



To cite this article: DR. (MRS.) C. E. IHIONKHAN, DR. (MRS.) J. O. AKHIGBE and (MRS.) IGIEKHUME I. A. (2023). STUDENTS' PERCEPTIONS ON USING GOOGLE CLASSROOM FOR TEACHING OF BUSINESS EDUCATION COURSES IN UNIVERSITIES IN EDO STATE, International Journal of Research in Commerce and Management Studies (IJRCMS) 5 (1): 16-27

STUDENTS' PERCEPTIONS ON USING GOOGLE CLASSROOM FOR TEACHING OF BUSINESS EDUCATION COURSES IN UNIVERSITIES IN EDO STATE

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DOI: <http://dx.doi.org/10.38193/IJRCMS.2023.5102>

ABSTRACT

The study examined students' perceptions on using Google classroom for teaching of Business Education courses in universities in Edo State. The descriptive research design using the survey was adopted in the study. The population of the study covered all the four thousand two hundred and one (4201) Business Education students of Ambrose Alli University, Ekpoma and University of Benin, Benin City. A sample of 420 students representing 10 percent of the students from both institutions was drawn using the simple random sampling technique. A researcher developed questionnaire titled: Google Classroom Perception Questionnaire (GCPQ) was used to collect data. The test-retest reliability coefficient yielded an r-value of 0.79 and 0.82 on usefulness and benefits of Google classroom respectively. Research question 1 and 2 were analysed using mean (\bar{X}) and standard deviation (S.D). The result showed that students have positive perceptions on the usefulness of various features of Google classroom including the singular screen view for student assignments, class arrangement, transfer of class ownership, new class integration and also the commenting features for teaching education courses in universities in Edo State. Also, they had favourable disposition on the benefits of Google classroom with reference to time and file saving benefits, flexibility, user-friendly interface, teachers' evaluation and feedback for teaching Business Education courses in universities in Edo State. It was thereby recommended that universities management should take advantage of students' favourable disposition toward Google Classroom by encouraging Business education teacher to introduce the use of the application for assignment and group projects.

KEYWORDS: Google Classroom, Teaching, Learning, Business Education

INTRODUCTION

Bookkeeping is the recording of financial transactions in businesses and other organizations as part of the accounting process. Preparing source documents for all business transactions usually takes part of it. Bookkeeping is essential to the growth of a business, no matter the size because it allows the organization or the business owner to keep track of its financial performance and stability. Managing



and expanding a business requires proper bookkeeping. However, many entrepreneurs and business owners do not take bookkeeping seriously, leaving it at the bottom of their priority list (Moore, 2015). The majority of micro and small businesses fail due to poor management; owners may have sales abilities but struggle to manage the business as a whole.

Business education is a vocational programme that is offered in secondary schools, polytechnics, Colleges of Education and Universities primarily to educate and train students to become business education teachers and administrators with the appropriate skills and competencies to take up career in teaching, office occupation and business. According to Igboanugo (2019), business education is an area of instruction that has been in existence for several decades, and it plays very significant role in national economic development. It is, according to Ugwuogo (2020) a vital tool in the hand of government to combat unemployment crisis, and also according to Amoor and Magaji (2020) is a tool to alleviate poverty. Business Education is also very useful to private organizations and individuals in terms of employability, job creation and self-reliance.

For effective teaching and learning of Business Education courses and related subjects at all the higher level of education, Google Classroom was introduced in Google Apps for Education in 2014. This classroom launched by Google Incorporation helps teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease (Kevin & Federico, 2019). Hence, it was developed by Google for academic purposes to support blended learning. Iftakhar (2020) stated that Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advanced as well.

Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other Apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new

functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well. At institutions currently signed on with Google, there are several ways in which Google Classroom could be beneficial to both students and faculty. Google Classroom has the potential to streamline communication and workflow for students by providing a single access point to discussion threads. From the foregoing, one could summaries that Google Classrooms has the following benefits - it is easy to use, saves time, it is cloud-based, it is flexible, free and Mobile-friendly (Venkatesh,



Morris, Davis & Davis, 2020).

FethiKayalar (2019), asserted that education must now place more importance on students' personalized learning, rather than on teaching and that students can and should benefit from an education combined with modern technology (Kayalar, 2019). Similarly, Keppler (2019) expanded upon this same view of the necessity of technology in schools by stating that even the, "students desire a technology-rich learning environment, [one] which provides them opportunities to explore, learn, and take responsibility for their progress". ShampaIftakhar (2020), summed his research sentiments succinctly: "Teaching in the 21st century does mean teaching 21st generation. It means helping and monitoring the students to learn and implement 21st century skills"

Hamalik (2011), identified that Google classroom have some features which are: Single view for student assignments: Classrooms have pages for each student that shows all student assignments in the class. With this view, teachers and students can see teachers and students can see the status of each task, and can use filters to see each assignment, assignments lost, or tasks that have been assessed and returned. This feature gives advantage for teachers to assign the students online. When the students are done with the assignment, they can submit it and in many various formats.

