

Google Classroom Application Platform and Learning Behaviours of Select Non-Government Owned Universities in Ibadan, Nigeria

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Abstract

The outbreak of COVID-19 affected every aspect of human activities across the globe. This was compounded by the lockdowns declared by the governments of several countries. One of the sectors most hit by the COVID-19 lockdown was education. In salvaging the situation, universities authorities took advantage of virtual learning platforms to engage their students while at home to bridge the gaps caused by the pandemic. This study investigated google classroom application platform and learning behaviours of select non-government owned universities in Ibadan, Nigeria. The study was anchored on the theories of technological determinism and Uses and Gratification. Survey research method was adopted using questionnaire as research instrument. The study population consisted undergraduate students which comprised of 100 and 200 level students of Lead City University and Dominion University, Ibadan, respectively. Random sampling technique was used. The sample size was (N=120). All data were analyzed using descriptive statistics which was used to discuss the research questions. Findings show that Google Classroom platform has positively influenced the learning attitude of majority of the university students studied. The study recommends that government agencies and regulatory bodies in the education sector and institutions management should incorporate online platforms as part of learning tools to engage students and other academics to minimise interruptions with learning.

Keywords: COVID-19 Lockdown, Google Classroom Application Platform, Learning Behaviours, Students, non-Government Owned Universities

Introduction

The emergence of new media is a major phenomenon in the 21st century that has transformed the interaction, communication and sharing of information between people throughout the world, the incorporation of new media have become a natural part of everyday lives for business, social, education, politics and government, and this was made possible for people all over the world to align with it because it has been seen has a new hub of growing businesses and influencing people's thought. In the past few years, The new media networks have shown a rapid growth of user counts which has made it a fantastic tools for communicating with large audience and it has shown great sense of acceptance by the people and as well it has portrayed some level of influencing on people's way of life.

The emergence of this virtual platform for learning have continued to gain more acceptance as a teaching aid in tertiary institutions, which has help the way lecturers communicate with students around the world. Thus, Its uses in education continued to grow in many parts of Africa Countries including Nigeria, due to its impacts in teaching on the undergraduate students and the institution at large, following this realization, its participatory, interactive and cost-effective nature, Google classroom become veritable and significant instruments for learning among tertiary students, is no longer in doubt. (Sudarsana, Putra, Astawa & Yogantara, 2019).

The new media networking sites are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of interest. Social networking sites such as myspace, Facebook, WhatsApp, Twitter, YouTube, Xander, Blackberry Messenger, Yahoo, Google.

The Google classroom application depends on google documents and cloud storage and Gmail mail service in order to accomplish the required functions, research and follow-up with students, on the other hand the service also provides tools for teachers continues to allow them to publish the assignments, home works, questionnaires and tests for students and get answers to them in real time. It intends to google services from these circumstances that reduce the use of paper products and convert part of the education process to a fully electronic through the creation of jobs, through the service and sent to students and receive answers and corrected and the results recorded it all electronically. The use of Google classroom also promotes higher order thinking skills, promotes the development of problem solving skills and supports “what if...” type questions which are more desirable in this computer age. In relation to the online environment, social integration is related to feelings of social connectedness and group cohesion. Shahinaz Basher(2017). The Student’s attitude to social networking sites permeates majorly for pleasure and recreational purposes more so to common young generation worldwide and addicted to the Social networking platform sites such as Facebook, WhatsApp, Twitter, YouTube, Xander, Blackberry Messenger, Yahoo, Google, amongst others are majorly use by students at the tertiary institutions which becomes an integral part of human daily .Nigerian students do spend ample time and resources surfing the net not basically for e-learning but for recreational purpose at the detriment of their academic pursuit, this mix reaction tends to divergence of student’s Attitude towards the new reality of new technology for educational purpose .

To this end, Learning is an individual action which confronts the learners with the risk of going to an unknown place in the end .For most of the teachers, a good student is the one who is eager to learn and has positive attitudes towards learning .The centre focus of the study was as a result of the emergence of the pandemic which has eroded the entire world and paralyzed the academic activities in tertiary Institutions total lockdown enforced by the Federal Government to stop the spread of the covid-19 . The neglect of the Federal government to extend their palliatives to the educationalsector has forced the stakeholders in the sector to embrace new media technology as an alternative virtual class to engage the students while at home to bridge the gaps being caused by the coronavirus pandemic.

