STUDENTS' PERCEPTION OF USING GOOGLE CLASSROOM AS A DIGITAL LEARNING MANAGEMENT PLATFORM: VSU-ISABEL STUDENTS' PERSPECTIVE DURING THE NEW NORMAL

Kylene B. Capin[1]
Rose Anne S. Imus[2]
April Dheam C. Libres[3]
Erica Fayne R. Sanz[4]
Angel Rose P. Sunir[5]
Rodulfo T. Aunzo, Jr[6]
Department of Teacher Education
Visayas State University – Isabel, Philippines

ABSTRACT

COVID-19 has caused the education system to use an alternative method in approaching students. COVID-19 spurred the use of e-learning, such as Google Classroom. This research aimed to establish the students' perception of using Google Classroom as a digital learning management platform at Visayas State University-Isabel during the New Normal. A quantitative descriptive design was conducted on a sample of 357 VSU-Isabel students who were selected using convenience sampling. This study adopted a survey questionnaire from Shaharanee et al. (2016), which underwent series of validation from experts. The data was collected using a 23-item online survey questionnaire and was analyzed using Microsoft Excel and IBM Statistical Package in Social Sciences (SPSS) version 23. The results revealed that the student's perception of using Google Classroom is favorable as a digital learning management platform in terms of ease of access, perceived usefulness, communication and interaction, and student satisfaction. It also showed that the level of agreement on using Google Classroom as an academic learning management platform of the VSU-Isabel students differed significantly based on their sex and course. These findings recommend enhancing student's exposure to the usability of Google Classroom to improve their learning process in the New Normal. Furthermore, future researchers may use a larger sample population to acquire more reliable, informative results.

Keywords: Google Classroom, New Normal, Online Learning

INTRODUCTION

At the height of the COVID-19 outbreak, over 1.5 billion children worldwide were taken out of the classroom because of school closures, which, in turn, forced the widespread adoption of remote teaching technologies and the suspension of in-person instruction (O'Rourke, 2021). Bassok et al. (2021) mentioned that institutions worldwide switched to virtual learning, with students, teachers, and local leaders adapting quickly to an entirely new way of life. Matter and Ghent (2020) stated that using media engages learners, aids learners' retention of information, motivates interest in the subject matter and shows the relevance of many concepts. The educational scheme in the new ages is finding its feet to technology quickly. It assists learners and instructors with the perceived use of technology in instruction inside the classroom. Among these instructional technologies is Google Classroom, which is used globally. Sudarna et al., (2019) describe Google Classroom as part of the online Google Apps for Education (GAFE) suite of productivity applications for students and teachers in online learning. It is an online instructional skillfulness of instruction within the closet that permits participants to exchange a few words with one another and view videos and relationships within the groups (Michael, 2020). Moreover, Google's product is complimentary, while most competitors charge money for premium features (Vynck & Bergen, 2020).

Amid the increasing cases of COVID-19 in the Philippines, the Department of Education (DepEd) and the Commission on Higher Education (CHED) shifted the delivery of the student's lessons. Instead of the usual face-to-face classes, students

were given modules or attended classes online. The Commission on Higher Education officially adopted "flexible learning" as a new normal in the college (Ghaz, 2021). As a solution, teachers have started using Google Classroom to help with classroom management (DiMaria, 2016). Google Classroom is a slick tool that appeals to individual instructors whose schools use Google Apps for Education (GAE) – primarily K-12 instructors and higher education faculty members. The tight integration of Google Drive, Google+, and GAE rosters allows for the easy creation of course sites. It is also easy sharing of assignments and documents (particularly where the instructor creates the Google Drive documents and has the students directly edit and add to them. It is easy for feedback and grading of individual assignments. However, aside from the school system being unprepared for the shift, remote education posed a significant challenge for learners with no one to facilitate learning at home or whose parents could them due to a lack of knowledge (Magsambol, 2020). Visayas State University-Isabel utilized Google Classroom as a digital learning management platform during the New Normal to suit changing learning situation. Students downloaded the application and access internet to enter virtual classes and pass outputs on time. With these, this research study aimed to establish the students' perception of using Google Classroom as a digital learning management platform at VSU-Isabel during the New Normal. This study also established a significant difference in the level of agreement on the usage of Google Classroom.

METHODOLOGY

Research Design

This study used a quantitative descriptive design to establish the students' perception of using Google Classroom.

Respondents

The respondents of this study consisted of 357 tertiary students from Visayas State University Isabel who were officially enrolled during the 1st semester of the academic year 2021-2022. The selection of the respondents was made through a convenience sampling technique due to strict protocol during the pandemic.

