

Undergraduate Students' Attitude and Behavioral Intention To Use Of Google Classroom Application For Online Learning In The 21st Century

Akpunonu Hilda Nnenna and Dr Harriet Agbarakwe (harrit)
*Department of Curriculum and Educational Technology,
University of Port Harcourt, Rivers State. Nigeria*

Abstract

The study examined undergraduate students' attitude and behavioral intentions to use of Google Classroom Application for online learning in the 21st Century. Two objectives, two research questions and two null hypotheses were formulated to guide the study. Descriptive analytic survey design was adopted for the study. The research population consisted of 400 level students in 2019/2020 session of Four Departments in Faculty of Education in University of Port Harcourt totally five hundred and ninety (590). The sample size of one hundred and seventy-five (175) was chosen for the study using proportionate stratified sampling techniques. The instrument was self-developed named 'Google Attitude and Behavioral Intention Questionnaire (GABIQ)' 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. The result showed students attitude mean score of 2.71 and standard deviation of 1.01 at mean criterion of 2.50 which implies that undergraduate students have a positive attitude towards the use of Google classroom app while the behavioral intention to use at the mean score of 2.81 and standard deviation of 0.98 at criterion mean of 2.20. This showed that undergraduate students have a positive behavioral intention towards Google classroom app. The two hypotheses indicated there is no significant difference in the attitude of male and female undergraduate students towards the use of Google classroom app as $t(104) = 1.197$ $p > 0.5$ and $t(104) = .840$ $p > 0.5$ for the behavioral intention. Recommendations by the author are more course should be taught through the use of digital tools such as Google Classroom Application. Teachers should act more as instructors, mentors and guide to the students, thereby allowing students to explore online based-knowledge.

Key words: Google Classroom App, Attitude, Behavioral Intention, Online learning.

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I. Introduction

The impact of Covid-19 pandemic in the world have ushered the social distancing practice in religious gathering, political gathering, social gathering and academic environment as well. This practice of social distancing has prompted different sector of government and organizations to diverse a means of meeting with its members to achieve their objectives without breaking the protocol of social distancing. Ironically, the pandemic brought about the compulsory implementation of some technological tools which have been lying untapped especially by the developing countries such as Nigeria and in higher institutions to be precise.

Information and Communication Technology (ICT) has caused a shift in the way learning takes place in school environment. It has become more interesting in the 21st century to teach and learn through the various digital tools available. 21st century education is more engaging, in that, it puts the learner at the center of acquiring new knowledge. Then the student's choice the technique of instructional tools suitable to achieved learning objectives. The belief now, is that technology increases and improves students' interest in learning. Unfortunately, in developing country like Nigeria, learning with digital apps comes with its own new challenges such as; most of the School Administrators, teachers and students are afraid of the changes that are related by technology especially in integrating it practically in academic work. Notable reasons are, lack of digital skills by the learners and teachers, some of the teachers are resistant to change, some do not even have access to internet, even lack of time in the utilization of the tool in class room. Inadequate knowledge on how technological tools is been used has hindered a lot of teachers to apply technology while teaching, unavailability of hardware/software are also contributing factors. On the contrary, technological tools are in use massively by teachers in the developed Teachers are not satisfied with its effectiveness therefore refused to implement it Perez (2015).

The digital learning has shaped the way learners' learner, participate, collaborate with other learners within and outside the shores of the globe. Technology bridges the geographical gap in education

through different tools that enable teachers and students to interact outside the classroom by employing various tools. Digital technology inspires digital learning as it empowers teachers and students to participate in online courses, blended/hybrid learning, development of digital contents. It is apparent that the tide moved from the teacher-centered to student-centered method of teaching and learning as the quest to change continues in the field of educational technology. E-learning delivers personal, complete, active content, in real time, enhancing knowledge-based economy.

Google classroom app belongs to the category of Learning Management System and it is used interchangeably with e-learning is a web-based technology used by instructors to create and deliver content to learners everywhere in the world. With this application software it helps 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, Manchulenko&Pikilnya (n.d). According to Pappas (2015), not all learning situation one can use Google Classroom but organizations can also utilize this App for training their employees. 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.

However, for the purpose of this study, Google Classroom becomes the learning software to be used to be in assessing the attitude and behavioral intention of 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.

