

# Evaluation of Quipper LMS Utilization in the Junior High School Department as Basis for a Blended Learning Model Under the Revised MATATAG Curriculum

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**Abstract:** This study evaluated Quipper LMS utilization in the Junior High School Department as a basis for a blended learning model under the Revised MATATAG Curriculum. The main objective of this study was to identify the level of Quipper LMS utilization, the level of Quipper LMS effectiveness, and the relationship between Quipper LMS utilization and its perceived efficiency in blended learning delivery. The study used a descriptive-correlational research design and a survey instrument to gather comprehensive knowledge of teachers' and students' views and opinions on the Quipper LMS. The findings shed light on how Quipper LMS is being used and perceived within the Junior High School Department under the Revised MATATAG Curriculum, revealing its role in supporting content delivery, assessment, learner engagement, and competency attainment. Moreover, the results underscore that making blended learning genuinely effective goes beyond the platform itself — it requires stronger teacher preparation, greater technological readiness, and stronger support systems for both teachers and learners. Drawing on these conclusions, the study acts as a foundation for developing a Blended Learning Model to guide schools in meaningfully integrating Quipper LMS into the Revised MATATAG Curriculum. Ultimately, this proposed model aspires to create a more flexible, learner-centered, and technology-supported learning environment that uplifts both teaching practice and student outcomes.

**Keywords:** *Blended Learning, Competency Attainment, Descriptive-Correlational Research, Learner Engagement, Learning Management System (LMS), MATATAG Curriculum, Quipper LMS, Teacher Preparation, Technology-Supported Learning.*

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## I. INTRODUCTION

The state of education in the Philippines has undergone a major transformation in recent years, especially due to disruptions caused by the COVID-19 pandemic. The swift shift from traditional face-to-face instruction to remote and blended learning modalities highlighted the vital need for effective e-learning platforms and adjustable teaching strategies. Studies by Gamboa (2023) highlighted the importance of reliable online learning and evaluation tools, while also noting constant challenges such as unstable internet connectivity and scarce access to technological resources. These realities underscored the need to rethink

how education is provided and assessed, especially during times of crisis.

In reaction to these challenges, the Department of Education introduced the MATATAG Curriculum, which strives to streamline competencies and focus on the development of key skills such as communication, critical thinking, and adaptability. According to Ocampo (2024), the main results show that this curriculum's emphasis on contextualized, interdisciplinary instruction has improved students' conceptual understanding and applied use of scientific and social principles. However, difficulties remain, particularly in teacher preparedness, resource availability,

and alignment with local educational needs. The study also highlights how the curriculum supports inclusivity and adjustability in addressing different educational profiles. Research by Alvarado (2023) and Aquino (2024) demonstrated the curriculum's effectiveness in improving students' communicative competence and reducing content overload. However, these studies also identified gaps in implementation, particularly in teacher readiness, the availability of instructional materials, and the incorporation of technology into classroom instruction.

Alongside curriculum reform, blended learning has appeared as a practical approach to address the shifting demands of education. Blended learning combines face-to-face and online modalities, delivering flexibility and opportunities for increased pupil engagement. Studies by Reyes (2021) revealed that blended learning can enhance students' participation and attitudes toward learning. However, challenges such as limited infrastructure, gaps in digital literacy, and inconsistent access to technology continue to affect its effectiveness (Santos & Reyes, 2021; Garcia, 2021). These issues emphasize the need for schools to adopt appropriate tools and strategies to ensure successful implementation.

In this context, learning management systems (LMS) play an important role in facilitating blended learning environments. Platforms such as Quipper LMS provide structured content delivery, interactive activities, and efficient assessment tools that support both teachers and learners. At Colegio de Santa Rita de San Carlos, Inc., Quipper LMS is currently utilized as a primary digital platform to support teaching and learning, particularly in the Junior High School. This adoption reflects the school's effort to integrate technology into instruction and align its practices with the goals of the MATATAG Curriculum.

Despite its use, there is a need to evaluate how effectively Quipper LMS is being utilized within the school. Knowing its strengths and limitations is essential in determining its function in enhancing student learning and supporting teachers' instructional practices. Thus, this study aims to evaluate the use of Quipper LMS at Colegio de Santa Rita de San Carlos, Inc. as a basis for developing an improved blended learning model for Junior High School under the revised MATATAG Curriculum. The findings of this study is expected to supply valuable insights that can guide the school in upgrading its technology integration and overall instructional delivery.

