PERCEPTION OF UNDERGRADUATE STUDENTS TOWARDS THE USE OF GOOGLE CLASSROOM APPLICATION FOR ONLINE LEARNING IN THE 21ST CENTURY

Akpunonu Hilda Nnenna and Dr Fomsi, Esther

Department of Curriculum and Educational Technology,
University of Port Harcourt, Rivers State. Nigeria

Abstract: *This paperwork studied undergraduate students' perceived ease of use and perceived usefulness towards the use of Google Classroom Application for online learning in the 21st Century. To guide the study, two objectives, two research questions and two null hypotheses were formulated. The study design implemented descriptive analytic survey. 400 level students in session 2019/2020 of Faculty of Education in University of Port Harcourt among Four Department were the study population consisting five hundred and ninety (590). Proportionate stratified sampling techniques was used to select the sample size of one hundred and seventy-five (175). 106 instruments were properly filled and returned (male 57and female 49). A self-developed instrument named 'Google Classroom Perceive Ease and Perceive Usefulness Questionnaire (GPEUQ)' was used in gathering data for the aim of the study. Internal consistency of the instruments was determined using Cronbach alpha method at Co-efficient of 0.78 was the interna; consistency of the instrument. The result showed students perceived ease of use mean score of 2.77508 and standard deviation of 1.04639 at mean criterion of 2.50 which implies that undergraduate students perceived the use of Google classroom app as easy to use while the perceived usefulness at the mean score of 2.94 and standard deviation of 0.99 at criterion mean of 2.50 shows that undergraduate students perceived Google classroom app as useful. The two hypotheses indicated there is no significant difference in Perceive Ease of use among male and female undergraduate students towards the use of Google classroom app as t (104) = 1.601 p >0.05, i.e., p = 0.113 is greater than 0.05 for the perceived usefulness. Recommendations by the researcher are since students finds Google Classroom Application as easy to use and very useful, teachers should develop more engaging and interactive content and use digital tools such as Google Classroom to teach. Also, teachers should learn more other digital tools which will be useful and easy for students to learn online, by so doing students will be exposed to numerous learning tools available for learning.*

KEYWORDS: Google classroom app, perceived ease of use, perceived usefulness, online learning.

INTRODUCTION

Online learning is predominantly taking over in different sector not only in educational environment but also in government parastatals, religious organizations, business world etc. before

the pandemic, people come face to face more often to buy goods and services, students travel far distance to acquire certificate, employees take off duty to attain proficiency certification, business owners needs to be physical at the factory to buys products, teachers deliver lessons physically to their learners the list continues, looking at the brighter side of the pandemic, online activities have gain a fast recognition and acceptance. Any form of learning that takes place either partly or wholly using the access of internet provider is seen as Online Learning Bates, T., (2016). Online learning also refers as E-learning delivers individual, complete, dynamic content, in real time, developing knowledge- based economy. This means that learners will have to use smart phone, computer, laptop, to access information online or install some learning application suitable for them to interact with other learners or instructors.

The internet, have created a soft landing for the use of digital technologies online. Information and Communication Technology (ICT) involves the hardware and software required to ensure information are communicated to the audience. In this 21st Century education is the future therefore teachers are creating instructional contents that are engaging for the learners online. Learners at all levels are inclining towards change that come with technology. The conventional method of education was teacher centered, directional, rigid and passive, now education has changed to student centered, open, creativity, innovative, collaborative, strategic, and communication skill development.

The digital learning by Lauren, D., (2020) sees digital learning as instructional practice that ultimately helps students to learn across the globe. It is meant to enhance learning while collaborating with other students in different places. Digital learning takes different format ranging from blended, gamified, mastering flipped purely online learning. Technology connections learners from different geographical location through the use of various digital tools. Not only in educational sector, organizations are adopting different digital tools in training their employees, in conducting interview and business meeting. Some of the digital tools are Google Classroom, ClassDojo, Google Forms, Socrative, Seesaw Learning, Gimkit, Answer Pad, etc. Dyer. K., (2019). Nigeria as one of the developing Country, there are numerous challenges that comes with online learning such as inadequate facilities such as computer in schools, lack of digital awareness among the students or even the teachers, lack of digital skills, lack of fund to purchase technological devices.

