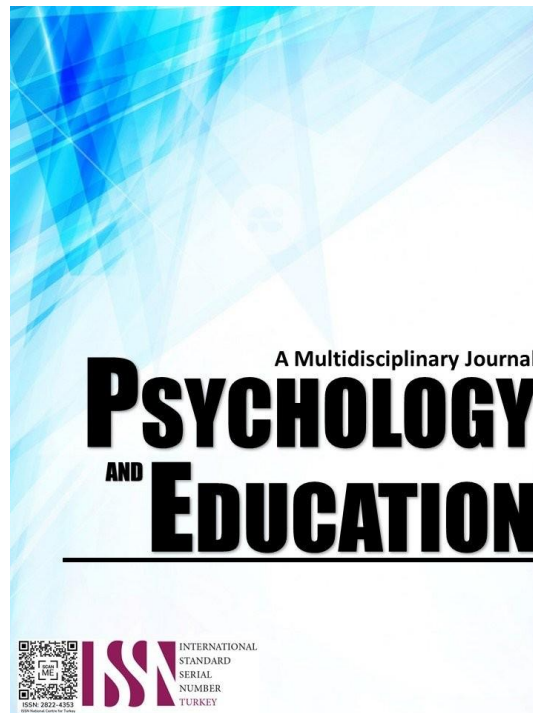


# **EXPLORING THE LIVED EXPERIENCES OF PRIVATE SENIOR HIGH SCHOOL PHYSICAL EDUCATION TEACHERS INUTILIZING LEARNING MANAGEMENT SYSTEM**



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## Exploring the Lived Experiences of Private Senior High School Physical Education Teachers in Utilizing Learning Management System

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### Abstract

This study explored the lived experiences of private senior high school physical education teachers in utilizing learning management system. The researcher employed a qualitative research particularly phenomenological design. These teachers were purposively chosen and interviewed using a validated interview guide in the conduct of In-Depth Interview and Focus Group Discussion. Thematic analysis was done to extract the themes from the responses of the participants. The emergent themes derived from the lived experiences of the physical education teachers included promotion of better teacher-student involvement or engagement, utilization of quality innovative and interactive tools for classroom learning, provision of pedagogical designs, learning resources and other deliverables to students, fully motivated with a user-friendly LMS, necessity of mastery of ICT skills and technology competence among teachers and facing limitations of online instruction. For the coping mechanisms of the participants, the themes emerged were demonstrating flexibility, becoming proactive teachers, upskilling in ICT, and being resilient in their pedagogical practices. As for the insights shared included the relevance of using technology in the teaching-learning process and a vision for quality education through LMS.

**Keywords:** *education, physical education, private senior high school teachers, learning management system phenomenology*

### Introduction

Learning Management System (LMS) is a software application or web-based technology used to plan, implement, and assess a specific learning process (Bates, 2015). The existence of technology integration in physical education (PE) indicates the growth in technology-enhanced physical education classes. However, PE teachers struggled in teaching using learning management due to insufficient experience, missing resources, and a lack of Information Communication Technology (ICT) competence (Daum et al., 2012).

In the global context, a research conducted by Centeio et al. (2021) in the USA examines the worldwide landscape regarding the utilization of LMS. They emphasize the significant challenges faced by teachers, particularly concerning technology and the availability of materials for instructing in socially remote or at-home learning settings. Additionally, in the study by Jeong and So (2020), South Korean PE teachers highlighted their challenges in adapting to online teaching, particularly with the use of LMS. Many expressed difficulties stemming from unfamiliarity with LMS functionalities, leading to a reliance on trial-and-error approaches in educational strategies. Further, in a study conducted by Smith et al. (2020) in the United Kingdom, it was found that PE teachers encountered challenges in utilizing LMS. Many teachers expressed concerns about their proficiency with technology and the lack of suitable resources for delivering effective online PE instruction.

In the Philippines, according to a study conducted by Santos et al. (2021) Filipino PE teachers faced a myriad of challenges, mirroring global trends but also underscored by local circumstances. A significant barrier was the digital device, with varying degrees of internet connectivity across the archipelago affecting both teachers and students' access to LMS platform. Moreover, the lack of familiarity with LMS functionalities was a common issue, as many teachers were thrust into online teaching with minimal preparation or training.

In Mindanao, a study conducted by Millan (2022), revealed that significant area of concern in the context of PE classes,, particularly focusing on the challenges related to learning assessment in environments with poor internet connectivity, such as those found in some parts of Mindanao. Assessing learning in PE, even under traditional in-person settings, requires nuanced observation of physical skills, engagement, and improvement over time. The transition to online learning environments, necessitated by global shifts towards digital education, amplifies these assessment challenges, especially when compounded by technical limitations.

I had browsed and read some research conducted on the effectiveness of LMS in PE classes have delved into challenges related to LMS adoption and implementation (Doe & Smith, 2020), disparities in technological access among PE teachers and the consequent impact on educational equity (Lee, 2021) and the role of LMS in facilitating innovative teaching strategies and improving student engagement (Patel & Jones, 2022). These investigations have engaged a diverse group of participants, including PE teachers from various educational institutions (Doe & Smith, 2020), college-level students (Lee, 2021) and students' immediate family members (Patel & Jones, 2022). Most of this research utilized quantitative methods, adopting descriptive correlational, and bivariate approaches, in contrast to my study which employed a qualitative research particularly phenomenology which explored the lived experiences of private senior high school physical education teachers in utilizing learning management system.

This study sees an opportunity to gather new information leading to a better understanding of teachers' travails in utilizing LMS in delivering physical education. Thus, the present study can also provide another perspective, which is more centered on teachers. This

investigation may help improve the implementation of the utilization of learning management system in different schools and may serve as a guide for the institutions in their strategic planning to integrate technology in the delivery of instruction.

### Research Questions

This study aimed to understand the lived experiences of the private senior high school physical education teachers in utilizing LMS. It sought answers to the following questions:

1. What are the lived experiences of private senior high school physical education teachers utilizing LMS?
2. How do the participants cope with the challenges encountered when utilizing LMS?
3. What insights can be shared to the academe and the community?

### Methodology

This section presents the research design, research participants, data sources, data collection, data analysis, the study's trustworthiness, the researcher's role, and ethical considerations.

#### Research Design

This study utilized qualitative research particularly phenomenology. Qualitative research is an approach for investigating and understanding the meanings attributed to a social or human problem by individuals or groups (Creswell, 2007). This type of research method is utilized to convey research questions that need explanation or understanding of social phenomena and their surrounding contexts. Added on, qualitative research is used in examining issues that possess some complexity and for examining processes that take place over time (Ritchie & Lewis, 2003). Moreso, qualitative research focuses on meaning-making rather than generalized hypotheses (Ritchie et al., 2003). Likewise, it is posited that a qualitative researcher is concerned with understanding the meaning people had constructed, or how people make sense of their reality and the experiences they had in it. It is also emphasized that qualitative research involves the process which included developing questions and techniques, data collection that typically took place in the participant's environment, inductive data analysis built from specifics to broad themes, and the evaluation of the significance of the findings, an emphasis on personal meaning, and the significance of accurately depicting the complexity of circumstances (Merriam, 2009). The goal of qualitative research was to discover and comprehend the meaning that different individuals or groups assign to various social or human issues (Creswell, 2014).

Similarly, the study of how people interpret events or phenomena based on actual occurrences in the real world is known as phenomenology. It is necessary to reflect on the study participants' experiences and delve further into their thoughts to highlight the nature of the experience as they have described it (Campbell, 2011; Creswell, 2007; Speziale & Carpenter, 2007). In addition, phenomenology is described as both a philosophy and method of inquiry as an intellectual activity that involved interpretation and the formation of meaning and used to better comprehend how people conducted their lives in this world (Qutoshi, 2018). Moreso, it is the science of the consciousness' fundamental properties (Beyer, 2020), and as an approach intent to document insight in its simplest sense, without theory building (Manen, 2017).

