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TEACHERS AND LEARNERS' EXPERIENCES ON THE USE OF QUIPPER ONLINE LEARNING: BASES FOR ENHANCEMENT PROGRAM

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ABSTRACT

This qualitative phenomenological study explored the experiences of teachers and learners in using Quipper Online Learning. Teachers reported benefits such as easier lesson management and tracking, the creation of engaging and flexible learning environments, and improved efficiency in blended learning. Learners experienced advantages including self-paced learning, increased autonomy, interactive learning experiences, and convenient access to lessons anytime and anywhere. However, teachers faced challenges related to internet connectivity, technical issues, student motivation, and platform navigation. Learners also encountered difficulties such as technical limitations, complex lessons, and distractions at home. To address these challenges, teachers used various instructional strategies, provided guides, conducted synchronous sessions, and maintained communication with learners. Learners adopted coping strategies such as downloading lessons in advance, seeking assistance, dividing tasks into manageable parts, and managing their time effectively. Overall, Quipper supports flexible learning but depends on technology access and support systems.

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INTRODUCTION

The integration of online learning platforms in Philippine education has become increasingly significant, especially with the shift to flexible and remote learning modalities. To ensure continuity of education, many schools have adopted Learning Management Systems (LMS) that support digital instruction, assessment, and monitoring of learners' progress. One of the widely used platforms in the country is Quipper Online Learning, which has been implemented in both public and private secondary schools.

Quipper Online Learning is designed to assist teachers in delivering lessons, assigning activities, and tracking learner performance through a user-friendly digital environment. Learners, on the other hand, are provided with access to learning materials that allow them to study at their own pace and review lessons beyond classroom hours. Studies conducted in the Philippine context indicate that Quipper serves as an effective LMS when properly utilized, as it enhances instructional delivery and supports learner engagement (Garcia et al., 2022; Sumampong et al., 2023).

Teachers' digital competence, instructional strategies, and attitudes toward technology influence how well the platform is integrated into the teaching-learning process. Garcia et al. (2022) emphasized that teachers' experiences using Quipper affect classroom management, assessment practices, and learner participation. Similarly, learners' experiences — such as

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ease of access, motivation, and self-efficacy — play a vital role in determining the platform's impact on academic performance (Genelza, 2025).

At Our Lady of Peace Learning Center (OLPLEC) in New Lucena, Iloilo, Quipper Online Learning has been adopted as a supplementary instructional tool for Grade 5 and Grade 6 classes. Through this platform, teachers deliver lessons, assign activities, and monitor learner progress, while learners engage in digital learning tasks both in school and at home. Despite its widespread use, the effectiveness of Quipper Online Learning depends largely on the actual experiences of its users.

Understanding the experiences of teachers and learners is essential in determining how Quipper Online Learning supports teaching and learning, as well as identifying challenges that may hinder its effective use. Exploring these lived experiences through qualitative inquiry may provide meaningful insights that can serve as a basis for enhancing the implementation of Quipper Online Learning at OLPLEC.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research methodology, including the research design, participants, research instruments, data-gathering procedures, and data analysis used in the study. It aims to determine the experiences of teachers and learners in using Quipper Online Learning at Our Lady of Peace Learning Center in New Lucena, Iloilo, as a basis for improvement.

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Research Method

The research method utilized in this study was descriptive method under qualitative research using in-depth interview.

The descriptive research method focused on systematically describing a phenomenon as it existed in its natural setting, without manipulating variables. According to Elliott (2025), it aimed to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach was particularly useful in educational studies that sought to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occurred (Elliott, 2025).

During the interview, the interviewer and participant sat at a distance while discussing a set of questions about a specific issue. The goal was to gather the participants' key perspectives on the issue within a social context through their responses.

Research Design

The study employed a phenomenological research design, a philosophical approach commonly used in qualitative research. Phenomenology aims to understand how individuals perceive and interpret their experiences and how these perceptions may differ from commonly held views. This approach typically involves interviewing participants to explore their impressions and experiences and is widely used in fields such as psychology, sociology, and social work. It focuses on examining structures of consciousness from a first-person

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perspective and seeks to describe phenomena as they are experienced, without relying on causal explanations or preconceived assumptions (Biemel & Spiegelberg, 2024).

Participants of the Study

The total number of participants was 18, in which six (6) were teachers and 12 were learners. They were purposely chosen from the teachers and learners of Our Lady of Peace Learning Center, New Lucena, Iloilo Inc.

The teacher participants were regular teachers with at least one (1) year of teaching experience. They integrated Quipper into their teaching and willingly participated in the interview to share their experiences.