 For the purpose of this article Google Classroom was selected as the learning software to be used to be in assessing the perceived ease and its usefulness among 400 level undergraduate students in Four Department in Faculty of Education: Management/Planning (EDM), Curriculum Studies and Educational Technology (EDC), Department of Education Foundation (EDF), and Department of Library/Information Science (DLIB) in Port Harcourt

LITERATURE REVIEW

Shaharanee, I., Jamil. J., and Rodzi. S., (2016) Google Classroom like many other Web 2.0 tools, has the potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances. Learning Management System enables digital tools such as Google classroom app to be assessed via the web. All the digital tools are web-based technology for leaning, teachers develop and upload an engaging and interactive leaning material in form of video, power point, game, etc via the web to be assessed with suitable digital tool. Google classroom Application helps instructors to plan, assess, and grade learners while learning is in progress. Google Classroom is an educational interactive tool that allows creating an informatively rich educational environment integrating the Google Docs text editor, Google Drive cloud storage, Gmail and other applications (YouTube, Google Sheets, Google Slides, Google Forms) Bondarenko, O., Manchulenko, S., & Pikilnya, S., (n.d). According to Pappas, C., (2015), not all learning situation one can use Google Classroom. There are numerous educational software packages suitable for e-learning and courses for students inclusive the use of google classroom app, most of which are free apps, less cost effective, paperless, saves time and energy, interactive environment for teachers and students such as Google Scholars, Google Doc, Google Sheets, Google +, Google Files, Google Classroom.

In 2014 Google Classroom was officially in use across the globe, is an app intended for learners and lecturers to make things easier for class collaboration, work and task to flow seamlessly. Google Classroom is meant to support teachers accomplish the formation and assembly of student coursework in a paperless environment, essentially leveraging the framework of Google Docs, Drive and other Apps. Google classroom permits instructors to devote more time with their learners and lesser time on the paperwork, good to know it is even much better. The newest functionality of Google permits the instructors to add as much as co-instructors and learners with access code. Google class typically is not only appropriate for students in different geographical location; it can be used for blended learning too. Google class is among the category of web 2.0 cloud-based learning.

Google Classroom takes the web-based applications, that is the Google Apps for Education, one step more for education by assembling them in to one virtual, interactive platform, invented for students as an online classroom Ballew, D., (2017). Because google classroom is a real-time learning tool, all information is saved online, assessment and feedback are instant, learners use active Gmail for google classroom interactions. Instructional materials used can be reused for another set of learners which saves time at same it can be modified in the case of upgrade. Educators can request for the presence of other educators to take part. The educators and learners are co-learners. Teachers and learners can use their pictures as display profile, educators can change the background. Is only those with the class access code can participate in the class, these are the features of Google Classroom App. It is easy to use, assignments are turned in faster, saves

time, and paper, actual feedback, while some of the drawbacks are, so much technicality at the beginning, account is hard to manage, is impersonal, not customized to refresh by default.

The model suitable for this study is Unified theory of acceptance and use of technology/Technology acceptance model. In 2002, Venkatesh, Morris, Davis and Davis recommended the unified theory of acceptance and use of technology (UTAUT) as objective to define user's purposes to practice the usage of Data collection Structure and the user usage behavior subsequently.

Perceived ease of use

Perceived ease of use point in the direction of which a person has confidence in exploitation a specific system that would be allow use of discretion" that is making use of a particular technology like google classroom would be free of face to face and mental energy. The learner may accept that a given innovation google classroom for instance, is useful, but while using it may perhaps find out that is challenging to use. Ease of use is the learner's impression of the degree of requisite necessary to use a technology or the point to which a user agree to utilize a particular innovation will be easy and smooth

Perceived usefulness

Perceived usefulness towards digital devices is related by means of providing a learners and educators with effortlessness to gain access and collaborate among each other on real time platform, and to the student's immediate admittance to various educational sites, links, videos, graphics. Google classroom is an educational learning app that offer the chance for collaborating with learners and teachers and interfacing with educational materials any period everywhere, frequently providing probabilities for personalized learning. Sarah, E., (2017) suggested in her study that the expansion of instructional technology overall and Google tools specifically in many school districts across the country means that more and more learners are utilizing digital tools, especially the digital devices for learning, in secondary writing classes. Digital tools are beneficial to teachers and learners as they permit them to use "ideal period" efficiently. Google classroom, useful apps such as Google meeting, Working sheet. Google slides, Presentation slides, Excel. Calendar, and so many others.

