



# Studying Teachers' Perceptions of Google Drive Use

Sushma Rani

Associate Professor, Department of Teacher Education, N.M.S.N. Dass (P.G) College, Budaun, Uttar Pradesh, India

## Article Info

Volume 4 Issue 5

Page Number : 134-142

## Publication Issue :

September-October-2021

## Article History

Accepted : 01 Sep 2021

Published : 15 Sep 2021

**Abstract** - A more comprehensive synonym for information technology is information and communication technology, or ICT. The use of technology, including numerous applications and ICT tools, has transformed education in every way. The use of ICT in education has grown as a result of the COVID-19 epidemic and now goes beyond simply providing classrooms with computers and internet access to supervise online instruction through remote learning and enhance traditional learning. We can involve students in shared learning experiences that go beyond the four walls of the classroom by leveraging technology. Additionally, Google, which started out as a search engine and now helps to explore new ways of integrating technology into the classroom, should never be forgotten when using ICT in the education sector. The best thing about Google is the variety of tools they offer, among them Google Drive. One secure location for all of your data is Google Drive, which is useful for cloud-based drives to create, store, and edit documents, spreadsheets, and other collaboration platforms. The goal of this study is to comprehend how educators in India perceive the utilisation of Google Drive and other online teaching and learning technologies. In that time, a study was carried out, with the results showing that online education has effectively provided remote learning and improved networking chances.

**Keywords** – ICT, Cloud Based Technology, Google Drive.

**Introduction** - In many kinds of industries worldwide, cloud computing is the on-demand availability of computer system resources (education sector, IT sector, Cyber Crime, Etc). The potential of cloud computing in the new era of responsiveness, effectiveness, and efficiency in many industries has led users all over the world to adopt it. We are entering a new era of technologies as cloud computing continues to push the envelope. Everyone brings up the use of cutting-edge technical tools in pedagogy while discussing teaching and learning methodologies, fostering creativity, and collaborative learning. They are beneficial for tasks like group work, projects, research, etc. The "ICT Road Map" has led to an upsurge in ICT usage today. The use of ICT in education has grown beyond simply providing classrooms with computers and internet connections because there is no way to switch from offline to online learning in this pandemic condition.

E-learning is a web-based learning ecosystem that connects different stakeholders using cutting-edge technology & procedures. A wide variety of new communication and internet tools, including smart phones,

laptops, tablets, and computers, are beneficial for e-learning practises worldwide. There are numerous e-learning platforms available worldwide, and cloud computing is a popular platform. It is helpful in academic and learning contexts. Google employs a cloud application in educational institutions that offers cloud storage space and allows for the management of learning processes, e-learning courses, and content. The ideal fusion of numerous applications for online learning is Google Cloud Education. They assist educational institutions in a variety of ways, including document generation, editing, data exchange, and survey design (through google form). You only need a minimal amount of storage and a single Google account to get access to all of those applications. The overwhelming use of technology in education has strengthened the art of teaching as a result of education evolution. This will have a direct impact on learning that is qualitative. In essence, Google Drive is a file synchronisation and storage service created by Google that was launched on April 24, 2012. This includes many functions, including the ability to exchange files, sync files across devices, and store files on other servers. Additionally, it integrates Google Docs, Google Sheets, and Google Slides, all of which are included in the Google Docs office suite. Additionally, you can conduct surveys using a Google form for various research projects or registration, but only if you have a Google account and an email address linked to it.

**Literature Review:-** The notion of online learning includes more than just using the internet; it also refers to the distribution of learning resources and content through a variety of technological platforms (Kathawala & Wilgen, 2004). It is a common practise for students to receive their education online rather than in person. The teacher, the student, and the subject are all connected and brought together by online education. The global mindset in higher education has evolved as a result of online learning. Face-to-face instruction has been replaced by distant learning promotion thanks to technology-enabled learning.

