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STUDENTS' FAMILIARIZATION, USAGE AND ATTITUDES TOWARDS GOOGLE CLASSROOM IN COMPUTER STUDIES IN IKA SOUTH LOCAL GOVERNMENT AREA, DELTA STATE, NIGERIA

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Abstract

This study investigated senior secondary school students' familiarization with, usage of, and attitudes towards Google Classroom in Computer Studies in public and private secondary schools in Ika South Local Government Area (LGA), Delta State, Nigeria. A descriptive survey design was adopted, guided by three research questions and three null hypotheses. The population comprised 5,800 SS2 students from 206 public and 144 private senior secondary schools. A sample of 350 students (144 private and 206 public) was selected by stratified random sampling, with school type as the stratum. Data were collected with the Students' Familiarization, Usage and Attitudes towards Google Classroom Questionnaire (SFUAGCQ), a four-point scale with an overall Cronbach's alpha of 0.82. Means and standard deviations answered the research questions, and Welch independent-samples t-tests were used to test the hypotheses at the 0.05 level. Familiarization with Google Classroom was low in both groups but significantly higher among private school students ($M = 2.21$ vs. 1.75; $t = 6.97$, $p < .001$, $d = 0.72$). Usage was low in both groups ($M = 1.66$ for private and 1.53 for public school students). Attitudes were mildly positive overall ($M = 2.57$, only marginally above the 2.50 criterion) and did not differ significantly by school type ($t = 0.49$, $p = .623$). It was concluded that Google Classroom has not yet been integrated into Computer Studies instruction in Ika South, especially in public schools, although students' attitudes do not appear to be the main barrier. The study recommended orientation programmes for students, routine classroom use of Google Classroom by Computer Studies teachers, and an ICT audit of public schools. Because the design is cross-sectional and based on self-report in one LGA, the findings should not be generalized beyond similar settings.

Keywords: Familiarization, usage, attitudes, Google Classroom, Computer Studies, secondary school

Introduction

Information and communication technology (ICT) has changed how teaching and learning are organised, giving rise to technology-enhanced environments that offer flexibility, collaboration and continuous access to instructional resources. This shift is especially significant in Computer Studies, where students must develop both theoretical knowledge and practical digital competencies. Learning management systems (LMS) are among the most widely adopted of these technologies. An LMS is software used to deliver, manage and track instructional content, and its use expanded rapidly during the COVID-19 pandemic (Alzahrani & Seth, 2021; Raza et al., 2021). Google Classroom is a free, widely used LMS that supports the distribution of materials, submission and grading of assignments, announcements, and communication between teachers and students (Beaumont, 2018). Its use has been studied in many settings, including secondary and tertiary education (Albashtawi & Al-Bataineh, 2020; Al-Maroof & Al-Emran, 2018).

Three student-level constructs are central to whether an LMS benefits learning. Familiarization refers to students' awareness of the platform and their operational skill in using it. Usage refers to the frequency and extent to which students actually engage with it. Attitude refers to students' beliefs and feelings about using it. In the Technology Acceptance Model (TAM), prior experience and familiarity are external factors that are expected to shape perceived usefulness and ease of use, which in turn shape attitude and actual use (Davis, 1989).

In Nigeria, adoption of LMS in secondary schools is likely to be constrained by limited device access, unreliable internet and electricity, and low digital literacy. These constraints are not evenly distributed. Studies in other parts of Nigeria have reported that private schools generally have better ICT access and students' computer experience than public schools (Abdulkareem & Lennon, 2023). Whether the same pattern holds for Google Classroom in Ika South LGA of Delta State has not been documented. Concerns about students' performance and digital competence in Computer Studies are often raised. Likewise, it is plausible that many schools in the LGA still rely mainly on conventional methods, but this needs local evidence. Although LMS adoption and technology acceptance have been widely studied, few studies have compared public and private secondary school students' familiarization with, usage of and attitudes towards Google Classroom in Computer Studies in a specific Nigerian LGA. This study fills that gap. It treats school ownership (public or private) as a grouping variable and compares the two groups on the three constructs. Its contribution is local, comparative evidence on Google Classroom use at the secondary level that can guide school administrators and education authorities.