Empirical Review
Perceived ease of use
Wijaya, A., (2016). The investigator did an experiment on investigating the causes that disturb the usage of Google Classroom to backing professors. The investigation used TAM as theory to see the awareness learners that distress the usage of technological devices. participant of this investigation is the learners who are previously using instructional tools in taking lesson. Information gotten from the questionnaires are as high as 90 dispersed by means of purposive sampling method to all learners lively in the educational period 2014/2015. Results from this study showed that the Supposed Easiness to Utilize and opinions of observed helpfulness absolutely

disturb the usage of technological tools. And both these views also together disturb the usage of Google Classroom. In same vein, the present study will adopt proportionate stratified sampling techniques and descriptive analytic survey research method, to access the level of perception level in the use of google classroom. 400 level undergraduate students in the University Port Harcourt for 2019/2020 session. 175 participants were taught using google classroom. UTAUT model was used to measure all the features content and four-point Likert Scale will be used measure the respondent perception

Perceived Usefulness of Google classroom app
In a study by Muslimah, A., (2018), carried out a research on "a survey on the use of Google Classroom in English Language Education Department of Islamic University of Indonesia". The investigator applied measurable examination technique to answer four research question which are categorized into four parts; easiness of availability, supposed helpfulness, interaction and communication, learners' gratification. The people used as object to carry the experiment were 190 students in English Language Education Department batch 2014, 2015, 2016, and 2017. The contents of questionnaire were Easiness of accessibility (6 questions), Perceived Usefulness (7 questions), Communication and Interaction (6 questions), and Students' Satisfaction (4 questions). The answers to each item used a 5-points Likert scale. The questionnaire contained 23 items. The raw piece information was examined by using frequency and means. The mean score shows $\bar{X} =$ 3,82. The result indicated that students feel Google Classroom is useful and they satisfied with Google Classroom as an online learning tool. Currently, the study will be carried out with 400 level 2019/2020 session of undergraduate student in Four Departments, University of Port Harcourt. They were taught using the Google classroom to access their level of Perceived ease of use, perceived usefulness towards the use of Google classroom as a learning tool. Descriptive analytic survey research method and proportionate stratified sampling technique for collection of

data from 175 students registered. Questionnaire was distributed during one of their lecture periods in physical classroom. The questions were on a four-point scale using SPSS to analyze the data.
Mugo, D., Njagi, K., & Chemwei, B., (2017) carried out an examination on the "The technology Acceptance Model. It was a documented investigation of computer-generated official papers put in safekeeping by electronic means for right to use across global network, printed copies, archival sources together with information database and was capable to disclose that notwithstanding attitudinal and practical trials, moveable know-hows are getting recognition as valuable sources for all educational performance. The study also described by what method the know-how approval model has been apply in forecasting the approval and application of several machineries in instruction and educational environment. Later, the disagreement they have developed is appropriate acceptance that mobile technology is progressively more accepted in teaching and in the educational system. Examination outcomes sustained the dispute that the know-hows are not only beneficial, but also relaxed to practice. Presently, the researcher likewise accessed the intensity of technology perception using digital tool to teach 400 level undergraduate student in session 2019/2020 for four weeks in their first semester, this research was carried out in University

of Port Harcourt, among Four Departments. Questionnaire was be sent out to 175 participant face to face. Descriptive analytic survey research method with proportionate stratified sampling technique was used. Four-point Likert Scale with SPSS software will be used too. UTAUT model was also used to access their perceived ease and usefulness to use Google Classroom Application.