I believed this research design was appropriate for this present study since it delved on human perceptions, feelings, emotions, and experiences which could not be quantified since the lived experiences of private senior high school PE teachers utilizing learning management system were given focus. Through this approach, accurate information needed in this study were gathered through a step-by-step process wherein the readers would have a comprehensive understanding of the conditions presented.

#### Participants

My participants were the 17 private senior high school PE teachers, with 10 PE teachers participating in FGD while seven PE teachers participated in IDI. All participants are teachers from the private sectarian schools in Davao City, Region XI.

As noted, in selecting a population sample, the researcher has the discretion to choose participants as long as they suit the specific profile (Patton, 2002). So, in this study, I used purposive sampling in choosing the participants of my study. The inclusion criteria in the selection of my participants included teaching experience, with at least three years or above in teaching profession; PE teachers who were utilizing learning management; and the willingness to participate. Teachers who were outside Davao City, newly hired teachers, private school teachers, and non-PE teachers were excluded.

#### Instruments

The data came from the participants' responses to the questions presented during the IDI and FGD as well as my field notes. The goal of the investigation was reflected in the semi-structured interview guide. In addition, the participants' responses during the IDI and FGD were meticulously collected and properly transcribed.

This study gave a comprehensive and thorough account of the experiences of PE teachers using LMS, allowing readers to evaluate the material's applicability and draw essential themes for various situations. These were direct quotes from the teachers' lived experiences

in response to the questions that were asked during the IDI and FGD.

## Procedure

I followed the protocol set for data collection. To conduct the interview, I sought approval from the Dean of the Graduate School of the University of the Immaculate Conception (UIC). Then, I submitted the manuscript and other requirements to the UIC Research Ethics Committee (UIC-REC) for ethical review and approval. After securing the ethical clearance from UIC- REC, I asked permission from the school president, then to the principal for the approval of their PE teachers to take part in the research. Also, the Informed Consent Forms (ICF) were prepared. The ICF forms were sent online, through email or FB messenger to the participants and retrieved online. Likewise, a schedule for an orientation was set. Despite the entire process being conducted online, IATF-compliant safety protocols were observed subsequently. I adhered to strict confidentiality standards in handling the acquired data, employing code names to maintain privacy. The responses to the interview guide questions were meticulously documented shortly after the data collection phase. The responses from the teachers were transcribed and later interpreted for analysis.

## Data Analysis

I made use of the thematic analysis of Braun and Clarke (2006) in analyzing the transcribed responses of the participants in both the IDI and FGD. As noted, thematic analysis is a method for identifying, analyzing, and reporting patterns within the data.

I followed the six phases of thematic analysis. To get familiar with the data. I transcribed the recorded virtual conference and noted the initial ideas of the interaction. To generate the initial codes, I started identifying preliminary codes after familiarizing with the data. To search for themes, I carefully extracted the collated codes and indicated them as codes and themes. To review the themes, I had a thorough review of the identified themes. In defining and naming the themes, I provided theme names and a clear working definition that captured the essence of each theme concisely. To produce the report, I transformed the analysis into an understandable piece of writing related to the themes and presented the analysis supported with empirical evidence that addressed the research questions.

## Ethical Considerations

I adhered to the protocol implemented by the UIC – REC. The anonymity of the respondents was secured to ensure confidentiality. Ethical considerations involved the following areas: Social Value, Informed Consent, Vulnerability of the Research Participants, Risks, Benefits, Safety and Privacy, Confidentiality of the Information, Justice, Transparency, Qualification of the Researcher, Adequacy of Facilities, and Community Involvement.

**Social Value.** It is about the usefulness of the research on which it can be of help for the betterment of the educational landscape. This research would enlighten the academe particularly the PE teachers, and school administrators as they may recognize the prevailing circumstances under which physical education teachers utilized LMS in their classes in an online set up. Moreover, focusing research on the experiences of PE teachers is one way to ensure that it may enhance their teaching approaches especially in an era when technology plays a significant role in the education system and how these teachers adapt to new educational trends.

**Informed Consent.** The participants in this study were private senior high school physical education teachers. They were informed of the purpose, benefits, risks, and methods of the study using language suited to their level of understanding. I provided the participants with an Informed Consent Form (ICF), a document containing the same information and obtained their signatures to indicate that they consented to participate in the study voluntarily. I kept all discussed information confidential and be appropriately informed and oriented in advance regarding the information the participants needed to comprehend. Also, the participants were given the right to withdraw from the study at any point that they felt uncomfortable in sharing their personal experiences.

**Vulnerability.** The participants in this study were teachers, hence, it was assumed that they are intellectually, physically, and emotionally able to engage with. They were not vulnerable since they are of legal age who can decide by themselves. The participation was voluntary and indicated their decision to participate in the study. Likewise, the confidentiality of their responses throughout the survey was protected. In addition, I assisted participants who had difficulty completing the consent form, interpreting the question, and addressing their concerns about the treatment.

**Risks, Benefits, and Safety.** The protocols established by the IATF were properly observed. Hence, there was no face-to-face contact between me and the participants during the entire duration of data collection and the conduct of this study. This was to eradicate such danger among the participants, as well as the researcher. As a moderator, I ensured that all questions were posed humbly and straightforwardly. It was an approach to guarantee that the participants understood the questions. I allowed the participants to stop anytime they felt uneasy and instructed them only to discuss areas that did not create discomfort. As a facilitator, I made sure to set the atmosphere as conducive for sharing private and sensitive issues by speaking to them in a light manner and establishing good rapport among them. I informed them at the start about their right to confidentiality, their right to ask questions, and their right to stop their participation. As a researcher, my greatest priority above the fulfillment of this research was the safety of my research participants and never letting their dignity be exploited.

**Privacy and Confidentiality of Information.** Regarding the Data Privacy Act of 2012, which addresses the principles of openness, legitimate purpose, and proportionality in the collection, preservation, disclosure, and processing of personal information, I did utmost

to protect the privacy of the data and personal information obtained from the research participants. I ensured the confidentiality of all acquired data by not asking participants to provide their identities, using code names instead, and concealing all other personal information. Moreover, to protect the participants' anonymity, they were permitted to refrain from answering specific questions that could have potentially harmed their well-being.

**Justice.** Justice can be described as the ethical obligation to distribute the benefits and burdens of research fairly. I ensured that the methods used to select research participants were equitable. To ensure justice in the conduct of this study, I selected research participants based on the criteria set rather than accessibility, convenience, and without prejudice. The participants were treated fairly, thus, inclusion and exclusion criteria were clearly defined within the research study protocol and were meticulously followed to ensure equal opportunities for the participants. I also ensured that all participants were treated equally, regardless of socioeconomic status, gender, race, or religion, by administering appropriate care. Participants were also given tokens as symbol of my gratitude for their participation and effort. The participants were assured that any potentially helpful study findings would be made available to them and the public.

**Transparency.** In this study, I guaranteed the transparency of all research results to the stakeholders and potential readers, especially regarding the research methodologies used. This study clearly stipulated the methods and techniques that were used to pave the way for better understanding by the participants, other researchers, and those who will utilize this study. However, anonymity and secrecy were maintained until the results were properly tested and confirmed. Further, I was permitted to release the findings of the study. Therefore, the results of this study were made public and available to the study's stakeholders, as they may have particular significance for them.