Instead of traditional colleges offering face-to-face instruction, online education is growing in popularity (Radovic-Makovic 2010). Studies are now completed in less time since online learning has improved study effectiveness. When providing information in the shortest amount of time, online learning is growing in popularity.

Online approaches are becoming more popular because they are more affordable, accessible around-the-clock, and entail retention in a safe, dependable, and interactive environment, according to Kathawala and Wilgen (2004). The use of online learning technology can make classrooms more student-centered. Students get to participate actively and set their own pace for independent study.

Google offers a variety of collaborative and sharing tools and services through its free applications known as "cloud," and educators working in the field of education can substantially benefit from them (Google, 2009). Adopting Google applications in school has several benefits. The first objective of education, sharing, is attained by Google applications because both the Google website and the document-creation tools support real-time editing and collaboration and offer efficient control tools for simple sharing. This enables students to cooperate and share information they have gathered about a particular topic. Google applications could make chores easier, such as organising appointments for the class and composing articles (Tugrul, 2012). Instead of waiting for everyone to get updates via email, a group of students can work on a task on Google Docs, which helps to save time that can subsequently be spent for teaching or learning (Sherer & Shea, 2011).

Because of its efficient methods for achieving learning outcomes through the use of Web networks and technology applications to provide better communication and knowledge sharing, the cloud computing environments represented by Google Cloud applications, according to Ercan (2010), Lahoti and Ramteke (2014), and Femandez, Peralta, Benitez and Herrera (2014), show the widespread area that achieves the objectives of e-learning and education technology.

For all of these reasons, Google Drive has established itself as a key tool for collaborative learning in college courses, enabling users to connect and collaborate effectively from any location (Marra et al., 2016).

The requirements and traits of the digital society in which we live have been adapted to the demands and features of this educational type of online and collaborative active instruction, which has few restrictions. Simply having access to the essential gadgets and an internet connection, as well as changing their roles in the teaching and learning process, are all that are required (Castellanos-Sánchez and Martnez-De la Muela, 2013).

**Objective:**

- 1) To comprehend and become familiar with the online teaching and learning resources, particularly the use of Google Drive by Indian educators.
- 2) To learn what educators think about using Google Drive for online teaching and learning.

**Research Methodology:-** This study and methodology are exploratory and descriptive in nature. Since a predetermined questionnaire has been distributed to gather opinions and educator perceptions, this article will focus on understanding and educator perceptions of online teaching and learning technologies, particularly the use of Google Drive, throughout India.

**Primary Data:** This information is gathered from the directors, heads, and professors of the many institutions across India. Respondents filled out the required questionnaire through email as part of the study. For collecting data we had selected 21 institute in which we choose 23 Female and 17 Male educators for our research, and total number of samples for research is 40.

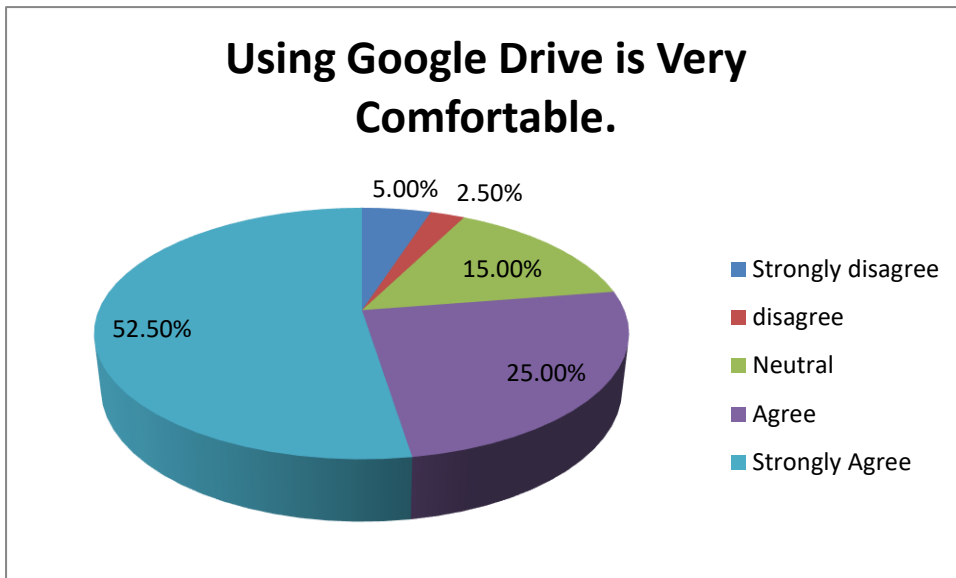
**Secondary Data:** Information from websites of different agencies, literature, books, journals, bulletins, and manuals will all be included in the secondary data. Additionally, references from newspaper and magazine articles will be gathered and evaluated.