Statement of problem
Google Classroom Application is a digital tool used in teaching and learning. Teachers and students can learn at the comfort of their homes. It is easy and convenient without geographical restrictions. Learners learn at their own pace, also providing an environment where instructors and students can collaborate, share their knowledge. The problem upon which the study is based is to examine undergraduate students' easy of use and usefulness to use Google Classroom Application for online learning in the 21st Century.

The purpose of the study
The aim of this study is to examine undergraduate students ease of use and usefulness to use Google Classroom Application for online learning in the 21st Century
The objective of the study:
1.   To examine the ease to use Google Classroom Application among 400 level undergraduate students in Four Departments in faculty of Education Port Harcourt.
2.   To determine the usefulness to use Google Classroom Application by 400 level undergraduate students in Four Departments in faculty of Education.

Research question
1.   What is the perceived ease of use of Google classroom by undergraduate students in the Four Departments?
2.   How do Undergraduate Students perceive the usefulness of Google Classroom in the Four Departments?

Hypothesis
1.   There is no significant difference in the perceived ease of use among male and female undergraduate students towards the use of Google Classroom App for online learning in the 21st Century
2.   There is no significant difference in the perceived usefulness among male and female undergraduate students towards the use of Google Classroom App for online learning in the 21st Century.

METHODOLOGY

The research design for this study was be analytic survey method. all the 400 level students in the session 2019/2020 in the Four Departments of Faculty of Education in University of Port Harcourt will be the population. Department of Education Management/Planning (EDM) 233, Department

of Curriculum Studies and Educational Technology (EDC) 190, Department of Education Foundations (EDF) 82 and Department of Library/Information Science (DLIB) 85, making a total number of 590 students. The source of this population is from the Faculty of Education Abuja Campus University of Port Harcourt. The sample size is Four Departments offering Computer in (Political Science) Option students in session 2019/2020 will be used for this research out of the seven Departments. The sample of the study comprised of 175 which 30% from each department were sampled using Proportionate Stratified sampling techniques. However only 106 were properly filled and returned so the actual sample for this study is 106(male 57 and female 49). Reasons for using the listed above Option are because they are relatively large in size among other departments which is enough for data collection, secondly many of them have gmail address for google classroom and also smartphones. Proportionate stratified sampling method will be applied in this study.

The instrument was self-developed named ''Google Classroom Perceive Ease and Perceive Usefulness Questionnaire (GPEUQ)' used in collecting data for the purpose of the study. Internal consistency of the instruments was determined using Cronbach alpha method at Co-efficient of 0.78. It is divided into two Part: A and B. Part A elicits information on the respondent's personal information (gender), while Part B section is for Ease of use towards Google Classroom app containing 13 items. This was structured to elicit response of undergraduate students' Usefulness towards Google Classroom app. The student's response to this section was rated on a 4 Likert scale of Strongly Agree (SA) 4 points, agree (A), 3 points, Strongly Disagree (SD) 2 points and Disagree (D), 1 point. A criterion Mean of 2.50 was the basis of establishing Ease of use towards Google Classroom app, therefore a Mean of 2.50 and above will indicate easy to use Google Classroom app and below the criterion Mean not easy to use Google classroom app.

Another section for Usefulness to use Google Classroom app containing 14 items. This was structured to elicit response of undergraduate student's usefulness to use Google Classroom app. The student's response to this section was rated on a continuum scale of Very Much useful (VMI) 4 points, useful (MI) 3 points, Not Very Much useful, (NVMI) 2 points and Not useful (NI)1 point. A criterion Mean of 2.50 was the basis of establishing usefulness towards Google Classroom, therefore a Mean of 2.50 and above will indicate an agreed usefulness to use Google Classroom app and below the criterion Mean a not agreed usefulness to use Google classroom app. The respondents were given the questionnaire face to face. Mean and standard deviation was employed to analyze the data meant to answer the research questions while the hypotheses was tested using t-test at 0.05 levels of significance.

RESULTS

Research Question 1: What is the perceived ease of use of Google classroom by undergraduate students among the Four Departments?

