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Influence of Available Facilities on Undergraduate Students' Attitudes Towards Google Classroom Application in Borno and Yobe State Universities, Nigeria: Implications for Counselling

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Abstract

This study determined the influence of available facilities on undergraduate students' attitude towards the Google Classroom application in Borno and Yobe State Universities, Nigeria. Two objectives were formulated to guide the study, and two research questions were answered. The study used a descriptive survey research design. The target population for this study was one thousand two hundred and twenty-four (1,224), comprised of 300 level Education students and course lecturers across the two Departments of Education in Borno and Yobe State Universities, in the 2024/2025 Academic session. This study used a simple random sampling technique to select a sample of 426 respondents, the sample consists of 418 300-level education students and 08 course lecturers. This is in line with the Research Advisor's (2006) sample size table. The researchers developed the questionnaire and checklist used for data collection. The instrument was validated by specialists in the Department of Education, Kashim Ibrahim University, Maiduguri. A pilot study of the instruments was conducted in one university that was not part of the main study to measure the reliability coefficient using Cronbach's Alpha to obtain value of 0.76 and 0.78 for the instruments respectively. The data collected was analysed with mean, standard deviation and percentages using SPSS. Findings of the study revealed that facilities required for effective use of Google Classroom are largely unavailable to most students. It also showed that students generally have a positive

attitude towards Google Classroom, especially regarding usefulness, engagement, organisation and pleasurable learning. Therefore, the study concludes that although students generally have positive attitudes towards Google Classroom, the availability of essential facilities to support its effective use is extremely low. Based on the findings, the study recommends that the government and institutions should provide strong internet connectivity and digital devices to enhance Google Classroom usage.

Keywords: Application, Available, Attitudes, Facilities, Google Classroom, Students.

Introduction

Information and Communication Technology (ICT) is a pivot for the existence of a global world in terms of the social, economic, political and educational development of any nation and allows for the advancement of any country. However, the adoption of ICT requires an environment that encourages open competition and normalization, increases access to the internet and telecommunications information and increases ICT literacy (Bello & Aderbigbe, 2021). In developing countries, most especially in sub-Saharan, Africa, the level of accessibility and utilization of ICT facilities is still very low, especially its effective usage in teaching and learning within the four walls of the classroom and beyond the use of ICT facilities in teaching and learning is an indispensable part of the education system as their application enhances and facilitates teachers' pedagogical activities (Yusuf, 2023).

Today's learning has used a variety of ways and technologies as the main supporting tools to increase student knowledge and competency. The Google Classroom application is a learning application that uses internet technology that is easily accessed through Smartphone devices and develops the activeness and independence of student learning. The Google Classroom application creates a digital learning environment that helps learners explore their potential, and have easy access to learning resources, fosters student interest in learning, trains student learning discipline, makes students learn anytime and anywhere and supports blended learning when outside the classroom. The Google Classroom also allows adding multiple apps to create further fun and expand the learning resources access for students, teachers can create or upload assignments in Google Docs or Google Forms which can be auto-graded securely with password protection, (Afolabi, 2021). Meanwhile, after the emergence of Corona Virus Pandemic in December 2019, which ravaged the entire global community, containment strategies, namely; total lockdown and observance of social distancing further gave impetus to educational planners to re-think and re-tool the curriculum to accommodate emerging challenges in the education sector. This has necessitated Universities to find alternatives to traditional face-to-face instruction. Most Universities are now adapting blended or hybrid learning or purely online learning

options. Here situates the application of Google Classroom, among other technological tools, in instructional delivery (Adeniyi, 2021).

Low academic performance of students in educational technology is may be attributed to the inappropriate use of teaching tools and facilities. Effective teaching strategies are supposed to improve the quality of education for effective academic performance of educational technology students, in conversations. The performance of the students on the intended learning outcomes provides the validation loop on the success of the interaction and instruction. Gender alone does not determine academic performance, it can be influenced by other factors which include, the environment of the learners (rural and urban) socio-economic, study habits, teacher qualifications, experience, availability of instructional materials, and infrastructure among others (Ibrahim, 2022). Different teaching strategies are being used by lecturers in the teaching-learning process. Effective teaching is a result of the different technologies that enable students to learn on their own. However, there is no single best method of teaching, and therefore teachers are encouraged to get acquainted with different teaching strategies to achieve better learning outcomes.