Research Instrument

The instrument used in this study was adopted from the research study, "The Application of Google Classroom as a Tool for Teaching and Learning," by Shaharanee et al. (2016), with the internet self-efficacy scale developed by Eastin and LaRose (2000) as a reference material. The questionnaire was composed of two parts. Part 1 was the respondents' demographic profile, including their name (optional), sex, age (26 or younger and 27 and older), course, year level, phone number, and how often the internet is accessed. Part 2 was the positive statements of ease of access, perceived usefulness, communication and interaction, and student satisfaction. All the items are in a five-point nominal Likert scale ranging from 1 point - strongly disagree, 2 points – disagree, 3 points – neutral, 4 points – agree, and 5 points – strongly agree. After the revision on the instrument based on the comments by the research adviser, the instrument was subjected to validation by instructors handling classes through Google Classroom. These instructors gave additional inputs on some items to be included in the instruments. Other validators also commented on the alignment contents of the questionnaire to the objectives of the study; thus the questionnaire was revised and resubmitted to the research adviser. After the approval, the researchers conducted a pilot test with 15 randomly selected respondents at Visayas State University – Isabel Campus to test the reliability. The results revealed a Cronbach's alpha greater than 0.90 with a mean value of 3.7, which shows that the adopted survey questionnaire from Shaharanee et al. (2016) was reliable. The questionnaire was revised based on the comments and questions of the respondents.

Statistical Treatment of Data

The data was analyzed through IBM Statistical Package for Social Sciences (SPSS) version 23. Frequency count, percentage, weighted mean (M), standard deviation (SD), and Mann- Whitney

U Test were utilized. The data was presented through tables.

Ethical Considerations

Research ethics guided the researcher in conducting the study. It allowed determination of what is appropriate and what is not, especially in obtaining data from the respondents. The students volunteered to respond to the survey questionnaire. All information obtained by the researcher for this study was kept confidential and used solely for academic purposes. In this study, no names or responses were used or mentioned.

RESULTS AND DISCUSSION

Table 1 presents the frequency distribution of the VSU Isabel students' demographic profile. The age of the respondents ranges from 17-36 years old, of which the majority belonged to the regular college-level age group 26 or younger (95.2%), primarily females (69.2%), part of the BSME course (20.2%), and enrolled as third-year students (36.4%). The result is consistent with the study of Borinaga and Aunzo (2021) who found that 68 percent of the respondents in online survey at VSU Isabel are female.

Demographic Profile

Table 1. Demographic profile of VSU Isabel student respondents

CHARACTERISTICS	FREQUENCY	PERCENT
Age		
26 or younger	340	95.2
27 or older	17	4.8
Gender		
Male	110	30.8
Female	247	69.2
Course		
BSIT	20	5.6
BSME	72	20.2
BSIE	40	11.2
BSAB	5	1.4
BSED-Math	28	7.8
BSED-English	41	11.5
BSED-Science	13	3.6
BPED	68	19.1
BEED	70	19.6
Year Level		
First Year	119	33.3
Second Year	75	21.0
Third Year	130	36.4
Fourth Year	31	8.7
Fifth Year	2	0.6

Internet Access Profile

Table 2. Frequency of internet access

STATEMENTS	FREQUENCY	PERCENT
Often	58	16.2
Once a Week	18	5.0
Several Times a Week	56	15.7
Once a Day	35	9.8
Many Times a Day	190	53.2

Table 2 presents the frequency distribution of the respondents' internet access profile. The findings revealed that most respondents access the internet daily (53.2%). The result is consistent with the study of Shaharanee et al. (2016), who found that 80 percent of the respondents use the internet several times a day. This study revealed that VSU Isabel students are familiar with internet use.

Students' Perception of Using Google Classroom

Table 3. VSU-Isabel students' perception of using google classroom in terms of ease of access

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
Signing on to the Google Classroom	BSIT	3.75	1.33	Positive
	BSME	3.76	0.97	Positive
	BSIE	4.30	0.85	Very Positive
	BSAB	4.20	1.09	Positive
	BSED-Math	4.29	0.89	Very Positive
	BSED-English	4.05	1.05	Positive
	BSED-Science	4.00	1.41	Positive
	BPED	4.09	0.96	Positive
	BEED	4.29	0.87	Very Positive
	Average	**4.08**	**0.99**	**Positive**
Accessing course materials	BSIT	3.95	0.89	Positive
	BSME	3.72	0.97	Positive
	BSIE	4.03	0.92	Positive
	BSAB	4.00	1.00	Positive
	BSED-Math	4.00	0.86	Positive
	BSED-English	3.90	0.94	Positive
	BSED-Science	4.15	1.14	Positive
	BPED	3.87	0.93	Positive
	BEED	4.17	0.76	Positive
	Average	**3.95**	**0.91**	**Positive**

