

THE CAUSES OF DEPRESSION AMONG ADOLESCENTS AT UNIVERSITI MALAYSIA SABAH

Rahmat bin Abdullah, Mahathir Mohammad bin Rahim, Mohd Alizwan bin Mohammad Asyri,
Mohamad Zul Ilman bin Ramza and Caroline Geetha
Faculty of Business, Economics and Accountancy, Universiti Malaysia Sabah,
Kota Kinabalu, Sabah, Malaysia

*Corresponding author's email:
caroline@ums.edu.my

Received: 30 June 2021

Accepted: 18 March 2022

Revised: 10 March 2022

Published: 30 June 2022

DOI: <https://doi.org/10.51200/mjbe.vi.3795>

Keywords: depression, anxiety, adolescents, social media, family conflict, exam pressure, Universiti Malaysia Sabah

ABSTRACT

This study aims to identify what are the causes of depression among a sample of adolescents in Universiti Malaysia Sabah. Among the reasons surveyed by researchers were family conflict, financial difficulties, exam pressure and assignment-induced psychogenic headaches and also social media. The quantitative of all acquisition data is based on the survey through the distribution of questionnaires to 54 respondents selected at random and also research from the previous study. The results of the survey were measured using reliability analysis and correlation coefficient for each independent variable determined. In addition, the implementation of an approach to measure the level of depression for each respondent was made using the Beck Depression Inventory assessment. At the end of this study, the results found that only one factor was significant in promoting the symptoms of depression among adolescents at Universiti Malaysia Sabah which is the influence of social media. There is a positive relationship between the use of social media among adolescents to the reason they suffer from depression. The results confirmed that the use of social media could increase depression and loneliness among adolescents in Universiti Malaysia Sabah.

PROBLEM STATEMENT

Feeling, emotion, sentiment or passion can be defined as a subjective response to a person, thing, or situation. The feeling can

be a physical response that sometimes can be pleasure, pain, or any physical contact reaction. However, feelings can also indicate a reaction to the mental. This can be expressed in a situation when an individual experiences feelings of anger, happiness, sadness, anxiety, and more. In this case, a feeling can affect the individual who experiences it either positively or negatively. For example, the stress and depression that everyone faces are strongly associated with negative outcomes. An individual who experiences stress will logically result in decreasing well-being, and lead to the incidence of psychological disorder, generalized anxiety disorder and major depression.

Depression can be classified as a feeling of sadness or a situation when someone has a loss of interest in some activities once enjoyed. It is a common medical illness and be taken seriously since it negatively affects how they feel, and the way they think and act. Apart from that, it will lead to various emotional and physical problems which will decrease the ability to do the task correctly during their working hours, studying, or at home. Chan et al. (2017) claimed depression is the most common mental illness affecting approximately 2.3 million people at some point in their lives, but this health issue remains undetected and untreated in Malaysia. On other hand, the depression in Malaysia is still pictured as fragmented and vague (Mukhtar & Oei, 2011). Kessler and Bromet (2013) stated that up to 20 per cent of adults and 50 per cent of children and adolescents were reported to experience depressive symptoms throughout the world. The prevalence of mental health problems among adults 16 years above in Malaysia increased escalating from 10.7 per cent (1996) to 29, 2 per cent in 2015. From this statistical data, those aged 20 to 24 represented 32.1 per cent of the sample meanwhile those aged 25 to 29 represented 30.5 per cent (Ahmad et al., 2015).

It is a normal part of life for someone to be sad or anxious. But if this lasts for more than 2 weeks they could be symptoms of depression (Pietrangelo, 2014). Chan et al. (2017) mentioned a few symptoms that

attribute to someone who gets depressed and experiences mental disorders. The symptoms include having a specific alteration in mood, negative self-concept associated with self-reproaches and self-blame, vegetative changes such as anorexia, insomnia and also sometimes getting changes in activity level like retardation or agitation. (Beck, 1967). Some researchers believe that depression may be brought on by ageing. From the research by American Psychological Association (2012), compared to younger adults, older adults have more problems with memory loss and response time during their daily activities when getting depressed.

Neglecting these symptoms is a serious problem. This is because, apart from giving problems to a person's health, it is also able to have an external impact on the life and daily activities of the individual. Kader Maiden et al. (2014) mentioned the impact of depression on individuals includes job insecurities, limitation of daily activities and also pressure on the victim leading to death cases such as suicide. Dapaah and Amoako (2019) suggested that depression just like other forms of mental illnesses is often overlooked or ignored in most societies around the world. The groups that face depression are the children and adolescent groups. Depression in these groups is one of the popular cases among researchers. Depression can be triggered by anything in their environment. Thus, the researcher found out the causes of depression among university students and its effects on their life and academic life. In this research, the result shows that most of the studies and literature reviewed defined the concept of depression as a mood disorder marked by a long period of sadness, inactivity, difficulty in thinking and concentration, feelings of dejection and hopelessness, and sometimes suicidal tendencies. Individuals who experience depression show certain signs and symptoms and according to the interview, they found out that students with depression are most likely to have suicidal thoughts, loss of appetite and anger and frustration. Along with it, they

revealed the causes of depression among students in university based on interviews and literature. Previous studies reported that depression in university students was observed to be on the rise worldwide. More than two-thirds of young people do not speak or ask for help for mental health problems. Therefore, the insights obtained from evaluating the causes of depression by the university will enable the management to tackle and curb any issues about mental health.