The lecturer method, also known as a transmissive method, is based on vertical learning, whereby the teacher has all the knowledge which they transmit to the students. Babayemi, Ahmed, Yisau and Babalola (2022) examined the effect of enhanced conventional lecture methods (conventional lecture method and PowerPoint presentation) on students' academic achievement in basic science in Oyo State. The results indicated that the students taught basic science using the enhanced convention lecture method performed significantly better in posttest achievement mean scores than their counterparts taught basic science using the conventional lecture method. This finding indicated basic science could be taught and learnt meaningfully through the use of enhanced conventional lecture methods because it is more learner-friendly and student-centered.

One of the commonly used methods in teaching is the lecture method. The lecture method is characterized by the use of an organized verbal presentation of the subject matter which is at times augmented by visual aids and is also characterized by the active participation of the teacher in delivering information. It has been observed that the method is mostly used at the tertiary level of learning. At that level, lecturing involves uninterrupted take from a teacher to students who are passive recipients of information. It is characterized by one-way communication. It places more emphasis on the presentation of the content and the activities within the classroom are teacher-centered, teacher-controlled and information centered, (Basha, 2021). The lecture method is also characterized by several weaknesses which induce the following, negligible participation of students, ignoring the need to develop students" capacities; failure to cater for individual needs and differences, failure to promote the participatory approach to learning; does not development any scientific skills in students and tends to be authoritarian. Other weaknesses associated with the lecture method are that it is not student-centred, as it ignores the practical aspects of learning and that it is knowledge-centred rather than development-centred (Basha, 2021).

Google Classroom features communication and discussion tools such as online debates, forums, reviews, brief messages, and emails, allowing students to engage in collaborative learning which can be used for teaching and learning. Besides Google Classroom may be considered as one of the inquiring-based learning media since can fully engage students' talents in finding, understanding, exploring, analyzing, and formulating learning outcomes (Ghofur, 2021). Cacace (2020) found that students' achievement did not show much improvement and that students were not very passionate about using Google Classroom to complete assignments but preferred it for keeping track of assignments. However, Oyarinde and Komolade (2020) showed that the Google Classroom platform positively affected students' academic performance, attitudes and perception. Another study by Senad (2021) revealed that students have positive perceptions of using Google Classroom in mathematics. More so, Sari and Yin (2021) revealed that the group of students who were exposed to the Google Classroom using a collaborative approach showed a better interest in economics learning than the group of students who were not exposed to it. In a similar vein, Srisamitay, Redhana and Suja (2021) revealed that students learning achievement taught by online learning in the Google Classroom was better than that of the WhatsApp group. Adamu, Kolo and Amuda (2023) reported that learning is the acquisition of knowledge by individuals which may cause adjustment in behaviour or perception resulting from experience and discoveries within the micro and macro environments.

Krishna (2021) is cautious that technology would not replace teachers but teachers who use technology would probably replace teachers who do not use it, what this implies is that there is a compelling need for 21st-century teachers to explore and integrate the benefits of technology into a pedagogical process in preference to the conventional lecture method. Gupta and Pathania (2020) carried out a study to assess the impact of the Google Classroom platform on learning at the teacher education level, using a web-based learning environment inventory and a Google Classroom salutation survey. The sample consisted of co-students from the College of Education, Jumma City, where teaching and learning were conducted using Google Classroom setup. The result of the data collected revealed that students can access their learning activities easily, communicate with other students electronically work at their own pace and can regularly access online resources. Basher (2023) conducted an experimental study on the impact of Google Classroom on the teaching efficiency of pre-serve teachers. The control group was taught using the traditional treading method of face-to-face, while the experimental group was taught using the Google Classroom approach. The next of college students' performance. Different teaching strategies are being used by lecturers in the teaching-learning process. Effective teaching is a result of the different technologies that enable students to learn on their own. However, there is no single best method of teaching, and therefore teachers are encouraged to get acquainted with different teaching strategies to achieve better learning outcomes.

