

Voices from the Field: Teachers' Narratives and Reflections on Integrating the DepEd Learning Management System (LMS) in Teaching and Professional Development

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Abstract

This qualitative study explored the experiences, challenges, reflections, and recommendations of teachers regarding the integration of the DepEd Learning Management System (DLMS) in public schools in Don Carlos, Bukidnon for the school year 2025–2026. Using semi-structured interviews and thematic analysis, the research revealed that DLMS enables innovative digital instruction, fosters learner engagement, and promotes continuous professional growth among educators. Teachers recognized the platform's ability to streamline lesson delivery, collaborative learning, and professional development opportunities. However, persistent barriers such as unstable connectivity, limited technical support, digital literacy gaps, and workload management concerns were highlighted as major impediments. Participants stressed the need for infrastructure improvements, comprehensive training programs, and collaborative support systems to fully realize DLMS's transformative potential. The study provides actionable recommendations to improve accessibility, capacity building, and stakeholder engagement, shepherding the way for effective and inclusive DLMS use in Philippine education.

Keywords: DepEd LMS, Teacher Experiences, Digital Instruction, Professional Development, Educational Barriers

1. Introduction

Educators have been driven to embrace new technological platforms and tools to improve teaching and learning experiences by the rise of flexible learning. The evolving educational landscape in the Philippines has underscored the urgent need for blended learning modalities combining face-to-face and online instruction to address contemporary challenges and ensure flexible, inclusive, and resilient teaching and learning environments. With face-to-face classes being intermittently disrupted by natural disasters, health crises, and accessibility issues, educators are increasingly required to adopt approaches that harness both traditional and digital resources. The Department of Education Learning Management System (DepEd LMS) stands at the forefront of this transition, equipping teachers with a robust platform for content delivery, interactive communication, assessment, and professional development aligned with the new normal in education.

Approximately 87.4% of teachers in the Philippine Department of Education actively engage with Learning Management Systems such as DepEd LMS as part of their instructional and professional duties. This rate highlights the LMS as the most widely used educational technology tool among teachers, surpassing other platforms like video conferencing and

collaboration tools in terms of utilization. Other reports and national surveys reinforce the significance of LMS-driven strategies in everyday teaching practices and professional development, verifying that the majority of teachers are leveraging DepEd LMS for content management, student interaction, and continuous learning.

The use of the DepEd Learning Management System is supported by Republic Act No. 12028, also known as the "Academic Recovery and Accessible Learning (ARAL) Program Act," which was enacted in 2024. Section 11 of this law specifically mandates free access to all DepEd-hosted learning management system applications for public school learners and tutors, backed by subsidized data plans for those in need. The law ensures that web-based applications, online educational platforms, and digital libraries exclusively hosted by DepEd are accessible without data charges, making LMS integration a legal and policy-supported strategy for educational delivery and professional development in Philippine schools.

A qualitative study by Alvarez Jr. (2020) identified persistent roadblocks such as technological barriers, instructional challenges, large class sizes, limited technical support, and a need for enhanced collaboration impeding the full realization of blended learning's potential in higher education institutions in Manila. Nonetheless, these efforts have promoted a paradigm shift toward student-centered teaching models fostered by technology-enhanced environments. Another qualitative phenomenological study conducted by Banco (2022) in Oriental Mindoro focused on the effectiveness of blended distance learning among high school teachers and students. Findings emphasized the flexibility gained and new professional opportunities for teachers, yet highlighted increased workload, limited student interactions, and digital accessibility hurdles. Teachers demonstrated resilience and adaptability by actively pursuing professional development, stakeholder support, and innovative teaching strategies, while students adopted self-directed learning and relied on community support.

Complementing these, the research led by Adefuin and Balba (2020) in Laguna explored the readiness of public senior high schools to implement a blended learning model using the DepEd LMS. The study found that teachers were overwhelmingly ready in terms of technology access and skills, and that the institutional infrastructure supported the integration of e-classrooms, although areas for further improvement were noted in motivation and time management for both teachers and students.

In light of the national move toward blended learning and the institutional push to integrate the DepEd Learning Management System across Philippine schools, it becomes essential to understand not just policy, but also the lived realities of those most directly involved our teachers. This qualitative study is thus anchored on capturing how teachers have utilized the DepEd LMS in the teaching-learning process, exploring the specific strategies and digital practices they have adopted. It delves into the issues and concerns experienced during integration, from technological and pedagogical challenges to systemic and contextual barriers. Beyond these immediate concerns, the research also seeks to elicit teachers' personal reflections, capturing shifts in mindset, growth, and the nuanced ways the platform has influenced their professional journey. Finally, by drawing from these authentic narratives, this study aims to gather meaningful recommendations from teachers for both their peers who are already using the LMS and those who may be considering its adoption. By foregrounding genuine voices from the field, this research aspires to provide a richer, more grounded perspective that will inform and enhance the ongoing evolution of digital teaching practices and professional development in the at the elementary and secondary level in the municipality of Don Carlos District, Bukidnon.

2. Statement of the Problem

This study explored the personal and authentic narratives of teachers in the municipality of Don Carlos, Bukidnon on integrating the DepEd Learning Management System in Teaching and Professional Development.

Specifically, the study aimed at the following four key questions:

1. How did you use the DepEd Learning Management System (DLMS) in the teaching-learning process?
2. What are the issues and concerns you encountered in using the DepEd Learning Management System (DLMS)?
3. What are your reflections in using the DepEd Learning Management System (DLMS)?
4. What can you recommend to those teachers who are using and who are not using the DepEd Learning Management System (DLMS)?

