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LEVEL OF PERSONAL COMPUTER (PC) TABLET PENETRATION AMONG UNDERGRADUATE STUDENTS OF UNIVERSITY OF ILORIN, ILORIN, NIGERIA

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Abstract

This study was designed to find out level of Personal Computer (PC) tablet penetration among undergraduate students of university of Ilorin, Ilorin, Nigeria. Random sampling technique was adopted to select 200 students from selected Faculties in University of Ilorin. The questionnaire were administered, collected and analyzed. Frequency count, percentage and mean were used to interpret demography data and research questions. The findings of the study revealed that PC tablet is a learning tool as students easily view course materials on their PC tablet which makes learning interesting. As a result, undergraduates have positive perception on the use of PC tablet for learning. Based on these findings, it was recommended that, the use of PC tablet should be limited to academic activities only, increase the bandwidth of internet connection so that students can have full access to internet to download educational material and to increase learning pace among others.

Keywords: Touch-screen, personal computer, information and communication technology, mobile technologies

Introduction

Mobile touch-screen technologies, also called PC Tablet technologies have introduced a new generation to educational tools that afford creative use and instant access to a wealth of online resources. They have been touted as revolutionary devices that hold great potential for transforming learning (Pamela, 2011). Information and communication technology (ICT) plays an active role in learner's achievement at all educational levels and its significance in education cannot be over-emphasized. ICT is being used effectively in education and learning environments due to its spread of internet use in different dimensions around the world.

A recent rapid advancement in the capabilities of mobile devices along with a decrease in price has enabled the mobile phone become ubiquitous; there are now 5.3 billion mobile subscriptions globally, which is about 77 percent of the world's population. Although, estimates are lower for rural areas, it is predicted that 80 percent of people living in rural communities have access to a mobile network. In fact, in places where infrastructure barriers have prevented developing countries from accessing the internet, the majority of people access the Internet from their mobile devices (International Telecommunication Union, 2010). Even where infrastructure is not an issue, people are increasingly choosing to perform a variety of tasks on their mobile phones. In Japan, authors are now composing novels on mobile phones.

The use of ICT in schools has wined accessibility to quality education and improved the management of education system. Yusuf (2005 explained that ICT is a

powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations. Waston (2005) expressed that learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge, which departs from traditional approach. Brown (2001) posited that technology has an ubiquitous presence in educational institutions across the world. These technological implementations have required re-engineering network topologies and over hauling the data communication facilities.

One of the benefits of this technology (PC Tablet) is that they enable learning anywhere and anytime. This allows a shift away from the industrial era model where the classroom is the central place of learning driven by the teacher and limited to instruction within the school day. In deploying mobile devices, the teacher is no longer at the center of the learning process the instructional time can transcend the school day. The portability of mobile devices provides users with access to a broader and more flexible source of learning materials than what is offered in classroom settings with over 500,000 apps (mobile applications) available to download from the app store, students have access to an abundance of learning materials for use on mobile devices. There is emerging evidence to suggest that app leaving a significant potential to support learning process (Shuler, 2012).

The usage of mobile tablets in the learning environment can yield many benefits for students in terms of improving their motivation, collaboration,

creativity and developing information technology (IT) skills. The overall learning experience can be improved through audio/video machine; hence the use of mobile tablets in such environment helps them to learn in an interactive way. Moreover, mobile tablets are rich in sources of audio/visual tools, such as charts, graphs and images. With these visual elements, learning experience becomes more engaging and fun for the students and ultimately promote them to learn and develop (Rossing, Miller, Cecil & Stamper, 2012).

Advances in mobile technologies with advent of PC Tablet have enabled educators to send instructional messages in flexible ways. With new technologies including mobile computers, pocket PCs, Apple iPhones, Android Phones and tablet PC instructors and students can communicate through voices and images as well as text. Using mobile devices for educational purposes is becoming a common expectation (Lan & Hung, 2012).