The results of the quantitative analysis and interpretation of the data acquired using the survey method will be shown in the format of tables, graphs, and quantitative tests.

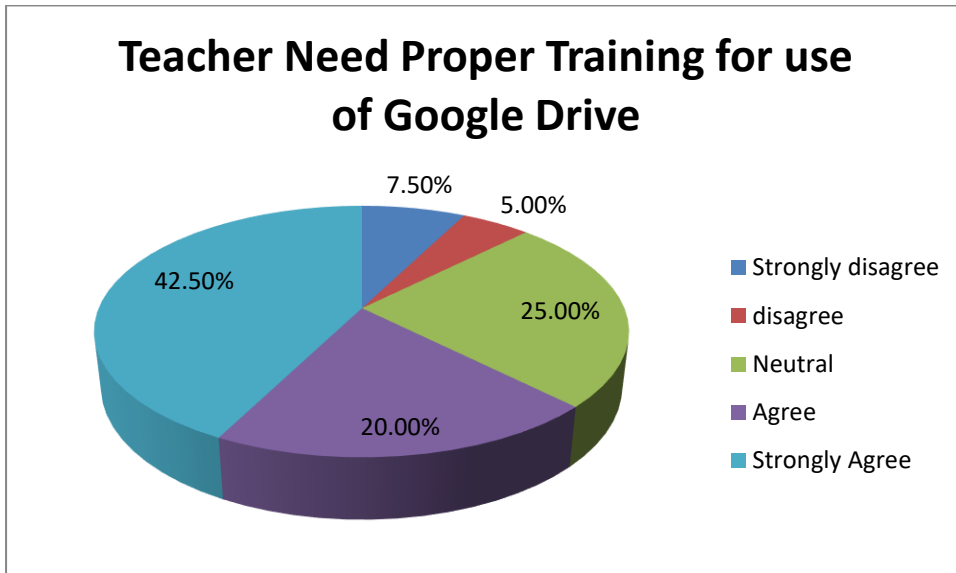
**Result** - According to the data gathered through the descriptive analysis, in particular among teachers from various Indian states. In support of the key themes that arise on the usage of drive, responses are provided.

The following questions and responses will now be discussed.