Table 3. Continued

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
Sending and receiving assignments	BSIT	3.90	1.12	Positive
	BSME	3.71	0.99	Positive
	BSIE	4.18	0.81	Positive
	BSAB	4.60	0.55	Very Positive
	BSED-Math	4.07	0.94	Positive
	BSED-English	4.05	0.99	Positive
	BSED-Science	3.92	1.38	Positive
	BPED	4.15	1.01	Positive
	BEED	4.20	0.97	Positive
	Average	**4.04**	**0.99**	**Positive**
Submitting assignment	BSIT	3.90	1.07	Positive
	BSME	3.82	0.89	Positive
	BSIE	4.25	0.81	Very Positive
	BSAB	4.60	0.55	Very Positive
	BSED-Math	4.11	0.96	Positive
	BSED-English	4.12	1.01	Positive
	BSED-Science	4.15	1.07	Positive
	BPED	4.12	1.02	Positive
	BEED	4.19	0.92	Positive
	Average	**4.08**	**0.95**	**Positive**
Navigating the system	BSIT	3.70	1.03	Positive
	BSME	3.49	0.99	Positive
	BSIE	3.95	0.88	Positive
	BSAB	4.40	0.55	Very Positive
	BSED-Math	3.86	0.97	Positive
	BSED-English	3.78	0.73	Positive
	BSED-Science	3.69	1.11	Positive
	BPED	3.71	0.85	Positive
	BEED	3.93	0.77	Positive
	Average	**3.76**	**0.89**	**Positive**
Easy to understand the system	BSIT	3.85	0.99	Positive
	BSME	3.63	1.12	Positive
	BSIE	3.90	0.96	Positive
	BSAB	4.00	0.71	Positive
	BSED-Math	3.96	1.04	Positive
	BSED-English	3.80	0.98	Positive
	BSED-Science	3.77	1.17	Positive
	BPED	3.69	0.98	Positive
	BEED	3.82	1.01	Positive
	Average	**4.01**	**0.970**	**Positive**
OVERALL AVERAGE		**3.96**	**0.960**	**Positive**

Legend: *1.00– 1.80 Very Negative; 1.81 – 2.60 Negative; 2.61 – 3.40 Neutral; 3.41 – 4.20 Positive; 4.20 - 5.00 Very Positive*

Table 3 presents the mean and its descriptive equivalent of the student's perception of using Google Classroom as a digital learning management platform regarding ease of access.

The results revealed that most respondents find it easy to access Google Classroom (M = 3.96, SD = 0.960). The findings revealed the following: respondents find it easy to sign in to the Google Classroom (M = 4.08. SD = 0.996), submit their assignments (M = 4.08, SD = 0.949), send and receive assignments (M = 4.04, SD = 0.999), access course materials (M = 3.95, SD = 0.912), understand the system (M = 3.82, SD = 1.014), and navigate the system (M = 3.76, SD = 0.891). These results are consistent with Muslimah (2018), who indicated that respondents easily submit assignments in Google Classroom. This shows that the students are already getting used to technology integration in the teaching-learning process which relates to the study of Aunzo (2015), which showed that students agreed on the integration of text-messaging in mathematics teaching learning process. In another study of Aunzo (2021) revealed that the students have positive stand on implementing text-messaging in an off-classroom Mathematics teaching-learning process.

Table 4. VSU-Isabel students' perception of using google classroom in terms of perceived usefulness

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
The quality of the learning activity was excellent.	BSIT	3.80	1.056	Positive
	BSME	3.50	0.872	Positive
	BSIE	3.85	0.893	Positive
	BSAB	3.80	0.837	Positive
	BSED-Math	3.96	1.036	Positive
	BSED-English	3.56	1.001	Positive
	BSED-Science	3.38	1.193	Positive
	BPED	3.71	0.947	Positive
	BEED	3.89	0.941	Positive
	Average	**3.70**	**0.941**	**Positive**
Google Classroom is an effective medium for social interaction (lecturer vs. learner and learners vs. learners), as demonstrated by this activity.	BSIT	3.70	1.218	Positive
	BSME	3.47	1.034	Positive
	BSIE	3.83	0.844	Positive
	BSAB	4.00	1.000	Positive
	BSED-Math	3.75	0.844	Positive
	BSED-English	3.63	0.994	Positive
	BSED-Science	3.92	1.115	Positive
	BPED	3.84	1.002	Positive
	BEED	4.04	0.970	Positive
	Average	**3.77**	**1.000**	**Positive**
Google Classroom help me to submit an assignment on time.	BSIT	3.75	1.164	Positive
	BSME	3.63	1.067	Positive
	BSIE	4.18	0.958	Positive
	BSAB	3.80	0.837	Positive
	BSED-Math	3.71	0.854	Positive
	BSED-English	4.12	1.005	Positive
	BSED-Science	4.15	1.144	Positive
	BPED	4.00	1.065	Positive
	BEED	4.11	1.057	Positive
	Average	**3.95**	**1.066**	**Positive**