II. Literature Review

Mr. Jonathan Rochelle(2016) Google For Education published in 2016 which is called the GSuite For Education, which include Google Docs, Google Drive, Google Sheet, Slides, Forms, Apps Scripts, Font, Drawing, Calendar etc. In 2014 Google Classroom was hosted, 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 Googlepermits 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, (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.

Technology Acceptance Modelas stated by Shih-Chih C., et al (2011) examined the works of Davis (1989) he sees this model as helpfulmeasuring the extent to which a user has confidence in exploring a certain system, inversely improvinghis or her learning process, perceived ease-of-use (PEOU) is the extent to which a user is certain that exploring a specific computer skill would be free from struggle Mugo, D., et al (2017). Technology Acceptance Model incorporated the attitude and behavioral intention towards the use of technology. The attitude of a learner concerning usage of a technology is essential in forming the acceptance of the technology. Most practical method of managing the learner's attitude towards the use of technology is to repeatedly expose the user to the tool. This is to subject the nervousness towards it mainly if the technology is not easy to use. In this regard, Rueckert et al. (2013) observed that advancement in technology have enabled educators to send content online while the learners access these contents via mobile phone or any other devices. In other words, good google classroom culture atmosphere must be made (preferably by teaching learners). By

this way, learners are equipped to adjust their opinion towards the technology, making them hold on to technology utilization.

Behavioral intention is action proportional to attitude. Learners behaves or act in way provided by his attitude. For the reason of a definite affirmative attitude, for the reason this undesirable attitude, people avoid certain approaches or confront it. A displeasing attitude on the contrary will make the feedback discouraging and lastly lead to refraining behavior but a pleasant attitude will strengthen the behavior and aid in its continuation. Therefore, a pleasing experience in the use of Google classroom leads to the continuation of educational tool usage,effortlessness to utilize and perceived usefulness are controlled by various important variables. However, accessing the attitude and behavioral intention to use Google Classroom with Undergraduate students in Four Departments, two categories of such variables are internal variables and external variables. Internal variables contain attitude of the user, their pedagogical views towards, and level of competency which is the expertise and knowledge to use a google classroom, will affect its utilization. On the other hand, the external variables contain behavior which is the satisfaction derived from using the Google classroom app and willingness to continue.

Empirical Review

Ardies, J., Maeyer, S., Gijbels, D., &Kevlen, H., (2014), carried a research on“Students attitudes towards technology”the outcome of the study shows that students view on education and careers in technology are not predominantly positive. The study focused upon six aspects of attitude namely: interest, career aspirations, boredom, consequences, difficulty and gender issues and effects on a specific aspect of attitude.Theentireresult cannot be takenproperly because attitude is a multi-dimensional concept. Two research question was used using multivariate multilevel approach, sample size of 2,973of 12–14-year-old students Year 1 and Year 2 of secondary education. The reason for the poor attitude towards technology was the limited time technology was taught in the class and the teacher's attitude in teaching with technology devices.

Magen-Nagar, N., &Shonfeld, M., (2017), according to their quantitative research work on“‘The impact of an online collaborative learning program on students' attitude towards technology’”. Two groups were used, period of 10 weeks in teaching teachers in training colleges in Israel. Questionnaires were filled by the two groups that is, students from the intervention group were 47 while the other control group were 45. Therefore, findings indicated that students' motivation and satisfaction have a greatconsequence on the modification of attitudes towards technology in online collaborative learning environments which makes their attitude to be positive

Aditia, E., Tela, N., Saleh, N., Ilona, D., and Zaitu.(2018), going by their research on “Understanding the Behavioral Intention to Use a University Web-Portal” at the Universitas Bung Hatta (UBH). The purpose of the analysis was to inspect the result of observed easiness to utilize (PEU) and observed effectiveness (PU) on approach in the direction of use (ATU) and Interactive purpose of usage (BIU). The campus has seven faculties with more than 8700 enlisted scholars in 2018 period, only four faculties were involved; Economics, Education, Law and Humanities were used, 150 questionnaires were dispersed, 135 gave back theirs. True experimental research was applied. A smart path least square (PLS) was applied to analysis the data. Convenient sampling method was applied in the study. A planned feedback form was planned and employed :(i) Three points for BIU, (ii) Three points for ATU, (iii) seven points for PU and (iv) five points for PEU. Five-point Likert scale was applied to evaluate the participants' opinion on the assessment interrogation. The outcome of the results confirmed that PEU has an optimistic noteworthy connection with BIU and ATU. Furthermore, ATU also has an important affirmative result on BIU. Still, PU do not have a substantial connection with BIU and ATU. The current study will apply descriptive analytic survey research method to access the perception level of using google classroom among the 400 level undergraduate students' session 2019/2020 in the University of Port Harcourt in Four Departments. Proportionate stratified sampling technique will be used for the 175 participants whom will be taught Computer in Education Edu 401.2 with google classroom app for four weeks during the first semester. TAM and Diffusion of Innovation will be adopted to measure their level of google classroom as a tool for teaching and learning. The researcher will use the Four-point scale Likert to range the question and SPSS for data analysis.

