
The Impact of Social Media on Depression among University Students

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Abstract

Purpose: As we all know, the development of depression is a mental illness which begins around the young age of adulthood and whereby the theoretical effect of social media use on psychological condition has increased as primary factors lead to depression. This study focuses on the impact of social media usage towards depression among university students.

Methodology: This research designated of a descriptive and quantitative data collection method which is obtained through a reliable and valid scale. Participants consisted 160 university students aged 17 to 25. The mode of this research is self-assessment, online survey on Google form

Result and Discussion: The results have been explored and defined via categories. Equal range of each men and females; together with a same range of Malays, Chinese, Indian and Others have been located as in step with estimation. According to the hypothesis and findings, we can conclude that 1) there is a relationship between social media usage and depression among university students. 2) There is no significant difference of social media usage and depression based on gender among university students. 3) There is a significant difference of social media usage and depression based on age among university students.

Conclusion and Recommendation: The impact of social media usage on depression among university students has a positive correlation with a moderate correlation during analysis, there is no significant differences social media usage and depression based on genders among university students but there is significant difference of social media usage and depression based on age among university students.

Keywords: Social Media Usage, Depression, Mental Health, Cyberbullying, Suicide, University Students, Malaysia,

1.0 Introduction

Since the presence of depression has become a growing issue, conducting research on this relatively new interaction between social media use and depression, will assist in acquiring a better understanding of the specifics of this mental disorder.

The earliest studies related to social media use and depression began to appear around 2013. The previous studies primarily focused on social media envy, the length of time spent on social media (Almarri, Ameen, Isaac, *et al.*, 2020), the use of Facebook and their effects on depression. However due to the complexity of depression, it is difficult to pinpoint a single causal factor because there is an abundant amount of social media related variables that could potentially influence an individual's level of depression. The aim of this research is to increase awareness of the connection between the use of social media and depression, by presenting empirical evidence that may lead to recognizing any causes that contribute to depression through the use of social media. In other terms, the primary purpose of this study is to evaluate if social media usage is a force that can make a difference in the depression level of a person. It commences with a literature review followed by the methodology, the results and discussion, and recommendations.

2 Literature review

Depression is a serious and common medical condition that affects your feelings, way of thinking and behaviour. It is always treatable, thankfully. Depression leads to sadness and/or a loss of interest once you have enjoyed activities. The willingness of an individual to perform his daily routine at school, work or home can contribute to a varied variety of emotional and physical problems (American Psychiatric Association, 2013; Alharthi *et al.*, 2019, 2020; Alharthi, Khalifa and Bhaumick, 2019). Depression symptoms may include: anxious mood, declined enthusiasm or enjoyment in the things once liked, lack in sexual urges, shifts of appetite and unintended weight loss or gain, too much or too little sleep, agitation, restlessness and pace, slower motion and speech, fatigue or lack of energy, feelings of hopelessness or remorse, problems in focusing, thinking or deciding and repeated thoughts regarding self - harm or suicide, or suicide attempts (Beck *et al.*, 1996).

Times at college or university can be overwhelming and for the first time a person can interact with certain habits, cultures, and experiences (Binnawas, Khalifa and Bhaumick, 2019; Khalifa *et al.*, 2021). Some students may have difficulty dealing with these shifts, culminating in stress, anxiety, or both (Binnawas, Khalifa and Bhaumik, 2020). Symptoms of depression may among university students may include difficulties in focusing on assignments, insomnia, sleeping too much, decreased, or increased in appetite, and the prevention of social environments and activities they used to enjoy. The Beck Depression Inventory Second Edition is suitable for this study because it syncs and relates with the above conceptual definition in the questionnaire. Example Q 12. Loss of Interest, Q 14. Worthlessness Q 15. Loss of Energy and so on. This questionnaire also suits for university students categorized between 17 to 25.

