Utilization of Quipper Application as Learning Management System in Teaching as Experienced by the Junior High School Teachers of St. Paul University Surigao

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ABSTRACT: The study aimed to evaluate the Utilization of Quipper Application as Learning Management System in teaching as experienced by the Junior High School Teachers of Saint Paul University Surigao. The study made use of descriptive design in utilizing the validated research-made questionnaire where 24 junior high school teachers were taken as participants. The statistical tools used in the study were the Frequency Count and Percentage Distribution, Mean and Standard Deviation, and Analysis of Variance (ANOVA). Findings revealed that the teachers highly utilized Quipper as Learning Management System in teaching in terms of Sending Assignments and Practice Examinations, Creating Educational Content and Viewing and Downloading Analytics and the teachers’ sex, working years, highest educational level do not affect the Utilization of Quipper as Learning Management System in teaching in Saint Paul University Surigao. It is hereby recommended in this study that the teachers may continue to utilize Quipper as learning management system

Keywords: Utilization of Quipper Application as Learning Management System in Teaching

INTRODUCTION

Quipper is an e-learning solution that comprises an online learning management system (LMS) and ready-made video lessons, study guides, and assessments. Quipper is a simple yet powerful learning management system where it is used by millions around the world and it is a platform available online 24/7 and is constantly updated to deliver the best experience for teachers, students, and parents. It can be used in different ways, depending on the teacher’s pedagogy from drills for Math to integrating it in project-based learning for Science. Teachers can also alter instructional strategy in school based on diagnostic and formative assessment results. Teachers can send lessons and assessments anytime, enjoy a gamified learning experience and repeat lessons until mastered. Lastly, parents can check if their child is doing assignments, monitor their child’s progress and manage several children in one account (Quipper Philippines, 2018).

According to Mulyono (2019), Unlike other similar web-based learning management systems, such as Moodle, Claroline, ATutor, Omeka and Docebo, Quipper offers teachers and students a ready-to-use web-based learning system that includes installation on an existing hosting site (or a web server. It also allows teachers to upload and preserve their online PowerPoint presentations, PDF files, images and videos via virtual storage. In addition, the storage helps teachers to keep track of their teaching and learning activities on the web server; therefore, without time and location restrictions, they can monitor the learning of their students. It is interesting that, while registration is necessary, the use of these facilities in Quipper is totally free.

Quipper School is one of the new innovations applied in language classrooms. It aims to inspire teachers by integrating quality learning material with an innovative online platform to support their students. (Agustina &
Cahyono, 2017). The platform also provides students with practical experience in their daily lives using technology. There are two types of portals: the portal for teachers (or tutors) and the portal for students. Each portal has various functions and advantages. In numerous educational institutions, this technology continues to be used and has become an instrument for delivering the subject's content. As it acts as a learning management system, it also offers an outlet for distance learning.

The researcher conducted this study for today's medium of learning is through online class. Learning Management System is one of the tools that the teacher can use to conduct his/her class.

The main participants of the study were the high school teachers in St. Paul University Surigao. The main objective of the study is to evaluate the utilization of quipper application as learning management system in teaching as experienced by high school teachers in St. Paul University Surigao. The results of this study will be used to give essential information about the utilization of Quipper School in teaching.

**Conceptual Framework of the Study**

This study is anchored on the study of Setyanida (2019) which states Quipper provides benefits as a medium for teaching English in junior high school, as well as an explanation of how the Quipper Application works as a medium for teaching English in junior high school. Setyanida’s study investigates what are those advantages of using Quipper School as a media for english teaching in Junior High School student. However, in this study, the researcher will look into the utilization of Quipper in all subject areas.

This framework gives the conceptual definition of a teacher’s experience in utilizing the Quipper as a Learning Management System and as a tool in conducting the class. It also shows that demographic factors play a significant role in influencing teachers and administrators.

*Sex.* It refers to those that are biologically determined (World Health Organization, 2016).

*Working Years.* It refers to the part of life during which a person (typically) works, especially as opposed to being of school age or in retirement (Oxford Lexico, 2016).

*Highest Educational Attainment.* It refers to the highest level of education that an individual has completed. This is distinct from the level of schooling that an individual is attending (United States Census Bureau, 2018).

*Send assignments and practice examinations.* To submit/send work to whole classes or groups of students, search through thousands of lessons and quizzes covering the curriculum. (DepEd San Juan City, 2019).

*Create educational content.* In the case of something is missing, educators can alter the current substance or make entirely different exercises and test questionnaires on your own (DepEd San Juan City, 2019).

*View and download analytics.* Understudy progress is right away adjusted among LEARN and Connection, giving instructors admittance to a goldmine of data on their understudies' work rate, accomplishment, qualities and shortcomings (DepEd San Juan City, 2019).

