

Use of Social Media towards Depression and Achievement Motivation among University Students

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Abstract: This study analyses the relationship of the use of social media towards depression and achievement motivation among university's students. There are n = 174 respondents of degree student participate in this study by using cluster sampling method (age range = 19-23). Descriptive analysis and Pearson correlation is used to identify the level and relationship of Social Media Use, Depression and Achievement Motivation respectively. The results showed level of social media use and depression level is mild while achievement motivation is moderate. The relationship between the use of social media and depression is a moderate positive correlation. Besides, the relationship between the use of social media and achievement motivation is a moderate positive correlation. Both correlation is significant. As social media has significant relationship with depression and motivation achievement, the use of social media wisely is highly recommended in order to benefit the usage and prevent from any social media vices.

Keywords: social media, depression, achievement motivation, university's student, correlate

1. Introduction

A human is a social being and need to socialize (Wakefield, 2000). Nowadays social media is a way to connect individuals to people all over the world whether near or far especially family, friends, lovers, acquaintances and colleagues at anytime, anywhere. Some individuals have to check their social media many times to cultivate the large social networks for a sense of belonging and to access support (Cao, Guo, Vogel & Zhang, 2016) to reply as quickly as possible. That kind of behavior may distract an individual's attention and interrupt their work responsibilities and this will increase difficulties in the fulfilment of work tasks. Thus, excessively used of social media can develop conflict such as cyberbullying that can harm the psychological well-being of victims emotionally and stress, as well as leading to an increased tendency for committing crime, and to thoughts of suicide (Beyazit, Şimşek&Ayhan, 2017).

For example, on May 13, 2019, Malaysian was shocked by a teenage girl in Sarawak, taken her own life after a poll she ran on Instagram encouraged her to do so. According to

Hassan (2019), the girl posted in her Instagram with the heading “Really Important, Help Me Choose D/L” on Instagram Stories. D and L indicates “die” and “live”. Hours after 69% of respondents of her followers chose “D”, the 16 years old girl reportedly jumped from a building to kill herself (Hassan, 2019). This incident shows that the use of social media may harm individual mentally and physically when the user is totally rely on it. According to Green et al. (2016), cyberbullying cases also happened through social media and might be very harmful and pervasive than face-to-face bullying that influence psychological wellbeing of individual.

In distinction to the rise of the technology world, there is also another issue ascending such as mental health issue among people. Due to the increased use of digital media and electronic communication, which may have changed modes of social interaction enough to affect mood disorders (Twenge et al., 2019). Among adolescents and young adults, mental health problems are on the rise and social media may the cause behind the increase (Rosenberg, March 19, 2019). Social media can result in increased social anxiety (Sherrell&Lambie, 2018) and also depression because it does not teach individuals how to make strong connections to others. In this study, the researcher is focused on Depression. It is a prevalent, serious medical illness that gives a negative effect to the way people think, act and feel. It is treatable. Depression induces a feeling of sadness and a loss of interest in activities once enjoyed. It may lead to a variety of physical and emotional problems also can lower a person’s ability to work and at home.

The study of Jeri-Yabar, Sanchez-Carbonel, Tito et al. (2018) on determining the association between social media dependence and depressive symptoms. The result shows that there is an association between social media dependence and depressive symptoms, using social media for longer periods of time a day was significantly associated with depression. When people dependent on social media search for acceptance and a higher ego in these sites leading to depressive symptoms by comparing themselves to others’ popularity.

Apart from that, the rise of using social media might be affecting achievement motivation. Motivation is important for success such as academic success and social media usage is affecting it. Motivation in a student involves the abilities to establish goals for to finish the task and academic tasks, even when they are not interested (Pintrich and de Groot, 1990; Zusho, 2017). Study done by Karpinski et al. (2013) writes that nearly all students spent their time on social media instead of studying because it was more favorable and available than the task they need to finish. This shows that social media influence the students’ ability and motivation to dominate their effort in completing assignments and work, which may affect their overall academic performance. Moreover, social media supported learning has a positive impact on academic success and motivation (Akgündüz&Akınoğlu, 2016). So much social media may also influence positively on students’ motivation and attitude (Ajjan& Hartshorne, 2008; Moradabadi, Gharehshiran, &Amrai, 2012).