**Qualification of Researcher.** I was confident in conducting the study with teacher participants. My competence as a researcher stemmed from my abilities and experience gained throughout graduate school and my teaching career. I exhibited moral fortitude, scientific expertise, social awareness, cultural sensitivity, intellectual humility, alertness, and safety-related preparation. Thus, I was open to any suggestions and advice coming from my adviser. I was guided by my adviser throughout the conduct of the study. I conducted this study, focusing mainly on the lived experiences of physical education teachers in utilizing LMS. I proposed enhancements to the Physical Education Curriculum's instructional delivery and catching up with developments in the global educational system. Additionally, the guidance and expertise of my thesis adviser gave me confidence that I was on the right track in this journey that I was embarking on.

**Adequacy of Facilities** I secured the sufficiency of the facilities necessary for conducting this research, thereby maximizing the worth of this study. I had access to my school's physical and digital libraries, databases, and appropriate websites on the Internet. Additionally, I had an internet connection, which was crucial to the entire procedure of this investigation, aimed at digital integration, especially in this period of the pandemic when online and digital communication were most effective. Also, my thesis adviser was straightforward to get in touch with, so distance and my current situation did not hinder the consultations needed to enhance the study's content by addressing all aspects to correct both minor and major errors.

**Community Involvement.** Different academic institutions and the Department of Education need to be aware of the results of this research to enhance online learning or any other integrated digital learning strategies. Consequently, a research forum for education program supervisors, school administrators, department heads, and other physical education teachers in similar scenarios is being organized to reveal the findings of this study. This forum provides insights on how to handle, manage, improve, and address the diverse teaching experiences of teachers related to this phenomenon. Using the information shared, the stakeholders involved can also contemplate ways to modify this situation for improved teaching practices and methodologies. Moreover, the findings will be shared with the participants, the school community, the local community or during research conferences in the local, national, or even in the international level for for a wider involvement.

## Results and Discussion

This section presents the profile, lived experiences involving the coping mechanisms and the insights of the participants. The data collected, recorded, and analyzed using thematic analysis are presented in a descriptive and tabular manner.

### Profile of the Participants

Table 1.1 reveals the profile of the 17 physical education teachers who are utilizing learning management system. The profile includes the code of the participants, sex, year level taught, years of experience of utilizing LMS. There were seven participants for the IDI who were coded as IDI and 10 participants in the FGD who were also coded as FGD. There were seven participants who took part in the IDI session and 10 of them took part in the FGD. All the participants are currently teaching in private senior high school. Additionally, majority of the participants have three years of teaching utilizing LMS. The participants used different LMS like quipper, moodle and blackboard learn. This profile speaks of how they were chosen to share their experiences as regards in utilizing LMS.



Table 1.1 *Profile of the Participants*

<i>Participant's Code</i>	<i>Sex</i>	<i>Civil Status</i>	<i>Year Level Taught</i>	<i>Learning Management System Used</i>
IDI 1	Female	Married	Senior High School	Quipper
IDI 2	Male	Single	Senior High School	Moodle
IDI 3	Male	Single	Senior High School	Quipper
IDI 4	Female	Single	Senior High School	Moodle
IDI 5	Female	Single	Senior High School	Quipper
IDI 6	Female	Married	Senior High School	Quipper
IDI 7	Female	Single	Senior High School	Quipper
FGD 1	Male	Single	Senior High School	Blackboard Learn
FGD 2	Female	Single	Senior High School	Blackboard Learn
FGD 3	Male	Single	Senior High School	Quipper
FGD 4	Male	Single	Senior High School	Quipper
FGD 5	Male	Single	Senior High School	Blackboard Learn
FGD 6	Male	Single	Senior High School	Blackboard Learn
FGD 7	Female	Single	Senior High School	Quipper
FGD 8	Female	Married	Senior High School	Blackboard Learn
FGD 9	Female	Single	Senior High School	Quipper
FGD 10	Male	Single	Senior High School	Moodle

### Lived Experiences of the Physical Education Teachers Utilizing LMS

Table 1.2 presents the lived experiences of physical education teachers utilizing LMS. The thematic analysis generated the following themes: promotion of better teacher-student involvement or engagement, utilization of quality innovative and interactive tools for classroom learning, provision of pedagogical designs, learning resources and other deliverables to students, fully motivated with a user friendly LMS, necessity of mastery of ICT skills and technology competence among teachers, and facing limitations of online instruction.

Promotion of Better Teacher-Student Involvement or Engagement. Utilizing LMS significantly enhances teacher-student involvement and engagement in online classes. The participants expressed that LMS facilitates a dynamic interaction between teachers and students, providing effective communication tools that are essential for the digital classroom environment. It simplifies the creation, sharing, and monitoring of educational content, making it straightforward for teachers to track student progress. Additionally, LMS offers features for easy commenting and feedback, allowing for a continuous exchange of insights and information between classmates and instructors. This digital platform plays a crucial role in promoting better engagement, making it an indispensable tool for teachers in fostering a more interactive and productive online learning experience.

Table 1.2 *Lived Experiences of PE Teachers in Utilizing LMS*

<i>Essential Themes</i>	<i>Core Ideas</i>
Promotion of Better Teacher-Student Involvement or Engagement	LMS engages teachers and students Effective communication tools Essential in teaching online class Easy in creating, sharing and tracking progress Easy commenting and feedback from classmates and students Allows teachers to track the progress of their students
Utilization of Quality, Innovative and Interactive Tools for Classroom Learning	Vital tool for students and teachers Effectiveness in managing and delivering educational content
Provision of Pedagogical Designs, Learning Resources and other Deliverables to Students	Provide centralized platform for learning materials Enables teachers to offer varied activities and accessible learning materials Convenient in the teaching-learning process as a teacher.
Fully Motivated with a User-Friendly LMS	Makes work load a lot easier. Offers essential resources for both students and teachers Advantageous in instruction.
Necessity of Mastery of ICT Skills and Technology Competence among Teachers	Teachers lack technical skills. Teachers unfamiliar with LMS Some teachers are not technology savvy.
Facing Limitations of Online Instruction	Poor or slow internet connection Difficulty of students to join the link during class hour

Participants shared their experiences as they stated:

We also offer a discussion board feature, enabling students and the teacher to engage by posting questions, answering them, and commenting on their classmates' responses.(FGD 8) it's motivating not only for the parts of the student but also for the part of the teacher because there is close communication with teacher and students(IDI 1)

Blackboard helps teachers deliver online learning and manage the course content. And has few features like course management, content creation, and sharing, assessment and grading tool. ( FGD 6)

Thru quipper it allows me to track the progress of my students and can easily reach out to those student and remind them about their lacking requirements(FGD 9)

Helps us track the learners engagement and gauge retention and comprehension...(FGD 2)

Utilization of Quality Innovative and Interactive Tools for Classroom Learning. Teachers leveraging LMS are effectively utilizing quality, innovative, and interactive tools for classroom learning. These systems serve as vital tools for both students and teachers, significantly enhancing the management and delivery of educational content. These LMS platforms serve as a nexus for a variety of educational activities, providing a seamless interface for the distribution of coursework, the facilitation of discussions, the administration of assessments. With this, the participants expressed:

With their efficiency in managing and delivering educational content and resources, Quipper offer a centralized platform for all course materials, assignments, and deadlines .(IDI 3)

Our LMS allows you to upload quizzes, videos, and instructions, aligning with your main objectives for each quarter. ( IDI 7)

We have a green book feature which they can see their progress their scores from the different assessments within works and examinations. (FGD 5)

Communicating are actually the features that really help a lot in achieving our learning objectives. (FGD 3)

We create video materials to make it easy to use and transfer the learning materials with the use of a quipper and during the synchronous time. (IDI 5)

