TECHNOLOGY READINESS AND INDEPENDENT LEARNING OF SENIOR HIGH SCHOOL STUDENTS USING QUIPPER

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ABSTRACT. *The integration of technology in education, particularly through Learning Management Systems (LMS) like Quipper, is becoming increasingly important as it fosters self-directed learning and prepares students for a technology-driven educational environment. This study aimed to explore the relationship between Technology Readiness and Independent Learning among Grade 11 Senior High School students at Bukidnon State University - Secondary Laboratory High School using Quipper. By utilizing LMS platforms like Quipper, students are better equipped to develop essential 21st-century skills, particularly in subjects like mathematics. Using a descriptive correlational design, the study involved 77 students and assessed their Technology Readiness and Independent Learning in mathematics. The findings revealed that students demonstrated positive levels of both Technology Readiness and Independent Learning, with a significant positive relationship between the two. This suggests that Quipper effectively enhances students' technological competence while fostering independent learning. The results underscore the importance of integrating LMS platforms into education to improve digital skills and academic performance. Future research could expand the study to other subjects and educational settings to further examine the impact of technology on student learning outcomes.*

Keywords: Learning Management Systems, Technology Readiness, Independent Learning

1. INTRODUCTION

In today's digital age, education has expanded beyond traditional classrooms, with online platforms like Quipper offering students new ways to learn independently. However, not all students are equally prepared to use these technologies effectively. For senior high school students, who are at a crucial stage of their academic development, the ability to engage with technology for independent learning can significantly impact their success.

This study investigates the complex relationship between technology readiness and independent learning among senior high school students utilizing Quipper, an online educational platform. In an era where digital tools have become integral to education, understanding how students interact with these technologies is crucial for enhancing educational outcomes. This research aims to pinpoint the specific challenges students face in adopting technology for learning and how these challenges impact their ability to engage in independent learning. By elucidating these relationships, the findings are designed to inform educators and policymakers seeking to improve digital learning environments and promote better academic

Several critical issues have emerged in the context of technology readiness among students. Firstly, a substantial number of students report discomfort and low confidence in using new technologies, which can significantly hinder their academic success [1]. This lack of confidence often leads to anxiety, reducing their willingness to engage with online platforms and affecting their learning outcomes. Secondly, many students exhibit deficiencies in independent learning skills, which not only diminishes their motivation but also impairs their engagement with educational platforms like Quipper. This reliance on traditional, teacher-directed methods limits their ability to take ownership of their learning experiences.

Additionally, many students face significant barriers related to inadequate access to digital resources and unreliable internet connectivity, which further complicates their ability to fully utilize these educational technologies [2]. In many regions, especially in developing countries, inconsistent internet access can lead to disparities in learning opportunities, ultimately affecting student performance. Addressing these multifaceted challenges is essential for creating an inclusive educational environment where all students can thrive in a digital learning landscape.

The existing body of literature reveals a notable gap in research specifically focused on the relationship between technology readiness and independent learning within the context of platforms like Quipper. While prior studies have explored these concepts separately, few have investigated their interconnectedness in a cohesive manner [1]. This study seeks to fill this gap by analyzing how students' readiness to engage with technology influences their self-directed learning capabilities and overall academic performance. By integrating these dimensions, this research aims to provide a more nuanced understanding of how technology can be effectively leveraged to enhance learning outcomes in diverse educational settings.

The primary variables in this study are technology readiness and independent learning. Technology readiness was assessed through students' attitudes toward technology, perceived usefulness, and technical skills, while independent learning was evaluated based on self-directed learning capabilities and academic performance within the Quipper platform. The hypothesized relationship suggests that higher levels of technology readiness positively correlate with enhanced independent learning skills, which, in turn, lead to improved academic performance [3]. This conceptual framework guides the analysis and interpretation of data, allowing for a comprehensive exploration of these relationships and their implications for educational practice.

