

GOOGLE CLASSROOM AND ACADEMIC PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN UYO, AKWA IBOM STATE, NIGERIA

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Abstract

This study examined the effectiveness of the Google Classroom Learning Management System in enhancing the academic performance of Junior Secondary School students in Social Studies in Uyo Local Government Area, Akwa Ibom State, Nigeria. A post-test-only experimental design was adopted, with two groups: an experimental group taught using the Google Classroom Learning Management System and a control group taught using the traditional lecture method. A total of 100 students were randomly selected for the study. Data were collected through a Social Studies Achievement Test (SSAT) and analyzed using t-tests. The findings revealed a significant difference in the academic performance of students taught using the Google Classroom Learning Management System compared to those taught through the lecture method, favoring the former. Additionally, male students performed significantly better than female students when taught using the platform. These findings suggest that digital tools like the Google Classroom platform can improve students' comprehension of Social Studies concepts, though attention must be given to addressing gender disparities in performance. The study recommends integrating technology into teaching and learning processes while ensuring gender-inclusive practices to enhance equal learning opportunities for all students.

Keywords: *Google classroom, social studies education, academic performance, digital learning, gender disparity, post-test design.*

Introduction

Education is the cornerstone of national development, and Social Studies play a critical role in shaping responsible citizens. Social Studies is an interdisciplinary subject designed to equip students with knowledge, values, and skills necessary for effective participation in society (Adeyemi and Salami, 2020). It helps students understand their social environment, develop critical thinking skills, and cultivate civic responsibility. In Nigeria, Social Studies is a core subject at the junior secondary school level, serving as a foundation for national unity, cultural appreciation, and ethical behavior (Ogunyemi, 2019). Despite its significance, students' performance in Social Studies has remained unsatisfactory, raising concerns about the effectiveness of instructional methods used in teaching the subject (Akinola, 2021).

Over the years, academic performance in Social Studies has been a challenge in many Nigerian schools. Reports from the West African Examination Council (WAEC) and National Examinations Council (NECO) indicate that students consistently record poor performance in subjects that require critical thinking and analytical skills, including Social Studies (Olaleye and Ojo, 2022). Several studies attribute this underachievement to factors such as students' lack of interest, inadequate instructional materials, and the ineffectiveness of conventional teaching methods (Nwosu and Anya, 2021). Many teachers still rely on the traditional lecture method, which is largely teacher-centered and does not actively engage students in the learning process. This method limits students' participation, creativity, and problem-solving abilities, making it difficult for them to grasp key concepts in Social Studies (Eze and Okonkwo, 2020).

The limitations of conventional teaching methods have prompted researchers and educators to explore alternative instructional approaches that can enhance students' engagement and improve learning outcomes. One promising solution is the integration of technology into teaching and learning (Alabi, 2022). Technology has transformed various sectors, and education is no exception. Digital tools offer interactive and student-centered learning experiences that cater to different learning styles (Yusuf and Balogun, 2021). Studies have shown that the use of digital learning platforms can improve students' motivation, participation, and academic performance (Ajayi, 2021). In response to these findings, many schools are gradually adopting Learning Management Systems (LMS) to complement traditional teaching methods and bridge the gap in students' academic achievement (Olawale and Adebayo, 2023).

One such digital platform is Google Classroom; a cloud-based Learning Management System (LMS) developed by Google to facilitate online and blended learning. Google Classroom provides teachers with an organized and efficient way to manage coursework, distribute assignments, and communicate with students in real-time (Musa and Adekunle, 2021). It allows teachers to upload lecture notes, videos, quizzes, and discussion prompts, making learning more interactive and engaging (Johnson and Williams, 2020). Unlike the traditional lecture method, which limits student participation, Google Classroom encourages collaborative learning, where students can ask questions, share ideas, and receive immediate feedback from their teachers and peers (Okeke and Nnamdi, 2022). Research has shown that students taught using Google Classroom demonstrate higher levels of engagement and improved academic performance compared to those taught using conventional methods (Bello and Hassan, 2021).

