Young People as Consumers of Information Technology in a Third World Country

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ABSTRACT

Governments, Parents and teachers need to act as facilitators and mediators in the process of adoption and shaping of media culture rather than either acting as passive onlookers or active controllers Review of available observations and Assessment of impacts of ICTs on lives of young people in developing countries on the basis of experts views and relevant information. This study reviewed the situation and tried to explore the views and practices of young people belonging to a developing country through a small sample survey. This survey was conducted in Karachi, the most urbanized city of Pakistan. A questionnaire was used to explore the views and practices of young people belonging to a developing country through a small sample survey. Students from two colleges were randomly selected to fill the questionnaires. Most of the ICT resources were used more often by boys. Majority of respondents did not felt hat it had made significant impact on their work or family life. Most of them felt that it had made appositive impact on their lives this survey revealed that majority of college students were wer satisfied with their use of ICT resources.

Keywords: *Early Childhood Development, Professional Development, Teaching Skills and Competencies, Parents' Perspectives, Botswana.*

1. INTRODUCTION

Internet and communication technologies (ICTs) are playing an important role in fostering globalization, however there are several concerns about the impact of proliferation of ICTs. All over the world younger persons are adopting these technologies much more rapidly than the older people and concerns about impact of using ICTs are focused more on youth and children as compared to other age groups. Future of the globe ultimately depends on today's youth and whatever is influencing them today is going to decide the shape of tomorrow's world. Whether the ICT's unite or divide people, whether they promote harmony or disparity among nations and regions, whether they enhance efficiency, patience, and wellbeing or inefficiency, impatience and physical deterioration are the key questions that could provide answers to future of toady's youth. Intellectuals have been trying to consolidate the differing views though the deliberations from the developing countries are very rare. The influences of ICTs are not likely to be uniform in various regions and cultures and attention, monitoring and control of the issues is needed even in developing countries.

ICTs In Developing Countries

We have moved in to an era where IT has become a really important part of people's lives. New technological inventions are being made more frequently than ever and the number of people having access to technology has also extensively increased.

Internet is one of the fastest spreading IT developments in every part of the world. Where it makes everything easier and faster, it also brings the worlds together. According to Internet Worlds stats website, there has been 200% growth in the use of internet over the world, and there are now over 1 billion internet users in the world. In developing countries, the percentage of total population using internet is relatively low compared to some developed countries, but the increase in the usage is quite high.

According to the internet world stats website the internet usage growth in Asia was 240% from 2000-2006 and it has the highest number of internet users in the world. The highest percentage of internet growth in Asia was in Uzbekistan (11,633.3 %), Pakistan (7,741.7 %) and Myanmar (7,000.0 %) (Dutta, Lopez-Claros, & Mia, 2006).

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Mobile technologies, particularly mobile (cellular) telephones and text messaging, have been widely adopted by young people and integrated into their everyday lives. Now technological equipment is being made compact as possible, fitting as many devices in the shortest space. So phones now come with all sorts of function and software's, such as camera, memory card wireless headsets, and capability of wireless connectivity to different devices. Most phones now are also capable of sending data to different devices with the help of wireless technology such as infrared and Bluetooth. Even though in a developing country many of these phones will be too expensive for people to buy, most of the phone that now come do have these functions, even the relatively cheaper phones have the ability to play music, share data or even take pictures. Due to these numerous functions mobile phones have become a source of entertainment, especially for young people. But in a developing country most people don't have enough money to buy the latest expensive mobile phones, and in some countries where there is high crime rate, mobile phones are becoming the main attraction for thieves. According to a report 27,764 mobile phones had been taken away by bandits or thieves in 2005 Karachi, Pakistan. And the figures increased to 44,388 by December 2006.

This shows that as the use of mobile phone is increasing the number of phones being taken away has also increased, and this is the result because in developing countries not every one can afford a phone. And many people including many young people (of age 16-21) are getting their hands on other peoples phone either for there own use or just to sell them in the black-market.

As Technology in a particular field advances, the change in people's lives, and their way of living becomes more evident. Moreover IT has also brought an ongoing change in culture of a particular society. The change might be for good or bad. Though this change in our lives caused by IT is inevitable, we can asses these changes and try to reduce the negative effects of it.

In third world countries where the literacy rate is quite low and the countries lag behind in relevant research, minimizing the negative impacts of IT and guiding the use of IT in right direction can be difficult.

