EFFECTIVENESS OF GOOGLE FORMS AS A FACILITATIVE TOOL FOR DOCUMENTING GOOD PRACTICES IN THE 60% PROJECT COURSE ASSESSMENT BY INTERNAL ASSESSORS OF THE DEPARTMENT OF ELECTRICAL ENGINEERING, POLITEKNIK PORT DICKSON

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Abstract

This study aims to evaluate the effectiveness of using Google Forms as a facilitative tool for documenting the 60% progress assessment of student projects from the perspective of internal assessors at the Department of Electrical Engineering, Politeknik Port Dickson. The Technology Acceptance Model (TAM) was used as the study framework to identify factors influencing user acceptance, including elements such as perceived usefulness, ease of use, attitude toward use, intention, and actual use. This study employed a mixed-methods approach, combining quantitative data collected through a Likert-scale questionnaire with qualitative feedback obtained through open-ended questions. A total of 35 internal assessors participated as respondents. Spearman correlation analysis revealed significant positive relationships among all TAM elements, particularly between perceived ease of use and perceived usefulness with both intention and attitude toward usage. Thematic analysis uncovered key themes such as ease of use, technical challenges, workload, and suggestions for improvement. The findings indicate that Google Forms is not only effective from a technical perspective but is also well accepted by users. The study recommends improvements in interface design and technical support to ensure that the implementation of digital assessment systems becomes more efficient, transparent, and user-friendly.

Keywords: Google Forms, TAM Model, project assessment, embedded concurrent mixed method

1.0 Introduction

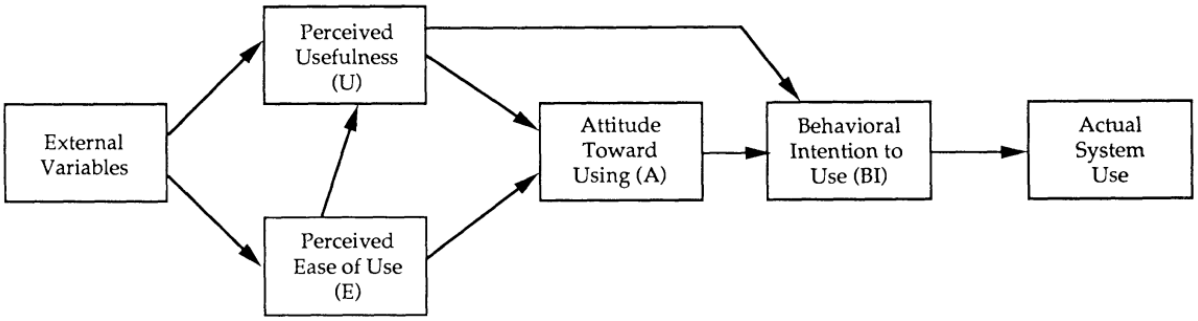
Since mid-2023, a digital facilitation tool based on Google Forms has been adopted by internal assessors from the Department of Electrical Engineering, Politeknik Port Dickson, in documenting the 60% progress assessment of student projects. This initiative emerged from informal discussions among assessors who voiced concerns over the inconsistency of existing practices. There was confusion regarding which forms should be used, and some assessors conducted assessments verbally without any formal documentation. This situation resulted in inconsistent practices, especially in carrying out the 60% progress assessment, which is usually conducted during the seventh week of the academic semester. This assessment serves as an early indicator of student readiness before entering the final phase of their projects. However, without a structured and consistent documentation system, the assessment process became less transparent, difficult to review later, and unable to support meaningful improvements based on data.