#### ➤ *Framework of the Study*

This study is anchored on evaluating the utilization of Quipper LMS in Colegio de Santa Rita de San Carlos, Inc., as a basis for the development of a blended learning model for the Junior High School Department under the Revised MATATAG Curriculum using the Technology Acceptance Model (TAM), Blended Learning Theory, and Constructivist Learning Theory.

The study is primarily grounded in the Technology Acceptance Model (TAM) developed by Fred Davis.

According to Davis (1989), when people believe a technology system is practical and simple to use, they are more inclined to adopt and employ it. The theory explains how users' attitudes, intentions, and actual use of technology are influenced by their perceptions. In the context of this study, Quipper LMS's accessibility, instructional support, learner engagement features, and effectiveness in delivering lessons under the Revised MATATAG Curriculum may affect teachers' and students' use of it. The theory supports the idea that favorable opinions of Quipper LMS lead to increasingly successful blended learning adoption.

Charles Graham's Blended Learning Theory supplies additional support for the study. Graham (2006) argues that blended learning enhances flexibility, accessibility, and learner participation by combining conventional in-person instruction with digital or online learning opportunities. Because Quipper LMS functions as a digital learning platform that improves classroom instruction in the Junior High School Department, this idea is pertinent to the study. Students may benefit from greater continuity in learning, easier access to instructional resources, and more opportunities for interactive learning aligned with the objectives of the Revised MATATAG Curriculum through blended learning.

Additionally, this study is anchored on the Constructivist Learning Theory of Jean Piaget and Lev Vygotsky. According to constructivist learning theory, students actively create knowledge through contact, experience, teamwork, and active engagement in the educational process (Piaget, 1972; Vygotsky, 1978). The idea emphasizes meaningful interaction and learner-centered education, two crucial elements of blended learning settings. To encourage students' active involvement and competency attainment under the Revised MATATAG Curriculum, Quipper LMS offers opportunities for interactive activities, self-paced learning, joint projects, and online examinations.

The study's conceptual structure for assessing the use and efficacy of Quipper LMS in the Junior High School Department is a research flow model. The study thoroughly looks at respondents' demographics, Quipper LMS usage, and the platform's perceived success in delivering blended learning. A blended learning strategy that facilitates the implementation of the Revised MATATAG Curriculum will be developed based on the study's findings. The study aims to provide a thorough understanding of how Quipper LMS use leads to successful blended learning practices in the Junior High School Department by integrating the stated theories.

## II. METHODOLOGY

This study used a descriptive-correlational research design to evaluate the use of the Quipper LMS in the Junior High School Department as a basis for developing a blended learning model under the Revised MATATAG Curriculum. According to Creswell and Poth (2023), correlational research studies the relationship between variables without changing them, while descriptive research describes the traits, attitudes, and behaviors of a particular community. Because

it ascertains the degree of Quipper LMS deployment and its perceived success in blended learning delivery among instructors and students in the Junior High School Department, this research design is suitable for the study.

Survey questionnaires were used to obtain data from a subset of the Junior High School Department's teachers and students. Indicators of Quipper LMS use, such as material delivery, assignment distribution, online assessment, learner engagement, and academic progress assessment, were included in the questionnaire. Additionally, it evaluated Quipper LMS's perceived success in terms of student participation, accessibility, instructional support, and competency attainment under the Revised MATATAG Curriculum. A Likert scale was used in the questionnaire to gauge respondents' opinions and assessments on Quipper LMS use in blended learning settings.

The respondents of the study were selected using a random sampling technique to ensure proper representation of both teachers and students in the Junior High School Department. Permission was obtained from the school administration before the study was conducted. Throughout the research process, ethical factors such as respondent anonymity, privacy, confidentiality, and voluntary participation were closely monitored.

Quantitative statistical techniques were used during data analysis. The demographic profile of the respondents and the degree of Quipper LMS consumption and efficacy were assessed using descriptive statistics, including frequency counts, percentages and weighted means. Meanwhile, a substantial correlation between Quipper LMS adoption and the perceived efficacy of blended learning delivery was found using inferential statistics, namely Pearson Product-Moment Correlation.

The study's findings served as the basis for developing a blended learning model for the Junior High School Department under the Revised MATATAG Curriculum. The study provides pertinent insights into integrating learning management systems into blended learning environments that align with the objectives of the Revised MATATAG Curriculum. Additionally, the proposed blended learning model intends to support effective instructional delivery, learner engagement, accessibility of learning materials, and competency attainment through the use of Quipper LMS.

Overall, the descriptive-correlational research methodology provided a systematic and impartial means to assess Quipper LMS usage and determine its relationship to the efficiency of blended learning delivery in the Junior High School Department.

