

**A STUDY ON THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS'
PERCEPTION OF SCHOOL SUPPORT AND MENTAL HEALTH
LITERACY: A STUDY OF HUNAN INTERNATIONAL ECONOMICS
UNIVERSITY IN CHINA**

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Abstract: This study aimed to conduct an in-depth investigation into the current situation of students' perception of school support and mental health literacy at Hunan International Economics University. A questionnaire survey was used to examine the correlation between students' perception of school support and their mental health literacy. The study sample consisted of 368 students from the university. Data analysis methods included descriptive statistical analysis, independent samples t-test, one-way ANOVA, and Pearson correlation analysis. The results showed significant differences in students' perception of school support based on gender, grade, whether they served as student cadres, and family economic income. Significant differences in students' mental health literacy were also found based on gender, grade, only-child status, and family economic income. Additionally, a significant correlation was identified between students' perception of school support and their mental health literacy. Finally, based on the research findings, the study suggested that the university should establish a hierarchical and categorized support supply mechanism, improve the "prevention–education–response" coordinated literacy cultivation system, and develop a two-way empowerment model for student growth.

Keywords: School Support, Mental Health Literacy, Hunan International Economics University

Introduction

In the tide of globalization, with the deepening of reform and opening up and the accelerated advancement of industrialization and urbanization in various countries, social structures and lifestyles underwent unprecedented and profound changes. This transformation not only brought rapid economic growth, cultural diversity, and political stability but also injected a strong sense of the times and new vitality into urban residents' lives. However, while enjoying the fruits of social development, people also faced real challenges such as a faster pace of life and increased work pressure, quietly posing a threat to national mental health. Particularly in the international context, mental health issues became

increasingly prominent and emerged as a key topic in global public health (Walker, 2022). Mental health literacy, as an important branch of health literacy research, gradually gained widespread attention from the international community (Kasahara-Kiritani et al., 2015). It emphasized that individuals needed not only knowledge of mental health but also the ability to identify mental health conditions, maintain positive mental health concepts, and take effective actions to preserve and improve their mental health levels. With the renewal of educational concepts and growing societal attention to individual mental health, school support—as a key external factor influencing students' mental health development—gradually became a research focus in the international academic community. Numerous studies showed that the supportive environment provided by schools, including academic support, emotional care, and psychological counseling, played an indispensable role in developing students' mental health literacy (Bjørnsen et al., 2019). This not only helped enhance students' psychological resilience but also promoted the formation of positive self-awareness and social adaptability, laying a solid foundation for their future holistic development.

With the continuous deepening of China's reform and opening up and rapid economic advancement, social structures and lifestyles experienced dramatic changes, profoundly affecting national mental health, especially among university students—a young and sensitive group. Mental health issues among university students became a growing social concern. Chang et al. (2020) reported that the incidence rates of depression and anxiety among university students reached 21.2% and 26.6%, respectively, highlighting their generally low mental health literacy. Many students had little knowledge of mental health concepts, problem causes, or symptom manifestations, making it difficult for them to recognize their own or others' mental health status effectively. Consequently, when experiencing psychological distress, students tended to handle it alone rather than seek professional psychological help (Amarasuriya et al., 2015; Mansfield et al., 2020). This lack of mental health literacy not only hindered students from effectively using mental health services but also reduced the overall mental health level within the student population.

To address these challenges, the Chinese government introduced a series of policies and measures in recent years aimed at strengthening mental health education in schools and improving students' mental health literacy. Against this backdrop, the role of school support became increasingly prominent as an indispensable component of mental health education.

This study aimed to conduct an in-depth investigation into the current status of students' perception of school support and mental health literacy at Hunan International Economics University. It sought to gain a comprehensive and objective understanding of students' perception of school support and their level of mental health literacy. On this basis, the study further explored the relationship and mutual influence between the two, specifically whether and how school support affected students' mental health literacy, and whether improvements in students' mental health literacy could, in turn, promote their positive perception and utilization of school support. Additionally, this research provided

an empirical basis for Hunan International Economics University and other universities to understand the relationship between students' perception of school support and mental health literacy, offering targeted suggestions for improving and optimizing mental health education in universities to promote the all-round development and healthy growth of students.

Research Objectives

(1) To determine the differences in students' perception of school support at Hunan International Economics University in China under different demographic backgrounds (gender, grade, whether they served as student carder, only child or not, and family economic income).

(2) To determine the differences in students' mental health literacy at Hunan International Economics University in China under different demographic backgrounds, (gender, grade, whether they served as student carder, only child or not, and family economic income).