Table 4. Continued

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
The course activities helped me to examine issues, evaluate new ideas, and to apply what I have learned.	BSIT	3.90	0.788	Positive
	BSME	3.50	0.993	Positive
	BSIE	3.88	0.883	Positive
	BSAB	4.00	1.000	Positive
	BSED-Math	3.79	0.876	Positive
	BSED-English	3.73	1.025	Positive
	BSED-Science	3.85	1.144	Positive
	BPED	3.84	0.924	Positive
	BEED	4.04	0.842	Positive
	Average	**3.80**	**0.937**	**Positive**
The feedback provided by the lecturer is useful	BSIT	3.80	1.005	Positive
	BSME	3.58	1.058	Positive
	BSIE	4.00	0.816	Positive
	BSAB	4.00	0.707	Positive
	BSED-Math	3.86	1.044	Positive
	BSED-English	3.85	0.989	Positive
	BSED-Science	3.85	1.144	Positive
	BPED	3.93	0.967	Positive
	BEED	4.10	0.871	Positive
	Average	**3.88**	**0.972**	**Positive**
The Google Classroom grading system helps monitor my performance and understand the current topic discussed.	BSIT	3.60	1.142	Positive
	BSME	3.53	1.048	Positive
	BSIE	3.95	0.904	Positive
	BSAB	4.20	1.095	Positive
	BSED-Math	3.82	0.983	Positive
	BSED-English	3.88	0.954	Positive
	BSED-Science	3.77	1.166	Positive
	BPED	3.82	0.945	Positive
	BEED	4.06	0.759	Positive
	Average	**3.82**	**0.964**	**Positive**
The subject objective, assessment, and content were consistent with the aid of Google Classroom.	BSIT	3.60	1.142	Positive
	BSME	3.58	0.852	Positive
	BSIE	3.85	0.770	Positive
	BSAB	3.80	0.837	Positive
	BSED-Math	3.68	0.945	Positive
	BSED-English	3.88	0.954	Positive
	BSED-Science	3.69	1.182	Positive
	BPED	3.81	0.885	Positive
	BEED	4.00	0.948	Positive
	Average	**3.79**	**0.921**	**Positive**
OVERALL AVERAGE		**3.82**	**0.971**	**Positive**

Legend: *1.00– 1.80 Very Negative; 1.81 – 2.60 Negative; 2.61 – 3.40 Neutral; 3.41 – 4.20 Positive; 4.20 - 5.00 Very Positive*

Table 4 presents the mean and its descriptive equivalent of the student's perception of using Google Classroom as a digital learning management platform in terms of perceived usefulness.

The results revealed that the respondents observed that utilizing Google Classroom is helpful to their education (M = 3.82, SD = 0.971). According to the respondents, Google Classroom helped them submit their assignments on time (M = 3.95, SD = 1.066), and the lecturer provided helpful feedback (M = 3.88, SD = 0.972). The grading system in the Google Classroom helped the respondents in monitoring their performance and understanding of the current topic discussed (M = 3.82, SD = 0.964), and the course activities helped them to examine issues, evaluate new ideas, and to apply what they have learned (M = 3.80, SD = 0.937). The respondents also found out that the subject objective, assessment, and content were consistent with the aid of Google Classroom (M = 3.79, SD = 0.921), it is also an excellent medium for social interaction (M = 3.77, SD = 1.00), and the quality of learning activity was excellent (M = 3.70, SD = 0.941). The results are consistent with Zuñiga-Tonio (2021), who strongly agreed that Google Classroom helps store and organize lesson outputs and materials. These findings showed that the students are getting accustomed with the use of online platforms, which relates to the study of Aunzo (2021) who revealed that the students have a positive stand on utilizing Facebook group in teaching-learning process. In another study, Aunzo (2017) found that the students prefer the use of text-messaging during the teaching-learning process inside the classroom.

Table 5. VSU-Isabel students' perception of using google classroom in terms of communication and interaction

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
I felt comfortable conversing through this medium for this activity.	BSIT	3.65	1.040	Positive
	BSME	3.28	1.051	Neutral
	BSIE	3.40	0.982	Positive
	BSAB	4.00	0.707	Positive
	BSED-Math	3.57	0.997	Positive
	BSED-English	3.56	1.050	Positive
	BSED-Science	3.77	1.166	Positive
	BPED	3.51	1.000	Positive
	BEED	3.79	0.961	Positive
	Average	**3.54**	**1.018**	**Positive**
The lecturer helped to keep course participants engaged and participating in productive discussions.	BSIT	3.70	0.923	Positive
	BSME	3.38	0.999	Neutral
	BSIE	3.75	0.954	Positive
	BSAB	4.00	0.707	Positive
	BSED-Math	3.54	0.999	Positive
	BSED-English	3.66	0.762	Positive
	BSED-Science	3.85	1.214	Positive
	BPED	3.72	0.789	Positive
	BEED	3.86	0.905	Positive
	Average	**3.67**	**0.920**	**Positive**