### III. RESULTS AND DISCUSSION

#### ➤ Demographic Profile of the Respondents

Table 1 Demographic Profile of the Respondents

Item	Frequency	Percentage
<b>Role</b>		
Teachers	28	16.67%
Students	140	83.33%
<b>Grade Level Taught / Enrolled:</b>		
Grade 7	41	24.40%
Grade 8	47	27.98%
Grade 9	44	26.19%
Grade 10	36	21.43%
<b>Subject Area(s) Where Quipper LMS is Most Utilized:</b>		
Filipino	93	55.36%
Edukasyon sa Pagpapakatao/Values Education	64	38.09%
Mathematics	71	43.45%
Science	91	54.17%
English	103	61.31%
Araling Panlipunan	105	62.50%
TLE	73	43.45%
MAPEH	82	48.81%
Computer	5	2.98%
Christian Living Education	1	0.59%
<b>Frequency of Quipper LMS Access</b>		
Every day	30	17.86%
3–4 times a week	40	23.81%
1–2 times a week	35	20.83%
Once a month	5	2.98%
Rarely / Only when required	55	32.74%
Others	3	1.78%

Table 1 presents the demographic profile of the respondents by role, grade level taught/enrolled, subject area(s) where Quipper LMS is most utilized, and frequency of Quipper LMS access. Regarding the respondents' roles, 16.67% were teachers and 83.33% were students. In terms of grade level taught/enrolled, 24.40% were in Grade 7, 27.98% in Grade 8, 26.19% in Grade 9, and 21.43% in Grade 10. As to the subject area(s) where Quipper LMS is most utilized, 55.36% indicated Filipino, 38.09% EsP/Values Education, 43.45% Mathematics, 54.17% Science, 61.31% English,

62.50% Araling Panlipunan, 43.45% TLE, 48.81% MAPEH, 2.98% Computer, and 0.59% CLE. Lastly, in terms of the frequency of Quipper LMS access, 17.86% used it every day, 23.81% used it 3–4 times a week, 20.83% used it 1–2 times a week, 2.98% used it once a month, 32.74% used it rarely or only when required, and 1.78% selected other responses.

➤ *The Level of Quipper LMS Utilization in the Junior High School Department*

Table 2 Level of Quipper LMS Utilization

Level of Quipper LMS Utilization	Overall Mean
Content Delivery	3.35
Assignment Dissemination	3.14
Online Assessment	3.12
Learner Engagement	3.08
Academic Progress Monitoring	3.31

Based on the survey results, the respondents perceived the level of use of Quipper LMS in the Junior High School Department as high and positive. Of the five dimensions, Content Delivery had the highest overall mean of 3.35, followed by Academic Progress Monitoring at 3.31. The results show that teachers use Quipper LMS effectively to deliver instructional materials, upload lessons, and monitor students' academic performance.

Also, the results showed that Assignment Dissemination had an overall mean of 3.14 and Online Assessment had a mean of 3.12. The results show that Quipper LMS is commonly used to distribute assignments and conduct quizzes and examinations in an organized, accessible manner. This is in line with the findings of Genelza (2023), which stated that the use of Quipper was associated with successful learning management and better academic performance among students in the new normal.

The results paint a distinct and promising picture of how Quipper LMS is being experienced in the Junior High School Department. With learner engagement earning a mean score

of 3.08, the platform has shown its capacity to keep students actively involved and interacting with their learning tasks — a finding that corresponds with Alayacyac et al. (2024), who noted that Quipper LMS was highly perceived as effective and that this perception was positively linked to students' confidence in using computers. Across all indicators, the consistently high mean scores affirm that Quipper LMS is serving its purpose well as a digital learning platform — from delivering content and disseminating assignments to conducting assessments, supporting engagement, and tracking academic progress. These results further reinforce how well the platform aligns with the goals of the Revised MATATAG Curriculum, which champions meaningful learning experiences, better student outcomes, and the thoughtful use of technology in education. More importantly, these findings provide a solid, practical foundation for developing a blended learning model that builds on what Quipper LMS already does well while addressing areas that still need improvement.