(3) To analyze the correlation between students' perception of school support and mental health literacy at Hunan International Economics University.

Literature Review

Research on the School Support

Current research on school support remains insufficient and varied in perspective, often focusing on specific groups or services with limited attention to students' all-around development. Jia et al. (2009) defined school support as comprising instructor support and peer support—emphasizing emotional care and academic guidance from teachers, and emotional and practical help from peers. Similarly, Guo et al. (2020) viewed school support as essential social support for teenagers, involving help and encouragement from both instructors and classmates due to their close interactions on campus.

Bottiani et al. (2016) highlighted the school environment's role in fostering students' growth, defining school support as policies and substantive assistance that enhance school belonging, positive emotions, and healthy development. Littlecott et al. (2018) described it as a dynamic process where schools promote learning and development through environmental diversity, resource allocation, student programs, teaching, and daily class management, stressing both diversity and comprehensiveness of support.

From the perspective of holistic development, Hu and Liu (2019) defined school support as multifaceted assistance in learning, social interaction, financial aid, and facilities to meet students' developmental needs and school goals. Despite target group differences, scholars agree that school support aims to meet diverse needs across material, emotional, and interpersonal levels. Zhang et al. (2020) further defined it as emotional and spiritual care from classmates, teachers, and school organizations, emphasizing mental health and social integration—most aligned with the present study's focus.

Research on the Mental Health Literacy

The definition of mental health literacy (MHL) has continually evolved, with varying interpretations shaped by different research focuses. Initially, Jorm et al. (1997) defined MHL as "knowledge and beliefs about mental disorders which aid their recognition." Jorm (2000) further expanded it into six domains: identifying illnesses, understanding risk factors, knowing interventions and professional help, fostering help-seeking attitudes, and accessing mental health information.

Chambers et al. (2015) critiqued earlier definitions as too illness-focused, proposing that MHL should include the ability to find, understand, evaluate, and apply information for maintaining positive mental health, aligning with positive psychology. WHO (2018) echoed this broader view, emphasizing mental health as subjective well-being, optimal functioning, and coping capacity beyond merely the absence of illness. Similarly, Walker (2022) framed MHL as essential for overall health, focusing on acquiring and applying information to improve mental health.

Chinese scholars also adopted this expanded perspective. Jiang et al. (2020) emphasized both self-help and helping others, suggesting six assessment areas: basic knowledge, illness identification, personal mental health promotion, promoting others' mental health, coping with one's own mental illness, and helping others facing mental illness. Li et al. (2021) contextualized MHL for Chinese university students, defining it across four dimensions: knowledge, identification ability, attitude, and behavior. This comprehensive, student-focused definition best aligns with the current study's objectives.

Research on the Correlation between Students' Perception of School Support and Mental Health Literacy

Chen et al. (2017) investigated mobile students, finding a significant positive correlation between perceived school support and mental health literacy (MHL)—the more school support students perceived, the higher their MHL levels. Facing challenges in unfamiliar school environments, mobile students often felt helpless, making school support critical. Chen et al. identified five support dimensions: reputation support (influencing attitudes via school culture), subject support (enhancing understanding of mental health issues through knowledge), teaching support (instructors guiding students in mental health skills), growth support (psychological counseling promoting positive attitudes and behaviors), and facility support (providing a supportive physical environment and counseling spaces).

Cao (2016) similarly found a significant positive correlation between both the overall and dimensional levels of school support and students' MHL. Focusing on teaching support and growth support, the study highlighted how interpersonal courses and a positive relational atmosphere enhanced students' self-awareness, social skills, and emotional management. Growth support, through club activities and volunteer programs, fostered social responsibility, teamwork, and leadership. Regular mental health lectures and counseling further strengthened students' emotional regulation and help-

seeking abilities, deepening their understanding of mental health.

Methodology

In this study, 375 students from Hunan International Economics University in China were selected as the subjects by convenient sampling. There were 12,000 students at Hunan International Economics University. According to the Morgan table research sample size standard by Krejcie & Morgan (1970), it was reasonable to draw 375 samples when the total population was 12,000. Based on this, 375 questionnaires were distributed in this study, and 368 valid data were sorted out, with the effective return rate reached 98.13%.

The School Support Questionnaire was developed by Dong (2020) was used in this study. The scale consisted of 34 items and divided school support into five dimensions: reputation support, subject support, teaching support, growth support, and facility support. The Mental Health Literacy Questionnaire for university students developed by Li et al. (2021) was used in this study. The questionnaire consisted of 22 items and divided mental health literacy into four dimensions: knowledge, identification, attitude, and behavior.

