghua High School (28.99%). This relatively even distribution allows for a more balanced

representation of perspectives from different educational environments. Differences in resources, administrative demands, and school culture between the institutions may contribute to variations in psychological stress levels among teachers, which can be explored in further analysis.

With respect to psychological stress, 68.40% of the participants reported experiencing significant psychological stress, while only 31.60% indicated otherwise. This suggests that stress is a prevalent issue among high school teachers in this region. The high proportion of stressed individuals highlights the need for targeted mental health interventions and organizational support systems. As most teachers are female and within the 26 45 age range, it is likely that the stress reported is compounded by both professional and personal responsibilities, including family and caregiving roles. Schools should consider implementing teacher well-being programs and policies aimed at reducing workload and enhancing mental resilience.

4.1.2 Descriptive Statistics of Variables

(1) School Factors

When studying the factors affecting the mental health level of high school teachers in Weishan County, Yunnan Province, school factors are an important aspect that cannot be ignored. The specific analysis results of school factors are shown in Table 4.2

Table 4.2 Descriptive Statistics of School Factors

Question	Mean	Standard Deviation
The school provides mental health support services for teachers (such as psychological counseling and stress reduction training).	3.42	0.81
The school management system is fair and reasonable, which helps to reduce the burden of teachers.	3.28	0.93

The school creates a supportive atmosphere for teacher collaboration.	3.35	0.87
I can get understanding and help from school leaders.	3.46	0.88

The school factors include four items, which measure the performance of schools in psychological support services, institutional fairness, teacher collaboration atmosphere and leadership support.

In the first item, the average score of "The school provides mental health support services for teachers (such as psychological counseling and stress reduction training)" is 3.42 with a standard deviation of 0.81, indicating that some teachers recognize that schools had certain mental health intervention mechanisms, but the overall service still needs to be popularized and deepened.

The second item, "The school management system is fair and reasonable, which helps to reduce the burden of teachers" has a mean value of 3.28 and a standard deviation of 0.93, reflecting that teachers' perception of the effectiveness of the school management system in reducing stress is relatively general, and some teachers may still think that the school management system has limited effect on their psychological stress relief.

The third item, "The school creates a supportive atmosphere for teacher collaboration "has an average score of 3.35 with a standard deviation of 0.87, indicating that while there is basic cooperation and mutual assistance among teachers, a highly supportive organizational culture has not yet been established.

The fourth item, "I can get understanding and help from school leaders" has the highest mean value of 3.46, with a standard deviation of 0.88, suggesting that teachers generally recognize the emotional support provided by leadership, which positively alleviates their feelings of loneliness and stress.

In general, teachers' evaluation of the school environment is between "neutral" and "basically satisfied", indicating that the school has a certain foundation in improving teachers' mental health, but there is still room for further improvement in system optimization and service system.

(2) Family Factors

In the study of factors affecting the mental health of high school teachers in Weishan County, parents are the first teachers and the primary environment for children's growth, which is of great significance. The descriptive statistical analysis of family factors is presented in Table 4.3.

Table 4.3 Descriptive Statistics of Family Factors

Question	Mean	Standard Deviation
I can communicate well with students' parents to promote their growth.	3.38	0.79
Parents of students have an understanding and support attitude towards teaching.	3.22	0.86
The high degree of parental cooperation helps to relieve my educational pressure.	3.13	0.91
A stable communication mechanism has been established between the school and parents.	3.05	0.94

The four items in this dimension, from the perspective of parents, explore the level of support and cooperation parents have for teachers' work. The first item, "I can communicate well with students' parents to promote their growth "has a mean score of 3.38 and a standard deviation of 0.79, indicating that most teachers are confident in their communication skills and believe there is a solid foundation for cooperation with parents

However, in the second item, "Parents of students have an understanding and support attitude towards teaching", the average score dropped to 3.22 (standard deviation 0.86), indicating that teachers' perception of parents' understanding is

relatively moderate, and some parents may still misunderstand or doubt teachers due to grade anxiety and other problems.

The third item, " The high degree of parental cooperation helps to relieve my educational pressure ", scores 3.13 with a standard deviation of 0.91, which further reflects that teachers are troubled by the lack of parental cooperation in educational practice.