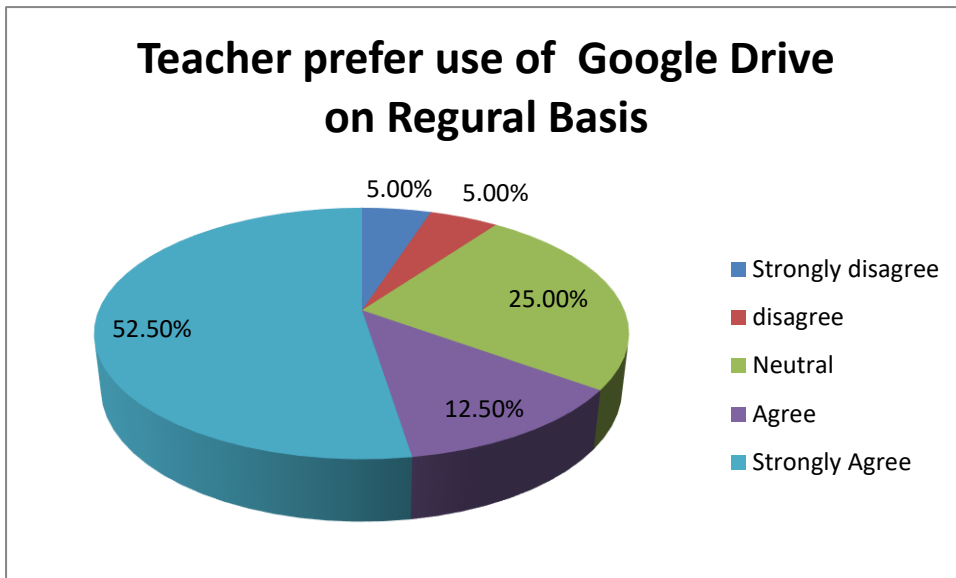
**Q1.** We posed this question with a strongly disagree to strongly agree choice to help people understand how uneasy instructors feel about using Google Drive. The overwhelming majority of respondents indicate that using Google Drive is very comfortable.



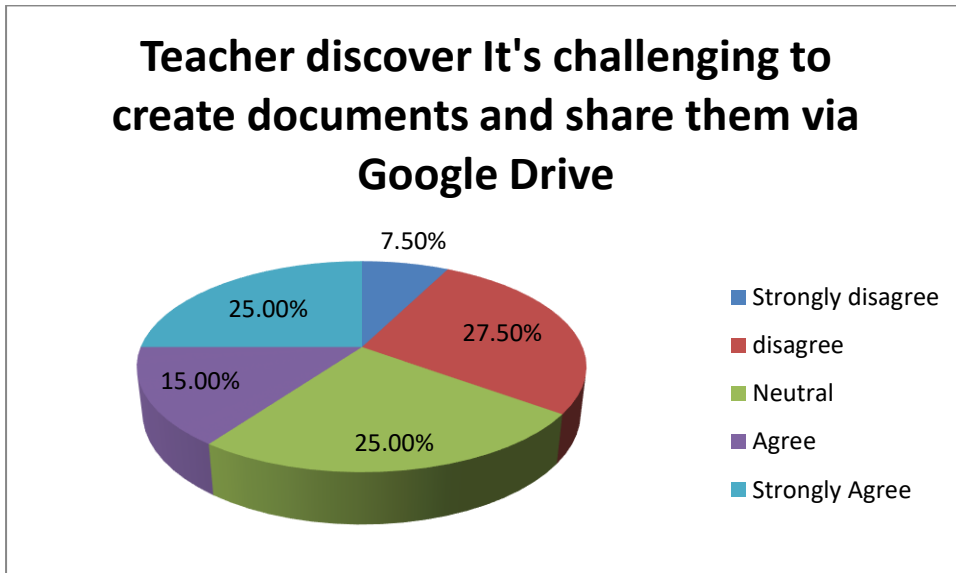
Q2. To determine how many educators needed training to use Google Drive, 62.5% of respondents said they would like training in the future to use Google Drive more effectively.



