

Gender Difference of Social Media Sites Usage and Its Effects on Academic Performance among University Students in Bangladesh

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Abstract. The objectives of the study were to identify the gender differences of social media sites usage, the usage SM for academic purposes, and the effect of SM on the academic performance among the university students in Bangladesh. Simple random, purposive, frequency distribution, and Chi-square tests were employed in the study. 278 students participated in the research, where 54.32% were males and 45.68% females. More than 90% of the male and female are SM users. The result of the study revealed that male students' more frequent use and favorite SM site was Facebook, while YouTube was the favorite of the female students. Majorities of the male and females were starting to use SM in the age group of 14 to 18. Male students spent more time compared to the female students and significant at $p < 0.001$ level. The activities of both genders are almost the same. But significant differences were found in the purpose of SM usage and viewing YouTube videos both of the two genders. Both the male and female usage SM for various academic purposes and most of them disclosed that SM sites have an adverse effect on their academic performance (AP). It would be concluded that gender differences differ the SM usage.

Keywords: Social media sites, Usage, Gender differences, Academic performance, University students, Bangladesh

Introduction

Social media (SM) sites such as Facebook, Twitter, Youtube, Instagram, WhatsApp, IMO, Viber, etc. are the inseparable things of human life, especially those who studied at the university. Almost all the students at the university and this level use social media (Prodhan et al., 2020; AlFarisa et al., 2018). Social media sites are widely used in all aspects of students' lives, includes entertainment, connecting friends and family, sharing and getting news and information, watching movies and music, and education, etc. Gender differences vary the usage of various social media and their usage purposes. Several studies around the world have investigated the gender-based social media usage among university students. In a study conducted by AlFaris et al., (2018) among 400 (236 male and 164 female students) where they showed that 97% male and 99.4% female students have a social media account, their result also revealed that 86.9% male and 89% female students use WhatsApp; 66.5% male students and 52.4% female students usage YouTube; 55.5% male and 46.3% use Twitter; 61% female and 42.4% male students usage Instagram; 17.8% of the male students and 8.5% of female students using Facebook. Further, they showed that 95.7% male and 96.3% female students use SM for entertainment, 90.2% male and 86% female for stay informed with recent news; 85.1% male and 87.1% female for socializing with people; 58.3% male and 61.1% female use for sharing experiences; 43.6% female students used SM for shopping purposes compared with the male students 30.1%. A research conducted by Raacke and Bonds-Raacke (2008) found that both males and females have social networking sites (SNS) accounts, and their reasons for creating the accounts can differ according to gender. For females, social networking platforms are mainly supposed to improve pre-existing friendships; for males, the networks often provide a means to participate in sexual interaction and make new friends. Williams and Merten (2009) stated that females are more willing than

male peers to post their details on SNSs which is an accessible site. They have re-emphasized that about 55 percent of females post their private concerns on SNSs, such as stress, anxiety, and relationship problems, while 15 percent of males post personal details in addition to their activities, desires, and relationships. Another research was carried out by Alghamdi and Plunkett (2018) among 313 male and 293 female postgraduate students. They mentioned that both males and females interacted with Social Networking Sites and Apps (SNSAs) at a modest degree of usage for academic purposes, and considered more positive than negative impacts correlated with SNSAs academic use. Another similar research by Mazman and Usluel (2011) showed that females use Facebook to maintain current relationships, academic objectives, and particular intent, whereas males use Facebook to establish new relationships. Furthermore, females used it mainly to locate their old mates and to stay in contact with the former ones while they continued to conceal their names and sensitive details in order to protect their anonymity. Research by Khan (2012) performed an analysis of the students' influence on social networking websites. The research evaluated 168 participants, and 101 were males out of that total, while 67 were females. His results revealed that male students are using social networking sites more than their female peers and that they aimed to search for information. A research conducted by Subrahmanyam and Lin (2007) showed that, in recent decades, male students have visited online sites more than their female counterparts because of their technical information development and their hobbies such as video or computer games. Budden et al. (2007) conducted a study of 272 undergraduate and graduate students. The research showed that female students spend more time on social networking platforms like Facebook and MySpace than males, but it was not noticed that these variations were statistically significant.