Information and Communication Technology has an important role in learning. Many people believe that ICT will make the learning process more fun and interesting, but learning activities

with technology is one of the new challenges in higher education because many teachers struggle to integrate it for several reasons. Perez (2022) moreover expressed that they are not fulfilled with the viability of computerized apparatuses and have challenges to execute it. Agreeing with Cox (2020) executing classroom innovation in school is required since it can offer assistance to understudies to get ready for the long term and as we are within the advanced time which makes we ought to know how to utilize it properly. Other challenges relate to connectivity. Connection to the internet may be slow and unreliable. Google Classroom application has to go beyond the classroom. In developing countries there are still challenges related to access to computers and laptops may let as the Internet. In some cases, students have the gadgets, but lack of connectivity disadvantages them. On the other hand, the Google Classroom application places high demands on the teacher who is already overburdened by large class sizes. The large class size compromises the individualized and personalized teaching and learning demanded by the Google Classroom application. As such, for the teacher, creating application-based materials for the class learning the necessary skills and updating information can be time-consuming. Several benefits can accrue through establishing a website, but maintaining it is time-consuming as there is a need to always check that external links are working and to monitor online class discussions.

Patrick (2022). Revealed that the available facilities for teaching and learning were not adequate in schools and students' academic performance are a matter of concern Classrooms Furniture, library and computer ICT facilities taken together were reported to have significant percentage in the variations in level of students' academic performance in Secondary Schools. Abdullahi (2023) found that there is significant influence of Google Classroom application on Students' academic performance, digital devices help students to explore their potentials by accessing the internet to interact and communicate so as fast truck the process of learning. Ajayi (2023) asserted that there was significant relationship between Google Classroom application and students' academic performance where ICT facilities are provided and properly utilized it enhance learning outcome. The finding also revealed that available teaching and learning facilities motivates teachers in creating effective learning environment thereby encouraging students' participation and engagement. Abraham (2023) found that students have positive attitudes towards the use of Google Classroom application which helps in accessing learning, receiving announcement and submitting assignments it also helps in flexibility of time and place and the free accessibility of the platform. Similarly, Paul (2021) revealed that Google Classroom application increase students' engagement by promoting students interest in learning. Also, Google Classroom is found to be effective in students' demonstrating a positive behavioural intention to continue using the platform for online learning.

Adekoya (2022) found that students have negative attitudes towards the use of Google Classroom application mainly due to technical issues such as poor internet connectivity and network problems are significant barriers for many students. The finding also revealed that a portion of students struggle to adopt in using the platform for lectures and may not understand the material taught through it.

Statement of the Problem

In recent years, there is public outcry on the quality of education in Northeast sub-region of Nigeria, particularly Borno State who have suffered much from the insurgency. The implementation of google classroom in universities has been hindered by inadequate ICT facilities, which may negatively impact undergraduate students, attitudes towards its adoption. Despite the potentials benefits of Google Classroom many universities struggle with inadequate infrastructure including unreliable internet connectivity, insufficient, computer and limited access to power supply. This has created a gap in the effective utilization of Google Classroom potentially affecting students' attitudes towards its adoption and ultimately their academic performance. There is a dearth of studies focusing on the influence of available facilities on undergraduate students' attitudes towards Google Classroom in Borno and Yobe State Universities. This study aims to fill this gap by investigating the relationship between available facilities and students' attitudes towards Google Classroom in these universities.

Objectives of the Study

The objectives of the study are to determine:

1. The availability of Google Classroom facilities for undergraduate students in Borno and Yobe state Universities, Nigeria
2. The Level of undergraduate students' attitudes towards the use of Google Classroom applications in Borno and Yobe State Universities, Nigeria

Research Questions

The research questions of the study are;

1. To what extent are Google Classroom applications facilities available for students in Borno and Yobe State Universities?
2. What is the level of students' attitudes towards the use of Google Classroom applications in Borno and Yobe State Universities?

Methodology

This study used descriptive survey research design. Survey research design enables the researcher(s) to gather information from the sample which is used for generalization. Babbie (2001) opines that survey design aids the examination of hundreds and ever thousands of respondents and permits evaluation of complex prepositions and leads itself to mainly variables that can be quantified and processed electronically. The target population of the study was one thousand two hundred and twenty-four (1,224) comprised of all 300 level education students and course lecturers across the two Departments of Education in Borno and Yobe State Universities in the 2024/2025 academic session. This study used simple random sampling technique to select a sample of 426 respondents the sample constitutes of 418, 300 level education students and 08 course lecturers. This is in line with Research Advisor's (2006) sample size table. The study used questionnaire and checklist as instruments for data

collection, the instruments were validated by specialists in the Department of Education, Kashim Ibrahim University, Maiduguri. A pilot study of the instruments was conducted in one university which was not part of the main study to measure the reliability coefficient using Cronbach's Alpha to obtained value of 0.76 and 0.78 for the instruments respectively. The data collected was analysed with descriptive statistics of mean, standard deviation and percentage using SPSS.

