

## STUDENTS' UNDERSTANDING OF GOOGLE MEET CLASSROOM: EXPLORING ITS LINK WITH TEACHERS MEDIATION

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### ABSTRACT

*Google Meet is mostly useful in today's educational system. To gain a better understanding of how Google Meet is used in the classroom, this study used a descriptive survey-research method. Its key objectives were to assess faculty competency in using the digital classroom in terms of teachers' competency, internet connectivity, and accessibility, as well as to examine the link between instructors' competency, internet connectivity, and accessibility. The questionnaire was divided into three sections, and the results of the tests administered to the participants were collated and analyzed using SPSS. Results revealed that the majority of pupils rated their professors' competency as very high. It was highly connected in terms of internet connectivity, and high accessible in terms of online accessibility. In terms of mean, the highest mean was for teacher competency (M=4.18), followed by internet connectivity (M=4.13) and internet accessibility (M=4.14) (4.01). connectivity (M=4.13), and access to the internet (4.01). The faculty members believe that having access enables them to effectively share knowledge with students over the internet when using Google Meet in the teaching-learning process.*

*Keywords: Google Meet, Students' Understanding, Teachers Mediation*

### INTRODUCTION

Education is critical in fostering the development of the knowledge, skills, attitudes, and values necessary for people to contribute to and benefit from an inclusive and sustainable future. Involving today's generation of pupils who have grown up surrounded by an ever-increasing amount of technology. In the next years, developing the ability to set clear and purposeful goals, collaborate with others who have a variety of viewpoints, locate untapped opportunities, and identify various solutions to complex challenges will be critical. Along with an efficient 21<sup>st</sup>-century classroom that fits students' requirements, a contemporary teacher must consider a student's

motivation to study and the effects of technology on inclusionary education. That is why education must strive to do more than prepare students for the workplace; it must also provide students with the skills necessary to be active, responsible, and involved citizens.

Numerous higher institutions have adopted digital learning, utilizing online learning systems and social media platforms. This technology has transformed tertiary educational practice in terms of academic achievement and will continue to do so in the future. With the assistance of the internet's superhighway communication, which connects, hooks, and alters the entire instructional materials, a distinct individual can simply connect, view, or speak with another, as well as share



information instantly. However, some studies on the efficacy of such platforms is ambiguous, as is the field as a whole, in part due to fast expanding technology and also due to a lack of consensus regarding what constitutes a learning platform. This article investigated the prevalent use of Google Meet in instructors' classroom management approaches and the instructor-student relationship at a Philippine higher education institution. Successful teaching is critical in the educational setting, as is effective classroom management. The introduction of blended and online learning in tertiary education has resulted in fascinating discoveries in education via various learning management systems or 'platforms.' There is rising interest in the way that online pedagogical approaches, when used in conjunction with such tools, can increase student involvement and interaction, as well as student-teacher interaction, in tertiary education. Numerous institutions require students to take at least one online class as part of their degree requirements. Regrettably, many pupils have never encountered online education. That is why you want to ensure that your students are exposed to it as much as possible at an early age. Google Classroom is an excellent tool for assisting students with this transition, as it is extremely user-friendly, making it an excellent introduction to technology. While some studies have established that teachers have a significant impact on their pupils' academic and long-term success, Additionally, it identified other features of good classroom environments, such as teachers' organizing abilities and relationships with pupils. All teachers must strive to implement effective educational materials and foster a healthy classroom climate.

The justification for using Google Meet for academic purposes arises from the benefits received. Higher education's success is contingent upon its ability to adapt, evolve, and grow in response to technological advancements in order to accommodate and exploit contemporary technologies. Google is a formidable search engine. These apps are used to either engage students in traditional classroom instruction or as a supplement to online learning, as they may be viewed as a more effective method of conveying

subject knowledge. With the quick development and accessibility of these apps, educators are adopting them at an increasing rate, although the degree of utilization could be higher.

## OBJECTIVES OF THE STUDY

This study aimed to assess the students' comprehension of how to use Google Meet Classroom, with an emphasis on the role of instructor mediation. It sought to evaluate the digital classrooms utilized by faculty members at Guimaras State College as new instructional resources for the year 2020. More so, it attempted to determine the amount of faculty assessment in terms of teacher competency, internet connectivity, and accessibility, as well as the relationship between teacher competency, internet connectivity, and accessibility.

