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Teachers' Perception of Effectiveness of Google Classroom Using the System Usability Scale (SUS)

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Abstract

This current study aimed to investigate the teachers' perception of effectiveness of Google Classroom (GC) using the System Usability Scale. The descriptive approach which was used in this study; the study sample consisted of 217 teachers from different education directorates in Oman. The final scoring on the System Usability Scale (SUS) score was 69.2 points of usability, which was 'good.' Google Classroom usability in classes was acceptable by teachers since more than 70% of school teachers found that using Google Classroom was 'good'. In addition, semi-structured interviews were conducted with teachers to explore the advantages, challenges and suggestions to use Google Classroom. Findings showed that Google Classroom had many technological benefits but many challenges are also faced when implementing Google Classroom during the pandemic of Covid-19 in the country. Recommendations for training and technological skills improvement were presented.

Keywords: System Usability Scale (SUS), Google Classroom, Teachers' Perception, Online Learning in Oman, Educational Technology.

1. Introduction

Google Classroom (GC) is a free, easy-to-use platform developed by Google to help teachers create and manage online classes. Its straightforward setup and accessibility—whether on a computer or smartphone with an internet connection—make it a practical tool for educators and students alike (Hakim, 2016). GC supports a two-way process: it helps teachers implement their teaching methods while enabling students to engage effectively, improving their understanding and participation in classroom activities. However, how well GC is accepted and how effective it is can depend on various factors (Al-Maroof & Al-Emran, 2018).

To evaluate GC's effectiveness, many researchers turn to the System Usability Scale (SUS). SUS is a trusted, affordable tool for assessing how user-friendly a system is, and it's been widely used to study virtual learning environments (Brooke, 1996). It's especially popular in Human-Computer Interaction (HCI) research for measuring how users perceive a system's usability (Lewis, 2014, 2018).

1.1 Study Problem and Objective

GC is a cloud-based learning management system (LMS) that combines technology to deliver education, create content, track student participation, and assess performance. It supports personalized learning by letting students move at their own pace while giving teachers the tools to monitor progress, identify areas where students struggle, and adjust their teaching methods accordingly (Pardeshi & Alliwadim, 2015). Despite its growing use, there's been little research on how effective GC is in Omani schools, especially when measured using the System Usability Scale (SUS) in its Arabic version. This study aims to fill that gap by using SUS to understand teachers' perceptions of GC's effectiveness, explore the benefits and challenges they face, and gather their suggestions for improving the platform.

1.2 Study Questions

The main question driving this research is:

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How do teachers perceive the effectiveness of Google Classroom, as measured by the System Usability Scale?

To answer this, the study will explore the following sub-questions:

Q1: What is the overall SUS score for teachers using GC?

Q2: What are teachers' experiences with using GC?

Q3: What are the main benefits and challenges of using GC in Omani schools?

Q4: What suggestions do teachers have for improving and adopting GC in schools?

Study Importance

The COVID-19 pandemic revealed significant challenges in how Omani teachers use Google Classroom (GC), especially when transitioning to online learning. While GC has potential, there's been little research in the Arab world—and particularly in Oman—using the System Usability Scale (SUS) to measure how effective educational technologies like GC are. This study aims to address this gap by providing valuable insights into GC's usability, identifying its strengths and weaknesses, and offering practical recommendations for its improvement and adoption in Omani schools. By doing so, it contributes to a better understanding of how technology can be integrated into education in the region..

2. Literature Review

2.1 Google Classroom Effectiveness

Research has consistently shown that Google Classroom (GC) is an effective platform for use in schools. Teachers have found it to be a valuable tool for delivering e-learning, especially as education shifted from traditional face-to-face instruction to virtual classrooms during the COVID-19 pandemic (Okmawati, 2020). For instance, GC has proven particularly effective for Blended Learning (BL). A study by Murtikusuma et al. (2019) have found that GC-supported learning was valid, practical, and effective. Additionally, GC has been shown to significantly improve mathematics learning outcomes for high school students in Medan, Indonesia, by enabling learning both inside and outside the classroom (Umam et al., 2019).