RESEARCH QUESTIONS

1. Do exam pressure and lecture assignments lead to depression and anxiety-related symptoms like psychogenic headaches among adolescents at Universiti Malaysia Sabah?
2. Does family conflict and financial problems influence adolescents to suffer from depression and anxiety due to uncertainty in Universiti Malaysia Sabah?
3. Does social media influences their thought process leading to the adverse mental health of adolescents in Universiti Malaysia Sabah?

RESEARCH OBJECTIVES

1. To determine whether exam pressure assignments lead to depression and anxiety induce psychogenic headaches among adolescents at Universiti Malaysia Sabah.
2. To identify whether family conflict and financial problems influence adolescents to suffer from depression and anxiety due to uncertainty in Universiti Malaysia Sabah.
3. To study whether social media influences the thoughts among adolescents until it creates adverse mental health for adolescents in Universiti Malaysia Sabah.

LITERATURE REVIEW

Previous Studies

Various studies are using various psychological theories that play a role in the assumption about the increasing number of depression cases in every country. One such study is about the relationship between depression and anxiety with achievement among university students (Al-Qaisy, 2011). They suggested that depression is experienced for a short period depending on certain conditions. Usually, entrance to a university or other tertiary education institutions is supposed to be joyful, it can be a stressful life event for some students. Thus, the authors aim to identify the impact of mood disorders, especially anxiety and depression among the students in relation to their academic achievement at Tafila Technical University where 200 undergraduate students were selected in a randomized cluster sample which consists of 109 females and 91 males. Participants were between 18 and 25 years of age. The result revealed that there is a negative relationship between depression and academic achievement while anxiety and achievement show positive relationships with the value of person coefficient average respectively -0.499 and 1 . Thus, it indicates that the higher the depression among students, the lower their level of achievement. In addition, whenever the students have a medium level of concern, the higher their academic achievement will be.

Moreira and Telzer (2015) suggested that parental relationships remain an important component in the lives of adolescents, with particular respect to their well-being. In this regard, the increasing age of adolescents, as well as college transition, will affect the relationship between both parties. As many as 338 participants consisting of first-year college students at a large, public university in the Midwestern United States have been chosen to follow the research and the revealed that the study conducted standard moderation analyses to examine the association between changes in family cohesion and changes in

depressive symptoms differed for males and females. As a result, the interaction term was significant where changes in family cohesion were associated with changes in depressive symptoms for females and not associated with males. Even males and females may report similar changes in the quality of their relationships and the qualitative aspects of their relationships to differ.

Woods and Scott (2016) suggested that social media is one of the important things that every single person needs to have. Social media such as Facebook, Twitter and Instagram are the social media being used by people around the world. Researchers found that these social media were one cause that can lead to stress, anxiety and depression. The researchers selected 437 students in Scottish secondary schools aged from 11 to 17 years old. The result also revealed all hypotheses were supported by significant correlation coefficients that indicate small to moderate effect sizes. In line with the predictions concerning social media use and sleep, poorer sleep quality was associated with increased levels of overall social media use. In line with hypotheses concerning anxiety, higher anxiety levels were also associated with greater overall social media use. Similarly, higher depression levels were associated with increased overall social media use. Finally, hypotheses on social media use and self-esteem were supported.

Wulsin et al. (2016) suggested that Chronis stress exposure during the adolescent period leads to long-lasting changes in neuroendocrine function and emotional behaviours, suggesting adolescence may be a critical period of development of stress vulnerability. Recent studies also indicate that exposure to chronic stress during adolescence results in greater and longer-lasting changes in behaviour and hypothalamopituitary-adrenocortical (HPA) axis function in females than in males.

Jayanthi et al. (2014) suggested that due to increasing concern regarding study pressure and its relationships with mental health problems among schoolchildren and adolescents in India, the third leading cause of death among

unrevealed depression is a major cause meanwhile academic stress may be contributing factor in depression. This research aimed to examine the relationship between academic stress and depression among adolescents, where 75 per cent of the adolescents experienced severe academic stress and in the control group 87 per cent of the adolescents experienced mild academic stress.

Sahriletal.(2019)claimedthatdepression is the largest contributor to the global disease burden. Depression is a common disorder in children under 18 years of age. The purpose of this study was to determine the prevalence and factors related to the severity of depression among adolescents in Malaysia. Studies have proven depression to be a common mental disorder and a major contributor to the overall global disease burden. It is also common in children under 18 years of age. Data from the National Comorbidity Survey Adolescents Supplement (NCS-A) revealed that about 11 per cent of adolescents' experience depression before reaching the age of 18 years. As such, this adversely affects their daily lives in family relationships and performance in school and even leads to death.