Conceptual Framework

The study draws on the TAM (Davis, 1989) as a guiding framework. Familiarization is treated as an external variable that precedes acceptance; attitude is the affective evaluation of the platform; and usage is the behavioural outcome. The instrument therefore has three sections (familiarization, usage and attitude), each measured by eight items. TAM's core constructs of perceived usefulness and perceived ease of use were not measured as separate scales; some attitude items touch on

usefulness and ease (for example, “makes learning easier”), but the study does not test the TAM’s causal paths. School ownership is a grouping (independent) variable, not an intervening one.

Aim and Objectives of the Study

The main aim of this study was to compare the familiarization, usage and attitudes of public and private secondary school students towards Google Classroom in Computer Studies in Ika South LGA, Delta State. Specifically, the study sought to:

1. compare the level of students’ familiarization with Google Classroom between public and private secondary schools.
2. compare the level of students’ usage of Google Classroom between public and private secondary schools.
3. compare students’ attitudes towards Google Classroom between public and private secondary schools.

Research Questions

1. What is the level of students’ familiarization with Google Classroom in Computer Studies in public and private secondary schools in Ika South, and how do the two groups compare?

2. What is the level of students’ usage of Google Classroom in Computer Studies in public and private secondary schools in Ika South, and how do the two groups compare?

3. What are students’ attitudes towards Google Classroom in Computer Studies in public and private secondary schools in Ika South, and how do the two groups compare?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H1: There is no significant difference between public and private secondary school students in familiarization with Google Classroom.

H2: There is no significant difference between public and private secondary school students in usage of Google Classroom.

H3: There is no significant difference between public and private secondary school students in attitudes towards Google Classroom.

Significance and Delimitation of the Study

The findings of this study will be of immense benefit to school administrators and Computer Studies teachers. They will help identify areas where students require orientation and support, and may also guide education authorities in planning the deployment of Learning Management Systems (LMSs) in both public and private schools. The study is delimited to Ika South Local Government Area of Delta State, focuses on Computer Studies using a single LMS platform (Google Classroom), and is restricted to Senior Secondary School Two (SS2) students in public and private senior secondary schools.

Methodology

A descriptive survey design was adopted. The population comprised all Senior Secondary School II (SS2) students offering Computer Studies in senior secondary schools in Ika South LGA, numbering 5,800 in 206 public and 144 private schools [Delta State Post Primary School Board, 2025]. A sample of 350 students was drawn by stratified random sampling, with school type (public or private) as the stratum, giving 144 private and 206 public school students. Data were collected using a self-structured questionnaire titled: Students' Familiarization, Usage and Attitudes towards Google Classroom Questionnaire (SFUAGCQ). It has four sections: Section A (school type), Section B (familiarization, 8 items), Section C (usage, 8 items) and Section D (attitudes, 8 items). Items were rated on a four-point scale: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. Negatively worded items (Section B items 3 and 7, Section C item 5 and Section D item 5; marked (R) in the tables) were reverse-scored before means were computed. The instrument was subjected to face and content validation by three experts in Educational Technology and in Measurement and Evaluation and their corrections were incorporated. A pilot test was conducted with 30 students outside the study area and internal consistency was estimated with Cronbach's alpha. The overall coefficient was 0.82. The researcher and a research assistant administered the instrument and direct administration and retrieval method was adopted. Ethical approval was obtained from Ethics Committee University of Benin and permission was obtained from principals selected schools and parental or guardian consent and student assent were obtained. Participation was voluntary and anonymous.. Data were analysed with SPSS. Means and standard deviations answered the research questions. A criterion mean of 2.50 was used, with the following interpretation of means: 1.00–1.49 = very low (very negative); 1.50–2.49 = low (negative); 2.50–3.49 = high (positive); 3.50–4.00 = very high (very positive). Hypotheses were tested with Welch's independent-samples t-test, which does not assume equal variances at $\alpha = .05$. Effect sizes (Cohen's d) and 95% confidence intervals for the mean differences are reported. Because three tests were run, a Bonferroni-adjusted α of .017 is also noted. Group grand means are the average of the eight item means; standard deviations of respondents' scale scores are given in Tables 4 to 6. Overall means are weighted by group size.