However, the coronavirus pandemic could be trace to the family disease discovered earlier in china known as SARS-CoV-2 (the virus that causes COVID-19) is the latest member of the coronavirus family affecting humans. This type of virus is commonly found in humans and other mammals. In humans, coronavirus has four strains that cause mild clinical symptoms, usually referred as the common cold. Two other strains are more lethal: SARS-CoV and MERS-CoV. These two strains cause case-fatality rates (CFRs) of 9.6 percent and 34.4 percent, respectively. The new zoonotic virus (i.e., can spread between humans and other animal species) shares a high degree of genomic similarity to coronavirus in bats and to SARS-CoV in humans. Because this is a newviral challenge to humans, there is no pre-existing immunity in humans and everyone is assumed to be a susceptible host to COVID-19. This recent development has beam a searchlight to this aspect of new media technology and its application for educational purpose has never been a matter of discuss in academic parlance in recent time. The pool of studies has really concentrated on new media and social engagement with major social media platform but no academic research work have been done or carried out on influence of google classroom application platform on learning attitudes of university students in Nigeria during covid-19 lockdown in which this works tries to fill the academic gap.

STATEMENT OF PROBLEM

Prior to the incorporation of new media technologies into academic activities, the learning of students was limited to physical interaction which has enhanced the attitudes of the students towards academic performance and good display of moral attitude to their studies. It has become imperative to infer to the argument that, there is a deviation, distraction and divided attention between social networking activities

and their academic work. It is observed that students devote more attention to social media than they do to their studies against its assumed values. Also, there were also mixed feelings on how the students' reaction to practical work which is often negative, as a result of this, they are not effective in laboratory and practical work, the low level of readiness of individual students for working in the new environment. It has been perceived that the incorporation of new media which it was assumed to complement the performance of the students and change their attitude to learning being perceived as a distraction. Moreover, several works have been done on the impacts of the application of online platforms towards academic performance during COVID-19 pandemic, but none of the studies have really look into the area that the paper is focusing on. It is against this backdrop that, this study examined the influence of goggle classroom application platform on learning and how it has exposed the attitudes of university students in the learning process in Nigeria the during the covid-19 lockdown.

OBJECTIVES OF THE STUDY

1. To examine the attitudes of university students towards Google classroom application for learning during COVID-19 lockdown.
2. To examine the response of the students to the Google classroom at teaching hours as a result of COVID-19 lockdown.
3. Identify challenges in usage of the Google classroom platform during COVID-19 lockdown.
4. Examine Dominion university student's level of understanding of the course contents taught on the Google classroom platform during COVID-19 lockdown.
5. Ascertain Lead City university student's level of understanding of the course contents taught on the platforms during COVID-19 lockdown.

RESEARCH QUESTIONS

1. What are the attitudes of university students towards Google classroom application for learning during COVID-19 lockdown
2. What are the response of the students to the Google classroom at teaching hours as a result of COVID-19 lockdown
3. What are the challenges in usage of the Google classroom technologies during COVID-19 lockdown
4. What is the level of understanding of the Dominion university student's on contents taught on the Google classroom platform. COVID-19 lockdown
5. To what extent is the level of understanding of the Dominion university student's on contents taught on the Google classroom platform during COVID-19 lockdown

LITERATURE REVIEW

Perspectives on New Media Technology

New media is a generic term for many different forms of electronic communication that are made possible through the use of computer technology. The term is in relation to "old" media forms, such as print newspapers and graphics. New media includes: Web communities, Web advertising integration of digital data with the telephone, such as computing. Moreover, new media is a term that will in general refer to those digital that are interactive, incorporate two-way communication, and involve some form of computing as opposed to "old media" such as the telephone, radio, and TV. The internet described as the second division of mass media and the prototypical new medium, the internet is used by people all over the world to communicate and socialize to find information, learn new things, and be entertained; and to do work generate income and run a business (Bandipo 2015).