Social networking sites and social media can be recognized as any online platform where the user is presented a possibility of communicating with others

through many different verbal and non-verbal ways. Blogs, networking platforms, virtual worlds and sharing applications are included (Bolton, 2013, p. 248; (Khalifa, 2020a). The use of social media may be classified by the number of various spectrums; connect, contribute, share, consume, content browse, play, and participate (Bolton, 2013, p. 248; Almarri, Ameen, Bhaumik, *et al.*, 2020). To measure social media addiction, a variant of the Internet Addiction Internet Addiction Test (IAT) (Young, 2009). It is called Social Media Addiction Scale (SMAS). It is suitable as it is relevant to the conceptional definition and for my study on Social Media Usage (Alfalasi *et al.*, 2020; Alkatheeri *et al.*, 2020).

There are two parts on the discussion of theoretical perspectives: individual theories i) sedentary behaviour theory and social theories ii) displacement theory (Strickland, 2014). Individual theories are targeted at taking care of how social media influences individuals regardless of attitudes and personality characteristics. The second series of theories may be categorized as social theory, which explore whether individuals in the broader sense of social media usage are influenced. These two scientific points of view are not strictly exclusive; the connections between mental health and wellbeing social media use of young adults are likely to influence a mixture of both ideas.

i) Sedentary Behaviour Theory

Sedentary behavior requires sitting or lying and is distinguished by reduced energy intake by Metabolic Equivalents Total (MET). These sedentary habits are promoted by social media. An individual usually uses social media when passing the time during sedentary activity on his or her laptop or mobile device: on a train or a bus, on a street, etc. However, social networking also functions mostly like a practice itself – a individual may sit down and search his social network platforms during the leisure period and establish sedentary behaviour instead of merely utilizing it. Reduction of sedentary habits may be an effective factor in treating and avoiding depression and anxiety problems, according to (Strickland, 2014). This postulation is compatible with evidence that correlates sedentary activity with an elevated likelihood of mental health problems. Several studies have demonstrated a higher risk of developing depressive and/or anxiety disorder in people with high levels of sedentary behavior (such as TV viewing and computer usage).

(De Wit *et al.*, 2010) found that people who have a major depression and panic disorder use the computer and watch TV longer than controls. The researchers used accelerometers to measure periods of sedentary activity in 394 obese women, in another study evaluating the relationship between overall sedentary time and risk for depression. This study showed that those with higher overall sedentary periods were more likely to have depressive symptoms (Strickland, 2014).

ii) Displacement Theory

One theory that may clarify how social media sedentary activity impacts mental health is displacement. People who have invested much of their time on sedentary activities (like usage of social media) have little energy for intimate and social contact, all of which have demonstrated to be free from mental illnesses (Strickland, 2014). According to the principle of displacement, it is not the usage of social media per se which has detrimental impact on mental health, but the absence of other habits.

According to Ipsos Open Thinking Exchange (2013), Americans aged 18-64 who use social networks record spending an average of 3.2 hours a day doing so. It is also greater among young adults: 18-34-year-old social media posts an average of 3.8 hours a day, with 1 in 5 people aged 18-34 logging 6 or more hours a day on social networking platforms. NBC News mention that in July 2012, Americans invested a net average of 230,060 years on social networking platforms. Around 20 per cent of the time Americans use their home computers, they 're on social media; 30 per cent of the time they 're using their handheld phone, they 're doing the same thing (Strickland, 2014).

This face to face contact and the advantages it provides may be replaced by sedentary activities such as using social media, according to the theory of displaced behaviour (Jassem Al-Ameri, Bhaumik and Khalifa, 2019). The social withdrawal theory is a method to understand the correlation between increasing sedentary activity and rising likelihood of depression (Strickland, 2014). The theory indicates that the more individuals watch tv or use social media, the more they isolate themselves from interaction with people, which in effect raises their chance of depression.

