Different researches emerged that male and female differs in terms of the positive attitude towards computer. According to the study of most researchers male are more dominant in terms of different aspect when it comes to computer and has a better perspective in using computer than female.

Jackson et. al (2001, as cited by Enochsson, 2005) found that females reported more computer anxiety, less computer self-efficacy, and less favorable and less stereotypical computer attitudes. It has also been reported that males show a more positive attitude toward computers than females (Kadijevich, 2000). In addition to this, Carter (2002) in his book entitled, “Boys and Girls Learn Differently: A Guide for Teachers and Parents,” said that “the female brain is not so inclined toward the kind of quick, right-hemisphere stimulation that computer games (especially the fast-moving ones) generate.” He added that most of the boys are fond of using computers compared to girls and if girls will use the internet, they use it only by means of verbalizing activity or relationship activity by socialization through social networking. Based on the study, female brain focuses more on the left hemisphere that is why girls are better in verbal skills compared to boys.

Avon, Qu, and Hazen (2000, as cited by Johnson, 2006) found that males are more positive about their own personal experiences with computers than females. This is because the world of computing, and the design of educational software, computer games, and computer science curriculum is designed from a male perspective (Huff, Fleming & Cooper, 1992).
Different studies concluded that attitudes towards computers were different between genders. Most of the studies concluded that males are used to using computers than females. But in the study of Carlsson and Facht (2002), boys’ and girls’ computer use nowadays are equal. This is also supported by the study of Tapscott (1997, as cited by Enechsson, 2005) entitled, “Growing Up Digital: The Rise of the Net Generation” which found that boys and girls uses of computer are equal.

According to Howland and Good (2015), the University of Sussex conducted a study of gender issues in computer and found out that girls write more complex programs and learn more about coding than boys when it comes to making computer games. The girls used seven different triggers- almost twice as many as boys – and were much more successful at creating complex scripts with two or more parts and conditional clauses.

Johnson (2006) found in his study that girls had similar types of access, usage, ownership, experience, and efficacy as the boys did. And the result also of his study is that “neither gender was better” at using computer.

Genders in computer usage can be attributed to gender-biased classroom practices. The teacher, therefore, has an important role on one hand in encouraging all students in developing students’ skills in using computers and Internet (Bhagarva et al, 2009). In this case, as suggested by the result of the effectiveness of Computer-Aided Instruction, gender may not be a hindrance for the teachers to help their students to learn in effective way.