The fourth item, " A stable communication mechanism has been established between the school and parents", scores the lowest with an average of 3.05 and a standard deviation of 0.94, indicating that the lack of institutionalized and normalized communication channels between home and school is still a common problem. Most communication behaviors still rely on teachers' personal initiative, which is easy to cause emotional consumption of teachers.

In general, teachers believe that there is some space for cooperation with parents, but the imperfect communication mechanism and uneven parental support have a certain impact on teachers' mental health.

(3) Social Factors

When studying the factors affecting the mental health of high school teachers in Weishan County, the importance of social factors cannot be ignored. The analysis results of social factors are shown in Table 4.4

Table 4.4 Descriptive Statistics of Social Factors

Question	Mean	Standard Deviation
The whole society maintains respect and recognition for the teaching profession.	3.11	0.92
Media reports on the occupational stress of teachers help the society to understand the situation of teachers.	3.02	0.97
There are organizations or	2.85	0.95

resources in society to provide mental health support for teachers.		
Policy attention and response to teachers' mental health problems.	2.96	0.99

The social factor dimension reflects teachers' perceptions of social recognition, media understanding, resource support, and policy response. The first item, "The whole society maintains respect and recognition for the teaching profession" scores 3.11 (standard deviation 0.92), indicating that teachers' perception of their social status is relatively neutral. While a respectful and supportive environment for teachers exists, it is still far from being institutionalized and normalized.

The second item, " Media reports on the occupational stress of teachers help the society to understand the situation of teachers ", scores 3.02 with a standard deviation of 0.97, indicating that the media has limited role in building public understanding and that the coverage may focus more on negative events than on the real plight of teachers.

The third item, "There are organizations or resources in society to provide mental health support for teachers ", has the lowest score in this dimension, only 2.85 (standard deviation 0.95), reflecting that teachers generally believe that there is a lack of social third-party intervention mechanism and lack of substantive help such as psychological support hotline and public welfare organizations.

The fourth item, "Policy attention and response to teachers' mental health problems ", scored 2.96 with a standard deviation of 0.99, indicating that although the country has issued relevant policies, there is still a problem of "difficult implementation" in local implementation and resource allocation.

In general, teachers' evaluation of social support is low, which means that in addition to schools and families, society should also assume more responsibility to build a complete teacher psychological support ecosystem.

(4) Teachers' Mental Health

In terms of teachers' mental health, Table 4.5 provides a series of mean values and standard deviations of self-assessment indicators, which provide valuable data to understand the psychological health development of teachers.

Table 4.5 Descriptive Statistics of Teachers' Mental Health

Question	Mean	Standard Deviation
My overall mental state is good.	3.09	0.89
I can regulate and manage negative emotions at work.	3.25	0.83
When I am under great psychological pressure, I will take the initiative to seek external help (such as psychological counseling).	2.78	0.94
I am still full of enthusiasm and responsibility for my work in education.	3.41	0.84

This dependent variable refers to teachers' perception of their own psychological state. The score of the first item " My overall mental state is good " is 3.09 and the standard deviation is 0.89, indicating that teachers are in a state of "psychological sub-health", neither extremely anxious nor positive and healthy.

The second item, "I can regulate and manage negative emotions in the workplace", scores 3.25 with a standard deviation of 0.83, indicating that most teachers have basic emotional regulation skills, but may still face emotional management difficulties in continuous stressful situations.

The third item, " When I am under great psychological pressure, I will take the initiative to seek external help (such as psychological counseling) ", has the lowest score in the whole questionnaire, only 2.78, with a standard deviation of 0.94, indicating that teachers have low willingness to seek help and are unwilling or afraid to seek external professional psychological support, which may be related to psychological stigma or lack of channels.

The fourth item, " I am still full of enthusiasm and responsibility for my work in education ", scores 3.41 with a standard deviation of 0.84, which is the highest in this dimension. It shows that although teachers are faced with great psychological pressure, they still have a sense of professional mission and responsibility, which reflect their psychological resilience.

Overall, teachers' mental health level is below medium, their emotional regulation ability is acceptable, but their psychological behavior is weak, which needs to be improved through external intervention mechanisms and cultural guidance.

4.1.3 Correlation Analysis

When two or more variables are correlated to a certain extent, correlation analysis is usually used to measure the closeness of their relationship. To explore the influence of different factors on the mental health status of high school teachers in Weishan County, this study used Pearson correlation analysis (Pearson Correlation) to conduct statistical analysis on three independent variables (school factors, family factors and social factors) and dependent variable (teacher's mental health). It is typically represented by the Pearson correlation coefficient, which ranges from -1 to 1. A higher positive value or a lower negative value indicates a stronger correlation between the two variables; a value closer to 0 suggests a weaker correlation. The results of the correlation analysis of the variables are shown in Table 4.6.