➤ *The Level of Effectiveness of Quipper LMS Utilization*

Table 3 Level of Effectiveness of Quipper LMS Utilization

Level of Effectiveness of Quipper LMS Utilization	Overall Mean
A. Accessibility	3.40
B. Instructional Support	3.41
C. Learner Participation	3.24
D. Competency Attainment	3.33

The survey results show that the respondents perceived Quipper LMS as a successful learning management system that supports instruction and student learning in the Junior High School Department. Overall, Instructional Support had the highest mean of 3.41 across the four dimensions, with Accessibility a close second at 3.40. The study shows that Quipper LMS helps teachers with lesson planning, presenting instructional materials, and providing guidance and evaluation to learners. Meanwhile, the platform allows students to access learning resources and activities easily without time and location constraints. Recent research has

shown that accessible, well-designed learning management systems greatly enhance the quality of teaching and the entire learning experience (Bradley et al., 2022).

The data also showed that the overall mean of Competency Attainment was 3.33, indicating that Quipper LMS helps students attain mastery of the Most Essential Learning Competencies and the streamlined competencies under the revised MATATAG Curriculum. This finding indicates that the platform helps students to understand the lessons, satisfy academic requirements, and achieve expected

learning outcomes. According to Martin et al. (2022), e-learning platforms are effective for academic achievement when they are structured, with timely assessments and meaningful feedback.

With Learner Participation earning an overall mean of 3.24, it is evident that students are not simply logging into Quipper LMS out of obligation — they are genuinely showing up, completing their work, and engaging with their courses in ways that go beyond shallow participation. This reflects what research has reliably shown: when digital platforms give students opportunities to collaborate, exercise some degree of choice, and receive immediate feedback, deeper investment in learning naturally follows (Bond et al., 2021). Across all indicators, the high mean scores collectively confirm that Quipper LMS is delivering on its promise —

students can access lessons with ease, receive the instructional support they need, actively participate, and successfully attain the competencies being taught. These results carry even greater weight when viewed alongside the goals of the Revised MATATAG Curriculum, which calls for learning experiences that are purposeful, competency-driven, and rooted in meaningful technology use. Ultimately, the evidence makes a strong case that Quipper LMS is not merely a convenient digital tool — it is a solid and fitting foundation on which a more responsive and effective blended learning model for Junior High School learners can be built.

➤ *The Relationship Between the Level of Quipper LMS Utilization and its Perceived Efficiency in Blended Learning Delivery*

Table 4 Correlation Table

Correlation Table		Pearson		Spearman		
		r	p	rho	p	
Level of Quipper LMS Utilization	-	Level of Perceived Effectiveness of Quipper LMS Utilization	0.424	.477	0.600	.350
* p < .05, ** p < .01, *** p < .001						

Table 4 presents the correlation between Quipper LMS utilization and its perceived efficiency in blended learning delivery. The Pearson r of 0.424 and Spearman rho of 0.600 both suggest a moderate positive relationship between the two variables — meaning that higher utilization tends to coincide with more favorable perceptions of effectiveness. However, with p-values of 0.477 and 0.350, respectively, neither result reached the 0.05 level of significance. This means the relationship, while noticeable in direction, is not strong enough statistically to be considered meaningful. Accordingly, the null hypothesis is accepted — there is no significant relationship between the extent of Quipper LMS use and its perceived effectiveness in delivering blended learning. This evidence shows that simply using the platform more does not automatically translate to a better learning experience, and that other factors beyond utilization frequency may have a greater influence on its perceived efficiency.

While respondents generally viewed Quipper LMS positively in terms of accessibility, instructional support, learner participation, and competency attainment, the frequency of its use throughout various functions did not significantly affect those perceptions. This suggests that effectiveness in blended learning goes beyond utilization alone — features such as teacher readiness, internet connectivity, learner motivation, and appropriate instructional strategies also play an equally important role. Quipper LMS is still a valuable platform for blended learning, but maximizing its benefits in the Junior High School Department will require more than simply using it more often. Continuous improvement in teaching practices, reliable technical support, and a strong focus on learner-centered

approaches are equally essential to making blended learning genuinely work under the Revised MATATAG Curriculum.

➤ *The Proposed Blended Learning Model*

The Blended Learning Model was conceptualized and designed based on the findings of the study, “Evaluation of Quipper LMS Utilization in the Junior High School Department as Basis for a Blended Learning Model under the Revised MATATAG Curriculum.” The model is intended to improve the utilization of Quipper LMS in delivering quality instruction under the MATATAG Curriculum. The intention is to enhance the delivery of content, the dissemination of assignments, and the practices of online assessment, boost learner engagement, and fortify the monitoring of academic progress. The model also promotes accessibility, instructional support, learner participation, and competency attainment for Junior High School learners.

Quipper LMS, the blended learning model, combines face-to-face and digital learning experiences to deliver flexible, learner-centered, and competency-based instruction aligned with the MATATAG Curriculum’s goals.

