

The Mental Health Condition of Chinese Art College Students in China: Basis for Developing a Psychosocial Support framework

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Abstract

This study aimed to investigate the factors which influence the art college students' mental health and form a program to improve the college students' mental health. Three questions were proposed. The qualitative method was used in this research. Through several literature reviews, the relevant factors affecting the mental health of college students were sorted out and summarized, and based on sociological theories such as social position, social relations, social support, and social network, the outline of the mental health interview of art college students was formulated. Then, the relevant experts in sociology and psychology were invited to select the interview outline and finally form a formal interview outline. Twenty-five art college students with problems with the psychological survey results were selected from Shandong University of the Arts. Through interviews, it was found that social relations had an important impact on art college students' mental health. Their social structure was simple and mainly focused on family, classmates, and friends. These were also their closest person. Social relations are important when participants encounter difficulties and share their emotions. They can provide emotional support, help them find solutions to problems, and even help us build stronger social relationships. Social positions, which contain occupation, income, education level, and wealth of family members, had an important impact on art college students' mental health. Participants evaluated their social positions based on their educational background, occupational and economic status, interrelationships, social influence, and personal quality and ability. According to gathered data, a psychosocial support program was developed to improve the mental condition of art college students.

Keywords

Art College Students, Mental Condition, Psychosocial Support Program.

1. Introduction

1.1. Background of the Study

At present, mental health is a global concern. With the acceleration of globalization and the change in human activities, human health faced more and more severe challenges. According to statistics, there are about 350 million people in the world suffering from depression, 14% of the world's illness is caused by mental illness, 800,000 people die of suicide every year, 60 million people suffer from bipolar disorder, the global mental health problem was becoming increasingly prominent.

In recent years, the psychological problems of college students have been very prominent and have shown an increasing trend. Mental health problems have become a common social phenomenon in today's society, especially the mental health problems of art college students, which more worrying. Therefore, this paper on Shandong art college as the survey object, baes on the survey data statistics, sorting, and analysis, explored the critical problems of art college students' mental health, discussed the critical factors of mental health problems, based on this

feasibility suggestion, to promote the art of art students' mental health, to other universities art college students' mental health to provide useful reference and reference.

China's government also paid attention to psychological support. To effectively play the role of expert consultation and auxiliary decision-making and improve the level of students' mental health work scientific decision-making, the establishment of the Student Mental Health Work Committee notice issued by the General Office of the Ministry of Education. As an essential supplement to mental health education in colleges and universities, friend support had a significant positive impact on the mental health of college students and played an irreplaceable mutual assistance function in other subjects. Self-support was the solid psychological foundation of college students' mental health. College students were the real subject of mental health education, as well as the "starting point" and "end point" of the mental health support system. All external support would eventually pass and can only play a role through individual students, so they must attach great importance to the critical core role of self-support in mental health education.

The Party and the government in the new era paid particular attention to the social mentality of the people. They were highly conscious of cultivating a healthy social mentality to meet the development requirements of the new era. College students were the country's hope and the nation's future. Cultivating a healthy social mentality of college students in the new era was related to the growth of college students, the construction of a harmonious society, and the new people of The Times to shoulder the national rejuvenation responsibility.

1.2. Research Questions

- 1.How do social relations influence the mental health of Chinese art college students?
- 2.How does social position influence the mental health of the Chinese art college students?
- 3.What psychosocial support framework can be developed to support art college students' Mental health in China?

1.3. Theoretical framework

1.3.1. Social Resources Theory

The social resources theory was first proposed by Granowtt. To some extent, social resources were mainly the process of producing or expanding social resources by individuals or organizations. These resources included two types: tangible resources and intangible resources, among which tangible resources include people, money, material, space, and site resources. intangible resources include technology, knowledge, organization, and social relations (Liu, X. S., 2021). Social resources as "those social relations with direct or indirect relationship with the individual and their wealth, status and power." Meanwhile, Lin Nan also believed that social resources include two components: initial relationship (also known as family background) and origin relationship (the relationship mainly through acquired social activities).

1.3.2. Social Relations

Social relations generally refer to the relatively stable system formed by the relationship between everyone, and they refer to the unique connections within a group of people. In social relations, there were two core elements: one was the relationship attribute element, and the other was the structural attribute element. The relationship-attributed elements of the social relations focused on the connections of the social positions, such as the density, intensity, frequency, and direction of the nodes in the network, such as network size, network center characteristics, and structure holes, to analyze the structure characteristics of several nodes in the network. After continuous summary research, refining, and analysis, the three core basic theories of social network theory were finally formed: network system bedded ability theory, network structure hole basic theory, and social capital theory.