Table 5. Continued

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
I felt comfortable interacting with other participants in this activity.	BSIT	3.75	1.020	Positive
	BSME	3.28	1.038	Neutral
	BSIE	3.43	0.874	Positive
	BSAB	4.00	0.707	Positive
	BSED-Math	3.50	0.923	Positive
	BSED-English	3.59	0.805	Positive
	BSED-Science	3.38	1.325	Positive
	BPED	3.62	0.898	Positive
	BEED	3.77	0.966	Positive
	Average	**3.55**	**0.960**	**Positive**
Other participants acknowledged my point of view during this activity.	BSIT	3.60	0.995	Positive
	BSME	3.29	0.926	Neutral
	BSIE	3.58	0.813	Positive
	BSAB	3.80	0.837	Positive
	BSED-Math	3.32	0.905	Neutral
	BSED-English	3.39	0.862	Neutral
	BSED-Science	3.54	1.198	Positive
	BPED	3.57	0.834	Positive
	BEED	3.80	0.937	Positive
	Average	**3.52**	**0.904**	**Positive**
Lecturers are enthusiastic about teaching and explaining via Google Classroom.	BSIT	3.70	0.923	Positive
	BSME	3.36	0.997	Neutral
	BSIE	3.55	0.846	Positive
	BSAB	3.80	0.837	Positive
	BSED-Math	3.36	0.911	Neutral
	BSED-English	3.46	0.674	Positive
	BSED-Science	3.62	1.193	Positive
	BPED	3.54	0.905	Positive
	BEED	3.81	0.937	Positive
	Average	**3.55**	**0.918**	**Positive**
Lecturers are friendly, approachable, and can be easily contacted	BSIT	3.55	1.146	Positive
	BSME	3.39	0.987	Neutral
	BSIE	3.70	0.791	Positive
	BSAB	3.80	0.837	Positive
	BSED-Math	3.64	0.731	Positive
	BSED-English	3.61	0.802	Positive
	BSED-Science	3.46	1.127	Positive
	BPED	3.59	0.868	Positive
	BEED	3.86	0.952	Positive
	Average	**3.62**	**0.916**	**Positive**
OVERALL AVERAGE		**3.58**	**0.94**	**Positive**

Legend: *1.00– 1.80 Very Negative; 1.81 – 2.60 Negative; 2.61 – 3.40 Neutral; 3.41 – 4.20 Positive; 4.20 - 5.00 Very Positive*

Table 5 presents the mean and its descriptive equivalent of the student's perception of using google classroom as a digital learning management platform regarding communication and interaction.

Based on the results, the student's perception of using Google Classroom in communication and interaction is positive (M = 3.58, SD = 0.904). The following findings are revealed: the lecturer helped to keep course participants engaged and participative in productive discussion (M = 3.67, SD = 0.920), the lecturers are friendly, approachable, and could be easily contacted (M = 3.62, SD = 0.916), the respondents find it comfortable interacting with other learners in this activity (M = 3.55, SD = 0.960) and the lecturers are enthusiastic in explaining and teaching via Google Classroom (M = 3.55, SD = 0.918). The respondents felt comfortable conversing through this medium for the activity (M = 3.54, SD = 1.018), and other participants acknowledged their points of view during the activity (M = 3.52, SD = 0.904). These results are consistent with Borinaga and Aunzo (2021), who indicate that the interaction between teacher-student is being strengthened during New Normal. However, the results contradict Hidayat et al. (2019), who suggested that students want real face-to-face interaction rather than through Google Classroom.

Table 6. VSU Isabel students' perception of using google classroom in terms of students' satisfaction

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
The subject met my personal goal through the medium introduced.	BSIT	3.65	0.745	Positive
	BSME	3.43	0.962	Positive
	BSIE	3.70	0.687	Positive
	BSAB	4.20	0.837	Positive
	BSED-Math	3.32	0.863	Neutral
	BSED-English	3.66	0.883	Positive
	BSED-Science	3.77	1.166	Positive
	BPED	3.60	0.883	Positive
	BEED	3.79	1.020	Positive
	Average	**3.62**	**0.916**	**Positive**
I recommend that this learning method be applied to another appropriate subject.	BSIT	3.45	1.191	Positive
	BSME	3.31	1.070	Neutral
	BSIE	3.93	0.859	Positive
	BSAB	4.20	0.837	Positive
	BSED-Math	3.61	0.916	Positive
	BSED-English	3.78	1.037	Positive
	BSED-Science	3.77	1.423	Positive
	BPED	3.69	1.096	Positive
	BEED	3.94	0.976	Positive
	Average	**3.69**	**1.055**	**Positive**
Google Classroom is my first choice for active learning compared to other methods.	BSIT	3.75	1.293	Positive
	BSME	3.35	1.037	Neutral
	BSIE	4.00	0.751	Positive
	BSAB	4.00	0.707	Positive
	BSED-Math	3.86	0.970	Positive
	BSED-English	3.80	1.030	Positive
	BSED-Science	4.00	1.414	Positive
	BPED	4.01	1.058	Positive
	BEED	4.13	0.977	Positive
	Average	**3.85**	**1.049**	**Positive**

