

# The effectiveness of Google classroom from the perspective of students in the fourth stage of physical education teaching methods

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## **Abstract**

*The digital world is now the clear feature of this era, especially with the development of life and the increasing use of technology tools and programs from the youth category in particular, which made the trend towards the electronic field a must in all fields, especially the field of education, and it was to introduce electronic education in our educational systems. Different reactions between the segments that benefit from it, namely the teaching staff and students in particular, and with most of Iraq's universities heading towards various electronic platforms, including the Google workplace platform, many students and professors alike faced some difficulties, so the researcher decided to know the perception of students of the College of Physical Education - University of Diyala About the use of the Google classroom platform. The researcher used the descriptive approach for its relevance and nature of the research and used the questionnaire as a tool to measure students' perception of using Google Classroom. The research sample and community consisted of students of the College of Physical Education and Sports Sciences - University of Diyala. After distributing the questionnaire and discussing the results, it appeared that the students' perception was positive in some axes related to the flexibility of use in terms of timing, answering assignments and performing exams, and students have some negative perceptions about the steps to activate e-mail and use.*

**Keywords:** Google educational classes, e-learning, virtual classes

## **1- Introduction**

The digital world is now the clear feature of this era, especially with the development of life and the increasing use of technology tools and programs from the youth category in particular, which made the trend towards the electronic field a must in all fields, especially the field of education, and electronic educational platforms are of high benefit as they are. It makes teaching not boring, increases students' skills, simplifies information, diversifies education resources and is compatible with students' desires, in line with the requirements of the times, provided that it is used in the right way to benefit from all the features of e-learning.) Sibuea, 2018) And it headed many educational institutions towards the use of alternative electronic target platform google classroom. In giving lectures and teaching students, as it is the most widely used in the educational aspect and is compatible with many devices and has many services such as e-mail, chat programs, video

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meetings, calendar, text editing services, presentations and many other services through which it is possible to manage lessons, send and receive assignments, and manage exams. students easy access to the possibility of this application installed on their phones or personal computers, which facilitates access to educational material and through the above aim of the study to identify the impression students about the use of google classroom As a teaching method in learning physical education teaching methods in the College of Physical Education and Sports Sciences - University of Diyala.

### **Literature review**

1-1 platform Google workspace:

Open learning platform to manage virtual classes was launched in 2014 by the Coogle company provides an electronic way via the Internet to help teachers follow their students by using different web applications through which they can manage all the documents needed by their students and documents are stored onGoogle Drive It can be modified in apps Drive, like docs Google and spreadsheets etc. But what distinguishes from the experience Google Drive Regular is the teacher/student interface, designed by Google to the way teachers and students think and work.

2- Research procedures:

2-1 Research Methodology:

The descriptive approach was used to describe the students' impression of using the platform Google workspace as a method of learning.

2-2 Research community and sample:

The research community included all students of the fourth stage of the Faculty of Physical Education and Sports Sciences, which is the same as the research sample for the subject of teaching methods of physical education, they were chosen deliberately and their number is (1 6 5) male and female students.

2-3 Means, tools and devices used in the research:

- Arab and foreign sources.
- A questionnaire for collecting information through a tool (google form).

2-4 Study Tool:

After reviewing the literature related to the subject of e-learning, a questionnaire was designed to achieve its objectives. In its final form, it consisted of (30) phrases through which students' impressions about the effectiveness of Google classes were identified.

2-4-1 Procedures for preparing the questionnaire:

In order to achieve the goals of the research and the lack of measuring instrument suitable for research purposes to the knowledge of the researcher w so request a questionnaire designed to identify the impressions and perceptions of students about the use of the ranks of the program Coogle educational, as follows:

- 1- Examining the literature and scientific sources related to the preparation of questionnaires as a tool for collecting information and reaching the objectives of the research as it is one of the methods of data collection (Rebbi, 2008).
- 2- Preparing the initial design of the questionnaire, which contained 35 paragraphs covering the research axes (the axis of using the programgoogle classroom- The axis of performance and implementation of duties) based on open interviews with students as well as through our experience in teaching.
- 3- The questionnaire was presented to a group of specialists in the methods of teaching physical education, tests and measurement to determine the suitability of the questionnaire to the subject of the research and contained the title and

objective of the study, and their opinions and observations were taken to complete the questionnaire in its final form and to be ready for application.

2-4-2 Conducting the scientific basis for the questionnaire:

2-4-2-1 Validity of the study tool:

For the purpose of making sure the sincerity was presented to a group of the experts, owners of competence and asked them to express their views on the language and the appropriateness of the paragraphs health field, and after taking their comments have been modified some paragraphs of resolution late universe of (30) items distributed among the m Horin two: m Hur use The program (17) paragraphs, and the axis of performance and implementation of duties (13) paragraphs.

2-4-2-2 Stability of the study tool:

To verify the stability of the study tool, Cronbach's alpha equation was used to extract the stability coefficient for all axes of the tool, and Table (1) shows the reliability coefficients for the study tool and tool domains.

Table (1):

Reliability coefficients (Cronbach's alpha) for the study tool areas and the tool as a whole

fields	stability coefficient	number of paragraphs
The focus of the program's use	0.79	17
The focus of performance and implementation of duties	0.83	13
The tool as a whole	0.88	30

Table No. (2) Shows that the values of the reliability coefficient for the fields of study ranged between (0.79-0.83), the highest for the axis of performance and implementation of duties, and the lowest for the axis of using the program. As for the total value of the reliability coefficient as a whole, it reached (0.88), which are acceptable values for the purposes of applying the study.