Potentials Benefits And Hazards Of ICTs For Young People in A Devoloping Country

It has been noticed that the there was an improvement in overall economic behavior with the prevalence of ICT investment which leads to the suggestion that technological innovations in ICT have caused structural shifts in the economy according to some researches.

Advanced technology has become more important for developing countries, for example people living in remote areas don't have many means of communication, but if every one had access to equipment like a mobile phone and computer with internet they would easily be able to communicate to different parts and keep in touch with their friends and families.

In developing countries such as India and Pakistan where the literacy rate is low, especially in remote areas like villages, technology helps people in these remote areas to keep studying through distance learning programs. Where people student don't have to actually go to the universities to attend the lesson, instead the lessons are broadcasted on television.

Influences on social and cultural life

In relation to society and culture and the debate about the meaning of ICTs for young people the debate moves between two polarities: utopias (all good) and dystopias (all bad). It is assumed that the proliferation of ICTs is causing rapid transformation in all branches of life. The second underlying idea is that ICTs function to unify and standardize culture. Some people see it as good aspect and believe that ICTs will revolutionize every aspect of the world while others that the core meaning of ICTs is that of cultural barbarism. Somewhere in between there are those who collect statistics about the global diffusion of ICTs with little emphasis on interpretations (Suoranta, 2003).

By some thinkers children and young people are often seen as innocent victims of media powers Prevailing media culture is, mostly of western origin, and at least to some extent, culturally blind and ruled by a small number of media giants. As the majority of young people in the world do not live according to the Western conceptions of youth thus their consequences are likely to be somewhat different. The variance is mostly due to the different social circumstances, socio-political cultures, definitions of childhood and youth, and the different authority relations prevailing in different cultures. The breakdown of the nuclear family, teenage pregnancies, venereal diseases, paedophilia, child trade and child prostitution spreading through the Internet, drug use, youth crime, the degeneration of manners, suicide and religious cults are all seen as problems exacerbated or even inflicted upon us by the world of media. Children and young people are seen as passive recipients of messages, as spellbound viewers and dim-eyed zombies susceptible to a range of addictions from drugs to the media. ICTs steal children from their parents and eliminate the natural life phases of childhood and youth. The term media panic refers to a concern, worry or fear that arises from the use of new devices or new cultural forms that children and teenagers adopt at the same time challenging earlier cultural practices and conceptions. Without underestimating the capabilities of young people, it is reasonable to claim that children and young people are unable to manage their everyday lives on their own. They need to be loved, supported and understood by adults who also provide them with limits and advice. In the context of media culture, the basic needs of children and teenagers remain unaffected. In fact, they may even be highlighted (Nations, 2004).

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In short, it is a fact that ICT immensely increase opportunities for communication and social interaction. These opportunities may bring people together and can help in development of understanding and harmony. However as the mode of interactions are novel and lead to exposure to a much wider variety of values, ideologies and life styles some people fear that it may lead to chaos and erosion of established social systems. In a mediated culture, it can be difficult for young people to know whose representations are closest to the truth, which representations to believe and whose images matter. At an individual level the young user is challenged by availability of means and opportunities for various kind of social interactions. While he or she is driven by the instincts to try out the new and the tempting interactions he needs to chose the kinds of interactions and limit the extent of interactions according to his/her personal goals and values.

Media culture is produced and reproduced by diverse ICTs. Thus it would be imperative to replace the teaching and training of knowledge and skills central in the agrarian and industrial societies by education in digital literacy. Children and young people must be provided with opportunities to develop skills in multiple literacies, in order for them to be able to better work on their identities, social relationships and communities, whether material, virtual or combinations of the two. The world of young people does, and indeed should, involve other things than just ICTs. Only after a thorough analysis of these factors surrounding ICTs can we say something about the significance of the global media culture in general and ICTs in particular. the meaning of technology is not to be found in technology itself, but arises from its usages and the cultural-political context.

The eventual impact of proliferating ICTs on youth if not totally determined is at least greatly influenced by level of understanding of governing and monitoring agents about ICTs as well as the needs of young people. Governments, Parents and teachers need to act as facilitators and mediators in the process of adoption and shaping of media culture rather than either acting as passive onlookers or active controllers. And for doing so they need to be aware of the importance of their role, alert to technological developments and very sensitive to the needs and situations of young people.