Saleh A., &Steve, D., (2014) according to their investigation “Using the Technology Acceptance Model in Understanding Academics' Behavioral Intention to Use Learning Management Systems. One cluster academic operators and extra cluster on non-operators. 69 partook only 59 answered back to the 105 questionnaire which was circulated via internet platform. The investigators applied quantitative Reliability assessment was done using Cornbach Alpha. The study is quantitative in nature and employs an online survey for data collection. Online surveys provide researchers with various benefits [61], saving researchers time and expenses by overcoming geographic distance. All theory connected guesses inside this research existed, confirmed to have confident relationships that are statistically important. The researchers who participated in this research presented an optimistic approach in the direction of LMS, and they resolved to utilize LMS in their subsequent research. Additionally, the study shows that when users observed comfortable to utilizegrows, the

supposed helpfulness grows consequently. As anticipated, when teachers observed LMS as stress-free to use, they established a confident boldness towards utilizing the technology tool. Likewise, the observed practicality improves the amount of optimism toward application, which afterward influenced the interactive purpose to use device. Partakers had the choice to alternate among English and Arabic at any period throughout the study. In this study, a similar variable such as behavioral intention to use Google classroom as the selected tool stated above will be applied in accessing 400 level 2019/2020 session of undergraduate students in Four Departments of University of Port Harcourt. Descriptive analytic survey method of research and proportionate stratified sampling technique will be adopted. Questionnaire will be distributed to 175 students who participated in the practice of Google classroom in their face-to-face lecture. A total of 106 instruments were properly filled and returned, females are 49 while male are 57. This app will be adopted in teaching a course called "Computer in Education" Edu 401.2 for four weeks during the first semester. A four-point Likert Scale and SPSS software will be deploying in evaluating the data collected. TAM model contains all the variables intended to measure for this study

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' attitude and behavioral intentions to use of 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' attitude and behavioral intentions to use of Google Classroom Application for online learning in the 21st Century

The objective of the study was

1. To examine the attitude of 400 level undergraduate students in Four Departments in faculty of Education towards the use of Google Classroom App.
2. To determine the behavioral intention to use Google Classroom App by 400 level undergraduate students in Four Departments in faculty of Education.

Research question

1. What is the attitude of 400 level undergraduate students in Four Departments in faculty of Education towards the use of Google Classroom App?
2. What is the behavioral intention to use Google Classroom App by 400 level undergraduate students in Four Departments in faculty of Education?

Hypothesis

1. There is no significant difference in the attitude of male and female undergraduate studentstowards the use of Google Classroom App for online learning in the 21st Century
2. There is no significant difference in the behavioral intention of male and female undergraduate students towards the use of Google Classroom App for online learning in the 21st Century.

III. Methodology

The research design for this study was be descriptive 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 (94 Males and 81 Females)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. 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 Attitude and Behavioral Intention Questionnaire (GABIQ)' 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 Attitude towards Google Classroom app containing 13 items. This was structured to elicit response of undergraduate students' attitude 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 attitude towards Google Classroom app, therefore a Mean of 2.50 and above will indicate a positive attitude towards Google Classroom app and below the criterion Mean a negative attitude towards Google classroom app

Another section for Behavioral intention towards Google Classroom app containing 14 items. This was structured to elicit response of undergraduate student's behavioral intention towards Google Classroom app. The student's response to this section was rated on a continuum scale of Very Much my Intention (VMI) 4 points, My Intention (MI) 3 points, Not Very Much my Intention, (NVMI) 2 points and Not my Intention (NI)1 point. A criterion Mean of 2.50 was the basis of establishing behavioral intention towards Google Classroom, therefore a Mean of 2.50 and above will indicate a positive behavioral intention towards Google Classroom app and below the criterion Mean a negative behavioral intention towards 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.