Results

Research Question 1: What is the level of students' familiarization with Google Classroom in Computer Studies in public and private secondary schools in Ika South, and how do the two groups compare?

Table 1: Students' Familiarization with Google Classroom by School Type

S/N	Item	Private Mean	Private SD	Public Mean	Public SD	Overall (weighted)	Remark
1	I know what Google Classroom is	2.319	0.763	1.743	0.935	1.980	Low
2	I can upload and submit assignments on Google Classroom	2.285	0.754	1.743	0.904	1.966	Low
3	I have no device to use to access Google Classroom (R)	1.861	0.510	1.490	0.623	1.643	Low
4	I have a digital device to enable me to use Google Classroom	2.382	0.845	1.743	0.909	2.006	Low
5	I know how to log into Google Classroom	2.326	0.765	1.772	0.943	2.000	Low
6	I know how to communicate with my teacher using Google Classroom	2.326	0.809	1.738	0.883	1.980	Low
7	I cannot navigate Google Classroom without assistance (R)	1.910	0.486	1.466	0.573	1.649	Low
8	I know how to join a class using a class code	2.264	0.709	2.291	1.060	2.280	Low
	Grand mean	**2.209**	**–**	**1.748**	**–**	**1.938**	**Low**

Note. **n = 144 (private), 206 (public). (R) = reverse-scored. Overall = weighted mean. Scale-level standard deviations are in Tables 4–6.**

Table 1 shows that private school students had a higher familiarization mean (M = 2.209) than public school students (M = 1.748). The weighted overall mean (1.938) is below the 2.50 criterion, indicating a low level of familiarization; both group means are also below the criterion. The one reversal is item 8 (joining a class with a class code), on which public school students (M = 2.291) scored slightly higher than private school students (M = 2.264), with more variable responses in the public group (SD = 1.060 vs. 0.709). Items 3 and 4 measure device availability rather than skill. Excluding them, the six-item skills mean is 2.238 for private and 1.792 for public school students (weighted 1.976), which leads to the same conclusion.

Research Question 2: What is the level of students' usage of Google Classroom in Computer Studies in public and private secondary schools in Ika South, and how do the two groups compare?

Table 2: Students' Usage of Google Classroom by School Type

S/N	Item	Private Mean	Private SD	Public Mean	Public SD	Overall (weighted)	Remark

1	I use Google Classroom during class lessons	1.833	0.861	1.456	0.652	1.611	Low
2	I use Google Classroom to download learning materials	1.604	0.682	1.505	0.731	1.546	Low
3	I submit assignments through Google Classroom	1.521	0.567	1.398	0.556	1.449	Very Low
4	I communicate with my teacher through Google Classroom	1.653	0.751	1.495	0.724	1.560	Low
5	I cannot participate in classroom discussions on Google Classroom (R)	1.681	0.816	1.485	0.697	1.566	Low
6	I check announcements on Google Classroom	1.611	0.681	1.490	0.704	1.540	Low
7	I receive feedback through Google Classroom	1.653	0.742	1.733	0.964	1.700	Low
8	I use Google Classroom every week for learning	1.722	0.684	1.660	0.678	1.686	Low
	Grand mean	**1.660**	**–**	**1.528**	**–**	**1.582**	**Low**

Note. **n = 144 (private), 206 (public). (R) = reverse-scored. Overall = weighted mean. Scale-level standard deviations are in Tables 4–6.**

Table 2 shows that usage was low in both groups: M = 1.660 for private and M = 1.528 for public school students, with a weighted overall mean of 1.582. The difference between the groups is small (0.13 points), and on item 7 (receiving feedback) public school students scored marginally higher. The significance of the difference is tested under Hypothesis 2.

Research Question 3: What are students' attitudes towards Google Classroom in Computer Studies in public and private secondary schools in Ika South, and how do the two groups compare?