1.3.3. Social Position

Social positions had a narrow sense and broad sense. Narrow sense refers to the symbol of arrangement, power, prestige, occupation, and wealth in social hierarchy or hierarchical system, generally referring to the individual's position in a particular social relationship system. The latter was considered to have strict sociological significance, reflecting the relationship between the individual and the whole society and the social identity in the interaction with the entire society.

Economic status — wealth, social position — prestige and political status — rights. Economic standards refer to the life opportunities of social members in market economy; political status is that when people dominate others in society.

1.3.4. Conceptual Framework

To understand the current Chinese art college students' mental health level, this study mainly adopted the method of combining literature review and interviews. In understanding the current art of Shandong province college students' mental health level, based on the factors affecting the mental health level, this research improved the college student's mental health level feasibility suggestion was put forward. The conceptual framework of this study is shown as Figure 1.

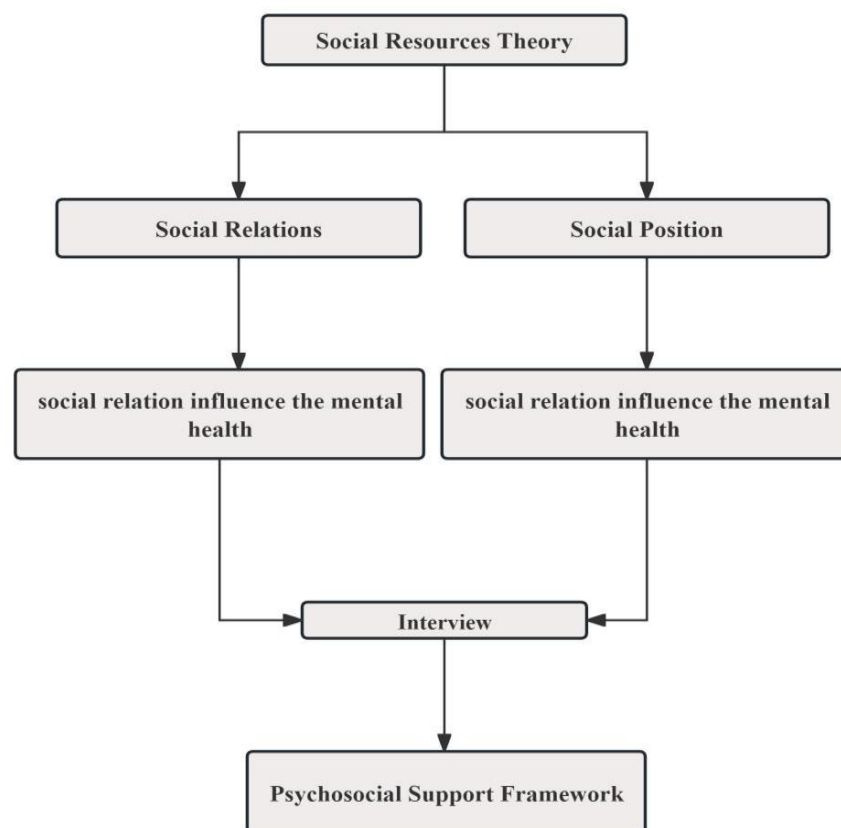


Figure 1. The Conceptual Framework of this Study

From this figure, the theoretical framework of this study was social resources theory, which can be divided into social relations and social positions. Under the theoretical framework, RQ1 and RQ2 were investigated through interviews. After analyzing the data gathered from the interview, a psychosocial support framework was developed.

2. Methodology

In this chapter, the methodology used in this study was discussed from research design, context and participants, research instrument, data gathering procedure, data analysis, and ethical considerations.

2.1. Research Design

The descriptive qualitative method was used in this research. Descriptive qualitative method was to learn about changes in social phenomena and effects and movements. To invest the factors which, influence the art college students' mental health and form a program to improve the level of the college students' mental health. Three questions were proposed. Through many literature reviews, the relevant factors affecting the mental health of college students were sorted out and summarized, and on the basis of sociological theories such as social position, social relations, social support and social network, the outline of the mental health interview of art college students was formulated. Then the relevant experts in sociology and psychology were invited to select the interview outline, and finally form a formal interview outline.

2.2. Context and Participants

This study focused on art college students in Shandong University of Arts. This study selected Shandong University of Arts, which was the only independent school in Shandong Province, which was a national public school. This paper focused on the mental health problems of college students in Chinese art class.

2.2.1. Sampling Criteria

- 1.The students should be art college students in Shandong University of Arts.
- 2.The students came from different majors.
- 3.These students had problems in mental health through the psychological survey results, which were developed every semester in Chinese universities and colleges.

2.3. Research Instrument

2.3.1. Interview

The interview was a basic research method that involves face-to-face interviews with interviewees to understand their behavior and needs. This referred to the research method used by researchers to collect psychological and behavioral data during oral interviews with subjects.

