Google Meet as Emerging Technology in Business Education Programme

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Abstract

The study examined Google meet as Emerging Technology in Business Education Programme. The study's framework consisted of three objectives, research questions, and null hypotheses. A descriptive survey design was employed, encompassing a population of 48 business educators from four Ebonyi State tertiary institutions (comprising two state and two federal institutions). Given the small population size, a census approach was adopted, eliminating the need for sampling. Data collection utilized a 26-item questionnaire, validated through expert review and pilot-tested using Cronbach's Alpha, which yielded a reliability coefficient value of 0.85. Statistical analysis involved mean and standard deviation to address research questions, while independent t-tests ($\alpha = 0.05$) evaluated the formulated hypotheses. Findings indicated that Google Meet can effectively supplement traditional face-to-face instruction in Business Education programme, conducting online group discussions, engaging students in virtual field trips, sharing learning experiences by students among others. It also showed the benefits of using Google Meet in business education which include students increased academic flexibility, enhanced students participation in lessons and discussions, accessibility to students with disabilities, collaboration among students on group projects etc. The challenges of using Google Meet were also highlighted as cost of funding and sustaining the logistics, poor audio quality, poor video quality, limited interaction between students and teachers, vulnerability to hacking, inaccessibility to reliable internet connectivity and so on. This study's results suggest that Google Meet, as an emerging technology, holds promise for enhancing Business Education programs. The researcher recommended among other that tertiary institutions in Ebonyi state should use Google Meet in their business education programme to enhance students' academic flexibility and learning experiences.

Keywords: *Google Meet, Technology, Business Education Programme*

Background to the Study

In this era of digital transformation, online classes and hybrid meetings have become essential for interaction between instructors and learners, co-workers, family, peers and others. The onset of technology has transformed various aspects of life including means of communication and collaboration in teaching and learning. In recent years, the contemporary workplace has experienced profound changes, fueled by technological advancements and evolving trends. During the physical lockdown imposed by many governments worldwide in 2020 as a result of the COVID-19 Pandemic, Schools in the affected areas were ordered to cease in-person activities and to adopt teaching and learning in other possible ways. Mohamad (2022), revealed that educators switched to online

learning and related technologies in order to continue and sustain teaching and learning. One of such technologies is Google Meet, a user-friendly platform with video, audio and screen sharing services offered by Google and which enables users to hold online video discussions, meetings, virtual classrooms, remote collaboration and conferencing. It can easily be accessed through mobile applications or web browser by individuals as well as professional and business communication. Following the information services technology of University of Abertina (2023), it was revealed that Google meet has a video conferencing tool that enhances collaboration with seamless integration in Documents, Sheets and Slides. Previously known as Google Hangouts, Meet was launched in 2017 as a simple and secure way for teams to meet and collaborate remotely. Since its launch, Google Meet has undergone significant updates and enhancements, including the addition of new features such as live captioning and transcription (Google, 2020). This technology offers collaboration with others by means of sound or video through the computer's internet browser, or through the Meet application. It encourages participation with virtual hand-raising and digital whiteboards making moderation easy with controls for chatting, talking and presentation. Typically, Google meet as a digital means to having online meetings with learners, colleagues as well as clients have lots of features and settings with which to manipulate in order to make a worthwhile experience. Many features in Google meet ensures secure online meetings through enhanced measures which give an option to holding large video conferences. Google Meet is one of the emerging office technologies that have gained popularity in recent years and is gaining ground in business education.

Accordingly, Business Education as stated by Sherif (2021) is a vocational education programme that provides scholars with the knowledge, skills and competencies needed to excel in the world of business. Business Education is a saleable skill-oriented programme where students are well trained to bridge the widening unemployment gap. Business education programs in Nigerian universities and colleges of education aim to equip students with critical and analytical knowledge of key business world factors, fostering the development of a robust economy by producing skilled manpower. The programme typically covers a range of topics, including accounting, finance, marketing, and management. The use of Google Meet in business education programme could enhance learning experiences by facilitating virtual guest lectures, online discussions, and remote collaboration (Singh & Singh, 2020).