From the students' perspective, GC has also been praised for its effectiveness. Bayarmaa and Lee (2018) found that using GC as an online learning environment was both successful and effective. It helped students develop their knowledge, evaluate their performance, and provide feedback. GC also encouraged teamwork, allowed students to share ideas, and facilitated comfortable communication. Moreover, its ease of use, mobile-friendly design, and time-saving features made it a popular choice among students (Bayarmaa & Lee, 2018). Similarly, De Campos et al. (2019) evaluated GC's usability and user satisfaction, concluding that while the platform was relevant and useful for teaching and learning, there was room for improvement in user interaction and identification. Students expressed high satisfaction with GC, viewing it as a valuable tool for supporting the teaching-learning process (De Campos et al., 2019).

Studies have also highlighted how GC enhances classroom dynamics and student participation. Heggart and Yoo (2018) found that over 90% of students rated GC as "very good" or "good," with 87% indicating they would continue using it in the future. GC served as a facilitation tool, simplifying tasks like assignment management and communication (Azhar & Iqbal, 2018). Gupta and Pathania (2020) further emphasized that GC allowed students to access learning materials easily, communicate with peers, learn at their own pace, and collaborate effectively. Students reported feeling satisfied and engaged, finding GC to be an effective and non-boring medium for studying (Gupta & Pathania, 2020).

For teachers, GC has been a useful tool for designing structured lessons, implementing scaffolding activities, and presenting problem-solving processes (Bayarmaa & Lee, 2018). Heggart and Yoo (2018) also noted that GC improved classroom dynamics and student participation, though challenges like pacing and user experience were identified. Their study proposed a framework for evaluating online platforms, focusing on pace, ease of access, collaboration, and student agency.

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In the Arab world, GC has shown positive results as well. For example, it improved reading and writing skills among Syrian students, who appreciated its ease of use, usefulness, and accessibility (Albashtawi & Al Bataineh, 2020). Al-Maroof and Al-Emran (2018) found that both perceived ease of use and perceived usefulness positively influenced students' intention to use GC, which in turn affected actual usage. However, challenges like accessibility issues were noted, particularly when using tools like wikis in virtual classes (Al Shabibi, 2021).

2.2 Advantages and Challenges

While GC offers numerous advantages, its implementation is not without challenges. Key benefits include its role as a facilitation tool, improved teacher-student interaction, and better classroom organization.

Facilitation Tools: Teachers have found GC particularly useful for managing assignments, announcements, and assessments online (Azhar & Iqbal, 2018). However, some teachers view it primarily as a tool for document and classroom management rather than a transformative teaching methodology. A study involving high school teachers in Indonesia revealed that while GC was helpful for task management and student interaction, many teachers had not fully explored its features, limiting its potential benefits (Harjanto & Sumarni, 2019).

Improved Teacher-Student Interaction: GC allows teachers to interact with students outside the classroom, enhancing overall communication and engagement. Despite these advantages, challenges remain.

Accessibility and Participation: Heggart and Yoo (2018) identified accessibility issues and varying levels of student participation as significant challenges. Additionally, Halverson (2011) highlighted broader issues like privacy concerns, conflicts between institutional and student goals, and the difficulty of building a holistic student identity in online environments. Al-Maroof et al. (2021) have indicate that perceived usefulness and ease of use significantly have worked a role in influencing students' satisfaction and intention to continue using Google Classroom (GC). Students have also shown a great appreciation in its accessibility as well as organization.

However, using GC in classes has led to some challenges which might hinder ultimate use of the platform in schools. They are as follows:

Misuse of Mobile Devices: Some teachers expressed concerns about students misusing mobile devices during class, which can distract from learning (Azhar & Iqbal, 2018).

Inefficient Interface: Teachers often cited the lack of a user-friendly interface as a major drawback, affecting the platform's efficiency (Azhar & Iqbal, 2018).

2.3 System Usability Scale (SUS)

The System Usability Scale (SUS) is a widely used tool for evaluating the usability of systems like GC. Its popularity stems from several factors: it is free, publicly available, and has strong psychometric properties (Pal & Vanijja, 2020). SUS is also highly reliable, with a Cronbach's alpha coefficient typically exceeding 0.90, and can be adapted to various contexts (Peres, Pham, & Phillips, 2013).

SUS consists of 10 statements, half of which are positively worded and the other half negatively worded. It provides a clear grading scale, with scores above 89 considered "excellent," 80-89 as "good," 70-79 as "fair," 60-69 as "poor," and below 60 as "unacceptable" (Bangor et al., 2009; Sauro & Lewis, 2016). This makes SUS a practical and reliable tool for assessing the usability of platforms like GC in educational settings.