Table 4.6 Correlation Analysis Results

	School factors	Family factors	Social factors	Teachers' mental health
School factors	1			
Family factors	0.435**	1		
Social factors	0.468**	0.502**	1	
Teachers' mental health l	0.582**	0.493**	0.537**	1

Table 4.6 presents the results of the correlation analysis conducted using Pearson correlation coefficients to examine the relationships between school factors, family factors, social factors and teachers 'mental health. The analysis reveals that school-related factors have the most significant correlation with teachers' mental health,

followed by social and family factors. This suggests that fostering a fair and supportive school environment remains a key focus in current mental health management; improving communication between schools and families and building a robust social support system are also crucial and should not be overlooked.

4.1.4 Regression Analysis

To further clarify the predictive effect of school factors, family factors and social factors on teachers' mental health, this study used multiple linear regression analysis to construct a regression model with "teachers' mental health" as the dependent variable and three influencing factors as independent variables

Table 4.7 Regression Analysis Results

Independent Variable	Unstandardized Coefficient(B)	Standardized coefficient	t-value	Significance(P)
Constant	1.021	---	5.116	0.000***
School Factors	0.356	0.391	6.214	0.000***
Family Factors	0.174	0.201	3.457	0.001***
Social Factors	0.223	0.255	4.135	0.000***

Note: ***p<0.001, **p<0.01, *p<0.05

As shown in Table 4.7, the regression coefficients of the three independent variables for teachers' mental health are all positive and significant at or above the 0.01 level, indicating that they are all significant positive predictors. The regression analysis results provide a deeper understanding of how school, family, and social factors collectively influence the mental health of high school teachers in Weishan County

4.2 Analysis of the Findings

4.2.1 Demographic Characteristics

The data show that the proportion of female teachers is 59.85%, higher than that of male teachers. Female teachers usually play a more active role in student

communication and home-school interaction and may be more affected by student family factors such as parents' attitude and cooperation degree, and their emotional labor burden may also be heavier.

Teachers are primarily aged between 26 and 45, accounting for 72.86%, making them the backbone of the teaching force. Teachers in this age group handle most of the teaching and administrative tasks, often facing internal performance pressures, promotion challenges, and the dual pressures of family responsibilities, which can lead to greater psychological stress. Additionally, 19.33% of teachers are 46 years old or older, who may be nearing retirement or taking on more school management roles, thus paying more attention to social factors such as social security and policy support

The participation ratio of the three high schools is relatively balanced, reflecting the representativeness of the survey sample. Among them, Weishan County No.1 Middle School has the highest proportion (37.92%), indicating that there may be some differences among schools in terms of the impact degree on mental health in terms of leadership support, teacher collaboration atmosphere and stress reduction mechanism

68.40% of teachers said that they had experienced great psychological pressure due to teaching or management work. This proportion reflects the general mental health risks faced by teachers, highlighting the importance of strengthening home-school communication mechanism, building a supportive campus environment and improving social identity.

4.2.2 Impact of School Factors on the Mental Health of High School Teachers in Weishan County

Schools, as the primary setting for teachers 'daily work, have a direct impact on their psychological well-being through institutional arrangements, interpersonal dynamics, and leadership support. According to the descriptive statistics, teachers generally rate school-related factors highly, particularly in the item "I can get understanding and help from school leaders" (Q4), which scores the highest (mean 3.46). This indicates that the understanding and tolerance of school leaders are considered crucial for teachers' psychological security.

The score for " The school management system is fair and reasonable, which helps to reduce the burden of teachers" (Q2) is relatively low (average 3.28), indicating a gap between the perceived benefits of the system and the actual experience. This suggests that while some schools have attempted to establish psychological support systems,

further improvements are needed in areas such as stress reduction through institutional measures and the rationality of processes.

