# Predictors of Mental Health Literacy Among Graduating University Students

**Azni Syafena Andin Salamat[1], Anis-Farahwahida M.K.[2*]**

**[1,2]Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani, 08400 Merbok, Kedah, Malaysia**

**\*Corresponding Author**

## ABSTRACT

Mental Health Literacy (MHL) is increasingly recognised as a critical foundation for promoting psychological well-being among young adults, yet its predictors remain insufficiently examined among graduating university students in Malaysia. This conceptual paper synthesises current empirical evidence and theoretical perspectives to position MHL as a multidimensional construct shaped by individual knowledge, attitudes toward help-seeking, stigma, social support, and institutional accessibility to mental health resources. Existing literature indicates that while students may recognise mental health problems, gaps persist in procedural literacy and confidence to navigate available support systems, particularly within cultural contexts where stigma and confidentiality concerns remain prevalent. Drawing on contemporary help-seeking and behavioural models, this paper argues that MHL develops through the interaction of cognitive, emotional, and contextual determinants rather than isolated informational factors. Despite growing research interest, major gaps remain, including limited focus on final-year students, insufficient multivariable predictive analyses, and the absence of longitudinal evidence tracking changes in MHL during the transition to the workforce. This paper proposes a refined conceptual understanding of the predictors of MHL and highlights theoretical and practical implications for Malaysian higher education institutions. Strengthening institutional support systems, integrating stigma-reduction initiatives, and improving the clarity of service pathways are vital for enhancing help-seeking behaviour among graduating students. The paper concludes with recommendations for future research to explore mediating and moderating mechanisms, adopt mixed-method or longitudinal designs, and evaluate integrated mental health interventions tailored to culturally specific needs.

**Keywords:** Mental Health Literacy (MHL), Predictors, Graduating Students, Stigma, Help-seeking behaviour.

## INTRODUCTION

Mental Health Literacy (MHL) is broadly defined as the knowledge and beliefs that enable recognition, management and prevention of mental disorders, as it is a foundational determinant of help-seeking, early intervention and overall mental health outcomes. The construct was introduced to highlight gaps in public recognition of mental disorders and has since been expanded to include positive mental-health knowledge, stigma reduction, and the practical skills needed to obtain appropriate care. (Jorm et al., 1997; Sampaio et al., 2022).

University students are a population of particular concern because the transition to higher education coincides with the peak age of onset for many common mental disorders and with unique academic, social and developmental stressors that increase vulnerability to psychological distress. Recent systematic reviews indicate that MHL among tertiary students varies widely across settings and is influenced by sociodemographic, psychosocial, cultural and experiential factors, with stigma and limited awareness repeatedly identified as central barriers to recognition and help-seeking (Martínez Líbano et al., 2024; Sampaio et al., 2022). Improving MHL, therefore, represents an important channel for reducing unmet need and for promoting timely access to mental-health services among young adults.

Empirical research has identified several recurring predictors of MHL in student populations. Personal exposure

to mental illness (either personal history or contact with someone who has experienced mental illness), attitudes towards help-seeking, perceived social support, and stigma (both public and self-stigma) are consistently associated with levels of MHL and with subsequent help-seeking intentions and behaviour (Martínez Líbano et al., 2024; Yang et al., 2024). In addition, institutional and contextual resources, including availability of campus mental-health programmes, mental-health education, and accessible online information, support shaping students' practical ability to recognise problems and to navigate services (Sampaio et al., 2022; Martínez Líbano et al., 2024). Recent empirical models suggest that MHL encourages help-seeking indirectly, for example, by reducing stigma and increasing perceived social support, pathways which relevant when designing interventions targeted at university cohorts (Yang et al., 2024).