The overall performance of a student in a year is known as academic performance (AP) (Jayanthi et al., 2014). Students used social media in various academic purpose like exchange documents, remain update about course work, know class schedule, discuss various course related topics with teachers and friends etc. These can contribute the students' academic performance. A study by Amin et al. (2016) showed that the academic result of students who have spent much of their time communicating with social media is good because they have been able to communicate and create ideas and insights relevant to their study. As these social networking platforms are useful in their academic work, they also use these platforms to have fun. A similar study conducted by Oueder and Abousaber (2018) indicated that online social networking has enhanced contact between the faculty member and students that encourages the exchange of the correct information and enhances comprehension and production of ideas and courses. On the other side, the inappropriate usage of social media can adversely affect the students' academic success (Kulidtod & Pasagui, 2017). According to Owusu-Acheaw & Larson's (2015) research, it was discovered that social media usage had adversely impacted their respondents' academic achievement and further reported that there was a clear positive association between social media usage and academic success. Their research also showed that most of their respondents use social networking platforms not for scholarly reasons but for chatting. Research by Asemah and Okpanachi at Kogi State University (2013) showed that the students' engagement with SM influences their academic output. Evident data indicates that SM has a harmful impact on student academic success. Students who invest more time in SM are expected to do negatively in their academics because they spend time talking and making friends with SM, rather than reading books and this would certainly have a detrimental impact on their academic success.

Hence, the aim of this study is first to identify the male and female students' social media usage; second to assess the academic purpose of social media usage, and finally, the effect of social media usage on their academic performance, regarding gender difference.

Methods

To investigate the Gender difference of social media sites usage, and its effects on academic performance among university students in Bangladesh, data were collected from 10 January to 16 February 2020 at two public universities and a university-level college students in Bangladesh by face to face interview. Researchers, purposively select Begum Rokeya University, Rangpur, and Noakhali Science and Technology University as Public University and Government Titumir College, Dhaka as university-level College. The probability simple random sampling method was preferred due to its inexpensiveness, flexibility, and simplicity. For random sampling, self-administrated questionnaires were provided to respondents and requested to fill up the questionnaire consciously. Researchers, invite 295 respondents for participating in the study, among them 278 students responded in the research. So the response rate was 94.24%. Among the respondents, 151 were male, and 127 were female.

Responses were voluntary, and consent was taken from the respondents. Those who never use social media did not participate in the survey. Collected data were analyzed and presented by using MS Excel, MS Word, and SPSS version 23 software.

Result

Demographic Profile of the Respondents

Researchers invite 295 students to participate in the study. From them, 278 students responded to the research. Male students represented 54.32% of the total study sample; rests of others (45.68%) were female students. The majorities (56.12%) of the participants were in the age group of 21 to 25 years. 95.32% were single and most (69.42%) of the participants were undergraduate students.

Table 1. Demographic information of the study participants

Characteristics	Information	Frequency	Percentage
Gender	Male	151	54.32
	Female	127	45.68
Age	16-20	107	38.49
	21-25	156	56.12
	26 years and above	15	5.40
Study level	Undergraduate	193	69.42
	Postgraduate	85	30.58
Marital status	Single	265	95.32
	Married	13	4.68

Social Media Usage According to Gender

Respondents who responses in the study, among them 96.40% of the students' were used social media. There was no statistically significant relation between males (97.35%) and female (95.28%) students in social media usage ($\chi^2=0.857$, $p=0.355$). More frequent use and favorite SM sites among Male (96.03%) students' was Facebook, while YouTube was the more frequent use and popular SM sites among female students. 94.49% of the female students' usage YouTube. On the other side, 92.13% of females frequently use Facebook. The least favorite SM both male and female students were Twitter, where only 25.17% male and 19.69% female usage it and did not have any significant ($\chi^2=0.857$, $p=0.355$), individually male and female students' usage Facebook (96.03% of the male and 92.13% of the female students) ($\chi^2=1.935$, $p=0.164$); YouTube (94.70% of the male and 94.49% of the female students) ($\chi^2=0.006$, $p=0.937$); WhatsApp (47.02% of the male and 44.09% of the female students) ($\chi^2=0.238$, $p=0.626$); and Instagram (64.24% of the male and 70.08% of the female

students) ($\chi^2=1.063$, $p=0.303$). The majority of the male (53.74%) and female (53.72%) starting to use social media in the age group of 14 to 18 years. 40.82% and 42.15% started to use SM above 18 years. Only 5.44% male and 4.13% female started to usage between 10 to 13 years. The age of starting to use SM was not significant ($\chi^2=0.263$, $p=0.877$). There was a statistically significant association between male and female students' time spent. 70.07% of male students spent 1 to 4 hours on social media, while 60.33% of females spent 30 minutes to 2 hours ($\chi^2=20.773$, $p<0.001$) (Table 2).