Being able to understand the relationship between social media use and depression (Choi & Lim, 2016) and the relationship between social media and achievement motivation may allow the development of preventative strategies or interventions for at-risk populations. Hence, in this study, the researcher focuses to:

1. To identify the level of social media use, depression and achievement motivation among university's student.
2. To determine the relationship between social media use and depression among university's student.
3. To determine the relationship between social media use and achievement motivation among university's student.

The Use of Social Media, Depression and Achievement Motivation

Social media is the part of the Web 2.0 which is an applications have advanced the way we communicate with the online world and the other users we connect with through it because Web 2.0 applications have made the Internet more friendly-user (Obar and Wildman, 2015). Kaplan and Haenlein (2010) remark that social media is an interactive, user-generated and offers to connect people all around the world. Social media is defined as an association of Internet-based applications exchange of user-generated content and allow the creation. As stated in Subrahmanyam and Greenfield (2008), social media had grown into an intrinsic component of connecting with family and friends, obtaining news, sharing personal content and entertainment. The excessive use of social media can create an addiction and create disturbance to daily life schedules and activities (Bányai et al., 2017).

The social media growth can be good or bad effects on the world population depend on the use of it. The number of social media criminals is increasing as the increasing number of social network users (Almadhoor, Alserhani&Humayun, 2021). Social media is a global phenomenon, which Malaysia is also included. According to Internet User Survey conducted by Malaysian Communications and Multimedia Commission (2018), out of 4160 respondents, Facebook account is owned by 97.3% of the respondent, which makes it as the most favorable social media platform in our country, second is 57.0% has Instagram account and about 48.3% has YouTube account, 31.3% has Google+, 23.8% has Twitter and 13.3% has LinkedIn. While as for the communication applications, there were around 27.8 million users in 2018 found by the survey. WhatsApp was is leading among the rest, with most of the respondent (98.1%) owned an account and half have Facebook Messenger account about 55.6% of respondent, next in line is WeChat about 36.8% users and 25.0% respondent has Telegram. Any website that enables social interaction by users is considered a social media site. Balasegaram (2019) affirms that when the things become part of our lives, it might give effects to the body system of a human being by means their cognitive, behavior, physical and spiritual. Social media can make human lose emotional and physical connections, meaningful conversation, eye contact, hugs and a listening ear.

There is a study conducted by Watson, Prosek, and Giordano (2020) that evaluated and compared the psychometric properties of three scales of social media addiction which are the Social Media Disorder Scale, the Bergen Social Media Addiction Scale and the Social Media Addiction Scale to explore the level of social media addiction and to inform clinical use. Besides, there is study which has been conducted by Banjanin, Banjanin, Dimitrijevic&Pantic (2015) which is the relationship between internet use and depression which focus on physiological mood oscillations, social networking and online addictive behavior. It was conducted among 336 high school students in Belgrade, Serbia. The results of our study indicate that internet use and level of internet addiction measured with IAT scale

are positively correlated with depressive symptoms. No such relationship existed between the time spent on social networking sites and depression, as well as between depression symptoms and social media activities such as the number of Facebook friends. Neither the time spent on social media nor social media related activities had a significant effect on the observed relationship between the level of internet addiction and depression.

According to Woods and Scott (2016) research on 467 Scottish secondary school pupils (11-17 years old) where it shows the amount of time on social media contribute to poor sleep. Since poor sleep is known to contribute to anxiety, depression and low self-esteem during adolescence (Alfano et al., 2008; Fredriksen et al., 2004), this study also examines how adolescents' social media use relates to these aspects of psychological wellbeing. The results of the research were the higher levels of social media use were associated with poorer sleep quality, lower self-esteem and increased anxiety and depression. Social media is associated with depression where adolescents who used social media were found to experience higher level of depression.