A thorough literature review lays the groundwork for this study. For example, Geng et al. [1] conducted significant research that established a strong correlation between self-directed learning and technology readiness in blended learning environments. This finding is particularly relevant in the context of online platforms like Quipper, where students must navigate their learning paths independently. Additionally, local studies indicate that while Filipino senior high school learners are generally receptive to adopting digital education tools, they

encounter substantial obstacles, particularly regarding resource availability and technological engagement [2]. These findings highlight the necessity of addressing both technology readiness and independent learning skills in educational settings, particularly in areas where access to technology is limited.

The research is guided by four primary objectives: First, to assess the level of technology readiness among senior high school students using Quipper; second, to assess the level their independent learning skills; third, and to explore the relationship between technology readiness and independent learning. By achieving these objectives, the study aims to offer actionable recommendations that can enhance digital education strategies, ultimately improving student engagement and learning outcomes. These objectives are not merely academic; they are intended to drive practical improvements in how digital tools are integrated into educational practices.

The research was conducted over a 4-month period, from August 2024 to November 2024, at Bukidnon State University-Secondary School Laboratory in Bukidnon, Malaybalay City, Philippines. Data collection involves surveys with the students to gather comprehensive insights into their experiences with technology and independent learning. This multifaceted approach ensures a thorough understanding of the factors influencing students' engagement with digital education tools. Furthermore, the study's findings are expected to contribute significantly to the ongoing discourse on improving digital learning environments, providing a solid basis for future educational interventions. The implications of this research extend beyond the local context, offering insights applicable to similar educational settings globally.

2. MATERIALS AND METHODS

This study explored the connection between how ready senior high school students are to use technology and their ability to learn independently. Focusing on Grade 11 students in General Mathematics at Bukidnon State University for the school year 2024-2025, the study aimed to understand how these students' readiness for technology might relate to their independence in learning, specifically when using Quipper, an educational platform widely used in their classes. During the first grading period of 2024-2025, students took a Technology Readiness and Independent Learning test, providing data to analyze this relationship.

To gather information, the study utilized two tools: a Technology Readiness test and an Independent Learning questionnaire. Researchers reached out to the school principal for permission to conduct the study at Bukidnon State University - Secondary Laboratory School, and a group of selected Grade 11 students enrolled in Math 11 participated. These students, already familiar with Quipper as an interactive online platform, were invited to take part in the research between August and November 2024.

The data collection involved giving students the Technology Readiness and Independent Learning questionnaires directly through Quipper. Before the tests, researchers explained the study's goals and how each tool would contribute to understanding the students' readiness and learning styles. They guided the students on how to answer accurately and spent time clarifying each question to ensure all participants understood how to complete the questionnaires. This preparation helped make sure the responses were both clear and reliable, and it underscored the importance of each student's feedback. The respondents, all regular Quipper users, provided insight into how technology use and learning independence intersect in their academic experiences.

The following rating scale was used to better understand the data:

Rating	Scale	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Positive
4	3.51-4.50	Agree	Positive
3	2.51-3.50	Undecided	Fair
2	1.51-2.50	Disagree	Negative
1	1.00-1.50	Strongly Disagree	Highly Negative

3. RESULTS AND DISCUSSIONS

This part presents the analysis and interpretation of data gathered from the student's scores relevant for testing the study's hypothesis. The order of presentation follows the arrangement of the problems identified in the study.

Table 1. Technology Readiness in Mathematics using Quipper

Technology Readiness in Mathematics Indicators	Student's Readiness Mean	Technology QI
I believe that technology improves my quality of life.	4.44	P
I feel excited about new technologies.	4.19	P
I think that technology makes tasks easier.	4.50	P
I often look for new technologies to enhance my productivity.	3.99	P
I believe that technology can help solve many problems.	4.19	P
I am usually among the first to try new technologies.	3.23	F
I enjoy experimenting with new gadgets and software.	3.88	P
I am open to using new technology in my daily life.	4.18	P
I tend to adopt new technologies before most of my peers.	3.40	F
I actively seek out information about the latest technological advancements.	3.47	P
*I feel anxious when using new technologies.	3.25	F
*I do worry that I will not be able to use new technology effectively.	2.92	F
*I find it difficult to learn how to use new devices or software.	3.40	F
Overall Mean	3.77	P

Legend:

