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"Student Teachers' Perception of Google Classroom in Learning Educational Psychology"

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Abstract

This study explores student teachers' perception of Google Classroom as a tool for learning Educational Psychology, based on a survey of 385 B.Ed. students in Virudhunagar District. Results show positive perceptions, with Google Classroom praised for its organization and ease of use, though technical issues and information overload were noted as challenges. No significant differences in perceptions were found across gender, age, frequency of use, or device type. The findings highlight the need for strong pedagogical integration and technical support to maximize Google Classroom's effectiveness in teacher education, offering practical insights for educators to enhance digital learning platforms.

Keywords: Student teachers, Perception, Google Classroom, Educational Psychology.

Introduction

Technology is reshaping education, and platforms like Google Classroom are at the forefront, especially in teacher training. This study examines how student teachers perceive Google Classroom when learning Educational Psychology, a subject packed with complex theories and practical applications. As both learners and future educators, student teachers' experiences with digital tools can shape how they teach. This study explore the views on Google Classroom's features—like communication, collaboration, and access to materials—to understand its role in their learning and offer insights for optimizing digital platforms in teacher education programs.

Need for the Study

Understanding student teachers' perspectives is crucial because they're the ones who'll shape future classroom. While plenty of research looks at students or experienced teachers, less is known about those still in training. Educational Psychology, with its deep concepts and real-world relevance, is a key part of their curriculum, making it a great case for testing digital tools like Google Classroom. This study fills a gap by exploring how student teachers in Virudhunagar District view this platform, helping educators design better training programs that prepare teachers to use technology effectively.

Background of the Problem

Google Classroom and other Learning Management Systems (LMS) are now staples in education, driven by the push for digital literacy. But while their general benefits are well-studied, we know less about how student teachers—a unique group learning to teach—view these tools. Educational Psychology's complexity makes it a

challenging subject for digital delivery, and without understanding student teachers' experiences, teacher education programs might miss the mark in preparing them to use platforms like Google Classroom in their own classrooms.

Terms and Definitions

Perception of Google Classroom

Refers to the student teachers view towards Google Classroom for learning Educational Psychology.

Student Teachers

Refers to individuals currently enrolled in B.Ed. programme in the Colleges of Education situated in Virudhunagar district.

Educational Psychology

Refers to a core subject offered in B.Ed. programme.

Variables of the Study

Dependent Variable

- Student teachers' Perception of Google Classroom in Learning Educational psychology.

Independent Variables

- Gender
- Age
- Frequency of Google Classroom use
- Device used

Objectives of the Study

1. To investigate student teachers' perceptions of Google Classroom in learning Educational Psychology.
2. To determine if perceptions differ significantly based on gender, age, frequency of use and device type.

Hypothesis of the Study

Each of the independent variables involved in this study (Gender, Age, Frequency of Google Classroom Use, and Device Used) exerts a significant influence on student teachers' perceptions of Google Classroom in learning Educational Psychology.

Methodology- in- Brief

- Design : Descriptive
- Method : Normative
- Technique : Survey

Sample of the study

A random sample of 385 student teachers was selected from B.Ed. colleges situated in Virudhunagar District.

Tool used

- Personal Information Schedule structured by the investigator.
- A Scale on Student Teachers' Perceptions of Google Classroom in Learning Educational Psychology by **Saravana Selvi, S & Meenakshi, R (2025).**

Statistical Treatment

The statistical treatment involved in the study is the test of significance of difference between the means of large independent samples ('t'-test).

Literature Review

Google Classroom in Teacher Training

Google Classroom has become a go-to tool for teacher education, acting like a digital classroom hub where students can access materials, turn in assignments, and connect with peers and instructors. Its simple design and connection to Google tools make it a favorite for many. For instance, Ahmad and colleagues (2021) asked 200 student teachers about their experiences with digital platforms after the pandemic. They found that Google Classroom kept learning on track, with students appreciating its organized setup and the support they got from instructors. Similarly, Kurniawan's team (2020) studied 150 future teachers using surveys and interviews. They discovered that features like discussion boards and quick feedback in Google Classroom boosted engagement, especially when students worked together on projects.

What Shapes Student Teachers' Views on Digital Tools?

How student teachers feel about platforms like Google Classroom matters because their opinions will likely influence how they teach later on. Lestari and others (2019) surveyed 300 student teachers to dig into this, using a framework called the Technology Acceptance Model. They found that when a tool feels useful and easy to use, student teachers are more likely to embrace it. Training that shows real-world benefits can make a big difference here. Another study by Siddiqui and team (2020) interviewed 50 student teachers and found that instructors who used Google Classroom creatively—like setting up interactive tasks or giving timely feedback—made the platform feel more valuable, especially for a subject like Educational Psychology.