The learner participants were officially enrolled in the school and were either in Grade 5 or Grade 6. These learners used Quipper in their learning. Participants without parental consent were not allowed to take part in the study.

Sampling Design

The study employed purposive sampling. According to Nikolopoulou (2023), purposive sampling is a non-probability sampling technique in which participants are selected because they possess specific characteristics required for the study.

In this method, units are intentionally chosen by the researcher. Also known as judgmental sampling, it relies on the researcher's judgment in identifying individuals, cases, or events that can provide the most relevant information to achieve the study's objectives.

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Research Instrument

The research instrument used in the study was a researcher-made interview schedule. An interview schedule in research methodology is a written list of pre-planned questions, either structured, semi-structured, or open-ended, prepared to guide the interviewer in collecting information consistently from participants.

It serves as a standardized tool for data collection, ensuring that the same topics and questions are addressed across interviews to support systematic comparison and analysis. The interviewer follows the schedule during face-to-face, telephone, or electronic interviews, asking each participant the predetermined questions and recording their responses (Socio.health, 2024).

The interview schedule consisted of three (3) major questions focusing on the experiences of teachers and learners in using Quipper Online Learning in instruction, the challenges they encountered, and the coping strategies they used to overcome these challenges.

Voice and video recorders were also used for data gathering and documentation, depending on the participants' permission.

Validity of the Research Instrument

Prior to establishing the validity of the researcher-made interview schedule, the adviser, the Dean of the Graduate School, and a panel of jurors with expertise in research, testing and assessment, and English were requested to validate each question for review and modification.

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Validity refers to the extent to which the findings, interpretations, and conclusions derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument measures what it is intended to measure and that the results are credible reflections of reality.

In establishing content validity, the questions and format of the instrument must align with the study's defined variables and objectives to ensure that each item accurately represents the construct under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied.

By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objectives (Creswell & Creswell, 2022).

The comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (1972), as cited by Soqueña (2021).

Data Gathering Procedures

Permits were obtained from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, the school heads, and the individual participants to allow the researcher to conduct the study.

The researcher personally visited the schools, community, or other locations convenient for the participants to conduct the interviews.

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The participants were asked to sign a consent form granting permission for their involvement in the study.

Through in-depth interviews, voice and video recorders were also used to accurately capture the participants' responses. After conducting the series of interviews, the researcher consolidated and organized all the collected data for analysis.

Data Analyses

The data were collected through an interview schedule and analyzed using thematic analysis, a qualitative method used to identify, interpret, and report recurring patterns or themes within narrative data.

This approach enabled the researcher to obtain meaningful insights into the participants' responses regarding the use of Quipper Online Learning.

According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational research that seeks to understand complex social and organizational dynamics.

Nowell et al. (2021) further emphasized that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data.

The transcribed interview data were analyzed using Thematic Analysis (Braun & Clarke, 2023), which is well suited for identifying, analyzing, and reporting patterns or themes within qualitative data. The analysis followed the standard six-phase process:

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Familiarization with the Data. The researcher read and re-read the interview transcripts in both the local language and English translation to gain a thorough understanding of the responses.

Generating Initial Codes. Short phrases or labels were assigned to meaningful segments of the data (e.g., "shared phone," "fear of judgment," "poor signal").

Searching for Themes. The initial codes were grouped into potential overarching themes and subthemes that represented significant patterns in the data.

Reviewing Themes. The themes were refined and examined against the entire dataset to ensure they accurately reflected the participants' meanings and the focus of the study.

Defining and Naming Themes. Clear and concise names were developed for the final themes, which will be presented in Chapter 4.

Producing the Report. The themes were integrated into the presentation, analysis, and interpretation of data in Chapter 4, supported by direct quotations from participants and linked to the study's theoretical framework.

RESULTS AND DISCUSSIONS

The study determined the experiences of teachers and learners on the use of Quipper Online Learning among Grade 5 and Grade 6 learners of Our Lady of Peace Learning Center in New Lucena, Iloilo, as bases for enhancement during the school year 2025-2026.

The research method utilized in the study was qualitative method using in-depth interview. The research design was phenomenological using thematic analysis.

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The participants of the study were six (6) teachers and 12 learners purposely chosen from the teachers and learners of Our Lady of Peace Learning Center, New Lucena, Iloilo.

The teacher participants must be a regular teacher with at least one (1) year teaching experience and who integrate Quipper into their teaching.

The learner participants must be officially enrolled in school and come from either Grade 5 or Grade 6. These learners must use Quipper in their learning.

The study used a researcher-made interview schedule, which underwent content-validation by the Panel of Experts, to gather responses from the participants. Permits were secured and consent letters were given to the participants.