In the correlation analysis, the Pearson correlation coefficient between school factors and teachers 'mental health is r = 0.582 (p <0.01), indicating the strongest association among the three types of independent variables. This suggests that the higher the level of support teachers receive from their schools, the more stable their mental state tends to be. Further regression analysis confirmed this, with a standardized regression coefficient □ of 0.391 (p <0.001), making it the most influential factor among all predictors. Therefore, enhancing humanistic care within schools, increasing teachers' sense of participation, and setting up a reasonable task system will be key areas for improving teachers' mental health.

4.2.3 Impact of Family Factors on the Mental Health of High School Teachers in Weishan County

The family factors in this study refer specifically to teachers' interactions with students' parents, including their cooperation, communication, and overall attitude toward teachers. Descriptive results showed that items Q5 and Q6 were rated moderately, indicating that many teachers believe they can communicate well with parents. However, item Q8 ("A stable communication mechanism has been established between the school and parents") received the lowest score in this dimension (Mean = 3.05), revealing that formalized communication channels between school and family are still lacking.

Statistical analysis found that the correlation between family factors and teacher mental health is r = 0.493 (p < 0.01). The regression coefficient is β = 0.201 (p = 0.001), demonstrating a moderate but significant influence. While family-related variables may not directly determine psychological health, they serve as emotional buffers during high-pressure situations. Establishing institutionalized home-school communication platforms and enhancing parental involvement can play a meaningful role in reducing teacher stress.

4.2.4 Impact of Social Factors on the Mental Health of High School Teachers in Weishan County

The social factors include external support systems, public perception, media

portrayal, and policy-level attention. Among the three dimensions, social factors received the lowest average ratings. Q11 ("There are organizations or resources in society to provide mental health support for teacher") has the lowest mean of all items (2.85), and Q12 ("Policies adequately address and respond to teachers' mental health issues") also scores below 3.0, indicating a lack of trust in external resources and governmental responses.

Despite this, the correlation between social factors and mental health remains statistically significant at r = 0.537 (p < 0.01). The regression analysis yields a standardized coefficient of β = 0.255 (p < 0.001), suggesting that while social factors may be less immediate than school factors, their systemic impact should not be underestimated. This highlights the need for stronger policy implementation, greater public awareness, and broader access to third-party mental health services for teachers.

4.3 Discussion

This study focuses on the mental health of in-service teachers at three high schools in Weishan County, Yunnan Province. It employed a questionnaire survey method to collect primary data and used SPSS 26.0 for descriptive statistics, correlation analysis, and regression analysis. The study examined three main independent variables: school factors, family factors (centered around parents), and social factors, exploring how these variables affect teachers' mental health levels. Through systematic analysis, the study not only reveals the impact of each variable on mental health but also provides a new perspective on understanding the multidimensional ecological structure of educators.

The research findings indicate that high school teachers in Weishan County generally experience a certain level of psychological stress, yet their overall mental health remains at a moderate level. Some teachers still maintain a strong sense of professional responsibility and enthusiasm. However, the sources of psychological stress are diverse and structural, and teachers tend to seek help less frequently when facing pressure. This suggests that teachers' mental health issues are no longer isolated but are influenced by systemic environmental factors, making them social issues.

Among all influencing factors, school-related factors were found to have the most significant positive impact on teachers' mental health, a finding with important practical implications. The regression model indicates that the standardized regression coefficient for school factors is □ = 0.391, the highest among all variables. This

suggests that the psychological support provided by schools in areas such as institutional development, management fairness, organizational support, and interpersonal atmosphere is currently the most effective intervention. Teachers' mental states significantly stabilize when they feel understood by their leaders and receive collaborative support from colleagues. This highlights that building an organizational culture centered on 'care and trust' is crucial for enhancing teachers' mental health.

Furthermore, the influence of social factors cannot be overlooked. Both correlation analysis and regression models show a stable moderate positive correlation ($r = 0.537$, $\square = 0.255$), indicating the long-term impact of society on teachers' psychological well-being. Despite generally low evaluations of current social support mechanisms, particularly in terms of access to mental health resources, policy responsiveness, and positive media guidance, teachers can still achieve positive psychological adjustment when they feel respected and recognized by society. This finding highlights the hidden power of external macro structures in the psychological development of teachers and calls for the public sector to enhance policy implementation and service provision, thereby optimizing the professional environment for teachers.