Table 1: Mean and standard deviation analysis showing perceived ease of use of Google classroom (GC) by undergraduate students among the Four Departments

S/N	ITEMS	Mean	SD	Decision
1	Google classroom interface	2.73	1.08	Agree
2	Google classroom icons and buttons	2.81	1.09	Agree
3	Google classroom signing in/logging in process	3.07	1.05	Agree
4	Typing on Google classroom.	3.2	1.03	Agree
5	Accessing materials on Google classroom	2.82	1.02	Agree
6	Commenting feature of Google classroom	2.9	1.08	Agree
7	Navigation tools on Google classroom	2.53	1.01	Agree
8	Sharing of files and attachment of files on Google classroom	2.33	1.03	Agree
9	Google classroom app downloading process	2.70	1.13	Agree
10	Submitting assignments or materials Google classroom	2.73	1.18	Agree
11	Communicating with classmates and lectures on Google classroom	2.90	1.06	Agree
12	Use of other Google features like Google drive, docs, etc in Google classroom	2.61	0.81	Agree
	GRAND MEAN	**2.78**	**1.05**	**Agree**

The table 1 shows the grand mean score of 2.77508 and standard deviation of 1.04639. This indicates that students in the Four Departments perceived Google classroom as Easy to use. This is anchored on the premises that a criterion mean point of 2.50 and above indicates that Google Classroom is perceived as easy to use while below 2.50 as not easy to use. As seen from the table above, the mean of 2.77508 is higher than the criterion means of 2.50 thus showing that students in the Four Departments perceived Google classroom as Easy to use in terms of the Navigation tools, interface, typing, sharing files, commenting and other use of the features of Google classroom.

Research Question 2: How do Undergraduate Students perceive the usefulness of Google Classroom in the Four Departments?

Table 2: Mean and standard deviation analysis showing perceived usefulness of Google classroom (GC) by undergraduate students in the Four Departments for 2019/2020 session

S/N	ITEMS	Mean	SD	Decision
1	Google classroom usefulness in reducing cost of typing and printing assignments	3.04	1.02	Agree
2	Getting to know about assignments without being physically around with Google classroom	2.97	1.07	Agree
3	Instant feedback on assignments or comments	2.91	0.94	Agree
4	Easy and quick access to assignments and materials	2.81	1.02	Agree
5	Not having to worry about losing textbooks or paper assignment	2.98	1.05	Agree
6	Helping one to stay physically engaged	2.87	1.02	Agree
7	Prompt notification about when assignment has been submitted	3	0.93	Agree
8	Getting materials to enrich assignments and learning from other sites	3.14	0.74	Agree
9	Engaging and commenting without being noticed	2.74	1.03	Agree
10	Use of other Google features like Google drive, docs, etc in Google classroom	2.84	1.00	Agree
11	Communication with lectures and course mates on Google classroom	3.11	1.00	Agree
12	Better understanding of concepts in a course	2.83	1.06	Agree
	GRAND MEAN	**2.94**	**0.99**	Agree

The result from table 2 reveals the mean score of 2.94 and standard deviation of 0.99. This indicates that students in the Four Departments perceived Google classroom as Useful. This is factored on the premises that a criterion mean point of 2.50 and above indicates that Google Classroom is perceived as useful while below that as not useful. As revealed from the table 4.2 above, the mean of 2.94 is greater than the criterion means of 2.50 therefore showing that students in the Four Departments perceive Google classroom as useful in terms of reduction in cost of typing and printing assignments, getting to know about assignments without being physically around, easy and quick access to assignments and materials and other usefulness.