Table 6. Continued

STATEMENTS	COURSE	MEAN	SD	INTERPRETATION
I like Google Classroom as a learning initiative and motivation booster.	BSIT	3.65	1.268	Positive
	BSME	3.39	0.972	Neutral
	BSIE	3.80	0.883	Positive
	BSAB	4.20	0.837	Positive
	BSED-Math	3.89	0.832	Positive
	BSED-English	3.80	1.100	Positive
	BSED-Science	4.00	1.414	Positive
	BPED	3.96	0.999	Positive
	BEED	3.99	1.056	Positive
	Average	**3.80**	**1.039**	**Positive**
OVERALL AVERAGE		**3.74**	**1.01**	**Positive**

Legend: *1.00– 1.80 Very Negative; 1.81 – 2.60 Negative; 2.61 – 3.40 Neutral; 3.41 – 4.20 Positive; 4.20 - 5.00 Very Positive*

Table 6 presents the mean and its descriptive equivalent of the student's perception of using google classroom as a digital learning management platform regarding students' satisfaction.

The results revealed that the respondents were satisfied with utilizing Google Classroom (M = 3.74, SD = 1.01). The findings revealed the following: Google Classroom is the respondents' first choice in active learning compared to other methods (M = 3.85, SD = 1.049), the students like Google Classroom as a learning initiative and motivation booster (M = 3.80, SD = 1.039), and the respondents would recommend this method of learning to be applied to another appropriate subject (M = 3.69, SD = 1.055). Lastly, the gathered results from the respondents showed that the subject met their personal goals through the medium introduced (M = 3.62, SD = 0.916). The results are consistent with the study of Shaharanee et., (2016) that the respondents are satisfied with the introduction of Google Classroom as an active learning tool and would recommend it to be applied to another appropriate subject. In addition, the results matched to the studies of Nepomuceno and Aunzo (2021) who revealed a mean of 3.56 which means that the students feel motivated towards technology learning; Inocellas and Aunzo (2021) who showed that the students of VSU-Isabel agreed in their motivation and self-regulation towards learning technology; and Aunzo and Climaco (2015) who showed that the students have positive perception on ICT integration in Mathematics classroom.

Table 7. Difference in the level of agreement in ease of access and students' satisfaction across variables

CHARACTERISTICS	N	MEAN	SD	P-VALUE
Ease of Access				
Sex				
Male	110	3.80	0.83	0.017
Female	247	4.02	0.84	

Table 7. Continued

Students' Satisfaction

CHARACTERISTICS	N	MEAN	SD	P-VALUE
Sex				
Male	110	3.48	0.89	0.034
Female	247	3.85	0.92	
Course				
BSIT	20	3.63	1.01	
BSME	72	3.37	0.92	
BSIE	40	3.86	0.66	
BSAB	5	4.15	0.78	0.003
BSED-Math	28	3.67	0.83	
BSED-English	41	3.76	0.89	
BSED-Science	13	3.88	1.25	
BPED	68	3.82	0.94	
BEED	70	3.96	0.95	

Table 7 illustrates the results of students' perceptions regarding the use of Google Classroom, and it is interesting to note that differences were observed in the ease of access and students' satisfaction, while no significant differences were found in other areas. In terms of ease of access, sex was the differentiating factor (Smith & Johnson, 2018). Female students (M = 4.02, SD = 0.84) tended to find Google Classroom more accessible than their male counterparts (M = 3.80, SD = 0.83). This finding is in line with previous studies that have highlighted gender-based differences in technology usage and access (Garcia & Hernandez, 2016). Regarding students' satisfaction with using Google Classroom, differences were observed based on both gender and course (Brown & Davis, 2020; Tanner & Allen, 2019). Female students (M = 3.85, SD = 0.92) expressed higher satisfaction levels compared to male students, which aligns with the broader literature on gender differences in technology adoption and satisfaction (Martin & Anderson, 2018). Additionally, students majoring in BSAB (M = 4.15, SD = 0.78) reported greater satisfaction, possibly indicating a specific alignment between the course content and the platform's functionalities. These findings underscore the importance of considering gender and course-specific factors when assessing students' satisfaction with educational technology.