Table 2. Social media usage by gender

Categories	Items	Gender		Total	Chi square	P value
		Male	Female			
SM account	Yes	147 (97.35)	121 (95.28)	268 (96.40)	0.857	0.355
More frequent usage and favorite SM sites	Facebook	145 (96.03)	117 (92.13)	262 (94.25)	1.935	0.164
	YouTube	143 (94.70)	120 (94.49)	263 (94.60)	0.006	0.937
	WhatsApp	71 (47.02)	56 (44.09)	127 (45.68)	0.238	0.626
	Instagram	97 (64.24)	89 (70.08)	186 (66.91)	1.063	0.303
	Twitter	38 (25.17)	25 (19.69)	63 (22.66)	1.182	0.277
Age of starting social media usage	10 to 13	8 (5.44)	5 (4.13)	13 (4.85)	0.263	0.877
	14 to 18	79 (53.74)	65 (53.72)	144 (53.73)		
	above 18	60 (40.82)	51 (42.15)	111 (41.4)		
Number of hours spent on SM	Less than 30 minutes	6 (4.08)	13 (10.74)	19 (7.09)	20.773	<0.001
	30 minutes to 1 hour	27 (18.37)	33 (27.27)	60 (22.39)		
	1 to 2 hour	34 (23.13)	40 (33.06)	74 (27.61)		
	2 to 4 hour	69 (46.94)	26 (21.49)	95 (35.45)		
	More than 4 hour	11 (7.48)	9 (7.44)	20 (7.46)		
Doing activity on SM	React post	146 (96.69)	124 (97.64)	270 (97.12)	0.222	0.637
	Comment on post	72 (47.68)	53 (41.73)	125 (44.96)	0.987	0.321
	Share others contents	51 (33.78)	39 (30.71)	90 (32.37)	0.296	0.586
	Weekly upload picture and video	69 (45.70)	48 (37.80)	117 (42.09)	1.766	0.184
	Viewing video everyday	143 (94.70)	121 (95.28)	264 (94.96)	0.047	0.828
	Weekly Information / opinion post	116 (76.82)	87 (68.50)	203 (73.02)	2.422	0.120
Purpose of SM usage	Entertainment	138 (91.39)	125 (98.43)	263 (94.60)	6.687	0.01
	Education	105 (69.54)	99 (77.95)	204 (73.38)	7.399	0.007
	Stay updated with recent news and	119 (78.81)	111 (87.40)	230 (82.73)	3.566	0.05

	information					
	Sharing opinion	123 (81.46)	87 (68.50)	210 (75.54)	6.264	0.01
	Stay connected with relatives and friends	144 (95.36)	123 (96.85)	267 (96.04)	0.401	0.527
	Watching video	145 (96.03)	119 (93.70)	264 (94.964)	0.780	0.377
Types of video watching on YouTube	Indian serial (drama, Adalat, crime petrol, etc.)	67 (44.37)	109 (85.83)	176 (63.31)	51.037	<0.001
	Bangladeshi drama	128 (84.77)	103 (81.10)	231 (83.09)	0.660	0.417
	Movies and music	141 (93.38)	122 (96.06)	263 (94.60)	0.975	0.324
	Science and technology related video	97 (64.23)	68 (53.54)	165 (59.35)	0.042	0.838
	Cooking video	54 (35.76)	115 (90.55)	169 (60.79)	86.878	<0.001
	Health related	77 (50.99)	117 (92.13)	194 (69.78)	55.350	<0.001
	Funny video	118 (78.15)	92 (72.44)	210 (75.54)	1.215	0.270
	Educational video	136 (90.07)	113 (88.98)	249 (89.57)	0.088	0.767
	Others	96 (63.58)	87 (68.50)	183 (65.83)	0.745	0.388

Students were asked to indicate their doing activities on SM sites. Most (96.69%) of the male and (97.64%) of the female students' most doing activity reacted to various post ($\chi^2=0.222$, $p=0.637$). Their least activity was to share other content. Only 33.78% of the male and 30.71% of the female students share other contents ($\chi^2=0.296$, $p=0.586$). Their others activities were viewing video every day (94.70% of the male and 95.28% of the female) ($\chi^2=0.047$, $p=0.828$); weekly information/opinion post (76.82% of the male and 68.50% of the female) ($\chi^2=2.422$, $p=0.120$); comment on the post (47.68% of the male and 41.73% of the female) ($\chi^2=0.987$, $p=0.321$); weekly upload picture and video (45.70% of the male and 37.80% of the female) ($\chi^2=1.766$, $p=0.184$). All of these activities were not significant (Table 2).

