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Guidelines to Strengthen Mental Health of Undergraduate Students at Universities in Eastern Thailand

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Abstract

This research aimed to examine the factors influencing the mental health of undergraduate students at public universities in Eastern Thailand. The study focused on undergraduate students enrolled in public universities located in the Eastern region of Thailand, specifically in Prachinburi, Chachoengsao, Chonburi, Rayong, and Chanthaburi provinces. Data were collected from 500 students selected via a multi-stage sampling method, with the sample size determined based on the N: Q rule. The research instrument, validated with IOC values ranging from 0.50 to 1.00 and a Cronbach's Alpha of 0.95, was an online questionnaire. Structural Equation Modeling (SEM) was performed using AMOS to test the research hypotheses and assess the model's fit. The findings revealed that social support had direct and indirect positive influences on coping strategies, work-life balance, and career satisfaction. Coping strategies significantly supported mental health and helped students maintain a balance between education and personal life, which in turn increased career satisfaction. SEM analysis demonstrated an excellent model fit with the empirical data: $X^2 = 194.962$, $df = 165$, $p = .055$, $X^2/df = 1.182$, $GFI = .962$, $CFI = .962$, and $RMSEA = .019$. The coefficient of determination (R^2) indicated that the model could explain 44% of the variance in career satisfaction. These findings suggest that universities should establish comprehensive social support systems and promote effective coping strategies to enhance students' work-life balance and long-term career satisfaction.

Keywords: *mental health, undergraduate students, Eastern Thailand, structural equation modeling, work-life balance*

1. Introduction

Mental health problems and depression are becoming a global crisis, particularly among young students who are important to the nation's future. According to the study by The Lancet Psychiatry Commission (as cited in Yang et al. 2024), depression and other mental health issues account for 45% of the disease in young people aged 10 - 24. The World Health Organization (2022) further reported data collected between January 2020 and February 2025 from a sample of 6 million population. According to the report, approximately 780,000 individuals, accounting for 13.05% of the population, were at risk of depression, while the suicide rate in 2024 averaged 15 deaths per day (8.02 per 100,000 population). Furthermore, 8% of the Thai population reported high stress, and over 5% were at risk of suicide, with individuals under the age of 20 identified as the highest-risk group (Department of Mental Health, 2024).

Among Thai students, data from 14,621 students across 33 institutions nationwide showed that one in three were at risk of depression, with 14% having severe symptoms and over 10% were at moderate to high level of depression (Nupap et al., 2025). The survey results from university students revealed that 17.03% of the first-year students experienced depression, and 48.9% experienced pathological stress (Haruna et al., 2025). Key factors influencing students' mental health particularly those in late adolescence span three levels of mental health determinants which are (1) Individual level: showing good physical health, social skill and emotional regulation, self-esteem and awareness, and health behaviors; (2) Family and community level: must have proper nutrition and caregiving, safety and security, social support, and quality living environment; and (3) Structural level: public

infrastructure, social justice, and social participation (Lin & Guo, 2024). Mental health serves as an indicator to measure and assess interaction between physical and mental health. Mental health is a factor determining mental and social health which are influenced by each other. According to the background and importance of issues, undergraduate students in Thailand have substantially experienced mental health challenges and limited access to sufficient support which may result in long-term adverse effects on their quality of life.

Therefore, this research is important for policy development and systematic approaches to effectively and sustainably support undergraduate students' mental health. The researcher aims to examine the key factors and mechanisms that strengthen the mental health of undergraduate students in Eastern Thailand. By understanding the relationships between social support, work-life balance, and coping strategies, this study provides a foundation for developing effective mental health promotion models. The findings of this research serve as a critical component in enhancing the psychological well-being and quality of life for students within the university context.

2. Objectives

This study aims to examine the factors and structural relationships influencing the mental health of undergraduate students at public universities in Eastern Thailand, specifically focusing on social support, coping strategies, work-life balance, and career satisfaction.

3. Literature Review, Hypotheses and Conceptual Framework

To develop research hypotheses, the researcher reviewed relevant literature grounded in Social Learning Theory and Positive Psychology. This theoretical framework examines the relationships among variables to construct the Structural Equation Modeling (SEM) for strengthening undergraduates' mental health. The review is summarized as set out below.