Sarokhani et al. (2013) estimated the prevalence of depression among Iranian university students using the meta-analysis method. Students experiencing depression found that they are unable to unite. They may cry all the time (hide feelings), skip classes, or isolate themselves without realizing that they are depressed and feel useless. Similarly, study by Kroning and Kroning (2016) suggested that depression is a serious problem that affects all adolescents among high school students and some high school students have considered suicide. However, depression in adolescents is difficult to identify. This article presents the tragic death of a 17-year-old, along with symptoms of depression and suicide in adolescence. Through efforts to address depression from industry and the private sector, government agencies, family, friends, schools, and health care professionals, we can make a difference in suicide prevention and saving lives. High levels of adolescent

depression will put them at risk of suicide. Depressed teens need the attention of those around them to make them feel valued, accepted, and safe.

Khesht-Masjedi et al. (2019) suggested that education has an essential role in every country, and Iran is not an exception. However, academic failure is one of the major problems for families. This has been influenced by a lot of factors including mental disorders, depression and anxiety mood which negatively affect student performance to focus on their education and academic achievement. Moreover, depression and anxiety disorders among youth are at risk for many comorbidities. For instance, they will suffer conduct problems, personality disorders, unfulfilling

social relationships, and educational and occupational underachievement. Thus, researchers have shown that anxiety and depression have an important role in academic achievement. This study was designed to identify the impact of anxiety and depression on academic achievement.

METHODOLOGY

Research Framework

In the theoretical framework, where the independent variable is the cause of depression which is on the left and the dependent variable which is the number of adolescents experiencing depression is on the right.

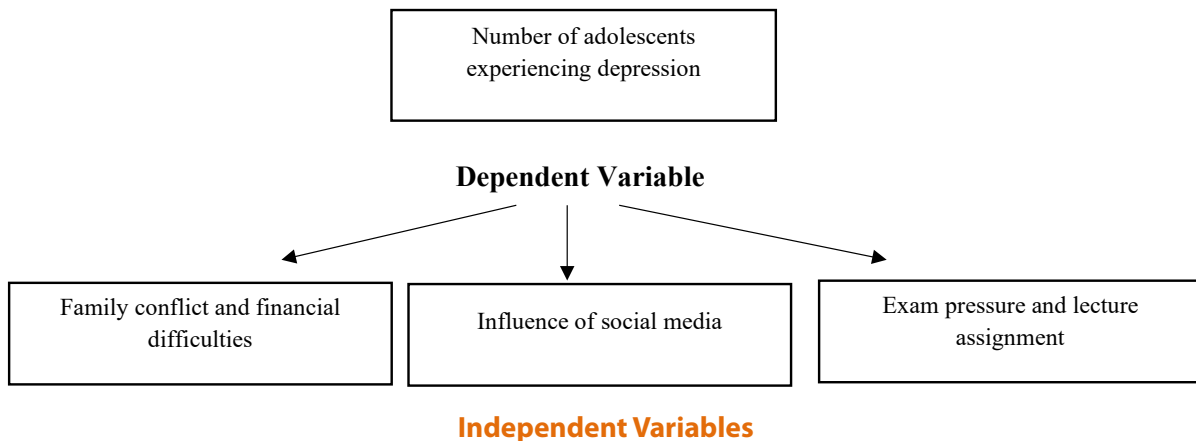


Figure 1 Research framework

The main purpose of this study was to examine whether all these causes can affect adolescents to experience depression, thus preventing them from focusing on learning. Based on Figure 1, the causes of depression focused on in this study include family conflict, the influence of social media, as well as exam pressure and lecture assignment.

Exam Stress and Lecture Assignments

Exam stress and lecture assignments are one of the reasons most students experience symptoms of psychogenic headaches. In particular, students who face problems during exams in achieving excellent results

indirectly disturb their emotions. This is due to the influence of the outcome to be obtained whether it is good or not to achieve the desired academic goals. For example, the Organization for Economic Co-operation and Development (OECD) conducted a survey involving 72 countries and consisted of 540,000 student respondents aged 15 – 16 years. The results of the survey showed that 66 per cent of students face feelings of depression as a result of poor grade achievement. Furthermore, 59 per cent of the survey results also reported that most of them were often worried that taking the test would be difficult (Pascoe et al., 2019). In addition, many assignments give students a sense of burden to complete. This

is due to ineffective management of their study schedule, which is likely to lead them to feel stressed throughout their learning. In contrast, they find it difficult to divide their time while managing exam preparation to do the assigned assignments on time.

Impact of Social Media

Everyone can easily have the convenience of using social media platforms. Social media is a platform where they can share everything such as beautiful moments with family, share interesting pictures and express opinions or words on something. Examples of the most used social media such as Facebook, Instagram, Telegram, WhatsApp, Twitter, Tik Tok and more. However, without us realizing the use of social media can be a cause of depression and the number (level) of depression experienced by adolescents. A study conducted by Jean Twenge (a psychology professor at San Diego State University) stated that students who spend more time using smartphones or any telecommunications device are less exposed to daily activities around them and face-to-face communication. Those who spend about 5 hours a day in front of the screen of a smartphone are 71 per cent and they are vulnerable to suicide risks such as depression, thinking about suicide, making a suicide, or attempting suicide (Barrett, 2018). While many of us enjoy staying connected on social media, excessive use can lead to feelings of anxiety and depression. Among the effects of social media is cyberbullying, 10 per cent of adolescents reported being bullied on social media by many other users for getting an offensive comment. For instance, social media platforms such as Twitter, Facebook, and Instagram are becoming hot spots for spreading news, lies, and painful abuse that can provide lasting emotions.