According to Thanabakiam (2011), a project is a form of structured learning activity conducted within a specific time frame, involving the collection and analysis of data to produce a complete and valid report. In the curriculum context, a project is a practical

learning approach that applies theory to real-life implementation, either individually or in groups, depending on the course level and objectives. The assessment of such projects is typically conducted in stages throughout their implementation, until the final stage. Therefore, formative monitoring and assessment by project supervisor must be carried out systematically in alignment with the learning objectives. Supervisor is responsible for ongoing observation of students' progress, readiness, and project implementation, enabling early identification of challenges and appropriate adjustment of learning strategies (Zuhdiyyah et al., 2023). In addition, the involvement of internal or external assessors from the same field of expertise is also essential to ensure a more transparent and balanced assessment process. A study by Sun et al. (2021) shows that a double-assessor system (double-blind review) can reduce bias in evaluating students' work. Hence, formative assessments conducted by internal assessors should be documented systematically, not only as records of student progress but also as references for identifying strengths, weaknesses, and areas for improvement. Structured documentation supports continuous monitoring, provides constructive feedback, and enhances student motivation and learning. Therefore, proper attention should be given to the implementation and documentation of the 60% progress assessment to ensure academic responsibility and the overall effectiveness of teaching and learning.

Although various studies have been conducted on formative assessment approaches in student projects, there remains a significant gap in terms of digital documentation, especially during the 60% project progress stage, where formative assessment is carried out. Most previous studies focused on the development of rubrics or assessment strategies at the final stage of the project but gave less attention to systems that support the systematic implementation and documentation of project progress. Furthermore, the aspect of documentation by internal assessors has also received limited attention. In fact, there is still a lack of research on user acceptance of technologies such as Google Forms, especially among internal assessors.

Google Forms was introduced as a tool to help with documentation, aiming to fill this gap. It is capable of storing data automatically, is easy to access, and is user-friendly. Studies by Rabhasa et al. (2023) and Norlia (2022) have demonstrated that digital forms can enhance information management efficiency, reduce dependency on printed documents, and improve data effectiveness. However, the success of its implementation depends largely on users' acceptance of the system.



Source: Adapted from Davis, Bagozzi, and Warshaw (1989).

Figure 1: Technology Acceptance Model, TAM

The Technology Acceptance Model (TAM), introduced by Davis et al. (1989), was used in this study to assess the level of user acceptance. This model is based on two main constructs, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), which influence the user's attitude and behavioural intention. These, in turn, lead to actual use, as shown in Figure 1. Based on this framework, the study aimed to examine the effectiveness of using Google Forms in documenting the 60 percent progress assessment of student project from the perspective of internal assessors. The study also identified the factors that influence how users accept this digital tool, based on the main components of the Technology Acceptance Model (TAM). The results are expected to help improve formative assessment practices by promoting documentation that is more organised, transparent, and based on actual evidence. This study is seen as important because it can support the use of a more efficient and reliable digital documentation method for formative assessment.

2.0 Methodology



Source: Adapted from Statistic, Econometrics, Data Analysis and Coding, (2024)

Figure 2: Infographic showing the key elements included in the methodology

This study applied a quantitative approach, with emphasis on several key elements of methodology, as shown in Figure 2. The main elements included research design, data collection method using questionnaires, sampling strategy, and data analysis techniques through statistical methods. This approach allowed the data to be analyses objectively and accurately in order to answer the research questions.

2.1 Research design

This study adopted a quantitative approach supported by qualitative elements, in line with the embedded concurrent design proposed by Creswell (2009). In this design, the quantitative component served as the main focus, while qualitative data were collected at the same time to strengthen and enrich the interpretation of the quantitative findings.

The core of this study was a correlational quantitative design, used to examine the strength and direction of relationships between variables in the Technology Acceptance Model (TAM) by Davis et al. (1989). This model explains that the use of technology is influenced by behavioural intention (BI), which is shaped by attitude toward using (ATU), perceived usefulness (PU), and perceived ease of use (PEOU). Based on this model, six hypotheses were formulated to test the relationships among the variables involved:

H_{01}: No significant relationship was found between Perceived Ease of Use (PEOU) and Perceived Usefulness (PU).

H_{11}: A significant relationship was found between PEOU and PU.

