# Problems of Using Google Classroom as an Instructional Media in Business Administration Students

**Urai Makkana**[1]
Department of Business English, Business Administration Faculty,
Rajamangala University of Technology Rattanakosin, Wangklaikangwon Campus, Thailand
urai.mak@rmutr.ac.th

**Nipol Ek-udom**[2]
Department of Business English, Business Administration Faculty,
Rajamangala University of Technology Rattanakosin, Wangklaikangwon Campus, Thailand
nipol.ek-@rmutr.ac.th

**Thanuttchayanin Doksroifa**[3]
Department of Business English, Business Administration Faculty,
Rajamangala University of Technology Rattanakosin, Wangklaikangwon Campus, Thailand
Thanuttchayanin.d@rmutr.ac.th

**Bundit Anuyahong**[4]
English Department, College of General Education and Languages
Thai-Nichi Institute of Technology, Thailand
bundit@tni.ac.th

**Wipanee Pengnate**[5]
English Department, College of General Education and Languages
Thai-Nichi Institute of Technology, Thailand
wipanee@tni.ac.th

**ABSTRACT**

The purposes of this study were 1) to investigate problems of using Google Classroom as an instructional media in Business Administration students, and 2) to study additional suggestions from respondents. The research samples were 75 Business Administration students during the second semester of academic year 2021 derived through Simple Random Sampling technique. The instruments for collecting the data were the rating-scale and open-ended questionnaire. Frequency, percentage, mean, standard deviation and content analysis were used for data analysis. The findings were as follows: the students had a low level of problems of using Google Classroom as an instructional media in overall. When considering each aspect, the lowest rank was Teaching materials, followed by Accessibility and Learning activities; the respondents suggested that using Google Classroom is less effective than a face-to-face meeting; the students are not comfortable with the lack of interaction with other learners or a teacher; the students have several inabilities to work with computers or smartphones; the students have eye strain when learning with Google Classroom; the students have a low internet bandwidth; and the students have too many distractions, e.g., games, social media.

**KEYWORDS:** Google Classroom Application, Learning- Teaching Approach, Problems in Online Learning

## Introduction

While the measures to continue online teaching-learning despite educational institutes' closure, it has been foreseen that students would be vulnerable to Internet addictions. Schools and institutes are the hubs of interaction and social development (Unicef, 2020). With the

closure of the institutes, students were deprived of opportunities for growth and development. According to Dawadi et al. (2020), several issues need to be considered for online teaching-learning as students need adjustment for the change. Although many scholars believe that online learnings are useful, merely posting questions, notes, videos, assignments online are not conducive for teaching-learning. Online teaching-learning requires notes, questions, and teaching-learning materials prepared by qualified teachers or facilitators. The unplanned and unprepared online notes and learning materials would cater to the lower quality of student intake as students would be working alone at home or with parents. Thus, the quality of education might deteriorate in the process (Mohamedbhai, 2020). The digital infrastructure is not advanced in developing countries, especially in Asia and Africa. In virtual learning, teachers and students use online tools for teaching-learning. However, teachers and students need workshops and training on computer-based instruction before implementing online learning as a teaching strategy. Appropriate online teaching-learning needs the right technology, access to the internet, skills to use technology, and watching television. So far, no country has a universal digital curriculum for the teaching-learning process. Giving equitable access to e-learning is a challenge in South Asia. E-learning might further widen the learning inequality gaps. The introduction of e-learning might leave many students behind if all measures were not taken into considerations.

**Purposes**

The purposes of this study were:

1) to investigate problems of using Google Classroom as an instructional media in Business Administration students; and

2) to study additional suggestions from respondents.

**Research Methodology**

This study focused on students' problems of using Google Classroom as an instructional media which consisted of population and samples as follows:

The population of this study was 200 Business Administration students during the second semester of the academic year 2020.

The samples of this study were 75 students during the second semester of the academic year 2020 derived through Simple Random Sampling technique.

**Instrumentation**

The instruments used for gathering the data were the rating-scale and open-ended questionnaire based on students' problems of using Google Classroom as an instructional media.

The first part (Part 1) concerned with students' problems of using Google Classroom as an instructional media. The second part (Part 2) asked for opinions and suggestions of the respondents.

The five levels of students' perspective used in the questionnaire were ranked as "The highest problem", "High problem", "Moderate problem", "Low problem", and "The lowest problem". Responses from the questionnaires were subsequently coded. The data of the respondents' coded responses were statistically calculated and analyzed.