Referring to American Psychiatric Association (2013), depression symptoms may be different from mild to severe which lead to having a depressed mood and feeling sad, loss of pleasure and interest in activities that ever become favorite, changes in appetite that cause weight gain or loss, trouble sleeping or oversleeping, increased fatigue or loss of energy, increase in not important physical activity (e.g., pacing or hand-wringing) or slowed speech and movements (actions observable by others), feeling guilty and worthless, hard to focus or making decisions, difficulty in thinking, and thoughts of suicide or death. If these symptoms appear, it must last for two weeks at least.

Aside from that, there are researches connect between using social media and achievement motivation. The idea is on the cognitive processes of expectancies for success and perceived value continued to be important motivational concepts throughout the second half of the 20th century and the beginning of the 21st century. Based on the research of Keegan, Harwood, Spray, and Lavalley (2011), achievement motivation is a vast concept. Personality variable has been used to describe people differences several contexts, including the world of work, sports and school. It is a multidimensional concept of achievement motivation, as presented firstly, motivation for achievement (evidenced by competitiveness and goal orientation); secondly, inner resources (evidenced by relaxed style, happiness, patience and self-confidence); thirdly, interpersonal strengths (evidenced by assertiveness, personal diplomacy, extraversion and co-cooperativeness); and lastly, work habits (evidenced). There are various sources that may contribute to enhance the motivation level.

Alhaj and Banafi (2015) have done the research on motivation for learning medical terminologies and social media among 60 medical students. The results reached indicate that social media has a great influence on students' motivation and better achievements. Students are active in sharing information, knowledge and responsibility for complex medical problem-solving activities and in achieving the targeted cases in collaboration. The analysis reveals that learning through social media proves to be an effective, suitable and interesting technique for students. Based on these findings, the study recommends the application of social media in EFL classroom interaction for it creates a healthy environment which will provide ample opportunities for enabling the learners making good relations with each other. Besides, the observations were based on students' performance in the classroom and social networks. The study recommends extra-curricular activities and modern technological strategies to be concerned as motivating factors in the EFL classes.

Another study carried out by Divine, Watson, Baker, and Hall (2018) to identify the linkage between the use of Facebook, relatedness and exercise. The study comprises of two studies. For the first study about 311 undergraduate students completed assessing Facebook survey, relatedness and exercise motivation. Second study were 19 participants participated in a focus group. The result is Facebook either can promote positive social comparison, through connection or discourage exercise through disconnection, negative social comparison, and health-negating features. It showed that Facebook can give motivation to achieve and exercise more.

Social media usage has been discussed and attached to certain theories and model. Rice and Williams (1995) propose the recent media administer fertile testbeds for many of theories and models. Both theories and models stated that Uses and Gratifications Theory is an effective way of analyzing new media such as the Internet and in essence social media since it is a subset of the internet. The Uses and Gratification Theory has been used as a frontline or main theoretical method in analysis whenever there is a new mass communication medium. An example can be cited as the times during which radio, television, and most recently the Internet were introduced (Ruggerio, 2000). Ruggerio again stated that the Uses and Gratification theory is crucial for internet-related research because of its competency to examine new technologies with regards to its strengths in evaluating new media because of their characteristics. This affirmation is backed by Severin and Tankard (2001) who concede the Uses and Gratifications Theory is extraordinarily good as technology drives the world into the electronic information age.

By the same token, the Media Systems Dependency theory (MSD) is highlighted. It has served as a theoretical foundation for analyzing the relationship between people and the choice and use of media. Sandra Ball-Rokeach& Melvin DeFleur had purposed in 1976 in an article that sought to describe why media could have affective, cognitive and behavioral effects on diverse people in different ways (“Media Dependency Theory in Cultural Communication, Mass Communication,” n.d.). Media Systems Dependency theory regards people as an active part of the communication process. The theory hypothesizes that users have a goal when choosing the media they use and are ongoing in the making of this decision. Therefore this shows a positive connection between the need for gratification and dependency.