H_{02}: No significant relationship was found between Perceived Usefulness (PU) and Behavioural Intention to Use (BI).

H_{12}: A significant relationship was found between PU and BI.

H_{03}: No significant relationship was found between Perceived Ease of Use (PEOU) and Behavioural Intention to Use (BI).

H_{13}: A significant relationship was found between PEOU and BI.

H_{04}: No significant relationship was found between Perceived Usefulness (PU) and Attitude Toward Using (ATU).

H_{14}: A significant relationship was found between PU and ATU.

H_{05}: No significant relationship was found between Perceived Ease of Use (PEOU) and Attitude Toward Using (ATU).

H_{15}: A significant relationship was found between PEOU and ATU.

H_{06}: No significant relationship was found between Attitude Toward Using (ATU) and Behavioural Intention to Use (BI).

H_{16}: A significant relationship was found between ATU and BI.

The choice of a quantitative research design aligns with Creswell's (2012) view that this approach is suitable for explaining relationships between variables based on observable patterns and trends in numerical data. In addition, a correlational design is appropriate when variables cannot be manipulated directly through experiments and when the researcher aims to study real-life situations (Mekonnen, 2020).

As support for the quantitative analysis, this study also included open-ended questions that were analysed thematically. This approach allowed insights into the background and experiences of internal assessors in using Google Forms, which may not have been captured through quantitative surveys alone. The qualitative analysis contributed to a more complete understanding of user experience and helped strengthen the interpretation of the quantitative findings.

2.2 Data collection

The questionnaire in this study was developed based on the Technology Acceptance Model (TAM) and adapted from previous studies to suit the use of Google Forms for documenting the 60 percent progress assessment of student projects. Creswell (2012) highlighted the importance of conducting a pilot test to assess content validity as well as to improve the structure of questions, format, and measurement scale. This pilot test involved ten internal assessors who reflected the characteristics of the actual sample. A group of ten respondents was considered sufficient, since the aim of a pilot test is not to test hypotheses but to examine the usability of the instrument and ensure smooth implementation of the study (In, 2017). Feedback from the pilot participants

was used to review and finalise the questionnaire.

The final version of the questionnaire was distributed online using Google Forms over a three-week period. This method was chosen because it helped save time and cost, while making it easier for respondents to answer at their convenience. Online distribution also made data management more efficient, including monitoring response rates and transferring the data directly into analysis software. McLaren (2013) stated that distributing questionnaires through the internet, such as via email or website links, offers advantages such as wider reach, quicker response, and greater convenience for respondents who can answer at any suitable time and resume if interrupted. The online platform also allowed the researcher to manage responses more effectively, such as sending reminders and exporting the data straight into analysis software. Even so, the study considered possible challenges such as internet access, digital skills, and information security. A secure platform and proper measures to protect the confidentiality and privacy of respondents were prioritised to ensure that ethical research standards were followed.

The structure of the instrument consisted of three main sections. The first section included two general questions related to the role of respondents as internal assessors and their usage of Google Forms. The second section presented items using a five-point Likert scale, designed based on the four core variables within TAM. These items aimed to measure the level of agreement among respondents on statements regarding the use of Google Forms for assessing the 60 percent project progress. An open-ended question was placed at the end of the questionnaire to collect respondents' views on the main challenges they faced when using Google Forms in this context. The answers were analysed using thematic analysis, which is a qualitative method that helps researchers identify patterns and deeper meanings in the responses (Heriyanto, 2018). This method is regarded as a key skill in many types of qualitative analysis (Holloway and Todres, 2003; Braun and Clarke, 2006). The qualitative responses offered additional perspectives on external factors that could influence system usage, which were not directly measured by the TAM variables.

2.3 Sampling strategy

Purposive sampling was used to select internal assessors who had experience using the Google Forms provided by the researcher as a tool for documenting project assessments. This method aligns with the guidelines by Memon et al. (2025), who explained that purposive sampling is appropriate in quantitative research when participants are selected based on specific criteria relevant to the study's objectives. The sampling process was carefully documented to maintain methodological transparency.