The researcher conducted the in-depth interviews with the participants individually. A voice recorder and notes were used for data gathering and photo documentation, with the participants' permission.

The researcher consolidated all the collected data after series of interviews. The narratives were gathered, transcribed, analyzed, and interpreted using a thematic approach.

The following are the findings of the study:

Based on the responses from the in-depth interviews, teachers experienced Quipper as an efficient tool for lesson management and student progress tracking. They highlighted its flexibility in creating engaging learning environments and supporting blended learning. Overall, teachers viewed Quipper as a sustainable platform that improves instructional efficiency while reducing administrative workload.

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Learners reported that Quipper supported self-paced learning and the development of autonomy, as they could manage their time and revisit lessons when needed. They also found the platform engaging because of its interactive activities and immediate feedback. Furthermore, Quipper's accessibility allowed learners to access materials anytime and anywhere, making learning more flexible and manageable.

The findings also revealed that teachers encountered several challenges in using Quipper, particularly issues related to internet connectivity and technical problems, maintaining student motivation and engagement, and difficulties with platform navigation and varying levels of student readiness. These challenges affected instructional delivery, monitoring of learner progress, and the overall effectiveness of online teaching.

Learners also experienced challenges, including technical limitations, lesson complexity that affected focus, and distractions within the home learning environment. These factors sometimes hindered their ability to engage consistently and manage learning tasks effectively.

To address these challenges, teachers adopted several coping strategies. They provided alternative offline learning materials to address connectivity issues and created step-by-step guides to help parents and students navigate lessons and activities. Teachers also conducted synchronous review sessions to reinforce understanding and maintained regular communication through reminders and motivational messages to sustain student engagement.

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Learners also developed coping strategies, such as downloading lessons in advance and using alternative internet sources to overcome technical limitations. They sought assistance from teachers, parents, or peers when difficulties arose, divided lessons into smaller and more manageable parts to improve comprehension, and practiced planning ahead and effective time management to meet academic requirements.

CONCLUSION

The findings of the study offer valuable insights into the implementation of Quipper and its influence on both teachers and learners. Teachers reported that Quipper's flexibility enables them to modify lessons according to learners' needs and manage instructional tasks more effectively.

The platform allows teachers to plan, organize, and monitor lessons with less administrative burden, enabling them to focus more on developing engaging content and tracking learner progress. However, the effectiveness of this flexibility depends on teachers' preparedness and ability to design well-structured lessons. Without careful planning and guidance, the advantages of flexible tools may not be fully realized in improving instructional outcomes.

Learners noted that Quipper's self-paced structure allows them to manage their own learning. They can organize their study schedules, review difficult lessons, and progress according to their individual pace. This promotes autonomy and encourages responsibility for their academic development. Nevertheless, such flexibility requires strong self-regulation, as

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learners who struggle with time management or focus may not fully benefit without proper support or guidance.

The study also identified technical limitations and connectivity issues as major challenges for teachers. Interruptions in internet access or difficulties navigating the platform can disrupt lessons and affect the learning process. Teachers who prepare alternative offline materials, provide clear guides, and offer technical assistance are better able to maintain continuity in instruction. This highlights the importance of teachers' technical readiness and their ability to anticipate learners' connectivity concerns.

Similarly, learners experienced difficulties related to unstable internet connections and platform navigation. Limited access often interrupted their participation and affected comprehension. Learners who used coping strategies, such as downloading lessons in advance or accessing alternative internet sources, were more capable of overcoming these challenges. These findings emphasize the need for reliable technological infrastructure and preparation strategies to support uninterrupted online learning.

Teachers also play a crucial role in maintaining learner motivation in an online setting. The findings indicate that when teachers conduct synchronous sessions, provide timely feedback, and send reminders, learners are more likely to remain engaged and complete assigned tasks. Teacher preparedness, active communication, and motivational strategies significantly influence the effectiveness of Quipper as a learning platform. This suggests that

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technology alone cannot guarantee successful learning outcomes; consistent teacher involvement remains essential.

Furthermore, learners' ability to manage their time, divide lessons into manageable parts, and seek assistance when necessary contributes to their success in using Quipper. Motivated and proactive learners are more likely to stay focused and achieve their learning goals despite challenges such as home distractions or complex lesson content. Teacher guidance and feedback further support learners' ability to regulate their learning and maintain engagement. In addition, Quipper's interactive activities, quizzes, and immediate feedback help increase learner engagement, making learning more dynamic and reinforcing understanding and retention of concepts. These findings highlight the importance of combining accessibility and interactivity in digital learning tools to enhance learners' interest and improve learning outcomes.

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