2. LEARNING

In relation to learning ICT offer numerous advantages and provide opportunities for:

- Facilitating learning for children who have different learning styles and abilities, including slow learners, the socially disadvantaged, the mentally and physically handicapped, the talented, and those living in remote rural areas;
- Making learning more effective, involving more senses in a multimedia context and more connections in a hypermedia context; and
- Providing a broader international context for approaching problems as well as being more sensitive response to local needs (Rai, 2006).

Governments are in a position to provide opportunities to use ICT to assist the most vulnerable by connecting schools to the Internet. Some middle-income countries, such as Malaysia, and Thailand, are making good progress in connecting their schools to the Internet. Where there is a government program to increase schools' access to computers and the Internet, scope exists for young people to be trained as computer technicians to maintain a bank of networked computers within a school.

At present, global media culture is an educational force that has the power to exceed the achievements of institutionalized forms of education. Some of the changes brought about by the spread of ICT entail both positive and negative potential impacts. Discussing the the Double-Edged Nature of the Impact of ICT on Education and Society an eminent educationist Aviram says:

It is hard to over-emphasize this fact, especially when taking into account ICT's potential impact on the social and educational arenas. For example the Internet can cater to special needs and abilities of various groups, that are otherwise excluded from many aspects of the social life but the same aspect, namely the uncontrollable and widely and easily available access to knowledge, might have dangerous consequences such as easy access to racist or terrorist websites. An issue that might have even deeper implications, though it gets almost no attention at all, is the Internet's possible enhancement of the blurring of the distinction between valid or sound and invalid or unsound knowledge. Such blurring might threaten the very foundations of science, enlightenment and rationality.

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Thus, while in the early naïve days it was widely believed that the mere spread of ICT, as well as its integration in society and education, is wholly a blessing or "progress" – today it is obvious that we should be more cautious and look for policies leading to its uses for the better and inhibiting bad uses and effect (Aviram & Comey, 2002) .

WORLD OF WORK - Digital divide and career prospects for young people

All of the international organisations - including the European Union, the United Nations, the International Monetary Fund, the G-8 countries and the OECD - have expressed their awareness of the fact that the proliferation and use of ICTs form yet another dimension in the division of the worlds' youth into fortunate and less fortunate ones. As Castells (2001, p. 265) puts it: "the new techno-economic system seems to induce uneven development, simultaneously increasing wealth and poverty, productivity and social exclusion, with its effects being differentially distributed in various areas of the world and in various social groups". International agencies - both inter-governmental and non-governmental as well as those belonging to the corporate sector - discuss the digital divide and compile charts and agendas for the purpose of bridging I" (Castells, 1997).

With regard to the global digital divide, the uptake of ICTs entails a number of practical problems that are particularly relevant in the poorest nations of the world.

need external funding

the newest ICT applications are far too expensive

the language used in ICTs.

80% of all web-sites exist in English alone.

Critical voices have claimed that in reality there is little intention to demolish the digital divide. It can be narrowed down somewhat, but not enough to lose the economic advantage derived from it. As perceptively noted by Eduardo Galeano: And don't forget the ferocious protectionism practiced by developed countries when it's a matter of what they want most: a monopoly on state-of-the-art technologies, biotechnology, and the knowledge and communications industries. These privileges are defended at all cost so that the North will continue to know and the South will continue to repeat, and thus may it be for centuries upon centuries (Galeano, Galeano, & Posada, 2001).

Optimistic people think that ICTs have the potential to help the poor to acquire literacy or marketable skills, for instance, and thus to count for something in the markets. This is true for the millions of young people who are poor and who are in the prime of their learning abilities. They argue that as much remote processing of information consists of repetitive tasks and needs nimble fingers, keen eyesight, good health, and mental retention it is not difficult for people not knowing English to avail benefits of ICTs.

"It takes no more than eight odd weeks for young people to get up to speed, as far as competence in operating systems and applications is concerned. The English that workers need to understand is highly specific to the tasks at hand: because they are highly motivated they learn what they need to know quickly. A clear vision of the benefits of these livelihood opportunities makes these people earnest learners and adaptable (Chowdhury, 2000)."