In Malaysia, concern about student mental health has grown in parallel with international trends. National surveys and institutional studies report elevated rates of anxiety, depression and stress among youth and tertiary students, and many Malaysian studies emphasise gaps between awareness and effective help-seeking despite widespread exposure to mental-health information (Ghazali et al., 2024). Qualitative research conducted with Malaysian university students and educators points to a complex picture: students often recognise mental-health concepts but experience barriers to help-seeking that include stigma, family expectations, limited campus resources and variable quality of mental-health education (Soo, 2024). These findings indicate the need for contextually grounded research into which factors most strongly predict MHL among Malaysian students, and how those predictors interact with cultural and institutional variables.

Overall, international evidence and emerging Malaysian literature indicate that MHL among graduating students is shaped by multilevel determinants that consist of individual, interpersonal and institutional, which have direct implications for help-seeking and wellbeing. The present study, therefore, seeks to identify and quantify predictors of MHL among final-year university students in Malaysia, intending to inform targeted campus interventions and policy measures that can strengthen early recognition and appropriate help-seeking as students prepare to enter the workforce.

Although MHL (MHL) has gained international research attention, Malaysian studies remain limited, largely descriptive, and insufficient in identifying multilevel predictors among university students (Ghazali et al., 2024; Soo, 2024). Existing findings rarely integrate individual, social, and institutional factors into a comprehensive predictive model, despite international evidence demonstrating the importance of these multidimensional determinants (Martínez Líbano et al., 2024; Yang et al., 2024). Accordingly, there is a critical need for empirical research that rigorously examines predictors of MHL among graduating Malaysian university students to inform targeted interventions and policy responses.

## LITERATURE REVIEW

### Mental Health Literacy (MHL) among graduating university students: Predictors

Mental Health Literacy (MHL) is broadly defined as knowledge and beliefs about mental disorders that assist in their recognition, management, and prevention; the construct also encompasses knowledge of where and how to seek information or professional help and attitudes that promote early help-seeking (Jorm et al., 1997; Chua, 2022). In student populations, MHL is not a single attribute, but a composite outcome shaped by multiple, interacting predictors. International systematic reviews and empirical studies identify several recurring predictor domains: (a) individual-level characteristics (e.g., prior contact with mental illness, personal experience of symptoms, mental-health knowledge and educational attainment), (b) psychosocial factors (e.g., stigma including public and self-stigma as well as attitudes toward help-seeking, perceived social support), (c) informational orenvironmental exposures (e.g., digital information seeking, media literacy, participation in MHL programs), and (d) institutional or structural resources (e.g., availability and visibility of campus mental-health services, curriculum integration of mental-health education) (Martínez Líbano et al., 2024; Suwanwong et al., 2024; Yang et al., 2024). Studies that treat these variables jointly demonstrate that each group contributes uniquely to MHL: for example, contact with people with mental illness and prior help-seeking experience are robust correlates of better recognition and reduced stigma, while institutional investments (campaigns, counselling availability) raise practical literacy that is the ability to navigate services and act on knowledge

(Suwanwong et al., 2024; Yang et al., 2024).

In Malaysia, emerging evidence echoes this multidimensional profile but also emphasises contextual modifiers. Several institution-based studies and reviews report relatively high levels of psychological distress among university students, accompanied by mixed levels of MHL: students may be able to name common disorders in abstract but lack procedural knowledge (how to access services) and face cultural and familial barriers to help-seeking (Azizan et al., 2024; Nahas et al., 2024; Soo, 2024). Local reviews highlight school- and campus-based interventions as promising but unevenly implemented, and Malaysian qualitative work points to the salience of family expectations, religious and cultural understandings, and confidentiality concerns as predictors that operate differently than in many Western settings (Muniandy, 2024; Soo, 2024). Taken together, the literature indicates that predicting MHL among graduating students in Malaysia requires simultaneous attention to individual exposure and knowledge, stigma and social norms, digital or informational practices, and institutional readiness and to how these predictors are shaped by Malaysian cultural and educational contexts (Martínez Líbano et al., 2024; Suwanwong et al., 2024; Azizan et al., 2024).