However, the rise of new Media has increased communication between people all over the globe. People can interact through websites, Facebook, blogs e.t.c. The evolution of these new media technologies has brought about globalization. New media are web-based/digital computer technologies which can be interactive and networkable such as; the internet, website new media, "radically break the connection between physical place and social place, making physical location much less significant for our social relationships". Nevertheless, there is no doubt today, that we are witnessing a huge shift in media. There is massive in shift from the old media as people are migrating to the use of smart phones and social media. New media became popular after the advent of web 2.0, a web based technology which enhances great interaction. This has been fueled by the growing use of mobile devices such as smart phones commonly used to access these social media services. As new media continues to evolve its uses change and expand as well, so is the definition of social media. Today, social media is the most engaging and interactive form of communication or public relations. New media differ from traditional/industrial media in many ways, including quality, reach, frequency, usability, immediacy, and permanence.

New media refers to interaction among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. It is also regarded as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content.

The term New Media is a contemporary word that has become "*central to the political arena*" In the technical sense, it refers to all digital platforms communication. Some of its distinguishable features include global reach, real-time access, on-demand access and interactivity. Its applications is not limited only to business. It is widely used to even in other areas of endeavor like sports and creative arts. A major determinant for the delivery of new media content is the availability of network infrastructure. Although this remains a challenge in Africa, significant progress has been made continent-wide and there are ongoing efforts by global stakeholders to keep improving mobile penetration and internet access in Africa. Chinonye F. (2016).

COVID-19 Lockdown and its Effects on Education

The past few weeks have ushered in a range of government sanctioned and structure-shifting risk-control directives across Nigeria and the Globe, in an attempt to curtail the spread of the novel coronavirus disease- COVID-19. From international airport closures, to a nationwide closure of all schools, and now, a two-week lockdown of three major states - Lagos, Abuja and Ogun, the ramifications from the slowdown/shutdown of economic activity are poised to be severe for Nigeria. It is especially critical, because in the backdrop of COVID-19, the global economic crisis and the recent slump in oil prices are further expected to intensify the impending economic crises, and create sharp shocks that will reshape the economy in the near term. For some sectors, the immediate ramifications are evident. One of such sector is the basic education sector, the impact of which has been largely felt by students. The nationwide school closures have disrupted learning and access to vital school-provided services for a record number of students in Nigeria. According to UNESCO, almost 40 million learners have been affected by the

nationwide school closures in Nigeria, of which over 91 percent are primary and secondary school learners. In a short time, COVID-19 has disrupted the landscape of learning in Nigeria by limiting how students can access learning across the country. Oyarinde, O. N. & Komolafe, O. G. (2020).

For an already fragile education system, the COVID-19 pandemic poses unprecedented challenges on the government, students, and parents, that will highlight and could amplify some of the cracks in the system. As the nation begins to grapple with these challenges, a key question arises: Is the Nigerian education system designed to adapt rapidly to the changing world? Given the state of affairs in the world today, the nation's ability to ensure continuation of learning will depend largely on their ability to swiftly harness available technology, provide adequate infrastructure, and mobilize stakeholders to prepare alternative learning programs.

Generally, Nigeria's education sector is not adapting, and is expected to struggle on that front for the foreseeable future. However, the consequential socio-economic burden will be borne disproportionately by students in public schools, as compared to those in private schools. While several private schools have begun to initiate distance learning programs, and taking advantage of the myriad of ICT-learning opportunities provided by the international community, the government limited by funds and persistent deficiencies in planning, is yet to announce any official plans for providing distance learning opportunities, especially for public schools. The implication being that these students in public schools currently have no formal learning plans and could be missing learning altogether.

Google Classroom as an Interactive Tool

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, etc.) . In terms of the interactive on-line interaction the Google Classroom is to: ensure the integrity of classroom and out-of-class work (group, independent, individual, etc.); realize effective interaction of learning subjects in real time through: creating tasks for each particular course and group with hyperlink onto multimedia content; editing and commenting on the state of a student's tasks; compiling individual tasks into thematic modules; publishing announcements, questions, information digests, etc.; controlling the students' individual tasks in both classroom and out-of-class time; setting deadlines for each task; commenting on the revised multimedia content offered for the tasks; assessing students' academic achievements on a national or international scale; copying the academic achievements to the Google Sheets to generate statistical reports, visual monitoring of the quality of training . Within the Google Classroom, the interaction of all learning subjects ("student – student", "student – student group", "teacher – student", "teacher – student group") takes place not only for distance education, but also for the traditional in-class learning using e-mail, electronic conferences and other Internet communication tools. The most common forms of learning tools provided by the Google Classroom include: e-mail (Google Mail), e-conferencing (Hangouts), Google Forms, communication via chats, and others .