3.1 Theoretical Foundation and Quality of Life

The literature review is grounded in Social Learning Theory and Positive Psychology where work-life balance is defined as the successful integration of academic demands and personal well-being. According to previous studies (e.g., Sprung & Rogers, 2021), students with high work-life balance tend to exhibit lower levels of stress and higher career satisfaction. From the Positive Psychology's perspective, students' quality of life is a key factor of overall well-being, including physical, mental, and social dimensions (Sining et al., 2022). Good quality of life relates to learning ability, life satisfaction, and effective adaptation to stress (Hu et al., 2023). In contrast, students who lack work-life balance or experience higher stress tend to suffer from psychological concerns such as fatigue and anxiety, which may lead to depression. According to Social Learning Theory, social support from friends, family, and teachers as well as effective coping strategies and adaptation to educational challenges can strengthen mental health and improve students' quality of life (Alshammari et al. 2023; Yu et al. 2024). However, there is a research gap regarding the connection between systematic strategies to strengthen mental health and quality of life, especially within the context of universities in Eastern Thailand (Ratanasiripong et al. 2022; World Health Organization, 2022). Based on this integrated literature review, the researcher identified key variables for the study as follows:

3.1.1 Social Support

Social support is a key factor that helps enhance coping abilities and reduce effects from stress. According to the study by Fogaca (2021), social support can significantly predict resilience and life satisfaction, confirming the mediating role of resilience in the relationship between social support and life satisfaction. This shows mechanism through which social support creates positive well-being from the perspective of coping strategies. Dong et al. (2024) demonstrated that individuals who flexibly apply diverse coping strategies tend to have higher level of self-efficacy, which in turn enables them to use appropriate coping strategies and effectively solve problems in various situations. Social support not only strengthens resilience but also promotes the development of high-quality coping strategies. Individuals who receive stronger social support are expected to have more efficient coping strategies.

Work-life balance is an important factor that influences work performance, personal relationships, and mental health. Research by Liswandi and Muhammad (2023) found that clearly separating work and personal

roles, known as “Role Separation,” can increase work performance and improve personal relationships which is one of the mechanisms that create work-life balance. In the context of mental health, Sprung and Rogers (2021) pointed out that work-life balance is directly linked to undergraduates’ mental health. Thus, educational institutions should give attention to this factor by providing management and support as well as initiating projects that allow students to maintain the balance in order to improve their quality of life and overall university experience. Regarding the role of social support, Akhimien and Adekunle (2023) indicated that social support such as friends and educational institutions has an influence on adaptability more than other sources. Specifically, having diverse cultural networks and creating supportive systems across different contexts can significantly improve adaptability. This highlights the importance of social support in promoting adaptation and maintaining life balance. Hence, social support is the factor that allows individuals to manage and determine the boundaries between work and personal life effectively. Those who receive higher social support are more capable of maintaining a healthy work-life balance.

Students’ career satisfaction is influenced by social support which helps students adapt themselves effectively, reduce mental exhaustion, and increase positive attitudes on their career pathways. Social networks that provide instrumental, social, and emotional support, as well as cultural diversity, contribute to long-term career satisfaction (Beri et al., 2025; Hofhuis et al., 2023). Therefore, social support not only helps students’ adaptation but also enhances career satisfaction. Students who receive instrumental and social-emotional support, which are friends and educational institutions, tend to demonstrate better adjustment. Moreover, diverse cultural support is a key factor in cross-cultural adaptation. Better adaptation contributes to higher career satisfaction and good mental health. This is consistent with the study by Chen et al. (2023) which revealed that social support serves as a mediator between burnout and mental well-being. This indicates that social support and learning motivation can decrease the negative effects of burnout and strengthen mental health; this is an essential foundation for maintaining positive attitudes toward work. Social support not only enhances adaptability and reduces emotional fatigue but also creates positive career attitudes. Individuals who receive higher social support tend to have greater career satisfaction. These findings provide the basis for the following hypotheses:

H1: Social support has a direct influence on coping strategies.

H2: Social support has a direct influence on work-life balance.

H3: Social support has a direct influence on career satisfaction.

