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## Efficacy of Google Classroom In Online Learning of BSE Social Studies at the College of Teacher Education, President Ramon Magsaysay State University, Iba, Philippines

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### ABSTRACT

This study attempted to assess the efficacy (perceived usefulness, perceived ease of use, behavioral intention to use, and actual system use) of utilizing Google Classroom on the online learning of BSE Social Studies Students in relation to their academic performance during the Academic Year 2021-2022 at the College of Teacher Education, President Ramon Magsaysay State University, Iba, Zambales, Philippines. This study used a descriptive research design and quantitative in its interpretation. Descriptive and inferential statistics will be used for data analysis and statistical treatment of data. Findings revealed that the perceived usefulness, perceived ease of use, behavioral intention to use, student's actual system use in utilizing Google Classroom were strongly agreed and perceived to be effective. The Analysis of Variance revealed a highly significant difference on utilizing Google Classroom on the online learning as to usefulness and behavioral intention to use when grouped according to the BSE Social Studies students' profile specifically sex. There is negligible relationship between the students' academic performance in the First Semester of Academic Year 2021-2022 and the efficacy of utilizing Google Classroom on the online learning. The researchers recommended that the students may be exposed to free-web-based learning applications like Google Classroom to help them transition into other learning management systems used in higher education. Lastly, College instructors may utilize Google Classroom in their teaching and learning process for fast delivery of instruction, modules, activities, assignments, and examinations considering its' perceived usefulness and ease of access.

**Key Words:** *Google Classroom, Usefulness, Ease of Use, Behavioral Intention to Use, Actual System Use.*

### INTRODUCTION

The World Economic Forum (2020) reported that COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom and had to adapt to new types of learning. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms (Li & Lalani, 2020). The Commission on Higher Education (CHED) is clear that learning should not stop, even in the middle of an outbreak. And that is what the PHL CHED Connect distance and blended learning programs aim to ensure at this time. CHED is determined to streamline all issues around remote and virtual learning that have been necessitated by the shutdown of almost all face-to-face learning (Dillera, 2020). The Department of Education emphasized that it would not necessarily mean that teachers and learners will go to schools and learn inside the classrooms and devised various modalities to ensure that online learning a choice among all others in this new learning environment (DepEd, 2020). The key purpose of this study is to find out the efficacy of utilizing Google Classroom on the online learning in relation to students' academic performance based on BSE Social Studies learners' perspectives. It explores the effectiveness of Google Classroom as a learning management system and alternative platform specifically under the BSE Social Studies at College of Teacher Education, President Ramon Magsaysay State University – Iba Main Campus.

This study will be of great benefit to the students to know how effective Google Classroom is in their learning process and it also help them to have prior knowledge about the specified insights regarding the use of Google Classroom as a tool in their online learning. Moreover, the study is significant to the parents to become more supportive towards their children whether it may be financially, morally, and emotionally as they become more sensible on the implementing

system that cater the needs of their children towards their study in midst of pandemic. To the College Instructors, this study is imperative to improve the teacher’s ability to integrate digital tools that can possibly enhance the student’s participation and motivation to learn, especially in this wide array of technological advancement and it is beneficial to the University Administrators in terms of online classroom enhancement amidst the advancement of technology which it is a valuable tool for both planners and implementers who are seeking to strengthen the quality of their classroom (e.g., Social Studies Program) and improve learning outcomes. This study may be one of the bases for future researches on the efficacy of utilizing Google Classroom as a platform for the online learning of the students.

**Statement of the Problem**

This study assessed the efficacy of utilizing Google Classroom on the Online Learning of BSE Social Studies at the College of Teacher Education in President Ramon Magsaysay State University, Iba-Campus. Specifically, the research seeks to answer the following questions:

1. What is the profile of the respondent in terms of?
  - 1.1 age
  - 1.2 sex
  - 1.3 year level; and
  - 1.4 family monthly income?
  
