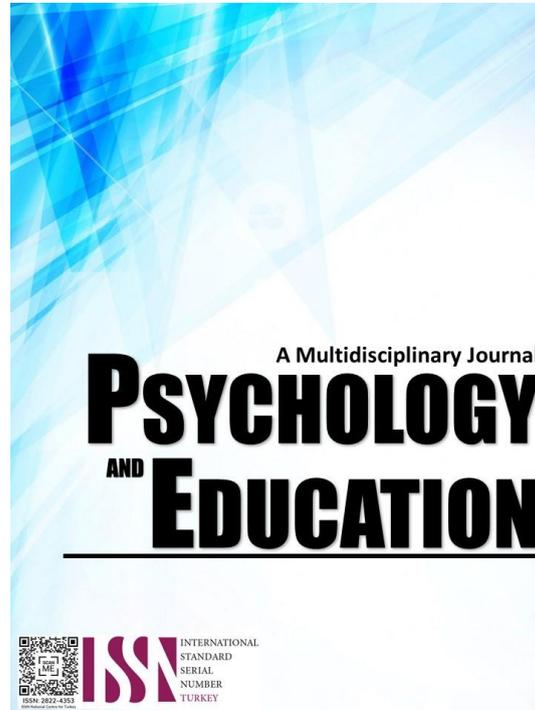


# **DEVELOPMENT OF ONLINE REPORT CARD SYSTEM VIA APPLICATION OF MICROSOFT OFFICE AND ADOBE ACROBAT**



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## Development of Online Report Card System Via Application of Microsoft Office and Adobe Acrobat

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### Abstract

This action research paper discusses the Development of Online Report Card System Via Application of Microsoft Office and Adobe Acrobat and their role and impact to teachers and parents. In the initial stage of the study, a pre-survey was conducted to determine the challenges of teachers in preparing and distributing report cards and the suggested interventions by teachers on the challenges in preparing and distributing report cards. In order to gather the information about the use of online grading programs in terms of convenience, economy, time allotment and effectiveness, surveys were distributed to 25 teachers who are currently using Online Delivery Learning and 597 parents for convenience, economy and time allotment as variable of the study. The study finds out that implementing an online report card system, properly managed, can effectively and efficiently share timely information between the school and parents.

**Keywords:** *action research, development of online report card, microsoft office, adobe acrobat*

### Introduction

Education can become transformative when teachers and students synthesize information across subjects and experiences, critically weigh significantly different perspectives, and incorporate various inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality.

The recent outbreak of the Coronavirus pandemic increased the gaps in the education sector globally. Though, the Coronavirus pandemic is novel, but it already has noxious effects on humanity. COVID-19 outbreak has created educational disruptions. The disruption caused by COVID-19 in the educational sector may last longer than expected if a more reliable solution for coronavirus is not found on time, and the spread of the disease continues. UNESCO Director-General, Audrey Azoulayals cited by VOA News (2020), warned that “the global scale and speed of the educational disruption due to coronavirus is unparalleled and, if prolonged, could threaten the right to education”.

Technology is a key component of education in the 21st century. The increasing use of technology in education had modified teachers’ methods from the traditional approach that often place them as dispensers of knowledge to a more flexible approach where they act more as facilitators, mentors and

motivators to inspire students to participate and learn (Onyema & Deborah, 2019).

Online teaching requires new skills and teaching strategies, and without robust, high- quality training, it is likely faculty will sub optimize their teaching talents (Frazer, Sullivan, Weatherspoon, & Hussey, 2017). Institutions often provide too little technical support to faculty and students, inevitably keeping such resources centralized to reduce costs but making the support seem distant for instructors (Chow & Croxton, 2017). Institutions are also often enticed to put more emphasis on marketing than on support in a drive to enhance the financial benefits of online teaching.

The challenges of online education are equally important to consider and address (Bawa, 2016; Mansbach & Austin, 2018). Problems identified here will serve as elements to be addressed in a model of quality online education. When online education is poorly understood or when there are unrealistic expectations— a series of institutional support problems occur (Kushnir & Berry, 2014; Miller & Ribble, 2010).

Because online teaching requires new skills and online courses take enormous upfront investments of time to “build,” faculty are concerned about sufficient, timely training and the opportunity to devote adequate energy in advance of teaching a new course in the face of other obligations (Windes & Lesht, 2014; Wingo, Ivankova, & Moss, 2017).

The present study indicates that Online Report Card



System Via Application Of Microsoft Office And Adobe Acrobat provides a link between parents and teachers. Since it is an internet-based reinforcement system it is extremely practical for the classroom teacher to use in the new normal. It is a very simple procedure that can be explained quickly to parents with minimal time and effort. Teacher involvement has been noted to use 10-15 minutes total to manage the entire generation of report cards. For one student's report card, it has been said it will only take less than one minute for the teacher to complete. Therefore, they are cost effective because no outside materials are required and little time is involved.