## Theoretical and Conceptual Models Relevant to Mental Health Literacy Predictors

The literature uses several complementary theoretical frameworks to organise predictors of MHL and to explain how they lead to help-seeking and service use. First, the original conceptualisation of MHL by Jorm et al. (1997) provides a foundational taxonomy (recognition, knowledge of causes and risk factors, knowledge of self-help interventions and professional help, and attitudes that promote recognition and help-seeking) that maps directly on the predictor domains described above. Second, help-seeking theories notably Rickwood and Thomas's measurement framework and related models, which emphasise help-seeking as a multi-stage process (problem recognition, deciding to seek help, selecting a source, and service use) in which knowledge, perceived need, and social norms operate at different decision points (Rickwood & Thomas, 2012). These stages explain why MHL improvements in recognition do not always translate to service use: stigma and perceived barriers often block later stages even when early recognition is present.

Third, behavioural theories commonly used in MHL intervention research, such as the Health Belief Model (HBM) and the Theory of Planned Behaviour (TPB) that specify cognitive and social determinants that predict intentions and actions. The HBM highlights perceived susceptibility, severity, benefits, barriers, self-efficacy and cues to action; applied to MHL, HBM helps explain why students who perceive higher susceptibility or greater benefits of treatment are more receptive to mental-health information and help-seeking (Alyafei et al., 2024). The TPB foregrounds attitudes, subjective norms and perceived behavioural control as predictors of help-seeking intentions and mechanisms that mediate the effect of knowledge and stigma on actual behaviour (Tomczyk et al., 2020). Empirical work using these models shows consistent mediation pathways where MHL affects help-seeking intentions by changing attitudes and perceived norms, while stigma and social support moderate these relationships (Yang et al., 2024; Tomczyk et al., 2020). Finally, socio-ecological and multilevel frameworks integrate individual and contextual layers (family, peers, campus, policy environment) and are increasingly recommended for understanding MHL among students because they accommodate institutional predictors (services, curricula) alongside personal and social variables (Zhao et al., 2022; Suwanwong et al., 2024). These theoretical lenses together make clear that predictors operate through both cognitive (knowledge, beliefs) and social or structural (norms, availability) pathways; robust empirical models therefore measure multiple domains and test mediation and moderation effects rather than relying on bivariate associations alone.

## Research Gaps and Synergy Among Predictors

Although international research has advanced knowledge about individual predictors of MHL, three important gaps remain, especially for Malaysia. First, most Malaysian studies are descriptive, qualitative, or limited to single-institution samples; few have applied multivariable modelling to estimate the relative and interacting contributions of individual, social and institutional predictors among graduating students (Muniandy, 2024; Nahas et al., 2024). Second, the mediation and moderation pathways that link MHL to help-seeking (for example, MHL → reduced self-stigma → stronger help-seeking intentions) have been demonstrated in several non-Malaysian samples but are under-tested in Malaysian higher education contexts where family, religion, and
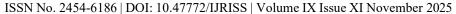
confidentiality concerns may produce different patterns (Yang et al., 2024; Soo, 2024). Third, there is insufficient evaluation of modifiable predictors (digital literacy, campus programmes, peer-led interventions) using rigorous designs; recent reviews call for studies that target and measure changeable factors in the education setting (Suwanwong et al., 2024).

A synthetic reading of the literature suggests a clear synergy among predictors, where individual knowledge and prior exposure increase the probability of problem recognition, but social factors (stigma, subjective norms, perceived social support) determine whether recognition becomes intention; institutional factors (service availability, visibility, and perceived confidentiality) transform intention into action (Rickwood & Thomas, 2012; Tomczyk et al., 2020; Yang et al., 2024). In Malaysia, cultural modifiers (family expectations, faith-based interpretations) shape norms and perceived barriers, so interventions that address only knowledge without social or institutional change are unlikely to produce substantial improvements in service use (Azizan et al., 2024; Soo, 2024). Consequently, research that deploys multilevel measurement and tests mediation or moderation ideally with representative samples of final-year students and with attention to culturally salient constructs is required to produce actionable evidence. Such work will identify which predictors are most amenable to campus policy (e.g., confidentiality safeguards, peer programmes, curriculum integration) and which require broader social change (e.g., stigma reduction campaigns targeted at families and communities).