## METHODOLOGY

This descriptive survey research study sought to ascertain students' comprehension of how to use Google Meet. This was conducted among pupils while the teacher was present. The researcher used a random sample technique to select possible responders and participants based on their responses to a 30-item questionnaire. The questionnaire was broken into three sections; Part 1 comprises teacher competency, while Section 2 comprises internet connectivity and Internet-Accessibility for Part 3. Computer analysis of the results was performed using the Statistical Package for the Social Sciences (SPSS) program. The significance threshold was set to 0.05 alpha. The results of the test administered to the participants were collated and computed using the following statistical treatments: Mean was used as a descriptive statistical tool, and Pearson correlation was utilized to determine correlation. The findings may be used to compile data on how Google Meet was utilized in the classroom.

## RESULTS AND DISCUSSION

### 1. The Level of Teachers' Competency using Google Meet

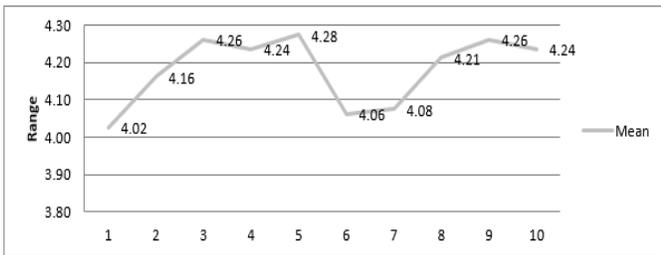


Figure 1. Results on the Level of Teachers' Competency using Google Meet

The description was made on the basis of the indicated scale: Very High (4.21-5.00), High (3.41-4.20) Low (2.61 -3.40), Very Low (1.81-2.60), and Uncertain (1.00-1.80).

Most of the students responded that teachers' competency was "Very High" on having a mean of (M=4.28), as it infers that *The Course Outline and other instructional materials are available online*. Then, they also believe that it is *when teachers cannot give too much attention when teachers apply Google meet in their subject* as it garnered "High" result. (M=4.03).

## 2. The Level of Internet-Connectivity using Google Meet

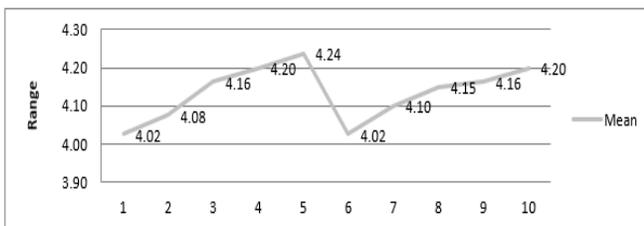


Figure 2. Results on the Level of Internet-Connectivity using Google Meet

The graph illustrates that in terms of internet-connectivity, it was "Highly Connected" (M=4.24) that implies that using google meet, *online programs or websites teaches a lot about topics*. While, it is noticed that in terms of working collaboratively on projects with other students using Google Meet and Google meet is a potential

Instructional Tool nowadays got "High Connected" (M=4.03).

## 3. The Level of Internet Accessibility using Google Meet

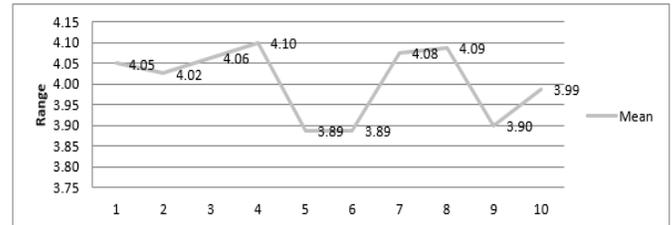
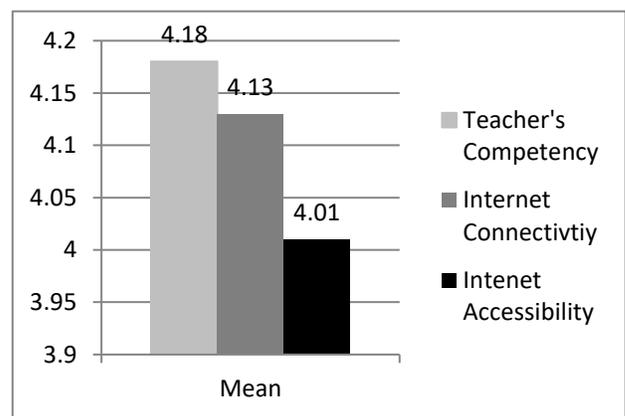


Figure 3. Results on the Level of Internet-Accessibility using Google Meet

In the aspect of internet-accessibility, most of the students can easily cheat when teachers apply Google meet in the subjects as noticed with a result of "High" (M=4.10). Then, item nos. 5 and 6 were also noticed as "High" (M=3.89) that sometimes Google meet is a bit confusing and need some assistance and some prefer the use of Google Meet than traditional method of teaching.