2. What are the efficacy of utilizing Google Classroom on the Online Learning of BSE Social Studies in terms of?
  - 2.1 Perceived Usefulness
  - 2.2 Perceived Ease of Use
  - 2.3 Behavioral Intention to Use
  - 2.4 Actual System Use?
  
3. What is the level of academic performance of BSE Social Studies students based on their general weighted average in the first semester of Academic Year 2021-2022?
  
4. Is there a significant difference on utilizing Google Classroom on the online learning of BSE Social Studies when group according to profile variables as cited in problem number 1?
  
5. Is there a significant relationship between the efficacy of utilizing Google Classroom on the online learning in terms of perceived usefulness, perceived ease of use, behavioral intention to use, actual system use (SOP #2) and the academic performance of the BSE Social Studies students (SOP #3) at PRMSU – Main Campus College of Teacher Education?

**METHODOLOGY**

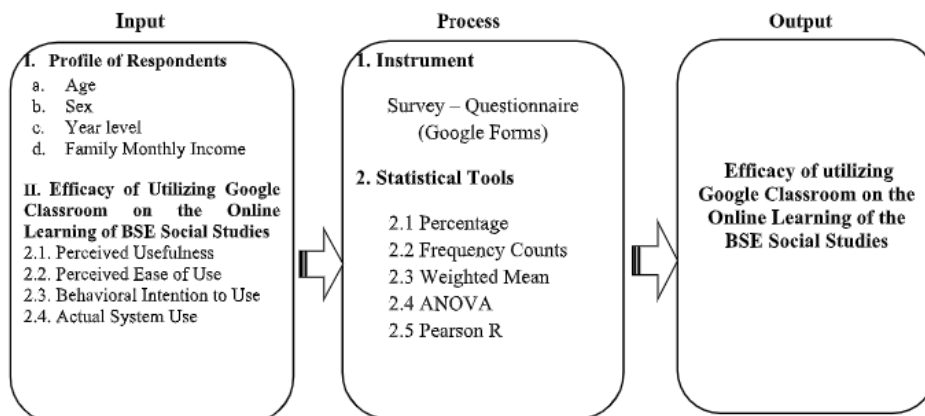
**Research Design**

In this study, the researchers used descriptive research design and quantitative in its interpretation. According to Riel (2015), Descriptive method of research is a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause effect relationships. Metin (2016) emphasizes that descriptive research describes and interprets what is. The process of descriptive research goes beyond more gathering tabulation of data. It involves elements or interpretation of the meaning or significance of what is described.

This study is descriptive in design and quantitative in its analysis to assess the socio-demographic profile such as age, sex, year level, and family monthly income of the students of Bachelor of Secondary Education Major in Social Studies for the Academic Year 2021-2022 in relation to predetermined factors. It likewise attempted to examine the efficacy of utilizing Google classroom (perceived usefulness, perceived ease of use, behavioral intention to use, actual system use) in relation to students’ online learning.

**Conceptual Framework**

In Figure 1, the Paradigm showed the conceptual framework and cycle on the Efficacy of Utilizing Google Classroom on the Online Learning of BSE Social Studies Students which follows the Input-Process-Output Model (IPO Model).



**Figure 1. Paradigm of the Study**

This study used the Input-Process-Output (IPO) model. The IPO model helps to structure the review findings in a useful way. The INPUT variable includes profile of the respondents be in terms of age,sex, year level, family monthly income and the efficacy of utilizing Google Classroom on the Online Learning of the BSE Social Studies based on its perceived usefulness, perceived ease of use, behavioral intention to use, and actual system use.

## Materials and Methods

The instrument that was used in gathering the data for this study is a survey questionnaire. The survey questionnaire was taken from the works of Al-Marouf & Al-Emran, (2018). Students Acceptance of Google Classroom: An Exploratory Study using PLSSEM Approach. International Journal of Emerging Technologies in Learning.