Figure 1 illustrates the schematic diagram showing the profile variables of the participants which are sex, working years, and highest educational level. The variables used to measure the Utilization of Quipper School Application as Learning Management System in Teaching are sending assignments and practice examinations, creating educational content and viewing and downloading analytics. The results of this study will be used to give essential information about the utilization of Quipper School in teaching.
Statement of the Problem

The study aimed to evaluate the utilization of Quipper application as learning management system in teaching as experienced by High School Teachers in Saint Paul University Surigao.

Specifically, it seeks to answer the following questions:

1. What is the profile of the teachers in terms of:
   1.1. sex;
   1.2. working years as a teacher; and
   1.3. highest educational level?

2. How is Quipper application utilized as learning management system in teaching by High School Teachers in terms of:
   2.1. sending assignments and practice examinations;
   2.2 creating educational content; and
   2.3 viewing and downloading analytics?

3. Is there a significant difference on the manner of utilization of Quipper application as a Learning Management System in teaching as experienced by High School Teachers when grouped according to profile variables?

4. Based from the findings, what enhancement may be proposed?

Hypothesis

At 0.05 level of significance, it is hypothesized that there is no significant difference on the utilization of quipper application as learning management system in teaching in St. Paul University Surigao when grouped according to profile variables.

Scope and Limitations

This study is design to evaluate the utilization of quipper application as learning management system in teaching as experienced by High school teacher in Saint Paul University Surigao. The respondents are the High School teachers of Saint Paul University Surigao Basic Education Department. This will be conducted in Saint Paul University Surigao, Surigao City between October-December, S.Y. 2020-2021.

Significance of the Study

The result of the study can have a useful implication for the following group:

Students. This study helps to improve the construction of knowledge of the students when using Quipper School as a Learning Management System.
Teachers. This study will provide information on how to deliver lessons with quality through utilizing Quipper Application as a Learning Management System in teaching.

School Administrator. The result of this study could serve as a baseline data to improve the Quipper Learning System for the continual improvement of the quality management system.

Future Researchers. This study may provide them a lead linking when researching related studies in the future. This will be a source of information for a related study or can be replicated using additional variables another setting.

Definition of Terms

The following important terminologies are defined in order to elaborate the understanding in the study.

Learning Management System (LMS). It is a software application or web-based technology used to plan, implement and assess a specific learning process.

LITERATURE REVIEW

St. Paul University Surigao provides quality of education. They introduce quipper as one of the learning tool. However, teachers must be known how to use quipper in their class especially during exam. Teachers must embrace the change and acknowledge technology in their work. This entails further those teachers, whether they like it or not, they need to utilize quipper application as learning management system in teaching.

According to Mulyono (2019), Quipper School, is an online web-based learning program. It was initially designed and built by London-based Quipper Ltd. Quipper, who opened its pioneering representative offices in four countries which includes Japan, Indonesia, Mexico, and the Philippines. Quipper is being used worldwide by thousands of institutions and millions of students and teachers which mostly includes the country of the Philippines and also those countries who corresponds to the languages supported by Quipper especially English. Quipper School is an online learning application that focuses on involving students in learning and assisting teachers in class management may it be from primary level, junior and senior high school or even in college level. involves students in learning and assists primary, junior high, and high school teachers in class management (Sukawatie, 2018).

Mulyono (2019) added that Quipper has a feature which provides teachers and students with a readily available web-based learning framework, in which other similar web-based learning management platforms such as Moodle, Claroline, ATutor, Omeka, and Docebo still requires a web server to be initially installed first. It also assists teachers by allowing them to upload and save their online PowerPoint presentations, PDF files, pictures, and videos. Furthermore, the storage allows teachers to maintain track of their teaching and learning activities on the webserver, allowing them to control their students' learning without regard for time or place. The good thing is, the use of these facilities in Quipper is completely free, despite the fact that registration is necessary.

Mulyono (2016) emphasized that in the 'curriculum' menu, teachers have two options for learning materials: they may use the Quipper database resources or design their own materials to teach their learners.

Sukawatie (2018) stated that Quipper School reduces teacher workload by reducing task management through the use of technology. It enables educators to more efficiently distribute and discuss tasks, as well as offer individual learners greater attention. Quipper School enables teachers to focus on giving outstanding education to future generations. Quipper School is a learning media in the framework of electronic learning (E-Learning). The function of e-learning is to supplement students' right to choose whether or not to utilize e-learning in the learning process. Mahariyanti & Suyanto (2018) emphasized that supplement (complement) indicates that e-learning is intended to supplement present classroom learning resources, whereas replacement means that e-learning is intended to replace face-to-face learning, partly with traditional learning techniques, and partially or fully over the internet.

