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LECTURERS' ATTITUDE AND UTILISATION OF GOOGLE CLASS ROOM IN TERTIARY INSTITUTIONS IN ONDO STATE, NIGERIA

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Abstract

This study examines lecturers' attitude and utilisation of Google classroom learning platform for instruction in tertiary institutions in Ondo State, Nigeria. Descriptive survey research design was used in the study. Two research questions and one research hypothesis were answered and tested in the study respectively. The sample population consisted of 300 lectures randomly selected from the three universities across the three senatorial districts (Ondo north, central and south). 100 participants were randomly selected from each of the selected public universities, making the total of 300 participants. The instrument for this study was researcher' self-developed questionnaire titled Lecturers' Attitude and Utilisation of Google Classroom Learning Platform Questionnaire (LAUGCLPQ). The instrument was validated by two experts. Reliability coefficient of 0.84 was obtained using Kuder-Richardson (KR21) technique. Research questions and research hypotheses were answered and tested using mean scores and t-test scores statistical tools respectively. The findings of the study showed that lecturers' attitude towards the use of Google Classroom in tertiary institutions in Ondo State was negative. It was also revealed that the level of utilization of Google Classroom by the lecturers was very low. The results also shown that there was no significant difference between the attitude of male and female lecturers towards the use of Google Classroom for instructions ($df = 298$; $t = 2.963$; $p > 0.05$). It was further revealed in the study that there was a significant difference between male and female lecturers in the level of utilization of Google Classroom learning platform in tertiary institutions in Ondo State ($df = 298$; $t = -5.125$; $p < 0.05$). The study therefore recommends that managements of tertiary institutions should encourage both male and female lecturers to use Google Classroom learning platform in their instructional deliveries by providing all the necessary ICT infrastructures in their institutions. Also Workshops and training programmes should be organised for both lecturers and students to acquire necessary skills to use Google Classroom learning platform for instructions.

Key words: Google Classroom, tertiary institution, attitude, utilisation

1. Introduction

The growth and development of Information and Communication Technology (ICT) in the recent year has transformed the educational sector globally. ICT has brought advancement in the Internet technology which has also led to the emergence of new learning and teaching innovations. Through ICT, learning can now take place online instead of occurring in physical classrooms. According to Wang, Lin & Su (2021), online learning is referred to learning experiences in synchronous and asynchronous environments using different devices such as mobile phones, laptops, etc with internet access.

The use of online learning in tertiary education system has increased in the recent time. Such increase is mostly due to many benefits online learning offers over the traditional classroom environment. Kaupp, (2012) posits that online learning allows learners to access instructional media asynchronously at their own time, and it enables them to communicate with their instructors and course mates via the internet without the need for physical meetings.

Google classroom is one of the online learning platforms developed by Google Inc for academic institutions and was publicly launched on 12 August 2014. Islam (2019) defines google classroom as a free application designed to assist students and teachers connect, work together, organize and create assignments. Okmawati (2020) also describes google classroom as a platform that allows teachers and students to interact with learning materials in an online environment. As an online learning tool, Google Classroom is accessible only to users with Google Apps for Education. These free collaborative set of tools include web tools like Google Docs, Google Drive, Gmail, to mention a few.

There are many benefits of using Google Classroom in education especially in teaching and learning process. Thanavathi (2019), posits that the use google classroom enables both teachers and students to engage in discussions and affords teachers to monitor students' progress. Iftakhar (2016) also avert that the platform promotes active learning and make learning materials more accessible to students anywhere and any time. Azhar & Iqbal (2018) claims that the use of google classroom provides immediate feedback, enhancing communication, tracking students' progress and performance, assessment and increase in productivity. Google classroom can help to keep materials and resources organized on the classwork page and manage them automatically. Wan, & Wan, (2020) were also of the view that Google Classroom being a universal tool for teaching and learning, can allows teachers across several disciplines to customize their classroom for effective online collaboration.

