Gender Difference Of Computer Usage Habit In Hong Kong Higher Education

Hon Keung Yau, Kwing Nam Ng

***Abstract*— The purpose of this study is to identify the difference between males and females on computer usage habit in Hong Kong higher education. 165 copies of questionnaire were collected. The findings show that there are no significantly difference between males and females on computer usage habit in Hong Kong higher education.**

***Index Terms*—Computer usage habit; Gender difference; Hong Kong higher education**

I. INTRODUCTION

Because of the rapid growth of technology, technology is also applied on the field of education which leads to the development of E-learning. E-learning is about the use of telecommunication technology to deliver information for education or training. It may be regarded as online information access, video watching, or even real-time interaction. One of the greatest advantages of e-learning is that it enables liberating interaction between the students and instructors, or even between the students themselves although there may be time restrictions or geographic proximity. Since there are no studies on the difference between males and females on computer usage habit in Hong Kong higher education. The purpose of this study is to identify the difference between males and females on computer usage habit in Hong Kong higher education.

II. LITERATURE REVIEW

As mentioned above, many historical researches agreed that gender difference may be a huge influence on effectiveness of IT, technology as well as E-learning. However, is it mean that male students are more likely to accept e-learning than female? Or male students will tend to reject e-learning against female? Researches have shown that gender difference exists when it comes to learning with technology [1]. Studies also have shown that the males' rating of computer self-efficacy, perceived usefulness, perceived ease of use, and behavioral intention to use e-learning are all higher than females [2] [3]. As a result, females tend to lose interests in using computers or technology as their self-efficacy or perceived ease of use to computers are lower, thus leading to less computer usage.

Hypothesis 1: There is significantly difference between males and females on computer usage habit

III. METHODOLOGY

A questionnaire was employed to use to collect data in this study. A pilot survey with quantitative questionnaires were conducted after finalizing a questionnaire. This is a strategy used to test questionnaires using similar sample to compare. Eight questionnaires were distributed to my friends from different universities in Hong Kong previously. In this pilot study, we focused on small group of people to ask for their help to conduct the first version of the questionnaire so as to find out whether there were some problems on the questions, wordings, meanings of the sentences or design of it. After the pilot study, they were requested for feedback and comments about the questionnaires individually. They were asked whether they understood to complete all the questions in the questionnaires or not. Their experiences or expectations that would be considered and then included for the final version of questionnaire. Altogether, 165 questionnaires distributed were collected.

IV. RESULTS AND DISCUSSION

For the survey, 165 questionnaires in total were collected. For the gender of the 165 participants, 60.6% of them are males while 39.4% of them are females. For the Age range of the 165 participants, 93.9% of them aged 18-22, 3.0% of them aged 23-29, 3.0% of them aged >29. For the Grade of the 165 participants, 6.1% of them were Year2 students, 24.2% of them were Year3 students, 66.7% of them were Year4 students and 3% of them were Postgraduate students. For the College of the participants, 24.2% of the students majored in the College of Business, 21.2% of the students majored in the College of Liberal Arts and Social Sciences, 48.5% of the students majored in the College of Science and Engineering, 3.0% of the students majored in the School of Creative Media and 3.0% of students majored in the school of law.

The t-test of computer usage habit for gender difference is ($t=-0.958$, $p = 0.339$). The significance value is 0.339 which is greater than 0.05, which means that there is no significant difference between male and female in the computer usage habit.

Putting back the explanation for the gender difference in computer usage habit and computer attitude into my study, we can see conclude that the gender difference in computer

Manuscript received July 18, 2019

H. K. Yau is with the Department of Systems Engineering and Engineering Management, City University of Hong Kong, Kowloon Tong, Kowloon, Hong Kong (corresponding author to provide phone: 852-34426158, Fax: 852-34420173, email: honkyau@cityu.edu.hk).

K. N. Ng was with the Department of Systems Engineering and Engineering Management, City University of Hong Kong, Kowloon Tong, Kowloon, Hong Kong (email: kwingnng2-c@my.cityu.edu.hk).

experience no longer exist. As the technology has advanced for the past years, and the computers have popularized a lot, it is no longer something unfamiliar or new for females. Therefore, it is good to say that females also have as much as computer using experience as males. And so, with the good amount of experience backing up, the females' attitude towards computers are also increased comparing to the past. As a result, the gender difference between male and female for Hypothesis 1 is no longer significant.

V. CONCLUSION

It is concluded that there was no significant difference between males and females on computer usage habit.

Since the target participants were students in higher education, the findings of this study contributed to those educators who are teaching in higher education. Based on the findings, the educators can know that there was no significant difference between males and females on computer usage habit.

The limitations of this study are small sample size. If sufficient resource is provided, the sample size could be larger which the education level will be more evenly distributed.

For future study, students in different countries can be investigated separately, as the result could be significantly different from this study.

REFERENCES

[1] M. Kahveci, "Students' perceptions to use technology for learning: Measurement integrity of the modified Fennema-Sherman attitudes scales", *The Turkish Online Journal of Educational Technology*, Vol. *9, No.* 1, 2010, pp. 185-201.

[2] C.S. Ong, & J.Y. Lai, "Gender differences in perceptions and relationships among dominants of e-learning acceptance", *Computers in human behavior*, Vol. *22, No.* 5, 2006, pp. 816-829.

[3] M. Augoustinos., L. Walker, & B.E. Whitley,. "Putting the Social Back Into Social Cognition", *PsycCRITIQUES*, Vol. *42, No.* 6, 1997, pp. 522 – 523.

ISBN: 978-988-14048-5-5
ISSN: 2078-0958 (Print); ISSN: 2078-0966 (Online)