Educational Technology

Quipper School. The changes in learning that occurred as a result of the teacher's quality were highly affected; one of the qualities of the instructor is in the management of enhancing learning management. A learning system
that uses the same treatment for every learning activity would produce a monotonous environment for the students, thus things like this are not well done by the teacher. As a result, educators must have a variety of methods to ensure that the learning done in class does not create the sense of saturation to the students. Teaching management, which is done by teachers throughout learning activities, can address ways to make learning more enjoyable for both teachers and students. Quipper School is an online learning platform that both teachers and students may access. (Mahariyanti & Suyanto, 2018) stated that Quipper School's amenities make it simple for teachers to offer students with materials and tasks. Students that utilize Quipper School will also enhance their awareness of the topic to be taught and test their ability and comprehension of the information taught using questions supplied by the teacher in the Quipper School's teaching materials. Students can produce this instructional material as extra teaching resources that can be accessed at any time and from any location.

The 'role of the teacher' requires teachers to have full access to the three primary features of Quipper. The role also offers access to 'overview', tasks, instruction,' post, and 'manage' menus for teachers. The 'overview' menu provides brief details on the students' active tasks submitted ('overview sub-menu) and the students' performances ('performance sub-menu). The 'assignment' menu allows teachers to build new tasks, allocate them to learners and monitor their progress. The 'curriculum' menu provides teachers with two options for learning materials; they can either use the Quipper database materials or create and use their materials to teach their students. The 'Message' menu has two functions; first, it facilitates communication between teacher and student, and secondly, it enables teachers to distribute notes to all students. Finally, the 'management' menu allows teachers to select participants in the course, group the students, and invite other colleagues to teach in the virtual classroom collaboratively. The 'student' role is restricted to accessing the learning features of Quipper. On the student dashboard, three main menus contain activities, notifications, and research notes. The task menu tells students of assignments that need to be completed. The menu also tells them of the tasks they have already completed and their level of mastery. It is essential to highlight here that only according to the classroom (course) already given by their teachers can students access the learning materials (Mulyuno 2019).

According to Keol Lim, et. Al (2020), male teachers were found to have a substantially higher mean frequency of using a learning management system than female teachers. On the other hand, as mentioned by Manuel Cuadrado-García (2021), so far, there has been no empirical evidence for the presence and consequences of gender inequalities in e-learning, and the few studies that do exist are often conflicting. In comparison, one viewpoint contends that gender-specific behavior trends may contribute to discrimination against women when using e-learning. In addition, he argues that e-learning, with its versatile and immersive learning approach, benefits women in particular. Regardless, neither gender roles nor technology can be regarded as stable categories. There is evidence that men and women express varying degrees of anxiety, acceptance, and interest in emerging technology over time, with the gender gap decreasing over time. Among the factors contributing to reducing the gender gap, it has been pointed out access and training.

**Advantage and Disadvantage of Quipper**

The advantages for students during online learning are they do not have to make mobility to the campus, no need to spend travel costs, avoid stress due to traffic jam, safer than exposure to COVID-19, can be gathered with family at home, and can follow the lecture by relaxing while doing the homework (Purwanto, 2020).

Quipper School is a supplementary learning tool that is easy and reliable. Teachers replicate their online real-life lessons, set study assignments in the form of bite-sized topics that help their students grow information gradually, and obtain quick, digestible analytics that points out the progress of their students as they work through the curriculum. They used a mixed online course that brought together both teachers and educators (Setyanida, 2019).

Setyanida (2019) added that Students with additional virtual learning via Quipper School in a classroom. To make it more appealing and exciting, traditional face-to-face teaching was fitted also fitted conventional face-to-face instruction with the internet. It is recorded that as they encountered a new style of teaching-learning, most learners felt excited and drawn. It is, however, simple to use. By using a mobile phone, laptop, or even school...
computers, it will unlock. Quipper School made it easy for the teachers to assess the students when the method gave them the instructional materials based on the new curriculum. It also helped them evaluate in a more straightforward and more manageable way as the students’ work was evaluated and assessed by the method. In addition, the grades were kept in the database and could be further used at the end of the semester to make a progress report for students. In addition, by inviting parents to Quipper School, parents can monitor the children’s success in learning.

The disadvantages of web-based learning fluctuate, including the troubles of web access, the expense of enormous web portions, and the loss of learning soul because of the diverse environment with eye-to-eye learning in the homeroom. These conditions are deficient regarding the viability of internet learning and invigorate the unsucccess of the learning cycle (Purwanto, 2020).

**Send Assignments and Practice Examinations**

According to Quipper Philippines (2018), each teaching guide often includes suggested activities for various contexts, such as individual, pair, or group work, with or without a laboratory and with or without using the internet. In the form of supplementary worksheets for Math and Science subjects, more testing exercises are included in the Teachers’ Content kit. Drills for language exercises are also available for English issues, supplementary literary texts for literature-related topics, which can be downloaded and distributed in hard copies. With this, the teachers most likely to do are to as is the type of activity they will give to their classes.