2.3.2. Data Gathering Procedure

This paper studied in the following procedure:

1. Literature review. Based on the social relations, social position, social resources, social support, and other related theories, design the interview outline of people, and find three relevant experts to screen the interview outline questions, to make the interview outline more scientific and more complete.
2. Selection of participants. This paper interviewed 25 college students with mental health problems in the art psychology of Shandong University of the Arts and conducted face-to-face conversation and video recording.
3. Interview. Interview form: face-to-face interview, video recorded and saved. The interview content and results of the selected personnel were only used as research and were not made public.

2.4. Data Analysis

Thematic analysis was a versatile method for analyzing qualitative data that can be used in a variety of paradigmatic or epistemological contexts. It was an appropriate analysis method for

attempting to comprehend experiences, thoughts, or behaviors across a data set. Thematic analysis was a qualitative data analysis method that entails reading through a data set, such as transcripts from in-depth interviews or focus groups, to derive themes by looking for patterns in meaning across the data. Thematic analysis was a reflexive process in which the researcher's subjective experience was central to deriving meaning from data.

Theme. The theme of the study was according to the RQs. Two themes and their branch themes are shown as follows:

Table 1. Themes of the Thematic Analysis

Theme 1:How do social relation influence the mental health of the Chinese art college students?	
Branch theme 1	The social relationship structure of college students
Branch theme 2	Support from those closest to them: a key factor of mental health
Branch theme 3	The power of social relations: a navigation light when difficulties come
Branch theme 4	Happiness and sadness: the dual influence of social relations.
Theme 2:How do social position influence the mental health of the Chinese art college students?	
Branch theme 1	How do you evaluate your social position?
Branch theme 2	How do you evaluate your family's social position?
Branch theme 3	What impact will your family's social status have on your psychological problems?

3. Results And Discussions

The results of the findings from the interview will be discussed in this part. Based on the interview data, how do social relation influence the mental health of the Chinese art college students and how do social position influence the mental health of the Chinese art college students would be discussed. Following that, a Psychosocial Support Framework to support art college students' mental health in China will be developed.

3.1. How do social relations influence the mental health of the Chinese art college students?

Social relations generally refer to the relatively stable system formed by the relationship between each individual and the special connections within a group of people.

Social relations were a general term for the mutual relations formed between people or groups under certain historical conditions. These relationships cover all areas of social life, including relationships between individuals, individuals and groups, individuals and countries, groups, and countries. Social relations were a complex and organic whole containing various connections between people and reflecting the society's basic structure and operation law.

3.1.1. What's the structure of your social relation?

During 25 participants, family members were talked for 16 times, parents were talked for five times, classmates were talked for 24 times, friends were talked 20 times, dad was talked for one time, mom was talked for two times, grandparents were talked for two times, network friends were talked for 10 times, teachers were talked for 10 times, boyfriend was talked for six times, girlfriend was talked for one time, tec. The students' social structure was simple mainly focus on family, friends and classmates and teachers. It was shown on table 2.

Table 2. Social Structure of Art Students with Mental Health Problem

Social Structure of Art Students with Mental Health Problems		
family	25	100%
Classmates and teachers	24	96%
friends	20	80%

The participants also give us the answers how the social structure influence their mental health.

Family

Family Three students chose their parents or mothers alone, who were single-parent family according to the following interview. And one chose their grandparents, who was the left-behind children, whose parents were not around and had little contact. The moderately depressed student had no spiritual comfort in his life but can only choose animals.

I like and respect my parents very much. They taught me some ways to get along with others, so that I can handle the relationship with friends, classmates, teachers, and other people. I often communicate with my parents, roommates, and friends, so I get along very well. When encountering happy things, first share the good news with parents, good friends, etc. when they encounter problems or in a bad mood, first need help from parents, listen to their opinions. (Participant 10)

Family is fundamental for the development of art college students' mental health, which can not only help students cope with the current psychological challenges, but also lay a solid foundation for their future mental health.

Classmates and Teachers

Classmates and teachers play an important role in the mental health of art college students. The learning environment of art colleges often emphasizes creativity, personality expression and skill proficiency, which makes art college students may face unique pressures and challenges in the learning and social process. Twenty four of 25 chose the classmates in their social relations. However, there still six of 25 chose the teacher to indicating that they were not willing to go to the teacher to solve the problem.

The following are some key aspects of how teachers and students affect the mental health of art college students which pointed out by the classmates and teachers.

Teachers

Participants pointed out the influence of teachers from the positive feedback and encouragement, way of criticism and provide support and resources.