Four strands of literature were reviewed relating to iii) criteria for depression; iv) depression and students; v) depression and social media; and vi) passive social media use. Based on the research gaps and the identified research issues, two research propositions were crafted and overview of past studies on depression, the use of social media and the relationship between them were discussed and tested by this research.

iii) Criteria for Depression

Depression is now the leading cause of impairment nationwide as of May 2018, according to the World Health Organization, which also has an economic burden of \$210 billion in the USA (Primack et al., 2018). Besides battling, depression is related to a variety of other biological, psychological, and societal causes that may lead to observed physical or psychiatric complexities, which also contribute to the overall burden of disease (Primack et al., 2018). Depression in all high-income countries is projected to become by 2030 the leading cause of disabilities (Lin et al., 2016).

DSM-V demonstrates that depressive diseases involve many more disorders; however, the “presence of a sad, empty or irritable mood with somatic or cognition shifts which are important to the functioning of an individual” (American

Psychiatric Association, 2013, p. 155) is common among all of these disorders. The variations in the length, nature, and etiology of these various disorders. Depressing moods, sleeping difficulties, hopelessness, and lack of interest or enjoyment may be signs of depression (American Psychiatric Association, 2013). In order to determine depression, while using the DSM-V criteria, it is however needed to visit a clinician or a mental health professional, which is why most studies use self-inventory questionnaires based on depression symptoms rather than actual depression diagnosed.

iv) Depression and Students

Depression is now recognized as one of the most important health problems that impact the undergraduate students. Literature reviews claimed that between 2006 and 2010 students experienced a 56-percent rise in depression (Moreno et al., 2011). Detrimental effects of depression may include a rise in risky activity levels of drug use, inadequate scholarly, co-morbid psychiatric conditions, and even suicidal thoughts (Moreno et al., 2011), among undergraduates. It is extremely necessary for universities to recognize, in addition to the academics, what other aspects of life that cause an increase in symptoms of depression in order to adapt their treatments to the needs of their students (Beiter et al., 2015).

v) Depression and Social Media

When looking at Internet use daily, university students are a majority party. A variation of experience of depression and symptoms of depression with the use of technology have been seen in many studies, such as video games, online chat, emails, short-melded services, and cell phones (Baker, 2016). Some research found that some people could experience such depressive symptoms while using technology for long periods of time (Baker, 2016). In addition to this, students' use of social media has also been correlated with risk habits, such as alcohol addiction and illegal substance use related to adverse effects and the development of depressive symptoms (Groth et al., 2017). Based on these studies and the growing usage of social media, it is important to investigate the correlation of depression and use of social media.

Studies have shown that depression may increase if exposure to social media is increased. One explanation is that frequency of use of social media can contribute to a number of tasks that are related to depression, social anxiety and declining academic achievements (Primack et al., 2018). Mixed findings have been shown in other studies. Some studies have shown that depression may decrease when social media is used. This might be due to an increase in satisfaction with life, social assistance, or social capital (Lin et al., 2016). Other studies, however, have shown a decline in life satisfaction, social support, and social capital (Lin et al., 2016).

Another reason why the use of social media is often related to depression is that users find their "friends' social media happier and more productive than they

are because people appear to exaggerate financial, occupational and other attributes while at the same time masking real flaws in social media circles (Banjanin et al., 2015).

When we analyze the correlation between social media usage and depression, the amount of social media sites utilized is one of the main relationships that must be examined. The usage of two or more social media sites has increased by 10 percent over the years 2013-14 (Primack et al., 2017). The rationale behind the study of the sum of social networking channels is related to the disparity between social networks. These frameworks may distinguish between their features, style and even the core objective. The use of numerous channels may contribute to multitasking, which, as previously stated, can lead to lower attention support (Alneadi et al., 2020; Alghfeli et al., 2021; Trung et al., 2021), reduced academic success, decreased subjective satisfaction (Alkhateri et al., 2019; Hossain et al., 2020; Khalifa, Trung and Hossain, 2021), and higher rates of anxiety regarding depression (Primack et al., 2017). This study found that using multiple social media platforms can also be associated, even if they are not used simultaneously, to depressive symptoms (Primack et al., 2017).