The blended learning model has the following major components: supporting teacher capability; delivering digital content; conducting online assessment and monitoring; supporting learner engagement; partner collaboration; program evaluation; and sustainability mechanisms.

The program objectives are (1) assist the successful integration of Quipper LMS in the implementation of the Revised MATATAG Curriculum, (2) improve teacher competence in blended learning teaching and use of LMS, (3) enhance Junior High School student learning outcomes

through effective digital and face-to-face instructional delivery, (4) support engagement, accessibility and participation of learners in blended learning environments,

and(5)strengthen monitoring and evaluation systems for continuous improvement on the implementation of blended learning.



Fig 1 Blended Learning Model Under the Revised MATATAG Curriculum

Table 5 Program Implementation Table

Timeline	Phase	Activities	Persons In-Charge	Budget and Sourcing	Monitoring and Evaluation	Sustainability
Months 1-3	Preparation (Phase 1)	Conduct orientation and training on Quipper LMS utilization and blended learning strategies under the MATATAG Curriculum	School Principal / ICT Coordinator / Academic Coordinator	ICT Funds / Training Funds	Utilize attendance and evaluation forms to gauge instructor engagement and preparedness.	Create programs for instructors' ongoing professional development.
		Examine and improve online learning processes and digital teaching resources.	ICT Committee	School ICT Resources	Assess the teaching materials' accessibility and quality.	Develop a uniform digital learning resource repository.
Months 4-6	Implementation (Phase 2)	Integrate Quipper LMS into online tests, assignment distribution, and content delivery.	Subject Teachers / ICT Coordinator	School LMS Subscription / ICT Support	Monitor on learner access rates and lesson implementation.	Offer coaching sessions and technical support.

		Organize blended learning courses that incorporate both in face-to-face and LMS-based activities.	Subject Teachers / Academic Coordinator	School Operational Funds	Observe classroom implementation and learner participation	Boost blended learning strategies with frequent coaching
Months 7-9	Monitoring and Evaluation (Phase 3)	Utilize Quipper analytics and assessment results to track student engagement and academic advancement.	Teachers / Academic Coordinator/School Principal	School Monitoring Funds	Examine learner engagement reports and performance data.	Develop intervention programs for students who are having difficulty.
		Get feedback on the efficacy of the LMS from educators, students, and parents.	Academic Coordinator/ Guidance Coordinator	PTA Support / School Funds	Conduct surveys and focus group discussions	Improve communication and cooperation among stakeholders
Months 10-12	Continuous Improvement (Phase 4)	Improve blended learning techniques and match teaching methods to MATATAG skills.	Academic Coordinator	School Improvement Funds	Examine competency attainment and curricular alignment.	Establish best practices and rules for integrated learning.
		Create long-term LMS integration and digital learning implementation sustainability plans.	School Principal / ICT Committee	School and Community Partnerships	Analyze the blended learning model's overall efficacy.	Continue to assess and improve digital learning systems on a regular basis.

**RECOMMENDATION**

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

- Make a blended learning model under the revised curriculum model, which is intended to improve the utilization of Quipper LMS in delivering quality instruction under the MATATAG Curriculum. It aims to enhance the delivery of content, the dissemination of assignments, and the practices of online assessment, boost learner engagement, and strengthen the monitoring of academic progress.
- Strengthen technical infrastructure and support systems. The school administration should enhance internet bandwidth and coverage on campus and provide offline access options or downloadable materials to address connectivity limitations, which received the lowest rating. Furthermore, a dedicated technical support team should be organized to assist teachers and students in resolving system issues in real time.

- Conduct continuous and targeted capacity-building programs. Regular workshops, seminars, and hands-on training must be conducted to equip teachers with proficiency in utilizing advanced features of Quipper LMS. Emphasis should be given to the creation of full-length examinations, application of gamified tools, and proper alignment of content and activities with the learning competencies of the Revised MATATAG Curriculum.
- Enhance and standardize learning resources aligned with curriculum standards. It is recommended that the school coordinate with Quipper representatives and academic supervisors to review, update, and curate learning materials. This ensures that all content is varied, appropriate to diverse learning needs, and strictly adheres to the standards and requirements of the MATATAG Curriculum.
- Design engaging activities and maintain balance in blended delivery. Teachers should integrate interactive modules, multimedia resources, and gamified elements to address the low learner engagement rating. Moreover, Quipper LMS should be utilized as a supportive tool to

reinforce face-to-face instruction, with carefully planned tasks and workload to prevent learner burnout while ensuring competency attainment.

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