As a non-probability method, the findings from this study apply only to the group of respondents involved. A total of 50 internal assessors were invited to participate, but only 35 responses were successfully collected by the end of the data collection period. Although this number is smaller than initially targeted, it was still considered sufficient based on the logic of the Central Limit Theorem (CLT). According to Mohd Noor and Mohamad Fuzi (2024), the sampling distribution of the mean tends to approximate a normal distribution when the sample size reaches 30 or more.

2.4 Data analysis method

All data collected in this study were analysed from three key aspects, which are demographic analysis, Spearman correlation, and thematic analysis. Demographic analysis helped provide a clearer understanding of the respondents' background and its relevance to the context and validity of the study. In this study, the researcher examined the respondents' experience as internal assessors and their use of the Google Forms platform for assessment purposes.

Demographic and correlation data were analysed using SPSS software. The Shapiro-Wilk normality test was first carried out to determine the suitability of the correlation method. Since the data were not normally distributed, Spearman correlation analysis was used to determine the strength and significance of the relationships between variables. The significance level was set at $p < 0.05$.

In addition, the researcher conducted thematic analysis for the qualitative data, following the steps outlined by Heriyanto (2018). This included familiarising with the data, generating and assigning codes based on researcher interpretation, identifying key themes, and organising the data systematically according to these themes. This approach allowed the researcher to gain deeper insights into the meanings behind the respondents' open-ended feedback.

2.5 Ethical consideration

All respondents were informed about the purpose of the study, and informed consent was obtained voluntarily. The confidentiality of their identities was ensured, and all data collected were used solely for academic purposes.

3.0 Results and Discussion

This section presents the research findings based on both quantitative and qualitative data, aligned with the study's objectives and hypotheses. The quantitative findings include descriptive analysis of the respondents' profiles and Spearman correlation analysis to examine the relationships between variables within the Technology Acceptance Model (TAM). The qualitative findings, derived from open-ended questions, were analysed thematically to identify issues and challenges faced by internal assessors in using Google Forms. This analysis not only supports the understanding of patterns found in the quantitative data, but also enriches the discussion with practical insights and real user experiences.

3.1 Demographic profile of respondents

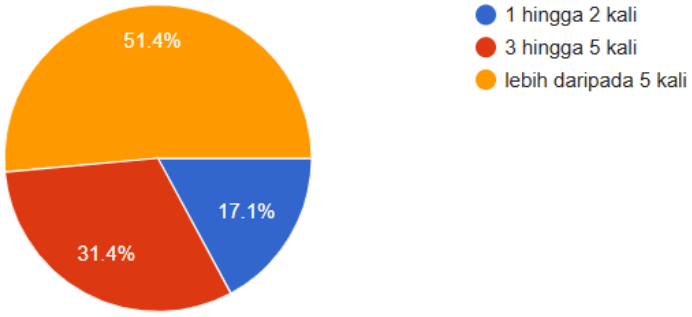


Figure 3: Frequency of appointment as an internal assessor

A total of 35 internal assessors who had been involved in assessing the 60% progress of student projects participated in this study. As illustrated in Figure 3, 51.4% (18 respondents) had been appointed as internal assessors more than five times, while 31.4% (11 respondents) had served between three to five times. The remaining 17.1% (6 respondents) had only been appointed once or twice.