In conclusion, the literature converges on the view that MHL among graduating university students is a multidimensional outcome produced by interacting individual, social and institutional predictors. For Malaysia, the critical next step is rigorous, multivariable, and culturally informed research that quantifies these interactions and tests changeable levers. From here, the evidence will allow higher-education institutions to design integrated interventions that move students from recognition to timely, appropriate help-seeking.

**Table 2.0** Recent Studies Related to Mental Health Literacy among Malaysian University Students

| Author(s) | Year | Title | Method | Key Findings / Predictors |
|---|---|---|---|---|
| Hamzah, S. R. et al. | 2022 | MHL among Malaysian Youth: Exploring Multidisciplinary Perspectives | Qualitative (interview with 7 Malaysian mental-health experts) | Experts identified key MHL dimensions: ability to recognise disorders, knowledge of how to seek information and help, self-treatment vs professional help, attitudes, stigma, and appropriate help-seeking behaviour. (Hamzah et al., 2022) |
| Hamzah, S. R., Musa, S. N., Amiludin, N. A., et al. | 2023 | Identifying Predictors of University Students' Mental Well-Being During the COVID-19 Pandemic | Cross-sectional survey (199 Malaysian university students) | Found that physical health and social support were strong positive predictors of mental well-being, but MHL (MHL) had a weak (non-significant) association with well-being in multivariate regression. (Hamzah et al., 2023) |
| Soo, Y. Y. | 2024 | Perceptions and Beliefs Towards Mental Health Among University Students and Educators in Malaysia | Qualitative (semi-structured interviews) | Students and educators reported varied understandings of "mental health" — many students equated mental health with mental illness; socio-environmental causes; stigma was present; willingness to help was high, but knowledge about accessing help was limited. (Soo, 2024) |
| Mesran, N. N. | 2023 | Predictors Associated with Mental Help-Seeking Attitude Among Malaysian | Cross-sectional survey (345 foundation students) | Found that self-stigma negatively predicted help-seeking attitude ($\beta = -0.59$), while MHL positively predicted it ($\beta = 0.22$); also, |

| | | | | |
|---|---|---|---|---|
| | | College Foundation Students During COVID-19 | | affordability of services predicted help-seeking attitude. (Mesran, 2023) |
| Musa, A., Muazu, R. M., Fen, B. W., & Cheah, K. S. L. | 2025 | Predicting Determinants of Mental Health Status in Malaysian Undergraduate Students Using Association Rule Mining | Quantitative; association rule mining on survey data of 1,394 undergraduates | The analysis identified complex associations: e.g., female students were more likely to face learning problems and uncertainty about their mental health status; financial problems were not as strongly predictive of mental health issues as commonly assumed. (Musa et al., 2025) |

While there is a dearth of direct studies on predictors of MHL specifically among graduating (final year) university students in Malaysia, the above table shows adjacent and relevant research that illuminates parts of the landscape. For instance, Hamzah et al. (2022) used expert interviews to frame what MHL means in the Malaysian youth context which highlights recognition, help-seeking, stigma, and self-treatment as core components. Building on that, Hamzah et al. (2023) empirically tested how MHL, along with physical health and social support, relates to mental well-being in university students, but found that MHL was not a strong predictor of well-being once other factors were controlled. Meanwhile, Soo (2024) explored student and educator perceptions qualitatively, revealing that although students are willing to help, their knowledge about where and how to seek help is limited, suggesting a gap in practical literacy. Mesran's (2023) study of foundation-level students identified self-stigma and MHL itself as key predictors of help-seeking attitudes, showing how literacy interacts with behavioural and attitudinal barriers. Finally, Musa et al. (2025) employed a data-mining approach to show that common stressors like learning challenges and gender interact with mental health status; intriguingly, financial issues were less predictive than expected, suggesting that structural stressors and identity factors may be more important in Malaysian undergraduates' mental health than purely economic ones.