Provision of Pedagogical Designs, Learning Resources and other Deliverables to Students. Participants revealed that LMS provide students with pedagogical designs, learning resources, and other deliverables through a centralized platform. This enables them to offer a variety of activities and ensure learning materials are easily accessible. Participants emphasized how LMS offer a centralized platform where students can seamlessly access various learning materials, activities, and assignments, thereby fostering a more organized and efficient learning environment. This centralized approach not only enhances accessibility but also promotes greater engagement and autonomy among students, as they can navigate through the course materials at their own pace and convenience. To be specific, these were their shared responses:

Quipper has provided us a lot, it provided or it gave us supplement materials for the topics that we discuss in PE classes .(IDI 6)

Teachers are now uploading reading materials, instructional videos, assessment tools, and other supplementary resources, making them accessible to learners. (IDI 2)

Quipper in every unit provides a a general performance task for that particular unit lesson. We can also assess what's the appropriate activities. (IDI 4)

We're distributing handouts and modules from LMS aligning with the guidelines provided by the Department of Education's MECLS, particularly for the online learning environment. (FGD 1)

Moodle has its courseware where lessons and activities are available. There are many features that you can manipulate to achieve learning objectives . (FGD 10)

Fully Motivated with a User Friendly LMS. Participants fully motivated by a user-friendly LMS find it significantly convenient for the teaching-learning process, as it simplifies their workload like features such as easy-to-update content, automated grading systems, and intuitive course management functionalities reduce the time and effort required to manage courses, enabling educators to devote more attention to student engagement and personalized instruction. This LMS provides essential resources for both students and teachers, proving to be advantageous for instruction. In essence, the adoption of a user-friendly LMS is seen not just as a technological upgrade, but as a strategic enabler that supports pedagogical innovation, enhances student engagement, and drives educational success in the digital age. Participants shared their sentiments regarding this:

Each courseware includes an online instructional delivery plan, guides, lessons, activities, and a progress report tracker, making teaching more convenient and accessible. (FGD 4)

The automated way of learning and interacting with students has a lot of advantages that can be accomplished through different systems. (IDI C3)

LMS reduce teachers workload, and that's a very important things because quipper gives teachers the material already the power point presentation and the questionnaires. (FGD 7)

This is highly convenient for us teachers, as quizzes are automatically scored once learners complete them, eliminating manual

grading. (IDI 5)

I find it user-friendly as it offers content materials, videos, teaching guides, study guides, and item analysis, benefiting both students and teachers. (FGD 3)

**Necessity of Mastery of ICT Skills and Technology Competence among Teachers.** On the other hand, The necessity of mastering ICT skills and technology competence among teachers is highlighted by their struggles with tech skills, unfamiliarity with LMS, and the fact that some are not technology-savvy. Teachers' experiences reveal a significant variance in ICT skills and technology competence, which directly impacts the effectiveness of teaching and learning processes. For those with limited tech skills or unfamiliarity with LMS platforms, the integration of technology into pedagogy becomes a daunting task. They notably shared the following responses:

I'm still learning to really understand how to use this kind of LMS because I didn't use it before the pandemic, only starting now. (IDI 2)

So the challenge perhaps is I think familiarizing the course where since it requires a lot of time to learn it. (IDI 4)

Initially, using Quipper was challenging as we needed to learn its features and navigate the LMS, given our varying levels of tech proficiency. (IDI 5)

The manipulation of the Moodle is one of the challenges I encountered and we have lack of seminars and workshops on the manipulation of the LMS which brought anxiety and stress to me. (FGD 10)

Navigating the LMS was challenging, requiring us to become familiar with its interface and functionality, (FGD 5)

**Facing Limitations of Online Instruction.** The challenges encountered in online instruction utilizing Learning Management Systems (LMS) underscore the complexities inherent in transitioning to digital learning environments. Participants frequently highlight issues such as unreliable internet connections and difficulties for students to access class links during scheduled hours as significant impediments to the efficacy of online instruction. These limitations pose formidable obstacles to the seamless delivery of educational content and compromise the overall learning experience for both teachers and students alike. As the participants expressed:

Using quipper requires a strong internet connection, and some students exploit poor connectivity as an excuse to submit activities late. (IDI 1)

Main concern here is the Internet connection since I cannot post my learning materials. (FGD 9)

Moodle requires a stable internet connection; without it, errors can occur when sending lessons or students submitting their work. (IDI 7)

High bandwidth requirements in using blackboard learn make it difficult for some students to join online meetings, leading them to notify me of their inability to participate. (FGD 6)

Limited access to reliable internet in some areas prevents students from accessing course content and participating in synchronous learning activities. (FGD 4)

### Coping Mechanisms of the PE Teachers in Utilizing LMS

Table 2 presents the coping mechanisms of the PE teachers utilizing LMS. The thematic analysis generated the following themes: demonstrating flexibility, becoming proactive teacher, ICT upskilling and resiliency in pedagogical practices.

*Table 2. Coping Mechanisms of PE Teachers in Utilizing LMS*

<i>Essential Themes</i>	<i>Core Ideas</i>
Demonstrating Flexibility	Accepting the new landscape of education.
	Feeling positive on the mode of instruction.
	Being adaptive to changes
Becoming Proactive Teacher	Adapting the new teaching situation
	Taking initiatives in teaching the subject with LMS usage
	Resolving issues encountered in teaching with LMS
ICT Upskilling	Attending trainings for self-development
	Seeking assistance from colleagues regarding LMS
	Teachers evaluated the suitability of LMS learning activities.
Resiliency in Pedagogical Practices	Activities in the LMS are customized to suit lessons for students.
	Ensuring proper delivery of instruction

**Demonstrating Flexibility.** Participants leveraging LMS demonstrate flexibility by welcoming educational advancements, adapting to new instructional modes, and positively embracing change. The sentiments shared by the participants reflect a deep understanding of the importance of this flexibility. They recognize that the landscape of education is dynamically evolving, with digital platforms and online resources becoming increasingly integral to the learning experience. By embracing these changes, they are not just enhancing



their own teaching effectiveness; they are also enriching the learning experiences of their students, preparing them for a future where digital literacy and adaptability are paramount. With this, the participants shared their sentiments:

Given no alternative, we must use Quipper for online and blended learning, necessitating self-study to navigate the LMS effectively. (IDI 7)

We've been using Blackboard for five years through all phases of the pandemic, and it's been very effective. (FGD 2)

During the pandemic's shift to online classes, Quipper became essential for continuing education. (FGD 4)

The pandemic pushed us from in-person to online classes, with Quipper playing a key role in our ability to educate. (FGD 5)

In the blended learning phase, mixing face-to-face with online classes, the LMS has become indispensable to my job. (FGD 6)

**Becoming a Proactive Teacher.** Adopting a proactive stance toward education, significantly enhancing their efforts to deliver effective subject teaching through LMS platforms. They are not just passively accepting the tools at their disposal but are actively seeking out innovative strategies and solutions to overcome the various challenges encountered in the digital learning landscape. This commitment involves continuously exploring new methodologies, pedagogies, and technologies that can be integrated into the LMS to foster a more engaging, accessible, and customized learning experience for students. By doing so, these teachers are not only improving their own teaching practices but are also contributing to the evolution of educational technology, ensuring that it remains responsive to the diverse needs of learners and the dynamic demands of the digital age. These practices were exposed by the respondents from IDI and FGD as they stated:

Enforcing our instructions to our students in using different platforms. (FGD 7)

For internet issues, we prepare backups, like mobile data. (IDI 5)

To manage internet fluctuations, I use alternative LMS and provide recorded lectures. (IDI 3)

With internet issues, I inform students and offer recorded materials. (FGD 8)

