|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INDICATORS** | **FREQUENCY SCALE** | | | | | **TOTAL** | **MEAN** | **DESCRIPTIVE VALUE** |
| **5** | **4** | **3** | **2** | **1** |
| I find that using Google Classroom to be easy. | 31 | 57 | 35 | 0 | 3 | 126 | 4.00 | Agree |
| It was easy learning how to use Google Classroom for the first time. | 21 | 46 | 49 | 10 | 0 | 126 | 3.62 | Agree |
| I find navigating through Google Classroom to be easy. | 22 | 66 | 33 | 2 | 3 | 126 | 3.81 | Agree |
| I find Google Classroom’s interface to be user-friendly. | 34 | 66 | 24 | 2 | 0 | 126 | 4.05 | Agree |
| I am able to use its features without any difficulties. | 23 | 49 | 43 | 8 | 3 | 126 | 3.64 | Agree |
| I am able to learn at my own schedule | 29 | 54 | 33 | 5 | 5 | 126 | 3.77 | Agree |
| AVERAGE WEIGHTED MEAN | | | | | | | 3.82 | Agree |

**Ease of Use and Efficiency**

The table above presents the overall computed weighted mean and descriptive value of statements regarding to the ease of use and efficiency of Google Classroom. The first statement has a weighted mean of 4.00 which falls to have a descriptive value of “Agree” which says that the students find Google Classroom easy to use. The next statement has a weighted mean of 3.81 and falls under the descriptive value “Agree” which says that the students find navigating through Google Classroom to be easy. The next statement has a weighted mean of 4.05 which falls to have a descriptive value of “Agree”. This implies that Google Classroom’s UI is user-friendly. On the next statement, the average rating of 3.64 shows that most people agree they can use the features of Google Classroom without any problems. This means that many users find it easy to use and are able to work with its features well. Finally, the average rating of this statement is 3.77, indicating that most respondents agree they can learn at their own schedule. This suggests that the platform allows users to study at a pace and time that works best for them. All of the statements above averages of a weighted mean of 3.82 indicating that students agree that Google Classroom is easy and efficient to use.

The figure above illustrates the respondents' views on whether Google Classroom improves their learning experience. The data shows that 75%, or 94, of respondents feel that Google Classroom positively impacts their learning, while the other 25% or 32, of respondents does not.

**Accessibility and Scalability**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INDICATORS** | **FREQUENCY SCALE** | | | | | **TOTAL** | **MEAN** | **DESCRIPTIVE VALUE** |
| **5** | **4** | **3** | **2** | **1** |
| I find it convenient to access Google Classroom from any device. | 34 | 50 | 35 | 5 | 2 | 126 | 3.87 | Agree |
| There is ease in accessing course materials. | 25 | 53 | 44 | 4 | 0 | 126 | 3.79 | Agree |
|  | | | | | | AVERAGE WEIGHTED MEAN | 3.83 | Agree |

The table above presents the overall computed weighted mean and descriptive value of statements regarding to the Accessibility and Scalability of Google Classroom. The first statement presents a mean of 3.87 indicating that most of the respondents agree that Google Classroom is convenient due to its ability to be accessible to any device. Meanwhile the second statement shows an average rating of 3.79, indicating that most respondents agree there is ease in accessing course materials. This shows that users find it simple and convenient to get the materials they need.

The figure above depicts the respondents' ability to use Google Classroom despite numerous students using it simultaneously. The data shows that 90%, or 113, of respondents are able to use Google Classroom effectively under these conditions. The other 10% or 13, of the respondents does not does not agree with this notion.

The figure above illustrates the respondents' ability to access Google Classroom from anywhere. The data shows that 63 or 50% of respondents can easily access Google Classroom from any location, while the remaining 63 or 50% report difficulty in doing so.

The figure presents the respondents' access to the resources and information they need. The data reveals that 84 or 66.67% of respondents have full access to the necessary resources and information, while the remaining 42 or 33.33% do not

**Internet usage of the average student**

The figure illustrates the students' experiences with internet usage for online learning.  
 A significant majority of respondents, 104 or 83%, dedicate their time for internet learning, while the other 22 or 17% does not.

This figure illustrates the response to the question about whether searching for course materials on the internet takes time. The findings shot 118 or 94% spend a considerable amount of time searching for course materials on the internet and the other 8 or 6% does not.

The figure above depicts the perception of the respondents regarding the use of centralized application or website for providing educational materials. The findings imply that 107 or 85% of the respondents prefer a centralized application or website to provide course materials. The other 19 or 15% of the respondents does not agree with this notion.

**Demographic profile**

The figure above illustrates the profile of the respondents in terms of gender. According to the table, there are seventy (70) or 56% Female and fifty-six (56) or 44% male respondents.

The figure above illustrates the profile of the respondents in terms of their age. According to the table, the researchers have surveyed fifty-eight (58) or 46% of the 12 to 14 year old students, forty-two (42) or 33% of the 15 to 16 year old students, and twenty-six (26) or 21% of the 17 to 18 year old students in The Academy of St. Joseph.

The figure above illustrates the profile of the respondents in terms of their grade level. According to the table, the researchers chose twenty-one (21) or 17 % respondents per grade level in the Academy of St. Joseph. Each of Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, and Grade 12 has 21 selected respective respondents.

**Likeliness of implementation**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INDICATORS** | **FREQUENCY SCALE** | | | | | **TOTAL** | **MEAN** | **DESCRIPTIVE VALUE** |
| **5** | **4** | **3** | **2** | **1** |
| How likely are you to use this system as an alternative to learning from books or modules? | 13 | 60 | 49 | 3 | 1 | 126 | 3.64 | Likely |

The table above presents the like likeliness of people to use Learning Management Systems as alternatives to other forms of educational media. The statement above got a mean of 3.64 indicating that people would likely use it as an alternative.

The figure above depicts shows whether the students are inclined in using other variations of Learning Management Systems at the Academy of St. Joseph. The data shows that 81%, or 102, are inclined, while the other 19% or 24, of the respondents are not.