To sum up, these studies suggest an emerging but fragmented research base where MHL is clearly relevant to help-seeking and well-being, but its predictive power may be mediated or moderated by social support, stigma, demographic factors, and students lived contexts. Importantly, none of these studies focus exclusively on graduating (final year) students, which is a critical gap given that this group faces unique transitional stressors (e.g., job seeking, graduation anxiety). This supports the need for targeted research that specifically examines final-year university students in Malaysia, measuring predictors such as MHL, stigma, social support, affordability, and demographic variables in a multivariate model.

## DISCUSSION

The recent body of Malaysian literature, though limited, provides valuable insight into the predictors and complexities surrounding MHL in student populations. Hamzah et al. (2022) qualitatively identified the multifaceted dimensions of MHL that include recognition of mental disorders, pathways to professional help, self-treatment, and stigma as perceived by mental health professionals. This foundational work underscores that MHL in the Malaysian context is not merely about naming disorders, but also about navigating help-seeking behaviours and socio-cultural beliefs.

When examined empirically, however, the strength of the relationship between MHL and mental well-being appears mixed. Hamzah et al. (2023) reported that, among university students during the COVID-19 pandemic, social support and physical health were significantly associated with well-being, but MHL itself did not emerge as a strong predictor once other factors were controlled. This suggests that even though students may possess some mental health knowledge, the translation of that knowledge into well-being is contingent on supportive environments and overall health status.

Soo's (2024) qualitative exploration among Malaysian university students and educators further illuminates this

translation gap; while students show a willingness to help peers and recognise mental health issues, they lack procedural knowledge about where and how to access support. This procedural or "service literacy" dimension is crucial; without it, knowledge alone may not lead to action. Soo's findings also highlight deeply embedded cultural and institutional challenges, such as stigma and concerns about confidentiality, which likely moderate the effect of MHL on help-seeking.

Mesran (2023) extends these ideas through quantitative analysis: among foundation-level students, higher MHL positively predicted help-seeking attitude, while self-stigma had a strong negative effect. This finding resonates with broader theories of help-seeking (e.g., Rickwood & Thomas, 2012), which emphasise that attitudes and perceived stigma are central mediators between cognition (knowledge) and behaviour. Hence, even in groups with rising literacy, stigma remains a critical barrier that undermines willingness to reach out for help.

Finally, Musa et al. (2025) used association rule mining to uncover how demographic and structural stressors combine to affect mental health status. Their findings that gender, learning difficulties, and uncertainty about mental health status are more predictive of distress than purely financial problems suggest that predictors of mental health issues are complex and context-dependent. While this study does not measure MHL directly, its results point to the importance of considering demographic and academic stressors as part of a broader ecosystem influencing both mental health and potentially how literacy develops or is utilised.

Overall, these studies support a multilevel, synergistic model of MHL predictors in Malaysian student populations. Knowledge alone is insufficient: social support, stigma, procedural literacy (knowing how to access services), and demographic stressors all interact to determine whether literacy leads to positive outcomes like help-seeking or well-being. For graduating students in particular who face academic, financial, and life-transition stressors, this synergy may be especially salient. If final-year students are to benefit from MHL interventions, interventions must not only deliver knowledge but also address stigma, enhance service accessibility, and leverage peer and institutional support.

Implications for practice include the urgent need for universities in Malaysia to develop integrated mental health programs that combine awareness sessions (to build knowledge), stigma-reduction campaigns, peer-led help networks, and clear guidance on navigating campus services. Moreover, policymakers should emphasise confidentiality and culturally sensitive outreach, as both stigma and procedural barriers are culturally salient among Malaysian students (Soo, 2024).

In summary, although Malaysian research on MHL among students is emerging, it reveals a complex interplay of knowledge, attitudes, stigma, and structural factors. To meaningfully improve MHL among graduating university students, future work must move beyond descriptive studies to sophisticated, culturally informed models and interventions that address synergies among predictors.