Family Conflict

Conflicts in the family and financial problems can also influence teenagers to experience depression and anxiety in their lives. In the

family aspect, we know that the family is the most trusted and secure person. However, there is also a family that exists often faces various problems in life with each other. Usually, the interaction between them plays an important role in this discussion. Negative actions and lack of interactions can give rise to some unwanted conflicts among families. This does not matter whether it is between the marital problems of the parents or the conflict between the siblings themselves. Indirectly, it could cause some disruption in the students' minds, and their need to stay focused on learning. Students who face conflict at home often feel sad as a result of thinking about the various problems they face. In terms of financial problems, it is a common problem in human life. Money plays an important role in daily living expenses and activities. In this case, financial difficulties are usually related to the insufficiency of value or amount to meet the needs of others. This includes the purchase of necessities such as food, clothing and shelter that will cause depression and anxiety in teenagers. Research has been done on the sources of stress in the lives of university students. Seen from the aspect of personal financial problems, it can be confirmed that the influential role of the issue of stress and depression to them throughout their daily college life is due to lack of money for daily expenses (Heckman et al., 2014). A report from *Inceptia* shows a result that non-profit financial education has found that four out of the top five stressors among college students involve problems related to personal finance.

RESEARCH DESIGN

Research designs also known as a plan of our studies to answer the research questions. These include how exam pressure and lecture assignment induce psychogenic headaches among adolescents, how could family issues and financial problems affect the mental health of adolescents, and does social media can influence depression and anxiety in adolescents. In this study, there are 2 types of research designs have been used such as

descriptive design and correlational design. A descriptive design was used in this study to identify the level of depression experienced by the selected respondents. The Beck Depression Inventory is an approach that we use to measure the level of depression for each respondent and then calculate the frequency for each level. The correlation design is used to measure the relationship between dependent variables with independent variables that we have set. After correlation analysis for all variables, we perform regression to describe the variability in dependent variables due to the independent variables. This aims to identify how well the prediction can be made in this study. Therefore, the purpose of our use of correlation design is to determine the safe extent of the relationship between all the causes of adolescent depression with the level of depression they have. A pilot study was conducted on 30 respondents to determine whether the questions can measure the objective of the study. Cronbach Alpha was used to measure the reliability of the questionnaire. The estimated value of Cronbach Alpha was 0.659 which was greater than 0.60. As a result, it can be deemed as the questionnaire was a reliable instrument to measure the objectives of this study.

Factor analysis was used to determine the relationship between the items being evaluated (Sekaran & Bougie, 2016). These terms refer to independent variables (the cause of depression) and dependent factors in this study (score of depression among adolescents in Universiti Malaysia Sabah) using the Beck inventory depression scale. The total variance is explained by each component identified from the responses by the respondent. Since the eigenvalue is set as 1, any component with an eigenvalue of 1 and above component in the questionnaire can explain the change in the variance. There are 11 components that have an eigenvalue of 1 and above. Therefore, there are 8 components: Component 1 explains 9.073 per cent, component 2 shows an explanation of 17.805 per cent, component 3 explains

26.380 per cent, component 4 shows an explanation of 34.702 per cent, component 5 with an explanation value of 41.628 per cent, component 6 to 11 respectively can explain 48.177 per cent, 54.598 per cent, 60.867 per cent, 66.811 per cent, 72.598 per cent and 77.418 per cent respectively.

Sampling

The study's convenient sampling involved 54 students from Universiti Malaysia Sabah. Every respondent should complete 3 parts of the online survey that were provided to them, where Part A is about the demographic information of the respondents and parts B and C are about the influence of the chosen independent variables like family conflicts and financial problems, the influence of social media, exam pressure and assignments.

Method of Analysis

The SPSS statistical software was used to analyse the data in this study. All the data in this from the responses on a Likert scale of 1 to 5, where 1 indicates strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree. The respondent's agreement with the questions was assessed on a scale of 1 to 5. We looked at the characteristics of our respondents based on their gender, age, race and level of education. The reliability of the questionnaire was measured using factor analysis and Cronbach alpha. Later the response to the questions in line with its objectives was measured using descriptive analysis in percentage. Finally, the analysis was completed with regression.

Hypothesis

The hypothesis is a formal statement according to Sekaran and Bougie (2016), which expresses the expected relationship between the independent and the dependent variable. Therefore, the following hypotheses were formed:

H1: Family is the cause of depression among adolescents in Universiti Malaysia Sabah.

H2: Relationship is the cause of depression among adolescents in Universiti Malaysia Sabah.

H3: Studying and grades are the cause of depression among adolescents in Universiti Malaysia Sabah.

H4: The use of social media could increase depression and loneliness among adolescents in Universiti Malaysia Sabah.