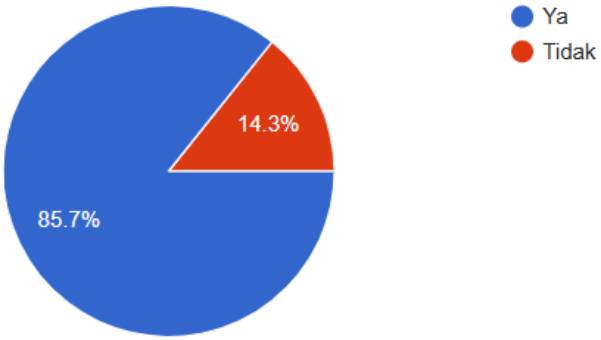


Figure 4: Use of Google Forms for the 60% Progress Assessment of Student Projects

Meanwhile, based on Figure 4, a total of 85.7% (30 respondents) reported that they had used Google Forms for documenting student project assessments. Only 14.3% (5 respondents) had never used it. This finding indicates that most assessors are already familiar with using digital forms, making them suitable participants for evaluating the acceptance of this tool within a more systematic documentation system.

A similar approach to demographic reporting was adopted by Jamili and Mahamod (2022) in their study on primary school Malay language teachers, which examined differences in the implementation of fun-learning activities based on gender and teaching experience. In their study, background data such as gender and number of teaching years were used as a basis to understand teachers' readiness and preferences towards certain teaching methods. Similarly, the demographic details presented in this study, particularly the respondents' experience with digital tools, play an important role in explaining the relevance of the study context and in providing a clearer understanding of the overall findings.

3.2 Spearman correlation analysis

Table 1 presents the reliability levels for each element in the questionnaire, based on Cronbach's Alpha coefficient. All elements under the TAM model recorded values above 0.80, indicating high reliability. The highest score was recorded for the Perceived Usefulness (PU) element, which reached 1.00, followed by Behavioural Intention (BI) with a value of 0.911. According to Naida et al. (2015), the Cronbach's Alpha score is often used as a reference to analyse the reliability and internal consistency of questionnaire items during pilot studies. Based on the high coefficient values recorded in this study, the developed questionnaire instrument can be considered stable and suitable for use in the actual research.

Table 1: Cronbach's alpha for each TAM element in the pilot study

Element	No. of item	Cronbach's alpha	Reliability level
Perceived Usefulness (PU)	3	1.00	Very high
Perceived Ease of Use (PEOU)	3	0.897	High
Attitude Toward Use (ATU)	3	0.897	High
Behavioural Intention (BI)	3	0.911	Very high
Actual Use (AU)	2	0.816	High

Meanwhile, Table 2 presents the results of the Shapiro-Wilk normality test for each variable. All elements showed a significance value (p) of less than 0.05, indicating that the data did not follow a normal distribution. As a result, this study used a non-parametric correlation analysis, specifically Spearman's correlation. This decision aligns with the recommendation by Curtis, Comiskey and Dempsey (2016), who stated that Spearman's rho is a suitable non-parametric alternative to Pearson's r, especially for ordinal data such as Likert scales, or when the data distribution is not normal.

Table 2: Shapiro-Wilk Normality Test

Element	No. of item	Shapiro-Wilk	Significance value (p)
Perceived Usefulness (PU)	3	0.706	0.000
Perceived Ease of Use (PEOU)	3	0.711	0.000
Attitude Toward Use (ATU)	3	0.722	0.000
Behavioural Intention (BI)	3	0.719	0.000
Actual Use (AU)	2	0.706	0.000

Spearman's correlation test was conducted to determine the strength and direction of relationships between the main elements in the Technology Acceptance Model (TAM), in line with the study's objectives. This analysis was selected because the data did not meet the normality assumption, as shown by the earlier Shapiro-Wilk test results (see Table 2).

The results of the analysis are shown in Table 3. All relationships between variables showed positive and statistically significant Spearman's correlation coefficients (rs) at the $p < 0.001$ level. This indicates that there are statistically significant relationships between all pairs of elements.