In contrast, the influence of family factors is relatively weak but still significant ($r = 0.493$, $\square = 0.201$). Teachers generally recognize the understanding and cooperation from parents, but they express reservations about whether a stable communication mechanism has been established between home and school. This suggests that the relationship between home and school remains largely at the individual communication level, lacking institutional and standardized support. Although its impact is less pronounced than that of schools and society, parents 'attitudes play a regulatory and buffering role in emotional regulation, stress relief, and conflict resolution. Therefore, educational administrators should not only focus on student behavior management but also pay attention to the impact on teachers' psychological well-being when promoting home-school cooperation.

It is worth noting that the study also found a significant positive correlation among three types of independent variables. For instance, the correlation coefficient between family factors and social factors reached $r = 0.502$, indicating an interaction between parents 'attitudes, communication skills, and the overall social environment. In other words, when public opinion tends to support educators and policies favor teachers, parents are more likely to support teachers, which in turn affects teachers' psychological well-being. This finding indirectly confirms that teaching mental health is a complex,

multi-layered issue that requires coordinated intervention from multiple stakeholders.

Further analysis reveals that, in the interaction among school, family, and society, teachers exhibit strong professional resilience and a sense of responsibility. However, they generally lack initiative in seeking psychological support. For example, the average score for Q15, " When I am under great psychological pressure, I will take the initiative to seek external help (such as psychological counseling) " is only 2.78, significantly lower than other mental health questions. This finding has significant practical implications: even when teachers feel stressed, they often choose to 'overcome it alone' due to cultural norms, resource limitations, or feelings of shame, thereby masking many potential psychological crises. Therefore, enhancing mental health literacy and creating a non-discriminatory psychological service environment should be a key component of the teacher's psychological support system.

In summary, this study presents a dynamic relationship between the mental health status of high school teachers in Weishan County and three environmental factors using quantitative data. It highlights the central role of schools in mental health interventions and identifies structural deficiencies in family and social mechanisms. The study emphasizes that teacher mental health should not be viewed as an individual adaptation issue but should be understood within the broader context of institutional, relational, and cultural frameworks. Only by establishing a multi-faceted support system involving schools, families, and society can we achieve continuous improvement and systematic protection of teachers' mental health.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study, using teachers from three high schools in Weishan County, Yunnan Province as samples, systematically examined the key factors influencing teachers' mental health' through a questionnaire survey. The study focused on the school support mechanisms, the quality of interaction between families (parents), and the social support structure. It emphasizes that teachers' mental health issues should not be seen as isolated individual problems but as complex outcomes embedded within the educational ecosystem, influenced by the interactions among schools, families, and society. Through the quantitative analysis of 269 valid questionnaires, the study further highlights that there is a significant correlation between teachers' mental health status and their support environment, particularly in terms of stress sources, buffering mechanisms, and emotional regulation, which exhibit systematic logic.

The study reveals several core findings through empirical data: First, the overall mental health of high school teachers in Weishan County is currently stable. Despite the pressures they face teaching, most teachers still demonstrate a strong sense of professional responsibility and enthusiasm for education. However, a significant number of teachers experience persistent psychological fatigue, emotional suppression, and a lack of awareness to seek help. This indicates that mental health issues among teachers are often hidden and cumulative, and if not addressed promptly, they can escalate into irreversible psychological crises.

Secondly, the research findings indicate that school factors are the most critical variables affecting teachers' mental health. Whether the school's internal systems are fair and reasonable, whether leaders understand and support their needs, or whether there is a positive collaborative environment among teachers, all significantly influence teachers 'psychological well-being. This finding aligns with the initial hypothesis of the study: teachers' mental health is highly dependent on the organizational environment they are in.

Third, although social factors are external variables, their long-term influence cannot be ignored. Teachers' perception of public identity, media evaluation and policy response are moderately positively correlated with their psychological state, indicating that teachers' psychological security not only comes from the support within the school, but also closely related to the "emotional climate" of the social environment.

Fourth, although the influence of family factors (centered on students 'parents) on teachers' mental health is not as significant as that of school and social factors, it has important moderating significance. Good communication between home and school, parents understanding and cooperation can effectively relieve the pressure of teachers when facing students' problems, while the opposite may become a source of additional psychological burden.

Finally, the study found that schools, families and society are not independent of each other but form a multi-layered nested support system that influences each other. Teachers' mental health is influenced by multiple factors, and there is a significant positive correlation between these factors, which further confirms the systematic and multifactorial nature of teachers' mental health problems.