Attitude is one of the factors that contribute to educators' decisions about whether to use technologies for instructional delivery. Attitude determines the decision of teachers to apply in teaching and how they prepare to teach with technologies. Abidoye & Abidoye (2021) define attitude as a mental or neural state of readiness, organized through experience, exerting a direct or dynamic influence on the individual's response to all objects and situations to, which it is related. Aderele & Abidoye (2022) also described attitude as an accumulation of information about an object, person, and situation or experience, a disposition to act in a positive or negative way toward some objects. Teachers' use of technology especially online learning platform such as google classroom is influenced by their attitudes (Simion, Ajayi & Gadzama 2022). According to Abidoye & Abidoye (2021), attitudes toward any objects play an extremely important role in influencing subsequent behaviours towards it. Positive attitude towards the use of technologies will

lead to high productivity in education while poor attitude of lecturers towards technologies will reduce productivity in education especially at this digital era.

Utilisation is the usefulness of ideas, materials, products or services that lead to satisfaction (Abidoye 2023). Utilisation is the extent to which a given group uses a particular service in a specific period. Aderele & Abidoye(2022) posits that utilization of ICT facilities when available can impact greatly on teaching and learning situation.

However, the major challenge to the use of technology especially online learning tools for instructions is the users' attitude and commitment towards the integration of technology into the teaching-learning setting, thus this task could discourage the utilization among the users (Hassan (2017)). Therefore, this study examines lecturers' attitude and utilization of Google Classroom in tertiary institutions in Ondo State, Nigeria.

2. Statement of the Problem

One of the major features of education reforms throughout the world is the introduction and integration of ICT tools in education. There are still gaps to be filled as regards appropriate utilization of technology in the Nigerian education system especially tertiary institutions. Despite the belief that lecturers prepares for using technologies effectively in the classroom, literatures had revealed that most lecturers still use them to prepare their teaching and only a few use them during lessons for enhancing pedagogy. This repulsive ideas of lecturers could be attributed to their attitude towards the use of ICT tools especially google classroom. Moreover, lecturers' attitude towards the use of technologies to enhanced pedagogy and performance in the classroom in tertiary institutions is a serious concern to the educators and researchers. Therefore, this study investigates lecturers' attitude and utilisation of google class room in tertiary institutions in ondo state, Nigeria.

3. Objectives of the Study

The following are the objectives of the study;

- (1) To determine lecturer's attitude toward the use of Google classroom in Tertiary institution in Ondo State, Nigeria.
- (2) To examine lecturers' level of utilization of Google classroom for instructional delivery in tertiary institutions in Ondo State.
- (3) To determine the influence of gender on lecturer's attitude towards the use of Google classroom in tertiary institutions in Ondo State, Nigeria.

3.1 Research Questions

The following research questions were raised and answered in this study;

1. What is the lecturers' attitude towards the use of Google Classroom in tertiary institution in Ondo State?
2. What is the lecturers' level of utilization of Google Classroom in tertiary institutions in Ondo

State?

3.2 Research Hypotheses

H01: There is no significant difference between male and female lecturers' attitude towards the use of google classroom in tertiary institutions in Ondo state.

H02: There is no significant difference between male and female lecturers' level of utilization of google classroom in tertiary institutions in Ondo state.

4.0 Methodology

The study adopted descriptive survey research design. A total of three hundred (300) lecturers were randomly selected from three public universities in Ondo State. One university was randomly selected from each of the three senatorial districts. Ondo state was divided into three senatorial districts (Ondo South, Ondo Central and Ondo North). 100 lecturers were randomly selected from each of the three universities. A self-developed questionnaire titled Lecturers Attitude and Utilisation of Google Classroom Questionnaire (LAUGCQ) was used to gather data in the study. The instrument was divided into three sections A-C. Section A focuses on demographic information covering the participants' gender, school and location. Section B consisted of ten question items eliciting information on lecturers' attitude towards Google Classroom. While section C consisted of 10 question items sought information on lecturers' level of utilization of Google Classroom in tertiary institutions. A 4-point Likert Scale response modes: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1) was used. Face and content validation of the instrument was carried out by two experts in test measurement and evaluation from the Department of Educational Foundation and Counseling Adeyemi Federal University of Education Ondo. To ensure that the instrument has the accuracy, appropriateness and completeness for the study. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to mean score and standard deviation for answering the research questions while t test statistical tool was used for testing the research hypotheses. The test for significance was done at 0.05 alpha levels.