Results

Research question one: To what extent are Google Classroom applications facilities available for students?

Table 1: Descriptive statistics on the distributions of available facilities for Google Classroom applications in Borno and Yobe State Universities.

S/N	Facilities	Available		Not Available	
		Frequency	Percentage	Frequency	Percentage
1	Internet Connectivity	7	3.2	210	96.8
2	Laptop	42	19.4	175	80.6
3	Tablet	35	16.1	182	83.9
4	Android	q	61.3	84	38.7
5	IPhone	35	16.1	182	83.9
6	Google Account	84	38.7	133	61.3
7	Google drive	28	12.9	189	87.1
8	Google doc	7	3.2	210	96.8
9	Google Chat	21	9.7	196	90.3
10	Google Slide	0	0	100	100
11	Gmail	105	48.4	112	51.6
12	Google meet	42	19.4	175	80.6
13	Google sites	7	3.2	210	96.8
14	Google search	14	6.5	203	93.5
15	Google Map	0	0	100	100

Table 1 show the extent to which facilities necessary for using Google Classroom are available to students for improving their performance in Educational Technology. Internet Connectivity is extremely low, with only 3.2% of students having access, while 96.8% lack it. This indicates that poor internet access is a major barrier to the effective use of Google Classroom in the learning environment. Limited Access to Computing Devices, and only 19.4% have laptops, and 16.1% have tablets. A higher percentage (61.3%) of students have Android phones, making smartphones the most widely available learning device and iPhone ownership is low (16.1%). This suggests that most students rely on smartphones rather than computers for accessing online learning platforms. Most of the essential Google tools required for full Google Classroom functionality are not available to students:

Research Question two: What is the level of students' attitudes towards the use of Google Classroom applications?

Table 2: Descriptive statistics on level of students' attitudes towards the use of Google Classroom applications in Borno and Yobe State Universities.

S/N	Statement	N	Mean	Std.D	Decision
1	The Google Classroom application is useful for my academic purposes	217	4.26	1.06	Accepted
2	The Google Classroom application motivates me to use and navigate for information	217	5.63	8.56	Accepted
3	The Google Classroom application enhances my engagement with course materials and activities.	217	4.37	1.13	Accepted
4	The Google Classroom application improves communication between my instructors and me.	217	4.17	1.03	Accepted
5	The Google Classroom application helps me stay organised and manage my assignments effectively.	217	4.49	.94	Accepted
6	The Google Classroom application facilitates collaboration with my peers on group projects,	217	3.17	1.45	Accepted
7	I can access the Google Classroom application from anywhere at my time, which is convenient for me.	217	3.34	1.10	Accepted
8	Use of the Google Classroom application is frustrating due to poor connectivity	217	3.43	1.34	Accepted
9	I prefer using the conventional lecture method over the Google Classroom application.	217	4.06	1.27	Accepted
10	The Google Classroom application encourages students' wider participation, making learning pleasurable	217	4.05	1.23	Accepted

Table 2: The results indicate that students generally have a positive attitude toward Google Classroom, especially regarding usefulness, engagement, organisation, communication, and pleasurable learning. However, their positive attitudes are limited by practical challenges, especially: poor internet connectivity, preference for traditional teaching methods, and difficulties using collaborative tools. Moderate attitudes toward collaboration and convenience suggest that while students see potential benefits, they lack optimal conditions for full usage.

Discussion of Findings

Findings on to what extent are Google Classroom application facilities are available for students in Borno and Yobe State Universities (research question one) revealed that the

facilities required for effective use of the Google Classroom application are largely unavailable to most students. This finding is consistent with Patrick (2022). Who revealed that the available facilities for teaching and learning were not adequate in schools, and students' academic performance is a matter of concern. Classroom furniture, library and computer ICT facilities taken together were reported to have a significant percentage in the variations in the level of students' academic performance in Secondary Schools. Similarly, Abdullahi (2023) found that there is a significant influence of the Google Classroom application on Students' academic performance. Digital devices help students to explore their potential by accessing the internet to interact and communicate so as fast truck the process of learning. Also corroborating, Ajayi (2023) asserted that there was a significant relationship between the Google Classroom application and students' academic performance, where ICT facilities are provided and properly utilised it enhances learning outcomes. The finding also revealed that available teaching and learning facilities motivate teachers in creating effective learning environment, thereby encouraging students' participation and engagement.