Overall, Google Classroom has proven to be an effective tool for both teachers and students, offering numerous benefits such as improved interaction, task management, and accessibility. However, challenges like interface inefficiency and device misuse highlight areas for improvement. By using tools like the System Usability Scale (SUS), researchers can better understand these challenges and work toward optimizing GC for educational use, particularly in contexts like Oman where such studies are still emerging.

Extant research has found that SUS has got a high degree of reliability (normally the Cronbach's alpha coefficient exceeds 0.90), validity, and can be adapted for different contexts (Peres, Pham, & Phillips, 2013). SUS has 10

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items in total, with half of the items having a positive tone (the odd number items), and the other half having a negative tone (the even number items). The SUS consists of 10 statements as shown in Table 1.

Table 1: SUS statements

N	Statements
1.	I think that I would like to use this system frequently
2.	I found the system unnecessarily complex.
3.	I thought the system was easy to use.
4.	I think that I would need the support of a technical person to be able to use this system.
5.	I found the various functions in this system were well integrated.
6.	I thought there was too much inconsistency in this system.
7.	I would imagine that most people would learn to use this system very quickly.
8.	I found the system very cumbersome (strange) to use.
9.	I felt very confident using the system.
10.	I needed to learn a lot of things before I could get going with this system.

The response is given on a scale of 1 (strongly disagree) to 5 (strongly agree) for each item. The SUS score ranges from 0 to 100 (higher score meaning a better usability) in steps of 2.5 increments This scale provides a good way to empirically interpret the meaning of the SUS scores. Tables 2 provide a description of this scale (Pal & Vanijja, 2020).

Table 2: Pembobotan Score SUS Questionnaire

SUS Score	Letter Grade	Adjective Rating
Above 80.3	A	Excellent
Between 68 and 80.3	B	Good
68	C	OK
Between 51 and 67	D	Poor
Below 51	F	Awful

How to calculate the scale grading?
System Usability Scale (SUS) Scoring Process

Participants provided feedback using a 5-point Likert scale. To ensure consistency in interpretation, these responses were standardized into a final score ranging from 0 to 100. The calculation involves two key steps:

1. Adjusting for Item Polarity:
    - Items phrased positively (e.g., Questions 1, 3, 5, 7, 9): The selected rating was reduced by 1. For example, a response of "4" would contribute 3 points.
    - Items phrased negatively (e.g., Questions 2, 4, 6, 8, 10): The rating was inverted by subtracting it from 5. A response of "2" here would contribute 3 points (see Table 3). This adjustment ensures all items align on a 0–4 scale, regardless of their wording.
2. Calculating the Final Score:
   The adjusted scores for all 10 items were totaled and multiplied by 2.5. This scaling step translates the raw data into the standardized 0–100 SUS metric, enabling straightforward interpretation of usability outcomes (Pal & Vanijja, 2020).

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For example: If a person answers, as shown on Table.3, on questions 1 to 10 as follows:

Table 3: SUS Scale Item Score

Item	1	2	3	4	5	6	7	8	9	10
	(0-4) -1	5- (0-4)								
Answer	4	0	4	1	3	2	4	1	3	3
Score	3	5	3	4	2	3	2	4	2	2
Total					30					

Then, the score will be converted to the SUS Score scale in percentage as shown in the figure below, multiplied by 2.5. in the previous example, the participant got 30*2.5= (75%). The 75% is a "good" score according to the scale in Table 2 above.

2.4 SUS Arabic Version

Al Ghannam et al. (2018) focused on adapting the System Usability Scale (SUS) to create a culturally relevant usability assessment tool for Arabic-speaking populations. Their work culminated in the Arabic-System Usability Scale (A-SUS), which was pilot-tested with Communication Disorders Sciences students at Kuwait University to evaluate the usability of a mobile application. The A-SUS retains the core principles of the original SUS while addressing linguistic and cultural nuances, offering professionals a validated instrument to assess technology usability among native Arabic speakers.