### Research Questions

The present action research "Online Report Card System Via Application of Microsoft Office and Adobe Acrobat" is very important in the new normal setting. Specifically, it sought to answer the following action research questions and problem.

1. What are the challenges of teachers in preparing and distributing report cards?
2. What are the possible interventions by teachers on the challenges in preparing and distributing report cards?
3. What is the level of acceptability of the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat as perceived by the teachers and parent in terms of convenience, time allotment; and economy?
4. What is the level of effectiveness of the Online Report Card System via Microsoft Office and Adobe Acrobat?
5. What is the plan of action of the teachers and administrator once the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat is accepted by the teachers and parents?

### Literature Review

Schools across the country respond to the unprecedented circumstances created by the COVID-19 pandemic, their policy decisions will affect the future opportunities of their students. One such decision centers on the assignment of end-of-course grades. Course grades provide evidence of student learning for students, their families, and educators in their schools.

At the secondary level, they also represent a central component of admissions packages for many institutions of higher education. Without physical

access to teachers, peers, and instructional resources, learning opportunities for nearly all students during school closures may be significantly curtailed.

Integration of technology into the learning process brings new opportunities nowadays. Computers indeed have some attributes that, when used correctly, can facilitate student learning. It offers the ability to provide instruction at any phase, in some place and at any pace, thus generating an extremely flexible learning environment whether through providing more interaction with content or more interaction with other people, computers can support actual learning.

Effective and efficient way of recording and reporting evaluation results is very important and useful to persons concerned in the school setting. Hence, it is very important that students' progress is recorded and reported to them, their parents and teachers, school administrators, counselors and employers as well because this information shall be used to guide and motivate students to learn, establish cooperation, and collaboration between the home and the school.

Online Report Card System Via Application of Microsoft Office and Adobe Acrobat is very important because it has many purposes. In the educational setting, the primary purpose of grades is to communicate to parents, and students their progress and performance. The research also integrates feedback that plays an important role in the field of education such that it provides information about the students' progress or lack. Feedback can be addressed to three distinct groups concerned in the teaching and learning process: parents, students, and teachers.

The innovation of the research provides an avenue for parents to identify the strengths and weaknesses of their child. Depending on the format of online report cards system, parents may also receive feedbacks about their children's behavior, conduct, social skills and other variables that might be included in the report card. On a general point of view, grades basically tell parents whether their child was able to perform satisfactorily in the new normal.

### Methodology

#### Participants and/or Sources of Data

This research was participated by homeroom teacher-advisers and parents. Homeroom advisers are those who usually work on the making of Report Card that shows the progress made by the students in academics



and in deportment. Parents were also considered as they are the ones receiving and appreciating the achievement and advancement their children are making.

Homeroom teacher-advisers were selected using the Total Population Sampling Method. This method is a form of purposeful sampling technique that involves analyzing a specific collection of characteristics of the entire population. There are 17 Junior High School Homeroom-Teacher Advisers and 8 from Senior High School. They were all invited to participate in the research.

To determine the participating parents/ guardians, Voluntary Response Sampling method is utilized. A voluntary response sample is one made up of people who have decided to be a part of the sample group on their own decision. Participants in a voluntary response sample are more likely to reply to surveys if they have strong feelings about the topic. In this method, every Riscian parent is invited to participate in the research. In the end, 597 parents participated.

**Data Gathering Methods**

The researchers utilized an experimental, descriptive research method focusing on the level of acceptability of the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat as perceived by the teachers and parent in terms of convenience, time allotment and economically and level of effectiveness of the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat in terms of grade generation.

A pre-survey Google forms was utilized to determine the challenges of teachers in preparing and distributing report cards and suggested interventions by teachers on the challenges in preparing and distributing report cards. To be able to acquire responses from the respondents, Google Forms was utilized where the researchers-made questionnaire was reflected. Plan of action of the teachers and administrator was also determined after the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat was accepted by the teachers and parent. With that focus group discussion was used.

**Data Analysis Plan**

To determine the challenges of teachers in preparing and distributing report cards, frequency and rank was used. To determine the suggested interventions by teachers on the challenges in preparing and distributing report cards, frequency and rank was used.

To determine the level of acceptability of the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat as perceived by the teachers and parent in terms of convenience, time allotment and economy, mean was used. To determine the level of effectiveness of the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat in terms of grade generation, mean and standard deviation was used. To determine the plan of action of the teachers and administrator once the Online Report Card System Via Application of Microsoft Office and Adobe Acrobat is preferred by the teachers and parent, qualitative discussion was used.