5.2 Recommendation

This study focuses on the causes and intervention approaches of teachers' mental health problems. The research finds that schools, families and society all have an impact on teachers' mental health. To effectively deal with the potential risks of teachers' mental health, this study puts forward the following targeted and operational suggestions from these three dimensions respectively.

It is expected that the following suggestions can provide a realistic path for the construction of a scientific, complete and sustainable teacher mental health support system from the aspects of system, culture, resources and concept, effectively respond to the core issues raised in this study and realize the organic connection between research findings and educational reform practice.

5.2.1 School Factors

School is the main place for teachers' work, one of the sources of psychological pressure for teachers, and the most direct platform for psychological support. Therefore, schools should strengthen the management and support of teachers' mental health in the following aspects:

1) Improve the organizational system and optimize the working mechanism. Promote the fairness and rationality of the performance appraisal system, avoid judging teachers solely by quantitative indicators such as enrollment rate and evaluation results, and reduce the anxiety caused by "involution" assessment.

2) To implement the goal of "reducing burden and improving efficiency," the

allocation of teaching and administrative tasks will be optimized, non-teaching work such as ineffective meetings, excessive documentation, and repeated reporting will be strictly controlled, to free up teachers' time to focus on education.

3) Establish a regular psychological service system. Set up "psychological care rooms for teachers" on campus, introduce professional psychological consultants or train psychological backbone members on campus, carry out regular psychological screening, psychological lectures and stress reduction activities, and build a psychological early warning and crisis intervention mechanism.

4) Create a caring organizational culture, strengthen the communication mechanism between leaders and teachers, encourage principals and middle-level cadres to participate in teacher emotional counseling and support activities, build an equal, respectful and understanding working relationship, and enhance teachers' sense of organizational belonging and security.

5.2.2 Family Factors

The interaction between teachers and parents is high and the emotional investment is large. Family factors have become an important external variable of teachers' mental health. To improve the relationship between teachers and parents, it is suggested to start with the following aspects:

1) Establish an institutionalized communication platform between home and school. Encourage schools to set up regular communication mechanisms such as "home-school communication day" and "teacher open day" to avoid all communication relying on temporary contact, emergencies or individual teachers taking the initiative.

2) Promote two-way communication rather than one-way demands Encourage parents to listen to teachers' opinions while expressing their demands, promote understanding, respect and cooperation, and prevent psychological pressure caused by parents' high expectations or misunderstanding.

3) To improve parents' educational literacy, parents should be trained on scientific education views through parent meetings, after-school training and online platforms, so that they can correctly understand the laws of education, respect teachers' work and form a joint effort in education.

4) Build the concept of "shared responsibility" education, encourage schools and families to jointly undertake the problems and tasks in the process of students 'growth, prevent all the problems of students from being "attributed" to teachers, and relieve the

psychological burden of teachers in dealing with students' family affairs.

5.2.3 Social Factors

Although society does not directly participate in the teaching process, its value orientation, resource support and public opinion ecology have a profound impact on teachers' mental health. Suggestions are as follows:

1) To improve the policy system of teachers mental health, education authorities should issue local implementation rules for teachers' mental health management, clarify the responsibilities of schools, education bureaus, hospitals and psychological institutions, and establish a cross-departmental cooperation mechanism.

2) Expand the channels of psychological service resources. Encourage the establishment of psychological service hotlines, online psychological support platforms or regional mental health centers for teachers to ensure that teachers can easily, anonymously and safely obtain professional psychological assistance.

3) Encourage multiple social entities to participate in the intervention, and support trade unions, psychological associations, NGOs and other social organizations to participate in teachers' psychological support work, providing diversified services such as curriculum guidance, psychological counseling and rehabilitation support.

4) Strengthen media guidance and improve the public opinion environment. Mainstream media should report more positive deeds of teachers, guide the public to view education issues rationally, reduce negative public opinion attacks on teachers, and create a social atmosphere of respecting teachers and valuing education.

5) To enhance the professional respect and material security of teachers, it is suggested to include mental health in the career development plan of teachers, and provide incentive mechanisms such as psychological allowance, recuperation leave and psychological evaluation points, to enhance the professional identity and psychological security of teachers

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Appendix

A questionnaire on the factors affecting the psychological health of high school teachers in Weishan County

Dear Sir/Madam,

Thank you very much for taking the time out of your busy schedule to participate in this survey.