Table 4: SUS statements Arabic Version

الرقم	**العبارة**
1	اظن انني أحب ان استخدم هذا النظام باستمرار
2	وجدت هذا النظام معقدا أكثر من اللازم
3	اظن هذا النظام سهل الاستخدام
4	.اعتقد بأنني احتاج مساعدة شخص من تخصص تقني لاستخدام هذا النظام
5	وجدت الوظائف المتعددة في هذا النظام منسجمة فيما بينها
6	ظننت ان هناك الكثير من التضارب في استخدام هذا النظام
7	.اتخيل بان كثير من الناس سوف يتعلمون استخدام هذا النظام بسهوله
8	وجدت هذا النظام غريب للاستخدام
9	شعرت بالثقة التامة عند استخدام هذا النظام
10	.يجب معرفة امور كثيرة لتسهيل استخدام هذا النظام

2.5 Reliability results of the Arabic version

The scale has been customized into different languages, Arabic is one of them which resulted in the version, used in this study. Al Ghannam et al. (2018) study found that the Cronbach's alpha coefficient measures of the transformed items of the Arabic version in 2015/2016 was at 0.8. This consistent result was lower than the English SUS at 0.91 but was well in the range of 0.7–0.95 for acceptable reliability. Therefore, the researchers used the Arabic version of the scale to carry out the study.

3. Methodology

The study adopted a mixed-methods framework, strategically integrating quantitative and qualitative approaches to holistically address the research objectives (Creswell, 2008). Recognized as a transformative paradigm in social sciences, mixed methods bridge the historical divide between quantitative and qualitative methodologies, fostering a unified approach to inquiry (Johnson & Onwuegbuzie, 2004; Teddlie & Tashakkori, 2003). Creswell and Plano Clark (2011) conceptualize this methodology as both a philosophical stance and a practical strategy, emphasizing

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its role in guiding data collection, analysis, and the intentional blending of numerical and narrative data across research phases. They assert that such integration yields deeper insights than isolated quantitative or qualitative methods, as it harmonizes their distinct advantages (Creswell & Plano Clark, 2011, p. 5).
Key rationales for methodological integration triangulation, complementarity, and developmental expansion are widely cited (Bryman, 2006; Greene et al., 1989). Triangulation, the most prominent justification, enhances validity by cross-verifying findings through divergent datasets (Bryman, 2006). The triangulation design (or convergence model), as described by Creswell et al. (2003), systematically combines methods to capture complementary perspectives on a single phenomenon (Morse, 2003). This approach capitalizes on quantitative strengths, such as broad generalizability from large samples, alongside qualitative capacities for contextual depth, thereby mitigating the limitations of each method when used independently (Creswell & Plano Clark, 2011, p. 77).

3.1 Method A: System Usability Scale (SUS)

An Arabic adaptation of the SUS questionnaire (Al Ghannam et al., 2018) was administered to assess teachers' experiences with Google Classroom (GC). The 10-item instrument (Table 4) demonstrated strong reliability, with a Cronbach's alpha coefficient of 0.8 during 2015/2016 testing, aligning with established thresholds (0.7–0.95) for robust psychometric tools (Al Ghannam et al., 2018). Raw scores from Q1 and Q2 were converted to standardized SUS percentages (multiplied by 2.5) and interpreted via the adjective rating scale in Table 2.

3.2 Method B: Semi-Structured Interviews

To contextualize quantitative findings, 217 teachers from the initial cohort participated in semi-structured interviews exploring GC's perceived benefits, challenges, and improvement opportunities. Open-ended questions elicited detailed reflections on their pedagogical use of the platform. Interviews were audio-recorded, transcribed, and thematically analyzed to identify recurring patterns. Transcripts were systematically coded to categorize dominant themes, with particular attention to divergent viewpoints and consensus areas.

3.3 Participants

The purposive sample comprised 217 Omani teachers during the 2020–2021 academic year, selected based on three criteria: (1) completion of GC training courses, (2) active use of GC for online instruction, and (3) accessibility during COVID-19 school closures. This ensured participants possessed relevant expertise while accommodating logistical constraints during data collection.

4. Results

To answer the main question: What is the teachers' perception of GC effectiveness using the System Usability Scale (SUS)? The researchers answered the question through assigning the three research sub-questions:
Q1: What is the general scoring for the teachers when using Google Classroom (GC) using System Usability Scale (SUS)?
The SUS raw score obtained for this research question was (27.7) which was then converted to the SUS score scale in percentage as shown in the example above multiplied by 2.5, as shown on Table.5, 27.7*2.5 = (69.2%)

Table 5: General Scoring for the Teachers

SUS Raw Score	Final Score	Adjective Rating
27.7	69.2	Good

Table 5 below shows that the final score is considered "good" according to the SUS scale (see Table 2 above for interpretation).
Q2: How are the teachers' experiences about using GC?