Today, Google Meet is used by millions of users worldwide, including businesses, educational institutions, and government agencies (Google, 2022). Google Meet replaced the consumer-facing Google duo, Google hangouts and Google chat on November 1, 2022, with the Duo mobile app being renamed Meet and the original Meet app set to be phased out (Wikimania, 2025). During the early months of the COVID-19 Pandemic, Google Meet was made available to all who can access it with no limitations to Google workspace users. Meet gained popularity speedily between January and April, 2020 with daily access of over one hundred million users. During the lockdown in the world in 2019, there was a change from the normal face-to-face teaching and learning to online learning meant to assist in lesson delivery through online platforms such as Google Meet and other online learning platforms. Google Meet as noted by Ugwu (2022) can also be used for virtual career development, including mock interviews, resume reviews, and career counseling sessions. Online workshops on business-related topics such as entrepreneurship, marketing

and finance can be hosted for providing students with valuable insights and skills. Additionally, students can deliver presentations remotely thus promoting confidence and public speaking skills.

Google Meet offers several other benefits in business education, including enhanced collaboration amongst students, increased academic flexibility, improved communication, and reduced logistics costs. Al-Mashaqbeh (2020), asserted that Google Meet enables students to work together on projects and share ideas in real-time regardless of their physical location resulting to improved teamwork and communication skills which are essential for success in the business world. Affirmation on Google Meet benefits by Rovai (2022) show that Google Meet allows students to participate in virtual classes and meetings from anywhere, at any time, as long as they have a stable internet connection. Using Google Meet or similar platforms can indeed be highly beneficial for students with work or family commitments, providing them with the flexibility to attend virtual classes and participate in learning activities remotely. Google Meet provides improved communication between students and instructors in the words of Moore (2023). He upheld that Google Meet enables instructors to provide feedback and guidance to students in a timely and effective manner which can lead to improved student learning outcomes. Google Meet can help reduce costs associated with travel and accommodation for students and instructors because this fast-growing technology could be a cost-effective alternative to traditional face-to-face classes particularly for students who reside in remote or rural areas.

In his study Hasbullah, et al (2022) affirmed that Google Meet as a service for teleconferencing offers a forum for group video meetings, video calls, and chat. Google Meet offers flexible accessibility options. Users can join meetings via the web browser by visiting (link unavailable) or through the mobile app. Additionally, Google Meet is compatible with a range of devices and platforms, including Google Suite, Android and iOS devices, as well as Chrome OS, Linux, Windows, and Mac operating systems. Best of all, anyone with a Google Account can use Google Meet without incurring any extra costs. With a meeting time limit of sixty minutes, Google Meet's free edition allows for group videoconferences with up to one hundred participants (Paresh, 2020). Google Meet enables lecturers to conduct online classes with efficiency, allowing them to record sessions for future reference, organize assignments, and facilitate online discussions with students. This functionality supports a productive and engaging virtual learning environment.

Statement of the Problem

Google Meet serves as a valuable synchronous teaching and learning tool for online business education, enabling real-time interaction and collaboration between educators and students. Its features, such as live video sessions, screen sharing, and real-time chat, facilitate engaging and interactive online learning experiences. Based on recent studies by Septantiningtyas et al. (2021), Google Meet is simple to use, adaptable, and accessible anytime an internet connection is available, the application has a substantial impact on students' enthusiasm for studying. Lowenthal, Borup, West and Archambault (2020), revealed that Google meet as online learning platform can reduce feelings of social isolation and foster a sense of community among students. However, despite the benefits of Google Meet, there are also several challenges associated with its use. Kumar and

Nanda (2019) reported that technical issues can disrupt the students learning experience and make it difficult for students to participate in virtual classes and meetings. There are controversies on the effectiveness of Google Meet in supplementing the traditional face-to-face lessons and enhancing academic flexibility of students. Challenges like cost of funding and sustaining the logistics of the platform, unfamiliarity with the emerging technology, inaccessibility to reliable internet connectivity and similar challenges in using Google Meet represents several challenges that learners, educators, institutions, and policymakers must address (Alaba et al., 2024). These have prompted the researcher to examine the use of Google Meet as emerging technology in business education programme.

Objectives of the Study

The main purpose of the study is to examine Google meet as emerging technology in business education programme, specifically the study seeks to:

1. To determine ways Google Meet can be used in business education programme to enhance teaching and learning.
2. To identify the benefits of using Google Meet as emerging technology in business education.
3. To determine the challenges of using Google Meet as emerging technology in business education

Research Questions

The following research questions guided the study

1. What ways can Google Meet be used in business education programme to enhance teaching and learning?
2. What are the benefits of using Google Meet as emerging technology in business education?
3. What are the challenges of using Google Meet as emerging technology in business education?