THEORETICAL FRAMEWORK

Technological Determinism Theory

This theory was propounded by Thorstein Veblen in (1857–1929) (an American sociologist and economist. Technological determinism is a reductionist theory that assumes that a society's technology determines the development of its social structure and cultural values. The term 'technological determinism' was coined by Thorstein Veblen and this theory revolves around the proposition that technology in any given society defines its nature. Technology is viewed as the driving force of culture in a society and it determines its course of history The technological determinism theory was pronounced a full fledged theory in 1964 through the works of the Canadian media scholar, Marshal McLuhan, The theory states that there is a long and still active tradition of searching for links between the dominant communication technology of an age and key features of society – with a common element of media

centeredness. The thrust of this theory is the fact that everything that happens in the society has been revolutionized by the introduction and adoption of new media technologies. the theory is relevant to this study in that social media is part of the recent technological developments that has come to stay and its presence has changed the way things work in the society.

Uses and Gratifications theory

The study is anchored on the Uses and Gratifications theory. This theory is associated with the works of Elihu Katz, Jay Blumler and Michael Gurevitch (1974). It belongs to the limited or indirect effect theories of mass communication. The theory according to Anaeto, Onabanjo and Osifeso (2008) is concerned with what people do with media instead of what media do to people. The assumption is that people influence the effects media have on them. That is to say that uses and gratification theory takes a more humanistic approach to media use and effect. It assumes members of the audience are not passive but play active role in interpreting and integrating media into their own lives. The theory suggests that people use media to fulfill specific gratifications. Adeyanju and Haruna (2011) note that the main thrust of the theory is that audience members have certain needs which make them to be selectively exposed to, attend to, and retain media messages because of the perceived gratifications derivable from such messages. Thus, this theory emphasizes the fact that people are important in the process of communication because they choose content, make meaning and act on that meaning (Akinwumi, 2011). Applying the uses and gratification theory to this study, users of social media are intentional seekers of such messages. They are able to select and use the technology in ways that suit their purpose. Thus, they as the audience are active and not passive. Similarly, political candidates are also able to select and use media of choice and message content of their choice during electoral campaigns and other electioneering activities.

Methodology

The survey method was used for the study. The population of the study comprised of One Hundred and Fifty Five Students admitted into Mass Communication Department in 2019/2020 academic session 100 and 200 levels undergraduate students of Lead City University, Ibadan., and Ninety-Six Students of Mass Communication Students , Dominion University admitted in 2019/2020 academic session , Ibadan. The survey method was considered relevant to this study because of its capacity to measure human attitudes and opinions. This research adopted the Cross Sectional survey design, which requires a sample of data collected at a point in time to be used to draw inferences about research questions. Simple random sampling was used. This technique was employed because is the most straightforward of all the probability sample method, it requires little advance knowledge about the population.

DATA PRESENTATION AND ANALYSIS

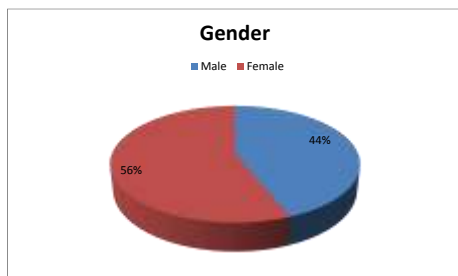


Figure 1

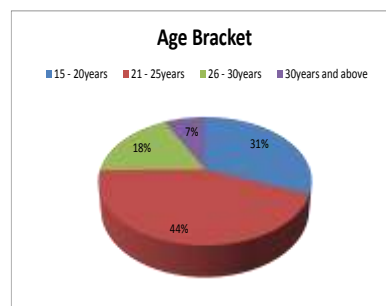


Figure 2

Figures 1 and 2 shows descriptive analysis of university students' characteristics. The data in Figure 1 indicate that 56% of the respondents that are females and 44% respondents represent males. From the respondent result, figure 2 shows that majority of the respondents are between ages into 21 - 25 (44%), (31%) of the respondents between ages 15 – 20years, (18%) of the respondents are between ages 26 – 30years while the remaining (7%) of the respondents are 30years and above.