University of Ilorin has adopted specialized devices (PC Tablet) that allow screen manipulation to aid teaching and learning. mobile phone facilitated learning can give students in developing countries increased access to educational materials and services, particularly in rural and urban area. The innovation of technology based learning continues to challenge educators to develop new teaching and learning methods (Garfield, 2005; Valk, Rashid, & Elder, 2010). Tablet PC applications and electronic books have positive attitudes toward learning. It was further revealed that male and female student uses tablet PC and there is no meaningful difference between them (Hakan & Murat, 2014)

According to Chen, (2013) undergraduates perceived mobile technology as a tool that facilitates access to personalized learning content with the ability to learn outside traditional classroom settings. Also, mobile technology supports independent learning and development of meta-cognitive skills in young learners. These access to mobile technology allows students to design their own learning contexts in terms of when, where and how they can learn best, and learning thereby becomes increasingly self-directed (Sha & Looi, 2011; Wong, 2012).

El-Gayar, Moran, and Hawkes (2011) expressed that tablet PC's extend the mobility provided by laptops by providing the ability to capture handwriting using a magnetic pen. PC Tablet with pen-based computing and hand-written recognition software is quickly gaining popularity as an educational tool that make

students a more active part of the learning process. Electronic distribution of lecture materials creates the possibility of tailoring course materials to meet the needs of individual students. Electronic distribution could also enable physically challenged students to submit written questions about the lecture materials. The handwritten lectures created on PC Tablet can be saved as digital file, allowing instructors to make their notes available to students for review, helping students to concentrate on the lecture rather than worrying about taking notes from the whiteboard. The portability and ease of note taking made possible by PC Tablet have attracted users from various sectors including healthcare, Construction Company, government and education (Joseph & Maria, 2007). Whenever one looks, evidence of mobile penetration is irrefutable: cell phones, PDAs, MP3 Players, portable game devices, handhelds, Tablet PC and laptops abound. No demographic is immune from this phenomenon. From toddlers to seniors, people are increasingly connected and are digitally communicating with each other in ways that would have been impossible only a few years.

This assertion depicts what is obtainable in Nigeria higher institutions and it is corroborated in the word of (Killaiyan, 2011) that half of Africa's one billion population has a mobile phone and that Mobile technology has had a positive effect increasing the digital incursion statistics and provides a medium for those with low self-efficacy in ICT to access the internet, (Muneo, 2009).

Researchers have shown that students understand the legitimate academic benefits of using mobile technology in the classroom, and clearly want to use the technology more in the future. Carol and Hull (2005) discovered that the use of Tablet PC improve interactivity in the classroom compared to conventional method of teaching. The use of the tablet PC has a significant impact on the student's achievement and performance but student's attitude to the use is negative. Pierce, Stacey and Barkatsas (2007) conducted studies to figure out student's attitudes towards mobile learning. The findings of this study revealed that students are favored in the process of using mobile devices for learning. The researchers further explained that girl's relationship was negative to technology, that is male students' attitude is better than the female student in terms of using mobile technology for learning. Al-Fahad (2009) also conducted a study to measure students' attitudes and effectiveness of mobile learning. The result revealed that the majority of students supported the idea that the wireless networks increase the flexibility

of access to resources of learning independently in any place. Therefore, students can save their time, effort and even money.

Pamela (2011) conducted an experimental research on the perception of lecturers and students on the use of mobile technology for learning. It was discovered that students often use the tablet PC for socialization and not for educational purposes, whereas tablet PC can be used to foster learning among peers. Also, the main obstacle that students encounter in using mobile technology in the classroom is the perceptions of the instructors. Inability and unwillingness of instructors to actively engage students in the classroom with the effective use of mobile technology poses a significant challenge (Harry, Garard and Michelle, 2014). However, a lots of discoveries have been made and also lots of conclusion have been drawn and deduced as to the concept of Mobile learning, student perception and effect on learning. To the best of the researcher's knowledge, no research has been carried out on level of PC Tablet penetration among undergraduate's students in University of Ilorin, Ilorin, Kwara State, hence the gap to be filled by the researcher.