According to Mulyono (2016), teachers may use the ‘assignment’ menu to create new assignments, allocate them to students, and monitor their progress. Teachers highly utilized Quipper because it offers a flexible way to allow the teachers to send projects and as well as to give examinations to save time and effort. Some learning management systems do not offer the same way as the Quipper, where the teachers should exert more effort to put/give assignments to all classes.

One of the approaches to animate understudy movement and understudy inspiration is the work they do on homework. Homework can be characterized as any undertaking relegated by teachers proposed for understudies to do during non-school hours. By and large, a positive relationship is found between doing schoolwork and school results. Their survey of exploration on impacts of schoolwork exhibited a positive connection between schoolwork of understudies and their school brings about terms of both class reviews and state-sanctioned grades. However, this positive relationship was found for different subjects for optional school understudies, as it were.

Regarding the time understudies spend on their schoolwork, the creators reasoned that the ideal advantages of schoolwork for auxiliary school understudies lie somewhere between 1.5 and 2.5 h. Because of staggered investigations, finishing schoolwork positively affects understudies’ accomplishments. The creator just tracked down a constructive outcome of the recurrence of chipping away at schoolwork tasks, not of the standard measure of time understudies spent on their schoolwork (Buijs & Admiraal, 2016).

Buijs & Admiraal (2016) added that student's homework could affect understudies' presentation in class. Notwithstanding the developing information dependent on the connections among schoolwork and accomplishments, four issues concocted making determinations about the estimation of schoolwork tasks in optional education:

- Large numbers of the references to the measure of schoolwork for accomplishments give equivocal results because the reasons for schoolwork tasks in these examinations differ and incorporate both instructional and non-instructional goals.

These references provide practically zero data about the particular attributes that are (thought to be) answerable for the effect of schoolwork tasks. Many of the impacts of schoolwork on results other than accomplishment have never been put to the observational test. Schoolwork to improve class guidance is underrepresented.
The most examination is about schoolwork with the reason to practice or audit material that has effectively been introduced in class.

For each online course, you need to finish one task on a subject given to you by the boss. For the most part, you can look over a few points gave, for example, a decision of 3 or 4 points. Rather than your portfolio, by and large, you will get criticism just toward the finish of the term, when results are declared. What’s consistently an intelligent thought is to begin chipping away at a task quickly. You can do this by adding to it always until you complete the subject. That way, you'll generally incorporate data that is new in your brain. Examining an online program doesn't mean you will not need to take semester tests and last tests of the year. These are in some cases alluded to as MCQ (PC regulated multi-decision question assessment). The test dates will be declared some time previously, and you usually get a 48 hours window to sit for the test. The extraordinary side of online investigations is that you'll have open book tests, which means you may utilize any material you have accessible. Using your notes is an enormous benefit; however, you should rapidly google some different realities. The inquiries will cover similar points talked about in the gathering (distancelearningportal.com, 2019)

Numerous teachers see homework just like an essential augmentation of the study hall. Regardless of whether it is utilized for broadened practice, support of old material, or as a prologue to new points, it is generally accepted that schoolwork has an undeniable (and significant) place in homerooms and understudy learning. Having computerized schoolwork can likewise be one approach to keep educational plans new inside the homeroom. An online homework framework can empower the educator to reliably refresh his/her site, along these lines diminishing the measure of work to keep the material current and forward-thinking. Furthermore, having contemporary messages inside the educational program upgrades learning inside the study hall by advancing understudy interest in neighborhood points and giving them responsibility for their own networks/tasks (J. R. DODSON, 2019).

As to the utilization of quipper, According to DepEd San Juan City (2019), Quipper Learn and Quipper Link automatically sync student progress, providing teachers with a goldmine of data on their students’ work rate, attainment, strengths, and weaknesses. According to Mulyono (2016), teachers may use the ‘assignment’ menu to create new assignments, allocate them to students, and monitor their progress. According also to DepEd San Juan City (2019), to submit/send work to whole classes or groups of students, search through thousands of lessons and quizzes covering the curriculum.

Create Educational Content

According to Fisher and Frey (2018), widespread educational practice is to establish the intent of a lesson, which is mainly done through a written goal. Teachers are encouraged to think about what their students will know and do from the moment they receive their professional license. A precise aim alerts learners to crucial information and draws their attention to it while also assisting teachers in determining how to use their instruction best. Each lesson is started by the instructor taking into account the characteristics of the students and the learning background. This requires a thorough understanding of what he or she will teach (content requirements, standards-based curriculum, and guidelines), what students should do, and how students will do after teaching is completed (Nolan, 2016). This means that teachers ensure the needs of their students as a whole, where they are going to learn new things that can help them have a self-progress as they joined the class and as they continue in their respective lives.