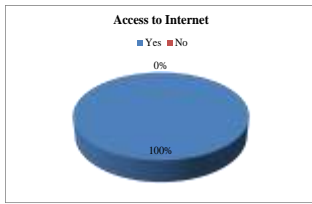


Figure 3

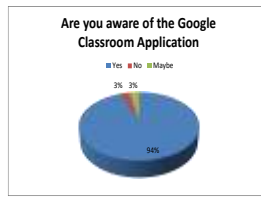


Figure 4

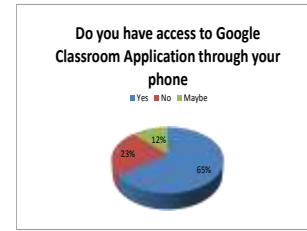


Figure 5

Figure 3, 4 and 5 indicates descriptive analysis of university students' accessibility. From the results obtained on students' access to the internet, it indicates that 100% of the respondents have access to the internet. The results as presented in figure 4 revealed that majority of the respondents (94%) are aware of the existence of Google Classroom. 3% of the respondents are not aware of the Google Class application and the remaining 3% of the respondent are not sure if they are aware of the Google Class application. It is clear from the above findings that the respondents are very familiar with the application. The outcome of the study has also confirmed that many universities in Nigeria adopted the use of Google Classroom during the Covid19 Pandemic. Respondents were requested to identify if they could access Google Classroom via their mobile phones and the result obtained shows that 65% of the respondents' accessed Google Classroom with their mobile phones while 23% of the respondents couldn't access with mobiles phone and the remaining 12% of respondents are of the opinion on maybe they can access Google Classroom on their mobile phones or not.

Research Question 1: What are the attitudes of university students towards the use of Google Classroom for learning during the lockdown?

To answer this research question, the following questions from the Google forms questions were analyzed.

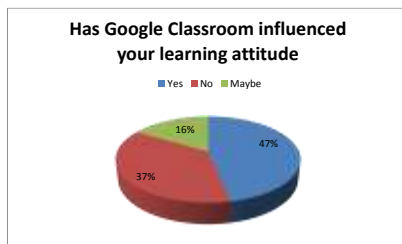


Figure 6

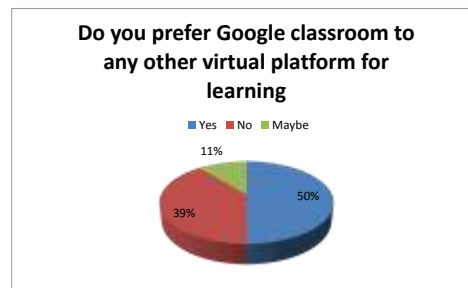


Figure 7

On the influence of Google classroom on learning attitude of respondents, 47% of them agreed that Google class has influenced their learning attitude, 37% of them disagree to this while 16% of them are not sure if Google Classroom has influenced their learning attitude. It is clear from the responses received that majority of the Students in different universities have their learning attitude influenced with digital media. Respondents were requested to identify if they prefer Google classroom to any other virtual platform for learning. The responses collected showed that majority of the respondents (50%) prefer Google Classroom to any other virtual platform for learning. To some extent, 39% of the respondents prefer other virtual platforms to Google Classroom for learning while 11% of them are not sure if they prefer Google Classroom to other virtual platform for learning. Going by the responses, it can be concluded that Google Classroom in the study area is eminent and most preferred.

RESEARCH QUESTION 2: Does Google Classroom usage influence engagement level of university students?

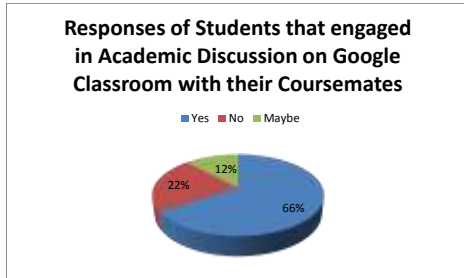


Figure 8

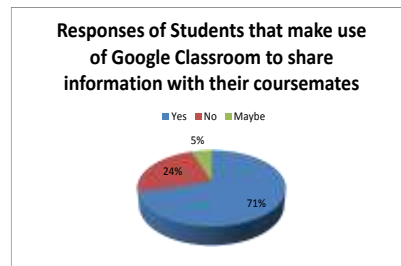


Figure 9

Students that engaged in academic discourse with their course mates was put across to respondents for assessment. The respondents revealed that 66% of them engage in academic discussion on Google Classroom. 22% of the respondents identified that they do not engage in academic discuss with their coursemates while 12% were neutral to their submission..