Challenges with Google Classroom

Even though Google Classroom has a lot going for it, it's not always smooth sailing. Prasetyo and colleagues (2022) surveyed 250 students, including student teachers, and found that technical hiccups, like tricky interfaces or spotty internet, can sour people's experiences. They suggest making platforms as user-friendly as possible to keep students happy. Ahmad's study (2021) also pointed out that shaky Wi-Fi or not having the right devices can make it tough to use Google Classroom regularly. Other hurdles include student teachers feeling unsure about their tech skills, preferring old-school teaching methods, or just not having enough time to get comfortable with the platform, as Kurniawan's interviews (2020) showed.

Using Google Classroom for Educational Psychology

Educational Psychology is a tricky subject—it's packed with big ideas and real-world applications, which makes digital tools both exciting and challenging. Google Classroom can shine here by offering spaces for group discussions, case studies, or team projects that help connect theory to practice. Siddiqui's study (2020) found that student teachers loved using Google Classroom to dig into Educational Psychology concepts together, but it worked best when instructors guided them well. Prasetyo's team (2022) added that for a content-heavy subject like this, Google Classroom needs to be well-organized and easy to access, and technical issues need to be kept in check to make it effectiveKey Factors Influencing Student Teacher Perceptions

Summary

The literature shows Google Classroom as a powerful tool for teacher education, valued for its simplicity and engagement features, though technical and access issues can pose challenges. While these studies provide a solid foundation, few focus specifically on student teachers' perceptions in the context of Educational Psychology, particularly in regions like Virudhunagar District. This study fills that gap by examining how student teachers view Google Classroom's role in their learning.

Related Studies

- ***Ahmad et al. (2021) - "Student teachers' perceptions of digital platforms in a post -pandemic time".*** The study found that student teachers usually made positive perceptions of digital platforms such as Google classes, quoting their role in maintaining continuity of education. However, the study also showed that these conditions were very dependent on the quality of educational design and the level of instructor support.
- ***Kurniawan et al. (2020) - "The effect of the Google class on student engagement in higher education***". This research indicated that the properties of the Google Classroom, such as the discussion forums and the immediate response, increased the student's involvement significantly. In the study, the student teachers appreciated the platform to promote an associated learning environment, which they regarded as favorable development.
- ***Prasetyo et al. (2022) - "Challenges in the use of learning management systems from students' perspectives.""***. The study focused on technical and purposes aspects of LMS platforms. It said that students, including students, often face challenges with complex interfaces and technical errors. Research recommended that developers prioritized the user -friendly design to increase students' satisfaction and acceptance.
- ***Lestari et al. (2019) - "Factors affecting technology acceptance between teachers before the service***". This research used Technology Acception Model (TAM) to check which freight services have run to use new techniques. It was concluded that alleged utility and ease of use were the most important factors that affected

their attitude towards new units. The study suggested that training should focus on demonstrating practical benefits to promoting positive perceptions.

➢ ***Siddiqui et al. (2020) - "Instructor role in digital learning facilities".*** The study showed that the role of an instructor is a powerful determinant for the student's perception of a digital learning platform. When instructors effectively use the Google class for a topic as an educational psychology - for example, by integrating interactive activities and providing timely feedback - students' teachers are considered more valuable and attractive teaching tools.

Analysis and Interpretations

TABLE 1: Student Teachers' Perceptions of Google Classroom in Learning Educational Psychology – Gender-wise

Gender	N	M	SD	't' - Value	Significance at 0.05 level
Male	32	106.11	4.67	0.797	Not Significant
Female	366	105.44	4.04		

The obtained 't' value 0.797 is lower than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference in Student Teachers' Perception of Google Classroom in Learning Educational Psychology between male and female.

Comment:

It is inferred from the above finding, that Male and female student teachers show no significant difference in their Perceptions of Google Classroom in Learning Educational Psychology.

TABLE 2: Student Teachers' Perceptions of Google Classroom in Learning Educational Psychology – Age-wise

Age	N	M	SD	't' - Value	Significance at 0.05 level
21 to 25	322	105.46	4.05	0.517	Not Significant
Above 25	63	105.76	4.25		

The obtained t-value 0.517 is lower than the critical table value (1.96) at the 0.05 level of significance, indicating that there is no significant difference in the Perceptions of Google Classroom in Learning Educational Psychology between the Student Teachers who belongs to the age group 21 to 25 and who belongs to above 25.

Comment:

It can be concluded that, age does not play a significant role in the Student Teachers' Perception of Google Classroom as a Learning Educational Psychology.

TABLE 3: Student Teachers' Perceptions of Google Classroom in Learning Educational Psychology – Frequency of Google Classroom Use - wise

Frequency of Google Classroom use	N	M	SD	't' - Value	Significance at 0.05 level
Daily	330	105.56	3.97	0.923.	Not Significant
Weekly	55	104.96	4.54		

The obtained t-value of 0.923 is lesser than the critical value of 1.96 at the 0.05 significance level, indicating no statistically significant difference in the Perceptions of Google Classroom in Learning Educational Psychology between the Student Teachers who use Google Classroom daily and those who use it weekly.