According to the research of Briggs (2016), it is said that relevant learning equals successful learning, which should be enough to make us reconsider our lesson plans. As it turns out, the old drill-and-kill technique is neurologically ineffective. Relevant, meaningful experiences that emotionally involve students relate to what they already know are and what helps them form neural connections and store long-term memories. In giving instructions, the teachers should provide a real-life example so that the students can relate and can think of what are the possible things that might happen. They can now start creating their meaning about a specific topic through connecting real-life examples and prior knowledge.

According to Nolan (2016), the lesson should begin with a topic drawn from a school’s or district’s adopted standards-based curriculum. The subject should be part of the broader curriculum (such as unit instruction) required
at your grade level since it relates to the teacher's factual knowledge. The particular subject for the lesson, on the other hand, can arise from student questions or interests (e.g., an address about the environment or space exploration), community resources, local expectations included in the content requirements, and other factors. The teachers chose not to stick to one source to get some information from other sources such as on the internet and other textbooks. This way, the teachers can have more details that can explain the topic thoroughly.

Perhaps the most significant test of encouragement on the web is interruptions. Understudies get occupied in a vis-à-vis climate where the educator is mainly in charge, and it turns out to be much harder to keep that control in an online environment. For what reason would you love to maintain control at any rate (that is a theme for one more day)? Utilizing diverse substance types can help limit interruptions and keep understudies occupied with the learning content. The individuals who may rest or block out while perusing text will wake up and keep on track while watching a video or playing a game. To place content in 1. Text, attempt to give your understudies a few notes to peruse regardless of whether it is a section or a couple of lines. You can save it as a PDF and transfer it for them to download and peruse voluntarily. 2. Picture, you can get free pictures that portray your substance or, shockingly, better make pictures with accessible online apparatuses. Devices like Canva, Adobe Flash, and Infographic can be utilized to make designs and infographics effectively and free of charge. This can be imparted to your understudies to help catch the significant focuses in your notes. 3. Sound, Notwithstanding the abovementioned, instructors can record and post sound documents with their content or picture content. You can clarify the note or a little idea in a short brief snippet and transfer it for your understudies. You can likewise discover significant digital recordings and offer them to your understudies. Sound and voice notes ought to be just about as short as could be expected. This will better guarantee that your understudies don't float off while tuning in. When utilizing sound to instruct, it ought to be a limit of 10 mins and 10Mb. 4. Video, Recordings can be utilized to additionally connect with your understudies. You can either track down an appropriate video online on YouTube or make one. To make a virtual class captivating, you can show your face so your understudies see your substance and your face while clarifying the substance. Educators should discover or make important recordings that can be utilized to instruct and impart substance to students—this builds understudy commitment (Daniel Adeboye, 2020).

Online instruction comes naturally or without any problem. Viable web-based educating frequently requires more arranging and more in general exertion than conventional study hall instructing of a similar material (DeBrock, et. Al, 2020)

In order to get the best out of this medium, DeBrock, et. Al (2020), pointed some pragmatic thoughts that may guide you in making a convincing and agreeable learning climate for understudies. These include the following: utilize your understudies' evaluating, altering and inventive abilities. In planning tasks, you have to consider your understudies strengths in the complex climate and manifest their wo.

**View and Download Analytics**

As stated by Herrera (2020) on the website of Quipper Philippines, Quipper allows him to keep track of students’ progress and consider their overall growth, even though he is unable to meet the students in person and only communicate electronically. It gives real-time data on who has accessed the lecture materials uploaded, as well as class standing. Quipper will easily recognize students who have failed to complete an assignment, quiz, or test.

According to Douglas Fisher and Nancy Frey (2018), checking for understanding is an essential step in the teaching and learning process. Students' prior experience affects how they interpret the content they share and the lessons or learning experiences you offer in the classroom. It isn't easy to know what students are getting out of the task. In reality, testing for understanding is part of a formative evaluation method in which teachers define learning
objectives, offer input to students, and then prepare instruction based on the errors and misconceptions of the students.

According to Agustina and Cahyono (2017) on their study about the Quipper School's contribution to students and teachers during the learning process, Quipper School is beneficial for EFL learning especially in the mastery of English skills. It allows the teachers to have access on the progress of the students where this LMS provides a great provision both for the teachers and students to have quality teaching and learning.

School of Education, American University (2019) stated that the collection of data have been long done by the teachers and school districts, it can be through tracking progress, calculating final grades in a grade book, or reviewing standardized test results in order to assess district-wide achievement. Due to the advancement of today’s technology, on the other hand, the educators’ ability to use data and analytics to enhance teaching has shown significant improvement. There are a lot of resources which the teachers can now utilized in terms of monitoring their students' comprehension in real time during a lesson and also providing them with the results of given homework before they get to prepare for their next lesson.