Hypotheses

Hypothesis 1: $\mu 1 = \mu 2$ (No significant difference between male and female business educators' mean ratings on Google Meet's usage in business education)

Hypothesis 2: $\mu 1 = \mu 2$ (No significant difference between male and female business educators' mean ratings on benefits of Google Meet in business education across Federal and State institutions)

Hypothesis 3: $\mu 1 = \mu 2$ (No significant difference between business educators' mean ratings in Federal and State institutions on challenges of using Google Meet in business education.

Method

This study employed a descriptive survey design, focusing on four Ebonyi State tertiary institutions: Ebonyi State University Abakaliki, Ebonyi State College of Education Ikwo, Federal College of Education, Isu, and Alex-Ekwueme Federal University Ndufu-Alike Ikwo. The study's population comprised 48 Business Educators (27 males, 21 females) from the institutions. Given the manageable population size, a census approach was adopted, eliminating the need for sampling. A 26-item structured questionnaire, validated by experts and pilot-tested having a reliability coefficient value of 0.85, was used for data

collection. The researcher utilized an on-the-spot delivery and recovery method, retrieving 35 (97%) of the 48 distributed questionnaires. Mean and standard deviation were used to address research questions, with a decision rule based on a mean value of 2.50. Hypotheses were tested using independent t-tests at a 0.05 significance level. The hypotheses was retained when t-cal was less than tab-t and vice visa.

Estimation of Results

Research Question One: What ways can Google Meet be used in business education programme to enhance teaching and learning?

The findings of the study are presented below:

Table1: Mean Ratings on the Ways Google Meet can be used in Business Education Programme to Enhance Teaching and Learning.

S/N	Items	$\bar{x}$	S.D	Decision
1	Supplementing traditional face-to-face lessons	3.95	0.94	A
2	Online invitation of guest lecturers to educate students	3.04	0.88	A
3	Conducting online group discussions	3.15	0.78	A
4	Engaging students in virtual field trips	3.08	0.75	A
5	Sharing learning experience by students	3.23	0.76	A
6	Supporting after classroom lessons	3.19	0.74	A
7	Providing virtual mentorship and guidance by professionals	3.25	0.78	A
8	Encouraging online case studies	3.18	0.77	A
9	Engaging in virtual team projects	3.10	0.74	A
10	Providing real-time feedback to students	3.14	0.61	A
	Grand Mean ($\bar{x}$)	**3.23**	**0.77**	A

Note: A=Agree

The results in Table 1 indicate that all questionnaire items received positive responses, with mean values exceeding the decision mean value of 2.50. This suggests that respondents agree that these items represent effective ways to utilize Google Meet in business education programs to enhance teaching and learning. The grand mean of 3.23 and standard deviation of 0.77 further supports this conclusion, indicating a strong overall agreement among respondents

Research Question Two: What are the benefits of using Google Meet as emerging technology in business education?

Table2: Mean Ratings on the Benefits of Using Google Meet as Emerging Technology in Business Education.

S/N	Items	$\bar{x}$	S.D	Decision
11	Students increased academic flexibility	3.27	0.69	A
12	Enhanced students participation in lessons and discussions	3.30	0.65	A
13	Accessibility to students with disabilities	3.19	0.71	A
14	Collaboration among students on group projects	3.19	0.71	A
15	Reduced travel costs, time and risks	3.25	0.71	A
16	Sharing of ideas and working together in real-time	3.25	0.68	A
17	Improved communication between students and teachers	3.24	0.21	A

	Grand Mean ($\bar{x}$)	**3.24**	**0.72**	A

Note: A=Agree

Table 2 shows that respondents agreed on the benefits of using Google Meet in business education, as reflected in items 11-17, which had mean values exceeding the 2.50 decision point, indicating a positive perception of its advantages

Research Question Three: What are the challenges of using Google Meet as emerging technology in business education?

Table3: Mean Ratings on the Challenges of using Google Meet as Emerging Technology in Business Education.

