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UTILIZATION OF GOOGLE CLASSROOM AND STUDENT ENGAGEMENT AMONG ENGLISH MAJORS IN KOLEHIYO NG PANTUKAN

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ABSTRACT

This research investigated the utilization of Google classroom and student engagement among English majors in Kolehiyo ng Pantukan. The study employed a descriptive-correlational design which examined the relationship between the two variables. Participants included 350 BSED-English students from Kolehiyo ng Pantukan, spanning from first year to fourth-year levels. The study utilized an adapted survey questionnaire to gather relevant data and analyzed using various statistical tools, including mean, pearson-r, and probability which determined the relationships and significance of the variables included in the study. Findings revealed that the level of utilization of Google Classroom among Bachelor of Secondary Education English majors is high. Similarly, the level of student engagement is also high. Furthermore, the statistical analysis indicated a significant correlation between these variables, suggesting that an increase in Google classroom utilization led to higher student engagement in academic activities. Google classroom fostered a positive connection with student engagement, particularly regarding ease of use, the intention to utilize, attitudes toward Google classroom, social interaction, and collaboration. These findings suggest that the integration of Google classroom in teaching English majors is a valuable and effective approach in enhancing student participation, academic performance, and learning experiences at Kolehiyo ng Pantukan.

KEYWORDS: *Language Education, Google Classroom, Student Engagement, Descriptive-Quantitative, English Majors, Philippines*

INTRODUCTION

A crucial component of successful learning is student engagement, which entails fostering relationships between the teacher, the students, and their classmates. (Martin & Bolliger, 2018). Promoting student engagement in the learning process is one of the main objectives of active learning pedagogies as cited by Odum et.al (2021). According to Balalle (2024) the teacher's main responsibility is to engage students in learning activities. Observing how teachers and students engage in teaching and learning is also crucial. In a virtual learning environment, students of all ages—from elementary school to graduate school—need to have certain engagement strategies. Additionally, when participating in classes, students face disparities that may be more pronounced in a virtual setting than in a traditional classroom.

In the global perspective, emerging nations, particularly those in Southeast Asia, have low levels of student engagement. (Iqbal et al., 2022). In Malaysia, children that are actively disengaged and lack of motivation to learn make up 28% of the population. In addition to showing a lack of enthusiasm and attentiveness in class, this also shows itself as kids feeling uncared for. Disengaged students are difficult to manage, according to some educators (Maamin et al., 2022). In Indonesia, due to various circumstances, around 60% of students exhibit poor levels of engagement (Jafari et al., 2019). In addition, a study by Khun-Inkeeree (2021) demonstrated that poor learning habits, a lack of self-efficacy, and peer pressure are the main causes of low engagement among nearly 40% of Thai students.

In the Philippines, Metro Manila students have poor engagement because they regularly nod off in class and students struggle to learn (Bernardo, et al., 2022). Moreover, a study conducted by Bringula et al., (2021) discovered that the growing usage of online and modular learning modalities during the COVID-19 pandemic has directly led to a sharp decline in the degree of student engagement in courses. In Laguna, a study by Flores et al. (2021) discovered that between 25 and 40 percent of the young people displayed symptoms of disengagement including lack of interest in the subject, apathy toward it, lack of effort, and difficulty concentrating in class.

In Davao Region, according to an Editorial published in 2019 in Sunstar titled *"Davao City's growing urban problems"*, poor internet connectivity in rural areas, which hinders students' ability to participate in online classes effectively. This problem is particularly acute in remote barangays, where access to stable internet is limited, affecting students' engagement, and learning outcomes.

Despite the growing adoption of Google Classroom in educational institutions, there is a notable gap in research

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specifically focusing on its impact on student engagement among English majors in the Davao Region, Philippines. Existing studies have primarily concentrated on general student populations and other regions, leaving a lack of localized data that addresses the unique challenges and contexts of the Davao Region. Further research is also invited into how educational technology like Google Classroom affects student engagement within undergraduate level courses (Bond, M. et al., 2020).