"Separate duty regarding the utilization of information drawn from rich depictions of these exchanges for regulatory and for understudy advancement purposes. Instructors would be empowered to decipher this information symptomatically and prescriptively" Assessment of instructive results, is portrayed as the "utilization of assessment for responsibility and assessing," and evaluation for educating and learning is depicted in "its utilization for determination and intercession” in this manner zeroing in additional on its developmental capacities and nature. Developmental evaluation as "a cycle utilized by educators and understudies during guidance that gives criticism to change continuously educating and figuring out how to improve understudies’ accomplishment of planned instructional results." These two types of appraisal are not unrelated. While learning examination can assume significant parts in summative and developmental assessments, research investigating its use, particularly for developmental Assessment, reasons for existing, is restricted depicted a cycle where learning examination is utilized for both summative furthermore, developmental purposes to "spread viable apparatuses for surveying the nature of instructive foundations as input on progress." The creators upheld the mix of summative and developmental evaluations through harmony between assessments for learning and assessments of learning (Florence Martin, 2016).

Glyn Hughes (2016) pointed out that sophisticated algorithms and data analysis approaches are required to examine a student's online activity and course engagement in order to forecast performance in which the use of data mining methods in this area is very promising. It is used to transform large datasets into significant information and knowledge. Data is being created at breakneck speed and can now be kept in a variety of databases, all because of data warehousing technologies including data cleaning, integration, and online analytical processing (OLAP) which is now getting popular. Raw data may be acquired from a variety of sources in such a system. Personal information, as well as interactions with course content, such as lecture videos watched, exams taken, and forum views/posts, can be tracked. Moreover, self-directed learners may use blogs and social media sites to improve and support their learning while also collecting a plethora of behavioral data. Advanced approaches that can turn raw data into insight that can be utilized in predicting performance and making decisions does require analyzation of the data set in such an environment.

Higher education institutions find it difficult to arrange and understand sizeable complex data sets as educational data increases. Learners are leaving digital traces in their learning decisions more than at any other moment in history UNESCO in 2012. These traces or analytics provide an invaluable opportunity for learning institutions to improve their efficiency and effectiveness (Czerkawski 2016).

Czerkawski (2016) added that educational 'big data' is referred to as learning analytics. Based on statistical analysis, big data was created for market researchers to understand consumer experience trends better. In recent years, there has been a strong push for educational institutions to interpret student experience using the data they generate so that instruction can be tailored to the needs of individual students and student performance can be
predicted for future planning efforts. Furthermore, retention and student support, particularly for at-risk students, are some of the first learning analytics applications.

**Highest Educational Attainment**

It is obvious in the study of Owolabi, et al. (2012) as cited by Galinato, R. W. A. (2017), that the teachers who have higher educational qualifications perform better than those who are Bachelor’s degree holders and schools view advanced degrees as a sign of a teacher’s quality. The results of the study revealed that the students taught by teachers with higher educational qualifications such as a Master’s degree in specific field performed better than those taught by teachers with lower qualifications. Eckert (2013) revealed that educational qualifications of teachers predict teacher efficacy, in favor of those with graduate studies.

According to OECD iLibrary (2018), the teachers apply their expertise and skills in the classroom in the form of teaching activities, along with an evaluation of the demographic composition of those classrooms and the school climate to provide background for learning environments.

Based on the findings of the study of Grove (2011), teachers who earn a master’s program are not any more effective than teachers who study their field as undergraduates thus, master’s degrees do not make teachers more effective.

**Number of Years in Teaching**

According to the study of Linda J. Graham, et. Al (2020) entitled “Do teachers’ years of experience make a difference in the quality of teaching?”, they emphasized that there is no enough evidence that will support the claim that starting teachers are less competent than experienced teachers. Results showed no evidence of lower teaching quality for beginning teachers (0–3 years’ experience), but some evidence of a decline in teaching quality for teachers with 4–5 years’ experience. On the other hand, as Tara Kini and Anne Podolsky (2016) pointed out, teachers' efficacy grows as they gain classroom experience. They discovered that, on average, a teacher's professional experience is favorably linked with student success improvements. Of course, differences in teacher effectiveness exist at all phases of the teaching career: not every beginning teacher is less successful on average, and not every experienced teacher is more effective. When it comes to providing instructions, the number of years of experience is irrelevant. Every person has the ability to do a certain activity. Others may execute the provided work very well, while others may not perform the given duty exceptionally well.

According to Schmidt (2010), although teachers continue to value teaching experience as way to learn and that teachers often claim that they learn more from teaching experience than from course work, considerable research has shown that, experience alone does not guarantee the preparation of more expert teachers. Grove (2011) supported this by citing that although experience is highly valued in the teaching profession, measuring the real impact of experience on a teacher’s effectiveness is complex, and in general, experience does have an impact on achievement. The National Council on Teacher Quality (2014), affirms this by stating that a teacher with 20 years of experience is not apt to be any more effective than a teacher with five years of experience.

