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# Google classroom: Coping with the challenges to education in the covid-19

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## Abstract

The sudden shift of learning delivery from face-to-face classes to distance learning modalities motivated the researchers to carry out this study which focused on describing the perspectives of college students towards an online class using Google Classroom. Utilizing a Descriptive-Correlational research design, this study involved 52 college students enrolled in a university located in one of the rural towns in Palawan, Philippines selected through simple random sampling. Results revealed that students have fairly favorable perceptions of an online class along with the time spent on course work, the purpose of giving course work, and the parents' involvement. More so, it was found that the profile of the students in terms of gender, gadgets used, internet connectivity, and parents' educational attainment do not significantly affect their perceptions of an online class.

## Introduction

In a higher education class, the Google classroom was utilized for sharing video podcasts, online tests, and assignments. Findings indicated that the students found the classroom as a satisfying learning management system for blended learning due to its user-friendly features and its appropriateness in the given college course (Sibuea, 2018) [1].

Most of the students were happy and never bored using Google Classroom in their learning process. They also suggested that Google Classroom could be the best platform to do online learning hoping that it needs to exist in online education (Saputri, 2020) [2].

The use of Google classroom was considered to be effective in assignment submissions but was less effective in terms of material discussion since students can access and send assignments easily wherever they are without the need to meet with their lecturers. They can even attend lectures in the comfort of their own but they lack understanding of the materials. Thus, learning through Google Classroom cannot replace face-to-face classroom learning (Rahmawati, Zidni, & Suhupawati, 2020) [3].

With online classes given through Google Classroom, the students claimed that they are comfortable and mentioned that they were getting enough support from teachers but they disagreed that online classes will replace traditional classroom teaching (Kulal & Nayak, 2020) [4].

There were identified factors that affect students' online learning process using Google Classroom. These include usefulness, ease of use, ease of learning, and satisfaction. Nevertheless, a significant improvement in the skills of the students and their independent learning through the utilization of the Google Classroom were shown during the COVID-19 pandemic (Oktaria & Rohmayadevi, 2021) [5].

Utilizing the Google Classroom application for online learning was perceived by the students as positive for the reason that they were very excited and enthusiastic about online learning since their lecturer made a discussion group to talk about the material. They added that their questions submitted through the group were immediately answered by the lecturer (Rahman et al., 2021) [6].

Positive responses from the students were generated as to their perceptions of using google classroom. They argued that it was easy to use and that they easily get feedback from their teachers. Through google classroom, students save time and get tasks or assignments and necessary information and instructions (Asih et al., 2021) [7].

A positive perception of learners towards the Google Classroom application was obtained which showed that it was easy to use and also gave real-time feedback from the teacher (Jittisukpong, 2022) [8].

It was noted that students positively perceived the use of Google Classroom in the teaching-learning experiences. However, accessing the platform and the provision of an internet connection were found to be the most challenging concerns on the part of the students during the pandemic (Ari, 2021) [9]. The students' perceptions of using Google Classroom were explored which resulted in most of the students agreeing to the ease of use of google classroom, ease of understanding of the material, and perceived effectiveness of google classroom (Fatmahanik, 2020) [10].

A study conducted by Vasquez (2021) [11] shows that the profile of engineering students does not significantly affect their perceptions of an online class. But, it was found that parental involvement significantly affects how the students perceived an online class.

Google Classroom was viewed as effective in improving students' access and attentiveness towards learning, knowledge, and skills. Through this platform, students become active learners. As a digital tool, it provides meaningful feedback to both students and parents. However, poor internet connection limits students from effective utilization of Google Classroom; thus, submitting their work late (Hussaini & Libata, 2020) [12].

As an e-learning tool, google classroom was perceived to be a useful application that can be applied during online learning amidst the threat of covid-19 (Widodo & Slamet, 2020) [13].

It can also be used as a medium in teaching students to be more interested and active during this new normal (Azmy & Bahing, 2020) [14].

Google Classroom is an effective means to help students improve learning through active participation in online discussions and assignments. It was also viewed as a simple and meaningful learning platform that enables students to learn anywhere and anytime without having face-to-face interactions with other classmates (Orhani, 2021) [15].

With these circumstances, this study is conducted to describe the perceptions of the students toward an online class using Google Classroom in a university situated in one of the rural towns in Palawan, Philippines.

