The Difference between Male and Female in Internet Usage Case Study (Kabul University)

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ABSTRACT: The goal of the study was to see if there was any gender difference in Internet usage among Kabul University students. Respondents (400) were chosen from the student population across faculties using a stratified random sampling procedure. The study employed a descriptive survey research approach. The participants were given a 14-item questionnaire to fill out in order to collect data. The SPSS program was used to examine the data. The majority of the participants (329) had Internet connection, according to the study. The Internet was found to be gender-neutral in terms of accessibility. On news, sport, and social media sites, gender disparities in Internet usage habits were statistically significant.

KEYWORDS: Gender equity, Internet usage, Kabul University, Afghanistan.

1. INTRODUCTION

Internet technologies are becoming increasingly important in higher education for creating, storing, and disseminating information and knowledge. One of the most significant trends in today's education system, according to (Petrovic & Pavlovic, 2016), is the integration of Internet technology into educational contexts.

E-mail, web browsing, file transfer protocols (FTP), cybersex, and visual interactive games are all prevalent uses of the internet in educational settings (Sayaf et al., 2021). Students use websites that are relevant to their special interests and needs, according to the literature (Horvat et al., 2011). Students utilize the internet for a variety of reasons, according to usage patterns.

The use of the internet has been shown to be gendered (Shanmugam et al., 2013). According to (Odell et al., 2000), the internet has always been dominated by men. Females use the internet less intensively than males, according to a study (Ono & Zavodny, 2002). This study also founded out that more males than females utilized the internet for recreational purposes (playing online games, gambling, accessing news, and seeking information), while females preferred to use the internet to communicate with family and friends (Campos-Castillo, 2015)

According to Show and Grant (2002), male students prefer to use the internet for information gathering and enjoyment, whereas female students prefer to use it for communication. These results support the widely held belief that males prefer to use the Internet for information gathering and enjoyment while women prefer to use it for communication (Show and Grant, 2002). Thomson (2000) discovered a positive association between gender and messaging, with females being more likely than males to use the internet for messaging. The findings of Bimber's (2000) study were intriguing. Male students were found to utilize the Internet for pornography more frequently than female pupils.

The goal of this research was to see how male and female students used the internet in the areas of research, music, health, communication, entertainment, and sports. The study was significant since its findings had the ability to inform stakeholders.

2. OBJECTIVES OF STUDY

For this research the following objectives have been formulated:

➢ To compare the Internet use for Academic purpose by the male and female students of Kabul university.
➢ Internet Use and Gender Differences at the students of Kabul University.
➢ To compare the Internet use for recreational purpose by the male and female students of Kabul university.
➢ To compare the Internet use for communication purpose by the male and female students of Kabul university.
➢ To compare the Internet use for social networking purpose by the male and female students of Kabul university.

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3. BACKGROUND OF STUDY

(Campos-Castillo, 2015) discovered that males had considerably more positive opinions toward computers than females in a survey of college students' attitudes toward technology. They also discovered that, refute these conclusions. They did a similar study and found that gender had no bearing on any of the computing attitude factors tested. With the growth of technology, however, women may be able to absorb technology more readily. Women are also less frequent and intense Internet users. Gender inequality concerns have switched from access to intensity. (CamposCastillo, 2015) conducted a study at the G B Pant University of Agriculture and Technology in Pantnagar to learn about the Internet usage trends of undergraduate students. The study found that the majority of students (85.7 percent) used the Internet, with male students using the Internet in greater numbers than female students. In summary, all of these research found that girls use the Internet less frequently than males.

While most researchers believe that the gender gap in Internet use has shrunk dramatically in the college age group, there are some gender disparities in attitudes about technology, intensity of Internet use, preferred online applications, and cyberspace experience. When men and women become parents, according to (Horvat et al., 2011), gender roles often become more differentiated. Women, for example, give more direct care for children and spend more time with them, resulting in an unequal allocation of home labor and childcare. According to (Horvat et al., 2011), women end up "shouldering" the majority of childcare chores, resulting in time constraints. Women also have an essential role in families, according to (Sayaf et al., 2021), by performing the majority of emotional work in families, such as listening to and consoling children, providing emotional support to parents, and doing things to repair or preserve relationships.