Positive feedback and encouragement: Positive feedback and encouragement from teachers can enhance students' confidence and creative motivation and help them overcome the fear of challenge and failure, thus positively affecting their mental health. (Participant 2)

Way of criticism: artistic creation is personalized and subjective, teachers' criticism should be honest and constructive, avoid excessive harsh or personal criticism, so as not to hit the students' enthusiasm and self-esteem. (Participant 11)

Classmates

Participants pointed out the influence of teachers from the social support, cooperation and competition, creative communication, and social circle pressure.

Social support: Student support network is important to relieve loneliness and stress during learning. Mutual support and understanding can help students to better cope with the challenges and failures in artistic creation. (Participant 1)

Social circle pressure: The social circle of art schools may cause additional social pressure on students, including identity, acceptance of artistic style, and originality of creation. This requires students to develop strong self-perception and coping strategies. (Participant 25)

In short, teachers and classmates have a profound impact on the mental health of art college students. Creating a learning environment that actively, supports and respects individual differences is essential to promoting the mental health and creative development of art students. Through good communication, collaboration and mutual respect, an environment can be created that promotes artistic creation and personal growth.

Friends

The friends were pointed to the one outside the students' colleges and universities. Out of 25 participants, 20 choose friends and students lack recognition and security in the real world and want to seek spiritual identity from the virtual network world. 6 people choose boyfriend and girlfriend, in the real-world love was the harbor of the soul, can get spiritual support, to their psychological distress can relieve the role.

To sum up, the students' social structure was simple mainly focus on family, friends and classmates and teachers. Family is fundamental for the development of art college students' mental health, which can not only help students cope with the current psychological challenges, but also lay a solid foundation for their future mental health. The influence of teachers from the positive feedback and encouragement, way of criticism and provide support and resources. The impact of friends on art college students' mental health was complex and far-reaching.

3.1.2. Who was the closet person among your social relation?

Social relationships provide the context for three aspects of the meaning of life, they organize our experiences, fill our lives with goals, and make our lives important (King., 2021). In the interview, who was your closest person was also asked.

The closest people to arts college students mainly include family members, friends, classmates, and teachers. These relationships have important effects on their mental health in various ways.

Family

Among 25 participants, 6 participants chose parents, which accounted for 28%, 3 participants chose mother, which accounted for 12%. 1 participant chose grandparents, accounted for 4%. The family members which including parents and grandparents combined accounted more than 44%. Family is still the closest in mental problems students' heart. The emotional support and understanding provided by the family is an important cornerstone of the mental health of art students. The encouragement and support of family members can help them build confidence and overcome the difficulties and challenges in the creative process. However, if families differ in their artistic career expectations with the students' personal interests and goals, this disagreement may lead to stress and anxiety.

Friends

Boyfriend and girlfriend (lover) were talked by 4 participants, which accounted for 16%, friends were talked by 2 participants, which accounted for 8%. himself of herself were talked by 4 participants, which accounted for 16%. network friends were talked by 2 participants, which accounted for 8%.

When art college students encounter difficulties, their friends can provide help in a variety of ways, which can not only solve the immediate problems, but also have a positive impact on the long-term development of students. During interview, participants pointed out that their friends give them helps when they come across difficulties from emotional support and listening, creative support and inspiration, practical help and resource sharing, psychological and spiritual guidance, social activities, and mental relaxation.

Classmates and Teachers

Classmates and teachers at art college students are often the most frequently interactive groups in their daily life. These relationships provide an important social support system to help them cope with academic stress and life challenges. Creative sharing, criticism, and encouragement between peers can promote innovation and personal growth but may also create stress from competition or comparison. Classmates was talked by 5 participants, which accounted for 20% and teachers was talked by 1 participant, which accounted for 4%. The closet person of art students with mental health problem was described as 4.2.

Table 3. Closet Person of Art Students with Mental Health Problem

person of art students with mental health problem		
parents	7	28%
friend	2	8%
mum	3	12%
Grandparents	1	4%
Network friends	2	8%
boyfriend and girlfriend	4	16%
classmates	5	20%
teachers	1	4%

Overall, the support of the closest people had an important impact on the mental health of college students. Their support can help college students build confidence, enhance their psychological endurance, and let them find solutions to problems in the face of life stress and emotional distress. The closest people to arts college students mainly include family members, friends, classmates, and teachers. These relationships have important effects on their mental health in various ways. The emotional support and understanding provided by the family is an important cornerstone of the mental health of art students. The encouragement and support of family members can help them build confidence and overcome the difficulties and challenges in the creative process. Friends' support for art college students in the face of difficulties is various, including emotional comfort, creative encouragement, practical help, and psychological guidance and relaxation, all of which play an irreplaceable role in the growth and development of art students. The influence of teachers from the positive feedback and encouragement, way of criticism and provide support and resources. The impact of friends on art college students' mental health was complex and far-reaching.