The purpose of this study is to determine the level of PC tab penetration among undergraduate students of the University of Ilorin, Ilorin Nigeria. Specifically, this study attempted to (i) find out if all students own the PC tablet and (ii) find out the level of its usage among undergraduate students for learning. The study specifically sought to provide answers to the following questions:

1. What is the level of Utilization of PC Tablet among Undergraduates? and
2. How do student perceive the use of PC tablet for learning?

Methodology

This research is a descriptive research design of the survey type. The population for the study was all undergraduates in University of Ilorin, Ilorin, Nigeria. The target population for this study was all undergraduates student of University of Ilorin, Ilorin, Nigeria. The choice of undergraduate students was

based on this premise that they all have PC tablets. Two hundred (200) respondents were randomly selected from five (5) faculties within university of Ilorin. The selected faculties are Agriculture, Arts, Engineering, Education and Physical Science.

The researcher-designed questionnaire titled "Level of PC Tablet Penetration among Undergraduate Student of University of Ilorin, Ilorin, Nigeria" The questionnaire consists of two (2) sections namely Section A and Section B. Section A consist a demographic data of the respondents such as the respondents' name of institution, faculty, department, level, gender and age range while Section B sought information on the variables selected from the study. The questionnaire consists of question items constructed with response from the respondents. The respondents are expected to carefully tick the alternative that best suit their responses using Likert-scale of SA=Strongly Agree, A=Agree, SD=Strongly Disagree, D=Disagree. Questionnaire was chosen as the research instrument for this study because it is useful for gathering information in real time from a large sample within a short period of time.

The research instrument was validated by two lecturers in the department of educational technology, Faculty of Education University of Ilorin, Nigeria, for face and content validity. All necessary corrections, amendments, modifications and suggestions were made before the final draft and administration of the instrument. The researcher administered the questionnaire to the respondents. The instrument was collected for further analysis after they have been adequately completed.

Data analysis

The data obtained through the questionnaire was subjected to descriptive and inferential statistics. The descriptive analysis of frequency count, percentage and mean score were used to answer the research questions. Data collected was transformed and analyzed using Statistical Package for Social Sciences (SPSS) version 21.0 for windows.

Table 1: Percentage distribution of respondents based on faculty

Faculty	Frequency	Percentage (%)	Mean Value
Art	40	20	
Agricultural Science	40	20	
Engineering	40	20	
Education	40	20	
Physical Science	40	20	
Total	200	100	3.00

Table 1 revealed the percentage distribution of respondents by faculty. Faculty of Agriculture 40 (20%), Faculty of Education 40 (20%), and Faculty of Physical Science 40 (20%) with the total mean value of 3.00.

Table 2: Percentage Distribution of Respondents Based on Age

Age (In Years)	Frequency	Percentage (%)	Mean Value
15 – 18	22	11	
19 – 22	91	45.5	
23 – 26	65	32.5	
27 and above	22	11	
Total	200	100	2.38

Table 2 revealed that the respondents that fell within ages 15 – 18 years were 22 (11%), 19 – 22 years were 91 (45.5%), 23 – 36 years were 65 (32.5%), while the remaining respondents 22 (11%) were 27 years and above with the total mean value of 2.38.

Table 3: Percentage Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)	Mean Value
Male	109	54.4	
Female	91	45.5	
Total	200	100	1.58

Table 3 showed that 109 of the respondents (54.4%) were male while females were 91 representing 45.5% of the total respondents with grand mean value of 1.58.

Table 4: Percentage Distribution of Respondents Based on Mode of Entry

Mode of Entry	Frequency	Percentage (%)	Mean Value
UTME	157	78.5	
IJMB	8	4.0	
Direct Entry	35	17.5	
Total	200	100	1.39

Table 4 showed that 157 of the respondents (78.5%) got admission through UTME, 8 of the respondent (4.0%) got admission through IJMB and 35 of the respondent (17.5%) got their admission through direct entry.