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Teachers were asked in the survey about their experience in using GC. 78% participants agreed that their experience in using GC was 'good' which was in accordance with the general SUS score (69.2%). This means that the teachers were positively satisfied when using GC in virtual classes.

Q3: What are the main advantages and challenges in using GC in Omani schools?

The sample of teachers' interviewees were asked to identify the main advantages and challenges in using GC in Omani schools. The results showed that most teachers answered could be categorized into four main categories, educational process, instructional process, the platform, and students. In the coming lines, the interviewees showed their responses to using GC in online classes.

4.1 Advantages

The advantages of using Google Classroom in online classes are as follows:

1. Educational process: They thought that using GC involved less paper and less cost.
2. Instructional process: Participants felt positive about using GC in teaching as they could try so many ideas to develop teaching process and deliver more information than in the face to face way by using the internet and different online websites. They perceived that they became creative and could find new ways to teach using the GC and found it interesting as it met the new technological development in Oman and its national VISION 2024. They said that using GC made them confident when using other technologies. It allowed them to know better their students' feelings behind the screen and controlled their own feelings when they dealt with them online.
3. The platform: GC made teaching easier and provided them with good tools for assessment. Other applications on the GC platform were easy to use. It had so many privileges such as: organizing lessons, uploading files and inserting pictures. They opinionated that it assisted teachers but could not replace them.
4. Students: Students found it interesting to try the virtual class using GC and preferred it over the face to face way. They were eager to use the platform for learning.

4.2 Challenges

Many challenges have appeared when using GC in online classes, they are:

1. Educational process: Some participants perceived that using GC entailed loss of proper learning since students had difficulties in learning online.
2. Instructional process: Some teachers preferred teaching face to face than to use GC. They believed that using GC was a failure since there were not enough preparations done before assigning the platform by the Omani Ministry of Education. Some participants had difficulties to use the platform and believed that there were lots of 'learning loss' since the teaching was carried out online. They thought that GC did not show what students were capable of. In specific, science and math teachers faced difficulties teaching on the platform since it did not have mathematical symbols. Letters appeared upside-down, activities and homework, given to students were not effective.
3. The platform: They thought that GC needed some developments as in voice, writing, presenting, etc. which hindered teachers from approving the platform in all subjects. Some icons did not appear on mobile app as they appeared on laptops only. They reported some technical problems in the platform as black screen appeared regularly and voice disappearing suddenly.
4. Students: Some participants saw that their students did not take GC seriously. Some of their students found GCs boring with no laptops or IPads were available for all students which made learning a bit difficult. Students had problems to log in the platform and notifications from the platform did not reach the students. Some participants expressed their disappointment with high students' noticeable absence, low participation or activity.
5. Others: The teachers reported that parents did the homework for their children while using GC. They complained of the poor internet connection leaving families with no governmental support in need of buying laptops or tablets to their kids. In addition, they reported that there was no clear usage for GC platforms in the Omani schools, whether it would be a part of the pedagogical system or not in the coming years.

Q4: What are the GC teachers' suggestions to adopt using Google Classroom in schools?

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The teachers' interviewees were asked to propose some future suggestions for improvement in using GC in Omani schools. Teachers have come with different suggestions to develop GC and to adopt it in Omani schools. They were:

Instructional process: Teachers need training on how to deal with troubleshoot technical problems, if faced. Training courses are required on how to use GC platforms and other platforms to develop teachers' skills in online learning in the future.

Students: It is strongly suggested that it is important to consider the psychological side of a student. Also, students need more training on how to use GC in classes.

The platform: The GC needs some improvements in order to be adopted by school teachers. For example, images design and questions formation need more modifications. It should include pedagogical games that would make working on GC more interesting. Omani schools need GC platforms for each school level of basic (5-10) and post basic (11-12) education. GC platform should be activated and further developed after the Covid-19 crisis.

Others: Although students used platforms, before assigning GC in schools. Therefore, it is necessary to provide strong networks. Internet speed needs to be upgraded so teaching becomes more acceptable by students and teachers. More in-depth investigations are needed to see how successful using GC or not in the educational field. Local communities need effective training courses on how to use GC in classes. Distance education should be adopted in the future educational plans.