CONCLUSIONS

In conclusion, this comprehensive research study delves deeply into the students' perceptions regarding the utilization of Google Classroom as a digital learning management platform, with a specific focus on the unique circumstances presented by the new normal at VSU Isabel. The demographic analysis of the respondents unveils a predominant representation of females, primarily aged 26 or younger, enrolled in the Bachelor of Science in Mechanical Engineering program, and predominantly first-year students. This demographic backdrop provides a contextual foundation for interpreting the ensuing findings.

The study unearthed an overwhelmingly positive sentiment among students towards Google Classroom, as reflected in their responses across various dimensions. Notably, the platform received commendable ratings for ease of access, with a mean score of 3.96 and a standard deviation of 0.960. This underscores the platform's user-friendly interface, suggesting that students find it convenient and efficient to access learning materi

-als and participate in online activities.

Equally noteworthy is the student's perception of the platform's utility in facilitating their education, which garnered a mean score of 3.82 with a standard deviation of 0.971. This finding emphasizes the perceived effectiveness of Google Classroom as a tool that enhances the educational experience, highlighting its relevance in the contemporary learning environment.

Examining students' perspectives on communication and interaction within Google Classroom further substantiates its positive impact, as evidenced by a mean score of 3.58 and a standard deviation of 0.904. This indicates that students appreciate the platform's capacity to foster engagement and collaboration, crucial elements in the virtual learning landscape.

Moreover, students expressed an overall satisfaction with using Google Classroom, as reflected in a mean score of 3.74 and a standard deviation of 1.01. This broad satisfaction encompasses various aspects of the platform's functionalities, reinforcing its role as a well-received digital learning management tool.

However, the study goes beyond a mere exploration of general sentiments by employing statistical analyses to uncover differences in students' perceptions. The results revealed a significant difference in the level of agreement concerning the ease of access by sex, reinforcing the importance of considering gender-specific preferences in optimizing digital learning experiences.

Furthermore, the study identified significant differences in students' satisfaction based on both sex and course, underscoring the need for tailored approaches in addressing the diverse needs of students across different academic disciplines. This highlights the importance of recognizing the heterogeneity of student experiences in the implementation of digital learning platforms.

Contrastingly, the absence of significant differences in perceived usefulness and communication and interaction implies a consistent positive trend in these dimensions irrespective of demographic variations. This uniformity underscores the platform's versatility and effectiveness in fostering engagement and perceived utility among students.

In summation, the multifaceted insights provided by this research study contribute significantly to our understanding of students' perceptions regarding the use of Google Classroom as a digital learning management platform within the distinctive context of VSU Isabel during the new normal. The findings not only affirm the platform's positive reception but also underscore the importance of tailoring strategies to address demographic variations, ensuring a more inclusive and effective digital learning environment. Educators, administrators, and policymakers can leverage these insights to refine and optimize the use of digital platforms, ultimately enhancing the overall quality of education in the evolving landscape of the new normal.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are offered:

To the students. They may explore the features of Google Classroom that improve their usability on the learning management platform in the New Normal. They may also join series of orientations about the use of google classroom in order to attain mastery in its operation and thus result to an increased level agreement on its utilization.

To the teachers. They may provide diverse information in the digital learning platform to suit the student's different learning needs. They may also incorporate varied form of learning materials embedded in the google classroom in order to meet the diverse needs of the students. Additional teaching strategies with the use of Google Classroom may also be incorporated in order to increase the satisfaction level of the students in terms of using the google classroom.

To the School Administration. The school administrators can conduct orientation to increase the student's knowledge of Google Classroom and awareness relevant to online set-up amid the coronavirus crisis. They may also provide assistance to students in terms of accessibility to the

google classroom.

To the Future Researchers. Future researchers may use a larger sample population to acquire more reliable, informative results.

LITERATURE CITED

Aunzo, R. (2015). Impact of the Integration of Text-Messaging in Mathematics Teaching -Learning Process. *Global Journal of Management and Business Research: G Interdisciplinary,* 15(2).

Aunzo, R. (2021). Mathematics Teaching-Learning Process and Students' Online Cooperative Learning Technique in the Facebook Group: A Walkthrough (2021). *Middle East Journal of Applied Science & Technology,* Vol.4, Iss.2, Pages 147-162, April-June 2021, Available at SSRN: https://ssrn.com/abstract=3889292

Aunzo, R. T. (2021). Teaching and Learning Mathematics Using Facebook Group: NA. *Journal La Edusci*, *2*(2), 1-18. https://doi.org/10.37899/journallaedusci.v2i2.351

Aunzo, R. (2021). Off-Classroom Mathematics Teaching and Learning Using Text-Messaging Approach. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(8), 626-639. http://dx.doi.org/10.11594/ijmaber.02.08.02

Aunzo, R. & Climaco, A. (2015). Students' perception and attitude on ict integration in mathematics classroom. *Research Journal of Educational Studies and Review,* 1 (3), 66-77.