IV. Results

Research Question 1: What is the attitude of undergraduate students towards Google classroom app?

Table 1: Mean and standard deviation analysis showing attitude of undergraduate students towards Google Classroom app

S/N	ITEMS	Mean	SD	Decision
1	Google classroom app is difficult to use	2.51	1.08	Agree
2	Google classroom app makes learning fun and interesting	2.77	1.21	Agree
3	Using Google classroom app for teaching and learning is a waste of time	2.29	1.01	Agree
4	Using Google classroom app makes me feel more connected to my fellow students and lecturer	2.93	1.01	Agree
5	Using Google classroom app for teaching and learning is highly distracting to me	2.34	0.99	Agree
6	I like Google classroom app because I have learnt many new things with it	2.91	0.87	Agree
7	The use of Google classroom app makes one to be more efficient in the use of technology	3.09	0.94	Agree
8	Using Google classroom app for teaching and learning takes a lot of time	2.83	1.05	Agree
9	I struggle more to understand things when Google classroom app is used	2.58	0.96	Agree
10	Using Google classroom app challenges, me to do better	2.82	0.93	Agree
11	Am always eager to use Google classroom app	2.67	1.02	Agree
12	I lose track of time when am using Google classroom app	2.58	1.01	Agree
13	Google classroom app serves the need of 21st century students	2.89	1.06	Agree
GRAND MEAN		2.71	1.01	Agree

The table 1 above shows the mean score of 2.71 and standard deviation of 1.01. This implies that undergraduate students have a positive attitude towards Google classroom app. This is based on the grounds that a criterion mean point of 2.50 and above indicates a positive attitude towards Google Classroom app and less than 2.50 a negative attitude towards Google Classroom app. As revealed from table 1 the mean of 2.71 is higher than the criterion means of 2.50 which has the implication that undergraduate students have a positive attitude towards Google classroom app for onlinelearning in the 21st Century.

Research Question 2: What is the behavioral intention of undergraduate students towards the use of Google classroom app?

Table 4: Mean and standard deviation analysis showing the behavioral intention of undergraduate students towards the use of Google classroom app

S/N	ITEMS	Mean	SD	Decision
1	To be more engaged and active in class	3.05	0.97	Agree
2	Feeling of being advanced technologically	2.95	1.00	Agree
3	To fulfill course requirement	2.92	0.99	Agree
4	Opportunity to know and learn more	2.90	0.97	Agree
5	Avoidance of not been seen as current and updated	2.75	1.02	Agree
6	Something to pass time with	2.54	0.96	Agree
7	To communicate more with fellow students and lecturer	2.90	0.95	Agree
8	To participate more in class activities	2.75	1.01	Agree
9	Reduction in cost of typing and printing assignments	2.88	1.03	Agree
10	To have something to distract myself with.	2.60	1.03	Agree
11	To be able to be assessed by my lecturer	2.73	0.85	Agree
12	To know more about other Google features	2.83	0.97	Agree
13	To please my lectures	2.70	0.97	Agree
14	To distract other students	2.44	0.98	Agree
GRAND MEAN		2.81	0.98	Agree

The table 2 above presents a mean score of 2.81 and standard deviation of 0.98. This shows that undergraduate students have a positive behavioral intention towards Google classroom app. This is factored on the premises that a criterion mean point of 2.50 and above indicates a positive behavioral intention towards Google Classroom app and a mean less than 2.50 a negative behavioral intention towards Google Classroom app. As shown from table 2, the mean of 2.81 is higher than the criterion means of 2.50 which has the implication that undergraduate students have a positive behavioral intention towards Google classroom app for online learning.

Hypothesis

Hypothesis one: There is no significant difference in the attitude of male and female undergraduate students towards the use of Google classroom app for online learning in the 21st Century

Table 3: t-test analysis of no statistically significant difference in the attitude of male and female undergraduate students towards the use of Google classroom app

Attitude	N	SD	Df	T	P.	Alpha	Decision
Female	49	2.60	1.17				
Male	57	2.83	0.78	104	1.197	.234	0.05 Accept Ho ₁ P>0.05

The table 3, shows that $t(104) = 1.197$ $p > 0.05$, i.e. $p = .234$ 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 attitude of male and female undergraduate students towards the use of Google classroom app as $t(104) = 1.197$ $p > 0.05$, i.e. $p = .234$ is greater than 0.05. The difference which was for male 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 two: There is no significant difference in the behavioral intention of male and female undergraduate students towards the use of Google classroom app for online learning in the 21st Century.