Results

Demographic Analysis of the Respondents

This study surveyed students at Hunan International Economics University. Out of 375 questionnaires retrieved, 368 were valid, with a valid response rate of 98.13%. Table 1 summarized the distribution of demographic variables in the sample. Regarding gender, 47.0% (173) were male and 53.0% (195) female. By grade level, 24.7% were freshmen (91), 25.5% sophomores (94), 25.3% juniors (93), and 24.5% seniors (90). In terms of class cadre status, 44.0% (162) were class leaders and 56.0% (206) were not. For only-child status, 58.4% (215) were only children and 41.6% (153) were not. Regarding family economic income, 44.0% (162) reported low income, 35.1% (129) medium, and 20.9% (77) high income. Overall, the demographic profile of participants was mainly female, sophomores, non-class leaders, only children, and students from low-income families.

Descriptive Statistics on the Levels of School Support and Mental Health Literacy

Table 2 presented the descriptive statistical analysis results of students' perception of school support and mental health literacy. As shown in Table 2, besides the reputation support dimension ($M = 3.44$, $SD = 0.70$) and the knowledge dimension ($M = 3.50$, $SD = 0.58$), which were at a moderate level, the subject support dimension ($M = 3.61$, $SD = 0.67$), teaching support dimension ($M = 3.70$, $SD = 0.60$), growth support dimension ($M = 3.81$, $SD = 0.58$), facility support dimension ($M = 3.61$, $SD = 0.59$), total perception of school support ($M = 3.66$, $SD = 0.55$), identification dimension ($M = 3.87$, $SD = 0.49$), attitude dimension ($M = 3.69$, $SD = 0.45$), behavior dimension ($M = 3.95$, $SD = 0.45$), and total mental health literacy all showed high levels.

Table 1: Demographic Distribution of Sample

Demographic Variables	Group	n	Percentage (%)
Gender	Male	173	47.0
	Female	195	53.0
Grade	Freshman	91	24.7
	Sophomore	94	25.5
	Junior	93	25.3
	Senior	90	24.5
Residence	Class Leader	162	44.0
	Non-Class Leader	206	56.0
Family Structure	Only Child	215	58.4
	Non-Only Child	153	41.6
Family economic income	Low	162	44.0
	Medium	129	35.1
	High	77	20.9
Total		368	100.0

Table 2: The Levels of Perception School Support and Mental Health Literacy

Dimension	n	M	SD	Interpretation
Reputation Support	368	3.44	0.70	Moderate
Subject Support	368	3.61	0.67	High
Teaching Support	368	3.70	0.60	High
Growth Support	368	3.81	0.58	High
Facility Support	368	3.63	0.59	High
School Support	368	3.63	0.55	High
Knowledge	368	3.50	0.58	Moderate
Identification	368	3.87	0.49	High
Attitude	368	3.69	0.45	High
Behavior	368	3.95	0.45	High
Mental Health Literacy	368	3.74	0.40	High

Analysis of Differences in School Support and Mental Health Literacy Across Demographic Variables

Table 3 indicated that there were significant differences in school support and mental health literacy, and all their dimensions between male and female students. Thus, gender did have a significant

effect on school support and mental health literacy.

Table 3: Independent Sample T-Test Analysis of School Support and Mental Health Literacy by Gender

Dimension	Male (n=173)		Female (n=195)		t	p
	M	SD	M	SD		
Reputation Support	3.31	0.67	3.57	0.70	-3.59	.000
Subject Support	3.47	0.65	3.74	0.67	-3.88	.000
Teaching Support	3.63	0.56	3.76	0.63	-2.09	.037
Growth Support	3.71	0.59	3.89	0.57	-3.01	.003
Facility Support	3.54	0.56	3.72	0.60	-2.96	.003
School Support	3.53	0.52	3.74	0.57	-3.57	.001
Knowledge	3.40	0.54	3.59	0.60	-3.23	.001
Identification	3.79	0.46	3.94	0.50	-2.97	.003
Attitude	3.61	0.40	3.76	0.47	-3.08	.002
Behavior	3.89	0.44	4.00	0.45	-2.45	.015
Mental Health Literacy	3.67	0.36	3.82	0.42	-3.71	.000