Hypothesis 1: There is no significant difference between male and female Undergraduate Students perceived ease of use Google Classroom in the Four Departments

Table 1: Independent samples t-test analysis of no statistically significant difference in the perceived ease of use of Google classroom by male and female undergraduate students in the Four Departments

perceived	N	$\bar{x}$	SD	Df	T	P	Alpha	Decision
Female	49	2.94	0.69	104	1.601	0.113	0.05	AcceptHo$_1$
Male	57	2.64	1.18					P>0.05

The table 1, shows that t (104) = 1.601 p >0.05, i.e., p = 0.113 is greater than 0.05 and this is statistically not significant at the chosen alpha level of 0.05. Therefore, there is no significant difference in the perceived ease of use of Google classroom by male and female undergraduate students in the Four Departments as t (104) = 1.601 p >0.05, i.e., p = 0.113 is greater than 0.05. The difference which was for female undergraduate students having a higher mean than their female counterpart and by implication a more positive attitude towards Google Classroom app is statistically not significant. Therefore, the null hypothesis of no significant difference in the attitude of male and female undergraduate students towards the use of Google classroom app is accepted and the alternate rejected

Hypothesis 2: There is no significant difference between male and female Undergraduate Students perceive the usefulness of Google Classroom in the Four Departments

Table 2: Independent samples t-test analysis of no statistically significant difference between male and female Undergraduate Students perceive the usefulness of Google Classroom in the Four Departments

usefulness	N	$\bar{x}$	SD	Df	T	P.	Alpha	Decision
Female	49	3.05	1.11	104	1.173	.243	0.05	AcceptHo$_1$ P>0.05
Male	57	2.84	0.70					

The table 2, shows that t (104) = 1.173 p >0.05, i.e., p = .243 is greater than 0.05 and this is statistically not significant at the chosen alpha level of 0.05. Therefore, there is no significant difference in male and female Undergraduate Students perceive the usefulness of Google Classroom in the Four Departments as t (104) = 1.173 p >0.05, i.e., p = .243 is greater than 0.05. The difference which was for female undergraduate students having a higher mean than their male counterpart and by implication a more positive perceive in the usefulness of Google Classroom in the Four Departments not significant. Therefore, the null hypothesis of no significant difference in male and female Undergraduate Students perceive the usefulness of Google Classroom in the Four Departments accepted and the alternate rejected.

DISCUSSION

Perceived ease of use of Google classroom Application by Undergraduate Students
The result obtained from the study (see table 1) showed that during the interaction with the students on the Google classroom platform, the student easily logged onto the App to join the class using the class code. The student collaborated easily with the instructor and their follow students during the course of discussion. They found it easy to access the instructional materials, could identify the icons, menu. They could turn in the assignment easily. The YouTube videos, attachment, uploading was a lot easy for them.

This is because Google Classroom Application Interface is friendly, and easy to operate. Students learning with the Google classroom tool further expanded their critical skills, they also appreciated using the App, it gave them the opportunity to have a practical experience on how to use some digital tools to learn. The purpose of Google classroom App is to facilitate learning online, to save time, cost, etc. With Google classroom, student learn online without having to come face to face. Ballew, (2017), stated that Google App for Education is a one step further for education by compiling them in one virtual interactive platform designed for learners as an online classroom which supports the present study. Liebenberg, Benade, and Ellis, (2018) carried out a research to study acceptance of ICT using Unified Theory of Acceptance and Use of Technology (UTAUT) model to South African Students. The study was to gauge undergraduates' objectives to be able to utilize of some technological devices. The result showed high receptiveness and utilization of digital technologies. In this present study too, the result revealed that due to the easy interface of Google classroom, it is accepted by the 400 level students. In addition, Google Classroom Application enables its users to easily share files between teachers, students and students to students. In a study carried out by Sadik (2017) on file sharing System tool utilizing the Google Drive tool among the students in Sultan Qaboos University, the result showed Google Drive as a tool easy for sharing and managing file content. In the present study, it was easy for the teachers to share file content between learners, teachers to teachers, learners to learners. On the other hand, learners find it easy to send in their comments to the teacher's email visa vise.