The survey questionnaire consists of two parts. Part I consists of the respondent's profile to provide the researcher basic information of the BSE 2nd year to 4th year Social Studies students. Part II consists of the efficacies of utilizing Google classroom (perceived usefulness, perceived ease of use, behavioral intention to use and actual system use) on the online learning of BSE Social Studies at the College of Teacher Education, President Ramon Magsaysay State University, Iba-Main Campus. The general weighted average for the first semester was asked to be answered by the Social Studies students.

The questionnaire was administered to student - respondents after the following process: the draft was shown to the researchers' adviser for comments and suggestions. The advisers' remarks were considered for the improvement of the draft. To test and ensure the validity of the survey questionnaire, a pilot testing was conducted for the purpose of determining whether the student – respondents understood all the items in the questionnaire.

To establish and ensure the reliability of the questionnaire, a pilot test was carried out to 15 selected students of College of Teacher Education Social Studies (Evening Opportunity Program) on 2nd day of April 2022 to determine the validity of the survey 30 questionnaire determining whether respondents understood all the items in the questionnaire. Based on the standardized items that were used for this study, the data indicates Excellent, Good and Acceptable results of Cronbach's Alpha, therefore the instruments can be used for data gathering.

## RESULTS AND DISCUSSIONS

### Profile of the Student-Respondents

Table 2 shows the frequency, percentage and mean distribution of BSE Social Studies students-respondents as to their age, sex, year level and family monthly income.

**Table 1: Frequency and Percentage Distribution of the Student-Respondents' Profile**

Age	Frequency	Percent
30 and above	2	2.25
24-26	4	4.49
21-23	53	59.55
18-20	30	33.71
<b>Total</b>	<b>89</b>	<b>100.00</b>
<b>Mean</b>	<b>21.33 years old</b>	
Sex	Frequency	Percent
Female	58	65.17
Male	31	34.83
<b>Total</b>	<b>89</b>	<b>100.00</b>
Year Level	Frequency	Percent
4th Year	31	34.83
3rd Year	26	29.21
2nd Year	32	35.96
<b>Total</b>	<b>89</b>	<b>100.00</b>
Family Monthly Income (Php)	Frequency	Percent
20, 001 and above	9	10.11
10, 001 – 20, 000	18	20.22
5, 001 -10, 000	20	22.47
5, 000 and below	42	47.19
<b>Total</b>	<b>89</b>	<b>100.00</b>
<b>Mean</b>	<b>PhP 14,101.39</b>	

Of the 89-total student-respondents, there are 53 or 59.55%, who belong to 21-23 age group. It was followed by 33 (33.71%) students who are at 18-20 age group; 4 or 4.49%, 24-26 age group; 2 (2.25%) who belong to age bracket 30 and above. The mean age was 21.33 years old or 21. Cunha (2022) stated that ages 18-21 and beyond is characterized as late adolescent age.

Out of 89 student-respondents, 58 or 65.17% were female and 31 or 34.83% were identified as male student-respondents. The present study was represented by both male and female students-respondents. This result signifies that majority of the student-respondents were female. The results of the study coincide with the data obtained in the study of Shaharani, Jamil & Rodzi (2016) on the demographics of the respondents wherein it is observed that the students were dominated by female with the high percentage of 82%.

There are 32 or 35.96% student-respondent who were in 2<sup>nd</sup> Year; followed by 31 or 34.83% were in 4<sup>th</sup> Year; and 26 or 29.21 were 3<sup>rd</sup> Year. The result indicates that most (32 or 35.96%) of the student-respondents are in 2<sup>nd</sup> Year. It is similarly consistent to Lipa, Llave, Nartea, & Serrano's (2017) Correlation of Demographic Profile and Selected Indicators on the Academic Performance with respondents that were greatly from the second year with a percentage of 61.5%. Ninety-five or 26.9% of the respondents were first year students and only 41 students or 11.65 were in the third-year level. Moreover, it is consistent with the provided data of the College of Teacher Education list of number of enrollees which shows that BSE Social Studies second year is the most numbered students enrolled in the said academic year of President Ramon Magsaysay State University, Iba-Main Campus.

