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EFFECT OF GOOGLE SLIDES AND ACADEMIC PERFORMANCE IN CIVIC EDUCATION OF SECONDARY SCHOOL STUDENTS IN UYO LOCAL GOVERNMENT AREA

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ABSTRACT

This study was on effect of Google slides on academic performance in Civic Education of students in secondary schools in Uyo Local Government Area. Three research questions were raised and three null hypotheses were formulated to guide the study. The study adopted Quasi-experimental design using the pretest post-test non randomized control group design. The population consisted of 9,668 SS II students offering Civic education during 2023/2024 academic session in the 15 public secondary schools in Uyo Local Government Area. A sample size of 200 respondents from SS II students offering Civic education were selected from four intact classes in two schools using purposive sampling technique. The experimental groups were taught using Google slides while the control groups were taught using Expository method. A researcher-made instrument called 'Civic Education Performance Test (CEPT)' was used to pretest and posttest the students. The instrument was face and content validated by three validators in Faculty of Education, University of Uyo and reliability coefficient of 0.91 was obtained using test re-test method. Data from the respondents were analyzed using Mean and Standard Deviation to answer all the research questions and Analysis of Covariance was used to test all the hypotheses at .05 significant level. Findings of the study revealed a significant difference in the performance of students taught with Google slides and those taught with Expository method, a significant difference exist in the performance of male and female students taught with Google slides and a significant difference also exist in the performance of urban and rural students taught with Google slides. Based on these findings it was concluded that Google slides is more effective than the Expository method of teaching Civic Education. The study recommends that subject teachers should endeavour to use Google slides because of the numerous benefits it offers towards learning to improve performance.

KEYWORD: Google slides, Civic Education, Secondary school students

INTRODUCTION

Educational activities are related to teaching and learning process. The learning process is essentially a process of communication, which is a process to convey the message from the source of the message (teacher) through a specific channel or medium to the receivers (students). Media, message, source of the message and the recipient are the components of the communication process. Media in the learning process have a quite important meaning because in these activities obscurity of material submitted can be clarified by using the media as an intermediary. Differences in learning

styles, interests, limitations of senses power, intelligence, disability or geographic distance barriers, distance, time and others can be overcome with the use of education media. However, in fact teachers rarely use the media.

Most teaching and learning activities in schools rarely use instructional media, including Civic education teachers. Based on the facts observed by the researcher, it was found that most secondary schools have fairly complete educational facilities as well as internet networks, computers and projectors which were actually made to support teaching and learning and make it easier and more efficient. Yet, those schools that have these facilities available, their utilization is still not optimal. In addition to the problem of not maximized utilization of the facilities, the learning method used is always the same expository method without a variety of media (Etim *et al.* 2017). The frequent use of this teaching method causes students to become bored and show lack of attention. One way to maximize these facilities is by using interactive instructional media that motivates and sustains students' attention in the teaching-learning process particularly in teaching Civic education so that students do not get bored easily while studying.

Civic education is a subject taught in secondary schools to enlighten and sensitize students on their status as citizens, their right and duties as well as the need for them to work together with other citizens to develop their community. Civic education is the actual initiation of the people into the values of the society. It further encourages all the efforts geared towards making every member of the society recognize his or her rightful duties and responsibilities to the nation, it encourages every Nigerian to be patriotic, nationalistic, honest. According to Ufehbe (2019), Civic education is the education which inculcates moral values, skills and attitudes in an individual with the desire or consciousness to use their abilities to solve developmental challenges facing a nation.

The Nigerian government in a bid to reduce incessant crimes and violations of laws designed a curriculum in Civic Education to imprint on the psyche of youths, the diverse nationalist values that can sustain peaceful society through patriotism and obligation. According to the National Policy on Education (National Education Research and Development Commission, 2013), Civic Education is designed to develop civic dispositions and skills essential to produce functioning, effective citizens, ready and willing to contribute meaningfully to the political and economic development of the nation. The aim of this important subject is to instill in the individual's mind the consciousness which fosters nation building through honesty, patriotism, unity of purpose, economic freedom and political participation.