A report about best practice examples from mainly Asia-Pacific ILO member countries of the use of information and communications technologies (ICT) to generate youth employment provide some assurance that it is not impossible for developing countries to minimize the impact of digital divide (Curtain, 2002). This paper seeks to balance optimism about ICT's potential with an awareness of the constraints that obviously exist for many countries in the Asia-Pacific region. The best practice initiatives indicate that

several constraints to access, which apply in high income countries, are much less important in the different social context of developing countries.3

ICT access does not require personal ownership of a computer; nor does it require the use of expensive computers.

For example: The Simputer is a low-cost portable alternative to PCs…,. It has a special role in the Third World because it ensures that illiteracy is no longer a barrier to handling a omputer. The key to bridging the digital divide is to have shared devices that permit truly simple and natural user interfaces based on sight, touch and audio.

the potential that the widespread use of mobile phones offer for young people both as an income generator in its own right and as an alternative to fixed line telephones to gain easier access to the Internet.

other infrastructure constraints such as electricity supply can also be addressed.

that the use of the Internet is not limited to the literate or to English users.

that it is possible through ICT for craft producers in poor and isolated regions to tap directly into regional, national and global markets.

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The best practice principles identified through this report include: promoting youth entrepreneurship; promoting public-private partnerships; targeting vulnerable groups of young people; and bridging the gap between the digital economy and the informal sector and putting young people in charge.
Examples of Liberalization of the telecommunications economy and collapsing of traditionally rigid policy postures state-owned telecom organizations cited by an economist in relation to a few Asian countries indicate that measures are being taken by developing countries to minimize the impacts of digital divide on the career opportunities for young people (Mujahid, 2002).
Conclusion: Ultimate outcome depends on several factors
The debate on children and youth reflects not just worry for our own lives and the lives of people close to us, but also concern for the state of the world. Discussion on childhood and youth should be broadened to cover the general conditions and structures of life, or, in other words, social justice in a world ruled by global corporations.
The eventual impact of proliferating ICTs on youth if not totally determined is at least greatly influenced by level of understanding of governing and monitoring agents about ICTs as well as the needs of young people. Governments, Parents and teachers need to act as facilitators and mediators in the process of adoption and shaping of media culture rather than either acting as passive onlookers or active controllers. And for doing so they need to be aware of the importance of their role, alert to technological developments and very sensitive to the needs and situations of young people.

3. OBJECTIVE

Review of available observations and Assessment of impacts of ICTs on lives of young people in developing countries on the basis of experts views and relevant information.
Explore the views and practices of young people belonging to a developing country through a small sample survey.

4. METHODOLOGY

This survey was conducted in Karachi, the most urbanized city of Pakistan, having highest proportion of ICT users (Mujahid, 2002; Wolcott, n.d). A questionnaire was used to explore the views and practices of young people belonging to a developing country through a small sample survey. Students from two colleges were randomly selected to fill the questionnaires.
The responses are likely to represent young people belonging to upper middle class urban educated families of Karachi.
Survey of young people's views and practices
In order to conduct this survey first I searched and reviewed similar research studied done in other countries and then designed my own study. I designed a questionnaire to collect the needed information. The questionnaire was kept simple so that the respondents can fill it themselves. The questions I included in this questionnaire were about general characteristics, use of various ICTs, and perceived impact of ICTs on respondents' life. (annex 1)
The data was collected from approximately 100 college students of Karachi. The proportion of boys and girls in the sample was about 50:50. Data was entered and analyzed on a computer program SPSS. Results are prepared and presented as tables, text and charts.
Results:
General characteristics of the respondents
The respondents were 17- 20 years old. Total number of respondents was 111 (55 boys & 56 girls). On the basis of housing and income they could be categorized as belonging to middle income group.

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Table 1. General information about the Respondents of Survey.

Characteristics	Sex of Respondent	
	Male	Female
	N=55	n=56
	%	%
Age in completed years	19	18
What is the highest degree/ educational certificate that you have received:		
• SSC	19	9
• HSC	67	91
• BSC/BA	15	0
What is your current work status:		
• Studying only	89	80
• Studying & working	12	20
How would you describe your housing type:		
• *Apartment*	*47*	39
• Bungalow/Town house	53	61
• Do you own or rent your home:		
• Own	66	86
• Rent	35	14
How many rooms do you have in your house:	5	5
What is the total number of adults and children who live in your house.:	7	6
What is your approximate Household income (in Pk. Rs)	21628	20758

4.1. General ICT Use

Gender differences in the time spent in using ICT were marked in case of internet (8 hours per week for boys and 4 for girls) but not for computer and mobile phones but not for internet and TV (see Table 3). Boys have been using computer for 31months while girls for 18 months. Use of internet and mobile phones was also started earlier by boys.