## Statement of the Problem
The purpose of this study is to describe the perceptions of college students towards an online class given through Google Classroom. Answers to the following specific questions were pursued:
1. What describes the profile of the college students in Palawan, the Philippines in terms of gender, gadgets used, internet connectivity, and parents' educational attainment?
2. What is the perception of the college students toward an online class using Google Classroom along with time spent on coursework, the purpose of giving coursework, and parents' involvement?
3. Does the profile of the college students significantly affect their perceptions of an online class using Google Classroom?

## Methodology
A Descriptive-Correlational research design was utilized in this study to describe how the university students perceived an online class using Google Classroom. The respondents to this study were comprised of 52 students chosen using a simple random sampling technique with a 5% margin of error. Data were collected through a survey questionnaire adopted from the study of Lee-Puetting, B.O., & Fortes, E.C. (2014) [16] which was administered online. To analyze and interpret the gathered data, descriptive statistics such as frequency count, percentage, and mean while inferential statistics such as Pearson r were employed.

## Results and Discussions
## Profile of the Students

**Table 1:** Profile of the College Students in terms of Gender, Gadgets Used, Internet Connectivity, and Parents' Educational Attainment

| Profile | f | % |
|---|---|---|
| Gender | | |
| Male | 3 | 5.77% |
| Female | 49 | 94.23% |
| **Total** | **52** | **100.00%** |
| Gadgets Used | | |
| Smartphone/Mobile phone | 51 | 98.08% |
| Laptop | 1 | 1.92% |
| **Total** | **52** | **100.00%** |
| Internet Connectivity | | |
| Mobile data | 45 | 86.54% |
| WIFI | 6 | 11.54% |
| Pocket WIFI | 1 | 1.92% |
| **Total** | **52** | **100.00%** |
| Parents' Educational Attainment | | |
| Elementary level | 6 | 11.54% |
| Elementary graduate | 5 | 9.62% |
| High school level | 8 | 15.38% |
| High school graduate | 11 | 21.15% |
| Technical-vocational | 1 | 1.92% |
| College level | 16 | 30.77% |
| College graduate | 5 | 9.62% |
| **Total** | **52** | **100.00%** |

Shown in Table 1 is the profile of the college students. In terms of gender, a majority, or 94.23% of the students were females (n = 49). In terms of gadgets used, most of the students, or 98.08% had smartphones/mobile phones (n = 51). In terms of internet connectivity, a majority or 86.54% of the students had mobile data (n = 45). In terms of educational attainment, most of the students or 30.77% had parents who attained college level (n = 16), and 21.15% had parents who were high school graduates (n = 11).

**Perception of the College Students in an Online Class**

**Table 2:** Perceptions of College Students toward an Online Class Using Google Classroom in terms of Time Spent on Course Work

| Indicators | Mean | Descriptive Rating |
|---|---|---|
| 1. I am given enough time to accomplish each online coursework. | 3.77 | Favorable |
| 2. It usually takes me less than an hour to accomplish my online coursework. | 2.94 | Fairly Favorable |
| 3. Answering online coursework disrupts my time for my family. | 2.25 | Unfavorable |
| 4. I do not get enough sleep because of these online course works. | 2.63 | Fairly Favorable |
| 5. These online course works are designed to maximize my chance of accomplishing them. | 3.25 | Fairly Favorable |
| 6. I missed a family event because I have to accomplish my online coursework. | 2.27 | Unfavorable |
| 7. I usually reserve my weekends to answer online coursework. | 3.15 | Fairly Favorable |
| **Composite Mean** | **2.90** | **Fairly Favorable** |

In Table 2, the perception of the students toward an online class using Google Classroom is presented. In terms of time spent on coursework, students' perception of giving them enough time to accomplish each online coursework was classified as favorable.

However, the students' perceptions that answering online coursework disrupts their time for their family and missing a family event because they have to accomplish their online coursework were described as unfavorable.

**Table 3:** Perceptions of College Students toward an Online Class Using Google Classroom in terms of Purpose of Giving Course Work