Forty-two (42) or 47.19% of the student-respondents have family income of 5,000 and below monthly; followed by 20 or 22.47% who have 5,000-10,000; 18 or 20.22% have 10,000-20,000; and there is 9 or 10.11% who have 20,000 and above. The mean family monthly income of the student-respondent is Php 14,101.39. According to Adrian (2021), low income (but not poor): between ₱9,520 to ₱21,194 monthly income. Therefore, the family monthly income of the student-respondents Php14, 101. 39 are under the category of low income (but not poor) in between of poor and lower middle class.

### Perception of the Respondents on Efficacy of Utilizing Google Classroom on the Online Learning

**Table 2 : Perception of the Respondents on Efficacy of Utilizing Google Classroom on the Online Learning**

<b>PERCEIVED USEFULNESS</b>	<b>AW M</b>	<b>Descriptive Rating</b>	<b>Ran k</b>
I believe I get the best value for using Google classroom.	3.20	Agree	4
Google Classroom enhances my efficiency in online learning.	3.25	Strongly Agree	2
Google Classroom improves my performance in online learning.	3.18	Agree	5
Google Classroom enhances my online learning productivity.	3.15	Agree	6
Google Classroom has a positive effect on my academic performance.	3.21	Agree	3
Google Classroom has distinctive useful features that help me towards my online learning.	3.31	Strongly Agree	1
Google Classroom helps me to feel comfortable attending and interacting with other students.	3.13	Agree	7
<b>Overall Weighted Mean</b>	<b>3.21</b>	<b>Agree</b>	
<b>PERCEIVED EASE OF USE</b>	<b>AW M</b>	<b>Descriptive Rating</b>	<b>Ran k</b>
Google Classroom is easy to use in online learning.	3.45	Strongly Agree	3
Google Classroom requires no training in its features.	3.22	Agree	5
Google Classroom enables me to easily access the course material.	3.44	Strongly Agree	4
Google Classroom is easier to use than other applications.	3.46	Strongly Agree	2
Activities, quizzes, assignments, and exams are easy to access in Google Classroom.	3.48	Strongly Agree	1
<b>Overall Weighted Mean</b>	<b>3.41</b>	<b>Strongly Agree</b>	
<b>BEHAVIORAL INTENTION TO USE</b>	<b>AW M</b>	<b>Descriptive Rating</b>	<b>Ran k</b>
I want to use Google Classroom for my lectures in online learning.	3.21	Agree	4
I want to use Google Classroom for other lectures in online learning.	3.22	Agree	3
I will use Google Classroom for further lectures in online learning.	3.21	Agree	4
I am interested to use Google Classroom more frequently in the future.	3.28	Strongly Agree	2
I would recommend this method of learning to other students.	3.33	Strongly Agree	1
<b>Overall Weighted Mean</b>	<b>3.25</b>	<b>Strongly Agree</b>	

ACTUAL SYSTEM USE	AWM	Descriptive Rating	Rank
Google Classroom consume less internet than other application.	3.24	Agree	3
I do not experience technical problems during the use of Google Classroom.	2.93	Agree	5
I finish my activities faster with the use of Google Classroom.	3.16	Agree	4
Google Classroom helps me to track my progress regularly.	3.34	Strongly Agree	1
Google Classroom provides lesser time to access than other application.	3.31	Strongly Agree	2
<b>Overall Weighted Mean</b>	<b>3.20</b>	<b>Agree</b>	

**Perceived Usefulness:** Rank 1 was indicator 6, Google Classroom has distinctive useful features that help me towards my online learning (WM = 3.31). One of the distinct features of Google Classroom is the Google Docs wherein students can answer directly the activities, assignments, and examinations without opening other applications like Microsoft Word and it is very easy to submit it just by turning in the activity, assignment, and exam after answering. In connection, Iftakhar (2016) stated that, Google Classroom integrates other Google apps, like, Docs, Slides, Drive and Spread sheets that help the users of application in managing their work.