Based on a study conducted by LaRose and Eastin (2004), internet addictions are mostly “habits” that are initiated when the “gratification sought”, starts to have aftermath on users which may lead to engross with it. With constant use and engagement in favorite online activities, it continuously becomes a habitual behavior that may be triggered with little or no intention or control. Digital media have developed and has become an essential part of people’s lives. With the growth of social media in recent times and its frequent use by many, over-dependency on it for media needs by students may be a probable cause of addiction to it.

2. Methods

The study employed the quantitative methodology of research under which descriptive and correlation study has been chosen based on research objective that focuses on the

relationship of social media towards depression and achievement motivation respectively. Researcher use probability sampling of cluster sampling method. Salkind (2009) states that the probability sample method is used in research due to its attribution of generalizing results obtained from a sample to the whole population. Ary, Jacobs and Sorenson (2010) wrote that probability sampling allows the researcher to analyze the results not only in descriptive statistics but also a higher level of inferential analysis.

The target population is the student of Faculty Educational Studies, University Putra Malaysia. By applying cluster sampling method, group of undergraduate of Faculty Educational Studies' students are selected instead of the individual students themselves. According to Krejcie and Morgan (1970), the table to determine the sample size, around 171 students are required to participate in this study. There are a total numbers of 5 clusters in the undergraduate course (different departments). The 5 cluster are all together 306 students. The researcher randomly choose 4 clusters out of 5 clusters and 174 students were chosen for this study. The age of the respondents in this study was in the range of 19-23 years. The information is obtained from the Academic and International Department for undergraduate student of Faculty of Educational Studies.

The different set of the questionnaire are used; a) Social Media Addiction Scale- Student Form (SMAS-SF); b) Beck's Depression Inventory-II (BDI-II) and c) Ray Achievement Motivation Scale (RAMS). Social Media Addiction Scale- Student Form (SMAS-SF) was developed by Professor Dr.CengizSahin in 2018 (Sahin, 2018). SMAS-SF is a five-point Likert-type scale in Table 3.2 which consisting of 29 items grouped under 4 factors (virtual tolerance, virtual communication, virtual problem and virtual information). Internal consistency coefficient (Cronbach's alpha coefficient) was found .93 for the whole scale and at values ranging from .81 to .86 for the sub-factors. Test-retest coefficient was found .94.

The Beck Depression Inventory – Second Edition (BDI-II) is developed by Beck, Steer, Ball, and Ranieri (1996), a 21-item self-report instrument that is review by the Community-University Partnership for the Study of Children, Youth, and Families (2011) designed to assess the severity of depression in adults and adolescents aged 13 years and older. The BDI-II was created to act as an indicator of depressive symptoms based on diagnostic criteria in the DSM-IV. According to the authors, the 21 items in the BDI-II are representative of the DSMIV criteria for depression. The tool consists of 21 items that are self-rated on a 4-point scale ranging from 0 to 3. Total raw scores are according to Table 3.5 which can range from 0 to 63, and are then converted into descriptive classifications based on cut scores. Total score of 0-13 is considered minimal range, 14 to 19 is mild, 20 to 28 is moderate, and 29 to 63 is severe. Participant is required to select a description that is greatest describes the way they have been feeling for the past two weeks, include the present moment. Beck et al. (1996) study reported a coefficient alpha rating of .92 for outpatients and .93 for college student samples.

Based on the study done by Ray (1979) a 14 item short form of the Ray Achievement Motivation scale was developed. From 30 items to 28 items then to 14 items short version. This Ray Achievement Motivation Scale (RAMS) in a 5 Likert scale is developed to measure the achievement motivation of respondents. Respondent needs to mark according to their achievement motivation at the moment and not the one that they are hoping for. RAMS consist of 9 positive items and the negative ones are item 1, 11, 12, 13 and 14. Based on the scale, the minimum score is 14 and the maximum score is 70. The highest score shows that respondent is motivated to achieve in his or her life. The level of achievement motivation

can be categorized in three levels as in Table 3.7 which are 14-32 is low motivation, 33-51 is moderate and 52-70 is high motivation. Ray's study reported a coefficient alpha rating of .73 so it is reliable for measurement of current research. According to Ray (1979) the validity data available in this study was of four types: Peer-ratings, self-ratings, information on occupation and scores on other achievement motivation scales.