Rating	Scale	Descriptive Rating	Qualitative Interpretation (QI)
5	4.51-5.00	Strong agree	Highly Positive (HP)
4	3.51-4.50	Agree	Positive (P)
3	2.51-3.50	Undecided	Fair (F)
2	1.51-2.50	Disagree	Negative (N)
1	1.00-1.50	Strongly disagree	Highly Negative (HN)

The overall mean score of Technology Readiness in Mathematics using Quipper is 3.77, indicating a positive perception among students regarding their readiness to use technology in learning Students' Technology Readiness in Mathematics is high when I think that technology makes tasks easier. Technology Readiness is fair when they are usually among the first to try new technologies. The student's Technology Readiness in Mathematics using Quipper is positive, which means that the level of students using Quipper is high. Supporting this claim, a study by Alonzo and Kim [8] found that students who engaged with Quipper-based activities demonstrated significant improvements in their Mathematics performance, suggesting that the platform effectively enhances learning outcomes. Additionally, a phenomenological study by Reyes and Santos [11] highlighted those students appreciated the user-friendly interface of the Quipper Learning Management System (LMS), which facilitated continued learning during disruptions such as the pandemic. This positive feedback underscores the notion that students feel equipped and ready to utilize technology for their Mathematics education.Conversely, there are challenges associated with technology integration that may affect students' overall

readiness. For instance, a study by Mendoza and Cruz [10] reported that while some students found Quipper beneficial, they also encountered issues such as unstable internet connections and technical difficulties, which negatively impacted their learning experiences. Furthermore, research by Lim and Tan [9] indicated that both educators and students expressed skepticism about the effectiveness of technology like Quipper compared to traditional teaching methods. This hesitance suggests a divide in Technology Readiness among students, which may undermine the claim of universally high readiness levels.

Table 2. Student's Independent Learning in Mathematics using Quipper

Independent Learning in Mathematics Indicators	Student's Independent Learning	
	Mean	QI
I take the initiative in my learning activities.	4.21	P
I can set my own learning goals effectively.	3.90	P
I frequently seek out additional resources to enhance my understanding of a topic.	4.30	P
I reflect on my learning experiences regularly.	4.03	P
I feel confident in my ability to learn independently.	3.49	F
I manage my time effectively when working on independent projects.	3.49	F
I seek feedback from peers or instructors to improve my work.	3.94	P
I enjoy exploring new topics outside of the classroom setting.	4.01	P
I feel motivated to learn without external prompts or deadlines.	4.12	P
I can adapt my learning strategies based on what works best for me.	4.42	P
I actively seek out opportunities for self-improvement in my studies.	4.36	P
I utilize technology effectively to support my independent learning.	4.40	P
I feel comfortable troubleshooting problems that arise during my independent study.	3.68	P
I regularly assess my own progress and adjust my learning strategies accordingly.	3.95	P
I collaborate with others to enhance my independent learning experiences.	4.29	P
Overall Mean	4.04	P

Legend:

Rating	Scale	Descriptive Rating	Qualitative Interpretation (QI)
5	4.51-5.00	Strong agree	Highly Positive (HP)
4	3.51-4.50	Agree	Positive (P)
3	2.51-3.50	Undecided	Fair (F)
2	1.51-2.50	Disagree	Negative (N)
1	1.00-1.50	Strongly disagree	Highly Negative (HN)

The overall mean score of Independent Learning in Mathematics using Quipper is 4.04 for the. This shows that students have positive Independent Learning in Mathematics. Students' Independent Learning in Mathematics is high when they can adapt their learning strategies based on what works best for them. The independent learning is low when they feel confident in my ability to learn independently and manage thier time effectively when working on independent projects. The student's Independent Learning in Mathematics using Quipper is positive, which means that the level of students using Quipper is high. The integration of technology in Mathematics education, particularly through platforms like Quipper, has been shown to foster positive independent learning among students. Research indicates that Quipper School enhances self-directed learning by providing various resources such as e-books, videos, and exercises that allow students to engage with mathematical concepts at their own pace. Wardyaningrum and Suyanto [20] highlight that the platform's features enable students to track their progress, practice independently, and select resources that suit their learning styles. Furthermore, studies suggest that technology not only boosts students' interest in Mathematics but also helps