Table 3: Students' Attitudes towards Google Classroom by School Type

S/N	Item	Private Mean	Private SD	Public Mean	Public SD	Overall (weighted)	Remark
1	Google Classroom makes learning interesting	2.049	0.895	2.476	0.717	2.300	Negative
2	I enjoy using Google Classroom	2.785	1.110	2.704	1.363	2.737	Positive
3	Google Classroom improves my understanding of Computer Studies	2.653	1.013	2.476	0.730	2.549	Positive
4	Google Classroom makes learning easier	2.521	0.916	2.243	0.947	2.357	Negative
5	I feel bored using Google Classroom in learning (R)	2.778	1.125	2.680	1.363	2.720	Positive
6	I feel confident using Google Classroom	2.993	1.186	2.835	1.123	2.900	Positive
7	I would like my teachers to continue using Google Classroom	2.465	1.044	2.456	0.702	2.460	Negative
8	I would recommend Google Classroom	2.514	0.901	2.505	0.967	2.509	Positive

to other students						
Grand mean	**2.595**	**–**	**2.547**	**–**	**2.567**	**Positive**

Note. **n = 144 (private), 206 (public). (R) = reverse-scored. Overall = weighted mean. Scale-level standard deviations are in Tables 4–6.**

Table 3 shows an overall attitude mean of 2.567 (private 2.595; public 2.547), which is only 0.07 above the 2.50 criterion, so attitudes are best described as mildly positive. At item level the picture is mixed: students were positive about enjoying the platform, feeling confident, improved understanding and not being bored, and about recommending it (item 8, 2.509, is at the cut-off), but fell below the criterion on whether it makes learning interesting (item 1) or easier (item 4) and on wanting teachers to continue using it (item 7). Note that the public school standard deviations for items 2 and 5 are identical (1.363).

Hypothesis 1: There is no significant difference between public and private secondary school students in familiarization with Google Classroom.

Table 4: Welch t-Test of Familiarization by School Type

School	N	Mean	SD	Mean difference [95% CI]	t	df	p	Cohen's d
Private	144	2.209	0.537	0.461 [0.331, 0.591]	6.971	344.765	< .001	0.72
Public	206	1.748	0.698					

Table 4 shows a significant difference in familiarization between private and public school students, $t(344.765) = 6.971$, $p < .001$. Private school students ($M = 2.209$, $SD = 0.537$) were more familiar with Google Classroom than public school students ($M = 1.748$, $SD = 0.698$). The mean difference was 0.461 (95% CI [0.331, 0.591]), a medium-to-large effect ($d = 0.72$). The result remains significant under the Bonferroni-adjusted α of .017. The null hypothesis was therefore rejected.

Hypothesis 2: There is no significant difference between public and private secondary school students in usage of Google Classroom.

Table 5: T-test Analysis of Difference between Private and Public School Students on Usage of Google Classroom

School	N	Mean	Std.	df	t-value	p-value	Remark
Private School	144	2.209	0.537				
				344.765	6.971	0.000	Reject H_0

Public School	206	1.748	0.6`98

Table 5 reveals a significant difference in the usage of Google Classroom between private and public secondary school students (t = 6.971, df = 344.765, p = 0.000). Students in private schools (Mean = 2.209, SD = 0.537) demonstrated higher usage of Google Classroom than those in public schools (Mean = 1.748, SD = 0.698). Since the p-value is less than 0.05, the null hypothesis was rejected.

Hypothesis 3: There is no significant difference between public and private secondary school students in attitudes towards Google Classroom.

Table 6: Welch t-Test of Attitudes by School Type

School	N	Mean	SD	Mean difference [95% CI]	t	df	p	Cohen's d
Private	144	2.595	0.903	0.048 [-0.144, 0.240]	0.492	304.147	.623	0.05
Public	206	2.547	0.886					

Table 6 shows no significant difference in attitudes between private and public school students, t(304.147) = 0.492, p = .623. The mean difference was 0.048 (95% CI [-0.144, 0.240]), a negligible effect (d = 0.05). The null hypothesis was therefore retained.

Discussion of Findings

The study compared public and private secondary school students' familiarization with, usage of, and attitudes towards Google Classroom in Computer Studies. The data are cross-sectional and self-reported, and school type is confounded with factors such as family income, location and teacher training, so the differences are reported as associations rather than effects of school type.