Data obtained from the field were inputted into the Statistical Package for the Social Sciences (SPSS) version 25 which is a software designed for analysis of social science research data to translate the raw data into frequencies and percentages to help present the data in the form of tables and charts which were then analysed based on the research questions and later discussed to arrive at conclusions. Research objective 1 has been analyzed using descriptive approach. Whereas the research objective 2 and 3 have been analyzed by Pearson Correlation analysis.

3. Results

The results of this study presented according to the Research Objectives.

Research Objective 1(a): To identify the level of Social Media Use, Depression and Motivation Achievement among University's Student

Table 1 shows the frequencies and percentage of the use of social media among 174 students. The number of students use social media in minimal level is 21 students (12.1 %), mild is 79 students (45.4 %), moderately is 65 students (37.4 %), slightly addicted to social media is 9 students (5.2 %) and there is no student addicted to social media. The minimum score is 29 and the maximum score is 129. The mean score for the use of social media is $M = 82.13$ ($SD = 19.321$). Overall, the result of this analysis shows that the level of the use of social media among university's students is in mild level.

Table 1. The Level of Social Media Use among University's Student

The use of social media level	Frequency	Percentage (%)
Minimal (29-57)	21	12.1
Mild (58-86)	79	45.4
Moderate (87-115)	65	37.4
Slightly Addict (116-144)	9	5.2
Addict (145)	0	0
Total	174	100.0

Note. Mean = 82.13 SD = 19.321 Min = 29 Max = 129

Research Objective 1 (b): To identify the level of Depression among University's Student

Table 2 shows the frequencies and percentage of Depression among 174 students. The number of student having depression in minimal level is 102 students (58.6 %), mild level is 29 students (16.7 %), moderate level is 24 students (13.8 %) and in severe level is 19 students (0.9 %). The minimum score is 0 and the maximum score is 55. The mean score for the

depression is $M = 14.21$ ($SD = 11.054$). Overall, the result of this analysis shows that the level of depression among university's student is in mild level.

Table 2.The Level of Depression among University's Student

Depression level	Frequency	Percentage (%)
Minimal (0-13)	102	58.6
Mild (14-19)	29	16.7
Moderate (20-28)	24	13.8
Severe (29-63)	19	10.9
Total	174	100.0

Note. Mean = 14.21 SD = 11.054 Min = 0 Max = 55

Research Objective 1 (c): To identify the level of Achievement Motivation among University's Student

As for Table 3 shows the frequencies and percentage of Achievement Motivation among 174 university's students. The number of student ongoing low motivation level is only 1 student (0.6 %). Next, the number of student having moderate motivation is 131 students (75.3 %) and has high motivation is 42 students (24.1 %). The minimum score is 19 and the maximum score is 70. The mean score for the level of motivation is $M = 48.23$ ($SD = 6.749$). The result of this analysis shows that the Achievement Motivation among university's student is moderate level.

Table 3. The Level of Achievement Motivation among University's Student

Achievement Motivation level	Frequency	Percentage (%)
Low Motivation (14-32)	1	0.6
Moderate (33-51)	131	75.3
High Motivation (52-70)	42	24.1
Total	174	100.0

Note. Mean = 48.23 SD = 6.749 Min = 19 Max = 70

Research Objective 2: To determine the relationship between Social Media Use and Depression among university's Student

Table 4 shows the result of the relationship between the uses of social media toward depression. To test the H_{a1} , Pearson Correlation is used. The results indicate that there is a positive correlation, $r = 0.305$, $n = 174$, $p = 0.000$ between the use of social media and depression. The correlation is significant as $p < 0.05$. The correlation also show that it is a moderate positive linear relationship as the correlation coefficient, r falls between 0.3 and 0.7 (Ratner, 2009). The increases of using of social media lead to increasing of depression.