**Results and Discussion**

Table 1. *Challenges of Teachers in Preparing and Distributing Report Cards*

Challenges	Frequency	Rank
Time consuming	8	1
Prone to errors	6	2
Unclaimed/Unreturned report cards	5	3
Tedious	5	4
Others	2	5
<b>Total</b>	<b>25</b>	

The table displays the responses of 25 Rizal National Science High School teacher- advisers to the difficulty of preparing and distributing report cards. Time consuming is ranked 1. Prone to errors, Unclaimed/Unreturned report cards, and Tedious, on the other hand, are ranked 2, 3, and 4 accordingly. Others is placed number 5. It implies that teachers have a lot of work to do when it comes to preparing and distributing report cards. These difficulties must be overcome. As a result, action must be taken to solve these issues.

Table 2. *Suggested Interventions by Teachers on the Challenges in Preparing and Distributing Report Cards*

Suggested Intervention	Frequency	Rank
A report card system that eliminates the need for teachers to write	10	1
Report Cards sent by e-mail	7	2
Computerized Report Cards	5	3
Others	3	4
<b>Total</b>	<b>25</b>	



The table shows the remedies proposed by Rizal National Science High School's 25 teacher-advisers to solve the difficulties in preparing and distributing report cards. A report card system that eliminates the need for teachers to write, Report Cards sent by e-mail, and Computerized Report Cards are ranked 1, 2, and 3 respectively. Other inventions is rated at number 4. It indicates that these proposals must be explored in order to handle the issues of generating and distributing report cards. As a result, a computerized report card system that is issued via e-mail is strongly recommended.

Table 3. *Level of Acceptability of the Online Report Card System as Perceived by Teachers in Terms of Convenience*

Statements	Mean	Verbal Interpretation
1. The Online Report Card System requires little effort or difficulty in preparing.	3.56	Strongly Agree
2. The applications required for the preparation of the Online Report Card are user friendly.	3.52	Strongly Agree
3. The Online Report Card System requires little effort or difficulty in checking.	3.64	Strongly Agree
4. The Online Report Card System requires little effort or difficulty in distributing.	3.68	Strongly Agree
5. The applications required for the distribution of the Online Report Card are user friendly.	3.52	Strongly Agree
Average	3.61	Strongly Agree

Table 3 displays how 25 Rizal National Science High School teachers feel about the Online Report Card System in terms of convenience. It has a 3.61 average, indicating that the teachers strongly agree that the system is convenient to use.

Table 4. *Level of Acceptability of the Online Report Card System as Perceived by Teachers in Terms of Time Allotment*

Statements	Mean	Verbal Interpretation
1. The Online Report Card System requires less time in preparing.	3.68	Strongly Agree
2. It requires less time to download the applications needed for the preparation of the Online Report Card System.	3.56	Strongly Agree
3. The Online Report Card System requires less time in checking.	3.56	Strongly Agree
4. The Online Report Card System requires less time in distributing.	3.76	Strongly Agree
5. It requires less time to e-mail the Online Report Card to students.	3.56	Strongly Agree
Average	3.62	Strongly Agree

Table 4 depicts 25 Rizal National Science High School teachers' perspectives on the Online Report Card System in terms of time allotment. It has a 3.62 average, indicating that the teachers strongly agree that the system is adequate in terms of time allotment.

Table 5. *Level of Acceptability of the Online Report Card System as Perceived by Teachers in Terms of Economy*

Statements	Mean	Verbal Interpretation
1. The Online Report Card System requires less paper in preparing.	3.92	Strongly Agree
2. The Online Report Card System requires less ink in preparing.	3.92	Strongly Agree
3. The Online Report Card requires less expense in distributing.	3.92	Strongly Agree
Average	3.92	Strongly Agree

Table 5 depicts the level of acceptance of the Online Report Card System in terms of economy as evaluated by 25 Rizal National Science High School teachers. It has a 3.92 average, indicating that the teachers strongly agree that the system is economically appropriate.

Table 6. *Level of Acceptability of the Online Report Card System as Perceived by Parents in Terms of Convenience*

Statements	Mean	Verbal Interpretation
1. Without heading to school, the Online Report Card can be obtained.	3.82	Strongly Agree
2. Without heading to school, parents can provide feedback or ask queries about their child's academic performance.	3.73	Strongly Agree
3. The Online Report Card system reduces the risk of exposure to the COVID-19 virus.	3.9	Strongly Agree
Average	3.82	Strongly Agree

Table 6 depicts the views of 597 Rizal National Science High School parents on the Online Report Card System in terms of convenience. It has an average of 3.82, indicating that the parents strongly agree that the system is convenient.