The existence of all the information left unclear necessitates the urgent conduct of this study. Without targeted research to address these challenges, there is a risk that students may fall behind academically, leading to long-term educational and professional disadvantages. By examining how Google Classroom can be optimized to improve student engagement, this study aims to provide actionable insights that can enhance the learning experience for English majors in Kolehiyo ng Pantukan, ensuring that they are well-prepared for future academic and career opportunities.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the relationship between the utilization of Google Classroom and student engagement among English majors in Kolehiyo ng Pantukan.

RESEARCH QUESTIONS

The study aims to answer the following research questions:

1. What is the level of the utilization of Google classroom among English majors in Kolehiyo ng Pantukan in terms of:
   1.1. ease of use;
   1.2. attitude to Google classroom; and
   1.3. intention to use Google classroom?
2. What is the level of student engagement among English Majors in Kolehiyo ng Pantukan in terms of:
   2.1. social interaction; and
   2.2. collaboration?

3. Is there a significant relationship between the level of Google Classroom utilization and the level of student engagement of English majors in Kolehiyo ng Pantukan?

HYPOTHESES

The null hypothesis was tested at 0.50 level of significance:
There is no significant relationship between the level of Google classroom utilization and the level of student engagement of English majors in Kolehiyo ng Pantukan.

METHODS

This study utilized a descriptive-correlational research design as the most accurate design to assess the level on the use of Google classroom and student engagement among English major students in Kolehiyo ng Pantukan. Quantitative research, according to Creswell and Creswell (2018), is a method for assessing objective hypotheses by examining the connection between variables. These variables were computed using statistical procedures, generally on equipment, so the numerical data were evaluated. Furthermore, the researchers used this method to investigate a theory by positing limited hypotheses and compiling evidence to confirm or refute the assumptions.

The subjects of this study were the Bachelor of Secondary Education major in English in Kolehiyo ng Pantukan. The sampling technique that the researchers employed in this research was complete enumeration. According to Abrol (2021) the total count of all units of the population for a certain characteristic is called complete enumeration, also called census survey. Complete enumeration or census is collecting information from every member of the population. The researchers conducted a survey to all English Majors in Kolehiyo ng Pantukan enrolled in the academic year 2024-2025. A total of 350 respondents composing of 124 first-year, 79 second-years, 72 third years, and 75 fourth-years, were the research respondents.

REVIEW OF RELATED LITERATURE

Utilization of Google Classroom

The utilization of Google classroom has garnered significant attention in educational research due to its potential to enhance teaching and learning experiences. Studies have explored its impact on various educational settings, highlighting both its benefits and challenges. For instance, Gupta and Pathania (2021) examined the platform's role in facilitating learning and collaboration at the teacher education level, finding that students appreciated the flexibility and autonomy it provided.

Similarly, Santos (2021) investigated its use in a graduate school setting, noting that despite connectivity issues, students found Google Classroom to be a useful and easy-to-use tool. Sumarni (2021) provided insights into teachers' experiences, revealing the practical applications and challenges encountered in integrating Google Classroom into traditional teaching methods. Furthermore, Mohamad Shah (2021) explored the platform's use among secondary school teachers, emphasizing its benefits for classroom management and student engagement.

However, there are also critical perspectives on the effectiveness of Google classroom. Azhar (2018) conducted a study on teachers' perceptions, revealing that while the platform is valued for document management and basic classroom management, it is often seen as a facilitation tool rather than a transformative educational technology. This highlights the need for further research to understand how Google Classroom can be better integrated into teaching methodologies to maximize its impact. Addressing these gaps is urgent, as the shift towards online learning necessitates effective tools that can support both teachers and students in navigating the digital education landscape.

Ease of Use

The ease of use of Google Classroom has been a focal point in educational research, with studies highlighting its user-friendly interface and practicality in various educational settings. Moonma (2021) explored the platform's use among EFL students in Thailand, noting that students had positive attitudes towards its ease of use, usefulness, and intention to use. Similarly, Heggart and Yoo (2018) examined its application in tertiary education, revealing that Google Classroom increased student participation and improved classroom dynamics, although some concerns about user experience were noted. These studies underscore the platform's potential to support

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student engagement and learning outcomes through its ease of use.

Furthermore, Perumal and Jalaluddin (2023) examined its application in enhancing English language learning, finding that Google Classroom positively impacts students' language learning outcomes, such as improved writing, speaking, and listening skills. Idoghor, U., and Oluwayimika, K. (2022) investigated students' perceptions, highlighting the ease of use and its positive impact on their learning experiences. These studies underscore the platform's potential to support student engagement and learning outcomes through its ease of use.