If courseware fails, we switch to Google Forms for quizzes. (IDI 4)

**ICT Upskilling.** Teachers are actively engaging in ICT upskilling as a fundamental approach to enhance their proficiency in utilizing LM). This strategy encompasses a commitment to continuous self-development through attending targeted training sessions designed to expand their digital competencies. Furthermore, these educators are fostering a collaborative environment by seeking advice and sharing best practices with colleagues. This collective effort not only aids in navigating the complexities of digital platforms but also ensures the delivery of high-quality, innovative, and interactive online physical education classes. Through these measures, PE teachers are effectively adapting to the digital transformation in education, ensuring that they remain at the forefront of teaching and learning innovations. With this, the participants shared their views about their experiences as they voiced out:

We tackle challenges by engaging in training, supported by diverse resources for LMS proficiency. (FGD 3)

Quipper associates deliver our training, supplemented by scheduled consultations. (IDI 1)

Through recent updates training, we stay adept with system enhancements. (FGD 6)

Collaborating with fellow PE teachers, we curate essential Quipper lessons. (IDI 6)

Seeking peer support fosters a united, supportive teaching community. (FGD 10)

**Resiliency in Pedagogical Practices.** Teachers' resilience in utilizing Learning LMS underscores their dedication to quality education amid digital shifts. Their careful selection and customization of digital learning activities reflect a commitment to relevance, engagement, and personalized learning. By adapting tools and strategies to meet diverse student needs, teachers are not just navigating but thriving in the digital learning environment, ensuring educational content is effective and instruction is delivered properly. This adaptability and innovative approach in digital pedagogy highlight their role in shaping an inclusive and dynamic educational landscape. With this, the participants shared their sentiments:

As PE teachers, we aim to create lessons that resonate well with our students' needs and interests. (IDI 2)

Teachers' guide on our platform allows us to develop and share content that achieves specific learning goals, enhancing our ability to meet educational standards like the MELCS. (FGD 1)

When Quipper's content doesn't align with the DEPED MELCS, I adjust my lesson plans to ensure they focus only on essential learning outcomes. (FGD 8)

I craft differentiated instruction tailored to my students, using Moodle resources as a foundation for personalized learning experiences. (IDI 4)



Ultimately, the adaptability and creative problem-solving abilities of teachers are the most vital resources in any learning environment. (FGD 3)

Insights Shared to the Academe and the Community

Table 3 presents the insights of s of PE teachers utilizing LMS. The thematic analysis generated the following themes: relevance of the use of technology in the teaching-learning process and vision for quality education through LMS.

Table 3. *Insights of PE Teachers in Utilizing Learning Management System (LMS)*

Essential Themes	Core Ideas
Relevance of the Use of Technology in the Teaching-Learning Process	LMS utilization provides teachers and students technology literacy. LMS use enhances students' lifelong learning skills. LMS allows personalized learning experiences. Technology advancement prepares students for future careers.
Vision for Quality Education through LMS	Boosts teamwork, communication and productivity Technology access enhances teaching and student growth.

Relevance of the Use of Technology in the Teaching-Learning Process. The relevance of using technology, particularly LMS, in the teaching-learning process cannot be overstated. LMS utilization marks a significant advancement in educational methodologies, providing both teachers and students with an essential foundation in technology literacy. This foundation is crucial in today's digital age, where technological proficiency is not just an asset but a necessity across various aspects of life and work. Beyond fostering technology literacy, the use of LMS profoundly enhances students' lifelong learning skills. The dynamic and interactive nature of LMS platforms encourages students to take charge of their learning journey, promoting self-directed and self-paced learning. Perhaps one of the most transformative aspects of LMS use is its ability to allow for personalized learning experiences. The traditional one-size-fits-all teaching models are increasingly giving way to approaches that recognize and cater to the diverse needs, abilities, and interests of individual learners. So, under this theme, the following statements are presented:

Adapting to online teaching and LMS was initially tough, especially with limited tech skills. However, the shift forced me to enhance my digital content creation abilities over two years. (IDI 2)

LMS adoption has prepared both teachers and students for the modern educational demands, ensuring readiness and adaptability in the academic landscape. (FGD 2)

LMS platforms cater to the needs of 21st-century learners by providing innovative and convenient teaching methods. (IDI 6)

Using Blackboard, we've transitioned to educational designers, crafting our own content and tools beyond the provided resources. (FGD 1)

Quipper serves as a supplementary resource, challenging the misconception that it limits teacher creativity in designing activities. (FGD 3)

Vision for Quality Education through LMS. The vision for quality education through LMS encapsulates a transformative approach towards teaching and learning, one that aligns with the evolving technological landscape and the demands of the future workforce. Central to this vision is the recognition of how advancements in technology, when harnessed through LMS, are pivotal in equipping students with the skills, knowledge, and competencies they need to thrive in their future careers. Through LMS, educators are able to provide a more engaging, interactive, and personalized learning experience. This is crucial in fostering not only academic excellence but also critical thinking, creativity, and problem-solving abilities, skills that are indispensable in any career path. In essence, the vision for quality education through LMS is about creating a learning ecosystem that is rich, interactive, and aligned with the future. It is about leveraging technology to not just disseminate knowledge but to inspire innovation, foster resilience, and prepare students for the challenges and opportunities of the future. Teachers play a crucial role in realizing this vision, as they adapt, innovate, and lead by example, demonstrating the profound impact that thoughtful integration of technology can have on education. This transpired as participants expressed that:

Blackboard Learn allows us to give specific feedback, enhancing student performance and creating engaging online courses. (FGD 6)

Using LMS effectively shows students areas for improvement post-assessment, fostering better learning outcomes. (IDI 1)

Online learning setups offer growth opportunities for both students and teachers, enriching our personal and professional lives. (FGD 5)

LMS fosters creativity and hones critical 21st-century skills like teamwork, digital literacy, and analytical thinking. (FGD 10)

LMS benefits teachers and students in remote learning by supporting self-paced study and fostering independence and motivation.

(FGD 4)

## Discussion

This section presents the discussion of the findings of the study. The implications for educational practice, recommendations for future research and concluding remarks are also given emphasis.

### *Lived Experiences of PE Teachers Utilizing Learning Management System*

From the transcribed lived experiences of the PE teachers utilizing LMS, I coded and extracted four themes: promotion of better teacher-student involvement or engagement, utilization of quality innovative and interactive tools for classroom learning, provision of pedagogical designs, learning resources and other deliverables to students, fully motivated with a user friendly LMS, necessity of mastery of ICT skills and technology competence among teachers and facing limitations of online instruction.

**Promotion of better Teacher-Student Involvement or Engagement.** The first theme deliberates the strategic implementation of LMS platforms has been in promoting better teacher-student involvement. The findings support the study of Chang (2023) which systems not only streamline educational content delivery but also open up new avenues for interaction, collaboration, and feedback that were previously challenging to achieve in traditional classroom settings. Participants expressed that LMS facilitates a dynamic interaction between teachers and students, providing effective communication tools that are essential for the digital classroom environment. Moreover, it corroborates the study conducted by Thompson and Lee (2022), concluded that the utilization of LMS significantly contributes to higher levels of engagement and satisfaction among students, thereby supporting a more effective and inclusive educational process. These findings underscore the importance of integrating LMS into teaching strategies to foster a more engaging and supportive study environment.