Table 5: Percentage Distribution of Respondent Based on Academic Level

Level	Frequency	Percentage (%)	Mean Value
100	13	6.5	
200	84	42.0	
300	48	24.0	
400	48	24.0	
500	7	3.5	
Total	200	100	2.76

Table 5 showed that 13 of the respondent (6.5%) are 100 level students, 84 of the respondents (42.0%) were 200 level, 48 of the respondent (24.0%) were 300, 48 of the respondent (24.0%) were 400 and 7 of the respondent (3.5%) were 500 level students with the total mean value of 2.76.

Research Question 1: What is the level of Utilization of PC Tab by Undergraduates for learning?

Table 6: Level of Utilization of P.C Tablet for Learning

S/N	ITEM	S. A %	A %	D %	S.D %	Mean Value
1.	PC Tablet is used primarily as a notebook computer to carry out various assignment and class works.	43.5	29.5	18.5	8.5	3.08
2.	Students access of services, apps and website from tablet PC	65.0	25.5	5.0	4.5	3.50
3.	I use my tab PC for social function	46.5	37.0	10.0	6.5	3.24
4.	Students use the PC tablet for gaming and chatting instead for learning.	52.5	29.0	13.0	5.5	3.40
5.	Some assignments are submitted through my tab using internet service as directed by my lecturer at times	42.5	23.5	14.5	19.5	3.29
6.	There is provision of PC tablet for all students in the University.	42.0	31.5	19.0	7.5	2.89
7.	Lecturers uses different technology in implementing their lectures	45.0	34.0	10.0	11.0	3.08
Grand Mean						3.21

Table 6 showed the Level of PC tablet utilization for learning. The first item on the table with the mean score of 3.18 reveals that respondents agreed that students use their PC Tablet as notebook in classroom. Second item on the table with the mean value of 3.50 revealed that respondents agreed that students access apps, website on their PC Tab. Item 3 that has the mean value of 3.24 revealed that respondents agreed that PC tablet is used for social function. This showed that PC tablet is not used for the purpose for which it is designed for. Item 4 that has the mean value of 3.40 respondents shows that the respondents agreed that PC tablet is used for gaming, chatting instead for learning while. Item 5 with the mean value of 3.29 shows that respondents agreed that assignment were submitted through their

PC Tablet. Item 6 that has the mean score of 2.89 shows that respondent agree that there is provision of PC tablet for undergraduates in the school. Item 7 that has the mean value of 3.08 shows that respondents agree that lecturer's uses different technology in implementing their lectures in the classroom.

From Table 6, we can deduce that lager percentage of the respondent agreed on the research question one therefore the level of utilization of PC Tablet by undergraduates for learning is high with grand mean value of 3.21.

Research Question 2: How does student perceive the Use of PC Tablet for Learning?

Table 7: Student Perception on the use of PC Tablet for Learning

SN	ITEM	S.A %	A %	D %	S. D%	Mean Value
1.	Student's learning pace increases after the introduction of PC tablet	36.0	35.5	16.0	12.5	3.10
2.	Learning through the PC tablet could be interesting	40.5	53.5	3.5	2.5	3.32
3.	The use of PC tablet is pleasant and makes work more interesting	43.5	46.5	4.0	6.0	3.31
4.	Students were able to easily view course materials (syllabus, courseware, notes) on their PC tablet.	55.5	30.5	5.0	9.0	3.33
5.	PC Tablet enhance effective learning	51.0	42.5	4.5	2.0	3.43
6.	P.C Tablet is use to create group chat on google and other social media	57.5	35.5	3.5	3.5	3.47
7.	The use of PC tablet creates an easy communication within the students and lecturers.	45.5	34.5	14.0	6.0	3.21
Grand Mean						3.31