Attitude to Google Classroom

Recent studies have explored students' attitudes towards Google Classroom in various educational contexts. Research conducted at the University of Ilorin, Nigeria, found that students generally have a positive attitude towards using Google Classroom, with no significant effects of gender or course on their perceptions (Olumorin et al., 2022). Similarly, a study of high school students in Indonesia revealed positive attitudes across cognitive, affective, and behavioral aspects, despite challenges such as poor internet connectivity and laziness (Tuzsaliha et al., 2022).

In Zimbabwe, undergraduate trainee teachers also showed favorable attitudes towards Google Classroom, although issues of accessibility, affordability, and flexibility were noted (Pisira, 2021). These studies highlight the potential of Google Classroom to transform teaching and learning processes, while also identifying common barriers such as internet connectivity and the need for financial support and training to enhance its effectiveness in diverse educational settings.

On the other hand, University students in some places like Rwanda have a positive attitude towards using Google Classroom, but face some technical and implementation challenge (Ogegbo, 2021). Additionally, students' positive attitude towards Google Classroom, driven by perceived usefulness and ease of use, predicts their continuous intention to use the e-learning system (Ansong-Gyimah, 2020).

Intention to Use Google Classroom

Research on students' intention to use Google Classroom (GC) has revealed several key factors influencing adoption. Perceived usefulness, ease of use, and enjoyment significantly affect intention to use GC (Al-Maroof & Salloum, 2020). Attitude towards use mediates the impact of perceived usefulness and ease of use on continuous intention (Kwame Ansong-Gyimah, 2020).

However, one study found no significant relationship between perceived usefulness and attitude, or between attitude and behavioral intention (Makumbe & Mutsikiwa, 2022). Habit, influenced by facilitating conditions and hedonic motivation, emerged as the most crucial determinant of behavioral intention in another study (Alotumi, 2022). Factors like information quality, system quality, and confirmation also influence satisfaction with GC (Al-Maroof & Salloum, 2020). To improve adoption, recommendations include computer literacy courses for adult learners and enhanced usability features for visually impaired users (Kwame Ansong-Gyimah, 2020). These findings have important implications for higher education institutions implementing GC.

Student Engagement

Research on student engagement in the context of Google Classroom has highlighted its potential to enhance learning experiences and participation. Martin and Bolliger (2018) conducted a study on the factors influencing student engagement in online learning environments and found that interactive tools and collaborative features in platforms like Google Classroom significantly contribute to higher levels of engagement. Similarly, Alkhalaf (2020) explored the impact of digital learning platforms on student engagement in higher education, noting that Google Classroom's user-friendly interface and accessibility improved student participation and interaction. These studies suggest that Google Classroom plays a crucial role in fostering an engaging and interactive learning environment, which is essential for effective education in the digital age.

However, challenges remain in maximizing student engagement through Google Classroom. Sanchez, et al. (2019) pointed out that while the platform offers various tools for collaboration and interaction, there are still barriers such as limited digital literacy among some students and inadequate training for educators. Furthermore, Google Classroom has good potential to support student engagement in online learning, but some challenges like device availability and technical issues remain (Abidin and Saputro, 2020).

Social Interaction

According to Ali et al. (2022) as cited by Galamiton et al. (2024) research on social interaction suggest that children interact with others significantly impacts their mental well-being, self-esteem, and cognitive skills like planning and problem-solving. Social interaction has both positive and negative effects. Student interactions that disrupt lectures or impede academic performance require improvement. In online learning, social interaction is very important for students. This includes interaction between students themselves, and interaction between students and instructors.

However, in the study of Gao et al. (2024) focus on social interaction between people (student-student and student-teacher). Student-student interaction involves things like discussing course material and giving each other feedback. Student-instructor interaction includes students asking questions and instructors offering support. Furthermore, students who actively participate in these interactions tend to learn more effectively in online environments.