3.1.2 Coping Strategies

Appropriate coping strategies are crucial for managing conflicts between work and personal life roles. Research by Kibriya et al. (2021) applies conceptual frameworks from occupational science, such as career and lifestyle balance, to provide a better understanding of how individuals negotiate and manage multiple roles in their lives. Choosing effective coping strategies can reduce pressure and promote overall life balance. In addition, individual factors also significantly influence the selection of coping strategies. These results are consistent with Prasanth et al. (2024), which found that social support plays a crucial role in enhancing students’ mental health, it is found that childhood life experiences affect personal identity, relationship, motivation, and adaptation styles. These factors directly influence decision-making and work-life balance of students. Additionally, according to Yusuf et al. (2020), social life and institutional support are positively related to work-life balance, whereas academic or learning demands have a negative association. It is suggested that appropriate coping strategies may decrease negative effects of academic or learning pressure and create a better work-life balance. Efficient coping strategies play an important role in minimizing pressure and reducing life-role conflicts. Individuals who use appropriate coping strategies can maintain a healthy work-life balance. Based on these results, the following hypothesis was proposed:

H4: Coping strategies have a direct influence on work-life balance.

3.1.3 Work - life Balance

Work-life balance and well-being consist of three main components: physical health, mental health, and quality of life. A balance among these components is essential, and it is influenced by multiple factors including environment and atmosphere, emotion and well-being, especially stress and social support, which play an important role in maintaining the balance. Scheibe et al. (2024) suggested applying social theories, structure, framework, and individual knowledge to design effective guidelines for promoting work-life balance which was

found to be negatively correlated with stress, anxiety, and depression among students. Path analysis further demonstrated that perceived stress mediates the relationship between work-life balance and both anxiety and depression (Sprung & Roger, 2021). It also indicated that maintaining life balance not only supports mental health but also enhances overall work and life satisfaction. A healthy work-life balance reduces mental burden, strengthens overall well-being, and increases career satisfaction. This aligns with the following hypothesis:

H5: Work-life balance has a direct influence on career satisfaction.

3.2 Conceptual Framework

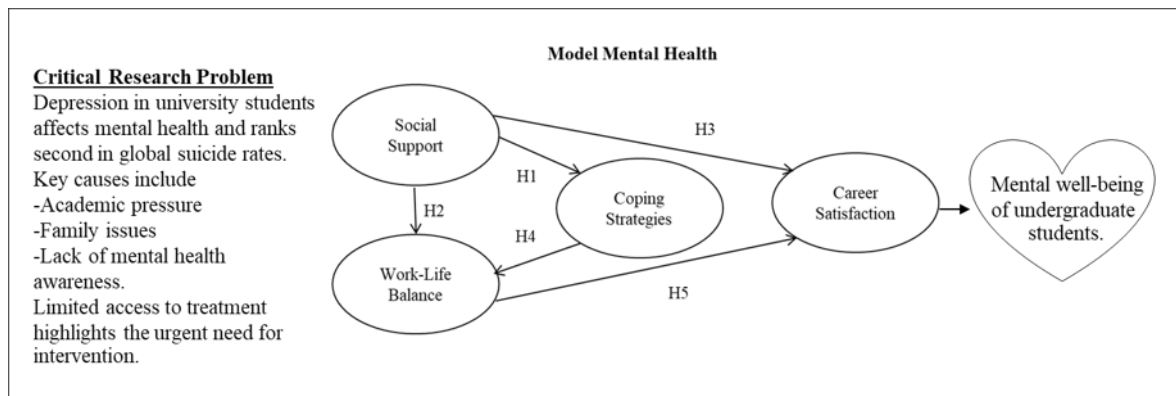


Figure 1 Conceptual Framework

4. Materials and Research Methodology

4.1 Population and Samples

The population for this research consisted of undergraduate students enrolled in public universities located in Eastern Thailand namely: Prachinburi, Chachoengsao, Chonburi, Rayong, and Chantaburi provinces. These public universities are under the national higher education system. The total number of undergraduate students in public universities in Eastern Thailand was 19,529, comprising 7,726 males and 11,803 females (Office of the National Economic and Social Development Council, 2025). The sample size was determined based on the N:Q ratio (the ratio of cases to the number of model parameters) as suggested by Kline (2015). For Structural Equation Modeling (SEM), a ratio of 20:1 is recommended for stable statistical estimation. Given that the conceptual model includes 20 observed variables, a minimum sample size of 400 was required ($20 \times 20 = 400$). To ensure robust analysis and account for potential non-response bias, a final sample of 500 participants was obtained, which exceeds the minimum requirement and provides sufficient statistical power.