As a result, men and women are affected in a variety of ways by their gender roles. Women, for example, discover that their usage of the Internet at home is limited owing to their gender role. Tasks in child care at home, according to (Sayaf et al., 2021), limit mothers' usage of the Internet more than fathers'. Men and women with children at home spend less time on the phone, reading newspapers, watching television, and even attending cultural events. As a result, previous research has found that women who care for children have very little time for themselves, such as surfing the Internet.

The author intended to learn the perspectives of users from University of Wales colleges, as well as the pattern of use, purpose of use, and challenges encountered by users when using these sources. (Sayaf et al., 2021) researched Internet access, usage, and challenges faced by university students in a study titled "Internet Access and Usage by Students of the University of Botswana." The study's findings demonstrated that while many users were aware of the benefits of the Internet, they lacked the requisite searching abilities to make full use of it. Users used the Internet for entertainment, sports, and news, among other things, as a result of this factor.

(Petrovic & Pavlovic, 2016), did another study titled "Internet and its Use in the Engineering Colleges of Punjab, India: A Case Study." Its goal was to look into how lecturers and students in Punjabi engineering colleges used the Internet. The authors looked at the users' experiences and frequency of Internet use, as well as the time spent, location of use, purpose, resources and services used, problems encountered by users, benefits of the Internet over traditional documents, and its impact on respondents' academic efficiency, among other things. The main issues that users faced were Internet access speed, difficulty in accessing important information, and privacy. The amount of Internet use among the students under research was found to be low, owing to a lack of search strategies for locating information. Along with the recommendations for a sufficient computer lab and a reliable power backup system, the author also suggested that the Internet and computer literacy be integrated into the university's compulsory general studies program. In a research article "Internet Use by Teachers and Students in Engineering Colleges of Punjab, Haryana, and

Himachal Pradesh States of India: An Analysis" (Petrovic & Pavlovic, 2016, examined the Internet use by teachers and students and attempted to find whether the Internet can replace libraries? Survey revealed that 77.5% users felt that the Internet cannot replace library services, whereas 22.5% responded otherwise, because they find it easy to locate information on the Internet than in library.

4. METHODOLOGY

The main purpose of this research study is to investigate differentiation in internet usage by Kabul University students. For this study the survey method was preferred most because it is a systematic data collection method that can be used in collecting the original data from a large sample.

The participants for this study were 146 females and 180 males (N = 326) selected from the five faculties of the university. A self-administrated online survey was conducted. The online survey was made with help of google form, and the link with questionnaire was shared with appropriate cover letter to participants. The questionnaire consisted out of 14 questions concerning the internet usage.

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Participants completed a shared questionnaire that assessed internet use, age, faculty, gender, computer literacy/illiteracy, favorite websites and duration of use. The questionnaire was pilot tested with the focus group of 15 students who were not part of the sample of the study. The questionnaire was then tested and re-tested after two weeks to determine its reliability coefficient. It had a high reliability coefficient of 86%. After collection of surveys, the data analysis was done with help of software program SPPS Statistics 24.0.

5. **FINDING**

The collected surveys data have been analyzed by SPSS, the obtained result is classified in few factors which is gender difference, time spending using internet, mostly watched website, internet usage for academic purposes.

I.   Accessibility to the internet by gender:

The following table shows that from 326 valid responses 180 responder are males and 146 responders is female, this difference shows that there is small difference between gender using internet services.

Table 1. Male and Female Internet usage

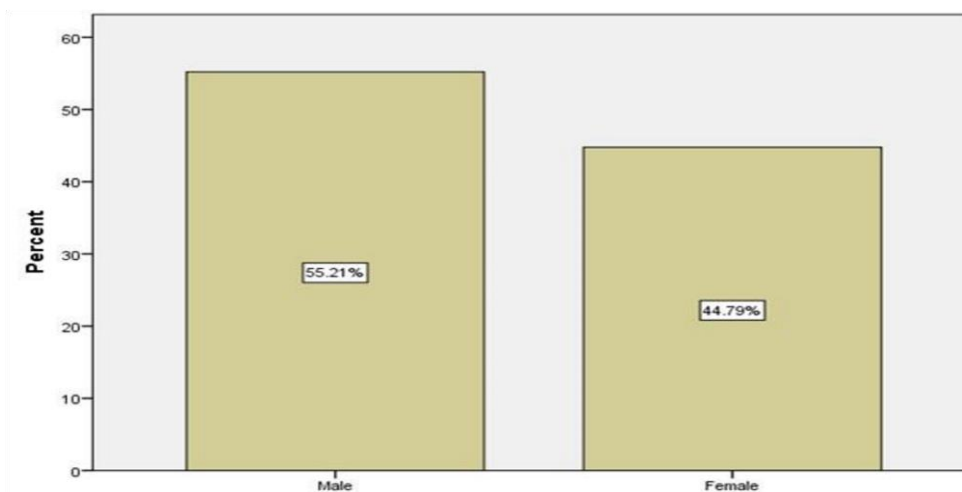|		Frequency	Percent	Vali d Percent	Cumulative Percent
Val id	Male	180	42.8	55.2	55.2
	Female	146	34.7	44.8	100.0
	Total	326	77.4	100	
	Missing questions	74	18.5		
Total		400			