Collaboration

Research on students' collaboration according to Ellis et al. (2019) as cited by Galamiton et al. (2024) suggests that mastering collaboration is a growing challenge for today's students, yet an increasingly vital skill. In addition, collaboration is consistently emphasized as a significant factor in evaluating student learning experiences according to Han and

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Elli (2021) as cited by Galamiton et al. (2024). McKay and Sridharan (2023) conducted a study on the student perceptions of collaborative group work (CGW) in higher education and recognized as a valuable method in education for boosting student involvement and learning. According to Sridharan et al. (2019) as cited by McKay and Sridharan (2023) that within higher education, collaborative group work (CGW)—where students collaborate in small groups to achieve a shared objective—is considered indispensable.

The body of research on Google Classroom utilization and student engagement reveals consistent themes regarding its role in education. Studies across various educational levels, from teacher education to graduate school and secondary schools, indicate that both students and teachers generally perceive Google Classroom positively due to its flexibility, autonomy, and user-friendliness. A recurring emphasis in the literature is the platform's ease of use, which contributes to its successful adoption and positive impact on learning outcomes. Positive attitudes toward Google Classroom are linked to a greater intention to use the platform, driven by its perceived usefulness and ease of use. These positive perceptions extend to various regions, although challenges such as poor internet connectivity and technical issues are frequently noted. In terms of student engagement, research suggests that Google Classroom enhances learning experiences through interactive tools and collaborative features, fostering social interaction and improving participation. Collaboration is also highlighted as a significant factor in boosting student involvement and learning. Despite the benefits, challenges remain in maximizing student engagement, including limited digital literacy and the need for effective integration into teaching methodologies. Google Classroom presents a promising avenue for transforming education, yet its full potential hinges on addressing existing challenges and optimizing its integration into diverse educational settings.

THEORETICAL FRAMEWORK

This study is anchored on Piaget's Constructivist Theory, which posits that knowledge is actively constructed through interactions between learners and their environment. Learning occurs through processes of assimilation and accommodation, where students engage with new experiences and integrate them into their existing cognitive frameworks (Piaget, 1973), which emphasizes the importance of active participation and social interaction in the learning process in the context of Google Classroom. The study focuses the three key indicators: Ease of Use, Attitude to Google Classroom, and Intention to Use Google Classroom.

Furthermore, the former theory is then supported by the theory of Albert Bandura's Social Learning Theory (1977). The students had similar significant means for different categories of student engagement such as: social interaction and collaboration as cited by Bandura (1977). This theory acknowledges observation and modeling as foundational pillars of the learning process, transcending the notion that learning arises solely from direct interaction with the environment. Bandura's theory underscores that learning is an active endeavor, not a passive reception, necessitating attention, retention, reproduction, and motivation to fully leverage the benefits of social learning practices (Galamiton, (2024).

The Social Constructivism Theory, as proposed by Lev Vygotsky (1968), serves as the connection between Constructivist Theory and Social Learning Theory, emphasizing that learning is a social process shaped by language, culture, and interaction (Akpan et al., 2020). In the context of this study, Social Constructivism provides a theoretical foundation for understanding how Google Classroom influences student engagement among English Majors at Kolehiyo ng Pantukan. Google Classroom functions as a digital learning environment where students actively construct knowledge through collaboration, discussions, and interactive activities, aligning with Constructivist principles. Simultaneously, it supports Social Learning Theory by enabling peer-to-peer engagement and teacher-guided learning. By utilizing survey questionnaires from established authors, this study examined how utilization of Google Classroom fosters student engagement through its interactive features, communication tools, and accessibility, ultimately reflecting the co-construction of knowledge emphasized in Social Constructivism.

Figure 1 shows the conceptual framework of the study that includes the following variables. The independent variable is the utilization of Google classroom, which has the following indicators: ease of use, attitude to Google classroom, and intention to use Google classroom. Meanwhile, the dependent variable is student engagement with social interaction and collaboration.