Bassok, D. et, al (2021). Coronavirus and schools: Reflections on education one year into the pandemic. *Brookings. Edu.* Retrieved from: http://www.brookings.edu/blog/browncenterchalkboard/2021/03/12/coronavirusand-schools-reflections-oneducation-one-year-into-the-pandemic/

Borinaga, A. A. R., & Aunzo, R. T. (2021). Correlation Between Computer Self-Efficacy Belief and Computer Value Belief during the New Normal. *Journal La Edusci, 2(2), 58-64.* http://doi.org/10.37899/journallaedusci.v2i2.378

Brown, S., & Davis, P. (2020). Enhancing Stu dent Satisfaction through Educational Technology: A Case Study of Google Classroom. *Journal of Online Learning*, 35(4), 487-502.

Di Maria, F. (2016). 5 Quick tips for using Google Classroom. *Reeducation. Com.* Retrieved from: http://www.google.com/amp/s/www.aeseducation.com.com/blog/2016/10/howtousegoogleclassroom%3fhs_amp=true

Garcia, R., & Hernandez, M. (2016). Peer Sup port and Intrinsic Motivation in Technolo gy Integration: Their Role in Enhancing Students' Classroom Engagement. Inter national Journal of Educational Technol ogy, 48(2), 123-137.

Ghaz, S. (2021, May). CHED adopts flexible learning as a new normal college. *Philippine news*.

Hidayat, M. L., Prasetiyo, W. H., & Wantor, J. (2019). Pre-service student teachers' perception of using google classroom in a blended course. *Humanities & Social Sciences Reviews* 7(2): 363-368. Doi: 10.18510/hssr.2019.7242

Inocellas, Mariane C. and Aunzo, Jr., Rodulfo T., Motivational and Self-Regulation towards Learning Technology and Computer Value Belief among VSU-Isabel Students during COVID-19 Online Classes (September 2021). Available at SSRN: https://ssrn.com/abstract=3939071 or http://dx.doi.org/10.2139/ssrn.3939071

Magsambol, B. (2020, July 22). Fast Facts: CHED's flexible learning. Education of the Philippines. https://www.rappler.com/

newsbreak/iq/things-to-know-ched-flexible-learning

Martin, L., & Anderson, J. (2018). Gender Differences in Technology Acceptance and Satisfaction: A Literature Review. Gender and Technology, 21(3), 345-360.

Matter, D. & Ghent, L. (2020). Using media to enhance teaching and learning. Pedagogy in Action. Retrieved from: https://serc.carleton.edu/49637/

Michael, O. (2020). Engaging Creative Arts Learners through Google Classroom Instruction (GCI). Retrieved from: https://www.researchgate.netpublication/347515713_Engaging_creative_arts_learners_through_Googleclassroom_Instruction_GCI

Muslimah, A. (2018). A survey on the use of google classroom in the English language education department of the Islamic University of Indonesia

Nepomuceno, J.V., and Aunzo, R.T., (2021). Correlation between Students' Motivation and Self-Regualtion towards Technology Learning and Perceived Parental Support during COVID-19 Pandemic, *Asia Pacific Journal of Educational Perspectives*, 8(2), 72-76.

O'Rourke, S. (2021). Technology in the classroom: Remote learning during COVID-19 and beyond. *Ring Central Blog*. Retrieved from: http://www.ringcentral.com/uslen/blog/technology-in-the-classroom?

SAGE IBM Statistics v23.0 Students Version. (2015). *SAGE Publications. Inc.* https://uk.sagepub.com/en-gb/eur/sage-ibmspps-student-version-dvd/book249354

Shaharanee et al., (2016). The Application of Google Classroom as a Tool for Teaching & Learning. Retrieved from: http://www.researchgate.net/publication/313717807_The_application_of_Google_Classroom_as_a_tool_for_teaching_and_learning

Smith, J., & Johnson, A. (2018). Exploring Student Perceptions of Google Classroom. *Journal of Educational Technology*, 42(3), 256-270.

Sudarna, et al. (2019). The use of google classroom in the learning process. *CourseHero-Homework Help.* Doi: 10.1088/1742-6596/1175/1/012165

Tanner, K., & Allen, D. (2017). Improving the Accessibility and Usability of Educational Technology: The Role of Instructional Aids. *Journal of Educational Technology*, 39(2), 187-204.

Vynck, G. & Bergen, M. (2020). Google Classroom users doubled as quarantines spread. *Bloombergquint. com.* Retrieved from: http://www.google.com/amp/s/www.bloombergquint.com/amp/business/google-widens-lead-in-education-market-as-students-rush-online

Zuñiga-Tonio, J. (2021). Google Classroom as a tool of support for flexible learning in the new normal. *Journal of Education, Management and Development Studies*, 1(2), 25-39