Furthermore, the detrimental mental health result correlated with the usage of several social media sites may contribute to the increased online incomprehension incentives, unpleasant experiences, and/or emotions that are all correlated with possible depressive symptoms (Primack et al., 2017).

vi) Passive social media use

The negative impacts of the use of social media may contribute to passive usage of social media. Passive usage of social media may quickly be described as browsing through latest news or friends' surfing images (Aalbers et al., 2019). Passive social networking use has been shown to decrease impact, sense of belonging and life satisfaction through studies (Verduyn et al., 2015; Myo, Khalifa and Aye, 2019; Khalifa, 2020b; Sudigdo and Khalifa, 2020). Cross-sectional studies also found that use of passive social media correlates positively with depressed mood, a symptom and a strong predictor of depression (Appel et al., 2016). Nevertheless, a review has shown that these results disagree. This research found that using passive social media did not predict symptoms of depression, loneliness, or tension, but that past exhaustion and isolation predicted a passive usage of social media, indicating that these symptoms may cause participants to scroll through social media pages and spend time on social media passively (Aalbers et al., 2019).

As the levels of usage of social media and depression have intensified, scholars in the area have been researching the impact of these two topics. Because social media is, moreover, a comparatively recent phenomenon, a limited amount of studies have been carried out about the impact on depression. A limited amount of study is done in Malaysia about the impact of social media on depression. There are a lot of cyberbully cases and suicides due to social media especially on social media sites like, Tik Tok, Instagram and Facebook, occurring nowadays

3.0 Methodology

This research designated of a descriptive and quantitative data collection method which is obtained through a reliable and valid scale. This is because of the survey method used in this research, that consists of a set of questionnaires (Khalifa, 2019; Lei *et al.*, 2021). This research is descriptive in nature because the study aims to identify the impact of social media use on depression.

University students between 17 to 25 of aged and from different backgrounds of society were the participants selected for this study. The sample was collected by a stratified random sampling approach. University students from across Malaysia allowed undertake survey.

The study was conducted through an online survey on Google form. The questionnaire set for the participants consisted of three (3) parts. In Part A, a set of demographic questions were set for the participants to answer. In Part B, an existing structured survey known as Social Media Addiction Scale (SMAS) will be given to the participants to self-measure participants' usage of social media. The Beck Depression Inventory Second Edition (BDI-II) will be utilized to determine the existence and severity of depression in Part C.

To measure social media addiction, a variant of the Internet Addiction Internet Addiction Test (IAT) (Young, 2009). It is called Social Media Addiction Scale (SMAS). The SMAS consisted of 14 items adapted from the IAT to fit the context of social media usage (Al-Menayes, 2015). The items were rated on a five-point Likert scale: strongly agree, agree, neutral, disagree, strongly disagree, scored 5, 4, 3, 2, and 1, respectively. The sample size is sufficient for a scale consisting of 14 items. Scoring will also range from a possible 0 to 60 with answers equal to that of a Likert scale with higher scores indicating higher social media use.

Beck Depression Inventory Second Edition (BDI – 2nd) is the revision of Beck Depression Inventory (BDI) (Beck et al., 1996). It consists of 21- items self-reporting questionnaire for evaluating the severity of depression ranked 4-point scale from 0 (symptom absent/minimal) to 3 (severe symptoms). The recall period for the BDI-II is 2 weeks for (major depressive symptoms) as operationalized in the fourth edition of Diagnostic and Statistical Manual (DSM-IV). Scoring is achieved by adding the highest ratings for all 21 items. The minimum score is 0 and maximum score is 63. Higher scores indicate greater symptom severity. In non-clinical populations, scores above 20 indicate depression (Kendall et al., 1987). In those diagnosed with depression, scores of 0–13 indicate minimal depression, 14–19 (mild depression), 20–28 (moderate depression) and 29–63 (severe depression) (Beck et al., 1996). Criterion validity of the BDI-II is positively correlated with the Hamilton Depression Rating Scale ($r = 0.71$) with a high 1 week test-retest reliability $r = 0.93$ (suggesting robustness against daily variations in mood) and an internal consistency of $\alpha = .91$ (Beck et al., 1996). BDI-II to be a better screening tool in predicting major mood disorders (Frasure-Smith et al., 2008).