**Perceived Ease of Use:** Rank 1 was indicator 5, Activities, quizzes, assignments, and exams are easy to access in Google Classroom (WM = 3.48). The students of the present study confirmed that Google Classroom make it easy for students and teachers to connect inside and outside the class. They perceived Google Classroom to be useful in submitting assignments, activities and reminding class announcements. According to Iftakhar (2016), the use of GC creates stronger interaction between teacher and students, while students believe that this platform is helpful since they can easily access the learning materials and learning is more convenient as it breaks spatial and temporal confinement of traditional classroom.

**Behavioral Intention to Use:** Indicator 5, I would recommend this method of learning to other students, perceived as Strongly Agree (WM = 3.33). Respondents stated that they would suggest Google Classroom to other students such as friends, peers, and classmates because they had a positive experience with it, as well as its utility and convenience of use. Based on the findings of Saputri, Vero, Nanda, & Dwi (2020) in their study entitled "Students' Perception toward the use of Google Classroom in Teaching and Learning Process", students feel that Google Classroom is useful, and they are satisfied with the use of Google Classroom as an online tool in the teaching and learning process.

**Actual System Use:** Indicator 4, Google Classroom helps me to track my progress regularly, perceived as Agree (WM = 3.34). Respondents perceived that Google Classroom can help them monitor their own tasks, deadlines with the help of "To-do" and calendar. For example, students may see if there are any given tasks and when they are due. Based on the findings of Hussaini, Ibrahim, Wali, Libata, & Musa (2020), on their study entitled "Effectiveness of Google Classroom as a Digital Tool in Teaching and Learning: Students' Perceptions", proved that Google Classroom enhances the teaching and learning process. It is also reliable, effective and efficient in improving students' access and attentiveness towards learning, activities conducted in Google classroom changes students from passive to active learners.

### Summary of Mean Rating on the Perception of the Respondents on Efficacy of Utilizing Google Classroom on the Online Learning

**Table 3 : Summary on the Perception of the Respondents on Efficacy of Utilizing Google Classroom on the Online Learning**

Indicators	AWM	Descriptive Rating	Rank
Usefulness	3.21	Agree	3
Ease of Use	3.41	Strongly Agree	1
Behavioral Intention to Use	3.25	Strongly Agree	2
Actual System Use	3.20	Agree	4
<b>Overall Weighted Mean</b>	<b>3.27</b>	<b>Strongly Agree</b>	

**Table 4 : Academic Performance of Students**

Academic Performance	Frequency	Percent
1.00-1.25 -96-100	12	13.5
1.26-1.50 -93-96	47	52.8
1.51-1.75 -90-93	23	25.8
1.76-2.00 -87-90	6	6.7
2.01-2.25 -84-87	1	1.1
<b>Total</b>	<b>89</b>	<b>100.0</b>
<b>Mean=1.45 -93-96</b>		

**Analysis of Variance on the Difference on the Efficacy of Utilizing Google Classroom on the online learning When Grouped According to Profile Variable**

**Table 5: Analysis of Variance on the Difference of the Efficacy of Utilizing Google Classroom on the online learning when Grouped According to Profile Variable**

Profile Variables	Usefulness		Ease of Use		Behavioral Intention to Use		Actual System Use	
	Sig	Interpretation	Sig	Interpretation	Sig	Interpretation	Sig	Interpretation
Age	0.92	Accept Ho Not Significant	0.98	Accept Ho Not Significant	0.62	Accept Ho Not Significant	0.98	Accept Ho Not Significant
Sex	0.03	Reject Ho Significant	0.16	Accept Ho Not Significant	0.01	Reject Ho Significant	0.15	Accept Ho Not Significant
Year Level	0.30	Accept Ho Not Significant	0.07	Accept Ho Not Significant	0.15	Accept Ho Not Significant	0.40	Accept Ho Not Significant
Family Monthly Income	0.79	Accept Ho Not Significant	0.28	Accept Ho Not Significant	0.29	Accept Ho Not Significant	0.65	Accept Ho Not Significant

**Usefulness:** The significant values for age (0.92), year level (0.30), and family monthly income (0.79) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. BSE Social Studies manifested no significant difference in their perceived efficacy of utilizing Google Classroom on the online learning with regards to age, year level, and family monthly income. The significant value for the sex (0.03) was lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected.