3.1.3. Who and how do your social relation influence you when you come across difficulties?

Social relationships provide the context for three aspects of the meaning of life, they organize our experiences, fill our lives with goals, and make our lives important (King., 2021). In addition to socioeconomic status, some researchers also pointed out that social factors such as family situation and parent-child relationship can also affect individual mental health level.

Family

This article would explore how social relations have an impact when art college students with mental health problems encounter difficulties. Among 25 participants interviewed, 21 clearly stated that they did not communicate or could not communicate with their parents, and the family of origin occupied the main responsibility for the students' psychological problems.

My parents did little to me, sometimes even counterproductive, but my friends would help me analyze problems and give me some new ideas and solutions, which was very helpful to me.
(Participant 2)

My family gave me only depression, breathless they only care about my study, the only object I talk to is my dog, it can understand me. (Participant 3)

I feel I have a thick layer of shackles lock me, I don't get up, good suppress good pain, mother was very strong every phone was let me study what to first, around the strange classmates look at me, I don't know how to release my inner pain, I cut wrist, classmates found alarm to save, now the teacher was very attention to me. (Participant 13)

Parents can't communicate this matter, also dare not communicate, parents only care about my study, learning, the other were not in their consideration, my psychological distress basic from them, at home I would feel the whole home were depressed, classmates and friends can't say, said thought I neuropathy, so I was alone with others. (Participant 19)

And parents cannot communicate such things, they know to give money, feel the money can solve everything, friends and classmates rarely communicate these things, mainly because they said would be spread to other students and friends there, make themselves more uncomfortable, boyfriend often communicate he can provide me with support. (Participant 24)

Friends

When faced with difficulties, friends can help art college students in a variety of ways, including both emotional support and practical help. Here are some participants opinions.

Creative communication between friends can inspire new inspiration, help solve creative problems, or provide a new artistic perspective. I can also participate in my friends' projects and provide constructive feedback to help them improve their work and skills. (Participant 13)

In the face of challenges, knowing that friends experience and support together can greatly enhance the courage and determination to overcome difficulties. Friends can provide different perspectives and ways to solve problems to help art college students jump out of the inherent thinking mode and find new solutions. (Participant 22)

In the study and life of art college students, the role of friends is indispensable. By providing emotional support, creative motivation, practical help, and psychological guidance, they help art college students to face and overcome various challenges and promote their personal growth and development.

Classmates and Teachers

When art college students encounter difficulties, students and teachers can provide help in different ways. This help can not only solve immediate problems, but also have a positive impact on the long-term development of students.

Classmates

Participants explained how art college students provide support when they are in trouble from academic support and learning, shared teamwork and project collaboration, emotional support, and social interaction.

Academic support and learning sharing: Students can help each other, share learning materials, skills and creative methods, and help each other overcome academic difficulties and improve their artistic skills and knowledge level. (Participant 1)

From academic support and learning, shared teamwork and project collaboration, emotional support and social interaction, we explain how art college students provide support when they are in trouble. (Participant 25)

Participants explained how art college students provide support when they are in trouble from professional guidance and feedback, psychological support and encouragement, career planning and suggestions and resources and opportunities available.

Professional guidance and feedback: Teachers can provide professional art guidance and personalized feedback to help students improve their technology and work, while stimulating students' creative potential. (Participant 2)

Psychological support and encouragement: In the face of setbacks and difficulties in artistic creation, teachers' encouragement and support is very important to restore students' confidence. Teachers can help students deal with emotions and emotions through one-on-one conversations, encouraging them to stick to their artistic pursuits. (Participant 2)

From the answers of the interview, it can be found that:

Social relationships have an important impact on art college students' mental health. Studies have shown that good social relationships can help them reduce stress, improve life satisfaction, and even extend life expectancy. In general, social relations play an important role when participants encounter difficulties. They can provide emotional support, help them find solutions to problems, and even help us build stronger social relationships. To sum up, when art college students come across difficulties, they would find support from family, classmates and teachers, and friends. By providing emotional support, creative motivation, practical help and psychological guidance, they help art college students to face and overcome various challenges and promote their personal growth and development.

3.1.4. Who and how do your social relation influence you when you were happy and sadness?

South Korean scholar Lee Do-hoon (2019) and others pointed out that the family environment and the parent-child relationship play an important role in the buffer between individual depression and mental health.

Family

When they were happy, they usually feel satisfied and satisfied, which made them more willing to connect with others. Art college students with mental health problems may be more open and more willing to share their happiness, which helps them build stronger social networks. Moreover, happy emotions can also affect how they think.