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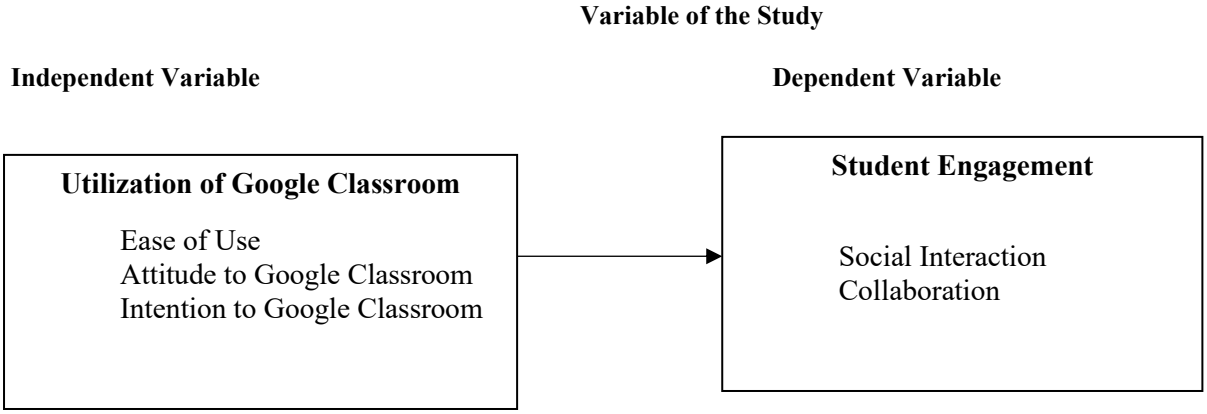


Figure 1. Conceptual Framework of the Study

RESULTS AND DISCUSSIONS

Table 1
Level of Google Classroom Utilization in Terms of Ease of Use

No.	ITEMS	MEAN	DESCRIPTION
1.	My interaction with the Google classroom is clear and understandable.	4.48	Often
2.	It is easy to get a google classroom to do what I want it to do.	4.51	Always
3.	Overall, I believe that Google classroom is easy to use.	4.43	Often
4.	Signing on the Google Classroom is easy for me.	4.43	Often
5.	Submitting assignments on Google Classroom is easy for me.	4.43	Often
OVERALL MEAN		**4.46**	Often

Table 1 presents the level of utilization of Google classroom in terms of ease of use. *It is easy to get a google classroom to do what I want it to do* got the highest mean of 4.51 with the description of Always. It was followed by *My interaction with the Google classroom is clear and understandable* with a mean of. 4.48 with the description of Often. The lowest mean of 4.43 with the description of Often are items, *Overall, I believe that Google classroom is easy to use*, *Signing on the Google Classroom is easy for me*, and *Submitting assignments on Google Classroom is easy for me*.

It shows that the overall mean is 4.46 with the description of Often. This implies that the level of utilization of Google classroom of English major students in Kolehiyo ng Pantukan in terms of Ease of Use is High and oftentimes manifested.

The result was supported by Heggart and Yoo (2018) who examined the Ease-of-Use application in tertiary education. Their study revealed that Google Classroom increased student participation and improved classroom dynamics, although some concerns about user experience were noted. These findings underscore the platform's potential to enhance student engagement and learning outcomes through its ease of use. Furthermore, Moonma (2021) explored the platforms' use among EFL students in Thailand, noting that students had positive attitudes towards their ease of use. Their findings show that the platforms significantly enhanced students' vocabulary acquisition and communicative competence. The increased engagement fostered by the interactive nature of the apps led to improved motivation and a more positive learning experience overall.

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Table 2
Level of Utilization of Google Classroom in Terms of Attitude to Google Classroom

No.	ITEMS	MEAN	DESCRIPTION
1.	Studying through google classroom is a wise idea.	4.03	Often
2.	A web-based google classroom provides an attractive learning environment.	4.05	Often
3.	I have a positive attitude towards google classroom. I find Google Classroom useful in my course (s).	4.23	Often
4.	I have knowledge necessary to participate in Google Classroom Effectively.	4.25	Often
5.	I find Google Classroom useful in my course (s).	4.39	**Often**
OVERALL MEAN		**4.19**	**Often**

Table 2 presents the level of utilization of Google classroom in terms of attitude to Google classroom. *I find Google Classroom useful in my course (s)* got the highest mean of 4.39. It was followed *by I have knowledge necessary to participate in Google Classroom effectively* with a mean of 4.4. Then, *I have a positive attitude towards google classroom*. *I find Google Classroom useful in my course (s)* with a mean of 4.23. Next, *A web-based google classroom provides an attractive learning environment* with a mean of 4.05. The lowest mean of 4.03 is item, *Studying through google classroom is a wise idea*. All items got the description of often.