**Ease of Use:** The significant values for age (0.98), sex (0.16), year level (0.07), and family monthly income (0.28) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. BSE Social Studies manifested no significant difference in their perceived efficacy of utilizing Google Classroom on the online learning with regards to age, sex, year level, and family monthly income.

**Behavioral Intention to Use:** The significant values for age (0.62), year level (0.15), and family monthly income (0.29) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. BSE Social Studies manifested no significant difference in their perceived efficacy of utilizing Google Classroom on the online learning with regards to age, year level, and family monthly income. The significant value for the sex (0.01) was lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected.

**Actual System Use:** The significant values for age (0.98), sex (0.15) year level (0.40), and family monthly income (0.65) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. With reference to age, year level, and family monthly income, there was no significant difference in their perceived efficacy of using Google Classroom for online learning in the BSE Social Studies.

**Test of Significance of the Relationship Between the Efficacy of Utilizing Google Classroom on the Online Learning and the Academic Performance of the BSE Social Studies Students at PRMSU – Main Campus College of Teacher Education**

**Table 6: Test of Significant Relationship between Perception on Efficacy of Utilizing Google Classroom on the Online Learning and General Weighted Average of the Respondents**

Source of Correlations		General Weighted Average	Usefulness	Decision / Interpretation
General Weighted Average	Pearson Correlation	1	-0.03	No Relationship
	Sig. (2-tailed)		0.75	
	N	89	89	
Usefulness	Pearson Correlation	-0.03	1	Accept Ho Not Significant
	Sig. (2-tailed)	0.75		
	N	89	89	

## CONCLUSIONS

Based on the findings, the researchers concluded that most student-respondents are in their early adulthood, females, are Second Year, with low family monthly income (but not poor). The students - respondents agreed that Google Classroom's perceived usefulness, perceived ease of use, behavioral intention to use, and actual system use make this an effective educational platform. The academic performance of the students on the basis of their general weighted average in the First Semester of Academic Year 2021 - 2022 was Excellent. There is significant difference in utilizing Google Classroom on the online learning as to usefulness and behavioural intention to use when grouped according to student-respondents' sex. There is no significant difference on utilizing Google Classroom on the online learning as to usefulness and behavioural intention to use when grouped according to student-respondents age, year level and the family monthly income. There is no significant difference on utilizing Google Classroom on the online learning as to perceived ease of use and actual system use when grouped according to student's-respondents profile variable. There is negligible relationship between the students' academic performance in the First Semester of Academic Year 2021 – 2022 and the efficacy of utilizing Google Classroom on the online learning.

## RECOMMENDATIONS

In the light of the foregoing conclusions of the study, it is recommended that Student's may be exposed to free-web based learning applications like Google Classroom to help them transition into other learning management systems used in higher education. College instructors may utilize Google Classroom in their teaching and learning process for fast delivery of instruction, modules, activities, assignments, and examinations considering its' perceived usefulness and ease to access. Furthermore, University President, College Deans, and Curriculum Planners of the University may consider providing faster and wide-ranging internet connection that can able to accommodate more students for better usage of Google Classroom application and others and may acknowledge the benefits of Google classrooms based on the result achieved in this study. Additionally, University President, Instructors, College Deans, and Curriculum Planners of the University may inform the students about the distinctive features of Google Classroom during the orientation of the upcoming Academic Year 2022-2023. The College of Teacher Education may provide information to parents and guardians about the cost of utilizing Google Classroom. Future researchers may conduct a follow-up study that would include other college students with regards to their perception on the efficacy of utilizing Google Classroom on their online learning.

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