Table 4: t-test analysis of no statistically significant difference in the behavioral intention of male and female undergraduate students towards the use of Google classroom app

Beh.Intent	N	SD	Df	T	P.	Alpha	Decision
Female	49	2.73	1.11				
Male	57	2.83	0.79	104	.840	.403	0.05

The table 4, shows that $t(104) = .840$ $p > 0.05$, i.e., $p = .403$ 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 attitude of male and female undergraduate students towards the use of Google classroom app as $t(104) = .840$ $p > 0.05$, i.e., $p = .403$ is greater than 0.05. The difference which was for male undergraduate students having a higher mean than their female counterpart and by implication a more positive behavioral intention towards Google Classroom app is statistically not significant. Therefore, the null hypothesis of no significant difference in the behavioral intention of male and female undergraduate students towards the use of Google classroom app is accepted and the alternate rejected.

V. Discussion

Attitude of undergraduate students towards the use of Google classroom Application in Computer Education.

The result obtained from the study (see table 1) showed that the students had a positive attitude towards the use of Google Classroom Application in learning Computer Education. Students were eager to explore the new digital tool. During the learning the researcher observed most of the students are already online before time, this indicates high positive attitude. This good attitude may also be attributed to the fact that students are always on their mobile phone visiting different sites, therefore it was adventurous for them to respond positively to the introduction of learning via the Google Classroom Application. A related study by Saeed, and Al-Emran (2018) at Al Buraimi University College (BUC) in Oman, they did a research know the features that influence the learners' approval to use of Google classroom. For students to accept a particular digital tool, they must have the right attitude. The result showed that 90.5% of the students who collected questionnaire responded positively indicating right attitude.

Behavioral Intention to use Google Classroom Application in Computer Education

In the study in Table 1 it was observed that the students acted rightly to accept digital technology that will enhance their learning experience while in school. Again, the result revealed that the students are ready to use digital technology while learning. They were happy to have experienced practical hands-on digital skills using Google classroom App for Computer in Education Course.

Computer in Education as a course has been theorized for the past decade, due to lack of facilities. With innovation in education, Google Classroom Application in the present study was installed on the students Mobile Phones, doing this, students could respond to any information posted on the App. The accessibility of the Application Software on the mobile garget aroused the right behavior towards the utilization of Google classroom. A study carried out by Saleh, & Steve, (2014) on the utilization of Technology Acceptance Model (TAM) in Understanding Academics' Behavioral Intention to use Learning Management System, it was observed that there exists a geometric progression in their interactive objectives to utilize Google Classroom App. As the users' perceived ease of utilization had an upward growth, the perceived usefulness increases as well therefore affecting the behavioral intention to use the tool the more. This result is similar to the present study because, the students' behavioral intention to use Google Classroom App was aroused. Another study was conducted by Aditia, Tela, Ilona, and Zaitu(2018) on "understanding the behavioral intention to use a University Web-portal at the Universitas Bung Hatta (UBH). The result indicated that perceived ease of use has a high relationship with behavioral intention to use and a positive attitude towards usage. This study agreed with the present study.

The findings also revealed that there is no significant difference in the attitude and behavioral intention of male and female undergraduate students towards the use of Google classroom App. This may be attributed to the fact that the two genders are willing to use technological tools for online learning. There was no gender disparity while learning was taking place. They were collaborating effectively.

VI. Conclusion

From the findings of the study, it is established that Undergraduate Students in the Four Departments (Political Science) Option had the right attitude and good intention towards the use of Google Classroom Application in learning Computer in Education. Hence, constant use of digital learning tools in higher

institutions will further arouse right attitude 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.

VII. Recommendation

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

1. The use of Google classroom should be adopted as part of learning method in the higher institutions.
2. Teachers should embrace digital form of teaching. 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. Students should be exposed to the use of online learning tools such as 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. Computer in Education Course should be practical using Google classroom App. Many students have knowledge of computer in abstract alone, with Google classroom the course becomes more real.
5. Teachers should act as instructors, mentors, guide to students. Learning should be student centered, this method promote ownership, responsibility to learning

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