However, Feistrizer (2011) stated that newer teachers favor most current reforms to improve the educational system than their more experienced counterparts. The study reported that teachers with five or fewer years’ experience see educational changes as opportunities for growth. Thus, they make more efforts to prepare and improves.

**Synthesis of the Review.** The cited literature was considered the utilization of quipper application as learning management system in teaching for the conduct of the study. The concepts revealed the similarities and differences knowing that utilization of quipper application as learning management system in teaching affect the learning instruction or learning style due to screen barriers.

The idea helped the writer to construct the research pattern of the study. The authors, experts and group experts gave information that is applicable to the utilization of quipper application as learning management system in
teaching the cited studies differ from the present investigation in terms of participants of the study; the research instrument used; the procedure that is applied; and the research setting.

METHODOLOGY

Research Design

This study used the quantitative descriptive research design involving survey method. Descriptive research design was used to obtain information concerning the current status of the phenomena and to describe what exists with respect of the variables of the study (University California Libraries, 2016). This was considered appropriate because the undertakings describe, determine the utilization of quipper application as learning management system in teaching.

Participants

The participants of this study were all junior high school teachers in Saint Paul University Surigao. The researcher decided to take Junior High School because the LMS was used in the unit for three years already.

Instrument

The instrument used in this study was a researcher-made questionnaire that consists of two parts. Part I of the questionnaire aims to identify the profile of the participants which includes sex, working years as a teacher, level of education. In Part 2 were the all high school teachers in St. Paul University Surigao, utilizing quipper learning management system activities were provided. The teacher-participants checked the column that corresponds to the extent of utilizing of quipper application as learning management system in teaching. The instrument was validated by experts.

Data Gathering Procedure

Before administering the survey, a letter-request was sent to the Principal of the Basic Education Department of St. Paul University Surigao to ask for approval of the conduct of the study. Upon the approval, the researcher administered the test questionnaire through Google form to the participants through the help of Assistant Principal. Afterwards, it was retrieved and analyzed and interpreted through the use of statistical tools.

Data Analysis

To analyze the results gathered in the study, the following statistical tool were used:

Frequency Count and Percentage Distribution. These tools were used to determine the profile of the teacher-participants.

Mean (M) and Standard Deviation (SD). These tools will be used to determine the utilization of Quipper application as Learning Management System as experienced by the participants. The following will be the guide for interpreting the data.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Interval</th>
<th>Verbal Interpretation</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3.25-4.00</td>
<td>Strongly Agree</td>
<td>Highly Utilized</td>
</tr>
<tr>
<td>3</td>
<td>2.50-3.24</td>
<td>Agree</td>
<td>Utilized</td>
</tr>
<tr>
<td>2</td>
<td>1.75-2.49</td>
<td>Disagree</td>
<td>Less Utilized</td>
</tr>
<tr>
<td>1</td>
<td>1.00-1.74</td>
<td>Strongly Disagree</td>
<td>Not Utilized</td>
</tr>
</tbody>
</table>

Analysis of Variance (ANOVA). This tool was used to look into the significant difference between the extent of utilization of Quipper application as learning management system in teaching as experience by the teacher-participants and their profile.

Ethical Considerations

In this study, the researcher strictly observed research ethics wherein it involves the right and safety of the respondents well. This study elicited prior informs consent which enables the individual consent for extracting information to the said respondents. It also involved respecting the person’s feelings and opinions.
RESULTS AND DISCUSSION

The study aimed to evaluate the Utilization of Quipper Application as Learning Management System in teaching as experienced by the Junior High School Teachers of Saint Paul University Surigao. The study made use of quantitative descriptive design utilizing the validated research-made questionnaire for teachers. It was conducted at the Basic Education Department in St. Paul University Surigao during the S.Y 2020-2021. The participants were 36 Junior High School teachers but only 24 responded. The statistical tools used in the study were Frequency Count and Percentage Distribution for the profile of the participants, Mean and Standard Deviation for Utilization of Quipper Application as Learning Management System as experienced by the participants, Analysis of Variance (ANOVA) for difference between the extent of Utilization of Quipper Application as Learning Management System in teaching as experienced by the participants and their profile.

Based on the analysis and interpretations done on the data gathered, the different findings in this study are summarized as follows:

1. As to the profile of the participants, most of them are females (15 or 62.50%); have worked for 2 years (9 or 37.50%); and majority of them have Baccalaureate Degree (16 or 66.67%).