Class arrangement: Through Classroom, teachers can arrange and organize classes based on the criteria of the class they have. For example, arranging based on daily schedules, priority workload.

Decimal Grading: Through Classroom, teachers will be able to easily use assessments that require high accuracy, for example, the use of decimals in their assessment.

Transfer of class ownership: With this feature, the admin and teacher can transfer ownership of the Google Classroom class to other teachers, without the need to create a new class. Automatically, new class owners can get complete access to student work through Google Drive.

New Class Integration: This feature offers easy integration between teachers and various other applications they like. For example: Quizizz, Edcite and Code.org.

Code display class: With this feature, teachers can now display their class code on the screen in full so students can quickly join a new class.

Import the Google Form Quiz score to Class: Using quizzes through Google Forms allows teachers to conduct real-time assessments of student understanding of a topic. Then, the teacher will be able to import the value from the quiz made earlier directly to Google Classroom feature so they do not have to retype the announcement. Just click and share!



Stream: This section allows teacher to communicate interactively with all students in that class.

Comment: There are two kinds of comment that can be used in Google Classroom. One is class comment and the other one is private comment. Class comment is used if the teacher wants to interact with the whole class. The private comment is found in individual account and can be used to comment of the students' assignment privately

There are several benefits of using Google Classroom. Some of the benefits include:

Easy to use: It is very easy to use. Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications (Janzen, 2014).

Saves time: Google classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. Chehayeb (2015), Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale, keyboard navigation for entering grades, sort by name on grading page etc. to save teachers' time.

Cloud-based: Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent a significant portion of cloud-based enterprise communications tools used throughout the professional workforce. (Mary, 2014) **Flexible:** This app is easily accessible and useable to instructors and learners in both face-to- face learning environments and fully online environment. This enables educators to explore and influence flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus (Mary 2014).

Free: Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Google account (Janzen, 2014).

Mobile-friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device. Mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments (Janzen 2014). Keeler (2014) also mentions several



other benefits of using Google Classroom. She mentions how Google Classroom ensures streamline counseling only by posting an announcement. Crawford (2015) stated that Google Classroom facilitates collaborative learning. Here teacher can upload materials and can give feedback to students. Students also can upload materials and make personal comment. Moreover, students can collaborate with each other. They can share their documents and assignment and thus they can produce the best assignment. Keeler (2014) also states that Google classroom encourage collaboration between students.

Effective sharing: Google Docs is one of Google product that can be used in Google Classroom. It can be tool for sharing the documents and it is saved online and shared with a limitless number of people. When teacher creates an announcement or assignment using a Google doc, the students can access it immediately through their Google Drive. Teacher just needs to make sure that he/she has shared it with the students. Furthermore, Google Docs are easily organized and personalized in Google Drive folders. So, emails are no longer needed to share information. Teacher just needs to create a document and then share it with the students.

Paperless: No more paper needed material and assignment are shared and submitted in a cloud- based location. No need to worry about printing out or losing the students works anymore.

Speeds up the assignment process: Google Classroom make the process of learning becoming fast and efficient. The students do not have to meet the teacher to lend out their work. They just need to upload in the provided folder. The teacher can easily see who has submitted their assignment and who is still working on it, as well as offer your feedback immediately.

Effective feedback: Google Classroom gives the teacher the opportunity to offer their online support by giving feedback to the students right away. In other words, feedback becomes more effective, as fresh comments and remarks have bigger impact on students' minds.

Clean and user-friendly interface: Google layout standards stay loyal to clean, Google Classroom invites the user to an environment where every single design detail is simple, intuitive, and user-friendly.

Great commenting system: The class member can make comments that can become an online class discussion.

In public universities in Edo State, the researcher has observed that many business education students and lecturers hold various perceptions about applying technology for teaching and learning purposes.



While some teachers like to explore new technologies to enhance their instructional delivery and learning some other teachers and students discourage others from attempting (Attuquayefio & Addo, 2020). Some common excuses given for not using technological tools include but are not restricted to: “I am too old to learn” “Technology and I do not get along well,” “I have never been trained to use those gadgets to teach” and “I don’t want to use a technology to replace me in class”.

Although, some of these reasons seem valid; teachers cannot deny the need to incorporate new technologies in the classroom setting. In the words of Krishna (2015), “teachers will not be replaced by technology, but teachers who do not use technology will be replaced by those who do.” This thought-provoking statement explains that instructors who do not dare to explore the benefits of technology and prefer to stick to traditional teaching methods may sooner or later become irrelevant to the educational system (Attuquayefio, & Addo, 2020). It is against this backdrop that this study seeks to carry out this study to access students’ perception on using Google classroom for teaching of business education courses in universities in Edo State.