The importance of this subject should not be overlooked. Students get bored learning this subject in that teachers are used to the expository teaching method that makes learners inactive in the teaching-learning process. Teachers should device means in making the classroom more of learners-centered and motivating in order to sustains students' interest in the subject. Moreover, the majority of today's learners are computer literates, they manipulate and use phones and computers in their daily activities. Teachers should design instruction to suit their learning styles in order to enhance these students' performance in the subject (Ema, 2017). The development of instructional media usage is now leading to e-Learning based media.

In this 21st century, it is considered necessary to utilize modern technology in the teaching and learning process. It is envisaged that technology has become a functional requirement for the 21st century learners for effective learning to be achieved (Mangal and Mangal, 2018). Technology-based collaborative learning is attaining increasing relevance in higher education. Despite the considerable number of tools and online applications that support collaborative learning, their adoption in classroom courses is still in its early stages. One of the learning concepts held by the 21st century learners is, presentation of learning material that is précised. Thus, a teacher in this twenty-first century should be a digital teacher responsible for training the students for increasing employability skills, expanding the mind, growing digital citizenships, critical thinking, and creativity as well as sustainable learning. One of the e-learning based media is Google slide media that have superiority to accommodate different learning styles.

Google Slide is a free app that allows teachers and students to create and edit presentations

using many features such as the multimedia embedding option and the variety of themes available (Harper, 2020)

. Users can also import their favorite themes from an outside source. Creating new presentation templates can be time-consuming, so teachers can import other presentations they already have. Google Slides allow one to open, edit, and save Microsoft PowerPoint files (Ahmad *et al.* 2020). One can also present and share presentations on any device, browser, and even Chromecast Hangouts and Airplay. Google Slides promotes collaboration and helps you assign teamwork. Students can work with Google Slides at the same time, and changes are saved automatically. Teachers, group coordinators and team members can leave comments and chat.

Google slide is a versatile tool that can be used in many different ways in the classroom. From interactive presentations to collaborative projects, formative assessments, interactive activities and digital portfolios, the possibilities are endless. With google slides, teachers can create engaging and interactive lessons that help students learn in a fun and effective way (Ahmad *et al.* 2021). Application of this platform in teaching civic education would provide multiple sensory channels, thereby allowing students with various learning preferences to assimilate and apply the knowledge. The use of technology in teaching provides stimulating environments that encourage students' involvement in the learning process (Etim, 2016) compared to the expository method of teaching. In support of this, Ahmad *et al.* 2020 and Ahmad *et al.* (2021) in their studies showed that Google slide technology has a positive influence in students' academic performance.

Expository instruction involves an organized teaching method where information is presented in a specific order. This helps to keep your focus and attention, and lays out all the information you need to know in a way that helps learners to remember it. It is a teaching strategy where the teacher presents students with subject matter rule and provides examples that involves rules. Examples include pictorial relationships, application of the rules, context through historical information and prerequisite information. Expository method is particularly effective for presenting declarative information in a step-by-step way through lecture, explanation and the provision of guided practice through oral drill. This method of teaching according to Shauibo (2016) encourages note learning and regurgitation of information without necessarily adding understanding. The expository method of teaching leads to easy coverage of the course outline, conserves energy, conserves time and energy in that a large number of students can be taught in one lecture hall or within one lecture period. It has the capacity for providing a great deal and variety of information. In this technological era, this method of teaching hinders students' academic performance.

Academic performance is an act or a process of displaying the level of understanding of knowledge of what has been learnt as a student, especially while studying in schools. Academic performance is the extent to which a student, teacher or institution has attained the short or long-term educational goals (Tophat, 2021). It is also the act of academics in which students are engaged in their studies and how well they meet the standards set out by the authorities responsible. It deals with how students cope with or accomplish different tasks given to them by their teachers. There has been a drastic reduction in the standard of performance by students in science and technology at all levels of education in Nigeria (Etim and Ema 2017). The poor performance of students in art subjects including Civic education has assumed a disturbing dimension. In the light of this, Civic education teachers' need to seek suitable ways of tackling the current mass failure if they are to prevent the drifts of students from arts and social science subjects.