It shows the overall mean is 4.19 with the description of Often. This implies that the level of utilization of Google classroom of English major students in Kolehiyo ng Pantukan in terms of Attitude to Google Classroom is High and oftentimes manifested.

The result was supported by Olumorin et al., 2022 who found that students generally have a positive attitude towards using Google Classroom, with no significant effects of gender or course on their perceptions. Additionally, Ansong-Gyimah, (2020) students' positive attitude towards Google Classroom, driven by perceived usefulness and ease of use, predicts their continuous intention to use the e-learning system. The study highlights several key benefits of using this platform in education. These include improved communication between teachers and students, enhanced organization of learning materials, and increased accessibility to resources.

Table 3
Level of Utilization of Google Classroom in Terms of Intention to Use

No.	ITEMS	MEAN	DESCRIPTION
1.	I intend to use the google classroom to study	4.06	Often
2.	I intend to increase my use of google classroom in the future.	4.17	Often
3.	I am interested to increase in using Google Classroom more frequently.	4.17	Often
4.	I intend to use Google Classroom consistently.	4.15	Often
5.	I will recommend Google Classroom to other students.	4.30	Often
OVERALL MEAN		**4.17**	Often

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Table 3 presents the level of Utilization of Google Classroom in terms of Intention to use Google Classroom. *I will recommend Google Classroom to other students* got the highest mean of 4.3. It was followed by *I am interested to increase in using Google Classroom more frequently and I intend to increase my use of Google classroom in the future* with a mean of. 4.17. Then, *I have a positive attitude towards Google classroom*. *I find Google Classroom useful in my course (s)* with a mean of 4.23. Next, *I intend to use Google Classroom consistently* with a mean of 4.15. The lowest mean of 4.06 is item, *I intend to use the Google classroom to study*. All items got the description of Often.

It shows the overall mean is 4.17 with the description of Often. This implies that the level of utilization of Google classroom of English major students in Kolehiyo ng Pantukan in terms of Intention to use Google classroom is High.

The result was supported by Al-Maroof & Salloum, 2020 who stressed that students' intention to use Google Classroom (GC) has revealed several key factors influencing adoption. Perceived usefulness, ease of use, and enjoyment significantly affect intention to use Google Classroom. Furthermore, Kwame Ansong-Gyimah (2020) to improve adoption, recommendations include computer literacy courses for adult learners and enhanced usability features for visually impaired users. Their findings show that the success of technology integration hinges not only on positive attitudes but also on addressing practical barriers to access and usability.

Table 4
Summary on the Utilization of Google Classroom among English Majors in Kolehiyo ng Pantukan

INDICATORS	MEAN	DESCRIPTION
Ease of Use	4.46	Often
Attitude to Google Classroom	4.19	Often
Intention to Use Google Classroom	4.17	Often
OVERALL MEAN	**4.27**	Often

Table 4 presents the summary on the level of utilization of Google classroom. It is shown in the table that ease of use got the highest mean of 4.46 followed by attitude to Google classroom with a mean of 4.43, intention to use Google classroom got the lowest mean of 4.17. All indicators got the description of often.

Based on the result, the overall mean of 4.27 with the description of often means that the level of utilization of Google classroom of English major students in Kolehiyo ng Pantukan is High.

The result was supported by Gupta and Pathania (2021) who examined that the Google Classroom platform's role in facilitating learning and collaboration at the teacher education level, finding that students appreciated the flexibility and autonomy it provided. Similarly, Santos (2021) investigated its use in a graduate school setting, noting that despite connectivity issues, students found Google Classroom to be a useful and easy-to-use tool.

