# Gender bias in attitude towards girls in the Use of computers in selected schools in central Africa

**Abstract:**

This paper examines whether there is attitudinal gender bias towards girls in the use of computers in selected schools in Central Africa. Drawing from the theory of socialization, the paper also establishes the causes of the attitudinal gender bias towards girls in the use of computers wherever they are manifest. The aim is to ensure women's access to the benefits of ICTs, making it a central tool in women's empowerment and the promotion of gender equality. Quantitative and qualitative data were collected from the PanAf observatory (Indicators 4.4.3, 4.4.4, 4.4.5, and 4.4.6) which is an open knowledge-sharing resource for research on the pedagogical integration of ICTs established by the PanAfrican Research Agenda on the Pedagogical Integration of ICTs. Questionnaires, interviews schedule, and focus group discussion guide, were developed and validated by the PanAf team. Secondary data were collected from documents and other scientific research in this domain. The target population consisted of eleven schools from Cameroon, Central African Republic and Congo. Data were illustrated on tables and analysed by describing the data and interpretation of meanings of the information supplied by the participants. The findings demonstrate that there is an attitudinal gender bias towards girls in computer use. This is due to the female students' perception of themselves, ignorance, public opinion and their parents. Based on the findings recommendations are being made to encourage female and male students to participate equally and succeed in the use of computers.