FINDINGS

Characteristics of the Respondents

The survey included 54 respondents. The number of females interviewed is more than the number of males. The number of male respondents was 35.2 per cent. Meanwhile, the number of female respondents was 64.8 per cent. More than half of the total number of interviewees, 60 people, were female respondents. The age groups were divided into two: 18 – 24 years old and 25 years old and above. According to the findings, respondents aged 18 – 24 years outnumbered (98.2 per cent) of those aged 25 years old (1.9 per cent). Based on race majority of respondents were others,

with 40 out of 54 (74.1 per cent), followed by Melayu with 12 respondents (22.2 per cent). The remaining were Chinese and Indian, with only 1.9 per cent. The research divided the level of education into 4 categories. From the findings, only respondents who were taking diplomas and degrees took part in this survey. The respondents who took diplomas only came up with (1.9 per cent), while respondents who were taking degrees came up to 98.1 per cent.

BECK DEPRESSION INVENTORY

Dependent Variable (Number of Adolescents Experiencing Depression)

The Beck Depression Inventory (BDI) is a self-report rating inventory with 21 items that assess depression-related attitudes and symptoms (Beck et al., 1961). Several computerised versions of the BDI have been developed, as well as a card form (May et al., 1969, as cited in Groth-Marnat, 1990), a 13-item short form, and the more recent BDI-II by Beck et al., 1996. (For more information on the clinical utility of the BDI-II, see Steer et al., 2000.) The BDI takes about 10 minutes to complete, but clients must have a reading level of fifth to sixth grade to understand the questions (Groth-Marnat, 1990).


 Score of Beck Depression Inventory			
Score	Level of Depression	Number of respondent	Percent
1 until 5	Considered as Normal	12	22.22%
6 until 10	Mild mood disturbance	21	38.89%
11 until 15	Borderline clinical depression	20	37.04%
16 until 20	Moderate depression	1	1.85%
21 until 25	Severe depression	0	0%
26 until above	Extreme depression	0	0%

Table 1 Level of depression of the respondents

According to Table 1, there are five levels of depression: normal (scores 1 – 5), mild mood disturbance (scores 6 – 10), borderline clinical depression (scores 11 – 15), moderate depression (scores 16 – 20), severe depression (scores 22 – 25), and extreme depression (scores 26 and above). According to the findings, respondents’ levels of depression were classified as normal, mild mood disturbance, borderline clinical depression, and moderate depression. The respondent with the highest level of depression is mild mood disturbance, which has 21 respondents out of 54 and a percentage of 38.89 per cent, followed by borderline clinical depression, which has 20 respondents and a percentage of 37.04 per cent. Only one respondent was recorded with moderate depression with a percentage of 1.85 per cent, while 12 out of 54 respondents were considered normal (22.22 per cent).

Independent Variable (Causes of Adolescents Experiencing Depression)

Objective 1: To determine whether exam pressure and lecture assignments induce depression and anxiety among adolescents at Universiti Malaysia Sabah.

There were seven questions on whether exam pressure and lecture assignments induce depression or anxiety for the students in Universiti Malaysia Sabah. The majority of the students opt for neutral. They found that the exam pressure or the lecture assignments did not pressure them in any way. They stressed that they were poor in their time management and had difficulties in managing their time to complete the assignments, especially during exams. They do feel that they are cramped with classes that tire them easily.

Table 2 The descriptive of the responses given in percentage based on the questions forwarded for objective 1

Objective	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	1	1.85	5.55	35.19	29.62	27.7
	2	16.67	37.04	38.89	7.4	0
	3	12.96	40.74	0	12.96	1.85
	4	5.55	33.33	48.15	12.96	1.85
	5	25.93	29.63	5.55	12.96	1.85
	6	29.63	29.63	27.77	11.11	1.85
	7	16.66	20.37	44.44	12.96	5.55

Table 3 Questions used to measure objective 1

(a) I feel upset when I cannot have a good result and reach my target of academic achievement.
(b) A load of assignments is much greater than the time I get for doing it.
(c) It is quite difficult for me to manage time in preparation for exams.
(d) From morning to night, I go through a rigorous schedule.
(e) I get tired of attending so many classes throughout the day.
(f) I feel frustrated when I get lower results compared to other friends
(g) People look at me with a different eye when I do not do well in my studies.

Objective 2: To study the impact of social media problems on the mental health of adolescents.

Seven questions were also directed to the respondents to identify whether social media has a strong impact on the level of depression. The percentage was mainly grouped under the neutral viewpoint. The students were mainly disturbed by the negative comments or remarks made on social media which are judgemental and not true. It makes them sad and hopeless. This destroys their self-esteem.

Table 4 The descriptive of the responses given in percentage based on the questions forwarded for objective 2.

Objective	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	1	5.5	7.4	40.74	35.19	11.11
	2	5.5	12.96	31.48	37.04	12.96
	3	16.67	16.67	33.33	27.78	5.5
	4	9.25	20.37	48.15	22.22	9.25
	5	16.66	31.48	33.33	12.96	5.55
	6	20.37	27.77	38.89	12.96	0
	7	9.26	9.26	50	18.51	12.96

Table 5 The questions used to measure objective 2

(a) I would experience severe anxiety symptoms when unable to check social media during a day
(b) I am easily triggered to do something that is shown on social media.
(c) Sometimes social sites like Facebook and Twitter give me the problem of disrupting my self-esteem and confidence.
(a) Any material displayed on social media sites has negative elements such as suicide and violence gives me a sense of sensitivity.
(a) Online harassment (body shaming and cyberbullying) makes me feel insecure and easy to feel depressed.
(b) If false rumours about me spread, I would feel sad and hopeless in life.
(c) I feel addicted and obsessed with new trends such as fashion and things related to romance on social media.