Gender is one of such factors that has considerable effect on students' academic performances especially in science subjects. Gender refers to the state of being a male or female. Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between the feminine and masculine (female and male) population. Reports from various academic sources have it that some subjects are gender sensitive (Filgona *et al.* 2016). Ekpo-Eloma *et al.* (2022) posited a significant difference in performance scores between male and female students. In line with this disparity Ema (2017), found out that there is a significant difference in the performance of male and female students and that male students performed better than their female counterparts when taught using social media technologies.

Location of secondary schools is another factor that is attributed to poor academic achievement (Ema *et al.* 2024). School location refers to the particular place, in relation to other areas in the physical environment (rural or urban), where the school is sited. In Nigeria including Akwa Ibom State, rural life is uniform, homogenous and less complex than that of urban centres, with cultural diversity, which often is suspected to affect students' academic performance. This is because urban centres are better favoured with respect to distribution of social amenities such as pipe borne water, electricity, healthcare facilities while the rural areas are less favoured. This is also true in the distribution of educational facilities and teachers. These prevailing conditions imply that learning opportunities in Nigerian schools differ from school to school. It would appear therefore that students in Nigerian urban schools have more educational opportunities than their counterparts in rural schools. While some studies have shown positive influence, others have shown negative influence of school location on the students' learning outcome or performance. Awodun and Oyeniyi (2018), Etim and Ema (2017), found out in their studies that urban located students perform better than their rural counterparts when taught using online resources. It is against this background that this study is carried out to examine the effect of Google slide technology on academic performance of students in Civic education in Uyo Local Government Area of Akwa Ibom State.

STATEMENT OF THE PROBLEM

In this 21st century, it is considered necessary to utilize modern technology in the teaching and learning process. It is envisaged that technology has become a functional requirement for the 21st century learners for effective learning to be achieved. Using the expository method of teaching with the textbook as the main teaching tool makes learners lag-behind and makes them passive in the teaching-learning process. Civic education as a subject is the means through which citizens are liberated from ignorance and equipped with needed skills, political, economic, social and administrative consciousness which are necessary to facilitate and maintain national consciousness. This important subject needs to be taught in a way that attracts and motivates students because of its importance, but the reverse has been the case in Secondary schools in Uyo Local Government Area. On the spot interaction by the researcher, teachers are still using expository method of teaching to teach Civic education in Uyo Local Government Area. This poor method of teaching has brought about steady decline in academic performance of Civic education students in public Secondary schools in Uyo Local Government Area. Could this poor academic performance be as a result of lack of innovative instructional delivery method? Lack of motivation or lack of exposure to new skills? Would the use of Google slide technology improve the academic performance of Senior Secondary two (SS II) students in Civic education? This study aims at finding out if the use of Google slide technology can enhance students' performance in Civic education in Uyo Local Government Area.

PURPOSE OF THE STUDY

The purpose of this study was to determine the difference in the academic performance of students taught Civic education with google slides and those taught with expository method in Uyo Local Government Area, Nigeria. Specifically, this study sought to:

i. determine the difference in academic performance of Senior Secondary two students taught Civic education with google slides and those taught with expository method in Uyo Local Government Area.
ii. determine the difference in academic performance of Senior Secondary two male and female students taught Civic education with google slides in Uyo Local Government Area.
iii. determine the difference in academic performance of Senior Secondary two urban and rural students taught Civic education with google slides in Uyo Local Government Area.

RESEARCH QUESTIONS

To guide the study, the following research questions were raised.

i. What is the difference in academic performance of Senior Secondary two students taught Civic Education with Google slides and those taught with expository method in Uyo Local Government Area? What is the difference in academic performance of Senior Secondary two male and female students taught Civic Education with Google slides in Uyo Local Government Area?
ii. What is the difference in academic performance of Senior Secondary two urban and rural students taught Civic Education with Google slides in Uyo Local Government Area?

RESEARCH HYPOTHESES

The following research hypotheses were formulated to guide the study and were tested at .05 level of significance.

Ho_1 There is no significant difference in academic performance of Senior Secondary two students taught Civic Education with Google slides and those taught with expository method in Uyo Local Government Area.

Ho_{ii} There is no significant difference in academic performance of Senior Secondary two male and female students taught Civic Education with Google slides in Uyo Local Government Area.