Happy would say to the mother, sad alone endure, do not want to tell others, their wounds lick faster. (Participant 7)

And my dog said ah, it would accompany me to laugh and cry to me, no complaints. (Participant 8)

Friends

When the grief comes, however, the situation was quite different. Sadness usually caused them to want to be alone and avoid interacting with others. Art college students with mental health problems may become irritable and too sensitive to the actions of others. This can lead to tension in their relationships with others and possibly even to losing some of their friends. Moreover, sadness may also lead to their perception of others becoming negative. They may be easier to see their weaknesses and ignore their strengths, which could undermine their social relationships.

My girlfriend would be happy with me sad, parents feel indifferent, others would not know that they do not want to know. (Participant 9)

Whether happy or sad, the home would not pay attention to, having a friend who grew up together was my support. (Participant 12)

However, although happiness and sadness may affect our social relationships in different ways, they were both important parts of life. No one can avoid happiness and sadness, but they can choose how to deal with them. They can choose to share their happiness with others, and they can also choose to seek support from others to cope with their grief. By doing so, they can better manage their emotions, while also maintaining and developing their social relationships.

I would never share my happiness with them. They don't know that the only thing they share with me was my boyfriend. (Participant 14)

When I am happy or sad, I would share my feelings and experiences on social media, and celebrate or talk with everyone, which made me feel noticed and understood. (Participant 1)

Classmates and Teachers

Moreover, the researcher noted that social relations affect not only art college students' emotions, but also their psychology.

In general, happiness and sadness can affect social relations in various ways. However, with the correct coping strategies, people can maximize the positive effects of these emotions, while minimizing their negative effects. When art college students were happy or sadness, they would share with family, classmates and teachers, and friends. By good communication, collaboration, mutual respect, and creating an environment, they help art college students to face and overcome various challenges and promote their personal growth and development.

3.2. How does social position influence the mental health of the Chinese art college students?

Domestic researchers Chen, H.W., (2023) that social position was a comprehensive evaluation, including an individual or group of education, income, and its professional status, in other words, was a person or a group of social respect, compared with economic status, the influence caused by social position more stable and lasting.

Social position can be examined from multiple dimensions. This article would summarize some common dimensions of social status: wealth, status and power. These dimensions of social position can be described or reflect the level of social position to a certain extent. This paper discusses the influence of social position on their mental health from the perspective of college students' cognition of their social position and their family social status.

3.2.1. How do you evaluate your social position?

Domestic researchers Chen, H.W., (2023) that social position was a comprehensive evaluation, including an individual or group of education, income, and its professional status, in other words, was a person or a group of social respect, compared with economic status, the influence caused by social position more stable and lasting.

Wealth

Participants evaluated their social positions from the occupational and economic status which were all belong to the wealth. Occupational and economic status: A person's occupational and economic status was also an important measure of his social status. People with high salaries, stable jobs and good development prospects usually have high social status. College students have not yet gone to work, so their academic performance, which was also an important factor affecting their social status. Students with excellent grades were more likely to get scholarships and internships, thus improving their social status, while those with poor grades may encounter more difficulties in job hunting and higher education.

I don't think my social position was very high now. First, I am a person with a mental illness, which made me feel that I am different from others. Secondly, I am still studying, and I have no job, no financial source, which also made me feel that my social status was not high. (Participant 1)

I think I have no social position now, you see I have not completed the third year of college, there was no source of income, mainly spend my parents' money, I am not good interpersonal relationship, do not want to deal with others was not particularly good social resources, I still have psychological problems. (Participant 3)

Status

Participants evaluated their social positions from the education background, interrelationships, and personal quality and ability.

As college students, they should have a correct understanding of their social status. College students can judge or evaluate their social position through the following aspects:

Education background: factors such as a person's degree, major and school would affect his social status. The highly educated people have a higher status in the society.

I think I am at the bottom, although I am a college student, but I come from a single parent family, low income was difficult to pay tuition, in addition, I introverted inferiority, not confident, basically no friends, I cannot communicate with others, interpersonal relationship was very poor, not to mention the social resources, basically zero. (Participant 7)

No status, my family condition was poor, tuition was relying on loans to pay all, and other students have pressure to feel inferior, I now have psychological problems social circle was basically no, professional, no money, no resources, do not know what kind of job in the future. (Participant 21)

Power

Power can exist in various forms in the education and social environment of art college students, including the authority of teachers, the institutional arrangement of the college, and the social status among classmates. The use and perception of power have profound effects on students' mental health, and these effects may be both positive and negative.

In short, college students can comprehensively judge or evaluate their social position through the above aspects. At the same time, they should also pay attention to their own mental health, actively respond to the challenges in life, and improve their psychological quality.

