



The use of Google Classroom and WhatsApp as Motivation to Enhance Learning among Secondary School Students in Nigeria

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ABSTRACT

There are many ways that students can be motivated to learn in this digital age. This includes, google classroom and WhatsApp, among others. The concept of Google classroom, WhatsApp, motivation, and learning were discussed. How does google classroom and WhatsApp serves as motivation to learning among students was examined. Types of learning, challenges affecting the use of google classroom and WhatsApp, benefits of google classroom and WhatsApp to students' learning outcome were equally ex-rayed. It was concluded that in this digital age, learners should be encouraged to integrate google classroom and WhatsApp to support and enhance students' learning ability in Nigeria. It was recommended among others points that all stakeholders in the education sector should address the paucity of internet facility in school environment to accommodate the need of the students so that they can be motivated to learn in school. Training should be given to both students and teachers on how to handle technical aspects of the apps. When this is done, students would have better knowledge on how to use them and it will enhance their motivation to learn more and ability to progress geometrically in their studies.

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INTRODUCTION

In today's educational landscape in Nigeria, students who lack knowledge of digital platforms such as Google Classroom and WhatsApp are at a disadvantage. The increasing integration of technology into various aspects of life including education, healthcare, banking, agriculture, politics, engineering, and the arts has transformed traditional practices, making digital literacy essential for academic success. In education, technology has reshaped the conventional classroom experience, offering more efficient and interactive teaching and learning methods for both teachers and students.

Akomolafe (2019) observed that social media platforms such as Google Classroom, WhatsApp, TikTok, Facebook, LinkedIn, and email have become indispensable tools among

students. Anderson (2016) supports this view, stating that these platforms facilitate easy access to information, enhance the learning process, and ultimately motivate students to achieve academic success. Bouhnik et al. (2014) further noted that during the COVID-19 pandemic, Google Classroom and WhatsApp gained prominence as essential learning tools. With schools closed and students confined to their homes, these platforms ensured uninterrupted learning, allowing students to continue their education remotely.

Morsidi (2021) describes Google Classroom as a free, paperless application that integrates various Google programs, including Gmail, Google Docs, Google Forms, Google Slides, and Google Drive. Soria et al. (2020) explain that Google Classroom enables teachers to create, distribute, and grade assignments while

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providing immediate feedback to students. The platform also serves as a digital workspace where students can store, organize, and access learning materials from any location. According to Cansoy (2017), Google Classroom facilitates seamless communication between teachers and students, supporting various academic activities such as assignments, classwork, continuous assessments, and examinations.

Similarly, Tong et al. (2021) describe WhatsApp as a cross-platform messaging application that supports text messaging, voice and video calls, and file sharing. Church et al. (2013) highlight its widespread adoption, noting that WhatsApp enables real-time communication and collaborative learning among students and teachers. Amad et al. (2020) report that the platform handles over 10 billion messages per day, reflecting its global significance. While other social media platforms such as Facebook, YouTube, Twitter, and LinkedIn also offer educational benefits, WhatsApp stands out due to its affordability and accessibility (Levent, 2017).

Jennifer (2023) asserts that WhatsApp has become a preferred learning tool among students worldwide, as it allows for unlimited communication with peers, teachers, and family members. Additionally, its status feature serves as a source of educational content, news, and relevant information. Subramaniam et al. (2014) further emphasize the platform's role in supporting informal learning and knowledge sharing.

Motivation and Learning

Motivation is the driving force behind students' willingness to engage in academic activities. Herbert et al. (2025) define motivation as the internal state that propels individuals toward goal-oriented behavior. In the classroom, motivation can be intrinsic—stemming from personal interest and a desire for mastery—or extrinsic, driven by external rewards or pressures. The use of digital learning tools like Google Classroom and WhatsApp significantly contributes to students' motivation, enhancing their engagement and learning outcomes.

Learning is a lifelong process that extends beyond formal schooling. Jennifer (2023)

describes learning as a permanent change in behavior resulting from past experiences and practice. Effective learning depends on motivation, the activation of prior knowledge, and continuous assessment.

How Google Classroom Enhances Motivation for Learning

For students to actively pursue education, they must possess a certain level of motivation. While some students are intrinsically motivated by the desire for knowledge, others may be driven by external factors such as avoiding failure or seeking approval from teachers and peers (Cansoy, 2017). Muziatun (2022) suggests that Google Classroom fosters motivation by creating a structured, interactive, and collaborative learning environment.

