

## Effectiveness of Institutional Support Systems on Mental Health Among University Lecturers in Sri Lanka

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### Abstract

The mental well-being of university lecturers in Sri Lanka is a pressing issue, made worse by their heavy workloads, demanding standards, and having to handle several responsibilities. The goal of this study was to determine how well institutional support networks can benefit these lecturers who are experiencing mental health problems. The study, which used a mixed-methods approach, included qualitative interviews and quantitative surveys with a sample of 150 university teachers from different universities in Sri Lanka. The study objectives were to determine the current state of lecturer's mental health, identify institutional support networks, analyze their efficacy, and offer evidence-based suggestions for enhancement. The findings showed that most of the lecturers have experienced mental health problems such as stress, anxiety, and depression. The main support networks that are available for them are work-life balance policies, mental health awareness programs, peer support networks, and counselling services. Peer support groups and counselling services were shown to be the most successful support networks, considerably improving the mental health outcomes of university instructors. However, the study revealed that stigma and accessibility concerns pose major obstacles to the use of these services. The study reveals significant potential for improving the current support systems, despite their relative effectiveness. Increasing mental health awareness, creating peer support networks, lessening stigma, and introducing flexible work schedules are among the suggested enhancements. These strategies aim to foster a welcoming and health-conscious learning environment for instructors, thereby enhancing learning outcomes and work satisfaction over time.

**Keywords:** *mental health, institutional support systems, mental well-being*