Ho_{iii} There is no significant difference in academic performance of Senior Secondary two urban and rural students taught Civic Education with Google slides in Uyo Local Government Area.

METHODOLOGY

This study adopted quasi-experimental research design. Specifically, the non-randomized pre-test- posttest control group design was used. This study was carried out in Uyo Local Government Area of Akwa Ibom State. Uyo is the state capital of Akwa Ibom State. The population size of this study was 9,668 SSII students from the fifteen public secondary schools in Uyo Local Government Area during the 2024/2025 academic session. 200 (100 male and 100 female) SSII students formed the sample size of the study. The sample were drawn from two (4) intact classes from two co-educational public secondary schools in Uyo. Purposive sampling technique and simple random sampling technique of balloting were used in selecting the two schools from the fifteen co-educational public secondary schools in Uyo. One researcher-made instrument tagged: Civic Education Performance Test (CEPT) was used for data collection. CEPT was designed to measure the students' performance in the concept of Importance of Citizenship Education. The instrument contained twenty (20) multiple choice items with four options A – D, each correct item scored 5 marks making a total of 100 marks. The test items were developed from West African Senior School Certificate Examination past questions and Civic Education textbook. This instrument was re-shuffled and used for post-test respectively. The draft of the Civic Education Performance Test on Importance of Citizenship Education (CEPT) was subjected to face and content validation. To ascertain the reliability of the Civic Education Performance Test (CEPT), the instrument was trial tested on 30 Civic Education students in one of the schools in the study area but was not used for the main study. The data obtained was analyzed using the Kuder Richardson (K-21) formula and the reliability coefficient of 0.94 was realized, indicating that the instrument was reliable and capable of measuring the intended knowledge with consistency. The data collected from the study were analyzed using Mean and Standard deviation to answer the research questions and Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. In testing the null hypotheses, if the calculated probability value is less than the significance level of 0.05 the null hypothesis was rejected and if the calculated probability value is greater than the significance level of 0.05 the null hypothesis was upheld. DATA ANALYSIS AND RESULTS

Research Question 1: What is the difference in academic performance of Senior Secondary two students taught Civic Education with Google slides and those taught with expository method in Uyo

Local Government Area?

Table 1: Mean and Standard Deviation of SS II Students taught Civic Education with Google slides and those taught with expository method.

Treatment Groups	N	Pre-test Mean X	Pre-test SD	Post-test X	Post-test SD	Gain
Google slides (Experimental)	100	21.50	3.92	64.13	6.34	42.63
Expository (Control)	100	21.06	4.17	53.05	8.90	31.97
Total	200					

The result in Table 1 reveals the pre-test and post-test mean scores of experimental students taught Civic Education with Google slides of 21.50 and 64.13 with their respective standard deviations of 3.92 and 6.34. The result further shows the pre-test and post-test mean scores of students taught using expository method of 21.06 and 53.05 and their respective standard deviations of 4.17 and 8.90 respectively. This shows that there was a higher performance in the post-test scores of the two groups but the experimental group has the highest mean gain score of 42.63 against 31.97 of the expository group. This means that the use of Google slides in teaching Civic Education enhanced students' performance than the expository method.

Research Question 2: What is the difference in academic performance of Senior Secondary two male and female students taught Civic Education with Google slides in Uyo Local Government Area?

Table 2: Mean and Standard Deviation of SS II male and female students taught Civic Education with Google slides.

(Google slides) Gender	n	Pre-test X	Pre-test SD	Post-test X	Post-test SD	Mean Gain
Male	50	20.42	4.29	55.00	9.94	34.58
Female	50	21.70	3.99	51.10	7.30	29.4
Total	100					

The result in Table 2 revealed the pre-test and post-test mean scores of male students taught Civic Education with Google slides of 20.42 and 55.00 with their respective standard deviations of 4.29 and 9.94. The result further shows the pre-test and post-test mean scores of female students taught with Google slides of 21.70 and 51.10 with their respective standard deviations of 3.99 and 7.30 respectively. This shows that there was higher performance in the post-test scores of male and female students with a higher mean score in favour of male students. This means that male students outperformed their female counterparts when taught Civic Education using Google slides technology.

Research Question 3: What is the difference in academic performance of Senior Secondary two urban and rural students taught Civic Education with Google slides in Uyo Local Government Area?