Table 5
Level of Student Engagement in Terms of Social Interaction

No.	ITEMS	MEAN	DESCRIPTION
1.	I actively participate in group discussion during the lessons.	4.13	Often
2.	I enjoy the collaborative and interactive nature of our class activities.	4.20	Often
3.	I felt comfortable expressing my opinions and ideas in front of the class.	3.95	Sometimes
4.	Through the instructor's facilitation, I had many chances to learn from and work with my classmates.	4.27	Often
5.	I enjoyed working with classmates on group projects and assignments.	4.21	Often
6.	I felt a strong sense of community and teamwork in our class.	4.19	Often
7.	I found value in listening to and learning from my classmates' perspectives.	4.27	Often
8.	I felt comfortable contributing to class discussions because of the inclusive environment.	4.11	Often
9.	I enjoyed working with classmates on group projects and assignments.	4.11	Often
10.	I feel that social interaction enhanced my learning experience in class.	4.19	Often
	OVERALL MEAN	**4.18**	Often

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Table 5 presents the level of student engagement in terms of social interaction. Through the instructor's facilitation, I had many chances to learn from and work with my classmates and I found value in listening to and learning from my classmates' perspectives got the highest mean of 4.27. It was followed by I enjoyed working with classmates on group projects and assignments with a mean of. 4.21. Then, I enjoy the collaborative and interactive nature of our class activities with a mean of 4.20. Next to it are, I felt a strong sense of community and teamwork in our class and I feel that social interaction enhanced my learning experience in class with a mean of 4.19. Next is, I actively participate in group discussion during the lessons with a mean of 4.13. Followed by I felt comfortable contributing to class discussions because of the inclusive environment and I enjoyed working with classmates on group projects and assignments with a mean of 4.11. The lowest mean of 3.95 is item, I felt comfortable expressing my opinions and ideas in front of the class. All items got the description of often.

It shows the overall mean is 4.18 with the description of Often. This implies that the level of student engagement of English major students in Kolehiyo ng Pantukan in terms of Social Interaction is High.

The result was supported by Galamiton et al. (2024), who stated that social interaction significantly impacts children's mental well-being, self-esteem, and cognitive skills such as planning and problem-solving. While social interaction has both positive and negative effects, student interactions that disrupt lectures or hinder academic performance need improvement. In online learning, social interaction plays a crucial role in student engagement and success. Also, according to Ali et al. (2022) as cited by (Galamiton et al., 2024) research on social interaction suggest that children interact with others significantly impacts their mental well-being, self-esteem, and cognitive skills like planning and problem-solving.

Table 6
Level of Student Engagement in Terms of Collaboration

No.	ITEMS	MEAN	DESCRIPTION
1.	I actively collaborated with classmates on group projects.	4.27	Often
2.	I had many opportunities to learn collaboratively with my classmates.	4.26	Often
3.	I feel supported by my classmates when working together on tasks.	4.15	Often
4.	I appreciated the emphasis on open communication and collaboration with peers.	4.21	Often
5.	I felt comfortable approaching teachers with questions and concerns, and they were always responsive and helpful.	4.02	Often
6.	I appreciated the feedback and guidance provided by instructor during collaborative activities.	4.29	Often
7.	Collaboration with classmates helped me gain new insights and perspectives.	4.25	Often
8.	My learning experience was significantly enriched through collaboration with both teachers and peers.	4.31	Often
	OVERALL MEAN	**4.22**	Often

Table 6 presents the level of student engagement in terms of collaboration. My learning experience was significantly enriched through collaboration with both teachers and peers got the highest mean of 4.31. It was followed by I appreciated the feedback and guidance provided by instructor during collaborative activities with a mean of 4.29. Then, I actively collaborated with classmates on group projects with a mean of 4.27. Next to it is I had many opportunities to learn collaboratively with my classmates with a mean of 4.26. Next is Collaboration with classmates helped me gain new insights and perspectives with a mean of 4.25. Followed by I appreciated the emphasis on open communication and collaboration with peers with a mean of 4.21. Following I feel supported by my classmates when working together on tasks with a mean of 4.15. The lowest mean of 4.02 is item, I felt comfortable approaching teachers with questions and concerns, and they were always responsive and helpful. All items got the description of often.

It shows the overall mean is 4.22 with the description of Often. This implies that the level of student engagement of English major students in Kolehiyo ng Pantukan in terms of Collaboration is High.

The result was supported by Galamiton et al. (2024), who suggest that mastering collaboration is a growing challenge for today's students yet an increasingly vital skill. Additionally, collaboration is consistently emphasized as a key factor in evaluating student learning experiences. On the other hand, students' collaboration according to Ellis et al. (2019) as cited

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by (Galamiton et al., 2024) suggests that mastering collaboration is a growing challenge for today's students, yet an increasingly vital skill. In addition, collaboration is consistently emphasized as a significant factor in evaluating student learning experiences.