Therefore, according to Ha1, there is a significant relationship between the use of Social Media and Depression.

Table 4. Correlation of the use of Social Media with Depression

		SMAS-SF	BDI
SMAS-SF	Pearson Correlation (r)	1	.305**
	Sig. (2-tailed)		.000
	N	174	174
BDI	Pearson Correlation (r)	.305**	1
	Sig. (2-tailed)	.000	
	N	174	174

** Correlation is significant at the 0.05 level (2 tailed)

Research Objective 3: To determine the relationship between Social Media Use and Achievement Motivation among University's Student

Table 5 shows the result of the relationship between the uses of social media towards achievement motivation. To test the Ha2, Pearson Correlation is used. The results indicate that there is a positive correlation, $r = 0.366$, $n = 174$, $p = 0.000$ between the use of social media and achievement motivation. The correlation is significant as $p < 0.05$. According to Ratner (2009) the correlation also show that it is a moderate positive linear relationship as the correlation coefficient, r falls between 0.3 and 0.7. The increases of using of social media lead to increasing of achievement motivation. Therefore, according to Ha2, there is a significant relationship between the use of Social Media and Achievement Motivation.

Table 5. Correlation of the use of Social Media with Achievement Motivation

		SMAS-SF	RAMS
SMAS-SF	Pearson Correlation	1	.366**
	Sig. (2-tailed)		.000
	N	174	174
RAMS	Pearson Correlation	.366**	1
	Sig. (2-tailed)	.000	
	N	174	174

** Correlation is significant at the 0.05 level (2 tailed)

4. Discussion

Overall, the result of this analysis shows that the use of social media among university's student is in mild level. According to Cabral (2008), the first step to identifying Internet addiction is to see where the emotional and mental attachment lie. The more anyone engross with social media, the more the dependency towards it. This students might be aware that virtual communication through social media might not be an effective way to communicate and if they engage too much on social media they can lose their ability for face to face communication (Siddiqui & Singh, 2016).

Besides, the mean score for the depression is $M = 14.21$ ($SD = 11.054$). Findings of this analysis indicates that the depression among university's student is in mild level. There is a studied conducted by British Psychological Society (March 15, 2017) where 48% of the 1227 National Health Service staff members that is among psychologist, therapist, counsellors reported that they had felt depressed some, most or all of the time and in the last week. Some of the factors contribute to the decline of mental health are too many clients, paperwork, work pressure, sessions with supervisor and work pressure ("Confessions of a depressed psychologist: I'm in a darker place than my patients", 2016). Some of the factors might be the factors that university's student could be having. Besides, these results also show how well the well-being of the fellow counselling students is.

Whereas the mean score for the level of motivation is $M = 48.23$ ($SD = 6.749$). This result reveals that the Achievement Motivation among university's student is moderate level. Majority of the student having a moderate achievement motivation that indicates the need to strive for achievement is in moderate level that has high motivation is 42 students (24.1 %). Drives, needs, and reinforcements were proposed as the primary sources of motivation (Weiner, 1992) as this 42 students who have high motivation can be related to. According to Wigfield and Cambria (2010), the increase of students' motivation is when the work they do is meaningful, they have some control over their learning, and feedback about how they are doing focuses on the importance of effort and improvement rather than ability. This student achievement motivation might be related to their work as a counsellor to be.

The findings showed that there is a significant relationship between the use of social media and depression. The increases of using of social media lead to the increasing of depression. This results is in line with the study done by Primack et al. (2017), Woods and Scott (2016), Banjanin et al. (2015), Lin et al (2016), Pantic (2014) and Farahani et al. (2011) about the association of social media and depression. Social media platforms allow several potential sources of embarrassment, then it leads to the risk of situation that may ultimately lead to depression (Primack et al., 2017). Based on Primack et al. (2017), the relationship could go both directions as it is social lead to depression and depression lead to the use of social media. For instance, a depressed person use different multiple platforms for seeking support but increased interaction does not fill that void. It could lead to more feelings of exclusion and/or disillusionment. Although the result is moderate positive correction, it still indicates that the relationship between the use of social media towards depression.