5. Results

Research Question1: What is the attitude of lecturers towards the use of google classroom in tertiary institutions in Ondo State?

Table 1: Lecturers' Attitude towards Google Classroom in Tertiary Institutions in Ondo State

Item	SA	A	D	SD	Mean	Std. D
I prefer using conventional method of teaching than google classroom for my lesson	33	68	109	90	2.15	.97
I hate using google classroom for instruction because of irregular power supply	50	109	119	22	2.62	.85
High cost of internet browsing discourages me from using google classroom for my lesson	46	104	125	25	2.57	.85

I like using google classroom because it exposes me to global best practices in instructional delivery.	68	79	127	26	2.63	.93
I prefer google classroom because it make me have easy access to my students	85	113	60	42	2.80	1.00
I hate using google classroom for my lessons because it makes me tense and uncomfortable	0	54	137	109	1.81	.71
Google classroom resists the contents of my lessons	34	26	161	79	2.05	.89
Use of google classroom may in long run replace the teacher in the classroom	9	69	101	121	1.88	.86
I feel at ease when am using google classroom for my lesson	119	107	40	34	3.03	.99
I won't have anything to do with google classroom	0	69	72	159	1.70	.81
Weighted Average					2.32	

Key; SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Decision Value: Negative=0.00-2.44, Positive = 2.45-4.00

Table 1 shows the attitude of lecturers towards the use of google classroom in tertiary institutions in Ondo state. The table shows that the lecturers disagreed to the following: they prefer using conventional method of teaching than google classroom for their lesson (= 2.15), hate using google classroom for their lessons because it makes them tense and uncomfortable (= 1.81), Google classroom resists the contents of their lessons (= 2.05), use of google classroom may in long run replace the teacher in the classroom (= 1.88) and they won't have anything to do with google classroom (= 1.70). Furthermore, the table also shows that the lecturers agreed to the following: they hate using google classroom for instruction because of irregular power supply (= 3.31), high cost of internet browsing discourages them from using google classroom for their lesson (= 3.09), like using google classroom because it exposes them to global best practices in instructional delivery (= 3.02), prefer google classroom because it make them have easy access to their students (= 2.80), and they feel at ease when they are using google classroom for their lesson (= 3.03). Meanwhile, based on the value of the weighted average (2.32 out of 4.00 maximum value obtainable) which falls, within the decision value for negative, it can be inferred that the attitude of lecturers towards the use of Google classroom in tertiary institutions in Ondo state is negative.

Research Question Two: What is the level of utilization of Google classroom by lecturers in tertiary institutions in Ondo state?

Table II: Level of Use of Google Classroom by Lecturers in Tertiary Institutions

Item	SA	A	D	SD	Mean	Std. D
I used google class room to monitor my students' academic progress	57	42	73	128	2.09	1.14
I used google class room to have academic discussions with my students	79	46	65	110	2.31	1.21

I often used google class room to keep the contents and materials of my lesson well organized	0	45	50	205	1.46	.74
Google class room help me to make learning materials more accessible to my students	17	73	51	159	1.82	.98
Google class room help me to get immediate feedback from my students	0	48	63	189	1.53	.75
I often use google classroom to manage my class effectively	0	52	96	152	1.66	.75
I used google class room to share files effectively with my students	31	113	80	76	2.33	.96
I used google class room to create, distribute and grade students' assignments	0	61	34	205	1.52	.81
I used google class room to post my lecture notes to my students	0	59	39	202	1.52	.80
I used google class room to create different groups in my class	26	91	74	109	2.11	1.00
Weighted Average					1.84	

Key; SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Decision Value: Low=0.00-2.44, High = 2.45-4.00