Table 4 revealed significant differences across different grade groups in both school support and mental health literacy. As significant differences were found in the dimensions of reputation support, subject support, teaching support, attitude, behavior, total school support, and total mental health literacy, post hoc comparisons were conducted. The results of the post hoc comparisons showed the following trends:

- 1) In the reputation support dimension, freshmen scored lower than sophomores, juniors, and seniors.
- 2) In the subject support dimension, freshmen scored lower than sophomores and seniors.
- 3) In the teaching support dimension, freshmen scored lower than sophomores and juniors.
- 4) In the attitude dimension, freshmen scored lower than sophomores and juniors.
- 5) In the behavior dimension, freshmen scored lower than sophomores and juniors.
- 6) In total school support, freshmen scored lower than sophomores and juniors.
- 7) In total mental health literacy, freshmen scored lower than juniors and seniors.

Table 4: ANOVA Analysis of School Support and Mental Health Literacy by Grade

Dimension	๑		๒		๓		๔		F	p	LSD
	Freshman		Sophomore		Junior		Senior				
	(n=91)		(n=94)		(n=93)		(n=90)				
	M	SD	M	SD	M	SD	M	SD			
Reputation Support	3.15	0.64	3.59	0.67	3.52	0.76	3.51	0.62	7.93	.000	①<②③④
Subject Support	3.54	0.59	3.77	0.62	3.61	0.75	3.52	0.70	2.81	.039	①<②④
Teaching Support	3.54	0.59	3.78	0.58	3.77	0.62	3.70	0.60	3.06	.028	①<②③
Growth Support	3.68	0.56	3.89	0.53	3.80	0.62	3.85	0.62	2.23	.078	
Facility Support	3.51	0.50	3.74	0.53	3.67	0.71	3.61	0.57	2.51	.059	
School Support	3.48	0.48	3.76	0.52	3.67	0.64	3.64	0.55	3.95	.009	①<②③
Knowledge	3.43	0.45	3.43	0.56	3.55	0.63	3.61	0.64	2.33	.074	
Identification	3.76	0.48	3.85	0.49	3.93	0.52	3.92	0.45	2.39	.068	
Attitude	3.53	0.40	3.74	0.47	3.73	0.48	3.75	0.40	5.41	.001	①<②③④
Behavior	3.80	0.44	3.95	0.42	4.04	0.46	3.99	0.43	4.81	.003	①<②③④
Mental Health Literacy	3.63	0.36	3.74	0.38	3.81	0.43	3.82	0.39	4.57	.004	①<③④

As shown in Table 5, significant differences were observed in the dimensions of subject support, facility support, identification, and total school support between class leaders and non-class leaders. Therefore, being a class leader had a significant impact on these outcomes.

Table 5: Independent Sample T-Test Analysis of School Support and Mental Health Literacy by Class Leader

Dimension	Class Leader (n=162)		Non-Class Leader (n=206)		t	p
	M	SD	M	SD		
Reputation Support	3.47	0.75	3.42	0.65	0.71	.479
Subject Support	3.73	0.70	3.52	0.64	3.01	.003
Teaching Support	3.74	0.64	3.67	0.57	1.14	.256
Growth Support	3.86	0.63	3.76	0.54	1.58	.114
Facility Support	3.73	0.63	3.56	0.55	2.67	.008
School Support	3.71	0.60	3.59	0.51	2.06	.040
Knowledge	3.51	0.56	3.49	0.60	.36	.722
Identification	3.92	0.52	3.82	0.46	1.99	.048
Attitude	3.73	0.49	3.66	0.42	1.58	.116
Behavior	3.98	0.46	3.92	0.43	1.46	.145
Mental Health Literacy	3.79	0.40	3.72	0.39	1.56	.119

Table 6 further showed that being an only child also led to significant differences in the dimensions of facility support, knowledge, and behavior. Significant differences were also found in total mental health literacy across students with different only-child statuses.

Table 6: Independent Sample T-Test Analysis of School Support and Mental Health Literacy by Only Child

Dimension	One Child (n=153)		Non-One Child (n=215)		t	p
	M	SD	M	SD		
Reputation Support	3.49	0.65	3.38	0.75	1.43	.152
Subject Support	3.61	0.69	3.62	0.65	-0.13	.889
Teaching Support	3.74	0.58	3.64	0.63	1.57	.118
Growth Support	3.85	0.57	3.74	0.60	1.90	.059
Facility Support	3.69	0.57	3.56	0.61	2.04	.042
School Support	3.68	0.54	3.59	0.58	1.48	.139
Knowledge	3.57	0.60	3.41	0.53	2.74	.006
Identification	3.90	0.47	3.82	0.51	1.43	.153
Attitude	3.69	0.43	3.69	0.48	-0.10	.924
Behavior	3.99	0.43	3.89	0.47	2.07	.039
Mental Health Literacy	3.79	0.39	3.70	0.40	1.99	.048