Perceived usefulness of Google Classroom Application
The result, as seen in Table 2 shows that Google Classroom Application is useful for the students in 21st Century. In Google classroom, students need not to be physically present in the class before learning can take place, learning can occur anywhere, any place, and at any time. The result may be attributed to the fact that learning period was very convenient for the students in this present study. The learning took place at the comfort of their homes. The learning materials was posted on the Google classroom gave the students another opportunity to explore the Internet further. Google classroom exposed the students to learn on their own. The learning experience in Google classroom is more of learner-centeredness, learner-teacher. In line with a study conducted by Muslimah, (2018) on the use of Google Classroom in English Language Education Department of Islamic University Indonesia. The result showed that Google Classroom is useful as an online tool for learning. Another study on Utilization of Mobile Learning Technology. it is a documentary analysis carried by Mugo, Njagi, and Chemwei, (2017), shows that Mobile Technologies are increasingly receiving a place in Pedagogy in Educational System. Mobile Technology is very useful in teaching and learning since learning can take place anytime and anywhere.

CONCLUSION

From the findings of the study, it is established that Undergraduate Students in the Four Departments perceived Google Classroom App as easy to use and useful in learning different courses. Hence, constant use of digital learning tools in higher institutions will further arouse their

interest to act in right direction whenever digital tool is introduced in the course of learning. The student's digital skills are developed when exposed to learning tools such as Google classroom App. Learning becomes interesting, learners learn at their own pace, it increases their communication skills. Institutions are required to provide functioning ICT facilities, encourage the teachers to embrace the use of technology while teaching. Teachers are to develop instructional materials fit for today's needs, ie more engaging and interactive instructional materials.

Recommendation

With these findings and conclusion of the study, it is therefore recommended that:

1.   The students will easily adopt and use any digital tool when leaning if they are constantly exposed to online learning such as Google Classroom Application

2.   The instructors should take the lead by embracing different forms of digital tools. They should continuously improve by un-learning, re-learning and learning the uses of digital tools such as Google Classroom Application and other various tools for learning

3.   Online learning requires should take major part of learning in Higher Institution. Instructors should be able to communicate with students at any time through the use of Google classroom. Encourage them to have a working email so as to engage them by sending assignments, communicating to student more often online exposes them to digital world.

4.   Courses that are computer-based related should be practical, by using Google classroom App. Many students have knowledge of computer in abstract alone, with Google classroom the course becomes more real.

5.   Learning should be interactive not passive, student centered, this method promote ownership, responsibility to learning therefore instructors should act as guide and mentors while impacting knowledge.

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T-Test

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Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived_Ease_of_use_of_Google_Classroom	Male	57	31.6316	14.11892	1.87010
	Female	49	35.3061	8.26691	1.18099

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t						
Perceived_Ease_of_use_of_Google_Classroom	Equal variances assumed	38.453	.000	-1.601						
	Equal variances not assumed			-1.661						

Independent Samples Test

		t-test for Equality of Means					
		df	Sig. (2-tailed)	Mean Difference			
Perceived_Ease_of_use_of_Google_Classroom	Equal variances assumed	104	.113	-3.67454			
	Equal variances not assumed	92.423	.100	-3.67454			

Independent Samples Test

		t-test for Equality of Means			
		Std. Error Difference	95% Confidence Interval of the Difference		
			Lower	Upper	
Perceived_Ease_of_use_of_Google_Classroom	Equal variances assumed	2.29583	-8.22726	.87817	
	Equal variances not assumed	2.21179	-8.06707	.71798	

T-TEST GROUPS=Gender(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=Perceived_Usefulness_of_Google_Classroom
 /CRITERIA=CI(.95).

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived_Usefulness_of_Google_Classroom	Male	57	34.0351	13.38705	1.77316
	Female	49	36.6327	8.41550	1.20221

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t						
Perceived_Usefulness_of_Google_Classroom	Equal variances assumed	30.929	.000	-1.173						
	Equal variances not assumed			-1.213						

Independent Samples Test

		t-test for Equality of Means					
		df	Sig. (2-tailed)	Mean Difference			
Perceived_Usefulness_of_Google_Classroom	Equal variances assumed	104	.243	-2.59757			
	Equal variances not assumed	95.721	.228	-2.59757			

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Perceived_Usefulness_of_Google_Classroom	Equal variances assumed	2.21424	-6.98849	1.79336
	Equal variances not assumed	2.14229	-6.85014	1.65500