**Future Directions and Research Gaps**

Although emerging studies provide insights into MHL among Malaysian students, significant gaps remain, particularly regarding graduating university students who face unique transitional stressors. Existing research is often limited to descriptive or single-institution studies, with few employing multivariable or longitudinal designs to establish causal pathways between predictors such as stigma, social support, demographic stressors, and MHL outcomes (Hamzah et al., 2023; Mesran, 2023; Soo, 2024). There is also limited empirical evidence on the mediation and moderation mechanisms that link MHL to help-seeking behaviours in culturally specific contexts, including family expectations and confidentiality concerns.

Future research should prioritise representative, multi-institutional samples of final-year students and test theoretically informed models that integrate individual, social, and institutional predictors. Intervention studies are needed to evaluate the effectiveness of integrated programs combining knowledge, stigma reduction, and procedural guidance in improving both MHL and help-seeking behaviours. Addressing these gaps will provide actionable evidence to inform university policies, culturally sensitive interventions, and strategies that support mental well-being during the critical transition from university to the workforce.

## CONCLUSION

This study highlights that MHL among graduating university students in Malaysia is shaped by a multidimensional set of predictors encompassing individual knowledge, attitudes toward help-seeking, perceived stigma, social support, and procedural awareness of mental health services. The synthesis of empirical findings indicates that while students may possess basic knowledge of mental health issues, translating this knowledge into action is often hindered by stigma, limited awareness of service pathways, and contextual stressors associated with university-to-work transitions. From a theoretical standpoint, the findings reinforce help-seeking and behavioural models that emphasise the interplay between cognitive, social, and environmental determinants, demonstrating that MHL cannot be fully understood without considering mediating and moderating factors such as social support, self-stigma, and cultural influences.

Practically, the study underscores the need for universities to implement holistic MHL interventions that integrate knowledge-building, stigma-reduction components, and clear guidance on navigating mental health resources. Enhanced peer-support structures, improved accessibility of campus services, and culturally sensitive outreach may significantly strengthen help-seeking behaviours among graduating students. Despite these insights, the study is constrained by limitations such as reliance on cross-sectional designs, unequal representation across institutions, and limited examination of intervention effectiveness.

Future research should adopt longitudinal or mixed methods approaches to capture changes in MHL over time and explore causal mechanisms more robustly. There is also a critical need for studies that specifically target final-year students across diverse Malaysian universities and test integrative models that combine individual, social, and institutional predictors. By addressing these gaps, future work can contribute to more effective mental health policies and interventions that support the psychological well-being of young adults transitioning into the workforce and broader society.