Table 3: Mean and Standard Deviation of Urban and Rural Students taught Civic Education with Google slides

(Google slides) School location	N	Pre-test $\bar{X}$	Pre-test SD	Post-test $\bar{X}$	Post-test SD	Mean Gain
Urban	50	21.20	4.23	64.36	6.48	43.16
Rural	50	20.92	3.90	48.90	5.27	27.98
Total	100					

The analysis in Table 3 reveals the pre-test and post-test mean scores of urban students taught Civic Education with Google slides of 21.20 and 64.36 with their respective standard deviations of 4.23 and 6.48. The result further shows the pre-test and post-test means of rural students taught Civic Education with Google slides of 20.92 and 48.90 with their respective standard deviations of 3.90 and 5.27 respectively. This result shows that there was a higher performance in the post-test scores of the two groups but urban students had a higher mean gain score of 43.16 against 27.98 of their rural counterparts. This means that urban students performed academically better than their rural counterparts when taught Civic Education with Google slides technology.

TESTING OF HYPOTHESES

Research Hypothesis 1: There is no significant difference in academic performance of Senior Secondary two Students taught Civic Education with Google slides and those taught with expository method in Akwa Ibom North West Senatorial District. Table 4.: Summary of ANCOVA analysis of SS II Students taught Civic Education with Google slides and those taught with expository method (n=200).

Source	Type III Sum of Squares	df	Mean Square	F	P-value	Decision
Corrected Model	6055.155	2	3027.578	50.073	.000	
Intercept	23434.766	1	23434.766	387.588	.000	
Pre-test	1.262	1	1.262	.021	.885	
Teaching_methods* Pretest	6035.838	1	6035.838	99.827	.000	Sig.
Error	11911.225	197	60.463			
Total	704524.000	200				
Corrected Total	17966.380	199				

The result of ANCOVA analysis in Table 4 reveals that {F-ratio (2,200) is 99.827, p=.000<0.05}. The implication of this, is that the significant value (.000) was found to be less than the alpha value (0.05) in which the decision was based. With this result, the null hypothesis of no significant difference in the performance of SS II students in Civic Education taught with Google slides and those taught with expository method was rejected. This implies that there is a significant difference in the performance of SS II students in Civic Education taught with Google slides and those taught with expository method. The result points to the fact the experimental group taught with Google slides had a significant performance over the control group which is the expository group.

Research Hypothesis 2: There is no significant difference in academic performance of Senior Secondary two male and female students taught Civic Education with Google slides in Akwa Ibom North

West Senatorial District.

Table 5: Summary of ANCOVA analysis of SS II male and female students in Civic Education when taught using Google slides (n=100).

Source	Type III Sum of Squares	df	Mean Square	F	P-value	Decision
Corrected Model	373.337	2	186.669	2.423	.094	
Intercept	10450.157	1	10450.157	135.672	.000	
Pretest	.101	1	.101	.001	.971	
Google_slides*Gender Pretest	364.527	1	364.527	4.733	.002	Sig.*
Error	747.413	97	77.025			
Total	289275.000	100				
Corrected Total	7844.750	99				

The result of the ANCOVA analysis in Table 5 reveals that {F-ratio (2, 100) = 4.733, p=.002<0.05}. The implication of this is that the p-value (.002) was found to be less than the alpha value (0.05) which the decision was based. With this result, the null hypothesis of no significant difference in the performance of SS two male and female students taught Civic Education with Google slides in Akwa Ibom North West Senatorial District was rejected. This implies that there is a significant difference in the performance of SS II two male and female students taught Civic Education with Google slides in Akwa Ibom North West Senatorial District. This result is an indication that a significant difference exists in the performance of male and female students when taught with Google slides technology. Male students performed better than their female counterparts.

Research Hypothesis 3: There is no significant difference in academic performance of Senior Secondary two urban and rural students in Civic Education taught with Google slides in Akwa Ibom North West Senatorial District.

Table 6: Summary of ANCOVA analysis of SS II urban and rural students in Civic Education when taught using Google slides (n=100).