Objective 3: To identify if family conflict and financial problems can influence adolescents to suffer from depression and anxiety.

Seven questions were also directed at the family co and financial relationship. The students did reveal that get upset when negative interactions take place between their parents and siblings. But they seem to disagree on the financial constraint. This could be due to the educational support given to them by PTPTN. Sometimes expectations and harsh discipline lead to stress on the fear of not being able to fulfil the parents' expectations.

Table 6 The descriptive of the responses given in percentage based on the questions forwarded for objective 2

Objective	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3	1	18.52	28.89	16.66	18.52	7.41
	2	1.85	44.44	25.93	14.81	12.96
	3	5.55	25.93	37.04	22.22	9.26
	4	11.11	29.63	31.48	16.66	11.11
	5	11.11	16.67	27.78	37.04	14.81
	6	14.81	29.62	42.59	7.3	5.55
	7	14.81	33.33	29.63	16.67	5.55

Table 7 The questions used to measure the objective 3

(a) Negative interactions between parents and siblings distracted my mind to focus in study.
(b) I feel hopeless if faced with financial difficulties for necessities.
(c) I am distressed by having to work part-time to earn money and have to focus on learning at the same time
(d) I feel depressed if my parents always want me to be the best in my academic achievement.
(e) Higher attention to my siblings than that given to me made me feel marginalized.
(f) I desperately need support from my parents to succeed.
(g) Overly harsh discipline from parents can increase stress in adolescents.

Regression Result

Table 8 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437 ^a	.191	.142	.39131

a. Predictors: (Constant), familyconflict, exampressure, socialmedia

Based on Table 8, the value of R Square is 0.437, which is equal to 43.7 per cent. These findings show that 43.7 per cent of university students or adolescent depression is caused by family conflict, exam pressure, and social media. Meanwhile, other causes accounted for 56.3 per cent.

Table 9 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.805	3	.602	3.930	.014 ^b
	Residual	7.656	50	.153		
	Total	9.461	53			

a. Dependent Variable: beckinventorydepression

b. Predictors: (Constant), familyconflict, exampressure, socialmedia

The model's stability is shown in Table 9. At the significance level (Sig=0.014), the estimated F value of 3.930 was significant. As a result, the model can be concluded to be stable, and the regression can be used for forecasting.

Table 10 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.163	.326		-.501	.619
	exampressure	.078	.086	.127	.905	.370
	socialmedia	.202	.089	.318	2.254	.029
	familyconflict	.060	.080	.106	.743	.461

a. Dependent Variable: beckinventorydepression

The regression results for this study are shown in Table 10. The stress level of the students represents the dependent variable, as previously mentioned, while exam pressure, social media, and family conflict were the independent variables. Exam pressure is an independent variable that has been linked to depression in university and adolescent students. With an estimated t-value of 0.905 (Sig = 0.370), exam pressure was found to be insignificant. The next independent variable is social media, this independent variable had a negative relationship with depression among adolescents. Social increases the rate of depression in adolescents. With an estimated t-value of 2.254 (Sig = 0.029), social media was found to be significant. Family conflict and financial constraint, on the other hand, were found to be insignificant with a t value of 0.743 (Sig = 0.461). As a result of this regression, it is discovered that the causes of depression in adolescents are associated with the independent variable of social media. Exam pressure and family conflict, on the other hand, were insignificant factors in adolescent depression.

CONCLUSION

Many of them will experience some symptoms of depression if they are in stressful situations. One of the symptoms they face as a result of the research is that it is easy to feel sad and feel the failure they face more than people usually do. They tend to think that every problem that exists is caused by themselves. Furthermore, the results of the study from the average of all respondents stated that it is easy for them to think of their shortcomings so that they feel less confident in their strengths. This includes in terms of weaknesses and mistakes they commit regardless of various aspects. Indirectly, they face some difficulty in completing assignments and making decisions on their own, because of scared of making some mistakes. This has led most of them to feel less confident to establish an association with people around them because they feel unworthy to be with them. This can be noticed in their low self-esteem because they cannot

receive negative comments on social media.

Overall, from the findings it can be concluded that the average of 54 respondents who have been selected, suffer depression problems as well as difficulty in controlling mental disorders throughout their studies at university. The findings support the hypothesis of isolation and loneliness are the cause of depression among adolescents at the university level. This can also be supported based on a previous study from Sarokhani et al. (2013) which reported that depression in university students was observed to be on the rise worldwide. There are more younger people who do not speak or ask for help about their problem of mental health.

From the result of the statistical data analysis, only one depression factor showed a favourable significance level, which can affect the dependent variable. The use of social media among adolescents has a high potential to give health problems to their mental, compared to the other factors (family conflict and financial problems, exam pressure and assignment on education). Each this following factor of depression among adolescents will be discussed below. The use of social media among adolescents is not a new thing at the moment. However, if the use of such a platform in the wrong way, as well as can be detrimental to any party, those who are burdened are potentially suffering from mental disorders and depression. A study related to the relationship of social media use with stress, anxiety and depression among adolescents of 437 participants was conducted by Woods and Scott (2016) and proved that the hypotheses from the study can be supported. The results found that excessive use of social media to the point of addiction will lead users to experience sleep deprivation, thus impacting their mental health. Another group experiment was conducted among 143 students from the University of Pennsylvania to be given a 30-minute per day reduction test on social media use. The results found that the participants who used social media more or less had better mental health outcomes compared to the group who used social media excessively (Mammoser, 2018).

