

Utilization of QR Code: A Digital Assessment and Attendance Resources

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Abstract: *The main concern of this study was to determine the utilization of QR Code: a digital assessment and attendance resources in Talipit National High School. The study utilized a descriptive research design. Data was gathered using a standardized innovation questionnaire answered by four senior high school teachers and 101 parents/guardian. The data were statistically analyzed using descriptive measures such as mean and percentage. The findings revealed that the teachers utilized QR code in digital assessment and attendance resources. As a whole, it may be gleaned that QR code were integrated in digital assessment and attendance resources to a great extent as shown by the total mean value of 3.95. Implications are drawn in this study, as the society is moving towards enhancing student's digital assessment and improving utilization of QR code for contactless especially amidst pandemic needs to be considered.*

Keywords— Utilization of QR code, Digital assessment, Attendance resources, ZipGrade, Scan attendance manager SAM

1. INTRODUCTION

Online education is increasing rapidly at all levels of education worldwide (Kearsley, 2012). This increase has positively influenced many aspects of education, such as learning and teaching styles, both directly and indirectly (CEO Forum, 2013). Much current research focuses on the learners' achievement and course evaluations as related to online education (Kearsley, 2012). There is relatively little attention paid to the effects of online instruction on learners' attitudes. As more and more K-12 teachers are currently pursuing advanced degrees in programs that utilize various computer and communication technologies, it is increasingly important to investigate the effects of online instruction on teachers' attitudes or concerns about technology integration.

In the utilization of technology according to D. Govender and I. Govender (2014), most teachers with access to technology and competency in using computers do not apply technology in their instruction. Generally, teachers are divided into two categories regarding their perspectives on technology integration in the classroom. The first category comprises teachers who exhibit a positive attitude toward technology integration and believe that technology integration not only makes teaching more efficient and effective but also enhances the motivation of students and the demonstration of interdisciplinary.

One of the most frequently cited reasons that experienced classroom teachers do not use technology in their teaching is that they find it difficult to implement in the regular classroom is giving its best to give better quality education. And because schools want to be its very best service in the

whole community the researcher want to determine the utilization of QR code: a digital assessment and attendance resources

2. RESEARCH QUESTION

The major concern of the study was to determine the utilization of QR code: a digital assessment and attendance resources. Specifically, the researchers answered the following questions.

1. To what extent do teachers utilize QR code in digital assessment and attendance resources?
2. How may the utilization of QR code be described in terms of:
 - 2.1 ease of use;
 - 2.2 clarity of instructions for use;
 - 2.3 ease of operation;
 - 2.4 engagement/interactivity
 - 2.5 technical aspects?
3. What pedagogical implications may be drawn from the finding of the study?

3. METHODOLOGY

This study utilized descriptive research design, this method is concerned with the description of the phenomenon, which may be in the form of current practices, characteristics of groups of individuals as well as their behavioral patterns, attitudes and opinions.

According to Fraenkel and Wallen (2012). Descriptive research attempts to investigate possible relationship among variables. It describes the nature and degree to which two or more quantitative variables are related.

The researcher utilized a locally validated instrument as a primary data gathering tool, substantiated by extensive documentary analysis.

The respondents of the study were four senior high school teachers, and 101 parents of Taliptip National High School, School Year 2020-2021.

After the approval of the school head, and approved consent form of the participants, the researcher have an actual demonstration on how to use the QR code for digital assessment and attendance resources to the participants. Because the researcher is following the guidelines of the Inter-Agency Task Force (IATF) an online demonstration and giving the recorded video of step by step on using the QR code to the parents/guardian, the researcher gave (2) days, enough time for the participant to rate the tool. The survey questionnaire was administered using Google Forms. The results of the study was encoded using data analyzing software for statistical treatment. The outcome of the study was shared virtually using an online platform such as Zoom and Google Meet.

To capture the necessary data of the variables of this study, the source utilized with utmost care for accuracy and reliability of information.

The acceptability of QR code was assessed using survey questionnaire adapted from Bee Bee Chua and Laurel Evelyn Dyson, ISO 9126 model to the evaluation of an e learning system with Cronbach alpha 8.0 for its reliability and validity.

4. RESULTS

Table 1 Utilization of QR Code

Indicators	Mean	Interpretation
Digital Assessment using ZipGrade	3.93	Great Extent
Attendance Resources using SAM	3.36	Moderate Extent
Average	3.64	Moderate Extent

Utilization of QR code in digital assessment and attendance resources have been utilized to a moderate extent. This was shown by the obtained mean value of (3.64). This may be gleaned from the findings that technologies using QR code have been utilized despite the scientific findings on the usefulness of technology and its capability in enhancing the interest and motivation of students to study, it is surprising why instructional technology is not to advantage. It may be a good idea for researchers to look closely on the matter. Wang & Baker (2015) opened that knowledge and self-efficacy perceptions of teachers is an important factor to consider. They claim that the teachers with the high self-efficacy perceptions on technology integration tend to be more successful in the technology process.

Table 2. Acceptability of QR Code

Indicators	Mean	Interpretation
Ease of Use	4.57	Very Great Extent
Clarity of instruction for use	4.61	Very Great Extent
Ease of operation	3.46	Moderate Extent
Engagement interactivity	3.18	Moderate Extent
Technical aspects	3.93	Great Extent
Average	3.95	Great Extent

Seasoned educators recognized the value of utilizing technology in teaching. Baker, W. M., Lusk, E. J., & Neuhauser, K. L. (2012) contends that the utilization of technology does not only make teaching efficient and effective but also enhances the motivation of students to study. In this light, the utilization of QR code among teachers and students was assessed and the data gathered are summarized in Table 2.

The findings revealed that the teachers utilized QR code in digital assessment and attendance resources. The ease of use as shown by the mean value of (4.57); clarity of instruction for use (4.61); ease of operation (3.46); engagement activity (3.18); and technical aspects (3.93). As a whole, it may be gleaned that QR code were integrated in digital assessment and attendance resources to a great extent as shown by the total mean value of 3.95.

5. CONCLUSIONS

In the context of the foregoing findings, the researchers draws the following conclusions:

Utilization of technology using QR code is a time saving tool for teachers.

The utilization of technology of teachers’ influence students’ academic performance.

A number of implications were drawn from the findings of the study that will further strengthen the research culture in secondary schools, regarding utilization of QR code a digital assessment and attendance resources.

6. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are hereby submitted:

That the school prioritizes suspending piercing expectations from teachers and providing intellectual stimulation to as many students as possible in order to produce effective innovators.

Utilization of QR Code on attendance during distribution and retrieval of modules have a great help especially on getting the attendance and contactless to the parents and or guardian.

Digital assessment with ZipGrade enables teachers to quickly check and record exam scores.

That teacher should attend a seminar, training, or workshop on open educational resources.

Open Educational Resources Training Workshop.
<https://www.ijser.org/>.

<https://www.ijser.org/onlineResearchPaperViewer.aspx?Extent-of-Technology-Utilization-of-Secondary-Teachers-Basis-for-Open-Educational-Resources-Training-Workshop.pdf>

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