Jennifer (2023) outlines several ways in which Google Classroom enhances student motivation:

1. **Accessibility and Flexibility:** Google Classroom allows students to access course materials and complete assignments anytime, anywhere, accommodating diverse learning styles and schedules.
2. **Engaging Learning Activities:** The platform supports interactive features such as quizzes, polls, and discussion forums, which help sustain students' interest and motivation.
3. **Sense of Progress and Accomplishment:** Continuous assessment and feedback mechanisms enable students to track their progress and stay motivated.
4. **Digital Learning Tools:** Google Classroom integrates digital tools that make learning more interactive and engaging compared to traditional paper-based methods.
5. **Paperless Learning Environment:** By reducing reliance on printed materials, Google Classroom promotes efficiency, sustainability, and ease of learning.
6. **Enhanced Communication and Collaboration:** The platform facilitates real-time interactions between teachers and students, as well as peer-to-peer collaboration on projects and assignments.

7. Personalized Feedback and Assessment:

Teachers can provide timely, detailed feedback, helping students identify areas for improvement and reinforcing a sense of achievement.

How Does WhatsApp Serve as Motivation for Learning Among Students?

WhatsApp is one of the most used social media platforms among students, often serving as a communication tool for educational purposes. Ajani et al. (2023) observe that the incorporation of WhatsApp in educational settings offers numerous benefits and opportunities for both teachers and students. The use of WhatsApp has been shown to promote improved communication and collaboration, leading to higher levels of student engagement and academic achievement (Amin et al., 2021; Motaung et al., 2020). Additionally, Soria et al. (2020) assert that WhatsApp can function as a tool for providing feedback and support, ultimately enhancing students' educational experiences.

Bothnic et al. (2014) highlight that incorporating WhatsApp into education fosters the development of modern competencies such as critical thinking, problem-solving, and collaboration. Similarly, Subramaniam et al. (2019) posit that WhatsApp enables the implementation of flipped classroom pedagogies, which can increase student engagement and academic performance. Ndaku (2013) further identifies WhatsApp as a tool that facilitates the integration of gamification in education, enhancing student engagement and achievement.

Herbert (2025) asserts that the integration of WhatsApp into academic environments offers several advantages. One notable benefit is its ability to facilitate swift and effective communication between students and teachers, aiding collaborative group efforts and discussions. Furthermore, WhatsApp supports the dissemination of educational materials, including readings, videos, and assignments, thereby promoting active participation in learning (Tong et al., 2021).

Types of Learning

Kendra (2024) identifies the following types of learning:

- a. **Classical Conditioning:** A learning process where an association is made between a previously neutral stimulus and a stimulus that naturally evokes a response. For example, associating the sound of a bell with food can eventually trigger a response even in the absence of food.
- b. **Operant Conditioning:** A learning process in which behavior is reinforced or discouraged through rewards or punishments.
- c. **Observational Learning:** Learning through observing and imitating others rather than through direct experience.

Challenges Affecting the Use of Google Classroom and WhatsApp Among Students

Despite their numerous benefits, Google Classroom and WhatsApp present several challenges in teaching and learning. Muziatun (2022) identifies a lack of Information Communication Technology (ICT) readiness among both teachers and students as a major challenge. Many schools lack ICT centers with internet access, making it difficult for students to engage in digital learning. Similarly, Kendra (2024) notes that while students are interested in using these applications, poor mobile network infrastructure in many Nigerian schools limits their ability to connect to online resources.

Teachers and students also face difficulties integrating Google Classroom due to a lack of experience in managing online learning (Levent, 2024). Online teaching requires specific skills and equipment, such as proper cameras, scanners, and headphones, which may not be readily available. Jennifer (2023) identifies student participation as a significant barrier, as many students show negative attitudes towards completing assignments on Google Classroom (Herbert et al., 2025).