REFERENCES

- Ahmad, N. A., Razak, M. A. A., Naidu, B. M., Awaluddin, S. M., Chan, Y. Y., Kasim, N. M., Samad, R., Bakar, A. K. A., Rosman, A., Lim, C. H., & Ibrahim, N. (2015). Mental health problems of adults. In T. Aris, M. F. M. Yusoff, A. A. A. Ghani, N. A. Ahmad, M. A. Omar, G. H. Tee, N. H. M. Hasri, N. F. M. Radzi, N. S. Manan, & N. A. Kamaruddin (Eds.), *National Health and Morbidity Survey 2015: Non-communicable diseases, risk factors and other health problems* (Volume II, pp. 185 – 189). Institute for Public Health. Retrieved from <https://www.moh.gov.my/moh/resources/nhmsreport2015vol2.pdf> on 2 April 2021
- Al-Qaisy, L. M. (2011). The relation of depression and anxiety in academic achievement among group of university students. *International Journal of Psychology and Counseling*, 3 (5), 96 – 100. https://academicjournals.org/article/article1380365750_Al-Qaisy.pdf
- American Psychological Association. (2012). *Aging and depression: How to prevent depression as you age*. Retrieved from <https://www.apa.org/topics/aging-older-adults/depression> on 2 April 2021.
- Angold, A., Costello, E. J., Messer, S. C., Pickles, A., Winder, F., & Silver, D. (1995). Development of a short questionnaire for use in epidemiological studies of depression in children and adolescents. *International Journal of Methods in Psychiatric Research*, 5, 237 – 249.
- Barrett, K. (2018). Social media's impact on students' mental health comes into focus. *NEA News*. Retrieved from <https://www.nea.org/advocating-for-change/new-from-nea/social-medias-impact-students-mental-health-comes-focus>
- Beck, A. T. (1967). *Depression: Clinical, experimental, and theoretical aspects*. Harper and Row.
- Beck, A. T., & Young, J. E. (1978). College blues. *Psychology Today*, 12 (4), 80 – 82.
- Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *Beck depression inventory* (2nd edition). The Psychological Corporation.
- Beck, A. T., Ward, C. H., Mendelson, M., Mock, J., & Erbaugh, J. (1961). An inventory for measuring depression. *Archives of General Psychiatry*, 4, 561 – 571. <https://doi.org/10.1001/archpsyc.1961.01710120031004>
- Blatt, S. J., Schaffer, C. E., Bers, S. A., & Quinlan, D. M. (1992). Psychometric properties of the depressive experiences questionnaire for adolescents. *Journal of Personality Assessment*, 59 (1), 82 – 98. https://doi.org/10.1207/s15327752jpa5901_8
- Blatt, S. J., Zohar, A., Quinlan, D. M., & Luthar, S. (1996). Levels of relatedness within the dependency factor of the Depressive Experiences Questionnaire for adolescents. *Journal of Personality Assessment*, 67 (1), 52 – 71. https://doi.org/10.1207/s15327752jpa6701_4
- Bruce, D. F. (June 22, 2020). Teen depression: Causes, symptoms, heredity and treatments, *WebMD*. Retrieved from <https://www.webmd.com/depression/guide/teen-depression> on 2 April 2021.
- Chan, S. L., Hutagalung, F. D., & Lau, P. L. (2017). A review of depression and its research studies in Malaysia. *International Journal of Education, Psychology and Counseling (IJEPC)*, 2 (4), 40 – 55.
- Dapaah, J. M., & Amoako, H. A. F. (2019). The causes of depression among university students and its effects on their academic life in the Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. *International Journal for Innovation Education and Research*, 7 (6), 154 – 167. <https://doi.org/10.31686/ijer.vol7.iss6.1504>
- Fitzgerald, J. M., & Richardson, H. (2002). Use of the Reasons for Depression Questionnaire with adolescents. *Journal of Clinical Psychology*, 58 (9), 1045 – 1056. <https://doi.org/10.1002/jclp.10036>
- Groth-Marnat, G. (1990). *Handbook of psychological assessment* (2nd edition). John Wiley & Sons.
- Heckman, S., Lim, H. N., & Montalto, C. (2014). Factors related to financial stress among college students. *Journal of Financial Therapy*, 5 (1), 19 – 36. <https://doi.org/10.4148/1944-9771.1063>
- Iyer, K., & Khan, Z. (2012). Depression – A review. *Research Journal of Recent Sciences*, 1 (4), 79 – 87. <http://www.isca.in/rjrs/archive/v1/i4/14.ISCA-RJRS-2012-080%20Done.php>
- Jayanthi, P., Thirunavukarasu, M., & Rajkumar, R. (2014). Academic stress and depression among adolescents: A cross-sectional study. *Indian Pediatr*, 52, 217 – 219. <https://doi.org/10.1007/s13312-015-0609-y>
- Kader Maideen, S. F., Mohd. Sidik, S., Rampal, L., & Mukhtar, F. (2014). Prevalence, associated factors and predictors of depression among adults in the community of Selangor, Malaysia. *PLoS ONE*, 9 (4), e95395. <https://doi.org/10.1371/journal.pone.0095395>
- Kessler, R. C., & Bromet, E. J. (2013). The epidemiology of depression across cultures. *Annual Review of Public Health*, 34, 119 – 138. <https://doi.org/10.1146/annurev-publhealth-031912-114409>