## 4. The Level of Teachers' Competency, Internet-Connectivity, and Internet-Accessibility



Results on the Level of Teachers' Competency, Internet-Connectivity and Internet-Accessibility



The teacher’s competency obtained the highest mean (M=4.18) followed by internet connectivity (M=4.13), and internet accessibility (4.01).

### 5. Correlation of Teachers’ Competency, Internet-Connectivity and Internet-Accessibility using Pearson

**Table 1**  
Results for the correlation of Teachers’ Competency, Internet-Connectivity and Internet-Accessibility using Pearson

		Teachers Competency	Internet Connectivity	Internet Accessibility
Teachers Competency	Pearson Correlation	1	-.220*	0.073
	Sig. (1-tailed)		0.026	0.263
	N	79	79	79
Internet Connectivity	Pearson Correlation	-.220*	1	-0.005
	Sig. (1-tailed)	0.026		0.483
	N	79	79	79
Internet Accessibility	Pearson Correlation	0.073	-0.005	1
	Sig. (1-tailed)	0.263	0.483	
	N	79	79	79

Teachers’ competency and its Internet-Connectivity presented a high negative correlation (r=-.220\*) compared to Internet-Accessibility with positive correlation (r=0.073) In between the Internet-Connectivity and Internet Accessibility, it was observed also they are negatively correlated (r=-.0005).

As Kristanto et al. (2017) highlighted that the blended-learning paradigm is finally recognized as a viable medium for usage in the course. According to Will (2020), as a result of the abrupt mass move to online learning, many teachers must now decide how much time they should spend enforcing school rules via webcam. Some teachers create their own set of online classroom rules and make them available to others.

Finally, Maqbool (2016) reaffirmed that group work aims to develop intellectual understanding, abilities, and skills; communication, cooperative, and teamwork skills; personal and professional growth; and reflective practices, as well as to encourage participants to be more self-sufficient and take ownership of their own learning.

Tutkon (2011) asserts that faculty members' and students' perspectives on acquiring knowledge via the internet overlap, but diverge on the issue of use and knowledge exchange. Thus, the use of Information and Communication Technologies (ICTs) is unavoidable, particularly in the improvement of the educational system. This paper examined the access and usage of the Internet in teaching and learning in teachers' colleges in light of this reality. The Chirwa (2018).

In online classes, learning management systems serve as the principal vehicle for discussion forums. Blackboard's designers, who were among the first major LMS providers to cater to higher education, initially drew inspiration from "technical circles" discussion forums, according to Phil Miller, Blackboard's chief learning and innovation officer (Leiberman, 2019). Thus, the critical issue is internet access when utilizing Google meet. Teachers' use of information and communication technology (ICT) in the classroom is still limited in terms of variety and frequency, according to research. While their use of ICT outside the classroom is increasingly prevalent, it has received less attention (Claro et.al. 2017).

### CONCLUSIONS

Teaching is defined as organized, instructive, and conducive to learning. As with the development of teaching via Google meet, this research determined that the faculty members are prepared and competent. Teachers can efficiently use Google Meet to find people who are interested in their subject. However, it limits teachers' colleges' access to internet and ICT facilities, as the internet now pervades every aspect of life. This may have an effect on professional practice in relation to the amount of evaluation on Google Meet and in settings other than the classroom. Moreover, faculty members believe that having access enables them to effectively share knowledge with students over the internet when using Google Meet in the teaching-learning process.

### RECOMMENDATIONS



With the same goals in mind for using Google Meet, it is valuable for the school to intervene in terms of internet connectivity amongst teachers throughout their classes. Students may advise that the instructor to be more adaptable, well-organized, and provides a positive online teaching environment. Then, for teachers, it would be wonderful if they maintain the ability to be more comprehensible, creative, and patient with not only for the students, but also with the internet service.

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