Moreover, most of the participants highlighted the integration of effective communication tools within LMS is the features that really help a lot in achieving their learning objectives. LMS platforms, such as Moodle, Blackboard, and Quipper, are widely used in educational institutions to deliver course materials, facilitate discussions, and manage assessments (Zheng et al., 2019). In addition, LMS are now necessary in many educational and training contexts. Public and private educational institutions are utilizing LMS to develop learner-centered training, promote global inclusiveness, and boost profitability. Hence, the participants felt the same way too, LMS that helps teachers deliver online learning and manage the course content and this LMS has a few features like course management, content creation, and even sharing, assessment and grading tools. LMS becoming a widely essential in teaching online class (Kpolovie & Lale, 2017; Smith, 2016),

Additionally, LMS is a high-solution kit that allows all students and teachers to produce and manage content and resources. This system includes application software and features that make learning information easy to access and maintain (Sallum, 2008).

Participants noted that LMS fosters metacognitive development and a lifelong learning mindset among students. The collaborative nature of digital platforms within the LMS environment facilitates brainstorming and idea-sharing, motivating students to engage in diverse learning experiences. Communication features within LMS were identified as particularly instrumental in achieving learning objectives, with) highlighting numerous improvements resulting from teaching and learning with (Mahnegar, 2012).

**Utilization of Quality Innovative and Interactive Tools for Classroom Learning.** Teachers leveraging LMS are capitalizing on quality, innovative, and interactive tools to enrich classroom learning experiences. Such systems are indispensable for both teachers and learners. Within an LMS, the process involves not only the development of competencies and effective communication among students and teachers but also a heightened focus on fostering opportunities for interaction and practical applications for collaborative work, thereby facilitating active learning through interactive means.

This finding is congruent with the findings of Johnson et al. (2018) that the use of interactive technologies in classrooms leads to higher levels of student engagement, participation, and motivation. These tools allow students to be active participants in their learning journey, rather than passive recipients of information, which significantly enhances their engagement and interest in the subject matter.

Teachers achieve this engagement through the use of chat rooms, blogs, video blogs, and forums with their students (Souza, 2005; Sartori & Garcia, 2009; Rosini, 2013). These authors emphasize the importance of integrating the latest technological advancements into an LMS to ensure efficiency and to promote the highest possible levels of user engagement and communication. In today's educational landscape, learning collaboratively and leveraging technology are crucial, with technological advancement playing a key role in enhancing participation. Further, LMS enables teachers to present and disseminate content, review learning plans, and tailor student-centered activities that are pertinent and beneficial for the PE subject. Traditional educational philosophies, such as teacher-centered approaches or administrative tools, are supported by the structure of LMS (Bousbahi & Alrazgan, 2015). Within an LMS, the course creator or teacher retains control over the instructional design and the nature of interactions, thereby determining the functional dynamics of the LMS. Course designers and teachers can create student-centered courses using various strategies, including video messages, open discussion forums, and offering learners a choice in assignments, among others (Siemens, 2004).

**Provision of Pedagogical Designs, Learning Resources and other Deliverables to Students.** Under this theme participants revealed that LMS provide students with pedagogical designs, learning resources, and other deliverables through a centralized platform. This enables

them to offer a variety of PE activities and ensure learning materials are easily accessible. Participants emphasized how LMS offer a centralized platform where students can seamlessly access various learning materials, activities, and assignments, thereby fostering a more organized and efficient learning environment. This centralized approach not only enhances accessibility but also promotes greater engagement and autonomy among students, as they can navigate through the course materials at their own pace and convenience.

This finding corroborates with the study by Hurix (2023) that any LMS centralized learning source is its main benefit. Instead of having it dispersed over various areas, it enables institutions to save all of the e-learning information in one location. This contributes to improving the system's overall efficiency and lowering the danger of losing crucial data or content. In addition, the ability of educators to offer a variety of activities and ensure that learning materials are easily accessible is a cornerstone of effective pedagogy, significantly enhancing student engagement and learning outcomes. Also, this finding supports the study by Freeman et al. (2014) which found that students in active learning environments performed better on exams and had a lower rate of failing grades. This research underscores the importance of diversifying teaching methods and making learning resources readily available. By incorporating active learning techniques, such as group discussions, problem-solving tasks, and interactive simulations educators can cater to different learning styles, ensuring that each student can engage with the material in a way that is most effective for them. Furthermore, the accessibility of digital resources and online platforms enhances the flexibility and adaptability of learning experiences, accommodating the diverse needs and circumstances of students. Thus, the provision of varied activities and easily accessible learning materials not only supports a more inclusive and engaging educational environment but also fosters higher academic achievement and a deeper understanding of course content (Bousbahi & Alrazgan, 2015).

**Fully Motivated with a User Friendly LMS.** LMS provides features that make it user-friendly an easy-to-use LMS is one that has a straightforward and well-organized user interface, clear navigation menus, and tools and features that help users complete tasks quickly. Participants fully motivated by a user-friendly LMS find it significantly convenient for the teaching-learning process.

This finding supports the statement of (Almarashdeh, 2020) which noted that convenience afforded by such systems substantially supports and facilitates the teaching-learning process, indicating that the design and implementation of user-friendly features within an LMS are indispensable for optimizing educational outcomes. Likewise, the finding confirms the study of Bolliger and Halupa (2012), noted that the integration of comprehensive courseware components such as an online Instructional delivery plan, subject guides, lessons and activities, and a progress report tracker into a LMS significantly enhances the convenience, accessibility, and attainability of the teaching experience expressed by the participants. This sentiment is echoed in the study by which posits that the employment of such comprehensive LMS features markedly enhances the convenience and efficacy of teaching methodologies. These features were found to facilitate a more engaging and effective learning environment by catering to different learning styles, promoting active learning, and providing immediate feedback.

Further, LMS makes work load a lot easier. Automatic grading tools within LMS platforms significantly reduced teachers' administrative tasks, allowing them to allocate more time to instructional design and student interaction (Johnson et al., 2022). LMS offers comprehensive resources, including content materials, videos, study guides, teaching guides, item analysis, and a repository of questions and answers, highlight the system's user-friendliness and its significant impact on both teaching and learning processes. Platforms offering a wide array of resources, such as multimedia content, interactive guides, and assessment tools, were highly valued by both students and instructors (Sun & Chen, 2016).

Furthermore, these systems not only streamline the instructional process but also enhance the learning experience by offering personalized, interactive, and collaborative learning opportunities. As education continues to evolve with technological advancements, the integration of automated learning systems represents a significant step forward in achieving a more efficient, engaging, and effective educational model (Johnson et al., 2011).

**Necessity of Mastery of ICT Skills and Technology Competence among Teachers.** Mastery of ICT skills and technological competence among teachers is not merely an added advantage but a fundamental necessity for modern education. This mastery enables teachers to implement innovative teaching strategies, foster engaging and interactive learning environments, and adequately prepare students for the challenges and opportunities of the digital age.

The finding supports the study of Mishra and Koehler (2006) which revealed that collectively reinforce the argument that teacher proficiency in ICT is essential for the effective integration of technology in education, underscoring the critical need for ongoing professional development in this area. Also, the finding conforms with the statement of Ertmer et al. (2012) which noted that PE teachers struggled with technical skills, which act as a major barrier to integrating ICT tools into their lessons. This lack of confidence in their own technological abilities leads to a reliance on traditional teaching methods and underutilization of potentially transformative digital resources.

Navigating the LMS would become smooth after a course period. They slowly familiarize and utilize the commands of their LMS with continuing practice and implementation. Regardless of the challenges and newness they encounter, they still expressed their willingness to learn and adapt to the new learning environment and embrace technology as part of their teaching journey. To succeed, knowledge is essential and there is always information available (Newton, 2011). Additionally, according to Cruz (2021), comprehending lectures, the increased difficulty of learning to use devices and software, poor telecommunications infrastructure are technologically



challenging. The same goes with the participants which the fact that some are not technology-savvy. A situation that presents substantial challenges in integrating digital tools and resources into the educational process.