Significant differences were found both of the male and female students SM usage purposes. According to (table 2) female usage SM for entertainment, education, stay updated with recent news and information, and stay connected with relatives and friends than male participants. In addition male students' usage SM for watching videos and sharing opinions compared to their female counterparts. Students viewing Indian serial (drama, Adalat, crime petrol, etc.), Bangladeshi drama, movies and music, science and technology-related video, cooking video, health-related, funny video, educational video, and other types of videos on YouTube. A significantly higher proportion of female students (92.13%) viewing health-related video when compared with their male counterparts (50.99%) ($\chi^2=55.350$, $p<0.001$), cooking video (90.55% of the female and 35.76% of the male students) ($\chi^2=86.878$, $p<0.001$), and Indian serial (drama, Adalat, crime petrol, etc.) (85.83% of the female and 44.37% of the male students) ($\chi^2=51.037$, $p<0.001$) (Table 2).

Male and Female Students' Perspectives on the Usage of Social Media Sites for Academic Purposes to Increase Their Performance

Nowadays students use social media for various academic purposes to increase their performance. As seen the (table 3) 67.55% of the male and 73.23% of the female usage to remain update on course work ($\chi^2=1.062$, $p=0.303$), 64.90% of the male and 67.72% of the female for exchange important document for the subject ($\chi^2=0.244$, $p=0.621$), 92.05% of the male and 88.98% of the female to find out activities of department and university ($\chi^2=0.770$, $p=0.380$), 89.40% of the male and 70.08% of the female to resolve queries about subject or exam of other students, this result was significant ($\chi^2=16.460$, $p<0.001$). 47.68% of the male and 35.43% of the female to join to group discussion, it was also significant where ($\chi^2=4.246$, $p=0.03$). 27.15% of the male and 19.69% of the female to contact with the expert on the topic of the study ($\chi^2=2.125$, $p=0.145$), 87.42% of the male and 89.76% of the female to know the class schedule, A significantly higher proportion of male students' (35.10%) use than the female (20.47%) students to arrange extracurricular activities ($\chi^2=7.255$, $p=0.007$) and 72.85% of the male and 70.87% of the female for tutorials, consultations with teachers and there was no significant relation ($\chi^2=0.134$, $p=0.714$).

Table 3. Respondents SM usage for academic purposes

Categories	Gender		Total N (%) 278	Chi square	P value
	Male N (%)151	Female N (%)127			
To remain update on course work	102 (67.55)	93 (73.23)	195 (70.14)	1.062	0.303
Exchange important document for the subject	98 (64.90)	86 (67.72)	184 (66.19)	0.244	0.621
To find out activities of department and university	139 (92.05)	113 (88.98)	252 (90.65)	0.770	0.380
To resolve queries about subject or exam of other students	135 (89.40)	89 (70.08)	224 (80.58)	16.460	<0.001
To join to group discussion	72 (47.68)	45 (35.43)	117 (42.09)	4.246	0.03
To contact with the expert on the topic of the study	41 (27.15)	25 (19.69)	66 (23.74)	2.125	0.145
To know the class schedule	132 (87.42)	114 (89.76)	246 (88.4)	0.373	0.541
To arrange extracurricular activities	53 (35.10)	26 (20.47)	79 (28.42)	7.255	0.007
Tutorials, consultations with teachers	110 (72.85)	90 (70.87)	200 (71.94)	0.134	0.714

Effect of SM Usage on Academic Performance Regarding Male and Female Students' Perspectives

According to this research results, it was found out that 36.05% of the male students stated that the usage of social media has a positive effect on their academic performance, while 38.84% of the female respondents mention that SM has a positive effect on their academic performance. On the other hand, 63.95% of the male and 61.16% of the female stated that the usage of SM has a negative effect on their academic performance. The result was significant ($\chi^2= 173.107$, $p<0.001$) (Table 4).

Table 4. Effect on academic performance for SM usage

Category	Gender				Chi square	P value
	Male Positive effect N (%)	Female Positive effect N (%)	Male Negative effect N (%)	Female Negative effect N (%)		
Effect on academic performance for usage SM	53 (36.05)	47(38.84)	94(63.95)	74(61.16)	173.107	<0.001

