

PERCEPTION OF LECTURERS OF TARABA STATE UNIVERSITY ON GOOGLE FORM AS AN AFFECTIVE TOOL FOR SURVEY AND STUDENTS' ASSESSMENT

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Abstract

In Nigeria, Google Forms has been utilized by lecturers in higher institutions for a variety of purposes. One common use of Google Forms among Nigerian lecturers is for conducting assessments and collecting feedback from students. By creating quizzes and surveys using Google Forms, lecturers can easily gather data on student understanding, preferences, and opinions. The study aims to identify the Perception of Lecturers in Taraba State University on Google Form as an Effective Tool for Survey and Students' Assessment. Three research Questions were answered in the study. The study adopts descriptive survey research design. The population of the study comprised all (609) academic staff of Taraba State University Jalingo out of which 60 was used as sample. Questionnaire was used as instrument for data collection while Mean and standard deviation were used to answer the research questions with the benchmark pegged at 2.50. A mean above showed negative responses while a mean below that indicated positive responses. The study shows the reluctance to learn ICT skills for Google Forms assessment in Nigeria stems from perceived complexity, cultural factors, and inadequate institutional support. Addressing these challenges requires targeted training programs, supportive policies, and cultural adaptation strategies to enhance educators' readiness and willingness to adopt technology for educational purposes effectively. The study further underscores the need for targeted interventions to enhance theoretical and technical knowledge among Nigerian lecturers regarding Google Forms.

Introduction

Google Forms is a free online tool provided by Google that allows users to create surveys, quizzes, and feedback forms. It is a versatile platform that can be used for various purposes, including collecting data, conducting assessments, and gathering feedback from respondents. Castro (2018) asserts that Google Forms is an assessment and data gathering web-based application that can be used to adapt content, individualize instructional goals, collect performance data, and connect students and teachers locally or from different parts of the world.

Google Forms is a versatile tool that can greatly impact the efficiency of lectures in various ways. One of the key advantages of using Google Forms in lectures is the ability to streamline the process of collecting and organizing information from students. By creating surveys, quizzes, or feedback forms using Google Forms, instructors can quickly gather data on student understanding, opinions, and preferences.

In Nigeria, Google Forms has been utilized by lecturers in higher education institutions for a variety of purposes. One common use of Google Forms among Nigerian lecturers is for conducting assessments and collecting feedback from students. By creating quizzes and surveys using Google Forms, lecturers can easily gather data on student understanding, preferences, and opinions. According to Febriadi and Nasution (2017), using Google Forms, we can efficiently and effectively schedule events, send surveys, or gather information. The Google application component that is most frequently used for data searches on the internet is Google Forms. Google Forms offers various testing options, including descriptive, short essay, and multiple-choice questions. It empowers educators to create diverse, engaging, and innovative questions, making assignments more appealing to students (Priyanda et al. 2021). Additionally, Google Forms has been used by

lecturers in Nigeria for peer evaluation and group collaboration activities. By creating forms for peer feedback and evaluation, lecturers can facilitate communication and collaboration within student groups, as well as help students better understand their own strengths and weaknesses.

In a study by Oyelere et al. (2018) on the integration of technology in Nigerian universities, it was reported that Google Forms was used by lecturers for conducting quizzes, surveys, and assessments in various courses. The researchers found that the use of Google Forms helped to enhance student engagement and participation in class activities. Furthermore, Google Forms has been utilized by lecturers in Nigeria for course evaluations and feedback collection. By creating online surveys using Google Forms, lecturers can easily collect feedback from students on their teaching methods, course content, and overall learning experience.

Traditional evaluation is being replaced with a technology-based system through Google Forms, which is one of the most extensively used technologies for learning assessment due to rapid technological change in the classroom. In a study conducted by Gao et al. (2018), it was found that using Google Forms for formative assessment purposes in lectures led to improved student engagement and participation. The researchers observed that students were more likely to actively participate in class activities when they knew their responses would be collected and analyzed using Google Forms. Robert et al (2018) posited that CBT has many advantages over the traditional paper-pencil method of testing. The authors noted that it gives candidates instant feedback besides the option of taking practice tests whenever they want since it is Internet-based, a situation that enhances not only their preparedness but also confidence towards the exams; unlike the traditional paper pencil (pen and paper) method of testing which does not have such allowance and as such, leaves the students with so much anxiety prior to the exams and even after while feedback (results) delays (Onuoha et al., 2021). Additionally, Google Forms can be utilized for peer evaluation and group collaboration activities during lectures. In a study by Harris et al. (2019), it was reported that using Google Forms for peer evaluation helped students to better understand their own strengths and weaknesses, as well as those of their peers. This led to improved collaboration and communication within student groups. Google Forms can be used to track attendance, collect feedback on lectures, and assess student learning outcomes. By automating these tasks, instructors can save time and focus on delivering high-quality lectures. In a study by Means et al. (2010), it was found that using online surveys, such as Google Forms, for course evaluations led to higher response rates and more constructive feedback from students.