3.2.2. How do you evaluate your family's social position?

The social position of a family referred to the position and prestige of a family in the society. It was usually related to the occupation, income, education level and wealth of family members. Here were some factors that may affect the social position of college students' families:

Parents' education: Parents' education was often considered one of the important indicators of family social status. If parents have higher academic or professional status, their children usually receive better education and opportunities to improve their social status. The participants also mentioned it.

My family was at the middle level in the society. My parents were both graduate students from famous universities. They have a stable job in the government, have a stable income and were respected in the society. (Participant 1)

Must be the bottom of society, parents have no education, working in far away, income was not high, often looked down upon. (Participant 9)

In conclusion, the social position of the family was a complex concept that was influenced by multiple factors. Although the social position of a family cannot directly determine a person's future, it can provide a better starting point and more opportunities for college students to help them realize their dreams and goals.

Relevant studies have shown that family socioeconomic status can affect individual study behavior and academic performance. From the perspective of family investment theory, some scholars have proposed that parents with high family social and economic status would be willing to pay more investment in education for their children, which would have a great impact on students' performance, study, and future development. Education investment includes both material investment and psychological investment. Among them, material investment was the external learning environment for the family, the school supplies, materials, and resources used, and the psychological investment was the parents' expectation of students' education, the higher the education level, the better the economic income and the more stable the job, the higher the expectation of their children's education.

3.2.3. What impact will your family's social status have on your psychological problems?

The impact of family social position on mental health was a complex issue because it involves many different factors. Here were some collated interviews:

A participant from a low-income family, who suffers from depression. In the interview, he mentioned that his family financial situation negatively affected his mental health. For example, he may not be able to pay high tuition fees, or he may feel stressed because he needs part-time jobs to support his education and life.

Influence on me was big, my parents were working in the factory income was not much, my tuition and living expenses basically occupy more than half of the family income, parents want me to study a good university in the future, graduation for a good job, this let me a lot of pressure, mother often tell me we were so hard was for you, you want, all kinds of pressure down I can't hold up, and can't communicate with them, I really painful. (Participant 1)

A participant from a high-income family who had anxiety disorders. In the interview, she mentioned that her family education and social expectations negatively affected her mental health. For example, she may be asked to do in in civically or she may feel stressed because she needs to be perfectly in social situations.

A participant from a family of different cultural background with post-traumatic stress disorder (PTSD). In the interview, she mentioned how her cultural background, and her family experiences affected her mental health. For example, she may be frightened and upset by having experienced violence or abuse, or she may feel lonely and helpless due to a lack of understanding and support.

I have with more responsibility to protect my mother, my family, but the reality was cruel, pay tuition, tools can't afford, I dare not attend the reunion, I don't have extra money to consumption, very inferiority in front of the students, problems can only carry, silently to lick their wounds. My mother was busy for me all day, I feel very lonely and helpless, I hope my father can still accompany in my side to give me strength. (Participant 7)

A participant from a single-parent family who suffers from social phobia. In the interview, he mentioned that his family environment had negatively affected his mental health. For example, he may feel lonely and helpless due to a lack of parental companionship and support, or he may feel anxious and upset for a lack of opportunities to interact with his peers.

I am a single parent family, there was no father since childhood, my mother's requirement was to study hard to get ahead, he often hang in the mouth of a word is, I do all these efforts were for you, you have to compete. But I wanted her to stop and hug me and say something else, I felt a mountain on my shoulder, a little loose can collapse. My mother did not understand everything to me, I still have pressure. (Participant 20)

It can't only rely on the family social status to judge the mental health level of college students, and in the mental health problems of college students, find out the key factors, targeted intervention, to improve the level of college students' mental health. In short, the social position of the family had an important influence on the life and development of college students.

3.3. What Psychosocial Support Framework can be developed to support art college students' Mental health in China?

Social relations generally refer to the relatively stable system formed by the relationship between each individual, and they refer to the special connections within a group of people. According to the findings of RQs: the art college students' social structure was simple, which mainly focus on family, classmates and friends, the social position of a family referred to the position and prestige of a family in the society. It was usually related to the position, wealth, and power.

Based on the findings of RQ1 and RQ2, a Psychosocial Support Framework to support art college students' Mental health in China was developed. The framework was shown as figure 2.