Fonseca and Peralta (2018), examined how globalization, information communication technologies (ICTs) play a paramount role in the teaching and learning of foreign languages and the result that the use of this platform brings about benefits that allow students and teachers

to ease the teaching and learning of writing. In Another study Shahrane, Jamil and Sarah Rodzi (2018) explored the effectiveness of Google Classroom’s active learning activities for data mining subject under the Decision Sciences program. The result revealed that there is relationship between the identified factors and the effectiveness of the learning activities.

In spite of what is known on the Computer-Based Instructions (CBI) in Nigeria. It is not to the researcher’s knowledge that any study has been carried out among lecturers on perceived use of Google Classroom in Ambrose Alli University, Ekpoma. Hence, a knowledge gap exists. To fill this gap, it has become pertinent to investigate students’ perceptions on the use of Google classroom for teaching business education courses in universities in Edo State. Purpose of the Study

The main purpose of this study is to examine students’ perceptions on using Google classroom for teaching of business education courses in universities in Edo State. Specific purpose are as follows:

1. To find out students’ perceptions on the usefulness of Google classroom for teaching business education courses in universities in Edo State.
2. To find out students’ perceptions on the benefits of Google classroom for teaching Business education courses in universities in Edo State?



Research Questions

The following research questions were answered in this study:

- 1) What are students' perceptions on the usefulness of Google classroom for teaching business education courses in universities in Edo State?
- 2) What are students' perceptions on the benefits of Google classroom for teaching Business education courses in universities in Edo State?

METHOD

The descriptive research design using the survey was adopted in this study. The descriptive research design using the survey was adopted in the study. The population of the study covered all the four thousand two hundred and one (4201) Business Education students in Ambrose Alli University, Ekpoma and University of Benin, Benin City. A sample of 420 students representing 10 percent of the students in both institutions was drawn using the simple random sampling technique. The instrument that was used for the collection of data was titled: Students' Perception Using Google Classroom Questionnaire (SPUGC). The questionnaire (SPUGC) was divided into two Sections - Sections A and B. Section A contains questions relating to the bio data of the respondent (students) which include: sex and faculty. Section B contains the 12 item statements on Google Classroom Perception. All the items were rated on a four point rating scale: Strongly Agreed (SA)_4, Agreed (A)_3, Disagreed (D)_2 and Strongly Disagreed (SD)_1. The respondents are expected to choose one of the options that best suit their opinions on the items in the questionnaire.

The face and content validity of the instrument was carried out by experts in Business Education. Copies of the questionnaire were presented to them for corrections and amendments made were incorporated into the final draft copy to ensure that the contents of the instrument are clear and relevant. The test-retest reliability method was used to determine the reliability of the instrument. This procedure was carried out by administering copies of the instrument to 30 Business Education students outside the study sample, within the study area. After few weeks, the same instrument was re-administered to the same respondents. Their responses in the first and second test were correlated using the Pearson's Product Moment Correlation technique. The result of the coefficient produced an r-value of 0.79 and 0.82 on usefulness and benefits of Google classroom respectively.

The researcher personally administered the questionnaires to students with the assistance of departmental executives (excops) in various faculties of the institution. Few minutes was given to students to fill to questionnaire after which the questionnaire was collected immediately. This was to ensure that a sufficient amount of time was given to fill them and to enhance the return rate. Research question 1 and 2 were analysed using mean (\bar{X}) and standard deviation (S.D). A mean score of 2.50

was used as the benchmark for determining students’ perception on the item statements. This was obtained by adding up the four-point responses (e.g., Strongly Agreed -4, Agreed -3, Disagreed -2 and Strongly Disagreed -1) and dividing the sum of the scales (10) by the total number of scales (4) to give 2.50. Hence, a score of 2.50 or higher represents agreement while means score of 1 to 2.49 was taken otherwise.

RESULTS

The results from the analysis are presented as follows:

Research Question 1: What are students’ perceptions on the usefulness of Google classroom for teaching business education courses in universities in Edo State?

Table 1: Analysis on Students’ Perceptions on the Usefulness of Google classroom for teaching Business Education Courses in universities in Edo State

S/n	Items	N = 420		
		\bar{X}	S.D	Remark
<i>Usefulness of Google Classroom Features</i>				
1	Single screen view for student assignments	2.71*	1.040	Agreed
2	Class arrangement	2.69*	.968	Agreed
3	Decimal Grading	2.68*	1.028	Agreed
4	Transfer of class ownership	2.53*	1.065	Agreed
5	New Class Integration	2.55*	1.086	Agreed
6	Code display class	2.71*	1.040	Agreed
7	Importing the Google Form Quiz score to Class	2.35	1.098	Disagreed
8	Classroom streaming features	2.47	1.138	Disagreed
9	Commenting features	2.64*	1.068	Agreed
Overall mean score = 2.63				

* Significant mean ($\bar{X} \geq 2.50$)

Result in Table 1 showed that students agreed on item 2, 3, 4, 5, 6 and 9 at a mean score ranging from 2.53 to 2.71 respectively and disagreed on items 1, 7 and 8 at mean score of 2.35 to 2.47. The overall mean score of 2.63 is greater than the criterion means of 2.50 (i.e. $\bar{X} = 2.63 > 2.50$). Hence the result showed that students have positive perceptions on the usefulness of various features of Google classroom including the singular screen view for student assignments, class arrangement, transfer of class ownership, new class integration and also the commenting features for teaching business education courses in universities in Edo State.