Table 3: Spearman's Correlation Coefficients between TAM Variables

Variable 1	Variable 2	Sample size	Spearman's Correlation Coefficient (rs)	Significance Value (p)
Perceived Ease of Use (PEOU)	Perceived Usefulness (PU)	35	0.703	<0.001
Perceived Usefulness (PU)	Behavioural Intention to Use (BI)	35	0.766	<0.001

Perceived Ease of Use (PEOU)	Behavioural Intention to Use (BI)	35	0.707	<0.001
Perceived Usefulness (PU)	Attitude Toward Using (ATU)	35	0.719	<0.001
Perceived Ease of Use (PEOU)	Attitude Toward Using (ATU)	35	0.807	<0.001
Attitude Toward Using (ATU)	Behavioural Intention to Use (BI)	35	0.788	<0.001

Based on Table 3, the Spearman correlation coefficients ranged from 0.703 to 0.807. According to the interpretation scale by de Vaus (2013), these values indicate a very strong relationship. All significance values show that none of the null hypotheses (H_0) can be accepted in this study. In detail:

a) A significant positive relationship was found between PEOU and PU (rs = 0.703, $p < 0.001$), which means that the easier Google Forms is to use, the more useful it is perceived to be.

b) A significant positive relationship also appeared between PU and BI (rs = 0.766), indicating that users who find the tool useful are more likely to intend to use it.

c) The correlation between PEOU and BI (rs = 0.707) suggests that ease of use also contributes to the intention to use.

d) PU and ATU (rs = 0.719), as well as PEOU and ATU (rs = 0.807), showed significant positive relationships, confirming that both perceptions play a role in shaping a positive attitude toward usage.

e) Lastly, the correlation between ATU and BI (rs = 0.788) confirms that user attitude strongly influences the intention to continue using Google Forms.

These findings support all the alternative hypotheses (H_{11} to H_{16}) and provide a clearer understanding of the effectiveness of Google Forms as a digital tool for documenting the 60% progress assessment of student projects. The significant relationships across all elements in the TAM model further suggest that Google Forms holds strong potential to be accepted and used widely by internal assessors.

Findings from this study align with those by Ibrahim et al. (2019), who also found significant relationships among perceived usefulness, ease of use, and behavioural intention in a study on mobile QR payment systems among Malaysian users. That study highlighted a tendency for users to adopt technology when they find it both useful and easy to use. Similarly, research by Naida et al. (2015) on the acceptance of the AES system showed the same pattern within the TAM framework. Positive perceptions of the usefulness and ease of the AES system influenced users' intention to accept the technology. These similarities reinforce the suitability of the TAM model in various digital technology contexts, including the documentation system used in the 60% project progress assessment.

3.3 Thematic Analysis

Based on the thematic analysis of responses to the open-ended question, most participants stated that using Google Forms for the 60% project progress assessment was easy, efficient, and timesaving. Themes such as ease of use and the advantages of digitalisation show that the system is well received by lecturers, especially internal assessors. Many appreciated its ability to organise data automatically and reduce the need for printed documentation. These findings align with the quantitative results, which revealed a significant positive relationship between perceived usefulness and behavioural intention to use.

However, several issues were also identified. These include technical challenges such as unstable internet access, limited access to electronic devices among students, and user interface designs that were not considered user-friendly. Some assessors also raised concerns about difficulties in reviewing submitted assessments, particularly when input errors occurred. An increased workload due to a high number of students was also cited as a challenge when conducting assessments through Google Forms.

As suggestions for improvement, some respondents recommended enhancements to the interface design and the inclusion of features that allow easier review and editing of submissions. These findings highlight the need for implementers to provide adequate technical support throughout the assessment process, while also continuing to improve the system's usability. The qualitative data not only supports patterns found in the quantitative results but also enriches the understanding of how Google Forms is used in the assessment of student projects.