S/N	Items	$\bar{x}$	S.D	Decision
18	Poor audio quality	2.96	0.94	A
19	Poor video quality	2.93	0.94	A
20	Cost of funding and sustaining the logistics	3.04	0.88	A
21	Limited interaction between students and teachers	3.04	0.89	A
22	Vulnerable to hacking	3.13	0.81	A
23	Unfamiliarity with the emerging technology platform	3.17	0.74	A
24	Limited feedback between students and teachers	2.97	0.72	A
25	Inaccessibility to reliable internet connectivity	3.31	0.79	A
26	Data breaches	3.15	0.89	A
	Grand Mean ($\bar{x}$)	**3.03**	**0.84**	A

Note: A=Agree

Results in Table 3 shows that questionnaire items 18-26 are all accepted as positive responses because they have mean values above the decision mean value of 2.50. The respondents concurred that the listed items are indeed challenges associated with using Google Meet in business education, as evidenced by a grand mean of 3.03 and a standard deviation of 0.84.

Test of Hypotheses

HO_1: There is no significant difference between male and female business educators' mean ratings on Google Meet's usage in business education.

Table 4: *t-test Analysis on the Significant Difference between Male and Female Business Educators on Ways Google Meet can be used in Business Education*

Gender	N	Mean	Std.	Alpha	P-Value	Decision
Male	22	3.50	0.57	0.05	0.23	NS
Female	13	3.71	0.46			

NS- Not significant,

The results in Table 4 indicate that the null hypothesis is accepted since the p-value (0.23) exceeds the significance level (0.05) at 33 degrees of freedom. This suggests that there is no statistically significant difference between male and female business educators' mean ratings on the utilization of Google Meet in business education programs to enhance teaching and learning.

HO_2: there is no significant difference between male and female business educators' mean ratings on benefits of Google Meet in business education across Federal and State institutions.

Table 5: ***t-test Analysis on the Significant difference in Mean Ratings between Federal and State Tertiary Institution Business Educators Regarding Benefits of Google Meet in Business Education***

Variables	N	Mean	Std.	Sig-Value	P-Value	Decision
Federal	15	3.46	0.57	0.05	0.32	NS
State	20	3.64	0.49			

NS- Not significant,

Table 5 reveals that the p-value (0.32) is greater than the 0.05 significance level at 33 degrees of freedom, leading to the acceptance of the null hypothesis. This indicates that business educators in Federal and State tertiary institutions have similar perceptions on the benefits of using Google Meet in business education, with no significant difference in their mean ratings.

HO_3: There is no significant difference between business educators' mean ratings in Federal and State institutions on challenges of using Google Meet in business education.

Table 6: ***t-test Analysis on the Difference between Business Educators in Federal and State tertiary institutions on challenges of using Google Meet***

Variables	N	Mean	Std.	Sig-Value	P-Value	Decision
Federal	15	3.60	0.49	0.05	0.13	NS
State	20	3.35	0.49			

NS- Not significant,

The results in Table 6 indicate that the p-value (0.13) exceeds the 0.05 significance level at 33 degrees of freedom, leading to the acceptance of the null hypothesis. This suggests that business educators in Federal and State tertiary institutions share similar views on the challenges of using Google Meet in business education, with no significant difference in their mean ratings.

Discussion

The findings revealed that Google Meet can be utilized in business education programs to enhance teaching and learning through various ways, such as: supplementing traditional face-to-face lessons, online invitation of guest lecturers to educate students, conducting online group discussions, engaging students in virtual field trips, sharing learning experiences by students, supporting after classroom lessons, providing virtual mentorship and guidance to students from professionals, encouraging online case studies, engaging in virtual team projects and providing real-time feedback to students. The study found that male and female business educators in tertiary institutions share similar views on the ways Google Meet can be used to enhance teaching and learning in business education programs, with no significant difference in their mean ratings. The finding is in agreement with Kaur (2020) who noted that Google Meet can be leveraged in various ways to enhance learning experiences. The finding aligns with Singh and Singh's (2020) assertion that Google Meet facilitates virtual guest lectures by industry experts, offering students valuable insights into real-world business practices. This can enhance students' understanding of complex concepts and provide them with practical knowledge. The findings is also in consonance with Kumar et al., (2019) who opined that using online discussions, debates, questions and

answers (Q & A) sessions can also be facilitated through Google Meet, encouraging student participation and engagement. The platform's features, such as hand-raising and chat, promote interactive learning. The finding is supported by Oviawe, (2018) who averred that remote collaboration is another key benefit of Google Meet and that students can work on group projects remotely, promoting teamwork and collaboration. The screen sharing feature facilitates seamless collaboration, enabling students to share ideas and work together effectively. Ugwu, (2022) affirmed that Google Meet can also be used for virtual career development, including mock interviews, resume reviews, and career counseling sessions. Online workshops on business-related topics, such as entrepreneurship, marketing, and finance, can be hosted providing students with valuable insights and skills. Additionally, students can deliver presentations remotely, promoting confidence and public speaking skills.