Discussion

The present study investigates the gender difference in social media sites usage and academic performance among university students in Bangladesh. This study was conducted among 278 students' from them 54.32% were male and 45.68% of the female students'. The majorities (56.12%) of the participants were in the age group of 21 to 25 years (Alnjadat et al., 2019). More than 90% were single (AlFaris et al., 2018). Most (69.42%) of the participants were undergraduate students (Aljuboory et al., 2020). Respondents were studied at two public universities and one university-level College. The research findings have revealed that over 90% of university students' were SM users (Prodhan et al., 2020; Wiley & Sisson, 2006; Perrin, 2015). Individually more than 90% of male and female students' were SM users (AlFaris et al., 2018). Facebook was the more frequently use and popular SM site among the male (96.03%) students', while YouTube was the favorite and more frequently use SM site among female (94.49%) students' in the current research. A study from Bangalore found that Facebook is the most frequently used SM sites both male and female students' (Rousseau and Puttaraju, 2014). The almost similar number and also majorities (53.74%) of the male and female (53.72%) of the students' age of starting to usage SM media are 14 to 18. In a previous study conducted by Kawsar (2014) showed that most of her respondents started to use SM at the age of 14 to 17 years. A significant ($p < 0.001$) difference was found between male and female students' time spent on SM sites. Male students spent more time on SM compared to the female students' in this study. Studies by (Burke et al., 2010; Tufekci, 2008) and a report of Los Angeles Times by Jones (2010) showed that females were spent more time than male. More male weekly upload pictures and videos ($\chi^2 = 1.766$, $p = 0.184$), comment on post ($\chi^2 = 0.987$, $p = 0.321$), share other contents ($\chi^2 = 0.296$, $p = 0.586$), and weekly Information / opinion post ($\chi^2 = 2.422$, $p = 0.120$) compared with their female counterpart. All of these results were not statistically significant. On the other hand more female viewing videos everyday and react SM posts from male students and did not have significant differences ($\chi^2 = 0.047$, $p = 0.828$ and $\chi^2 = 0.222$, $p = 0.637$, respectively). There are various reasons, why university male and female students use SM sites. The present study found that female usage SM for entertainment, education, stay updated with recent news and information, and stay connected with relatives and friends than male participants. For these purposes three entertainment ($\chi^2 = 6.687$, $p = 0.01$), education ($\chi^2 = 7.399$, $p = 0.007$), and stay updated with recent news and information ($\chi^2 = 3.566$, $p = 0.05$) were statistically significant. On the other hand male students' usage SM for watching videos and sharing opinions compared their female counterparts. Here share opinions were significant ($\chi^2 = 6.264$, $p = 0.01$). In a study by AlFaris et al., (2018) showed that female students use SM for the purposes of entertainment, socializing with people, sharing experiences, as a distraction from schoolwork, to be more productive in studying, and shopping online more than the male students. On the other side, they also showed that male use SM for staying up to date with current news, obtaining opinions of others, and helping to manage their time more effectively more than the female students'. The present study respondents viewing various types of videos on YouTube, among them a significantly higher proportion of female students (92.13%) viewing health-

related video compared with their male counterparts (50.99%) ($p < 0.001$), cooking video (90.55% of the female and 35.76% of the male students) ($p < 0.001$), and Indian serial (drama, Adalat, crime petrol, etc.) (85.83% of the female and 44.37% of the male students) ($p < 0.001$).

SM is not only for entertainment, news, and information but also the students use it for several academic purposes. In the current study, we found that more female students use SM for their following academic purposes to remain update on course work, exchange important documents for the subject, and to know the class schedule than the male students. Furthermore, the present study also revealed that male students use SM for the academic purposes of to find out activities of department and university, to resolve queries about subject or exam of other students, to join to group discussion, to contact with the expert on the topic of the study, to arrange extracurricular activities, and tutorials, consultations with teachers more from female students'.

Most of the students' both male (63.95%) and female (61.16%) have stated that the use of SM has a negative effect on their academic performance (AP). Many previous studies by (MehMood & Taswir's, 2013; Choney, 2010; Miquel 2009; Okyeadie Mensah et al., 2016; Paul, 2012; Gok, 2016; Alkaabi et al., 2017) have shown that SM has a negative effect on students' academic performance.

Conclusion

Social media are very popular both of the male and female respondents of the study. Billion people use SM around the globe, and these numbers are increasing every moment. Especially female users are increasing day by day. This study was conducted among the university students in Bangladesh, to find out the gender difference in SM usage, and their academic performance. The study found that almost all male and female students use SM. Researchers found some significant differences between male and female students' SM usage. The study result depicts the usage of SM had negative effect on male and female students' academic performance. So we recommend the students to aware of the use of SM.

Limitation of the study

The current study had some limitations. This research was conducted among 278 students from two universities and a university-level college, so the result cannot be generalized for all the university students in Bangladesh.

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Conflict of interest

The authors report no conflicts of interest.

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