Table 7
Summary on the Student Engagement among English Majors in Kolehiyo ng Pantukan

INDICATORS	MEAN	DESCRIPTION
Social Interaction	4.18	Often
Collaboration	4.22	Often
OVERALL MEAN	4.20	Often

Table 7 presents the summary on the level of student engagement. It is shown in the table that collaboration got the highest mean of 4.22. social interaction got the lowest mean of 4.18. All indicators got the description of often.

Based on the result, the overall mean of 4.20 with the description of often means that the level of student engagement of English major students in Kolehiyo ng Pantukan is High.

The result was supported by Martin and Bolliger (2018) who conducted a study on the factors influencing that student engagement in online learning environments and found that interactive tools and collaborative features in platforms like Google Classroom significantly contribute to higher levels of engagement. Similarly, Alkhalaf (2020) explored the impact of digital learning platforms on student engagement in higher education, noting that Google Classroom's user-friendly interface and accessibility improved student participation and interaction.

Table 8
Significant Relationship between the level of Utilization Google Classroom and Student Engagement of English Majors at Kolehiyo ng Pantukan

Variables	r-Value	Interpretation	p-Value α=0.05	Decision on H_o	Conclusion on Relationship
a. Google Classroom Use b. Student Engagement	0.51	Very Weak Positive Correlation	0.00001	Rejected	Accepted
Coefficient of Determination					0.2586

Table 8 presents the Level of significant Relationship between the level of Utilization Google Classroom and Student Engagement of English Majors at Kolehiyo ng Pantukan. The r-value is 0.51, interpreted as very weak positive correlation. The p-value 0.00 is less than the 0.5 level of significance thus, the null hypothesis was rejected, therefore there is a significant relationship between the level of Utilization of Google Classroom and Student Engagement among English majors in Kolehiyo ng Pantukan. .

The coefficient of determination is 0.2586 this means that 25.86% of the variation in student engagement can be explained by their level of Google Classroom use. This result was supported by Akpan et al., (2020). He stated that the connection between Constructivist Theory and Social Learning Theory, emphasizing that learning is a social process shaped by language, culture, and interaction. In the context of this study, Social Constructivism provides a theoretical foundation for understanding how Google Classroom influences student engagement among English Majors at Kolehiyo ng Pantukan. Google Classroom functions as a digital learning environment where students actively construct knowledge through collaboration, discussions, and interactive activities, aligning with Constructivist principles.

Simultaneously, it supports Social Learning Theory by enabling peer-to-peer engagement and teacher-guided learning. By utilizing survey questionnaires from established authors, this study will examine how Google Classroom fosters student engagement through its interactive features, communication tools, and accessibility, ultimately reflecting the co-construction of knowledge emphasized in Social Constructivism.

CONCLUSIONS

The findings of this study indicated that the level of utilization of Google classroom in Kolehiyo ng Pantukan is High. It was also revealed that the level of student engagement in Kolehiyo ng Pantukan is High. Conversely, it was found that there is a significant between the level of utilization of Google classroom and the level of student engagement.

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RECOMMENDATIONS

In light of the findings, analysis, and conclusions, the following are drawn

- For the School (Kolehiyo ng Pantukan): They may establish a Center-for Digital Learning: Based on the findings, invest in creating a dedicated center that focuses on researching, implementing, and supporting digital learning tools like Google Classroom. This center can provide ongoing training for teachers, evaluate the effectiveness of digital learning initiatives, and ensure alignment with academic standards.
- For Teachers, they may create and share a "Google Classroom Best Practices" Guide: This guide may include real-world examples, step-by-step instructions, and tips for troubleshooting common issues. The guide can include ways to facilitate online discussions and develop group projects.
- For Student Teachers, they may integrate Google Classroom Training into Teacher Education Programs: This training may cover pedagogical strategies, assessment techniques, and methods for promoting student engagement in online environments.
- For Future Researchers. They may investigate the Impact of Google Classroom on Specific English Language Skills, conduct studies that examine how Google Classroom impacts specific English language skills, such as writing, speaking, listening, and reading.

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