Part 1: Basic information

1. Your gender:

Ω   Male Ω   Female

2. Your age:

Ω   Under 25 Ω   26-35 years old Ω   36-45 years old Ω   46 years old and above

3. Your school:

Ω   Weishan No.1 Middle School Ω   Weishan No.2 Middle School Ω   Weishan Xinghua Senior High School

4. Have you ever experienced great psychological pressure due to teaching or management work?

Ω   Yes Ω   No

Part 2: Independent variables

Dimension	Item	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
Dimension 1: School Aspect	(1) The school provides mental health support services for teachers (such as psychological counseling and stress reduction training).	1	2	3	4	5
	(2) The school management system is fair and reasonable, which helps to reduce the burden of teachers	1	2	3	4	5
	(3) The school creates a supportive atmosphere for teacher collaboration.	1	2	3	4	5
	(4) I can get understanding and help from school leaders.	1	2	3	4	5
Dimension 2: Family Aspect	(5) I can communicate well with students' parents to promote their growth.	1	2	3	4	5
	(6) Parents of students have an understanding and support attitude towards teaching.	1	2	3	4	5
	(7) The high degree of parental cooperation helps to relieve my educational pressure.	1	2	3	4	5
	(8) A stable communication mechanism has been established between the school and parents.	1	2	3	4	5
Dimension 3:	(9) The whole society maintains respect and recognition for the teaching	1	2	3	4	5

	profession.					
	(10) Media reports on the occupational stress of teachers help the society to understand the situation of teachers.	1	2	3	4	5
	(11) There are organizations or resources in society that provide mental health support for teachers.	1	2	3	4	5
	(12) Policy attention and response to teachers' mental health problems.	1	2	3	4	5
Dependent Variable: High school teacher mental health	(13) My overall mental state is good	1	2	3	4	5
	(14) I can regulate and manage negative emotions at work.	1	2	3	4	5
	(15) When I am under great psychological pressure, I will take the initiative to seek external help (such as psychological counseling).	1	2	3	4	5
	(16) I am still full of enthusiasm and responsibility for my work in education.	1	2	3	4	5

บันทึกข้อความ

ส่วนงาน บัณฑิตวิทยาลัย สาขาบริหารธุรกิจ   **โทร.ภายใน** 5336

ที่ มส 0210.01 / 0249   **วันที่** 11 กันยายน 2568

เรื่อง ขออนุมัติสำเร็จการศึกษาประจำปีการศึกษา 2567

เรียน ท่านอธิการบดี

    เรื่องเดิม นักศึกษาหลักสูตรบริหารธุรกิจมหาบัณฑิต MISS. WU PEIWEN รหัสนักศึกษา 6617195715 ได้ศึกษารายวิชาครบถ้วนสมบูรณ์ และได้ปฏิบัติตามเกณฑ์สำเร็จการศึกษาตามที่มหาวิทยาลัย สยามกำหนดเรียบร้อยแล้ว ทั้งนี้พร้อมยื่นเรื่องขออนุมัติสำเร็จการศึกษา โดยมีรายละเอียด ดังต่อไปนี้

1. ผ่านการตรวจสอบความซ้ำซ้อนด้วยโปรแกรม Grammarly เมื่อวันที่ 16 กรกฎาคม 2568
2. ผ่านการสอบประมวลความรู้ข้อเขียน เมื่อวันที่ 26 กรกฎาคม 2568
3. ผ่านการสอบปากเปล่าขั้นสุดท้ายวิชาการค้นคว้าอิสระ เมื่อวันที่ 18 กรกฎาคม 2568
4. ผ่านเกณฑ์มาตรฐานความรู้ภาษาอังกฤษ Oxford Placement Test score 72 CEFR B2 เมื่อวันที่ 22 เมษายน 2568
5. ผ่านการประชุมวิชาการระดับนานาชาติ at The 1st Thailand –Sino International Conference and The 17th National and International Academic Conference on "Innovation and Management for Sustainability" Subject : The Mental Health Management of High School Teachers in Weihan County, Yunnan Province, China on 14-16 November at Siam University, 2024, Bangkok Thailand

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    จึงเรียนมาเพื่อพิจารณาอนุมัติ และให้ดำเนินการต่อไป

(รศ.ดร.จอมพงศ์ มงคลวนิช)
คณบดีบัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

ตรวจสอบแล้ว 18 เรียบร้อยออกรหัส

19 ก.ย.68