2-4-2-3 Objectivity of the study tool:

The paragraphs of the questionnaire are objective, as their statements do not bear guesswork or interpretation, and they accurately express the purpose of the questionnaire.

2-4-2-4 Employing a toolgoogle form:

One of the modern tools that entered the academic field is the google form Which serves the work of questionnaires, data collection and statistical analysis automatically, which saves time and effort on the process of collecting and unloading data.

2-4-3 Experimental Experiment:

Was an exploratory experiment on a group of students of the Faculty of Physical Education and Science of Irrigation intifada / Diyala University's 35 students from outside the research sample of students stage the fourth on 1 \ 2 \ 2019 aim to identify the suitability of the paragraphs of the questionnaire to the level of students, as well as to identify On the time taken to answer the questionnaire, it became clear that the paragraphs were appropriate to the level of the sample. The time required to explain and fill the questionnaire was determined, and some changes were made to facilitate the answering process.

2-4-4 Application of the search experience:

Was a major experience during the period (5-9 \ 2 \ 2019) and by creating an electronic questionnaire and distribute it to the same research, receiving and sorting their answers.

2-5 Statistical means:

To answer the study questions, arithmetic means, deviations, frequencies and percentages were calculated, Cronbach's alpha equation to extract the reliability coefficient, KA square, and the data was processed using the program (MS Excel) 2019.

3- Presentation, analysis and discussion of the results:

3-1 Presentation, analysis and discussion of the students' answers about the questionnaire:

After sorting and processing the data it turns out the following:

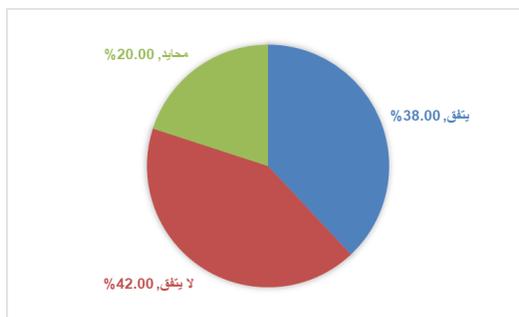
**Table (2):**

**Arithmetic averages and standard deviations of the study tool domains and the tool as a whole**

the number	the hub	SMA	deviation normative
1	The focus of the program's use	2.83	0.18
2	The focus of performance and implementation of duties	2.89	0.24
The tool as a whole		2.84	0.22

Is evident from Table 2 that the arithmetic average of the axis of the use of the program (2.83), standard deviation (0.18) either axis performance and the implementation of the duties of an average of arithmetic was (2.89) and standard deviation (0.24), either the arithmetic average of the instrument as a whole (2.84).

If agreed 38 % of the students on the ease of use of the application appeared in the proportion of 42 % on the difficulty of using the application and got 20% on the average difficulty to use the application may find one of the reasons for the difficulty of using the application on a percentage 42% Because the students are not familiar with the Google Classroom application, and the application interface may be more difficult than other applications that they are accustomed to, such as WhatsApp, Facebook and Telegram, and the advantages and features of the application on the phone are less than those found on the computer version B, if we take into account that 96 percent % of students use the phone to enter Google classes, as the computer version makes all settings easy to access, unlike the phone version, which is sometimes hidden and requires more than one step to access them. As well as the time of the use of students to use an application affecting the skill and the fact that the period this study was before the current trend intensive e - learning programs. (Ballew, 2017)



As for the implementation of the tasks in google classroom The results of the research showed that most of the students face difficulty in carrying out the required tasks within the timings, if the results showed that 65% of the students had difficulty in dealing with downloading and receiving files from the teacher, but 35% were satisfied with their performance and the reason may be due to the complexity of the sent files and their connection with more than

File through Cockle Drive and access files from more than one source, which makes it the difficulty of the students, as well as to the disappearance of notices to many of the students affects their performance in a negative fact that generates their frustration with the counting of the arrival notices notification such as publication of exam or link to study material or A video lecture by the professor, which is caused by the application's need to manually activate the notifications, which is vague for many students.

Also, some phones, including iphone It has a more complex and difficult way to download the program, use it and perform the duty, which hinders the student's performance and prevents the implementation of duties on time.

The weakness of the Internet and its services plays a major role in the weak interaction of students with the platform, as more than 96% of students face difficulty connecting to the Internet for several reasons, including financial reasons, poor service from the provider, or the lack of devices and tools provided for the Internet, which prevents the continuous availability of the Internet. (Olenets, 2018)



### Conclusions

- 1- Many students face logistical and technical difficulties in using the platform google classroom During the electronic study because of the lack of familiarity with this platform.
- 2- The user interface that is different from the social networking programs that the student is accustomed to has an impact on the weakness of his use skills.
- 3- The additional applications attached to the Google service sometimes confuse the student as a result of not knowing all of their uses.

### Recommendations

- 1- The necessity of holding educational courses and workshops for students to guide them in the correct use of the platform.
- 2- Supporting students and providing the Internet in a way that enables them to use the Internet at all times.
- 3- Increasing the electronic culture in general among all workers in the academic field and encouraging its use.

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