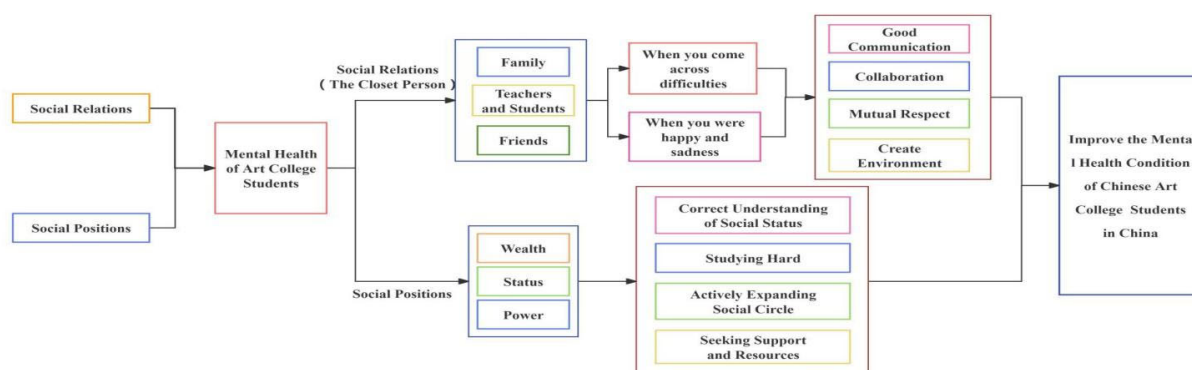


Figure 2. Psychosocial Support Framework

From figure 2, the construction of college students' Psychosocial Support Framework comprehensively considered from the social relations and social position.

Social Relations: Social relationships provide the context for three aspects of the meaning of life, they organize our experiences, fill our lives with goals, and make our lives important (King., 2021). Social relations had an important impact on art college students' mental health. Social relations play an important role when participants encounter difficulties. They can provide emotional support, help them find solutions to problems, and even help us build stronger social relationships. From the findings of RQ1, it was found that the social relations of art college students were simple, which only included family, classmates, and friends.

Family support: From the interview, it was known the closet persons of art college students with mental problems mainly were family members and friends. The support of the closet people had an important impact on the mental health of college students. Their support can help college students build confidence, enhance their psychological endurance, and let them find solutions to problems in the face of life stress and emotional distress.

Family members should support and understand each other, and jointly create a warm and harmonious family atmosphere. Parents should actively participate in their children's study and life, pay attention to their needs and troubles, and give appropriate guidance and support. Establish a good family communication mechanism, encourage children to share their thoughts and feelings with their families, and enhance the parent-child relationship.

Classmates Support: Classmates can help the art college students with mental health problems in following ways: know their negative emotions and help to resolve them, organize group activities to make them happy, help them to seek professional help, and the school resources to cooperate.

Friends Support: Friends should take more care of the students with mental health problems, such as share the happiness and sadness, do more meaningful activities, and ask for their helps. It can come across the weakness or absence of social network would bring severe challenges to the establishment of post-social network.

3.3.1. Strategies

When art college students come across difficulties or when they were happy or sadness, they would find support from family, classmates and teachers, and friends. By providing emotional support, creative motivation, practical help and psychological guidance, they help art college students to face and overcome various challenges and promote their personal growth and development.

3.3.2. Conclusions Drawn

Based on previous research experience and results, and interviews with college students with mental health problems, the following conclusions were drawn:

1. Social relations had an important impact on art college students' mental health. Their social structure was simple, which mainly focus on family, classmates and teachers, and friends. These were also their closet person. Social relations play an important role when participants encounter difficulties and shared their emotions. They can provide emotional support, help them find solutions to problems, and even help us build stronger social relationships.

2. Social position can be examined from multiple dimensions. This article would summarize some common dimensions of social status: wealth, status, and power. These dimensions of social position can be described or reflect the level of social position to a certain extent. Participants evaluated their social positions from the occupational and economic status which were all belong to the wealth. Participants evaluated their social positions from the education background, interrelationships, and personal quality and ability. Power can exist in various forms in the education and social environment of art college students, including the authority of teachers, the institutional arrangement of the college, and the social status among classmates. The use and perception of power have profound effects on students' mental health, and these effects may be both positive and negative.

3. Based on the findings, a Psychosocial Support Framework to support art college students' Mental health in China was developed. The construction of college students' Psychosocial Support Framework comprehensively considered from the social relations and social position. The family support, classmates support and friends support were considered in social relations while the position, wealth and power were considered in social positions.

3.3.3. Implications

The findings of this study can used in the art colleges and universities. Through this research, this topic deeply understood the mental health status of art college students in Shandong Province at the present stage and caused the attention to the mental health problems of college students in colleges and universities and provided theoretical reference for the mental health education of colleges and universities. They can populate the art college students' mental health support framework to improve the art students' mental health.

As art to see the art of college students' mental health census, timely grasp the psychological characteristics of students, dig deeper, analysis of the cause of the art students' psychological problems, timely grasp the students' ideological and psychological condition, constantly explore the appropriate methods to improve the level of mental health, promote to further improve the level of college students' mental health.

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