Source	Type III Sum of Squares	df	Mean Square	F	P-value	Decision
Corrected Model	6210.424	2	3105.212	94.336	.000	
Intercept	10326.946	1	10326.946	313.733	.000	
Pretest	22.380	1	22.380	.680	.412	
Google_slides_school_	6136.262	1	6136.262	186.420		
	.000	Sig.* Location*Pretest				
Error	3192.886	97	32.916			
Total	330099.000	100				
Corrected Total	9403.310	99				

The result of the ANCOVA analysis in Table 6 reveals that {F-ratio (2, 100) = 186.420, p=.000<0.05}. The implication of this is that the p-value (.000) was found to be less than the alpha value (0.05) which the decision was based. With this result, the null hypothesis of no significant difference in academic performance of Senior Secondary two urban and rural students in Civic Education taught with Google slides in Akwa Ibom North West Senatorial District was rejected. This implies that there is a significant difference in academic performance of Senior Secondary two urban and rural students in Civic Education taught with Google slides in Akwa Ibom North West Senatorial District. This result is an indication that a significant difference exists in the performance of urban and rural students when taught with Google slides technology. Urban located students performed better than their counterparts.

DISCUSSION OF FINDINGS

The result of the difference in the academic performance of Senior Secondary two students taught Civic Education with Google slides and those taught with expository method revealed that there is a significant difference in the academic performance of Senior Secondary two students taught Civic Education with Google slides and those taught with expository method. This means that students taught using Google slides performed better than those taught with expository method. The reason for this result could be to the fact that Google slide application made the lesson interesting and motivated the students which enhanced their academic performance as well. The finding of this study is in line with the position of Ahmad et al. 2020 posited that Google slides is a powerful tool that can be used in the classroom to engage students and enhance their learning experience. The finding of this study is in line with the findings of Ahmad *et al*. (2021), Badran (2018), Harper (2020) posited that Google slides is a powerful tool that can be used in the classroom to engage students and enhance their learning experience.

The finding of this study indicated a significant difference in academic performance of male and female Civic education students taught with Google slide application. This shows that the use of Google slide technology in teaching Civic education concept enhanced male students' performance than their female counterparts. The reasons could be attributed to the fact that male students can withstand harder task than their female counterparts. Male students performed better because of the design elements such as colour, graphic, lettering and design layout which were incorporated into the instructional package for the lesson. These features helped the male students to concentrate during the lesson session more than their female counterparts. This finding is in support with that of Ekpo-Eloma *et al*., (2022) showed a significant difference in performance scores between male and female students taught using Google classroom application. The finding of this study contradicts with that of Rilwan and Umoru (2021), Attah and Ita (2017) whose findings showed a no significant influence on academic performance of male and female Economics students in Calabar metropolis.

The finding of this study indicated a significant difference in academic performance of urban and rural Civic education students taught with Google slides application. This shows that the use of Google slides application in teaching Civic education concept enhanced urban students' performance than their rural counterparts. This result means that urban students performed academically better than their rural counterparts when Google slide technology was used for instruction. This finding may be due to the fact that urban schools receive more funding, leading to improved infrastructure, technology and resources which afforded the students to perform better. The finding of this study is in line with that of Awodun and Oyeniyi (2018) whose findings revealed significant difference in the performance of students in urban and rural school located areas. The finding of this study contradicts that of Ekpenyong (2017) who conducted a study to examine the influence of school location on students' academic achievement in Social Studies in College of Education in Cross River State, Nigeria whose findings indicated that, school location has no significant influence on students' academic achievement in Social Studies.

CONCLUSION

Based on the findings of the study, it was concluded that Google slides enhance academic

performance of Civic Education students more than the expository teaching method in secondary schools in Akwa Ibom North West Senatorial District.

RECOMMENDATIONS

On the basis of these research findings the researcher made the following recommendations:

i. **Google slides should be integrated in secondary school curriculum by curriculum developers because of the numerous benefits they possess towards learning to improve performance.**

ii. **Civic education teachers should be trained on the use of Google classroom in teaching Civic Education concepts in secondary schools Akwa Ibom North West Senatorial District to enhance student performance.**

iii. **Civic Education teachers should ensure that Google slides and Google classroom are put to a good use to enhance performance of students irrespective of gender.**

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