Students that share information with their course mates were put across to respondents for assessment. The respondents revealed that 71% of them disseminate information on Google Classroom. 24% of the respondents identified that they do not share any information with their course mates on Google Classroom while 15% are neutral to their submission. This suggests that majority of undergraduate in Nigeria, preferred to disseminate information on Google Classroom during the pandemic.

RESEARCH QUESTION 3: What are the responses of students to Google Classroom teaching hours as a result of lockdown?

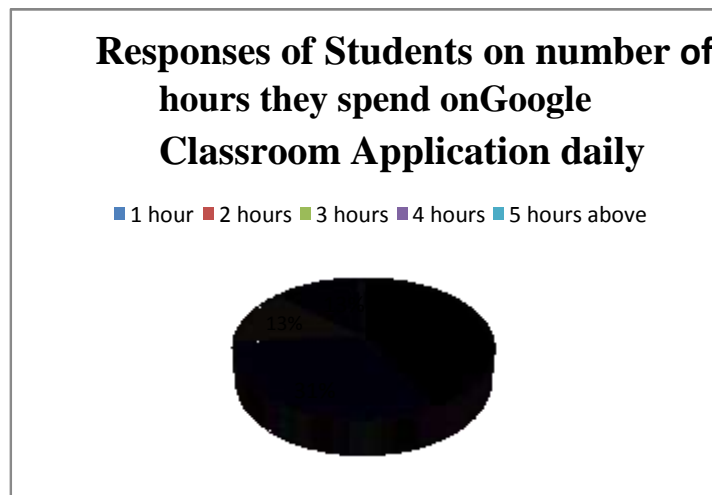


Figure 10

The table above shows from general perspective that majority of respondents 42% averagely spend hours on Google Classroom daily. Some of the respondents (31%) spend 2 hours on Google Classroom daily. 13% of the respondents spend 3 hours to 4hours on Google Classroom daily respectively. While 1% of the respondents spend 1 hour on Google Classroom daily. From these, it can be inferred that majority of undergraduates in Nigeria spend time on Google Classroom.

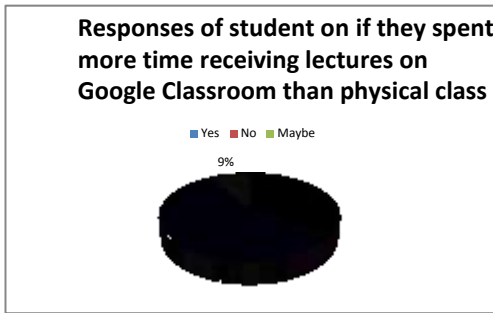


Figure 11

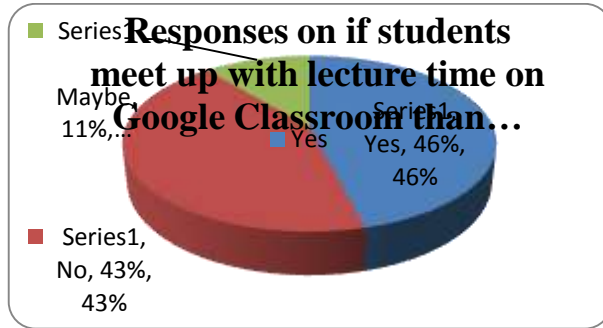


Figure 12

The above table indicates that majority of respondents (56%) did not spend more time receiving lectures on Google Classroom than physical class, 35% of them spend more time receiving lectures on Google Classroom than physical class. However, 9% of respondents are not sure if they spent more time receiving lectures on Google Classroom than physical class. This implies or suggests that majority of undergraduate students prefer virtual classroom to physical classroom.

This represents an extract of how students meet up with lecture time on Google Classroom compared to physical classroom. As it can be seen on the chart, 46% of respondents claimed they meet up with lecture time on Google Classroom than physical Classroom. 43% claimed that they do not meet up with lecture time on Google Classroom than physical Classroom while others 11% are not sure if they met up with lecture time on Google Classroom than physical classroom. This suggests that Google Classroom aid prompt class attendance amongst university students during the Lockdown.