Objectives of the Study

The main objective of the study is to identify the Perception of Lecturers of Taraba State University on Google Form as an Effective Tool for Survey and Students Assessment. Specifically, the study seeks to

1. Identify the perceptions of Taraba State University Lecturers On use of Google Form as an effective for survey
2. Identify the perceptions of Taraba State University Lecturers On use of Google Form as an effective for students' assessment
3. Determine the Factors affecting the utilization of google form for both assessment and survey by lecturers of Taraba State University.

Research Questions

1. What are the perceptions of Taraba State University Lecturers On use of Google Form as an Effective tool for survey?
2. What are the perceptions of Taraba State University Lecturers On use of Google Form as an Effective tool for students' assessment?

3. What are the Factors affecting the utilization of google form for both assessment and survey by lecturers of Taraba State University?

METHODOLOGY

A descriptive survey research design was adopted for the study This design was used to precisely characterize the phenomenon, population, or situation by systematically observing and gathering data, both qualitative and quantitative. This method is valuable as the goal is to identify characteristics, frequencies, and trends on the Perception of Lecturers of Taraba State University on Google Form as an Effective Tool for Survey and Students Assessment. It's also useful for validating existing findings, tracking data trends, and defining the characteristics of a population. The study was conducted in Taraba State University Jalingo. The population of the study comprised all (609) academic staff of Taraba State University Jalingo. 60 Lecturers were sampled from eight (8) faculties in the university who were the population using Convenience Sampling. The instrument used for data collection for this study was perception of lecturers on utilization of google form questionnaire. The instrument was divided in two sections, A and B. Section A consist of Personal Data of the respondents. Section B comprises 16 items which were section to answer the research questions. The items are stated in the positives on a 4-point scale of strongly agree (SA), agree (A), Disagree (D), Strongly Disagree (SD). Mean and standard deviation were used to answer the research questions with the benchmark pegged at 2.50. A mean above showed negative responses while a mean below that indicated positive responses.

RESULTS

Table 1: Mean and standard deviation of lecturer’s response to items on perception on use of Google Form as an Effective tool for survey.

S/N	Items	N	Mean	Std. Deviation
1	Application saves you time	60	1.88	0.67
2	Google form acts in place of research assistant	60	1.94	0.62
3	It covers a wider population within a short period	60	2.01	0.63
4	It provides instant response	60	2.11	0.59
5	Applicable to smart students only	60	2.83	0.77

Table 2: Mean and standard deviation of lecturer’s response to items on perception on use of Google Form as an Effective tool for students’ assessment.

S/N	ITEMS	N	Mean	Std. Deviation
1	I do online quizzes and tests	60	2.63	0.48
2	Google form aid in assessing large class easily	60	1.58	0.66
3	Use of google form is expensive	60	2.74	0.82
4	Students might not do the work themselves, thereby giving room for malpractice	60	2.07	0.52
5	Application saves you time and reduces work load	60	2.11	0.54
6	It is a better way of assessment	60	2.68	0.46

Table 3: Mean and standard deviation of response to items on Factors affecting the utilization of google form for both assessment and survey by lecturers of Taraba State University.

S/N	ITEMS	N	Mean	Std. Deviation
1	Lack of technical and theoretical knowledge by lecturers	60	2.35	0.65
2	Most students have poor ICT knowledge	60	2.02	0.55
3	Inadequate ICT gadgets	60	2.00	0.44
4	Reluctance to accept the technology	60	2.19	0.39
5	Most of our students have no access to devices to use due to the poor background	60	2.94	1.06

DISCUSSION

The table 1 above shows that the mean response as 1.88 from respondent on Application saves you time which is less than 2.5 which is the bench mark. This indicate that the respondents are with the opinion that use of google form for survey saves time. The mean score of 1.94 was obtained from the respondents that Google form acts in place of research assistant in a survey study which is less than the bench mark. The response shows that google form as a tool for survey study covers a wider population within a short period with the means score of 2.01. this agrees with Febriadi and Nasution (2017) that google form can effectively and efficiently send surveys and gather information within wider population at a shortest possible time. The google from provides instant responses as obtained from the mean score of 2.11 from table 1. This agrees with Onuoha (2021) and Sellers and Taylor (2019) that responses are automatically compiled into a Google Sheets spreadsheet, reducing manual data entry. The mean mark obtained from the respondent on if the use of google from is applicable to smart students only is 2.83 which is higher than the bench mark of 2.5. this implies that the use of google form for survey studies is not applicable only to smart students.