**Facing Limitations of Online Instruction.** The challenges encountered in online instruction utilizing LMS underscore the complexities inherent in transitioning to digital learning environments. Participants frequently highlight issues such as unreliable internet connections and difficulties for students to access class links during scheduled hours as significant impediments to the efficacy of online instruction. These limitations pose formidable obstacles to the seamless delivery of educational content and compromise the overall learning experience for both teachers and students alike.

This finding supports the study of Garciaros (2020), that PE teachers frequently complain about having a bad internet connection. The pace and delivery of your carefully prepared lessons are ruined by an inconsistent connection, resulting in low-level behavior that obscures the learning.

Based on the participants it needs a lot of internet data or around bandwidth internet and that makes it hard for some students not to join in, so some of the students will notify the teachers that they cannot join the online meeting. Because of a slow internet connection several detrimental implications on students. One of the most frequent issues is that students can't finish their homework, quizzes, and exams on time. Lower grades and even fewer academic chances may result from this.

In line with this, the study by Anderson and McLoughlin (2021) noted that these observations underscore the detrimental impact of inadequate digital infrastructure on educational outcomes. Their research highlights how limited access to reliable internet and digital devices not only hinders academic achievement but also exacerbates existing inequalities among teachers and students. The study points to the critical role of teachers in developing strategies to mitigate these barriers, suggesting the importance of flexibility in assignment deadlines, alternative forms of assessment, and the provision of offline resources to ensure educational continuity.

### ***Coping Mechanisms of PE Teachers In Utilizing Learning Management System***

Despite the difficulties met and experienced, the participants still found ways to survive the phenomenon. Drawing from their experiences, the themes emerged are the following: demonstrating flexibility, becoming proactive teacher, ICT upskilling and resiliency in pedagogical practices.

**Demonstrating Flexibility.** Participants leveraging LMS demonstrate flexibility by welcoming educational advancements, adapting to new instructional modes, and positively embracing change. The sentiments shared by the participants reflect a deep understanding of the importance of this flexibility. They accept the landscape of education is dynamically evolving, with digital platforms and online resources becoming increasingly integral to the learning experience.

The finding supports the study conducted by Means et al. (2010), posited that underlining the potential benefits pointing to the effectiveness of technology-enhanced learning and the importance of preparing both the educators and students for a future where digital literacy is crucial (Means et al., 2010).

Likewise, the teachers had good attitudes about utilizing the LMS, and they can work more productively when they use LMS in their instruction (Alshorman & Bawaneh (2018). Further, the use of LMS not only improves the efficiency of teaching and learning processes but also significantly contributes to the personalization of learning, enabling educators to better meet the diverse needs of their students (Smith & Jones, 2019).

**Becoming Proactive Teacher.** Adopting a proactive stance toward education, significantly enhancing their efforts to deliver effective subject teaching through LMS platforms. They are not just passively accepting the tools at their disposal but are actively seeking out innovative strategies and solutions to overcome the various challenges encountered in the digital learning landscape. This commitment involves continuously exploring new methodologies, pedagogies, and technologies that can be integrated into the LMS to foster a more engaging, accessible, and customized learning experience for students. By doing so, these teachers are not only improving their own teaching practices but are also contributing to the evolution of educational technology, ensuring that it remains responsive to the diverse needs of learners and the dynamic demands of the digital age.

This finding confirms the study of Carter and Jenkins (2021) posited that teachers are willing to experiment with and integrate new teaching methodologies, technologies, and pedagogical approaches into their LMS platforms. This approach not only enriches the teaching and learning experience but also plays a pivotal role in the ongoing development of educational technologies, ensuring they meet the evolving needs of a diverse student population. Enforcing instructions using different platforms, participants heightened that they also using different platforms in making their instructional materials and even delivering their lesson through online. Not all their LMS has complete features. So, to have a productive way of teaching and learning teachers become proactive of looking free platform available online to use. The finding also aligns with the study by Jensen and Smedley (2020) highlighting the importance of flexibility and innovation in digital education. The study emphasizes how teachers proactive use of diverse digital tools and platforms can significantly enhance the learning experience, particularly in overcoming barriers to access and engagement. The strategic integration of alternative digital resources, alongside traditional LMS, plays a crucial role in fostering an inclusive and adaptable learning environment, ensuring that education remains resilient in the face of technological and logistical challenges.



Similarly, the necessity for teachers to devise creative solutions to technological barriers is emphasized. These strategies ensure continuity in the educational process despite connectivity issues and also demonstrate a commitment to inclusivity, allowing students from varied backgrounds to participate in learning activities under different circumstances. By adopting these measures, teachers can offer a more flexible and resilient learning environment, effectively addressing the digital divide and fostering an inclusive educational landscape (Harrison & Thomas, 2022).

**ICT Upskilling.** Teachers are actively engaging in ICT upskilling as a fundamental approach to enhance their proficiency in utilizing LMS. This strategy encompasses a commitment to continuous self-development through attending targeted training sessions designed to expand their digital competencies. Further, these teachers are fostering a collaborative environment by seeking advice and sharing best practices with colleagues. This collective effort not only aids in navigating the complexities of digital platforms but also ensures the delivery of high-quality, innovative, and interactive online physical education classes. Through these measures, PE teachers are effectively adapting to the digital transformation in education, ensuring that they remain at the forefront of teaching and learning innovations.

This finding supports the statement of Martin and Jane (2020) regarding the significance of ICT upskilling among PE teachers, revealed that teachers reported an enhanced ability to integrate various digital tools and platforms into their teaching methodologies, leading to more engaging and effective online PE classes. The study also emphasizes the importance of a collaborative culture among teachers for sharing insights and best practices in digital education, which was found to be crucial in navigating the challenges associated with adopting new technologies in physical education.

Likewise, the main struggle of the participants utilizing LMS is about the system and the tools. They also knowledge the same way in coping up with their main problem. They attended webinars to improve their skills in navigating the online tools and equip themselves with online teaching. Participants luckily undergo training provided by their institution to strengthen those skills that each employee needs to improve from time to time to manipulate the learning tools and the proper implementation of blended learning in their respective class. They highlighted how important it is to get in-depth training before implementing the platforms to be used in the course. The targeted training significantly improves teachers' confidence and competence in using digital tools for teaching and learning. Their research highlights that educators who undergo specific training on LMS and blended learning methodologies report a greater ease in integrating technology into their teaching practices, leading to more effective and engaging learning experiences for students (Smith & Doe, 2021).

**Resiliency in Pedagogical Practice.** The teachers' resilience in mastering LMS highlights their unwavering commitment to delivering quality education amidst the ongoing digital transformation. Their meticulous approach to selecting and customizing digital learning activities underscores a dedication to ensuring relevance, engagement, and personalized learning experiences for students. By tailoring tools and strategies to accommodate the varied needs of their learners, educators are demonstrating their ability to not only adapt to but also excel within the digital learning milieu. This ensures that educational content is not only accessible but also delivered effectively. Such adaptability and innovation in digital pedagogy are pivotal in defining their role in fostering an inclusive and dynamic educational landscape.

This finding confirms the study by Johnson and Henderson (2022), indicating that teachers who proactively adapt digital tools and engage in continuous learning are more likely to create impactful and inclusive learning environments. Their research emphasizes the critical role of teachers in integrating digital technologies in ways that enhance learning outcomes and support diverse student populations, thereby contributing to the evolution of education in the digital age.