Table 7. *Level of Acceptability of the Online Report Card System as Perceived by Parents in Terms of TimeAllotment*

Statements	Mean Verbal Interpretation	
1. As parents are no longer required to go to school, the Online Report Card can be obtained in less time.	3.82	Strongly Agree
2. As parents are no longer required to go to school, parents can provide feedback or ask queries about their child's academic performance in less time.	3.72	Strongly Agree
Average	3.77	Strongly Agree

Table 7 illustrates how 597 parents of Rizal National Science High School rated the Online Report Card System in terms of time allotment. It results in a 3.77 average, indicating that the parents strongly agree that the method is appropriate in terms of time allotment.

Table 8. *Level of Acceptability of the Online Report Card System as Perceived by Parents in Terms Economy*

Statements	Mean Verbal Interpretation	
1. The Online Report Card requires lesstransportation expenses.	3.87	Strongly Agree
2. Since parents are not vulnerable to the COVID-19 virus, the Online Report Card System allows reduced health care costs.	3.82	Strongly Agree
Average	3.85	Strongly Agree

Table 8 shows how parents at Rizal National Science High School feel about the Online Report Card System in terms of economy. The average 3.85 indicates that the parents strongly agree that the system is economically reasonable.

Table 9. *Level of Effectiveness of the Online Report Card System*

Statements	Mean Verbal Interpretation	
1. The Online Report Card System provides open communication between the teachers and the parents.	3.56	Strongly Agree
2. The Online Report Card system provides accuracy in assessing students' progress.	3.72	Strongly Agree
3. The Online Report Card System enables the teachers to balance the work of teaching and paper works.	3.64	Strongly Agree
4. The Online Report Card System provides an assurance that teachers will be less exposed to the COVID-19 virus.	3.88	Strongly Agree
5. The Online Report Card System provides a paperless operation.	3.84	Strongly Agree
Average	3.73	Strongly Agree

Table 9 illustrates how 25 teachers at Rizal National Science High School rated the overall effectiveness of the Online Report Card system. The teachers strongly agree that the system is effective, scoring it a 3.73 on a scale of one to four.

### Conclusion

Teachers, students, and parents may follow how well a student performs throughout the year using an online report card system that uses Microsoft Office and Adobe Acrobat applications. As a result, students have the opportunity to improve their study habits, adapt their behavior, and make other changes in order to maintain a positive academic trajectory.

Parental involvement in education is critical for instilling in children the importance of school and the importance of doing well in it. Educators can keep parents informed about their children's academic progress by sending them an Online Report Card System to evaluate and comment on. Teachers can show parents where their children are academically and in class by establishing and delivering an Online Report Card System. This information may be useful to parents so that they can reward their children for good grades or make changes to the at-home schedule, such as adding more study time, to assist their children get back on track academically.

Students benefit academically from the online report card system, which uses Microsoft Office and Adobe Acrobat applications. The students get to see how well they're doing in class and what the teacher thinks of them. This alleviates part of the surprise students experience when they receive their end-of-quarter or end-of-year report cards. Students can identify their areas of development and make modifications to enhance their marks before the final report cards are distributed using the Online Report Card System via Microsoft Office and Adobe Acrobat.

Teachers can use the Online Report Card System to keep track of how well their students are performing in class and mastering the topic. Teachers are required to assess student strengths and weaknesses on a frequent basis by using the Online Report Card System. Educators can then identify trends to address academically. For example, a certain pattern could indicate that the majority of pupils in the classroom are struggling in math. The teacher can then decide if the lesson has to be retaught to the class. Because teachers have classroom requirements to satisfy, the Online Report Card System can assist them in determining



whether or not their students are meeting those academic goals.

Teachers, students, and parents use the Online Report Card System to communicate with each other. Everyone involved in the student's education has access to the same information and understanding through the Online Report Card. This ensures that all parties have the same information and allows for communication between teachers and students, students and parents, and teachers and parents, all for the benefit of the student's education.

In summary, Development of Online Report Card System Via Application of Microsoft Office and Adobe Acrobat can have a role in school/parent relations. Properly managed, the online report card system can effectively and efficiently deliver timely information from the school to students and parents. Online report card system is not difficult to set up and can be maintained with a minimum of effort. However, like all school reform, the use of an online report card system must be implemented thoughtfully and with determination. Teachers must all buy into the idea of an online report card system. Teachers must be trained to use the grading system effectively and efficiently. The office staff at the school should be assigned to keep up with posting accurate school events information in a timely, professional and attractive manner.

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