Figure 1. Male and Female Internet usage charts.

II.   Time spending on internet usage

Table 2 shows that most of the students are spending their 45% time using internet, due to the high price and lack of internet connection in Afghanistan this result is still a plus pint for our student's usage of internet services.

Table 2. Time spending on internet usage

		Frequency	Percent	Vali d Percent	Cumulative Percent
Val id	Never	12	2.9	3.7	3.7
	Often	89	21.1	27.4	31.1
	Sometime	224	53.2	68.9	100.0
	Total	325	77.2	100. 0	

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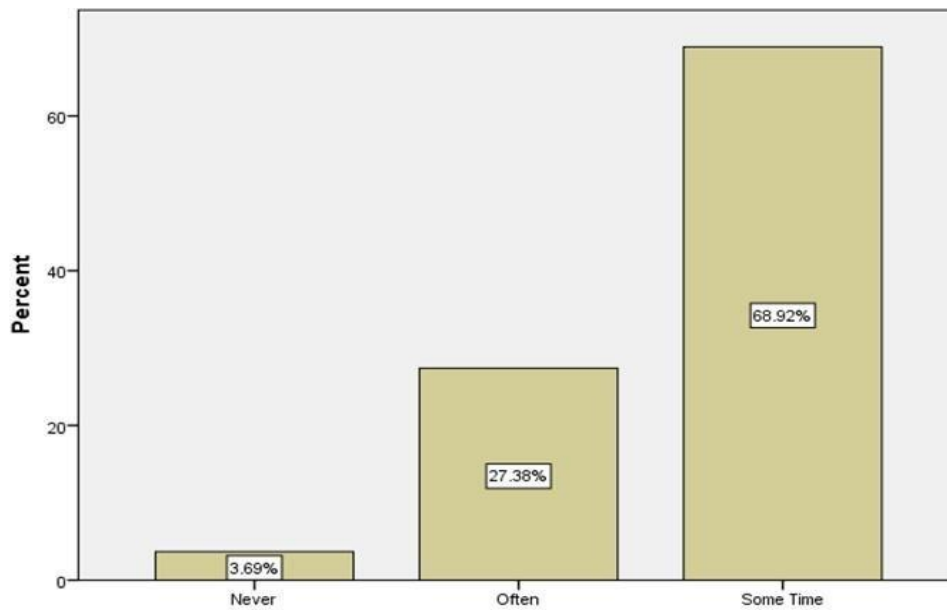

Figure 2. Time spending on internet usage.

III. Internet usage for academic purposes:

Table 3 shows that most time spending on internet is for academic activates, this means that Kabul university students are interested to gather data and information online throw internet instead of manual mode which is no longer useable.