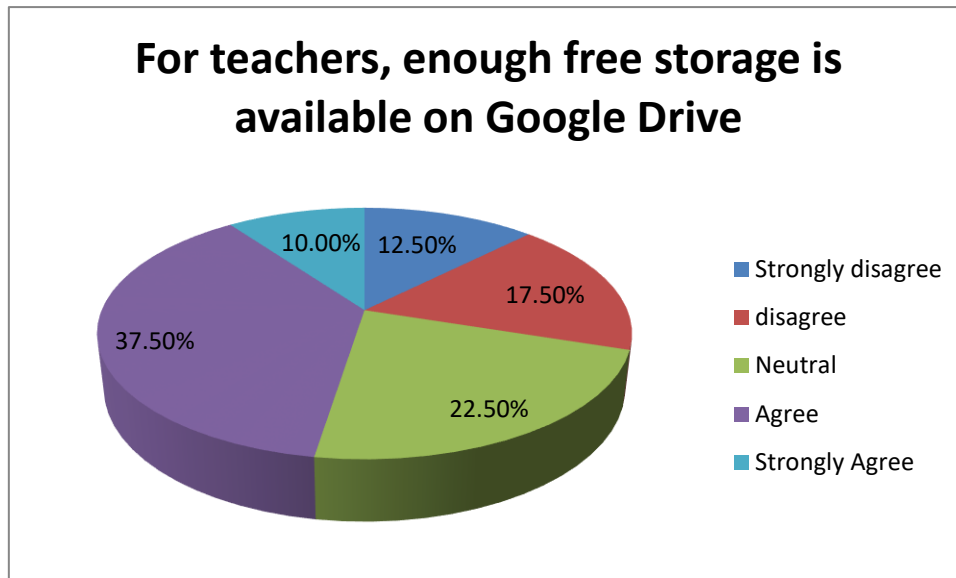
Q3. The purpose of this question is to determine whether or not teachers often use Google Drive. The response options range from strongly disagree to strongly agree. The majority of respondents indicate that they favour using Google Drive.



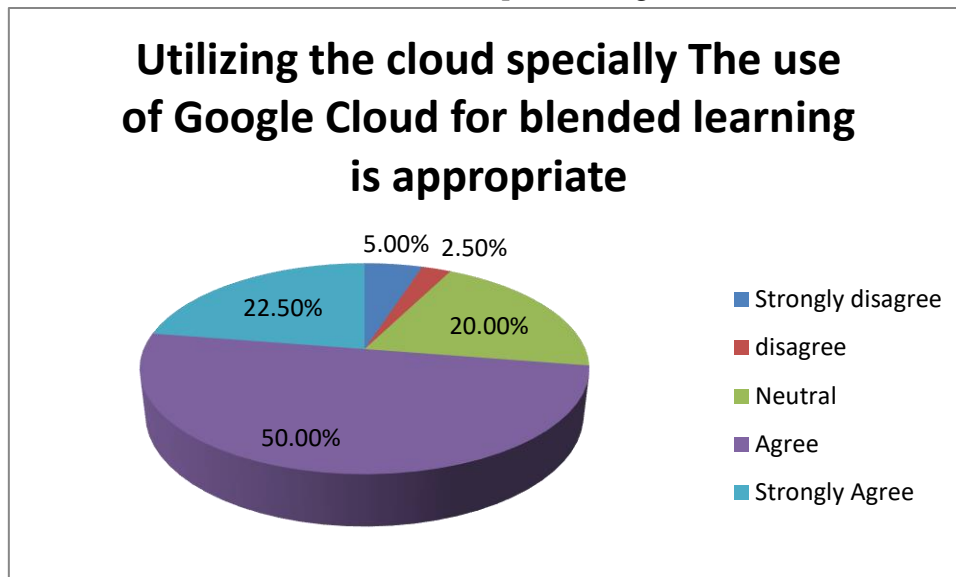
Q4. To determine whether or not teachers find producing papers and distributing those documents through Google Drive to be difficult, this poll reveals that 25% of respondents found it to be neutral and 35% stated it is not tough..