Moreover, Google Classroom is accessible on multiple devices, including smartphones, tablets, and computers, making it convenient for students to learn at their own pace (Obi and Ezeh, 2022). This is particularly beneficial in Nigeria, where access to physical learning materials may be limited in some schools. By integrating multimedia resources such as instructional videos, images, and infographics, Google Classroom can simplify complex Social Studies concepts, thereby enhancing students' understanding and retention of knowledge (Adebayo and Sanni, 2023). Furthermore, the platform's automated grading system reduces teachers' workload, allowing them to focus more on lesson delivery and student engagement (Ogunleye, 2021).

Despite the growing adoption of digital learning platforms, there is limited empirical research on the effectiveness of Google Classroom in improving students' academic performance in Social Studies, particularly in junior secondary schools in Uyo, Nigeria. While several studies have examined the impact of Learning Management Systems on students' performance in science and technical subjects, little attention has been given to its application in the Social Sciences (Adekunle and Ibrahim, 2022). Given the persistent low performance of students in Social Studies and the increasing need for innovative teaching strategies, it is crucial to investigate whether Google Classroom can serve as an effective instructional tool for teaching the subject.

Social Studies is a vital subject that fosters social awareness, critical thinking, and national development. However, persistent poor performance among students has raised concerns about the adequacy of conventional teaching methods. With the advent of technology, innovative learning tools such as Google Classroom offer promising solutions to these challenges. This study, therefore, seeks to determine the effectiveness of Google Classroom as a teaching tool for Social Studies in junior secondary schools in Uyo.

Objective of the Study

The main objective of this study is to determine the effectiveness of google classroom learning management system on social studies achievement among secondary school students in Uyo local government area. Specifically, the study sought to;

- i. determine the difference in students' academic performance taught Social Studies using Google Classroom Learning Management System and those taught using lecture method in public secondary schools in Uyo local government area.
- ii. determine the difference in academic performance of male and female students taught Social Studies using the Google Classroom Learning Management System in public secondary schools in Uyo local government area.

Research Questions

- i. What is the difference in students' academic performance taught Social Studies using Google Classroom Learning Management System and those taught using lecture method in public secondary schools in Uyo Local Government Area?
- ii. What is the difference in academic performance of male and female students taught Social Studies using the Google Classroom Learning Management System in public secondary schools in Uyo Local Government Area?

Research Hypotheses

- i. There is no significant difference in the academic performance of students taught Social Studies using the Google Classroom Learning Management System and those taught using lecture methods.
- ii. There is no significant difference in the academic performance of male and female students taught Social Studies using the Google Classroom Learning Management System.

Significance of the Study

This study on the effectiveness of the Google Classroom Learning Management System in teaching Social Studies holds significant value for several stakeholders, particularly teachers and students in secondary schools. The findings from this research are expected to offer valuable insights into how technology can enhance teaching and learning, especially in challenging subjects like Social Studies. By exploring the impact of digital tools on academic performance, this study contributes to the growing body of knowledge on technology integration in education and provides practical solutions to the persistent problem of poor performance in Social Studies.

Teachers are one of the key beneficiaries of this study. The findings will offer educators new perspectives on the effectiveness of the Google Classroom Learning Management System as an instructional tool. Teachers

often struggle with the limitations of conventional teaching methods, especially in subjects that require a deep understanding of abstract concepts like Social Studies. The study will demonstrate whether incorporating the Google Classroom platform can improve teaching efficiency, engage students better, and foster a more interactive learning environment. Teachers will also benefit from the opportunity to explore differentiated instruction through the platform, helping them cater to students with varying levels of ability.