The data analysis was carried out using SPSS. First, the results of each survey in the SPSS, along with the covariates of the participants age and gender, are reported. Second, the descriptive statistics, such as mean, median, mode, range, and standard deviation, will be used for the gender and age covariates. The Pearson's r correlation will be used to determine whether there is a relationship between the use of social media and depression. A T-Test will be run to determine whether there is a difference between the means of surveys based on gender covariates. An ANOVA will be run to determine whether there is a different between the means of surveys based on age covariates.

4.0 Results

There are five discussion topics related to each of the five research hypotheses, which we collected from the online survey.

Table 4.1: Relationship between social media usage and depression

		Social Media Usage
Depression	R	.575**
	Sig.	.000
	N	160

The results of the analysis show there is a relationship between social media usage and depression among university students ($r = .575, p < .05$). The relationship is positive, and the level of relationship is moderate. The results show that, if social media usage increases, then depression will also increase and if social media usage decreases, then depression will also decrease.

Table 4.2: Differences of social media usage based on gender

	N	Mean	Std	T	Df	Sig.
Male	80	43.16	15.45	-.429	158	.669
Female	80	44.14	13.24			

The results of the analysis show there is no significant difference of social media usage based on gender among university students ($t = -.429, p > 0.05$).

Table 4.3: Differences of depression based on gender

	N	Mean	Std	T	Df	Sig.
Male	80	22.80	18.27	-1.403	158	.162
Female	80	27.20	21.38			

The results of the analysis show there is no significant difference of depression based on gender among university students ($t = -1.403, p > 0.05$).

Table 4.4: Differences of social media usage based on age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12697.614	2	6348.807	49.717	.000
Within Groups	20048.786	157	127.699		
Total	32746.400	159			

The analysis result show there is a significant difference of social media usage based on age among university students, $F(2,157) = 49.717, p > 0.05$.

Table 4.5: Post-hoc comparisons between social media usage based on age

(I) Age	N	Mean	Std. Deviation	(J) Age	Mean Difference (I-J)	Sig.
17 – 19	56	52.75	9.30	20 – 22	6.82547*	.005
				23 – 25	21.45588*	.000
20 – 22	53	45.92	9.75	17 – 19	-6.82547*	.005
				23 – 25	14.63041*	.000
23 – 25	51	31.29	14.39	17 – 19	-21.45588*	.000
				20 – 22	-14.63041*	.000

Post-hoc comparisons using the Tukey HSD test indicated that the mean score for university students age range 17 – 19 ($M = 52.75, SD = 9.30$) is significantly different from age range 23 – 25 ($M = 31.29, SD = 14.39$) and 20 – 22 ($M = 45.92, SD = 9.75$) where university students aged between 17 to 19 utilize social media the most compare to university students aged between 20 to 22 and 23 to 25. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for university students age range 20 – 22 ($M = 45.92, SD = 9.75$) is significantly different from age range 17 – 19 ($M = 52.75, SD = 9.30$) and 23 – 25 ($M = 31.29, SD = 14.39$). Post-hoc comparisons using the Tukey HSD test indicated that the mean score for university students age range 23 – 25 ($M = 31.29, SD = 14.39$) is significantly different from age range 17 – 19 ($M = 52.75, SD = 9.30$) and 20 – 22 ($M = 45.92, SD = 9.75$). University students aged between 23 to 25 ($M = 31.29, SD = 14.39$) utilize social media least among the three (3) group age range. To sum up, university students age range 17 to 19 ($M = 52.75, SD = 9.30$) utilize social media the most, followed by students age range 20 to 22 ($M = 45.92, SD = 9.75$) and students aged 23 to 25 ($M = 31.29, SD = 14.39$) the least to utilize social media.