Moreover, the finding indicates that there is a significant relationship between the use of social media and achievement motivation. . The increases of using of social media may lead to the higher of achievement motivation. This result of moderate positive correlation is in line with the previous studies. When students use the social media wisely, they make use social media as a medium of learning that become more interesting (Alhaj&Banafi, 2015). For instance Alghazo and Nash (2017) found that WhatsApp application would be considered additional tool for classroom management purposes, leading to lower numbers of absences and missed assignments when there is alternative to have a virtual learning. Whereas Divine et al. (2018) indicate that the use of Facebook either can promote positive social comparison, through connection or discourage exercise through disconnection, negative social comparison, and health-negating features. It showed that Facebook can give motivation to achieve and exercise more.

However, the relationship of social media use and achievement motivation is depending on the usage. Student may benefit the social media when they use it wisely. On the other hands if students fail to get over from social media excessive and become addiction to it, this will lead them to the negative impact such as depression. In a study review by Yusni, Zaida, Wan Marzuki, et al. (2020), the changes on behavior effect on will decrease in problematic Internet use and increase in positive attitude through group counselling session.

5. Conclusions

Being university's students, does not rely much on social media use in their life where the result is in a mild level. Based on Media System Dependency Theory, the more a person relies on the media to fulfil his/her needs, the more the social media will become relevant to the person. Since theorists have stated that users look for a media source that best satisfies their needs although they may have alternate choices that can meet their need as for majority student did not think of social media as best to satisfy their need.

Besides, university's student able to retain their negative thought which that would not lead to depression or develop a symptom of depression. Based on the Cognitive Theory of Depression by Beck (1967) there is a linear relationship occurs between the amount and severity of someone's negative thoughts and the severity of their depressive symptoms. Majority of the student is having mild depression and some have none that indicates good news but the minority of student is having severe depression that this student needs special help before they think of feeling so low and hopeless. Therefore, strong social support from people around them is essential to make them feel better emotionally and mentally. Bum and Jeon (2016), found that social support from parents, professors, and peers were a crucial factor in reducing students' depression.

As for the student, Achievement Motivation is moderate where the drive or need for them to achieve might be not high as it seems only a few people out of 174 students. As each student affected to different degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as; lack of skills, lack of experience, lack of ability, or lack of time. Those students who hold a high attitude of success work hard to achieve success, regardless of the task. It depends on the student themselves where achievement motivation usually comes from intrinsic motivation.

To conclude, this study indicate that majority students in the controlled of Social Media use since 76% of them are in the minimal and mild level. Although only 24% of them moderate and severe level, it is a sign that university's students have to aware of excessive using social media. Majority university's students are in the medium to high achievement motivation considering only one of them in the low level of motivation. There is also moderate positive correlation of Social Media towards students' Depression and Achievement Motivation. The more they engage to social media, the higher level of depression they draw. The more they attach to social media the higher achievement motivation they gain.

The depression can be treat through counselling session by using significant effective therapy. Yusni, Norsyamimie, Zaida, et al. (2020) found that most of the cognitive

behavioral therapy (CBT) were used to overcome problems such as anxiety, anger management, depression, traumatic disorder, social phobia, disruptive behavior, externalizing and internalizing disorders. Besides, study by Mehmet, Mustafa and Tugba in 2015 identified that Rational Emotional Behavior Therapy (REBT) Group Counseling Program is effective on internet addiction including media social among university students (Yusni, Zaida, Nor Aniza, et al., 2020). Therefore it is very crucial to use the social media intelligently and to defeat it addiction in order to become the sophisticated social media users. Social media can also become of motivation sources for some people, even though social media give some negative effect to other some individual. Therefore, Kok and Low (2019) recommended that the Malaysian government may collaborate with social media organizations to develop information and resources to inspired people and also help individual that have mental health issue.

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