Other key challenges include:

- a. **Network and Data Costs:** Many students struggle with the cost of internet data and unreliable network connections, hindering



- effective use of Google Classroom and WhatsApp (Irma et al., 2020).
- b. **Limited Features and Digital Literacy:** Google Classroom lacks integration options for certain learning needs, and many students are not familiar with online learning tools (Amin et al., 2019).
 - c. **Security and Privacy Concerns:** The use of WhatsApp for educational purposes raises concerns about data privacy, cyberbullying, and exposure to inappropriate content (Aizenkot et al., 2021).
 - d. **Instructor Training Deficiencies:** Many teachers lack formal training on effectively using WhatsApp in education, limiting its potential benefits (Morsidi et al., 2021).
 - e. **Difficulty in Managing Multiple Discussions:** Teachers may find it challenging to monitor and manage multiple group chats, leading to inefficiencies in communication and collaboration (Amad et al., 2020).

Benefits of Google Classroom and WhatsApp to Students' Learning Outcomes

Google Classroom and WhatsApp are widely used among students in Nigeria due to their user-friendly operation. It is rare to find a student with a phone who does not have these applications installed. Google Classroom is regarded as one of the most effective platforms for enhancing educators' workflow, providing numerous features that make it an essential tool for students and teachers alike (Irma et al., 2020). It helps educators save time, keep classes organized, and improve communication with students. The platform is available to anyone with Google Apps for Education, a free productivity suite that includes Gmail, Drive, and Docs. Technology serves as the foundation upon which teaching and learning are built to achieve educational goals. When optimally utilized, access to Google Classroom and WhatsApp can significantly improve students' learning outcomes (Amad et al., 2020).

Benefits of Google Classroom and WhatsApp

Several advantages of using these digital tools in education have been identified by researchers, including Anderson (2016):

1. **Streamlined Communication and Workflow:** Google Classroom provides a single access point for discussion threads and assigned work, making communication more efficient.
2. **Organized File Storage:** Students can store all their work digitally in one place, eliminating the need for paper-based assignments.
3. **Enhanced Student Monitoring:** Teachers can track students' progress and identify those struggling with assignments.
4. **Simplified Grading:** The platform provides grading features that make assessment more efficient and transparent.

Ajani et al. (2023) highlighted that Google Classroom also streamlines counseling by allowing announcements to be posted. Andujar et al. (2019) emphasized that the platform facilitates collaborative learning, enabling teachers to upload materials, provide feedback, and interact with students. Furthermore, students can upload assignments, share documents, and engage in peer collaboration, enhancing the overall learning experience. Ndaku (2013) supports this view, stating that Google Classroom fosters collaboration, which in turn increases learners' interest and engagement.

Similarly, WhatsApp has proven to be an effective educational tool. Arina et al. (2024) argue that WhatsApp can enhance students' motivation, particularly in language learning. Due to its informal and easily accessible nature, students feel more comfortable communicating through the platform. Additionally, WhatsApp allows teachers to provide real-time feedback, which is crucial in the learning process. Students who actively participate in WhatsApp groups tend to engage more in discussions and respond promptly to assignments.

Research by Levent (2017) found that WhatsApp can be used to develop students' writing skills and increase their motivation for learning. The study demonstrated that students



who engaged in WhatsApp discussions and information sharing showed significant improvements in their language skills. Cansoy (2017) further reinforced the idea that WhatsApp facilitates contextual learning, enabling students to apply new concepts in real-world scenarios.

CONCLUSION

In this digital age, where social media applications are increasingly integrated into daily life, students should be encouraged to incorporate informal learning activities to support and enhance formal education. This study provides insight into how Google Classroom and WhatsApp serve as motivational tools to enhance learning among secondary school students. However, the implementation of mobile technology in education faces challenges that must be addressed to ensure high standards of quality and relevance in students' learning experiences. To maximize the potential of these platforms, government authorities, school administrators, teachers, and parents must recognize both their benefits and challenges. Understanding the contextual factors influencing app usage will help in fostering a more interactive and effective online learning environment.

RECOMMENDATIONS

Based on research findings, the following recommendations are made:

1. **Investment in ICT Infrastructure:** Stakeholders in the education sector should allocate funds to build ICT centers, ensuring that students have the necessary resources to engage in digital learning effectively.
2. **Teacher and Student Training:** Training programs should be implemented for both students and teachers to enhance their technical skills in using Google Classroom and WhatsApp. This will improve their proficiency and maximize the benefits of these platforms.
3. **Public Awareness Campaigns:** Awareness programs should be initiated to educate parents, teachers, students, school administrators, and policymakers about the importance of Google Classroom and

WhatsApp as motivational tools for learning in Nigeria..

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