4.2. Television

Use of TV in general and hat of private channels and cable transmissions was higher among girls (see Table 4). TV was watched mostly in their own homes both by boys and girls (see Table 5).

As compared to boys a larger proportion of girls thought that their watching TV did not have any effect on the time they spend in various activities. For some boys and girls time spent with family increased due to watching TV. As compared to girls (45%) a larger proportion of boys (74%) thought that TV had appositive impact on their life . Similarly a higher proportion of boys (49%b vs 28%g) said that use of TV should be promoted (see Table 6).

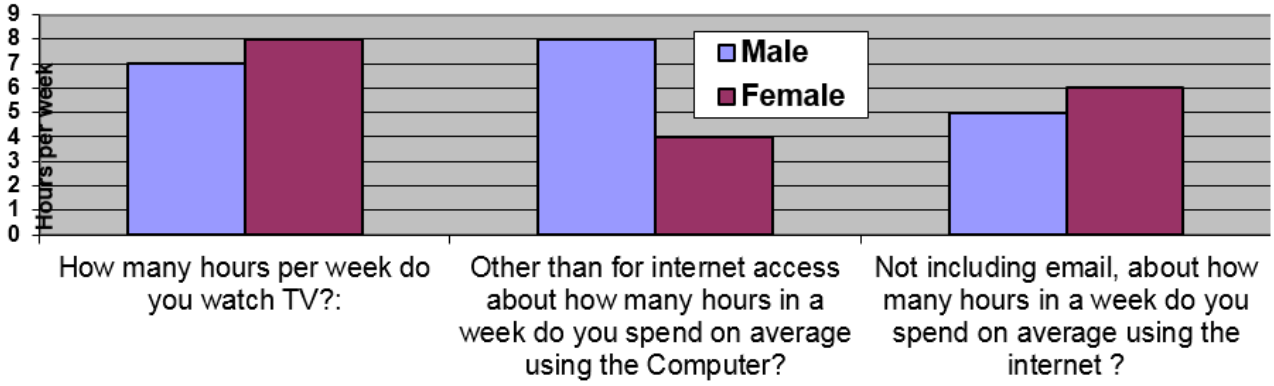

Figure 1. Time spent in ICTs USE.

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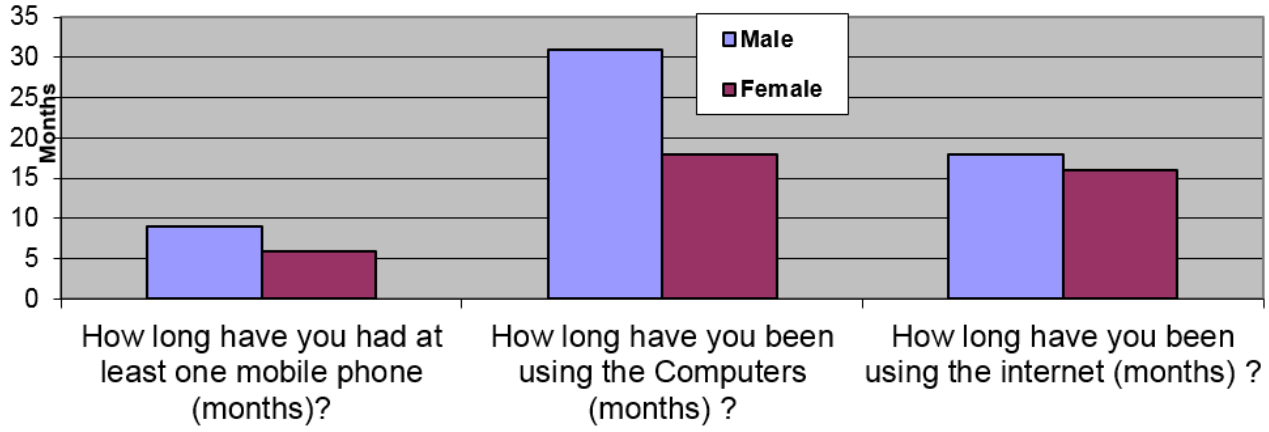

Figure 2. Duration of ICTs USE.