Finding on what is the level of students' attitudes towards the use of Google Classroom applications in Borno and Yobe State Universities (research question two) revealed that students generally have a positive attitude toward Google Classroom, especially regarding usefulness, engagement, organisation, communication, and pleasurable learning. This finding is in line with Abraham (2023) who found that students have positive attitudes towards the use of Google Classroom application which helps in accessing learning, receiving announcement and submitting assignments it also helps in flexibility of time and place and the free accessibility of the platform. In the same vein Paul (2021) revealed that Google Classroom application increase students' engagement by promoting students' interest in learning. Also Google Classroom is found to be effective in students demonstrating a positive behavioural intention to continue using the platform for online learning. This finding is in contrast with Adekoya (2022) who found that students have negative attitudes towards the use of Google Classroom application mainly due to technical issues such as poor internet connectivity and network problems are significant barriers for many students. The finding also revealed that a portion of students struggle to adopt in using the platform for lectures and may not understand the material taught through it.

Conclusion

The study concludes that although students generally have positive attitudes toward Google Classroom, the availability of essential facilities to support its effective use is extremely low. Poor internet connectivity, limited access to digital devices, and inadequate Google Workspace tools significantly hinder students' utilisation of the platform. To maximise the benefits of Google Classroom in teaching and learning, institutions must address infrastructural limitations, strengthen students' digital skills, and enhance support systems through counselling and ICT development. By doing so, digital learning can become more accessible, effective, and inclusive for all students.

Implications for Counselling

Need for Counselling on Digital Adaptation and Resilience. Although students display positive attitudes toward Google Classroom, a lack of facilities may cause frustration, stress, or reduced motivation.

Counsellors should help students develop coping strategies for limited digital resources, support students in adapting to technological challenges and provide guidance on alternative ways to access learning materials. This helps maintain their positive learning attitude despite infrastructural constraints.

Counselling to Strengthen Self-Directed and Independent Learning Skills. Since students find Google Classroom engaging and useful, counsellors can capitalise on this attitude by teaching students self-regulated learning strategies suitable for digital environments.

Encouraging goal-setting, planning, and monitoring of online tasks and supporting students to maintain productivity even with irregular internet access. This enhances academic effectiveness when using the application.

The findings show that necessary facilities (internet, devices, power supply) are largely unavailable.

Counsellors should advocate to University management for improved digital infrastructure, present data-driven recommendations for sustainable ICT investment and work with ICT units to develop student-friendly support systems. This ensures that student enthusiasm is matched with adequate resources.

Positive attitudes provide a fertile ground for building stronger digital capabilities. Counsellors should organize training sessions and workshops on, effective navigation of Google Classroom, managing digital assignments and materials and communicating effectively with lecturers online. Improved competence will further strengthen students' positive attitudes.

The lack of adequate facilities affects students differently, especially those from low-income backgrounds. Counsellors must identify vulnerable or disadvantaged students and provide targeted support and referral to available ICT resources. Also, counsellors should encourage universities to develop inclusive digital learning policies. This ensures that no student is excluded from the benefits of Google Classroom.

Counselling for Efficient Use of Limited Digital Resources. Where ICT facilities are inadequate, counsellors can help students manage scarce resources by teaching effective data-saving strategies and encouraging collaborative resource-sharing (study groups, device sharing, hotspot pooling). Also, guiding students on offline learning practices that support online activities. This helps students remain engaged despite infrastructural challenges.

These implications show that counselling plays a crucial role in bridging the gap between students' positive attitudes toward Google Classroom and the inadequate facilities that limit its effective use. Counselling must support students psychologically, academically, socially, and technologically while also advocating for institutional change.

Recommendations

Based on the findings following recommendations are made:

1. Government and institutions should provide strong internet connectivity and digital devices to enhance Google Classroom usage.
2. Schools should ensure the availability of essential Google tools such as Google Drive, Docs, Slides, and Meet.
3. School counsellors should integrate technology-use guidance into student support services to promote better engagement with digital learning tools.

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