2. As to Utilization of Quipper application as learning management in teaching in terms of Sending Assignment and Practice Examinations, the indicators Quipper allows me to access the assignment settings to send assignments to all classes and Quipper allows me to adjust deadlines since the submission is flexible to allow my students to complete their assigned tasks got the highest mean (M=3.71, SD=0.55) which can be verbally interpreted as Strongly Agree and qualitatively described as Highly Utilized. However, the indicator Quipper allows me to use varied what types of activity/assessment, whether it is assignment or examination, got the lowest mean (M=3.42, SD=0.78) which can be verbally interpreted as Strongly Agree and qualitatively described as Highly Utilized. On the average, the Utilization of Quipper in teaching in terms of Sending Assignment and Practice Examination (M=3.57, SD=0.59) can be described as Highly Utilized.

As to Utilization of Quipper application as learning management in teaching in terms of Creating Educational Content, the indicators In creating the content, I make sure that the content of the lesson meets the personal needs, interests, and goals of the students and In creating the content, I make sure that the content of the lessons connects to the daily lives of the students and relates to their pre-existing knowledge got the highest mean (M=3.74, SD=0.69) which can verbally interpreted as Strongly Agree and qualitatively described as Highly Utilized. However, the indicator In creating content, I consider the content of the lesson containing the topic according to the given curriculum got the lowest mean (M=3.57, SD=0.66) which can be verbally interpreted as Strongly Agree and described as Highly Utilized. On the average, the Utilization of Quipper in teaching in terms of Creating Educational Content (M=3.67, SD=0.58) can qualitatively described as Highly Utilized.

As to Utilization of Quipper application as learning management in teaching in terms of Viewing and Downloading Analytics, the indicators I am able to access the Quipper School to view and check the current status of my activities given to all my classes; By accessing the analytics of my students, I am able to check or identify the questions that are difficult for the students; and I am able to access analytics by category whether assignment or examination and by that, I am able to analyze student achievements got the highest mean (M=3.71, SD=0.55) which can verbally interpreted as Strongly Agree and qualitatively described as Highly Utilized. However, the indicator Through analytics, I am able to make data-driven decision reflecting on the strengths and weaknesses of my students got the lowest mean (M=3.63, SD=0.61) which can verbally interpreted as Strongly Agree and qualitatively described as Highly Utilized. On the average, the Utilization of Quipper in teaching in terms of Viewing and Downloading Analytics (M=3.64, SD=0.61) can qualitatively describe as Highly Utilized.

In general, the Utilization of Quipper Application as Learning Management System in teaching as experienced by the Junior High School teachers of St. Paul University Surigao (M=3.63, SD=0.59) can be verbally interpreted as Strongly Agree and qualitatively described as Highly Utilized. 50

3. There is no significant difference on the manner of utilization of Quipper application as a Learning Management System in teaching in terms of sending assignment and practice examinations, creating education
content, and viewing and downloading analytics when grouped according to profile variables in terms of sex (p-values of 0.9209, 0.7409, 0.9618), working years as a teacher (p-values of 0.9494, 0.9349, 0.9810) and highest educational attainment (p-value of (p-values of 0.7980, 0.6077, 0.6077).

Conclusions

Based from the findings on the study, the conclusions are offered:

1. Teachers highly utilized Quipper as Learning Management System in teaching in terms of Sending Assignments and Practice Examinations, Creating Educational Content and Viewing and Downloading Analytics.
2. The teachers’ sex, working years, highest educational level do not affect the utilization of Quipper as Learning Management System in teaching in Saint Paul University Surigao.

Recommendations

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

1. The students may continue to use Quipper so they can learn anytime anywhere since teachers can send their lessons in Quipper.
2. Teachers may continue to utilize Quipper as learning management system. Although highly utilized, the teachers may also focus on using varied what types of activity/assessment, creating lesson content according to the given curriculum and making data-driven decision reflecting on the strengths and weaknesses of the students as these indicators were found to be the lowest among the highly utilized indicators.
3. The school administrators may continue working with Quipper to help the teachers in the teaching-learning management. Trainings may also provide to further equip the teachers with suitable technological, professional and pedagogical skills in relation to the utilization of Quipper in an online learning environment.
4. For future researchers, the researcher hereby recommends the following studies:
   4.1 Challenges of teachers in using Quipper Application as Learning Management System;
   4.2 Perceptions of the Junior High School Students in Using Quipper Application as Learning Management System; and
   4.3 Comparative Analysis on the Quipper Utilization of Junior High School Students and Teachers.

References


[27] Setyanidia, H.A (2019), The Advantages of Using Quipper School as a Media for English Teaching in Junior High School Student. https://www.researchgate.net/publication/334516438_The_Advantages_of_Using_Quipper_School_as_a_Media_for_English_Teaching_in_Junior_High_School_Student?fbclid=IwAR2wXktv-D2aQd8h0Gz_S69WoRJ8e-pk_q17aG4tQ0nU0eyDfdrBM1ixjoaQQ