4.2 Research Methodology

4.2.1 Research Instrument and Quality Testing

The research instrument used in this study was a structured questionnaire developed based on an extensive literature review and grounded in Social Learning Theory and Positive Psychology. The instrument employed a 5-point Likert scale to measure respondents' levels of agreement.

4.2.2 Content Validity

The draft questionnaire was reviewed by three experts with over five years of experience in psychology and clinical psychology. The experts evaluated the congruence between the items and research objectives using the Index of Item Objective Congruence (IOC). The IOC values ranged from 0.66 to 1.00, indicating high content validity as the values exceeded the acceptable threshold of 0.50 (Rovinelli & Hambleton, 1976).

4.2.3 Pilot Study and Reliability Analysis

The questionnaire was piloted with a group of 30 participants sharing similar characteristics with the target population to ensure clarity and internal consistency. Item discrimination was analyzed using item total

correlation coefficients, with values ranging from 0.61 to 0.72. Following the recommendation for Structural Equation Modeling (SEM), reliability was calculated using Cronbach's Alpha Coefficient (α) for each construct separately to ensure the internal consistency of each dimension. The results were as follows: social support: $\alpha = 0.85$, work-life balance: $\alpha = 0.78$, coping strategies: $\alpha = 0.82$, career satisfaction: $\alpha = 0.80$. The overall reliability coefficient of the instrument was 0.95. All values exceeded the accepted criterion of 0.70 (Cronbach, 1951), confirming that the instrument is highly reliable and suitable for data collection.

4.3 Collection of Data

The data collection process was conducted following the ethical approval from the Research Ethics Committee, Naresuan University (Project No. P4-0024/2025). The researcher coordinated with the Student Affairs departments of the target public universities in Eastern Thailand to facilitate the distribution of the research information. Potential participants were approached via university student portals and official social media platforms. An online quantitative questionnaire, including a digital informed consent form, was administered to the sample of 500 undergraduate students. Data collection was carried out with strict adherence to confidentiality and anonymity protocols.

4.4 Data Analysis

Data were analyzed using multivariate statistical techniques. Structural Equation Modeling (SEM) was performed using the AMOS software package to test the conceptual model and research hypotheses. In accordance with the recommendations of Hu and Bentler (1999) and Kline (2015), the evaluation of the Model-Data Fit was based on the following four key indicators: The model fit was assessed based on the following criteria: (1) a Chi-square probability level (p -value) greater than 0.05, indicating no significant difference between the model and empirical data; (2) a relative Chi-square (X^2/df): less than 2.00; (3) a Goodness of Fit Index (GFI) exceeding 0.90; and (4) a Root Mean Square Error of Approximation (RMSEA) below 0.05. Additionally, the coefficient of determination (R^2) was reported as a percentage to evaluate the explanatory power of the model regarding students' career satisfaction.

5. Results

In light of the research objective, the analysis revealed that the overall importance of factors influencing the mental well-being of undergraduate students was rated at a high level ($M = 4.31$, $SD = 0.46$). When analyzed by dimension, all factors were consistently rated as high. The results, ranked by mean score from highest to lowest, are as follows: quality of life was rated as highly important with a mean score of 4.40 ($S.D. = 0.52$), followed by social support with a mean score of 4.37 ($S.D. = 0.55$), life satisfaction with a mean score of 4.33 ($S.D. = 0.53$), and coping strategies with a mean score of 4.13 ($S.D. = 0.70$), respectively. The analysis showed that these results were statistically significant at the 0.05 level.