4.3. Mobile Phones

Mobile phones were being used by 94% of boys and 78% of girls and were being used most often just for calls and for calls and games. Girls used mobile phones more often at home than boys. For most of the respondents use of mobile phones did not have much effect on their other activities. For the ones for who noticed any change the time was not uniformly increased or decreased for various activities. e.g time spent with family and friends was increased and time spent in office was decreased for some while increased for others (see Table 4a-4e). Boys (71%) more often than girls (60%) reported appositive impact on their life of using mobile phones than girls. Boys (78%) also were more often in favor of promoting the use of mobile phones than girls (50%). Gender gap in promoters was much wider than gap between users.

4.4. Computers

Computers were being used by 80% of boys and 68% of girls and were being used most often just for calls and for calls and games. Girls used computers more often at home than boys. Computers were being used slightly more often for course work and typing than for games or music/videos. For most of the respondents use of computers did not have much effect on their other activities. For the ones for who noticed any change the time was not uniformly increased or decreased for various activities. e.g. time spent with friends was more often decreased and time spent working in home was more often increased for boys but the situation was reversed for girls. (see Table 4a-4e). Boys (71%) more often than girls (60%) reported appositive impact on their life of using computers than girls. Boys (78%) also were more often in favor of promoting the use of computers than girls (50%). Gender gap in promoters was much wider than gap between users.

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Table 3a. Use of TV.

Questions	Responses	Sex		Total
		Male	Female	
		%	%	%
Do you use TV?:	Yes	81	93	87
In general, where do you most often use the TV				
• Only outside my home		5	0	2
• Mostly outside my home		2	4	3
• About equally in & outside my home		2	10	6
• Mostly in my home		39	34	36
• Only in my home		52	52	52
What kind of TV transmission channels do you mostly use:	National	58	35	46
	Private	42	65	54
What mode of TV transmission do you mostly use?	Arial	38	29	34
	Cable	60	69	64
	Satellite	2	2	2
Has using the TV changed the amount of time you spend...:				
• Working at Office	Increased	7	0	3
	Decreased	2	4	3
• Working at home	Increased	9	10	9
	Decreased	27	12	19
• Reading newspapers	Increased	18	12	15
	Decreased	24	6	15
• Spending time with your family	Increased	24	15	20
	Decreased	7	10	8
• Spending time with your friends	Increased	18	6	12
	Decreased	16	17	16
• Attending events	Increased	13	8	11
	Decreased	78	85	81
What kind of affect has using TV had on your life?	Positive	74	45	59
	Negative	0	6	3
Do you think using TV can influence viewers opinions :	Yes	63	57	60
Do you think use of TV should be promoted?	Yes	49	38	43

4.5. Internet

Internet was being used by 67% of boys and 51% of girls and was being used most often just for calls and for calls and games. Girls used Internet more often at home than boys. Internet was being used markedly more often for course work by girls (71%) than by boys (35%). Us for chatting and messaging was slightly higher by girls (39%g, 30%b). Use for email was comparable (47.5%b, 48.4%g).

For most of the respondents use of Internet did not have much effect on their other activities. Time spent with friends was more often decreased for boys and increased for girls. Time spent in reading newspaper, with family and watching Television was similarly decreased due to computer use for both boys and girls. (see Table 6a-6e).

Boys (60%) slightly less often than girls (64%) reported a positive impact on their life of using Internet than girls. A larger proportion of boys (76%), as compared to girls (65%) thought that internet can influence users opinion. Boys (78%) also were more often in favor of promoting the use of Internet than girls (60%). Gender gap in promoters was much wider than gap between users.

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Table 4a. Use of Mobile Phones.