Students stand to gain the most from this research. The persistent poor performance in Social Studies has long been a barrier to achieving educational goals, particularly in science and technology fields. By using the Google Classroom LMS, students may find learning Social Studies more engaging and accessible, as the system provides interactive simulations, real-time feedback, and collaborative learning opportunities. The study will highlight whether this approach leads to better comprehension of Social Studies concepts and improved academic outcomes.

Review of Related Literature

Udo, Willie and Udom (2025) examined the effects of insecurity on Secondary school attendance in Ukanafun Local Government Area, Akwa Ibom State, Nigeria. The study used a survey method in the analysis. Research objectives and questions were set to guide the study. Questionnaire known as Effect of Insecurity on School Attendance (EISA) was developed to collate data for the study. A random sampling technique was used to select 107 parents in 10 Secondary Schools that were affected by the activities of insurgency in the study area. Responses to the questionnaire were summarized using percentages to study student's attendance in schools before and during the insecurity. The Queer Ladder theory proposed by Daniel Bell 2010 was adopted. It was observed that the level of school attendance before the crisis in the study Area was high and low during and after the crises. The result also revealed gender imbalance. Male student's attendance during the crisis was higher than female student's attendance.

Furthermore, the result shows that parents who were willing to send their children back to the affected schools were 58 out of 107 and which was merely above 50% of the total population. Based on these findings, the study recommended among others that education administrators should help students overcome emotional distress gotten during the crises through sensitization programmes, town hall briefings, and visit to churches in the affected communities. It was further recommended that teachers should embrace methods that will reduce emotional anguish instigated by the insurgency. Finally, government should tackle youth restiveness by providing employment give Special incentives to engage aggressive youths in the affected communities.

According to Udo, Abang & Abuh-Amasi (2026), this study examined the effect of capital on economic growth in Nigeria, focusing on the roles of both physical and human capital in shaping the nation's economic trajectory. The research investigated the extent to which capital contributes to GDP growth over a defined period, using time-series data and econometric analysis. The study employs the Ordinary Least Squares (OLS) regression method to establish the relationship between capital inputs and economic output. Preliminary findings suggest that while physical capital has a positive and significant impact on economic growth. Similarly, human capital development, as posited in Udoka, (2022), remains underutilized due to poor policy implementation and inadequate funding. The study therefore recommended that government should prioritize long term investments in critical areas mostly in education sector.

Research Methods

Design of the Study

The study adopts a post-test quasi-experimental design. This design is chosen to compare the performance of students taught Social Studies using the Google Classroom Learning Management System (LMS) and those

taught through the traditional lecture method. The two groups of students, the experimental group and the control group, were exposed to different instructional methods, but both groups were assessed using the same post-test after the treatment. No pre-test was administered to avoid any test familiarity effect.

Area of the Study

The study was conducted in Uyo Local Government Area of Akwa Ibom State, Nigeria. Uyo is known for its growing number of public secondary schools and its diverse student population. The choice of this area was informed by the accessibility of schools and the willingness of the school administrators to integrate digital tools into their instructional practices.

Population of the Study

The population of the study comprised all Junior Secondary Two (JS2) students in public secondary schools in Uyo Local Government Area. At the time of the study, the target population included students aged between 11 and 13 years, enrolled in the JS2 level across the public schools in the area.

Sample and Sampling Technique

A sample of 84JS2 students was selected for the study. The sample was drawn from two public secondary schools in Uyo Local Government Area. Purposive sampling was used to select the two schools based on their accessibility, available resources, and student population. From each school, simple random sampling was employed to select 41 students for the experimental group and 43 students for the control group, ensuring that every student had an equal chance of being selected.

Instrumentation

The instrument used for data collection was a Social Studies Achievement Test (SSAT). The SSAT consisted of 40 multiple-choice questions and 5 structured questions, covering topics taught during the instructional period. The test was designed to measure students' understanding of key Social Studies concepts that might have been covered in their first and second term. The questions were aligned with the JS2 Social Studies curriculum to ensure relevance and appropriateness for the students' level.