Research Question 2: What are students’ perceptions on the benefits of Google classroom for teaching business education courses in universities in Edo State?

Table 2: Analysis on Students’ Perceptions on the benefits of Google classroom for teaching Business Education courses in Universities in Edo State

S/n	Items	N = 420		
		\bar{X}	S.D	Remark
1	Google Classroom App is very easy to use	2.47	1.138	Disagreed
2	The App saves time	2.28	.988	Disagreed
3	Google Classroom makes it easy to save files and documents	2.64*	1.068	Agreed
4	The App is relatively flexible to use	2.71*	1.040	Agreed
5	It is free to use	2.69*	.968	Agreed
6	It is mobile-friendly	2.68*	1.028	Agreed
7	Google Classroom App helps to effectively share files and documents	2.53*	1.065	Agreed
8	Google Classroom can help lecturers to mark assignments in a paperless form	2.55*	1.086	Agreed
9	Google Classroom App speeds up the assignment submission process	2.47	1.138	Disagreed
10	The App makes it easy for students to get effective feedback from lecturers	2.64*	1.068	Agreed
11	Google Classroom App has a user-friendly interface	2.58*	1.070	Agreed
12	The App makes students to easily comment and contribute to an online class discussion	2.55*	1.098	Agreed
13	Google Classroom App is very easy to use	2.33	1.031	Disagreed
15	Google Classroom makes it easy to save files and documents	2.59*	1.089	Agreed
Overall mean score = 2.69				

* Significant mean ($\bar{X} \geq 2.50$)

Result in Table 2 showed that students agreed on items 3, 4, 5, 6, 7, 8, 10, 11, 12 and 15 at a mean score ranging from of 2.53 to 2.71 while they disagreed on items 1, 2, 9 and 13 at mean score range



of 2.28 to 2.47 respectively. The overall mean score of 2.69 is greater than the criterion mean of 2.50 (i.e. $\bar{X} = 2.69 > 2.50$). Hence the result showed that students have positive perceptions on the benefits of Google classroom with reference to time and file saving benefits, flexibility, user-friendly interface, teachers' evaluation and feedback for teaching Business Education courses in universities in Edo State.

DISCUSSIONS

The result showed that students have positive perceptions on the usefulness of various features of Google classroom including the singular screen view for student assignments, class arrangement, transfer of class ownership, new class integration and also the commenting features for teaching business education courses in universities in Edo State. The result showed that Hamalik (2011) who found that the feature gives advantage for teachers to assign the students online. When the students are done with the assignment, they can submit it and in many various formats. Classroom, teachers can arrange and organize classes based on the criteria of the class they have. For example, arranging based on daily schedules, priority workload, the admin and teacher can transfer ownership of the Google Classroom class to other teachers, without the need to create a new class. Automatically, new class owners can get complete access to student work through Google Drive

The result showed that students have positive perceptions on the benefits of Google classroom with reference to time and file saving benefits, flexibility, user-friendly interface, teachers' evaluation and feedback for teaching Business Education courses in universities in Edo State. The result agreed with that of Janzen, (2014) who found that Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications. The result is in line with that of Chehayeb (2015) who found Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale, keyboard navigation for entering grades, sort by name on grading page etc to save teachers' time. The result corroborates that of Mary (2014) who found that app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus

CONCLUSION

Based on findings, it is concluded students have positive perceptions on the usefulness of various features of Google classroom including the singular screen view for student assignments, class arrangement, transfer of class ownership, new class integration and also the commenting features for



teaching Business Education courses in universities in Edo State. Also, they had favourable disposition on the benefits of Google classroom with reference to time and file saving benefits, flexibility, user-friendly interface, teachers' evaluation and feedback for teaching Business Education courses in universities in Edo State.

Recommendations

Arising from the findings, are the following recommendations:

- 1) Google Classroom for teaching and learning are relatively new and because technology's scope is ever-widening, studies should be continued to assess new upgrades, product longevity, and integration for teaching business education courses.
- 2) The universities management should take advantage of student's favorable disposition toward Google Classroom by encouraging Business education teacher to introduce the use of the application for assignment and group projects

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