Table 7 showed clearly that item 6 and 5 had the highest mean value of 3.47 and 3.43 respectively that implies that the respondent use PC tablet to create group chat on social media and google chat and also agree that PC tablet enhance effective learning, this is followed by item 4 with the mean score of 3.33 where respondents agree that student were able to easily view course materials on their PC tablet. Item 2 reveal with mean value of 3.32 showed that respondent agree that learning through PC tablet could be interesting while item 3 with mean value of 3.31 shows that respondent agree that PC tablet is pleasant and makes work interesting. Respondent agreed with question in item 7 with the mean value of 3.21 that tablet PC create easy communication within the students and lecturers. Item 1 that has the least mean value of 3.10 shows that student learning pace increase after the introduction of tablet PC.

From Table 7, we can deduce that lager percentage of the respondent agreed on the research question two therefore the student perception on the use PC Tablet by undergraduates for learning is positive.

Discussion

The study examined level of PC tablet penetration among undergraduate's student of University of Ilorin, Ilorin, Nigeria. Research question one sought for information on level of utilization of PC tablet for learning. The frequency count, percentage and mean value obtained revealed that almost all

undergraduates' students use PC tablet for learning. Also, PC tablet is used primarily as a notebook computer to carry out various assignments. More so, it is postulated that undergraduates uses PC tablet for gaming, chatting as well as learning. It is of note that lecturer's uses different technology in implementing their lectures.

The student's perception on the use of mobile technology for learning was examined in research question two. The result of the mean value showed that students' learning pace has not increased since the introduction of tablet PC. However, students are able to easily view course materials like syllabus, courseware and notes on their tablet PC. A large of number students believes that the use of tablet PC is pleasant and makes their school work more interesting. This agrees with the findings of Berque, Prey and Reed (2006) who discussed that students believe that tablet PC use enhances their learning experiences and their classmates are helping resources in their learning to use tablet PC.

Student's accessibility to internet connection was examined in research question three. Results and findings revealed that university provides internet connection to all undergraduate students when they are on campus and most of the students are using it. It is noted from research question three that the network provide by the school is not fast and not available

most of the time. Therefore, most of the student uses subscription like MTN, AIRTEL, GLO services and so on for browsing and downloading academic materials.

The findings of this study imply that learning through PC tablet is interesting because it encourages students to learn, but student academic performance has not improved since the introduction of it. Also, the internet connection provided by the university did not serve the purpose it was meant for.

Conclusions

The results obtained from data gathered and analyzed in this study indicated that introduction of tablet PC in University of Ilorin has no effect on students' performance as there is no increase in student's performance since the introduction of tablet PC. Also, PC tablet is not used for the purpose for which it is designed for, it was misused for gaming, chatting, watching movies, and so on instead of learning. The PC tablet is meant to create an effective teaching and learning environment, but students abused the use by using it for gaming and chatting purposes and the result of the findings reveal that internet connection provided by the school is not really effective which has negative effect on the use of PC tablet. Also, there was no significance difference in the PC tablet usage among undergraduates learning style based on gender.

Recommendations

In view of the findings of this study, the following recommendations were made:

1. the school should restrict the function of the tablet PC in such a way that student's activities on the PC tablet will be tailored towards learning;
2. the school should that the internet they provide is working very well for students in order for them to make effective use of their tablet PC for learning;
3. there should be proper and effective utilization of PC tablet in the teaching and learning process so as to bring about benefit in the academic and non-academic field to both student and instructor;
4. all tertiary institutions may benefit from recognizing the enormous value in blending the best traditional learning and teaching experience with those enhanced by the emerging technologies such as Google, Google+, Whatsapp, Facebook, 2go and the likes;

5. seminars and workshops should be provided for Instructors on how to design instruction and use the PC tablet; and
6. using this technology (PC tablet) enables easy sharing and accessibility of academic materials from the educators to the students, from the students to the educators and from the students to the students. It is important for educators to embrace this latest technology and explore its benefits to the fullest.

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