Table 4: Thematic analysis findings based on responses to the open-ended question

Main Theme	Issues or Subthemes	Key Codes	Sample Respondent Quotes
Ease of Use	Simple to use, straightforward, timesaving	"easy", "user-friendly", "fast", "OK"	"The 60% Project Progress Google Form is very easy to use and understand."
Internet and Device Challenges	Internet access, lack of devices, use of smartphones	"internet", "devices", "smartphone"	"Students are not good at using Google Form on their smartphones."
Form Design and Display	Hard to review, not user-friendly display	"interface", "user-friendly", "back button"	"The interface and layout are not user-friendly… difficult to check assessments."
Assessor Challenges	Too many students, workload, schedule vs. form	"Many students", "workload", "manual vs. form"	"Too many students to assess using GF, this is tiring for the assessor."
Assessment Quality	Need to read rubric carefully, rating scale clarity	"rubric", "rating scale", "accuracy"	"Need to read the rubric carefully to make sure the selected scale is accurate."

Suggestions for Improvement	Simpler interface, better usability, system upgrade	"upgrade", "user friendly", "layout"	“If possible, upgrade the interface to be more suitable for assessment.”
Benefits of Digitalisation	Automatic storage, paperless, easy to retrieve	"paperless", "access later", "centralised"	“It is convenient, and the assessment data is centrally stored and easy to refer to later.”
No Issues Reported	No suggestions or challenges mentioned	"none", "OK", "everything is fine"	“None. It is easy.” (Nine respondents reported no challenges.)

The thematic findings are also supported by a study by Lim et al. (2023), which explored teachers’ perceptions of using Google Forms in teaching and learning. Their study found that although the application is seen as easy to use, time-saving, and supportive of digital learning methods, several challenges were reported. These include unstable internet access, limited availability of devices, and the need to improve the form interface. This study reinforces the idea that the acceptance and effectiveness of Google Forms are strongly influenced by technical aspects and user experience.

4.0 Conclusion and Recommendation

4.1 Conclusion

This study aims to evaluate the effectiveness of using Google Forms as a facilitative tool for documenting the 60% progress assessment of student projects from the perspective of internal assessment panels. In addition, the study identifies the factors that influence user acceptance of this digital form based on the main dimensions of the Technology Acceptance Model (TAM), namely perceived usefulness (PU), perceived ease of use (PEOU), attitude toward using (ATU), and behavioural intention to use (BI).

The findings of this study are expected to contribute to efforts in promoting more systematic, transparent, and evidence-based formative assessment practices in higher education. Overall, the results show that the use of Google Forms is well accepted by internal assessors. Quantitative findings indicate strong and significant Spearman correlation coefficients across all elements of the TAM, supporting all alternative hypotheses (H_1). This proves that perceptions of ease of use and usefulness play an important role in influencing assessors' attitudes and their intention to continue using Google Forms. The high Cronbach’s Alpha values also indicate that the questionnaire instrument is reliable and suitable for use.

The qualitative findings further highlight real experiences of respondents, including the benefits and challenges encountered when using Google Forms. Key themes identified include ease of use, advantages of digitalisation, and challenges related to internet access, interface design, and workload. Some respondents also suggested improvements such as a more user-friendly interface and a review feature for assessments. This thematic analysis not only confirms the patterns found in the quantitative data but also enriches the understanding of the practical context of implementing a digital documentation system.

The consistency between quantitative and qualitative findings strengthens the validity of the TAM model in various digital applications, particularly in documenting student project assessments.

4.2 Recommendation

Based on the findings, several improvements can be suggested to enhance the effectiveness of using Google Forms in documenting student project assessments. First, the design of the Google Forms interface should be improved to make it more user-friendly. Features such as the ability to review or edit responses before submission can help prevent input errors, especially when using detailed rubrics. In addition, training and clear guidelines should be provided to all internal assessors to ensure they have a thorough understanding of how to use the system. This training can also help strengthen evidence-based assessment practices. Lastly, future studies involving students are recommended in order to gain a more complete view of the effectiveness of this digital assessment system and to identify areas that may require further improvement.

4.3 Contributions of the Study

This study contributes to empirical understanding of the factors that influence technology acceptance among internal assessors. It also provides early evidence to support the implementation of a digital assessment system that is more transparent, efficient, and user focused. The findings can serve as a useful reference for educational institutions in planning more comprehensive and sustainable digital assessment strategies.

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