Table 2 shows the level of utilization of Google classroom by lecturers in tertiary institutions in Ondo state. The table shows that the lecturers disagreed to all the items as follows: they used google classroom to monitor their students' academic progress(= 2.09), used google class room to have academic discussions with their students (= 2.31), often used google classroom to keep the contents and materials of their lesson well organized (= 1.46), Google classroom help them to make learning materials more accessible to their students (= 1.82), Google classroom help them to get immediate feedback from their students (= 1.53), often use google classroom to manage their class effectively (= 1.66), used google classroom to share files effectively with their students (= 2.33), used google classroom to create, distribute and grade students' assignments (= 1.52), used google classroom to post their lecture notes to their students (= 1.52), and used google classroom to create different groups in their class (= 2.11). Meanwhile, based on the value of the weighted average (1.84 out of 4.00 maximum value obtainable) which falls, within the decision value for low, it can be inferred that the level of utilization of Google classroom by lecturers in tertiary institutions in Ondo state is low.

Research Hypotheses

H01: There is no significant difference between male and female lecturers' attitude towards the use of google classroom in tertiary institutions in Ondo state.

Table 3: Summary of T-test Showing Difference in Male and Female Lecturers' Attitude towards the Use of Google Classroom

Grouping Variable (Gender)	N	Mean	Std. D	Df	T	Sig.	Remark
Male	137	30.44	3.73	298	2.963	.533	Not Significant
Female	163	29.76	3.59				

Table 3 shows the difference in the attitudes of male and female lecturers towards the use of google classroom in tertiary institutions in Ondo State. The table shows that the mean score for male lecturers is 30.44 while that of female lecturers is 29.76. The values of the mean scores do not reveal an appreciable difference. Therefore, there is no significant difference between male and female lectures' attitudes towards the use of google classroom in tertiary institutions in Ondo State ($df = 298$; $t = 2.963$; $p > 0.05$). Hence, hypothesis one is retained. This result implies that the attitude of male and female lecturers towards the use of google classroom are the same.

6. Discussion of Findings

From the research question one, the results show that lecturers' attitude towards google classroom in tertiary institutions in Ondo State was negative. This is evident as almost all the respondents claimed that they prefer using conventional method of teaching than google classroom for their lesson, hate using google classroom for their lessons because it makes them tense and uncomfortable, Google classroom resists the contents of their lessons, use of google classroom may in long run replace the teacher in the classroom and that they won't have anything to do with google classroom. This finding is against the claim of Priyatino (2017) who find out that the positive attitude of lectures towards google classroom online learning platform increased lecturers' use of the platform for instructional delivery in higher education.

From the research question two, the results show that lecturers' level of google classroom learning platform in tertiary institutions in Ondo State was low. Majority of the lecturers disagreed to all the items as follows: they used google classroom to monitor their students' academic progress, used google classroom to have academic discussions with their students, often used google classroom to keep the contents and materials of their lesson well organized, Google classroom help them to make learning materials more accessible to their students, Google classroom help them to get immediate feedback from their students, often use google classroom to manage their class effectively, used google classroom to share files effectively with their students, used google classroom to create, distribute and grade students' assignments, used google classroom to post their lecture notes to their students, and used google classroom to create different groups in their class. This study is in agreement with the findings of Abidoye and Abidoye (2022) who in their investigation find out low level of utilization of web-based learning in tertiary institutions in Ondo State.

In research hypothesis one, the study revealed that there was no significant difference between male and female lecturers' attitudes towards the use of google classroom in tertiary institutions in Ondo State. This implies that gender differences has no significant effect on lecturers' attitude towards google classroom in tertiary institutions in Ondo State. This result is in agreement with Islam, (2019) who reported that there was no significant effect of gender in the pattern of internet use of English language teachers in secondary schools in Ondo State.

7. Conclusion

Based on the reviewed relevant literatures and the findings of this study, it was concluded that the attitude of lectures in tertiary institutions towards google classroom in Ondo State was negative. While their level of utilization of google classroom learning platform was also low. Therefore, the teaching and learning process in tertiary institutions should embrace various innovative and online learning technologies such as google classroom learning platform especially at this digital age.

8. Recommendations

Based on the findings of this study, the following recommendation were made;

- (i) Training, workshop and seminar should be organized for lecturers in tertiary institutions to improve their skills to use various web-based or online learning tools for instructions.
- (ii) Lecturers in tertiary institutions, irrespective of their gender should further be encouraged to use computer and other ICT tools for instructions.

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