them visualize complex concepts, making learning more engaging and interactive [19]. This adaptability and accessibility contribute significantly to a positive learning environment where students feel empowered to take charge of their education.Conversely, there are notable concerns regarding the reliance on technology for Mathematics learning. Critics argue that excessive dependence on platforms like Quipper may lead to superficial understanding, where students solve problems without grasping the underlying principles [6]. Additionally, issues such as technical difficulties and distractions can disrupt the learning process, making it challenging for students to maintain focus [7]. Inequities in access to technology can further exacerbate disparities in educational outcomes, as not all students have equal opportunities to engage with digital resources. These challenges underscore the need for a balanced approach that combines technology with traditional teaching methods to ensure a comprehensive understanding of mathematical concepts while promoting independent learning.

Table 3. Correlation Between the Students' Technology Readiness and independence in learning Mathematics.

	Correlation Coefficient	p-value
Technology Readiness and Independence in Learning	0.471	.001

Table 3 shows The correlation data between Independence in Learning Mathematics and Technology Readiness reveals a moderate positive relationship, indicated by a Pearson correlation coefficient of 0.471, suggesting that as students become more independent in their Mathematics learning, their readiness to engage with technology also tends to increase. This relationship is statistically significant, with a p-value of < .001, indicating that the observed correlation is highly unlikely to have occurred by chance. Based on a sample size of 77 and degrees of freedom of 75, the findings are robust and reliable. To support the study on the correlation between Independence in Learning Mathematics and Technology Readiness, two relevant studies affirm the findings. First, a study by Huang et al. [13] found a significant positive influence of technology readiness on learning outcomes among elementary school students during online learning, suggesting that as students become more independent in their Mathematics learning, their readiness to engage with technology also improves. Additionally, research by Smith [15] indicated that effective technology integration positively impacts student performance in Mathematics, reinforcing the notion that increased independence in learning correlates with enhanced technology readiness.

Conversely, opposing literature presents challenges to these findings. A study by Johnson et al. [14] revealed no significant correlation between math readiness and academic performance among STEM students during online learning, suggesting that factors beyond readiness may influence success. Furthermore, research by Brown and Green [12] indicated a small negative correlation between technology readiness and completion times for online professional development courses, implying that lower technology readiness does not hinder performance as expected. These contrasting perspectives provide a nuanced

understanding of the relationship between independence in learning Mathematics and technology readiness.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn: The students' independence learning of Grade 11 studentsusing quipper, had positive level. On the other hand the level of technology readiness in Mathematics of the students using quipper had a positive level.

The correlation data between Independence in Learning Mathematics and Technology Readiness reveals a moderate positive relationship, indicated by a Pearson correlation coefficient of 0.471, suggesting that as students become more independent in their Mathematics learning, their readiness to engage with technology also tends to increase. This relationship is statistically significant, with a p-value of $< .001$, indicating that the observed correlation is highly unlikely to have occurred by chance.

Based on the study's findings, it is recommended that Quipper and similar learning management systems (LMS) be further integrated into the Mathematics curriculum to enhance both technological readiness and independent learning among Grade 11 students. The significant, positive correlation between students' independence in learning Mathematics and their technology readiness suggests that LMS platforms can be effective tools for fostering self-directed learning skills and preparing students for a technology-driven learning environment.

To maximize these benefits, schools should consider incorporating Quipper into daily learning activities. Using Quipper consistently in assignments, assessments, and interactive exercises provides students with more opportunities to engage independently, reinforcing both their understanding of Mathematics and their technological confidence. Additionally, providing targeted training on Quipper's features, such as self-paced lessons and instant feedback, can further enhance students' familiarity with technology while supporting independent study habits.

Encouraging self-directed learning modules on Quipper, where students explore topics at their own pace or set personal learning goals, may also increase engagement and build a stronger sense of ownership over their learning progress. However, teachers should monitor students who may struggle with self-directed learning or technology use. By identifying these students early, educators can offer guidance and resources to boost their independence and technology readiness.

Expanding Quipper's use and emphasizing independent learning through this platform can help create a more supportive environment for students to develop both academic and technological skills, essential for their future academic and career success.

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