RESEARCH QUESTION 4: What are the challenges in usage of Google Classroom Application during Covid-19 Lockdown?

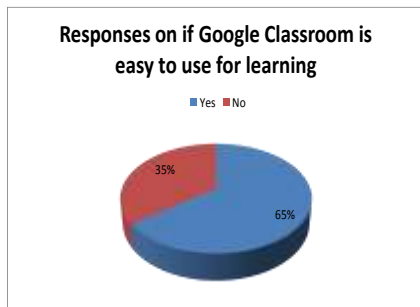


Figure 13

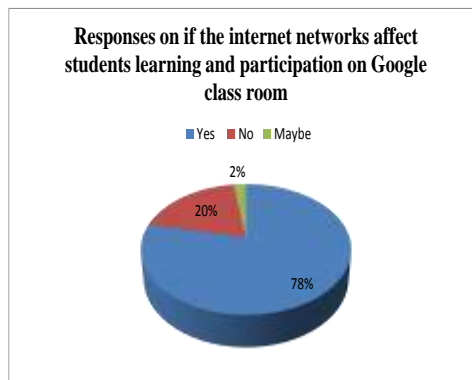


Figure 14

On the question of if Google Classroom is easy to use for learning, figure 13 indicates that majority of respondents 65% are of the opinion that Google Classroom is easy to operate for learning while the other 35% of respondents do not find Google Classroom easy to operate for learning.

On whether internet networks affect students learning and participation on Google Classroom, figure 14 indicates that 78% of respondents claimed that internet networks affects their learning and participation on Google Classroom, 20% of respondents avers that internet networks does not affect their learning and participation on Google Classroom while the remaining respondents 2% do not know if internet connections affects their learning and participation on Google Classroom. It can be concluded that internet networks is one of the challenges of using Google Classroom during the Lockdown.

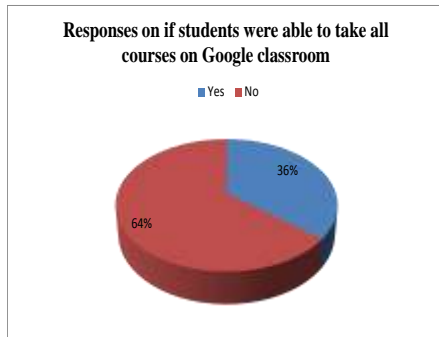


Figure 15

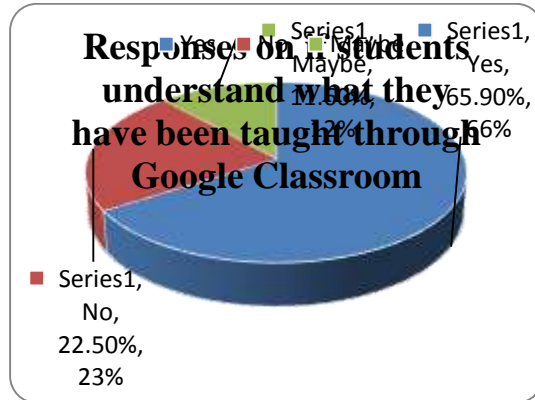


Figure 16

Respondents were requested to comment on their ability to take all courses on Google Classroom, findings revealed that 64% of respondents were able to take all courses on Google Classroom while the remaining 36% could not take all courses on Google Classroom. This confirmed that some students were unable to adapt to the use of Google Classroom for lectures.

Research Question 5: What is the level of understanding of the university students on contents taught on the platform?

On student's submission on whether they understand what they have been taught through Google Classroom, 66% of respondents understood what they have been taught through Google Classroom. 22% of respondents claimed they did not understand what they have been taught so far on Google Classroom while the remaining 12% are not sure if they understood what they have been taught on Google Classroom.

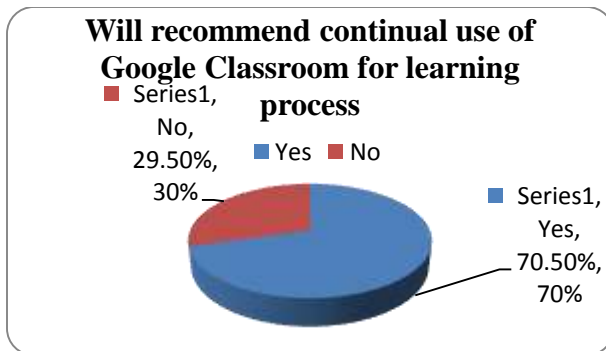


Figure 17

Figure 17 depicts that majority of respondents recommend the continual use of Google Classroom for learning process, the remaining respondents (30%) do not agree to the continual use of Google Classroom for learning process.