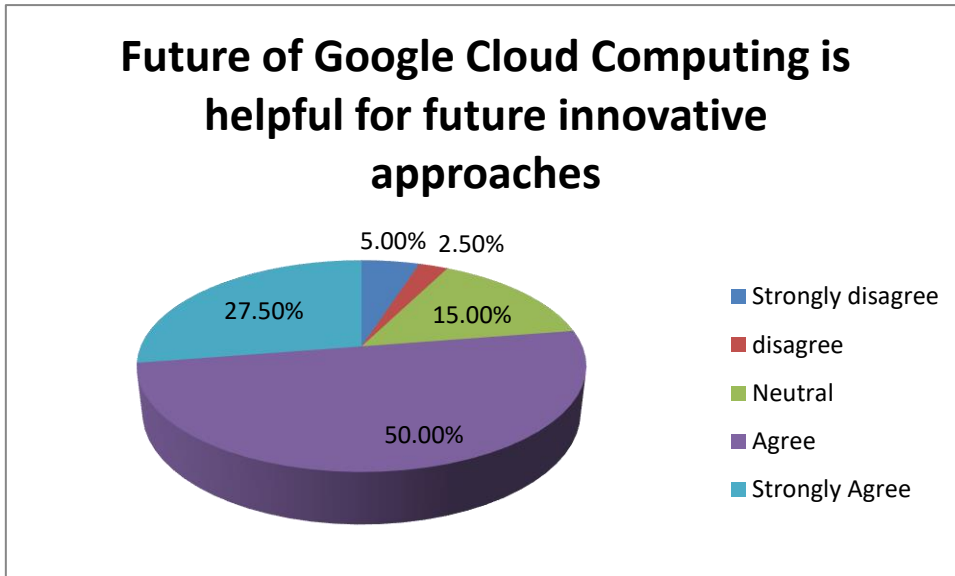
Q5. We posed this question to see whether or not Google Drive's free storage is adequate. We discovered that while 47.5% of respondents believe this to be the case, 30% responded that the 15 GB limit should be increased because there will be a lot of notes to be given to students.



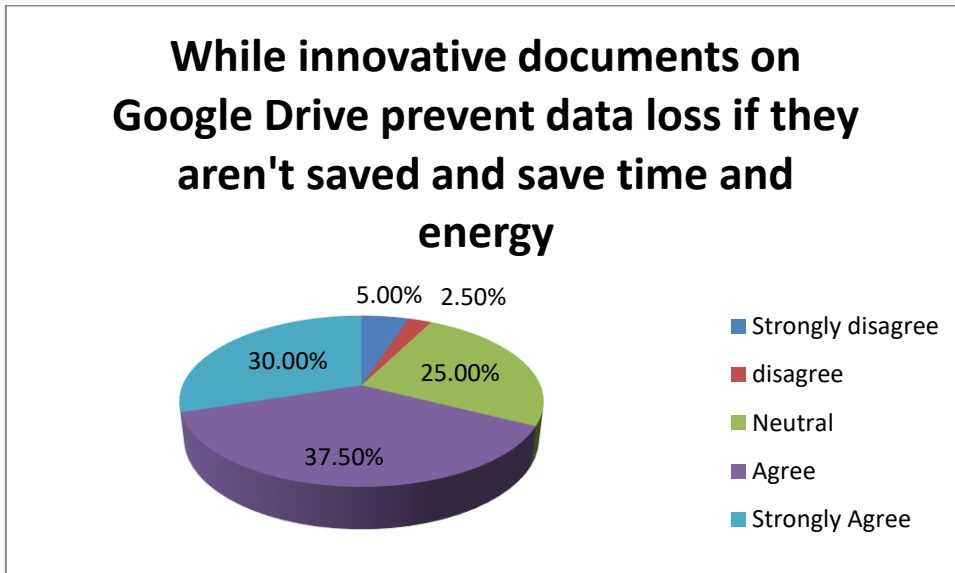
Q6. We conducted research to determine whether Google Cloud Computing is appropriate for blended learning processes. The results showed that 72.5% of respondents agreed that it is.