5. Discussion

This study was conducted to employ the SUS in investigating the teachers' perceptions of using GC platform effectiveness. It also explored its advantages/challenges and further suggestion for its implementation. Techers were mostly novice in their GC use and experiences as they were put amid the online delivery without pre-training or skills. However, the analysis of the fieldwork data using the SUS scale rated their perceptions as "good" in both their use and experience of GC. This implies that they adapted to this shift toward online delivery and utilized the advantages being made available to them through the GC platform despite the challenges addressed in the interviews. These findings agree with the findings reported in studies of Okmawati (2020), Murtikusuma, et al. (2019) and Umam et al. (2019) who discovered that GC is an effective platform to be used in schools which can attract the students and improve their understanding since the learning has shifted from face to face into virtual classes during Covid-19 pandemic. In addition, Gupta & Pathania (2020) and Albashtawi & Al Bataineh (2020) found that responses from both teachers and students were positive as they were able to develop a group feeling in such virtual classroom characterized by ease of use, usefulness, and accessibility.

The Omani teachers' positive perceptions can be attributed to the level of adaptation to the GC features they have mentioned in the interviews. They felt positive about using GC in teaching for its economic scalability in terms of lowering the instructional process costs and investing the new technological advancement in Oman. They also show some awareness of their technological skills transferability with self-confidence and netiquette behavior. Their preference showed that GC is becoming a common platform but on varying levels. Azhar & Iqbal (2018), Harjanto & Sumarni (2019) and Al-Maroof et al. (2021) studies' findings showed that teachers generally perceived the use of GC, specifically its facilitation tools, as helpful to conduct virtual classes. Rapanta et al. (2020) argue that the reason for teachers' positive opinions and satisfaction with their students' online activities and classroom interaction lies in these platforms' capabilities and affordances. One interesting finding is that they that GC can replace them which indicates less resistance and more openness to innovations. They continued to see their students preferred GC over the traditional methods of instruction. These views are strongly echoed in the literature (Bayarmaa & Lee, 2018; Heggart, & Yoo, 2018; Al-Maroof and Al-Emran, 2018; Gupta & Pathania, 2020).

On the contrary, some teachers showed having faced critical technological issues such as limited internet access and lack of the necessary online lessons' design and delivery skills with little or no suitable governmental support. Heggart, & Yoo (2018) found the same accessibility problems. Teachers expressed their fears of the impact of these infrastructural issues on the part of loss of proper learning associated with little technological preparations, lack of seriousness, students' absence and low participation. They thought that this kind of careless conduct may have a passive effect on the quality of the instructional process. Further, they emphasized some GC interface issues such as the lack of mathematical symbols and screen problems that may hindered them from applying the platform

in all subjects. These concerns were supported by Azhar & Iqbal (2018) study which found that GC lacks user-friendly interface.

Omani teachers suggested that they needed more training on technical troubleshooting and the use of GC and other platforms in the future. Moreover, they called for more training for the students and their parents on the use of GC in virtual classes. Braun et al. (2020) found that teachers needed training to enable them to select and use the best technological applications. The teachers have also proposed required enhancements for GC and recommended its adaptation through research evidence in the future.

6. Conclusions and implications

It appears from this study that Omani teachers have tried to respond to the immediate transition requirements to work with GC and other online platforms despite their unpreparedness for this shift at the beginning of the Covid-19 pandemic. The teachers revealed their positive opinions about this transformation and their experience in general despite the challenges they have been faced with in terms of infrastructure issues, lack of training and shortage of support provided. Therefore, it can be discerned what the next stage should entail in adopting the GC platform and dealing with e-learning in general in the Omani basic education schools. For example, teachers suggested providing them and their students (and parents) with the necessary technological training and self-learning and critical thinking skills to deal with GC and other e-platforms. In addition to developing infrastructure, especially in the areas of equal access to the Internet, consolidating its speed and developing its ethical use. Most important of all, the need to spread awareness and positive attitudes among teachers, students and community members to prepare for any upcoming rapid transformation that may be required due to any global or national massive events.

6.1 Limitations and Future research

The current study was an attempt to understand the way in which the Omani teachers used the GC platform through the SUS scale. Although the idea of employing this scale in the Omani educational setting is novel, it will require further in-depth studies because this study was characterized by the small purposive sample which does not allow the possibility of generalizing the findings nor transferring them to other contexts. Therefore, we recommend conducting future studies that will elucidate the opinions of other samples, such as students, parents and community members. It is also possible to study non-governmental educational institutions and international schools down to higher education institutions, with the aim of conducting in-depth studies of similar phenomena.

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