

Chapter 84

ICT Is Not Gender Blind: A Literary Analysis of ICT Gender Inequality and its Socio-Economic Impact in the Developing World

Adamkolo Mohammed Ibrahim
University of Maiduguri, Nigeria

Mohammed Alhaji Adamu
University of Maiduguri, Nigeria

ABSTRACT

This chapter critically reviewed literature on gender disparity associated with access and usage of ICT, focusing on the less developed world, especially Sub-Saharan Africa. The authors used relevant online literature sourced from research databases such as Google Scholar, Elsevier and Wiley Online Library. With the aid of graphical illustrations, the chapter aligned its argument with some critical global research findings regarding gender-based mobile phone and Internet usage and the concept of ICT and gender. The chapter concluded that ICT gender gap negatively affects the socio-economic development of women, and recommended that ICTs manufacturers should integrate gender-balanced software and hardware right at the time of production of the technologies.

INTRODUCTION

Information and communication technologies (ICTs) are regarded as drivers of knowledge flows and catalysts of innovation. Garcia-Muniz and Vicente (2014) describe ICTs as general-purpose technologies. Breshnahan and Trajtenberg (1995) defined ICTs as some phenomena whose prominent characteristics are their fast path of technological improvement, pervasiveness across the full economy and their role as innovation enablers. ICTs also make possible the drastic reduction of geographical barrier, which had hitherto been insurmountable. Significantly, however, ICT facilitate the creation of new knowledge and its faster diffusion through more efficient processes information dissemination (Garcia-Muniz & Vicente, 2014).

DOI: 10.4018/978-1-5225-1933-1.ch084

Furthermore, according to Njoh (2011),

ICT comprises all devices, systems and facilities that can be deployed to collect, process, store and diffuse information. Thus, ICTs include not only technologically sophisticated tools such as computers and the Internet, but also oft-ignored conventional communication media and facilities such as radios, television, fixed telephones, roads and streets. (P. 343)

ICT has become a necessity rather than luxury, especially in transforming social-economic and political aspects of people's life globally (Chisenga, 2001; ITU, 1998; Olatokun, 2008; UNESCO, 2005). Olatokun (2008) observes that ICT can be said to have become a *sine qua non* factor of development to the extent that "without its incorporation into the information age, there is little chance for countries or regions to develop" (p. 5).

However, as ICT adoption and use get more momentum, some groups of members of society seem to have been disadvantaged from accessing and using ICT; they seem to have been veiled from ICT by socio-cultural factors (Chisenga, 2001; Joseph, 2012; UNESCO, 2005). Therefore, concern is being shown about the impact of the digital divide on those left on the disadvantaged side - the female folks in most developing countries - are often shielded from the information age than their male counterparts whose poverty they share (Chisenga, 2001; ITU, 1998; Olatokun, 2008; UNESCO, 2005).

Since access to and use of ICT is directly linked to social and economic development, therefore, it is imperative to ensure that women in developing countries understand the significance of ICT and use them in order to avoid marginalising them from using ICT for personal and socio-economic development of society (Buskens & Webb, 2009; Gillwald, Milek & Stork, 2010; Jorge, 2000). In order to address ICT-related gender bias, it is imperative that gender is considered early in the process of the introduction of ICT in developing countries "so that gender concerns can be incorporated from the beginning and not as a corrective measure afterwards" (Rana, 2001, p. 6).

This chapter critically reviewed literature on ICT gender gap, dealing with gendered access and usage of ICT focused on the less the developed world, especially Sub-Saharan Africa. The authors reviewed online research literature sourced from research databases such as Google Scholar, Elsevier and Wiley Online Library. Discussions and arguments were mostly based on findings from current research literature. Specifically, this chapter is divided into four sections. Firstly, the chapter briefly reviewed literature on the phenomenon ICT gender gap, giving scholarly evidences of the existence of the phenomenon and the challenges it portends to the socio-economic development of society. Secondly, the chapter identified and reviewed literature that performed empirical studies on some of the significant factors that affect ICT gender gap. Thirdly, ICT gender gap was discussed from theoretical concept perspective, and finally, patterns of ICT gender gap in the realms of two of the most used technologies (Mobile phones and the Internet) were reviewed. Graphical illustrations were used to support some of the critical recent study findings on genderised mobile phone and Internet adoption as well as the theoretical concept of ICT gender gap.

Background

Many people dismiss the concern for gender and ICT in developing countries on the basis that development should deal with basic needs first. However, it is not a choice between one and the other. ICT can

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/ict-is-not-gender-blind/182166

Related Content

Discourse Analysis for Intercultural Competence Development

Phyllis Bo-yuen Ngai (2021). *International Journal of Bias, Identity and Diversities in Education* (pp. 17-30).

www.irma-international.org/article/discourse-analysis-for-intercultural-competence-development/281659

Identity, Hard Sums and Butterflies

Catherine Byrne, Brian Bowe and Michael Carr (2019). *International Journal of Bias, Identity and Diversities in Education* (pp. 35-47).

www.irma-international.org/article/identity-hard-sums-and-butterflies/216372

An Exploratory Research Analysis of Four Cyber Security Trends in Mobile Technology Using the ISO 270K Framework

Eugene J. Lewis and Maria D. Baez (2023). *Real-World Solutions for Diversity, Strategic Change, and Organizational Development: Perspectives in Healthcare, Education, Business, and Technology* (pp. 73-90).

www.irma-international.org/chapter/an-exploratory-research-analysis-of-four-cyber-security-trends-in-mobile-technology-using-the-iso-270k-framework/330288

"Most of the Teaching is in Arabic Anyway", English as a Medium of Instruction in Saudi Arabia, Between De Facto and Official Language Policy

Ismael Louber and Salah Troudi (2019). *International Journal of Bias, Identity and Diversities in Education* (pp. 59-73).

www.irma-international.org/article/most-of-the-teaching-is-in-arabic-anyway-english-as-a-medium-of-instruction-in-saudi-arabia-between-de-facto-and-official-language-policy/231474

Virtual Reality in Process for Children With Autism Disability

Bushra Izzat Albadawi (2023). *Comparative Research on Diversity in Virtual Learning: Eastern vs. Western Perspectives* (pp. 88-104).

www.irma-international.org/chapter/virtual-reality-in-process-for-children-with-autism-disability/320540