Questions	Responses	Sex		Total
		Male %	Female %	%
Do you use Mobile phone?:	Yes	80	68	74
In general, where do you most often use the Mobile phone				
• Only outside my home		9	5	7
• Mostly outside my home		9	5	7
• About equally in & outside my home		55	61	58
• Mostly in my home		19	17	18
• Only in my home		9	12	10
When you use the Mobile phone, what purposes do you mostly use it for?				
• Only calls		65	52	59
• Calls & Games		17	25	21
• Calls & as a MP3 player (music)		8	16	12
• Calls & Internet		10	5	7
• Taking photographs		4	2	3
• Recording video		4	0	2
• Audio recording		6	5	5
• Other_		14	2	8
Has using the Mobile phone changed the amount of time you spend...:				
• Working at Office	Increased	8	7	7
	Decreased	8	11	9
• Working at home	Increased	17	7	13
	Decreased	6	16	10
• Reading newspapers	Increased	6	0	3
	Decreased	4	9	6
• Spending time with your family	Increased	8	16	12
	Decreased	8	9	8
• Spending time with your friends	Increased	14	23	18
	Decreased	10	2	6
• Attending events	Increased	17	7	13
	Decreased	4	9	6
What kind of affect has using Mobile phone had on your life?	Positive	71	60	66
	Negative	2	0	1
Do you think use of Mobile phone should be promoted?	Yes	78	50	65

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Table 5. Use of Computers.

Questions	Responses	Sex		Total
		Male %	Female %	%
Do you use Computers?:	Yes	80	68	74
In general, where do you most often use the Computers				
• Only outside my home		5	3	4
• Mostly outside my home		7	3	5
• About equally in & outside my home		19	9	14
• Mostly in my home		37	34	36
• Only in my home		33	51	41
How many computers do you now have in your home:	0	33	24	28
	1	55	67	61
	2	7	9	8
	3	6	0	3
When you use the Computers, what purposes do you mostly use it for?				
• Job Related		18	10	14
• Typing.		42	30	37
• Course work.		58	43	51
• Computer games.		33	35	34
• Music/videos/CDs.		42	45	44
• Other.		14	18	16
Has using the Computers changed the amount of time you spend...:				
• Working at Office	Increased	16	13	14
	Decreased	4	0	2
• Working at home	Increased	22	3	13
	Decreased	9	13	11
• Reading newspapers	Increased	4	5	5
	Decreased	18	13	15
• Watching television	Increased	4	3	4
	Decreased	22	18	20
• Spending time with your family	Increased	13	8	11
	Decreased	11	8	9
• Spending time with your friends	Increased	11	13	12
	Decreased	13	3	8
• Attending events	Increased	11	8	9
	Decreased	7	10	8
What kind of affect has using Computers had on your life?	Positive	86	86	86
	Negative	5	0	3
Do you think use of Computers should be promoted?	Yes	83	80	82

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Table 6. Use of Internet.

Questions	Responses	Sex		Total
		Male %	Female %	%
Do you use Internet? :	Yes	67	51	59
In general, where do you most often use the Internet				
• Only outside my home		7	7	7
• Mostly outside my home		13	4	9
• About equally in & outside my home		10	4	7
• Mostly in my home		43	22	33
• Only in my home		27	63	44
When you use the internet, what purposes do you mostly use it for?				
• email		48	48	48
• Chatting, messaging		30	39	34
• Getting information for fun		20	29	24
• Getting information for studies		35	71	51
• Getting information needed for travel		18	19	18
• Getting information about products		10	16	13
• Online games.		10	23	16
• Online reservations.		15	10	13
• Online purchases or other payments		5	7	6
Has using the Internet changed the amount of time you spend...:				
• Working at Office	Increased	10	10	10
	Decreased	0	7	3
• Working at home	Increased	8	13	10
	Decreased	8	10	9
• Reading newspapers	Increased	5	3	4
	Decreased	13	10	11
• Watching television	Increased	10	3	7
	Decreased	10	10	10
• Spending time with your family	Increased	5	10	7
	Decreased	13	16	14
• Spending time with your friends	Increased	3	19	10
	Decreased	8	3	6
• Watching television	Increased	3	0	1
	Decreased	13	10	11
• Attending events	Increased	13	10	11
	Decreased	5	3	4
What kind of affect has using Internet had on your life?	Positive	60	65	62
	Negative	10	3	7
Do you think using internet can influence viewers opinions :	Yes	76	65	70
Do you think use of Internet should be promoted?	Yes	78	60	69

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5. CONCLUSION

The frequency of using various ICTs was less than that observed in developed countries (Nie & Erbring, 2000). The results show that youth from developing countries differ in extent of use of ICTs but also in pattern of use and opinions about promotion of ICTs. Overall girls are less confident in supporting the use of ICTs than boys.

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CONFLICT OF INTEREST

The authors declare that they have no competing interests.

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