The findings in research question two shows that the benefits of using Google Meet as emerging technology in business education includes: students increased academic flexibility, enhanced students participation in lessons and discussions, accessibility to students with disabilities, collaboration among students on group projects, reduced travel costs, time and risks, sharing of ideas and working together in real-time and improved communication between students and teachers. The hypothesis reveals no significant difference between male and female business educators' in mean ratings on Google Meet's benefits based on institutions type. This aligns with Al-Mashaqbeh's (2020) finding that Google Meet facilitates real-time collaboration and idea-sharing among students remotely, regardless of their physical location. This can lead to improved teamwork and communication skills, which are essential for success in the business world. Google Meet enables students to collaborate more effectively on group projects. This finding is supported by Koehler and Mishra (2019) who noted that Google Meet allows students to share ideas, discuss topics, and work together on projects in real-time. This can also lead to improved teamwork and communication skills, which are essential for success in the business world. Google Meet provides increased academic flexibility for students and instructors. This finding aligns with Rovai's (2022) assertion that Google Meet enables students to engage in virtual classes and meetings remotely, provided they have a stable internet connection, thereby accommodating students with work or family obligations that might hinder traditional classroom attendance. Google Meet provides improved communication between students and instructors. This aligns with Moore (2023) who found that Google Meet enables instructors to provide feedback and guidance to students in a timely and effective manner, which can lead to improved student learning outcomes. Google Meet can help reduce costs associated with travel and accommodation for students and instructors. The finding is also in agreement with the opinion of Allen and Seaman (2017) who noted that Google Meet can be a cost-effective alternative to traditional face-to-face classes, particularly for students who are located in remote or rural areas.

From the findings of research question three, it was discovered that the challenges of using Google Meet as emerging technology in business education includes: Poor audio quality, poor video quality, cost of funding and sustaining the logistics, limited interaction between students and teachers, vulnerability to hacking, unfamiliarity of users with the emerging technology platform, limited feedback between students and teachers, inaccessibility to reliable internet connectivity and data breaches. The study reveals that business educators

in both Federal and State tertiary institutions share similar views on the challenges of using Google Meet in business education, with no significant difference in their perceptions. The finding is supported by Kumar and Nanda (2019) who stated that some challenges of Google Meet include technical issues, distractions, and limited interaction. Google Meet's effectiveness can be hindered by technical issues like connectivity problems and poor video quality, which can disrupt the learning experience and limit student participation in virtual classes and meetings. Furthermore, Google Meet can be distracting for students, particularly if they are not in a quiet and conducive environment. Accordingly, distractions can make it difficult for students to focus on the lesson and participate in virtual classes and meetings. Google Meet can limit interaction between students and instructors, which can make it difficult to build relationships and establish trust.

Conclusion

This study concludes that Google Meet, a widely used videoconferencing tool during the COVID-19 pandemic, holds promise for Business Education programs. By leveraging this emerging technology, educators can enhance student engagement, participation, and collaboration. Potential benefits include increased flexibility, improved communication, and idea-sharing. However, successful implementation requires substantial support, funding, and infrastructure planning to address challenges such as logistics, technical issues, and familiarity with the platform. With proper planning and resources, Google Meet can be a valuable tool for Business Education programs in tertiary institutions in Ebonyi State, fostering a more interactive and effective learning environment.

Recommendations

Based on the findings, the study recommended that

1. Tertiary institutions in Ebonyi state should use Google Meet in their business education programme to enhance students' increased academic flexibility and learning experiences.
2. School administrators should provide training and support for students and instructors to develop the necessary skills to use Google Meet effectively.
3. Curriculum developers and planners should adopt videoconferencing and other e-learning platforms as well as create more channels where learning would take place outside the classroom.
4. The researcher highly recommends that government, school administrators and other education stakeholders should provide innovative digital devices for teachers and students by organizing workshops, seminars and practical training sessions to expose them to new technologies for teaching and learning.

Contribution to Knowledge

This study contributes to the existing body of knowledge on Highlighting Google Meet's potential to enhance student engagement, collaboration, and flexibility in Business Education program. It also provides insights for educators and institutions to effectively integrate Google Meet into Business Education curricula. This study's findings can inform future research, policy, and practice in Business Education, contributing to the growing body of knowledge on emerging technologies in education.

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