Consequently, teachers are tasked with meticulously filtering the learning activities available on the LMS to ensure that only those which are essential and directly relevant to their lesson plans are incorporated. This critical evaluation and customization process not only aligns with curriculum requirements but also enhances the overall learning experience by focusing on the most pertinent and impactful educational activities. The significance of aligning LMS content with educational standards and the positive effects of such alignment on student learning outcomes. The study further emphasizes the importance of educators' roles in customizing and curating LMS content to meet specific learning objectives, underscoring the necessity of this practice for effective teaching and learning in the digital age (Garcia & Lee, 2021).

In addition, teachers should be very resilient and continue teaching and be dedicated to their careers as teachers despite facing and experiencing a variety of difficulties in the remote and online teaching and learning process, it can be said that teachers overcome the difficulties. Resilience is a mindset that allows one to withstand challenging circumstances while continuing to provide services (Searing et al, 2021).

### ***Insights Shared to the Academe and the Community***

There are two emergent themes transpired: relevance of the use of technology in the teaching-learning process, and, vision for quality education through LMS.

**Relevance of the Use of Technology in the Teaching-Learning Process.** The relevance of using technology in the teaching-learning process, particularly through LMS, has become increasingly prominent in modern education. This shift towards digital platforms

facilitates a more dynamic, interactive, and personalized learning experience, significantly impacting both teaching methodologies and student outcomes.

This finding supports the study conducted by Bernard et al. (2009) and their findings revealed that technology-enhanced learning environments, especially those utilizing comprehensive LMS platforms, can lead to improved student achievement. These systems provide a structured yet flexible framework for course delivery, enabling instructors to present materials in diverse formats such as text, video, and interactive quizzes.

Further, this finding confirms the statement of Hsu (2016) that LMS platforms serve as an interactive medium through which teachers and students engage with digital tools and resources. This interaction fosters technology literacy by familiarizing users with the functionalities and potential of online platforms. For instance, navigating through different LMS features such as forums, quizzes, and digital content repositories requires and develops an understanding of digital interfaces, cybersecurity principles, and data management. Moreover, LMS platforms often integrate with other educational technologies, providing a comprehensive ecosystem for digital learning. By creating and managing course content on LMS platforms, educators develop skills in digital pedagogy, online content management, and the integration of multimedia resources into teaching strategies.

Additionally, the teacher's use of LMS in instruction plays a pivotal role in enhancing students' lifelong learning capabilities by providing them with the tools and environment necessary for self-directed learning. Through engagement with LMS, their students develop the skills to learn independently, pursue their interests, and adapt to new information and technologies (Martin et al., 2011).

Moreover, LMS utilization provides an opportunity for teachers to customize learning for their students. They become educational designers and do not rely with the content given by the LMS but also they design content, they prepare for their own learning materials. By designing their own content and crafting comprehensive course syllabi, teachers can create more engaging, effective, and personalized learning environments that cater to the diverse needs of their students. This approach enhances the quality of education and also prepares students for success in an increasingly digital world (Al-Azawei et al., 2017).

**Vision for Quality Education through LMS.** The vision for quality education through LMS encapsulates a transformative approach towards teaching and learning, one that aligns with the evolving technological landscape and the demands of the future workforce. Central to this vision is the recognition of how advancements in technology, when harnessed through LMS, are pivotal in equipping students with the skills, knowledge, and competencies they need to thrive in their future careers. Through LMS, teachers can provide a more engaging, interactive, and personalized learning experience. This is crucial in fostering not only academic excellence but also critical thinking, creativity, and problem-solving abilities skills that are indispensable in any career path. In essence, the vision for quality education through LMS is about creating a learning ecosystem that is rich, interactive, and aligned with the future. It is about leveraging technology to not just disseminate knowledge but to inspire innovation, foster resilience, and prepare students for the challenges and opportunities of the future. Teachers play a crucial role in realizing this vision, as they adapt, innovate, and lead by example, demonstrating the profound impact that thoughtful integration of technology can have on education.

This finding supports the study by Larson and Miller (2019) which elucidates the profound impact that LMS utilization can have on educational outcomes. Their research conclusively demonstrates that classrooms which leverage LMS for personalized learning experiences and witness notable improvements in student engagement, academic performance, and the development of the 21st-century skills. By fostering an environment that is responsive to the diverse needs and learning paces of students, LMS emerges as a pivotal tool in realizing the goal of a quality education that is not only comprehensive and inclusive but also future-ready.

Also, this finding confirms the study conducted by Smith et al. (2020) which shed light on the significance of teamwork and collaboration in the successful implementation of educational technologies like LMS. Their research demonstrates that educational institutions that prioritize collaboration among teachers, administrators, and technical support staff experience higher rates of LMS adoption and usage. Furthermore, this collaborative approach not only facilitates the resolution of technical issues but also promotes the exchange of best practices and innovative ideas, ultimately leading to enhanced teaching and learning experiences.

Further, through LMS, teachers can provide quality education to their students, especially within online or distance learning frameworks. This utility stems from the flexibility it offers to their students in managing their pace, not just regarding the submission of assignments or completion of tasks as prescribed by their instructors. Furthermore, LMS empowers teachers to access materials, engage in learning activities, conduct self-assessments, stay motivated, and evaluate their progress. This autonomy in learning cultivates an environment where students can thrive at their individual pace, adapting their learning journey according to their personal needs and preferences. It provides empirical evidence that technology can facilitate a more engaging and personalized learning experience, which is critical in online and distance learning environments (Kulik, 2021).

The findings validate Technology Acceptance Model (Davis, 1989) which supports on the application of technology system to improve work performance and productivity with the user's confidence.

### ***Implications for Educational Practice***

The use of LMS plays a vital role in the success of the PE teachers on their instruction and in the teaching-learning processes As a PE teacher who is also immersed in online learning, I can say that utilizing LMS in instruction makes the process much easier. Certainly,

the online learning environment is seen as a great advantage as it enables PE teachers to provide expanded opportunities for students, making multiple attempts available is perceived to enhance understanding and mastery through practice and self-regulation, developing skills that promote lifelong learning.

Moreover, the technical know-how of teachers is essential to the success of utilizing LMS. Skills training and development offer teachers the confidence to use online platforms and guide them in the proper utilization of digital resources. In addition, training will equip and give teachers confidence as well as the enhancement in the delivery of instruction. In addition, teachers widen their perspectives as they embark on the utilization of LMS. Being flexible and resilient, teachers recognize the importance of embracing changes in the educational landscape.

## Conclusion

The travails of these participants were explored to be an eye-opener for teachers who are new to this kind of learning setup and, most notably, for those who plan to implement online learning or blended learning in their respective institutions. The results revealed that teachers' experiences in the utilization of LMS have greatly influenced the kind of teaching-learning process teachers facilitate in their classes to assist their students. Maximizing the utilization of LMS improves the teaching and learning atmosphere, where it also strengthens student engagement.

Moreover, most of the drawbacks focus on dealing with technical flaws. It is apparent that both teachers and students need training and workshops in navigating the learning tools used. The participants stressed their struggle in terms of technical skills which they also lacked. It was clearly perceived how the participants highlighted tangible and intangible support as this will be the key to teachers' enhanced materials and improved performance. Sustaining the effectiveness and efficiency of the use of technology in the teaching-learning process will succeed with constant training, mastery and practice, and the willingness to adapt to change. As I conducted this study, it motivated me a lot to become a better and responsible PE teacher.

Finally, it was clearly disclosed that these experiences are relevant and significant as they will provide information and resources to the schools implementing and planning to utilize a learning management system. As I underwent all the processes in this study, I am genuinely amazed that technology has improved the educational system that we have today. As a PE teacher, I also understand all the struggles and difficulties that these teachers have encountered. For me, teachers have to be open-minded to these changes. As I continue to practice my profession, this study has widened my perspective and made me realize how important my role as a PE teacher is in adapting to change and educating digital native learners.

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