Table 7 revealed significant differences across different family economic incomes in both school support and mental health literacy. Besides attitude dimension, significant differences were found in all dimensions of school support and mental health literacy, post hoc comparisons were conducted to these dimensions, total school support, and total mental health literacy. The results of the post hoc comparisons showed the following trends:

- 1) In the dimensions of reputation support, subject support, growth support, facility support, identification, and total school support, low or medium incomes scored lower than high incomes.
- 2) In the dimensions of teaching support and behavior, low incomes scored lower than high incomes.
- 3) In the dimensions of growth support and total mental health literacy, low incomes scored lower than medium or high incomes.

Table 7: ANOVA Analysis of School Support and Mental Health Literacy by Family Economic Incomes

Dimension	①		②		③		F	p	LSD
	Low		Medium		High				
	(n=162)		(n=129)		(n=77)				
	M	SD	M	SD	M	SD			
Reputation Support	3.32	0.69	3.44	0.58	3.73	0.80	9.56	.000	①②<③
Subject Support	3.58	0.58	3.52	0.69	3.83	0.77	5.71	.004	①②<③
Teaching Support	3.62	0.61	3.71	0.52	3.83	0.68	3.20	.042	①<③
Growth Support	3.70	0.56	3.87	0.55	3.95	0.66	5.94	.003	①<②③
Facility Support	3.55	0.55	3.62	0.53	3.84	0.71	6.65	.001	①②<③
School Support	3.55	0.52	3.63	0.49	3.83	0.67	6.98	.001	①②<③
Knowledge	3.39	0.51	3.59	0.61	3.59	0.62	5.61	.004	①<②③
Identification	3.79	0.51	3.86	0.45	4.03	0.48	6.51	.002	①②<③
Attitude	3.65	0.47	3.67	0.41	3.79	0.46	2.64	.072	
Behavior	3.88	0.47	3.98	0.39	4.03	0.47	3.26	.040	①<③
Mental Health Literacy	3.68	0.39	3.78	0.38	3.86	0.41	5.90	.003	①<②③

Correlation Analysis between School Support and Mental Health Literacy

The correlation analysis between school support and mental health literacy showed that overall school support, including reputation support, subject support, teaching support, growth support, and facility support, was significantly positively correlated with each dimension of mental health literacy ($p < .01$). The high correlation coefficients indicated a strong connection, suggesting that these factors were closely intertwined in promoting the emergence and development of mental health literacy across all dimensions.

Discussion

Discussion on the Current Situation of Students' Perception of School Support and Mental Health Literacy at Hunan International Economics University

The results of this study showed that students' perception of school support at Hunan International Economics University is generally at a high level. This result might stem from the school's systematic investment in resource supply and service guarantee. As a private university, it might have built a multi-dimensional support network through measures such as optimizing the configuration of teaching facilities, strengthening the construction of professional teaching staff and improving the student development support system.

Table 8: Correlation Analysis of School Support and Mental Health Literacy

	1	2	3	4	5	6	7	8	9	10	11
1. Reputation Support	1	.635**	.709**	.743**	.762**	.878**	.198**	.319**	.428**	.356**	.392**
2. Subject Support		1	.589**	.686**	.862**	.858**	.041	.272**	.356**	.269**	.276**
3. Teaching Support			1	.717**	.786**	.856**	.259**	.201**	.319**	.276**	.324**
4. Growth Support				1	.747**	.878**	.129*	.240**	.362**	.289**	.305**
5. Facility Support					1	.941**	.166**	.294**	.420**	.325**	.362**
6. School Support						1	.177**	.303**	.429**	.344**	.376**
7. Knowledge							1	.411**	.359**	.404**	.706**
8. Identification								1	.665**	.832**	.880**
9. Behavior									1	.649**	.802**
10. Attitude										1	.869**
11. Mental Health Literacy											1

 ** $p < .01$

At the same time, the student affairs management process might focus on demand orientation, enabling students to continuously receive substantive assistance such as academic tutoring and career planning during their school years, thereby forming an overall positive evaluation of the school's support system (Bottiani et al., 2016).