Table 1 Mean and standard deviation of factors influencing undergraduate mental well-being

Variables	Importance Level			Different Comparison	
	$\bar{X}$	S.D.	Importance	t-value	P-value
Overall Importance Level	4.31	0.46	High	-2.14	0.00*
1.work-life balance factors	4.40	0.52	High	-2.44	0.00*
2.social support factor	4.37	0.55	High	-1.72	0.00*
3.career satisfaction factors	4.33	0.53	High	-3.02	0.00*
4.coping strategies factors	4.13	0.70	High	-1.94	0.00*

*Statistically significant at the 0.05 level

In addition, the results of the Structural Equation Modeling (SEM) analysis demonstrated that the Chi-square Probability Level (p) was 0.055, which exceeds the recommended threshold of 0.05, indicating a good fit. The ratio of Chi-square to degrees of freedom (X^2/df) was 1.182, which is well below the acceptable criterion of 2.00. The Comparative Fit Index (CFI) was 0.962, exceeding the recommended value of 0.90, while the Root Mean Square Error of Approximation (RMSEA) was 0.019, which is below the threshold of 0.05, as suggested by Hu and Bentler (1999) and Kline (2015). These results are summarized in Figure 2 and Table 2.

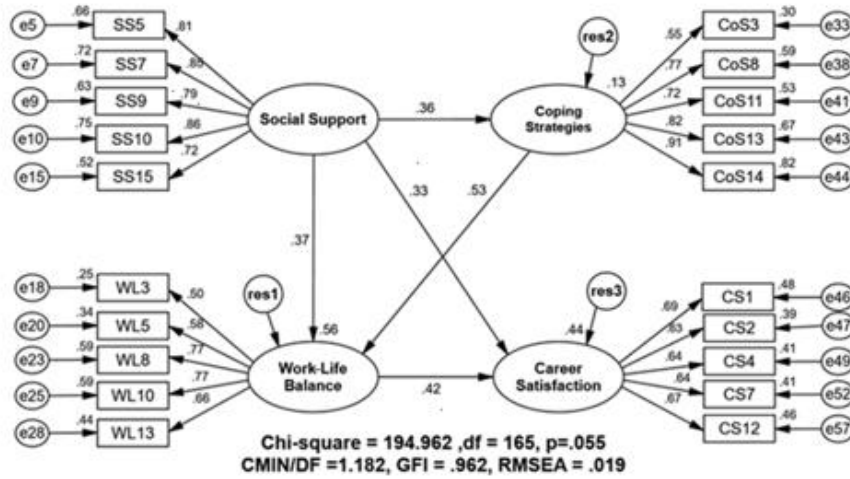


Figure 2 Structural Equation Modeling

Table 2 Results of Observational Variables categorized by Statistically Significant Items

Variables	Description	Loading	Variance	R ²
Work - life Balance				0.56
L3	I can effectively manage time for study, hobbies, and personal life.	0.50	0.25	
L5	I usually feel that I have time for personal activities even when I am studying hard or having projects.	0.58	0.34	
L8	I can work on group assignments or projects without feeling that my personal life is excessively compromised.	0.77	0.59	
L10	I generally feel that I have sufficient time for self-care, such as getting adequate sleep or engaging in stress-reducing activities.	0.76	0.57	
L13	I feel that I can work or do activities without feeling overwhelmed or excessively burdened.	0.66	0.44	
Social Support				
SS5	I feel that my family understand and support my education.	0.81	0.66	
SS7	My friends usually share information or study together during challenging times.	0.85	0.72	
SS9	I feel that my friends understand the pressure and can give good suggestion when I face learning difficulties.	0.79	0.63	
SS10	I receive support from friends in activities such as internships or participation in social activities.	0.86	0.75	
SS15	I am able to access university-provided services that help with academic matters or life management issues.	0.72	0.52	
Career Satisfaction				0.44
S1	I am satisfied with studying in the program I have chosen.	0.69	0.48	
S2	I am confident about my future study and related career path.	0.63	0.39	
S4	I am enthusiastic in learning and developing skills in my chosen field of study.	0.64	0.41	
S7	I can apply what I have learned in the classroom to real work or activities.	0.64	0.41	
S12	I feel that the time I spend on extracurricular activities such as internship or other activities is valuable.	0.67	0.46	
CoS3	I am able to manage anxiety related to examinations or grades effectively.	0.55	0.30	
CoS8	I regularly allocate time for stress-relieving activities such as exercise or socializing with friends.	0.77	0.59	
CoS11	I tend to think positively and look for positive aspects in difficult situations.	0.72	0.53	
CoS13	When facing academic challenges, I often see them as opportunities for growth.	0.82	0.67	
CoS14	I usually talk with friends or family about problems to seek advice.	0.91	0.82	

5.1 Results of Hypothesis Testing

Research results are consistent with hypotheses as shown in Table 3.