Table 4.6: Differences of depression based on age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7991.802	2	3995.901	11.353	.000
Within Groups	55259.192	157	351.969		
Total	63250.994	159			

The analysis result show there is a significant difference of depression based on age among university students, $F(2,157) = 11.353$, $p < 0.05$.

Table 4.7: Post-hoc comparisons between depressions based on age

(I) Age	N	Mean	Std. Deviation	(J) Age	Mean Difference (I-J)	Sig.
17 – 19	56	33.34	19.30	20 – 22	8.54683*	.049
				23 – 25	17.30007*	.000
				20 – 22	-8.54683*	.049
20 – 22	53	24.80	19.16	23 – 25	8.75324*	.048
				17 – 19	-17.30007*	.000
23 – 25	51	16.04	17.72	20 – 22	-8.75324*	.048

Post-hoc comparisons using the Tukey HSD test indicated that the mean score for university students age range 17 – 19 ($M = 33.34$, $SD = 19.30$) is significantly different from age range 23 – 25 ($M = 16.04$, $SD = 17.72$) and 20 – 22 ($M = 24.80$, $SD = 19.16$) where university students aged between 17 to 19 is more depressed compare to university students aged between 20 to 22 and 23 to 25. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for university students age range 20 – 22 ($M = 24.80$, $SD = 19.16$) is significantly different from age range 17 – 19 ($M = 33.34$, $SD = 19.30$) and 23 – 25 ($M = 16.04$, $SD = 17.72$). Post-hoc comparisons using the Tukey HSD test indicated that the mean score for university students age range 23 – 25 ($M = 16.04$, $SD = 17.72$) is significantly different from age range 17 – 19 ($M = 33.34$, $SD = 19.30$) and 20 – 22 ($M = 24.80$, $SD = 19.16$). University students aged between 23 to 25 ($M = 16.04$, $SD = 17.72$) is least depressed among the three (3) group age range. To sum up, university students age range 17 to 19 ($M = 33.34$, $SD = 19.30$) are the most depressed, followed by students age range 20 to 22 ($M = 24.80$, $SD = 19.16$) and students aged 23 to 25 ($M = 16.04$, $SD = 17.72$) are the least depressed

4.5 Discussion

This research emphasizes on the usage of social media and its correlation with depression of university students. The finding of the research confirmed and revealed a positive correlation, however the analysis show a moderate correlation between social media usage and depression among university students was supported through research on association among online social networking and depression in college students and determined that college students who use social media has a more risk for depression (Pantic et al., 2012). Extended study, along with the present results, has shown that university students who have higher social media usage are usually found to have higher depression risk. On the other hand, students with who has lower social media usage have lower depression risk (Pantic et al., 2012). The time spent online by students is not a major cause for depression that is why the time is not essential to this case study (Matthews et al., 2017).

Another study also support these findings and found that university freshmen aged around 17 to 19 (35%) who spent more time online in social media was

associated with higher levels of depression, but senior students aged range 23 to 25 (31.9%) who spent less time in using internet for social media was associated with lower levels of depression (Chou et al, 2017). However, another study found that depression among university student has no relationship with the amount of time spent online (Matthews et al., 2017).