## REFERENCES

1. Alyafei, A., & StatPearls. (2024). The Health Belief Model of behavior change. In StatPearls. StatPearls Publishing. https://www.ncbi.nlm.nih.gov/books/NBK606120/
2. Azizan, I. S., Ghazali, N. M., Mohd. Sharif, N. F., & Ismail, J. (2024). Mental health awareness among students in higher education. Journal of Administrative Science, 21(1), 189–213. https://jas.uitm.edu.my/images/2024_APRIL/10.pdf
3. Chua, K. C. (2022). MHL: A focus on daily life context for implementation. International Journal of Environmental Research and Public Health, 19(12), 7030. https://doi.org/10.3390/ijerph19127030
4. Ghazali, N. M., Mohd. Sharif, N. F., Ismail, J., & Azizan, I. S. (2024). Mental health awareness among students in higher education. Journal of Administrative Science, 21(1), 189–213. https://jas.uitm.edu.my/images/2024_APRIL/10.pdf
5. Hamzah, S. R., Othman, I. N. S., Musa, S. N., Mukhtar, F., Akim, A., & Hamzah, M. R. (2022). MHL among Malaysian youth: Exploring multidisciplinary perspectives. International Journal of Academic Research in Business and Social Sciences, 12(7), 358–369. https://doi.org/10.6007/IJARBSS/v12-i7/14257
6. Hamzah, S. R., Musa, S. N., Amiludin, N. A., Badruldin, M. N. W., Zameram, Q. A., Kamaruzaman, M. J. M., Said, N. N., & Ahmad Haniff, N. A. (2023). Identifying predictors of university students' mental well-being during the COVID-19 pandemic. Kontakt: Journal of Nursing and Social Sciences Related to Health and Illness, 25(1), 18–24. https://doi.org/10.32725/kont.2023.003
7. Jorm, A. F., Korten, A. E., Jacomb, P. A., Christensen, H., Rodgers, B., & Pollitt, P. (1997). "MHL": A survey of the public's ability to recognise mental disorders and their beliefs about the effectiveness of treatment. Medical Journal of Australia, 166(4), 182–186. https://doi.org/10.5694/j.1326-5377.1997.tb140071.x
8. Martínez Líbano, J., Osorio Arévalo, D., Soto Valdivia, A., Barahona-Fuentes, G., & Iturra Lara, R. (2024). University students MHL: A systematic review. Health Leadership and Quality of Life, 3, 341. https://doi.org/10.56294/hl2024.341
9. Mesran, N. N. (2023). Predictors associated with mental help-seeking attitude among Malaysian college foundation students in the midst of COVID-19 pandemic (Master's thesis, Universiti Teknologi MARA).

Universiti Teknologi MARA Institutional Repository. https://ir.uitm.edu.my/id/eprint/94049

10. Muniandy, P. (2024). Examining the role of MHL programs in school in enhancing help-seeking behaviours among adolescents in Malaysia: A systematic literature review. Asia Pacific Journal of Behavioural Health Education. https://apjbhe.segi.edu.my/index.php/segi/article/view/117

11. Musa, A., Muazu, R. M., Fen, B. W., & Cheah, K. S. L. (2025). Predicting determinants of mental health status in Malaysian undergraduate students using the association rule mining technique. Open Psychology Journal, 18, Article e18743501369103. https://doi.org/10.2174/0118743501369103250414080227

12. Nahas, A. R. M. F., et al. (2024). Exploring undergraduate students' mental well-being and help-seeking attitudes: A cross-sectional study in Malaysia. International Journal of Environmental Research and Public Health. https://doi.org/10.3390/ijerph

13. Rickwood, D., & Thomas, K. (2012). A conceptual measurement framework for help-seeking for mental health problems. BMC Psychiatry, 12, Article 94. https://doi.org/10.1186/1471-244X-12-94

14. Sampaio, F., Gonçalves, P., & Sequeira, C. (2022). MHL: It is now time to put knowledge into practice. International Journal of Environmental Research and Public Health, 19(12), 7030. https://doi.org/10.3390/ijerph19127030

15. Soo, Y. Y. (2024). MHL among tertiary education students: Perspectives from university students and educators (Master's thesis). Universiti Sains Malaysia. Repository: http://eprints.usm.my/id/eprint/62555

16. Suwanwong, C., et al. (2024). Modifiable predictors of MHL in the educational context: A systematic review. BMC Psychology, 12, Article 124. https://bmcpsychology.biomedcentral.com/articles/10.1186/s40359-024-01878-4

17. Tomczyk, S., et al. (2020). Ready, willing and able? An investigation of the Theory of Planned Behaviour in mental health help-seeking. Prevention Science, 21(2), 178–189. https://doi.org/10.1007/s11121-020-01099-2

18. Yang, X., Hu, J., Zhang, B., Ding, H., Hu, D., & Li, H. (2024). The relationship between MHL and professional psychological help-seeking behavior among Chinese college students: Mediating roles of perceived social support and psychological help-seeking stigma. Frontiers in Psychology, 15, Article 1356435. https://doi.org/10.3389/fpsyg.2024.1356435

19. Zhao, M., & Hu, M. (2022). A multilevel model of the help-seeking behaviors among adolescents with mental health problems. Frontiers in integrative neuroscience, 16, 946842.