Table 3 Hypotheses results

	Research Hypotheses	Directly Influence	Results
H1	Social support has a direct influence on coping strategies.	0.36	supported
H2	Social support has a direct influence on work-life balance.	0.37	supported
H3	Social support has a direct influence on career satisfaction.	0.33	supported
H4	Coping strategies have a direct influence on work-life balance.	0.53	supported
H5	Work-life balance has a direct influence on career satisfaction.	0.42	supported

6. Discussion

The findings meet, satisfy or achieve the main objective of studying factors influencing the mental health of undergraduate students in Eastern Thailand. The findings confirm that social support has a direct influence on coping strategies, as well as life and future career satisfaction as suggested by certain scholars (Cao & Zhou, 2021; Park et al., 2022). Simultaneously, coping strategies strengthen mental well-being and positive adjustment (Fullerton et al., 2021; Konaszewski et al., 2021). Moreover, work-life balance has a positive relationship with career satisfaction and quality of life by reducing stress, anxiety, and depression (Sprung & Rogers, 2021; Scheibe et al., 2022). Critically, these findings are firmly grounded in Social Learning Theory (Bandura & Walters, 1977) and Positive Psychology (Seligman, 2011). The interaction among social support, coping strategies, and work-life balance represents a key mechanism for enhancing career satisfaction and improving sustainable career development among the students (Park et al., 2022). The finding concerning the relationships between variables provide essential guidelines to strengthen the mental well-being of undergraduate students as described below.

The findings support H1, indicating that social support significantly influences coping strategies. From the Social Learning Theory's perspective, individuals learn to manage stress through observations and reinforcements within their social network. Support from family and teachers provides the "social modeling" necessary for students to adopt effective problem-solving behaviors (Cao & Zhou, 2021). Furthermore, Positive Psychology suggests that social resources build "Psychological Capital," enabling students to perceive academic pressures as challenges rather than threats. In line with Ahmad (2024), a strong support network promotes an individual's ability to manage academic pressure and everyday life challenges effectively.

The findings also support H2, i.e. social support has a direct influence on the undergraduates' work-life balance. This aligns with Social Learning Theory, where emotional and instrumental support from the environment reduces the "cognitive load" of academic demands. When students receive guidance from their social circle, they learn to navigate the boundaries between their roles as students and their personal lives more effectively (Pattanayak, 2024). In light of Positive Psychology, establishing support systems serves as an important mechanism that enables students to deal with academic burdens while maintaining their private lives, thereby reducing the risk of academic burnout (Chaudhry et al., 2024).

As for H3, the findings also support this hypothesis; that is, social support has a direct influence on career satisfaction. The direct effect of social support on career satisfaction reflects the importance of social networks toward confidence and career decision-making. Social Learning Theory posits that career interests are shaped by self-efficacy, which is bolstered by verbal persuasion from significant others (Hamzah et al., 2021). Moreover, Positive Psychology emphasizes "Meaning" and "Accomplishment" as pillars of well-being. According to Park et al. (2022), social support acts as a chain mediator from adaptability to decision-making ability subsequently leading to greater career satisfaction and clearer future goals.

Additionally, it is apparent that the findings support H4, i.e. coping strategies have a direct influence on work-life balance, particularly in terms of resilience and positive adaptation. This relationship is a core tenet of Positive Psychology, which focuses on "Character Strengths" such as self-regulation. Students who utilize task-focused coping can reduce emotional burdens and manage time effectively (Fullerton et al., 2023). Conversely, Social Learning Theory explains that inappropriate environments or a lack of positive coping models can increase stress levels and disrupt life balance in the long term (Konaszewski et al., 2021). Therefore, the quality of coping strategies is vital for maintaining an equilibrium between studies and personal life.