Table 2 above shows the Mean and standard deviation of lecturer's response to items on perception on use of Google Form as an Effective tool for students' assessment. The mean score obtained from respondents when ask if they do online quizzes and test was found to be 2.63 which is higher than the cut off mark of 2.5. this implies that most respondent do not do online quizzes or test, this is in contrast with Oyelere (2018) on the integration of this technological package in conducting quizzes by various universities lecturers. Furthermore, the respondents agree that Google form aid in assessing large classes easily with the mean score of 1.58. Goa et al., (2018) also found that google form aid in formative assessment of students and leads to improved students' engagement and participation. The mean score obtain from the item use of Google form is expensive is 2.74 which is higher than the cut off mark and implies that the respondents view Google form as not expensive. However, the respondent where with the opinion that Students might not do the work themselves, thereby giving room for malpractice with the means score of 2.07. This study is in congruent with Smith et al. (2021) who opine the prevalence of cheating using Google Forms in university settings, highlighting the challenges and methods to detect such behavior. According to Johnson (2022), Advances in AI and machine learning have enabled the development of tools to analyze response patterns and detect anomalies that may indicate malpractice. Brown and Lee (2020), also indicated that a significant number of students admitted to using unauthorized aids while completing Google Forms assessments. The respondents agrees that Application save you time and reduces work load having the mean of 2.11 which is also lower than 2.5 which is the

bench mark. The study agrees with Kim (2018) that teachers can create and grade quizzes automatically, saving time on grading and feedback provision. When asked if Google form is a better way of assessment the mean score is 2.68 which is higher than the bench mark. This implies from the respondents view that it is not necessarily the best or better way of assessment.

Table 3 shows mean and standard deviation of response to items on Factors affecting the utilization of google form for both assessment and survey by lecturers of Taraba State University. The respondents agrees that Lack of technical and theoretical knowledge by lecturers is among the factors affecting utilization of Google form in Taraba State University with the mean score of 2.35 which is below the bench mark. The study agrees with Olatoye (2020) that many lecturers in Nigeria face challenges due to their limited theoretical understanding of how Google Forms can enhance teaching and assessment processes. Also, Onyekwere and Ajayi (2018) opined that technical barrier, such as unfamiliarity with form creation, customization, and data analysis using Google Forms, contribute to the slow adoption. This gap in knowledge according to Ogundokun (2017) can hinder the development of interactive and engaging assessments that leverage the full potential of online platforms like Google Forms The mean obtained for the item most students have poor ICT knowledge is 2.02 which is below the bench mark. This implies that most students of Taraba State University have poor ICT knowledge. There is also inadequate ICT gadgets based on the mean from the response which is 2.00 and below the bench mark. Many students in Nigeria according to Ololube (2016) lack access to personal ICT gadgets such as laptops, tablets, or smartphones, necessary for accessing and completing online assessments. Poor or unreliable internet access further exacerbates the challenges of using online platforms like Google Forms for assessments (Ogundokun, 2017). Also, Olakulehin and Akande (2019) reiterated that institutions and educators often struggle to implement effective online assessment strategies due to these access constraints, limiting the potential benefits of technology-enhanced learning. Based on the mean 2.19 as obtained from respondents from item 4, there is reluctance in accepting the technology of Google form and its related package for academic purposes. Many educators and students in Nigeria perceive ICT tools like Google Forms as complex or unfamiliar, leading to resistance in learning and using these technologies (Ogundokun, 2017). According to Adeoye and Ogunleye (2018), some lecturers may prefer traditional assessment methods due to comfort and familiarity, which discourages them from investing time in learning new ICT skills. The mean score of 2.94 was obtained from the item Most of Taraba State University students have no access to devices to use due to the poor background is higher than the bench mark and falsify the claim. It can be noted that most students have smart phones than can access the Google work space.

CONCLUSION

Google Forms offer significant time-saving benefits across education and organizational settings by automating data collection, facilitating quick feedback mechanisms, and enhancing administrative efficiencies. These advantages are supported by various studies and practical applications in academic environments. Google Forms has been utilized by lecturers in Nigeria for a variety of purposes, including assessments, peer evaluation, group collaboration, and feedback collection. By leveraging this tool effectively, lecturers can enhance student engagement, communication, and learning outcomes in their courses. Google Forms can significantly impact the efficiency of lectures by providing instructors with valuable data on student understanding, engagement, and collaboration. By utilizing this tool effectively, instructors can improve the overall learning experience for students and enhance the quality of their lectures.

The study shows the reluctance to learn ICT skills for Google Forms assessment in Nigeria stems from perceived complexity, cultural factors, and inadequate institutional support. Addressing these challenges requires targeted training programs, supportive policies, and cultural adaptation

strategies to enhance educators' readiness and willingness to adopt technology for educational purposes effectively. The study further underscores the need for targeted interventions to enhance theoretical and technical knowledge among Nigerian lecturers regarding Google Forms.

RECOMMENDATIONS

Addressing these knowledge gaps through training and support can facilitate more effective integration of technology in teaching and assessment practices, ultimately improving educational outcomes. The study suggests that structured training and professional development programs are essential to bridge the gap and enhance lecturers' proficiency in using Google Forms. Continuous support and workshops focusing on practical applications can help lecturers overcome initial barriers and build confidence in utilizing technology for educational purposes.

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