**Data Analysis**

Data analysis from questionnaire both single item and whole questionnaire which presented by a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best [8] as follows:

| | | |
|---|---|---|
| 5 | refers to | The highest level |
| 4 | refers to | High level |
| 3 | refers to | Moderate level |
| 2 | refers to | Low level |
| 1 | refers to | The lowest level |

$1.00 \leq \bar{\bar{X}} < 1.50$ refers to the lowest level.

$1.51 \leq \bar{\bar{X}} < 2.50$ refers to low level.

$2.51 \leq \bar{\bar{X}} < 3.50$ refers to moderate level.

$3.51 \leq \bar{\bar{X}} < 4.50$ refers to high level.

$4.51 \leq \bar{\bar{X}} < 5.00$ refers to the highest level.

The collected data was analyzed using a computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, and content analysis.

**Results**

**Part 1: Students' problems of using Google Classroom as an instructional media**

**Table 1:** Mean ($\bar{X}$) and Standard Deviation (S.D.) of problems of using Google Classroom as an instructional media in Business Administration students in Overall

| No. | Aspects | $\bar{X}$ | S.D. | Level |
|---|---|---|---|---|
| 1. | Teaching materials | 1.43 | 0.74 | Lowest |
| 2. | Learning activities | 1.76 | 0.75 | Low |
| 3. | Accessibility | 1.50 | 0.68 | Lowest |
| | **Total** | **1.57** | **0.72** | **Low** |

The above table indicated that students had a low level of problems of using Google Classroom as an instructional media in Business Administration students in overall ($\bar{X}$ = 1.57). The lowest rank was Teaching material ($\bar{X}$ = 1.43), followed by Accessibility and Learning activities ($\bar{X}$ = 1.50 and $\bar{X}$ = 1.76 respectively).

**Table 2:** Mean ($\bar{X}$) and Standard Deviation (S.D.) of the problems of using Google Classroom as an instructional media in Teaching materials

| No. | Components | $\bar{X}$ | S.D. | Level |
|---|---|---|---|---|
| 1. | Teaching materials are difficult to download. | 1.95 | 0.68 | Low |
| 2. | Teaching materials are not necessary. | 1.20 | 0.67 | Lowest |
| 3. | Teaching materials are difficult to read. | 2.01 | 0.59 | Low |

| 4. | Teaching materials are not variety. | 1.14 | 0.81 | Lowest |
|----|-------------------------------------|------|------|--------|
| 5. | Teaching materials are not attracted to self-learning. | 1.26 | 0.95 | Lowest |
| 6. | Teaching materials are not updated. | 1.03 | 0.74 | Lowest |
| | **Total** | **1.43** | **0.74** | **Lowest** |

The above table presented that the mean score of the problems of using Google Classroom as an instructional media in Teaching materials was at the lowest level ($\overline{X}$ = 1.43). The lowest level of the problem was "Teaching materials are not updated." ($\overline{X}$ = 1.03), followed by "Teaching materials are not variety." ($\overline{X}$ = 1.14) whereas the highest rank at the low level of the students' problem was "Teaching materials are difficult to read." ($\overline{X}$ = 2.01).

**Table 3:** Mean ($\overline{X}$) and Standard Deviation (S.D.) of the problems of using Google Classroom as an instructional media in Learning activities

| No. | Components | $\overline{X}$ | S.D. | Level |
|-----|-----------|------|------|-------|
| 1. | I cannot hear sound clearly when taking listening activity. | 2.54 | 0.83 | Moderate |
| 2. | I do not know how to record my voice for speaking activity. | 1.07 | 0.65 | Lowest |
| 3. | I cannot do reading activity because it is too small. | 2.29 | 0.78 | Low |
| 4. | I do not feel comfortable when doing writing activity. | 2.41 | 0.84 | Low |
| 5. | Activities are difficult to download. | 1.58 | 0.69 | Low |
| 6. | Activities are difficult to be submitted. | 1.31 | 0.74 | lowest |
| 7. | Activities are not attractive to learn. | 1.12 | 0.77 | Lowest |
| | **Total** | **1.76** | **0.75** | **Low** |

The above table presented that the mean score of the problems of using Google Classroom as an instructional media in Learning activities was at a low level ($\overline{X}$ = 1.76). The lowest level of the students' problem was "I do not know how to record my voice for speaking activity." ($\overline{X}$ = 1.07), followed by "Activities are not attractive to learn." ($\overline{X}$ = 1.12) whereas the highest rank at a moderate level was "I cannot hear sound clearly when taking listening activity." ($\overline{X}$ = 2.54).