Validation of the Instrument

The Social Studies Achievement Test (SSAT) was subjected to content and face validation by experts in Social Studies education and test development. Two experienced secondary school Social Studies teachers and a university lecturer in the Department of Social Studies and Citizenship Education at the University of Uyo reviewed the instrument. They ensured that the test adequately covered the content areas taught during the experiment and that the questions were clear and free from ambiguity.

Reliability of the Instrument

The reliability of the Social Studies Achievement Test (SSAT) was established using the test-retest method. The instrument was administered to 30 students who were not part of the study but shared similar characteristics with the sample. After a two-week interval, the test was re-administered to the same group. The scores from both administrations were correlated using the Pearson Product-Moment Correlation Coefficient, yielding a reliability coefficient of 0.85, indicating that the instrument was reliable for measuring students' academic performance.

Experimental Procedure

The study spanned four weeks of instructional activities. During this period, the experimental group was taught Social Studies using the Google Classroom Learning Management System (LMS), which provided access to interactive content, quizzes, and multimedia resources. The teacher facilitated the learning process

through live sessions and feedback mechanisms available on the LMS. Students participated in discussions and collaborative activities through the platform.

On the other hand, the control group was taught the same topics using the traditional lecture method. Instruction in the control group involved teacher-centered lessons with no use of digital tools or multimedia. Both groups were taught by the same teacher to ensure consistency in content delivery. At the end of the four-week period, both groups took the same post-test, the Social Studies Achievement Test (SSAT), to assess their understanding of the topics covered during the instructional period.

Method of Data Analysis

The data collected from the post-test were analyzed using the independent t-test. This statistical technique was employed to compare the mean scores of students in the experimental group (taught with Google Classroom LMS) and the control group (taught with the lecture method). The analysis helped determine whether there was a significant difference in the performance of the two groups. All analyses were conducted at a 0.05 level of significance.

Result

Research Question 1

What is the difference in students' academic performance taught Social Studies using Google Classroom Learning Management System and those taught using lecture method in public secondary schools in Uyo Local Government Area?

Table 1: Mean of Students' Academic Performance Taught Social Studies Using Google Classroom Learning Management System and Lecture Method

Group	an	
Google Classroom	19	‡
Lecture	14	‡

The result in Table 1 shows the mean academic performance of students taught Social Studies using Google Classroom and Lecture Method. As shown in the table, the mean academic performance of students taught using Google Classroom was 30.19, while that of students taught using lecture method was 27.44. The mean difference between the two groups is 2.75 in favour of students taught using Google Classroom.

Research Question 2

What is the difference in academic performance of male and female students taught Social Studies using the Google Classroom Learning Management System in public secondary schools in Uyo Local Government Area?

Table 2: Mean of Students' Academic Performance Taught Social Studies Using Google Classroom Learning Management System and Lecture Method

Gender	an	
Male	15	‡
Female	10	‡

The result in Table 2 shows the mean academic performance of male and female students taught Social Studies using Google Classroom. As shown in the table, the mean academic performance of male students

taught Social Studies using Google Classroom was 30.45, while that of female students was 28.00. The mean difference between the two groups is 2.45 in favour of male students taught using Google Classroom.

Hypothesis 1

There is no significant difference in the academic performance of students taught Social Studies using the Google Classroom Learning Management System and those taught using lecture methods.

Table 3: Independent t-test Analysis of Students' Academic Performance Taught Social Studies Using Google Classroom Learning Management System and Lecture Method

Group	n	t	p-value
Google Classroom	19	3.73	.000
Lecture	14		

The result in Table 3 shows that the t-value of 3.73 is significant. This is because the p-value of .000 is less than .05 levels of significance. Therefore, the null hypothesis which stated that there is no significant difference in the academic performance of students taught Social Studies using the Google Classroom Learning Management System and those taught using lecture methods is rejected. Hence, there is significant difference in the academic performance of students taught Social Studies using the Google Classroom Learning Management System and those taught using lecture methods.