Familiarization with Google Classroom

Familiarization was low overall (Table 1), and private school students were significantly more familiar with the platform than public school students (Table 4, d = 0.72). The direction of this difference agrees with Nigerian evidence on the digital divide between school types. In Osun State, for example, all private school students in one survey reported prior computer experience, whereas some public school students had never used a computer, and access to computers at school was far higher in private schools (Abdulkareem & Lennon, 2023). Possible explanations for the present result include better ICT infrastructure, stronger institutional support and more routine use of digital tools in private schools, but none of these was measured here and they should be treated as hypotheses to be tested. The low means on the device items (items 3 and 4) are consistent with limited device access, especially in public schools. The reversal on item 8 (class codes), on which public school students scored slightly higher, suggests that some basic joining skills are similar across school types, but this was not tested.

Usage of Google Classroom

Usage was low in both school types (Table 2). Students reported little use of the platform for lessons, downloading materials, submitting assignments or receiving feedback, which suggests that Google Classroom has not yet been built into routine Computer Studies instruction. Because the descriptive difference between the groups is only 0.13 points, the usage result should not be treated as significant until the corrected test is reported.

Attitudes towards Google Classroom

Attitudes were mildly positive overall (M = 2.57) and did not differ significantly between private and public school students (Table 6). The margin above the 2.50 criterion is small, and the item-level results are mixed: students enjoyed the platform and felt confident using it, but did not agree that it makes learning more interesting or easier or that teachers should continue using it (Table 3). The finding that attitudes do not differ by school type is in line with a Nigerian study in which Chemistry students taught through Google Classroom developed positive attitudes (George & Osuafor, 2023) and with a study of Saudi preparatory-year students' positive attitudes towards Google Classroom (Syed & Rehman, 2021), although those studies involved different subjects, populations and designs, so the comparison is only indicative. TAM is a useful lens (Davis, 1989; Al-Maroof & Al-Emran, 2018), but because perceived usefulness and ease of use were not measured as separate constructs, the present data neither confirm nor refute it.

An apparent tension in the data should be noted. Students reported low familiarization and very low usage, yet they reported confidence (M = 2.91) and enjoyment (M = 2.74). Respondents who rarely or never used the platform may nonetheless have rated it on its general appeal, or may have answered in an acquiescent way. Because the questionnaire had no filter item asking whether the student had ever used Google Classroom, many responses may reflect no use at all, which would produce a floor effect in the familiarization and usage scores. Results for users only could not be reported.

Limitations and Suggestions for Further Research

The study has several limitations. First, it covers one LGA and one subject, so it cannot be generalised. Second, all data are self-reported. Third, there was no screening item on prior use of Google Classroom, so floor effects are likely. Fourth, if several students were sampled from the same school, responses are clustered and the independence assumption of the t-test may not hold. Fifth, two familiarization items (3 and 4) measure device access rather than skill. Sixth, perceived usefulness and ease of use were not measured separately, so the TAM could not be tested. Seventh, the four-point scale is ordinal and the means are near the lower end of the scale. Further research should include a screening item for prior use, measure device access and school ICT infrastructure separately, use multilevel analysis for clustered samples, test the TAM constructs directly, and extend the study to other LGAs and to teachers' practices.

Conclusion

Students in public and private secondary schools in Ika South reported low familiarization with and usage of Google Classroom in Computer Studies. Private school students were significantly more familiar with the platform than public school students, with a medium-to-large difference. Attitudes were mildly positive overall and did not differ by school type, although the margin above the criterion was small. Taken together, the findings suggest that students' attitudes are not the main barrier to the use of Google Classroom in Computer Studies; limited familiarization, access and classroom integration appear more important, particularly in public schools. These conclusions are limited by the single-LGA, self-report, cross-sectional design.

Recommendations

Based on the findings, the following are recommended:

1. School administrators should organise regular orientation sessions and practical workshops on Google Classroom for students, with priority for public schools, where familiarization was significantly lower.

2. Computer Studies teachers should build Google Classroom into routine lessons (distributing materials, assignments, discussions and feedback), since usage was low in both school types.

3. The Delta State Ministry of Secondary Education should conduct an ICT audit of public secondary schools in Ika South, including device availability, before scaling up LMS use, because the device-related items had low means.

4. Teachers should receive continuing professional development on the pedagogical use of Google Classroom in Computer Studies, to support greater classroom integration.

5. Because attitudes were mildly positive and did not differ by school type, interventions should focus on skills, access and opportunities to use the platform rather than on changing attitudes.

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