The results of this study showed that the students' mental health literacy at Hunan International Economics University is generally at a high level. This result might stem from the systematic construction of the school mental health education work system. As a private college, the school has built a three-in-one support network of "education - prevention - intervention" through measures such as offering compulsory mental health courses, holding thematic publicity activities and establishing psychological counseling centers. Meanwhile, the increased attention contemporary university students have paid to mental health issues, combined with the enhanced accessibility of mental health knowledge in the new media environment, have jointly contributed to the overall positive perception of students' mental health literacy (Li et al., 2021).

Discussion on the Students' Perception of School Support at Hunan International Economics University under Different Demographic Backgrounds

Gender dimension differences might stem from the interaction between social gender role expectations and the way resources are accessed. Female students might show higher sensitivity to emotional expression and social connection needs, making them more inclined to perceive and internalize the supportive resources provided by the school. Grade gradient differences might reflect the dynamic adaptation process of students to the school environment. Freshmen are in the adaptation period and their perception of the school's support system is still in the construction stage, while

sophomores and juniors, having been immersed in campus life for a long time, have formed stable interpersonal networks and resource utilization patterns and can more fully identify and obtain multi-dimensional support provided by the school. Student cadres, due to their responsibilities such as participating in campus governance and organizing activities, have significantly increased the frequency of interaction with instructors and administrative departments. This in-depth participation mechanism enables them to more directly perceive the institutional support provided by the school in aspects such as decision-making participation and ability expansion. Family economic income differences might affect students' perception through resource transformation efficiency. Students from families with high economic capital might have a stronger ability to leverage resources and can turn opportunities such as facilities, platforms, and international exchanges provided by the school into substantive development advantages, thereby forming a positive evaluation of the school's support system.

Discussion on the Differences in Students' Mental Health Literacy at Hunan International Economics University under Different Demographic Backgrounds

Gender dimension differences might stem from the interaction between socio-culturally shaped paradigms of mental health behavior and educational access opportunities. Female students might be more inclined to express emotional needs due to social role expectations, and be more active in mental health courses and peer support activities, thereby accumulating mental health knowledge and internalizing positive attitudes more proactively. Grade gradient differences might reflect the phased characteristics of the formation of mental health literacy. Lower-grade students are in the school adaptation period, and their mental health literacy is more dependent on the reserves from the basic education stage, while higher-grade students, after being immersed in professional courses and accumulating practical experience, have seen significant improvements in their ability to identify mental problems and coping strategies with stress. The differences between only children and non-only children might stem from differences in family parenting styles and resource allocation patterns. Families with only one child might have a comparative advantage in investing in mental education, and parents can be more focused on responding to their children's emotional needs and growth puzzles. This high level of parent-child interaction lays the early foundation for mental health literacy. Family economic income differences might play a role through a dual mechanism of resource transformation efficiency and risk resilience. Students from families with high economic capital have a stronger ability to invest in education and can improve their literacy by participating in mental health workshops, purchasing professional counseling services, etc. Students from economically disadvantaged families might have their literacy development relatively limited due to the squeezing of psychological development resources by survival pressure or the perception threshold of psychological assistance provided by schools to economically disadvantaged groups.

Discussion on the Relationship between Students' Perception School Support and Mental Health Literacy at Hunan International Economics University

First, the school support system directly shaped the foundation for the development of mental health literacy through the resource supply mechanism. The compulsory courses and special lectures on mental health provided by the teaching support dimension constitute the main channel for students to acquire knowledge about mental health issues (Ojio et al., 2019); Professional faculty allocation and academic guidance in subject support provide a cognitive framework for students to understand the causes of mental phenomena. This structured educational supply enables students to systematically improve their ability to recognize mental states such as depression and anxiety.

Secondly, the growth support dimension enhanced the effectiveness of quality transformation through the establishment of a practical platform. School-organized activities such as psychological skit performances and peer counseling training have created practical scenarios for students to transform psychological knowledge into helping behaviors (Ojio et al., 2019). This "experience-feedback-correction" learning cycle not only solidified the skills of identifying psychological problems but also nurtured empathetic attitudes and intervention skills through role-playing, elevating mental health literacy from the theoretical cognitive level to the behavioral practice level (Ma et al., 2023).

Conclusion

1) There were significant differences in genders, grades, whether they served as student carder, family economic incomes of students' perception of school support at Hunan International Economics University, China.

2) There were significant differences in genders, grades, whether they were only children, family economic incomes of students' mental health literacy at Hunan International Economics University, China.

3) There was a significant correlation between students' perception of school support and mental health literacy at Hunan International Economics University in China.

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