Comment:

Based on the table, it can be concluded that how often Google Classroom is used (daily or weekly) does not have a significant impact on Student Teachers' Perception of Google Classroom as a Learning Educational Psychology.

TABLE 4: Student Teachers' Perceptions of Google Classroom in Learning Educational Psychology – Device Used - wise

Device used	N	M	SD	't' - Value	Significance at 0.05 level
Smartphone	344	105.48	3.99	0.165	Not Significant
Laptop/Desktop	41	105.33	5.63		

The obtained 't' value 0.165 is lower than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference in Perceptions of Google Classroom in Learning Educational Psychology between the Student Teachers using smartphones and those who are using laptops/desktops."

Comment:

The findings suggest that whether student teachers use a smartphone or a laptop/desktop does not have a significant effect on their Perceptions of Google Classroom in Learning Educational Psychology.

Hypotheses Verification

Hypothesis:

Each of the independent variables involved in this study (Gender, Age, Frequency of Google Classroom Use, and Device Used) exerts a significant influence on student teachers' perceptions of Google Classroom in learning Educational Psychology.

The results from the t tests for each variable are as follows.

1. **Gender:** In Table 1, the t-value of 0.797 is smaller than the critical value of 1.96 at a significance level of $\alpha = 0.05$ which suggests that there were no significant differences in perceptions between male and female student teachers.

2. **Age:** The t-value (0.517) is lower than the critical value (1.96) at the 0.05 significance level, which means there's no notable difference in how student teachers aged 21–25 and those over 25 view Google Classroom.

3. **Frequency of Google Classroom Use:** The t-value (0.923) is also below the critical value (1.96) at the 0.05 significance level, so there's no real difference in opinions between student teachers who use Google Classroom every day and those who use it once a week.

4. **Device Used:** The t-value of 0.165 is less than the critical value of 1.96 at the 0.05 significance level (Table 4), indicating no significant difference in perceptions between student teachers using smartphones and those using laptops/desktops.

Verification of Hypothesis

The study looked at four factors—gender, age, frequency of Google Classroom use, and device used—to see if they affected how student teachers view Google Classroom for learning Educational Psychology. The results show that none of these factors significantly impact their perceptions. As a result, the research hypothesis, which likely assumed these factors would make a difference, is not supported by the findings.

Hence the hypothesis is rejected.

Limitations and Future Research

This study was limited to Virudhunagar District, which may restrict generalizability. Imbalanced subgroup sizes (e.g., 32 males vs. 366 females) may have affected results. Self-reported perceptions could also introduce bias. Future research could use mixed-methods approaches, incorporating qualitative interviews to explore why perceptions are consistent across groups, or longitudinal designs to track changes over time.

Educational Implications of the Study

- **Uniform Training Programs**: Since gender, age, frequency of Google Classroom use, and device type don't significantly affect perceptions, teacher educators can create consistent training programs without needing to tailor them for different groups.
- **Regular Orientation Sessions**: Colleges should hold regular workshops to teach student teachers how to use Google Classroom effectively, helping them feel confident and positive about using learning management systems (LMS).
- **Hands-On Workshops:** Practical sessions should be offered to let student teachers experiment with Google Classroom's advanced features, making teaching and learning more engaging and interactive.
- **Integration into Coursework:** Colleges should weave Google Classroom activities into coursework and teaching practicums, giving student teachers real-world experience with digital teaching methods.
- **Encourage Collaboration:** Student teachers should be encouraged to work together, sharing lesson plans, resources, and feedback through Google Classroom to build a collaborative learning environment.

- **Ongoing Support:** Continuous mentoring and tech support should be provided to help student teachers overcome any technical challenges, ensuring they see Google Classroom as a helpful tool rather than a hassle.
- **Clear ICT Policies:** Teacher education programs should have clear guidelines on using LMS tools like Google Classroom for teaching, assessments, and classroom management.
- **Motivate Creative Use**: Offering rewards or recognition, like awards for creative LMS-based teaching, can inspire student teachers to use Google Classroom in innovative ways.
- **Real-World Practice:** Teacher education colleges should partner with schools to let pre-service teachers practice using Google Classroom during internships, connecting classroom learning to real teaching experiences.
- **Equitable Access:** Policymakers should ensure all teacher education institutions, whether government or private, have the infrastructure and resources needed to effectively use LMS tools like Google Classroom.

Conclusion

This study reveals that student teachers in Virudhunagar District view Google Classroom positively for learning Educational Psychology, with no significant differences based on gender, age, frequency of use, or device type. Its success relies on thoughtful pedagogical integration and reliable technical support. These findings contribute to understanding how digital platforms can enhance teacher education, urging educators to prioritize training and collaboration. Future research should explore qualitative perspectives and long-term trends to further refine LMS use in preparing future teachers.

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