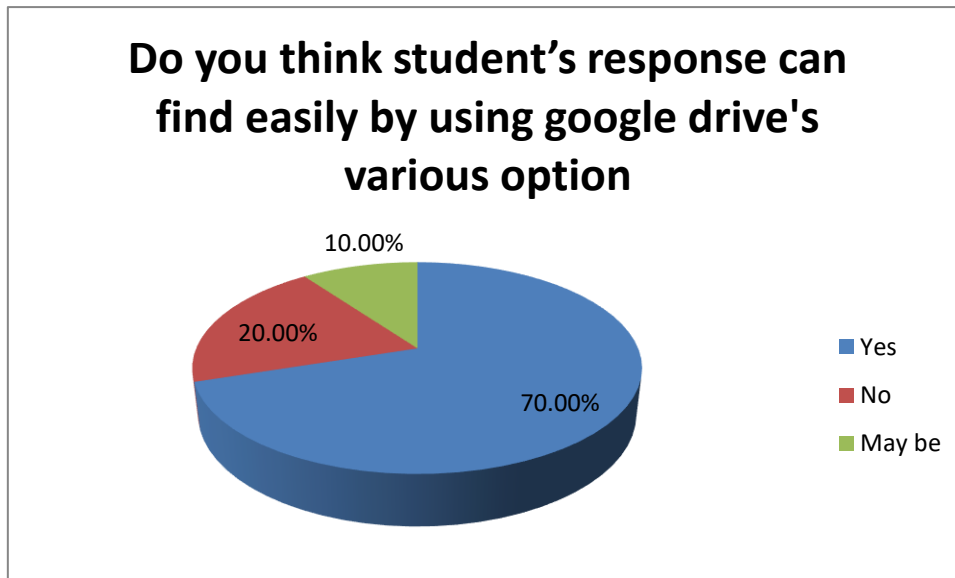
Q7. When we posed this question to see what the future of Google Cloud Computing was, the results show that 77.5% of respondents said that it will be helpful for future innovative approaches.



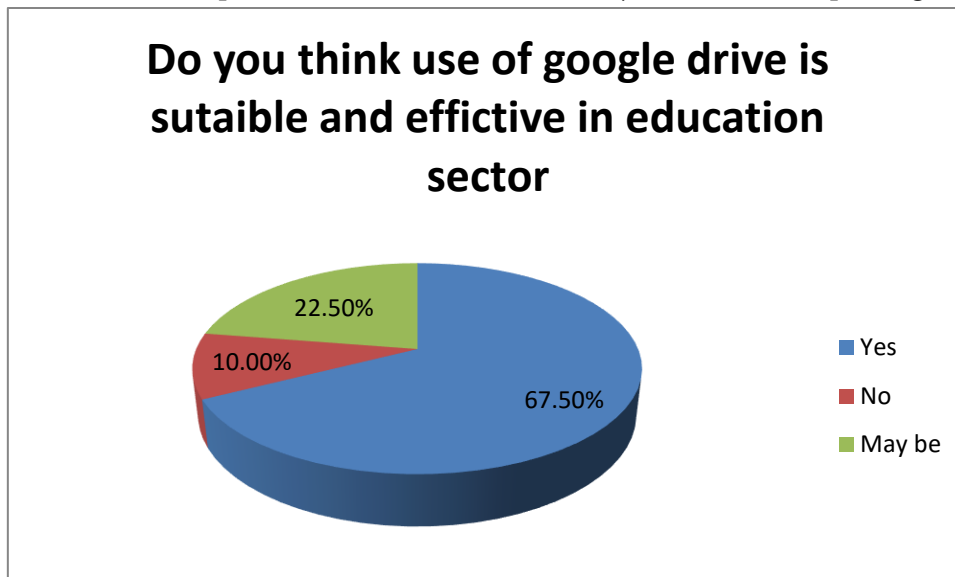
Q8. When we asked whether or not Google Drive helps to minimise data loss, we discovered that 67.5% of respondents said there is no need to mention save because it automatically saves your material while generating a document.



Q9. When conducting a poll, we discovered that 70% of participants agreed that it was simple to locate students' comments in Google Drive.