Table 3. Shows internet usage for academic activates

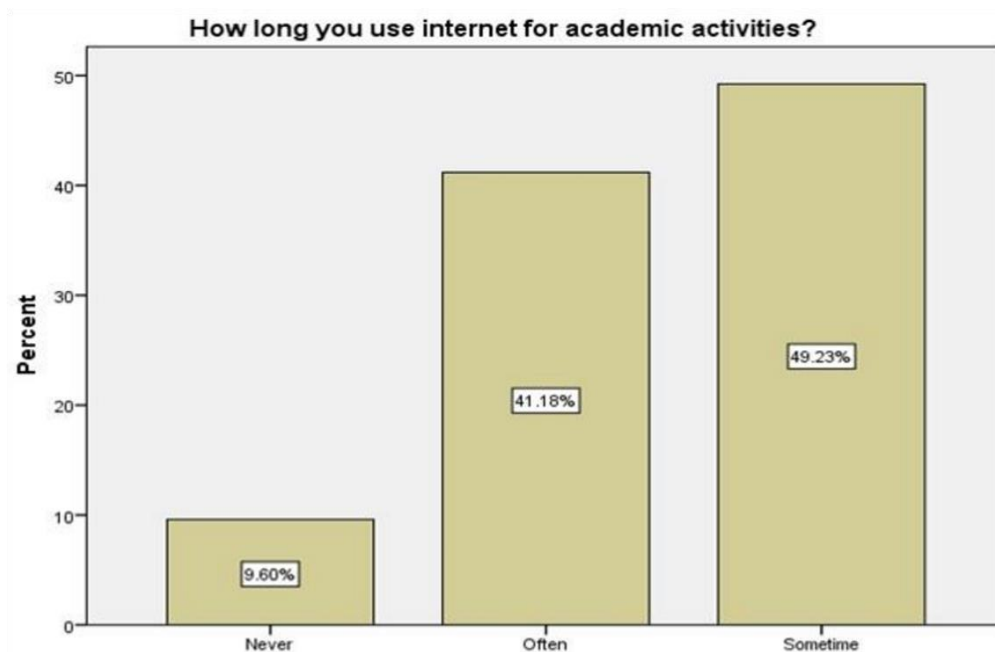|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	31	7.4	9.6	9.6
	Often	133	31.6	41.2	50.8
	Sometime	159	76.7	49.2	100.0
	Total	323	23.3	100. 0	
	Missing questions	77	19.2 5		
	Total	400	100. 0		

Figure 3. Shows internet usage for academic activities

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IV. *Internet usage for visiting social networks*

Table 4 shows internet usage for visiting social networks sites such as Facebook twitter, the collected usage percentage show that 28.4 percent of time is spending for visiting social site. It looks that students spending their more time for academic working.

Table 4. Internet usage for social networks sites

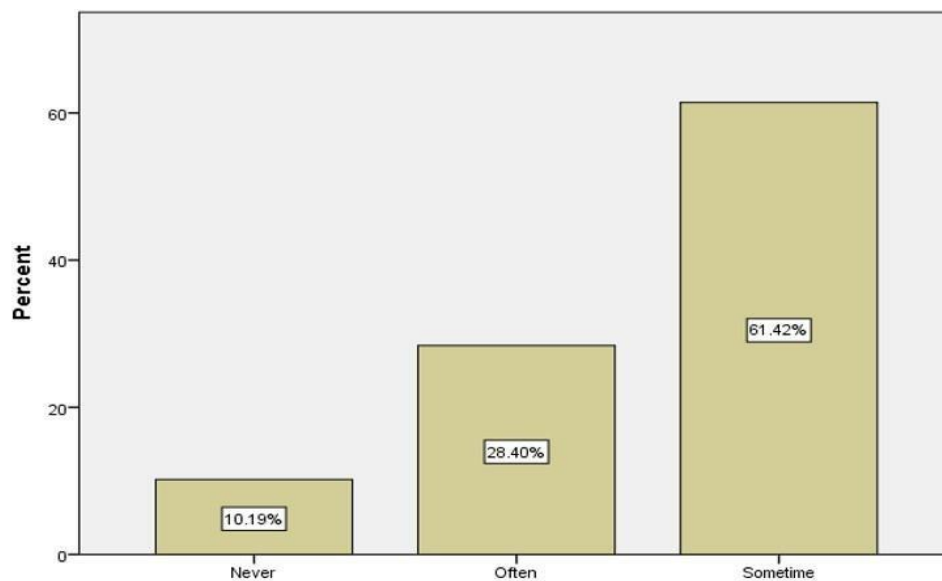|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	33	7.8	10.2	10.2
	Often	92	21.9	28.4	38.6
	Sometime	199	47.3	61.4	100.0
	Total	324	77.0	100. 0	
	Missing questions	76	19.0		
Total		400	100. 0		

Figure 4. Show usage of internet for visiting social network sites

V. Served students and faculty

The table 5 shows the five faculties that was selected for the primary data, the questioner was distributed online among these faculties. Most of the students were from economics and computer science faculties, slight number of students were from Math faculty.