Nevertheless, younger generations like the millennial year babies who spent more time online in social media are more depressed than the older generations (Chou et al., 2017). To illustrate, participants aged 17 to 19, 20 to 22 and 23 to 25 increases in ascending order as the frequency and percentage are 56 (35.0%), 53 (33.1%) and 51 (31.9%) each, respectively. That is the main course for increasing suicide rates among younger generations especially from the millennial ages (Kuss & Lopez-Fernandez, 2016). The finding of this study revealed that depression among male and female users were nearly identical and both male and female users developed equal amount of depression (Block et al., 2014).

Another finding of this research is university students pursuing Foundation/ Pre-U/ A-Level/ Matriculation/ Diploma and Bachelor Degree at frequency and percentage of 57 (35.6%) and 61 (38.1%) utilize social media more compare to Master and Doctoral Degree students at frequency and percentage of 21 (13.1%). Education level plays a significant role in this study (Kuss & Lopez-Fernande, 2016). Undergraduate degree students use social media more than postgraduate students. Majority respondents in the research experiment are undergraduate degree students age range are 17-22 who are having higher risk of depression compare to postgraduate students age range 23-25, this is because young people are interested to explore because of the loneliness and sadness they go through (Kuss & Lopez-Fernandez, 2016). On the other hand, postgraduate students busy with their studies so they have minimal time to spend on for answering surveys, then how about to get depressed over social media usage.

6.0 Conclusion, Implications and Recommendations

Throughout this research, various implications have been encountered. Firstly, it is useful for students to refer as a past studies. Students can also understand the impact and importance of social media on depression among university students. It is usually recommended to the universities control workforce to unfold public attention and keep away from the overuse of social media amongst students in addition to the results of overconsuming social media. It is likewise advised to the policymakers in the education quarter to discover the right answers to prevent intricate use of social media in universities. For this, they could have a few out of doors assist and can circulate returned to an older pattern of amusement as they could reinforce their personal relationship with friends and their family members. The extra personal relationships the social media users have in actual existence, the much less they may need the Internet for social interaction. University students are advised to spend extra time with actual human beings in actual existence and

feature actual relationship as opposed to having interpersonal relationship with social media.

There are a few limitations that have been established during this research study and will be stated and discussed below. The first limitation is this study is conducted online due to the pandemic virus. So, the participants are anonymous, therefore, anyone can answer the survey and more than once. We cannot identify if there is any dummy data which might affect the results and findings of the study. Next, limitations with location, Despite it is an online survey but it only consists of populations and context in Malaysian. This research concentrated only on random university students from a part of the population of the country. In this situation, we cannot know which area they are from too as it was not compulsory and relevant to the study. Furthermore, there is a challenge regarding the tools used to gather data. Because all tools are a sort of self-reporting check that is transmitted electronically, the researcher has little opportunity of being present. Despite this, respondents have the capability to misread the items, which induces a separate sort of responses. Lastly, another dilemma would be that there is a high chance that significance of this research would be weak. The research hypothesis is very basic and is too limited for nowadays trend. The variables are only two and too general. This may lead this study's results to be unsuccessful and less salient and inconspicuous.

The first recommendation to over-come the first limitation that is the method used to collect data. So, alternative of online google form, researcher can do face-to-face interview-based survey to get a better results and findings. It can avoid dummy reports. Second suggestion is to expand my study to western and Asian culture to have a better understanding of the topic. Should emphasize on a university or universities or increase the categories of people, for example include high school students, working adults to get a better understanding of how social media can impact people to cause depression. Further research ought to be carried out to research different elements of elaborate use of social media in Malaysia or Asian contexts including the connection among social media dependency and students' educational performance, anxiety, stress, disturbed sleep, self-esteem, and socialism. Future research is advocated to apply gradually specific assessments to learn the way age, gender, race, education stage and hours spent on social media can impact depression amongst university students. Finally, there may be every other notion to researchers that the questionnaire will be advised to be revised in a clearer and extra distinct manner. Participant knowledge could be considered as easy if extra, common phrases had been used. Such tips can assist to increase the exceptional of the findings that may be implemented to this region's Asian or Malaysian context.

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