**Table 5**: Mean ($\overline{X}$) and Standard Deviation (S.D.) of the problems of using Google Classroom as an instructional media in Accessibility.

| No. | Components | $\overline{X}$ | S.D. | Level |
|-----|-----------|------|------|-------|
| 1. | I do not have a stable internet signal. | 3.41 | 0.64 | Moderate |
| 2. | I do not have a smartphone. | 1.15 | 0.86 | Lowest |
| 3. | I do not have a computer. | 1.14 | 0.47 | Lowest |
| 4. | I cannot connect to the internet. | 1.21 | 0.77 | Lowest |
| 5. | I do not know how to submit the assignments. | 1.17 | 0.62 | Lowest |
| 6. | I do not know how to access the activities. | 1.23 | 0.54 | Lowest |
| 7. | I do not know how to use the Google Classroom | 1.19 | 0.86 | Lowest |
| | **Total** | **1.50** | **0.68** | **Lowest** |

The above table presented that the mean score of the of the problems of using Google Classroom as an instructional media in Accessibility was at the lowest level ($\overline{X}$ = 1.50). The lowest level of problem was "I do not have a computer." ($\overline{X}$ = 1.14), followed by "Activities are not attractive to learn." ($\overline{X}$ = 1.12) whereas the highest rank at a moderate level was "I cannot hear sound clearly when taking listening activity." ($\overline{X}$ = 3.41).

**Part 3: Opinions and Suggestions from the Respondents**

The opinions and suggestions from the respondents were listed as follows:

1. Using Google Classroom is less effective than a face-to-face meeting.

2. The students are not comfortable with the lack of interaction with other learners or a teacher.

3. The students have several inabilities to work with computers or smartphones.

4: The students have eye strain when learning with Google Classroom.

5. The students have a low internet bandwidth.

6. The students have too many distractions, e.g., games, social media,

## Discussion and Conclusion

According to the findings, it was concluded as follows: 1) the students had a low level of problems of using Google Classroom as an instructional media in Business Administration students in overall. When considering each aspect, the lowest rank was Teaching materials, followed by Accessibility and Learning activities. This is similar to the theory of Yates (2017) who explain that Google Classroom is to offer a platform of blended learning in schools in order to simplify creating assignments and getting the grade out to the students in a paperless way. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease online or blending learning style of teaching offers many advantages over the traditional classroom teaching style. The most influential advantages lie in its accessibility, students' scheduling flexibility, and adaptability for working (Gallagher, 2005).

Consequently, it could be inferred that the achievement of specific functions such as simplifying the students-teacher communication, and the ease of distributing and grading assignments are beneficial of Google Classroom. It provides the students with an opportunity to submit their work to be graded by their teachers online within the deadlines. Similarly, teachers can have a complete vision concerning the progress of each student, and they can return work along with the necessary comments so that the student can revise their assignments.

## Recommendation

For further study, the highest problem at a moderate problem was the students did not have a stable internet signal. Therefore, institutes should support the student the Internet connection facility to make the students' learning smoothly.

## Acknowledgements

## References

Best, J. (1981). Research in education (4th ed.). New Jersey: Prentice Hall.

Dawadi, S., Giri, R., & Simkhada, P. (2020). Impact of COVID-19 on the Education Sector in Nepal— Challenges and Coping Strategies. Retrieved from https://doi.org/10.31124/advance.12344336.v1.

Gallagher, J.E. (2005). "Webbased vs. Traditional Classroom Instruction in Gerontology": A Pilot Study," vol. 79, no. 3, pp. 1–10.

Mohamedbhai, G. (2020). COVID-19: What consequences for higher education. University World News, 9. Retrieved from https://www.universityworldnews.com/post.php?story=20200407064850279.

UNICEF. (2020). How to talk to your child about coronavirus disease 2019 (COVID-19). Retrieved from https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19.

Yates, D. (2017). Google Classroom Easiest Teacher's Guide to Master Google Classroom. Retreived from https://www.pdfdrive.com/google-classroom-easiest-te achers-guide-to-master-google-classroom-google-classr oom-app-google-classroom-for-teachers-google-classro om-book-1-d158049011.html. accessed on 27 April 2019.