Finally, the findings support H5, indicating that work-life balance has a direct influence on career satisfaction. This is a clear reflection of Positive Psychology's focus on "Subjective Well-being." Students who achieve equilibrium between academic roles and personal life experience higher mental and physical well-being (Scheibe et al., 2024). Consistent with Sprung and Rogers (2021), decreased stress serves as a major mediator in strengthening mental health. A high quality of life not only prevents mental health issues but also promotes positive attitudes toward career choices, especially during the challenging transition from university to professional life.

7. Limitations and Recommendations

7.1 Limitations

This study has limitations that should be considered when interpreting the findings. First, the data were collected through self-report questionnaires, which may be subject to social desirability bias, where participants might respond in a way that reflects a more positive state of mental health than reality. Second, the sample was drawn exclusively from public universities in Eastern Thailand, which may limit the generalizability of the results to undergraduate students in different cultural or geographical contexts. Furthermore, this study utilized a cross-sectional research design, meaning data were collected at a single point in time. This approach, while effective for Structural Equation Modeling (SEM), does not allow for definitive causal interpretations over time. Contextual factors, such as academic exam periods, could have temporarily influenced students' stress levels during the collection phase.

7.2 Recommendations for Future Research

7.2.1 Longitudinal Studies: Future research should employ a longitudinal design to track the long-term development of work-life balance and career satisfaction from the first year to graduation.

7.2.2 Qualitative Integration: A mixed-methods approach, including in-depth interviews, could provide deeper insights into the specific coping strategies students find most effective in the Thai context.

7.2.3 Comparative Analysis: Future studies could compare students in public versus private universities or different regions to enhance the generalizability of the WSPC Model.

8. Implications for Behavioral Science

The findings of this study provide significant theoretical and practical implications for behavioral science. By synthesizing the empirical findings, this study proposes the work-life balance, social support, psychological well-being, and career satisfaction model (WSPC Model), a new conceptual framework that systematically explains the pathways linking social factors, mental well-being, and career development.

The development of the WSPC Model is directly informed by the SEM results. The model illustrates that mental health is a dynamic process: social support (S), rooted in Social Learning Theory, acts as the primary driver that activates effective coping strategies. These strategies enable students to maintain a healthy work-life balance (W). When students achieve this equilibrium, it fosters psychological well-being (P), which is a core pillar of Positive Psychology, ultimately leading to higher career satisfaction (C).

8.1 With regard to theoretical implications, the WSPC Model bridges the gap between environmental support and internal satisfaction, highlighting coping strategies as a critical mediator. It validates that "flourishing" in a career starts with a balanced academic life.

8.2 Additionally, for higher education institutions in Eastern Thailand, this model serves as a strategic blueprint. The findings suggest that university policies should move beyond basic counseling toward an integrated support system that includes: 1) Peer Mentoring Programs to enhance Social Support; 2) Resilience Workshops to teach proactive Coping Strategies; and 3) Work-Life Integration Policies that encourage students to pursue personal interests alongside academic goals.

In conclusion, the WSPC Model offers a refined, evidence-based framework to guide future research and the design of effective mental health interventions, ensuring that undergraduate students can transition successfully into their professional lives.

9. Conclusion

The research findings indicate that students' mental health is a multifaceted construct influenced by both social and psychological factors. Specifically, support from significant others, effective coping strategies, and the

ability to maintain work-life balance are critical determinants of well-being. By integrating Social Learning Theory and Positive Psychology, this study explains the underlying mechanisms that lead to career satisfaction among undergraduate students in Eastern Thailand. A significant contribution of this research is the development of the WSPC Model (Work-Life Balance, Social Support, Psychological Well-being, and Career Satisfaction). This model systematically illustrates how external social resources translate into internal psychological strengths, ultimately fostering professional readiness. The WSPC Model serves as a foundational basis for universities to establish data-driven guidelines and support systems. In conclusion, these findings not only enhance the academic understanding of mental health among late adolescents during their transition to professional life but also underscore the necessity of creating a sustainable learning environment. By focusing on the interplay between support and balance, educational institutions can ensure the long-term well-being and career success of their students.

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