Table 5. Shows faculty that was enrolled in this serve

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer Science	105	24.9	32.2	32.2
	Economics	118	28.0	36.2	68.4
	Fine Arts	47	11.2	14.4	82.8
	Journal ism	40	9.5	12.3	95.1
	Math	16	3.8	4.9	100.0
	Total	326	77.4	100. 0	
	Missing questions	74	18.5		
Total		400			

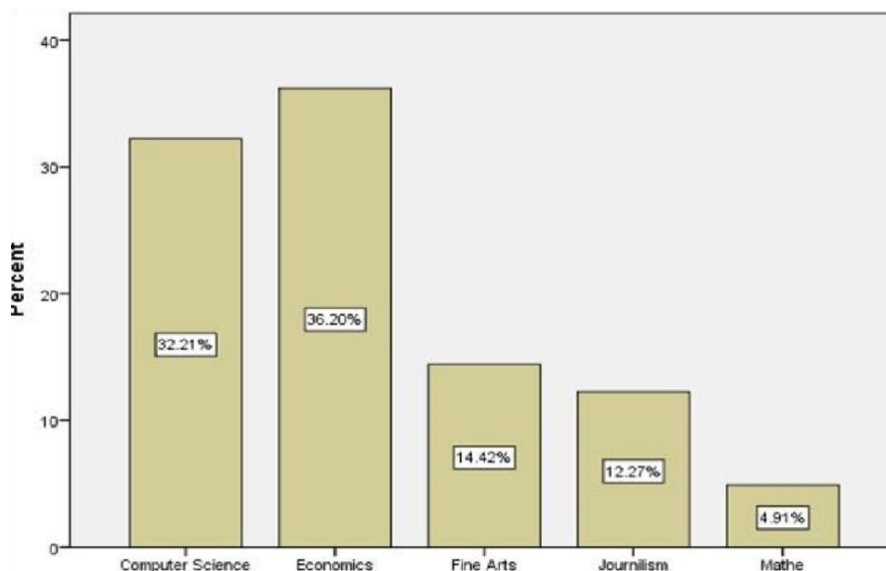**The Difference between Male and Female in Internet Usage Case Study (Kabul University)**

Figure 5. Faculty that was enrolled in this serve

6. DISCUSSION

The findings of this study are as follow:

- The aim of the study was to find out if there was gender differentiation in internet usage among university students. It appears from this study that the university has an Internet presence, hence, students with the ability can access the www. The finding that the majority of the students accessed the Internet is therefore not confounding.

- The findings of the study according to the first questions which is accessibility to the internet by gender shows that from 326 valid responses 180 responder are males and 146 responders is female, this difference shows that there is small difference between gender using internet services.

- The findings also discovered in 2th which is about time spending on internet usage that most of the students are spending their 45% time using internet, due to the high price and lack of internet connection in Afghanistan this result is still a plus pint for our student's usage of internet services.

- In the 3th table which is about Internet usage for academic purposes shows that most time spending on internet is for academic activates, this means that Kabul university students are interested to gather data and information online throw internet instead of manual mode which is no longer useable.

- This study also shows in 4th table that internet usage for visiting social networks sites such as Facebook twitter, the collected usage percentage show that 28.4 percent of time is spending for visiting social site. It looks that students spending their more time for academic working.

- In the last question which is about served students and faculty the researcher funded out that the five faculties that was selected for the primary data, the questioner was distributed online among these faculties. Most of the students were from economics and computer science faculties, slight number of students were from Math faculty.

7. CONCLUSION

The majority of the students accessed the Internet but their interests were as diverse as the number of sites accessed. On a larger scale, there was absence of gender differentiation on most Internet sites except new, sport and pornography. It is relieving that these students are not yet at risk of Internet pornography and gambling.

The study established gender equity and gender differentiation in internet usage but did not identify reasons for sites' preferences. It is recommended to establish why students prefer certain sites to others. The conclusion of this study revealed considerable gender differences in online visits to sports, and new websites. In comparison to their female counterparts, more male students viewed pornographic websites. It also shows that females have a reputation for avoiding dangerous behaviors. Conversely, more male than female students showed some preferences for pornography as it motivates, orchestrates, justifies and guides sexual abuse and violence against women. Male students visited the sport site more frequently than female students. At the other hand the conclusion of this study shows that males were more interested in the news site than females. Given that ladies and males are equally engaged in news, Internet discrepancies between female and male students in terms of news site visits are not

unfathomable. The lack of a gender gap in Internet use may be due to the fact that the majority of students regard it as an important source of up-to-date and in-depth academic knowledge required for assignments, and as a result, even females with Internet phobia are forced to use it frequently. In addition, some lecturers communicate with students over the internet.

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