DISCUSSION OF FINDINGS

This study investigated Influence Google Classroom Application Platforms On Learning Attitudes Among Selected Universities Students In Nigeria. This was basically when the COVID-19 lockdown was in place in Nigeria and all Students were at home and the entire Institutions were shot down. Two Universities were investigated: Lead City University and Dominion University, Ibadan. Period studied covered ten months from when the lockdown was first declared in Oyo State. A total of 251 students of 100L and 200L of both Institutions made up the study population of the Study. From this respondents , through Google analytical tools, shows that Google Classroom platform has positively influenced the learning attitude of majority of the university students in Nigeria. The finding corroborates the findings of

Olusegun Hakeem Adebumiti (2021) on Use of Google Classroom among Students of Achievers University, Owo in a Covid-19.

The study discovered that majority of the students revealed that they engage in academic discussion and also share information with their colleagues on Google Classroom the findings from this study agrees with position of Amadi, Eric Chikweru EWA, Cecilia Jabe (2018) on An Overview of Social Media on the Academic Performance of University Students in Nigeriaparticipation, interactivity and collaboration. This study reveals that from general perspective of the students, majority did not spend more time receiving lectures on Google Classroom than physical class and majority of the respondents claimed they meet up with lecture time on Google Classroom than physical Classroom. This study also lends credence to students meeting up with lecture time on Google Classroom compared to physical classroom. The above findings observed that the use of Google Classroom by undergraduates during Covid-19 lockdown was flexible for majority of the respondents which is in line with Researcher questionthat opined that virtual classroom platforms enable teachers to immediately interact with their students.

Oyarinde & Komolafe (2020) in a study conducted among students of Preston International School in Akure, the Ondo state capital also posited that the perceptions of the students towards Google classroom learning platform was high and they prefer to use Google classroom application for all their subjects because it gives opportunity to answer question online, promotes active participation among others.

On the other hand, students of Dominion University and Lead City University, Ibadan affirmed that some of the challenges they face during the usage of Google Classroom for learning. They mentioned the fact that when at home they lack adequate access to the internet, also absence of no physical communication between them and their lecturers and inability to get subscription fee. Another argument they put forward was that the platform is not conducive enough for writing examination, while adding that there is delayed feedback in the communication channels.

CONCLUSION

The major aim of this study was to examine the influence of Google Classroom attitudes of university students towards the use of Google Classroom for learning during the Covid-19 lockdown. Based on findings, Google Classroom platform application plays a significant role in the learning attitude of undergraduates in Nigeria during the Covid-19 lockdown. In the case of the current study, majority of the respondent were familiar with the use of Google Classroom application for lectures which simply deduce that most universities in Nigeria employed the use of the platform to academically interact with undergraduates during the Covid-19 lockdown.

Also, majority of the respondents made us of this platform to interact and share information with their course mates during the lockdown. This means that, university students find Google Classroom is easy to operate for learning. In line with the findings of this study and other studies reviewed, it is concluded that Google Classroom has positively influenced learning attitude of university students during the Covid-19 lockdown and given room for adequate communication, participation, interactivity and collaboration among lecturers and students. This study also concludes concerning the effective use of Google Classroom during the Covid-19 lockdown that students and institutions in Nigeria are likely to continue the use of the platform even after the Covid-19 pandemic.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are put forward:

1. Students should devote more time and actively engaged only with academic activities while using the platform for learning .

2. Most students responding to the study reported difficulty in taking all the courses on Google Classroom, so universities should assign courses judiciously and in alignment with clear learning goals.
3. Universities should prioritise the Google Classroom by training the lecturers and students on how best to use the platform.
4. There is need for tertiary institutions to make provision for access to internet facilities within the University system.
5. The Regulatory Agencies such Ministry of Education , National Universities Commission should vote some funds in the budget to train lecturers and students on the usage of Google Classroom or any other platform that could serve the same purpose. The Nigerian Communication Commission should intensify more efforts to increase the bandwidth and encourage more internet providers in order to ease the congestion of network issues

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