| Indicators | Mean | Descriptive Rating |
|---|---|---|
| 1. I understand concepts taught when I answer online coursework. | 3.48 | Favorable |
| 2. Answering online coursework gives me a chance to review learned concepts in my subject. | 3.67 | Favorable |
| 3. I like answering online homework better than answering coursework given traditionally. | 3.08 | Fairly Favorable |
| 4. It is easy for me to be reminded of my engineering coursework because I am online most of the time. | 3.04 | Fairly Favorable |
| 5. I feel like my engineering instructor is demanding because he assigns online coursework. | 2.13 | Unfavorable |
| 6. I can know my scores right after submitting my online coursework. | 2.87 | Fairly Favorable |
| 7. These online course works are used to introduce a lesson. | 3.62 | Favorable |
| 8. The contents of this online coursework are the application of the concepts taught to us by our instructor. | 3.54 | Favorable |
| 9. I enjoy answering online coursework. | 3.19 | Fairly Favorable |
| 10. Online course works make it easier to copy my classmates' work. | 1.77 | Highly Unfavorable |
| 11. I do not stop answering online course works unless I have finished them. | 3.27 | Fairly Favorable |
| 12. These online course works give me the assurance that I will not lose my coursework. | 3.40 | Favorable |
| 13. Online course works give me a sense of progress. | 3.46 | Favorable |
| 14. Online course works lessen my interaction with my classmates. | 3.15 | Fairly Favorable |
| 15. I get worried each time online coursework is assigned. | 3.23 | Fairly Favorable |
| **Composite Mean** | **3.13** | **Fairly Favorable** |

The students' perceptions of an online class using Google Classroom in terms of purpose of giving course work is presented in Table 3 Results reveal that seven out of the 15 indicators were described as fairly favorable. On the contrary, the statement *"Online course works make it easier to copy my classmates' work"* was perceived by the students as highly unfavorable.

**Table 4:** Perceptions of College Students toward an Online Class Using Google Classroom in terms of Parents' Involvement

| Indicators | Mean | Descriptive Rating |
|---|---|---|
| 1. My parents/guardians were informed about the existence of these online course works. | 3.62 | Favorable |
| 2. There was an instance where I needed my parents to teach me how to answer my online coursework. | 2.42 | Unfavorable |
| 3. Online coursework requires my parents' supervision. | 2.81 | Fairly Favorable |
| 4. I can't submit an online course works on time because I do not have money to go to computer shops. | 2.58 | Unfavorable |
| 5. Answering online coursework brings me discomfort because I have to do it in a rowdy computer shop. | 2.21 | Unfavorable |
| 6. It is hard to accomplish online coursework because our home does not have internet access. | 3.27 | Fairly Favorable |
| **Composite Mean** | **2.82** | **Fairly Favorable** |

Table 4 indicates the students' perceptions of an online class using Google Classroom in terms of parents' Involvement. As shown, the indicator *"My parents/guardians were informed about the existence of these online course works"* was perceived by the students as favorable.
On the other hand, three of the six indicators were perceived by the students as unfavorable.

**Table 5:** Summary of the Perceptions of College Students toward an Online Class Using Google Classroom

| Aspects | Mean | Descriptive Rating |
|---|---|---|
| Time Spent on Course Work | 2.90 | Fairly Favorable |
| Purpose of Giving Course work | 3.13 | Fairly Favorable |
| Parents' Involvement | 2.82 | Fairly Favorable |
| **Overall Mean** | **2.95** | **Fairly Favorable** |

A summary of the students' perceptions of an online class using Google Classroom is displayed. In terms of time spent on course work, the purpose of giving course work, and parents' involvement, the students perceived it as fairly favorable with means of 2.90, 3.13, and 2.82 respectively. Results further reveal that the students' perceptions of an online class using Google Classroom were fairly favorable.

**College Students' Profile and their Perceptions of an Online Class Using Google Classroom**

**Table 6:** Relationship between the Students' Profile and their Perceptions on an Online Class

| Students' Profile | Perceptions | |
|---|---|---|
| | Pearson's r | p-value* |
| Gender | 0.009 | 0.949 |
| Gadgets Used | -0.124 | 0.383 |
| Internet Connectivity | -0.205 | 0.144 |
| Parents' Educational Attainment | 0.175 | 0.214 |

*Significant at $p < .05$

In determining the relationship between the profile of the college students and their perceptions of an online class, a Pearson r correlation coefficient was performed. Remarkably, all the computed p-values of the variables involved were greater than the significant level of 0.05. This leads us to the conclusion that there is no significant relationship between the college students' profile and their perceptions of an online class using Google Classroom.

**Conclusion**
This study focused on describing the perceptions of the college students toward an online class using Google Classroom. Findings showed that these students have fairly favorable perceptions of an online class along the time spent on course work, the purpose of giving course work, and the parents' involvement. More so, this study revealed that the profile of the students in terms of gender, gadgets used, internet connectivity, and parents' educational attainment do not significantly affect their perceptions of an online class. With this, it is recommended to enhance the conduct of an online class using Google Classroom through relevant training for instructors on the effective and engaging use of this platform in holding classes.

**Acknowledgments**

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