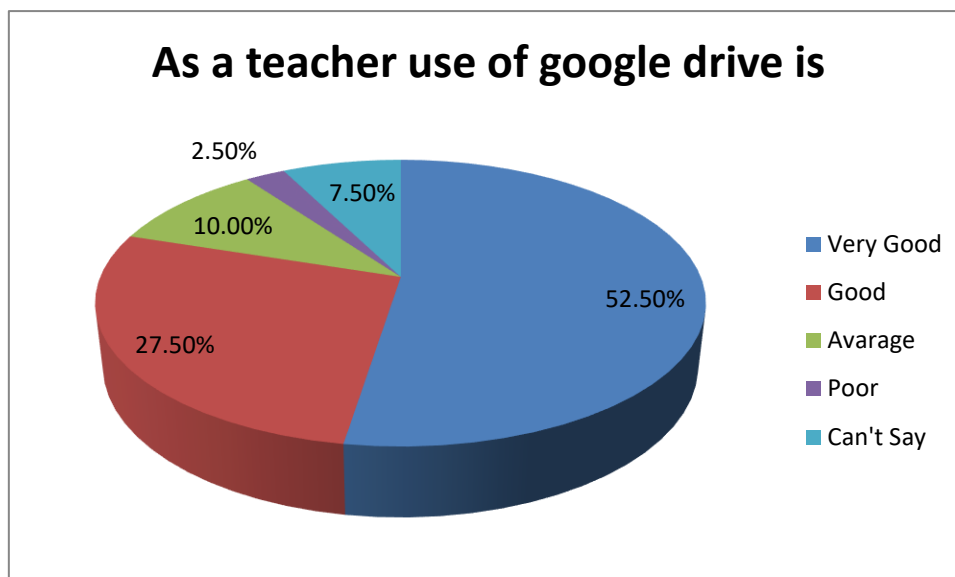


Q10. When we tested if using Google Drive was appropriate and beneficial for the education sector, the results revealed that 67.5% of respondents found it to be extremely effective for improving the industry.



Q11. Last but not least, we asked respondents what they thought about Google Drive. The results show that 52.5% of respondents are very satisfied and think it is very good, while 27.5% of respondents say it is good for instructors.





**Conclusion** - This study shows that Google Drive is a platform for collaborative authoring. As a tool that enables information sharing between teachers and students, it also aids in the teaching and learning process. Because of how pleasant this technology is, educators prefer to utilise it frequently. While being used, this instrument increases effectiveness and saves time and energy. This study also reveals that teachers are eager to learn more about Google Drive in order to enhance their e-learning programmes and methods for managing information and learning processes. 18% of respondents do not utilise Google Drive, but they could do so if they were given the right instruction on using it. Because cloud computing is an important piece of information technology (IT) that has improved people's lives, 77.5% of our respondents believe that in the future, Google Cloud will be useful for new approaches. The author of this study also suggests that all educators make use of Google Drive's features to suit e-future learning's needs.

## References

1. (Kathawala&Wilgen, 2004)
2. Castellanos-Sánchez, A., and Martínez-De la Muela, A. (2013). Trabajo en equipo con Google Drive en la universidad online. *Innov. Educ.* 13, 75–94.
3. Bilgihan, A., Berezina, K., Cobanoglu, C., &Okumus, F. (2014). The information technology (IT) skills of hospitality school graduates as perceived by hospitality professionals. *Journal of Teaching in Travel & Tourism*, 14(4), 321-342.
4. <https://www.frontiersin.org/articles/10.3389/feduc.2020.00152/full>
5. <https://www.researchgate.net/publication/235982254>
6. McHaney, R. (2011). *The new digital shoreline: How web 2.0 and millennial are revolutionizing higher education* (1st Ed.) Stylus Pub.
7. Retrieved May 6, 2013, from <http://www.irrodl.org/index.php/irrodl/article/view/816/1544>
8. Wilson, B., Parrish, P. &Veletsianos, G. (2008). Raising the bar for instructional outcomes: towards transformative learning experiences. *Educational Technology*, 48, 3, 39–44.