- Khesht-Masjedi, M. F., Shokrgozar, S., Abdollahi, E., Habibi, B., Asghari, T., Ofoghi, R. S., & Pazhooman, S. (2019). The relationship between gender, age, anxiety, depression, and academic achievement among teenagers. *Journal of Family Medicine and Primary Care*, 8 (3), 799 – 804. https://doi.org/10.4103/jfmpc.jfmpc_103_18
- Kroning, M., & Kroning, K. (2016). Teen depression and suicide: A silent crisis. *Journal of Christian Nursing*, 33 (2), 78 – 86. <https://doi.org/10.1097/cnj.0000000000000254>
- Kumaraswamy, N. (2013). Academic stress, anxiety and depression among college students: A brief review. *International Review of Social Sciences and Humanities*, 5(1), 135-143.
- Mammoser, G. (2018). The FOMO is real: How social media increase depression and loneliness. *Healthline*. Retrieved from <https://www.healthline.com/health-news/social-media-use-increases-depression-and-loneliness>
- May, A. E., Urquhart, A., & Tarran, J. (1969). Self-evaluation of depression in various diagnostic and therapeutic groups. *Archives of General Psychiatry*, 21 (2), 191 – 194. <https://doi.org/10.1001/archpsyc.1969.01740200063009>
- Moreira, J. F. G., & Telzer, E. H. (2015). Changes in family cohesion and links to depression during the college transition. *Journal of Adolescence*, 43, 72 – 82. <https://doi.org/10.1016/j.adolescence.2015.05.012>
- Mukhtar, F., & Oei, T. P. S. (2011). A review on the prevalence of depression in Malaysia. *Current Psychiatry Reviews*, 7 (3), 234 – 238. <https://doi.org/10.2174/157340011797183201>
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2019). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25 (1), 104 – 112. <https://doi.org/10.1080/02673843.2019.1596823>
- Pietrangelo, A. (2014). The effects of depression in your body. *Healthline*. Retrieved from <https://www.healthline.com/health/depression/effects-on-body> on 2 April 2021.
- Reynolds, W. M. (1994). Assessment of depression in children and adolescents by self-report questionnaires. In W. M. Reynolds & H. F. Johnston (Eds.), *Handbook of depression in children and adolescents* (pp. 209 – 234). Plenum Press.
- Sahril, N., Yaacob, N. M., Ahmad, N. A., Abdullah, S., Naidu, B. M., & Aris, T. (2019). Depression severity and its associated factors among school-going adolescents in Malaysia. *Journal of Depression and Anxiety*, 8 (4), 350. <https://doi.org/10.35248/2167-1044.19.8.350>
- Sarokhani, D., Delpisheh, A., Veisani, Y., Sarokhani, M. T., Manesh, R. E., & Sayehmiri, K. (2013). Prevalence of depression among university students: A systematic review and meta-analysis study. *Depression Research and Treatment*, 2013, 373857. <https://doi.org/10.1155/2013/373857>
- Sekaran, U., & Bougie, R. (2009). *Research methods for business: A skill building approach* (5th Ed.). John Wiley and Sons Inc.
- Steer, R. A., Rissmiller, D. J., & Beck, A. T. (2000). Use of the Beck Depression Inventory-II with depressed geriatric inpatients. *Behaviour Research and Therapy*, 38(3), 311–318. [https://doi.org/10.1016/s0005-7967\(99\)00068-6](https://doi.org/10.1016/s0005-7967(99)00068-6)
- Torres, F. (2020). What is depression? American Psychiatric Association. Retrieved from <https://www.psychiatry.org/patients-families/depression/what-is-depression> on 2 April 2021.
- White, S. W., Simmons, G. L., Gotham, K. O., Conner, C. M., Smith, I. C., Beck, K. B., & Mazafsky, C. A. (2018). Psychosocial treatments targeting anxiety and depression in adolescents and adults with autism spectrum disorder: Review of the latest research and recommended future directions. *Current Psychiatry Report*, 20 (10), 82. <https://doi.org/10.1007/s11920-018-0949-0>
- Woods, H. C., & Scott, H. (2016). Sleepy teens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*, 51, 41 – 49. <https://doi.org/10.1080/87568225.2019.1601048>
- Wulsin, A. C., Wick-Carlson, D., Packard, B. A., Morano, R., & Herman, J. P. (2016). Adolescent chronic stress causes hypothalamo-pituitary-adrenocortical hypo-responsiveness and depression-like behavior in adult female rats. *Psychoneuroendocrinology*, 65, 109 – 117. <https://doi.org/10.1016/j.psyneuen.2015.12.004>