Hypothesis 2

There is no significant difference in the academic performance of male and female students taught Social Studies using the Google Classroom Learning Management System.

Table 4: Independent t-test Analysis of the Academic Performance of Male and Female Students Taught Social Studies Using Google Classroom Learning Management System

Gender	n	t	p-value
Male	15	2.19	.038
Female	10		

The result in Table 4 shows that the t-value of 2.19 is significant. This is because the p-value of .038 is less than .05 levels of significance. Therefore, the null hypothesis which stated that there is no significant difference in the academic performance of male and female students taught Social Studies using the Google Classroom Learning Management System is rejected. Hence, there is significant difference in the academic performance of male and female students taught Social Studies using the Google Classroom Learning Management System.

Discussion of Findings

The finding that there is a significant difference in students' academic performance when taught Social Studies using the Google Classroom Learning Management System compared to the lecture method suggests that integrating technology into teaching can positively impact learning outcomes. One possible reason for this result is the interactive nature of the Google Classroom platform. The system, in the words of Essien, Effiong, and Emeh, (2024), offers multimedia resources, real-time feedback, and collaborative tools that engage students more deeply than traditional lecture-based instruction. These features likely make abstract Social Studies concepts more accessible and easier to grasp. Research supports the idea that technology enhances learning.

According to Yusuf and Afolabi (2010) and Enang, Urujian, Udoka, (2013), students taught with digital tools performed better than those taught with conventional methods, as technology provides a more learner-centered approach. Similarly, a study by Agbatogun (2013) revealed that digital platforms improve students' motivation and retention of information, which could explain the improved performance seen in this study. Another reason for the significant difference could be the flexibility that the Google Classroom LMS provides. Students can access learning materials at their own pace, revisit difficult topics, and collaborate with peers, which foster a deeper understanding of Social Studies concepts. This aligns with findings by Tamim et al, (2011), who noted that technology-based learning environments promote higher student achievement compared to traditional methods.

The finding that male students outperformed female students in Social Studies when taught using the Google Classroom Learning Management System may be due to several factors. One possible explanation is that males have historically been more inclined towards technology and digital tools, which could have given them an advantage in using the platform effectively. Studies have shown that male students often display higher confidence and interest in using technology for learning compared to their female counterparts (Volmanand van Eck, 2016). This familiarity with digital tools might explain the performance gap in favor of male students. Another possible reason could be related to gender differences in how students engage with certain subjects. Social Studies are often viewed as a male-dominated subject, and societal stereotypes might have influenced the way male students approach and excel in the subject. A study by Murphy and Whitelegg (2016) noted that male students tend to perform better in science subjects, including Social Studies, due to differences in attitudes and perceptions shaped by cultural expectations.

Conclusion

The findings of this study have demonstrated that the Google Classroom Learning Management System significantly enhances students' academic performance in Social Studies compared to traditional lecture methods. Furthermore, it was found that male students outperformed their female counterparts when using the platform. These results suggest that technology integration, particularly through interactive digital tools, can improve student outcomes in challenging subjects like Social Studies. However, the gender disparity observed highlights the need for more inclusive approaches to teaching, ensuring all students benefit equally from technological advancements.

Recommendations

- i. **Encourage Gender-Inclusive Practices:** Teachers should implement strategies that engage both male and female students equally when using technology in teaching Social Studies. This could include providing additional support for female students and actively encouraging their participation in technology-based learning activities.
- ii. **Professional Development for Teachers:** It is recommended that teachers undergo training on how to effectively use digital tools like the Google Classroom Learning Management System. This training will enable them to fully harness the platform's capabilities and create an engaging and inclusive learning environment for all students.
- iii. **Incorporate Technology in Other Subjects:** Schools should explore the integration of learning management systems like Google Classroom across various subjects, not just Social Studies. This will ensure a broad-based improvement in academic performance and expose students to the benefits of technology-enhanced learning across the curriculum.

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