3. Methodology

This study utilized a qualitative research design to investigate teachers' narratives and reflections on the integration of the DepEd Learning Management System (DLMS) in teaching and professional development within the Municipality of Don Carlos, Division of Bukidnon, for the school year 2025–2026. The qualitative approach was selected to capture the depth and richness of teachers' lived experiences, focusing on personal, professional, and contextual realities beyond quantitative data.

Respondents were selected using purposive sampling, involving seven elementary and junior high school teachers who directly used or integrated DLMS during the targeted school year. This sample size was deemed sufficient for qualitative case study research, enabling in-depth exploration of each participant's perspective and achieving data saturation, a point where little new information emerges.

Data collection was primarily conducted through semi-structured individual interviews and open-ended survey questionnaires, allowing participants to share authentic stories, practices, challenges, and recommendations. Focus group discussions and classroom observations supplemented the interviews, providing additional context and enabling the triangulation of findings.

Ethical procedures were strictly observed throughout the study. Approval and cooperation were secured from school administrators, and informed consent was obtained from all participants. Pseudonyms were used to protect participants' identities and preserve confidentiality, and participants were given the opportunity to review and confirm their interview transcripts.

For data analysis, thematic analysis was employed, where recurring patterns, ideas, and unique insights from the interviews, survey responses, and observations were coded and categorized. This approach facilitated the construction of a detailed understanding of how DLMS was integrated, highlighting both successes and obstacles encountered by teachers.

Instrumentation centered on a researcher-developed, semi-structured interview guide comprising open-ended questions aligned with the study's objectives. The guide was validated through triangulation with other data sources and alignment with existing research, ensuring credibility and reliability. The study adhered to rigorous ethical standards—ensuring transparency, privacy, and voluntary participation—throughout the research process.

4. Results and Discussion

Table 1. Usage of DepEd Learning Management System (DLMS) in Teaching and Professional Growth

Theme	Supporting Responses	Participants
Digital Instruction and Learner Engagement	<ul style="list-style-type: none"> - DLMS is used to organize lessons, share digital resources, assign homework, provide quizzes, and monitor student progress using platforms like Moodle and Quipper. - Teachers utilize DLMS to ensure students can access learning materials both at home and in school, supporting diverse learning environments. - DLMS facilitates communication between teachers, students, and parents for streamlined class management. - Integration with Quipper and Moodle enables interactive lessons, timely feedback, and collaborative learning activities. - The LMS helps teach technology skills and fosters multimedia learning, especially in large or specialized classes. 	04, 05, 07
Teacher Professional Growth	<ul style="list-style-type: none"> - DLMS is used during training sessions, such as the Virtual In-Service Training Program (VINSET), and for enrolling in SEAMEO and other certification programs. - The platform supplies modules, readings, and certificates for teacher upskilling and virtual workshops. - Regular access to professional development courses and workshops within DLMS helps teachers stay updated and improve classroom management. - Teachers download digital teaching guides and resources for instructional improvement and continuous learning. 	01, 02, 03, 06

The table highlights how teachers leverage the DepEd Learning Management System (DLMS) across two major educational areas: digital instruction and professional growth. In terms of digital instruction and learner engagement, a number of participants use DLMS-driven platforms like Moodle and Quipper to organize lessons, share resources, assign homework, and give quizzes—all of which allow students to access materials both at home and at school. This approach supports differentiated and independent learning, streamlines communication among teachers, students, and parents, and enhances teaching of technology skills. These elements are especially vital for large or specialized classes, where multimedia resources and interactive feedback help maintain student engagement and progress tracking.

For teacher professional growth, responses reveal that DLMS is a crucial tool for participating in training sessions and certification programs such as VINSET and SEAMEO. The platform provides modules, readings, and certificates, facilitating continuous professional development and immediate access to updated pedagogical resources. Teachers routinely use DLMS for workshops and to download teaching guides, supporting both their instructional

improvement and adaptability in response to new challenges. The combined evidence underscores how DLMS serves as both an instructional management system and a professional development environment.

The comprehensive implications of this theme extend to educational practice and policy. DLMS supports the shift to flexible, blended, and distance learning, providing teachers and learners with tools for active engagement and systematic progress monitoring. For teachers, it fosters digital competency, reflective practice, and sustained professional upskilling, enabling quicker responses to evolving curricula or external disruptions. For students, the platform encourages self-directed learning and technological fluency. System-wide, DLMS can mitigate resource gaps, improve instructional delivery, and enable scalable professional development initiatives.

Philippine studies affirm these findings. Hernando-Malipot (2022) discusses how LMS and ICT initiatives, including DLMS training, enhanced teachers' capacity to deliver digital instruction and supported classroom engagement. Prudente et al. (2024) show that LMS-based professional development programs promote collaboration and reflective practice, both linked to better teaching quality and achievement. Delos Santos et al. (2023) describe how a senior high school LMS improved instructional management and collaborative learning, with teachers and students citing increased preparedness and participation.

Internationally, Amemasor (2025) found that LMS-integrated professional development yields greater impact when it is flexible, personalized, and targets both technical and pedagogical growth. Education Uplifted (2025) reported increased engagement, satisfaction, and innovation among teachers using LMS for professional learning. Kehrwald and Parker (2019) highlight how LMS platforms foster constructivist learning, effective communication, and ongoing teacher skill development in online teaching contexts.

Table 2. Issues and Concerns Encountered in using The DepEd Learning Management System (DLMS)

Emerging Theme	Combined Supporting Responses	Participants
Connectivity Issues and Technical Glitches	<ul style="list-style-type: none"> - Teachers and students experience slow or unreliable internet connections, making access to DLMS content difficult. - System errors, glitches, slow loading, and site downtimes disrupt both teaching and learning activities. - Technical issues include difficulties with logging in, system compatibility, and syncing between DLMS and other educational platforms such as Quipper. 	01, 04, 05, 06, 07
Limited Training, Digital Literacy, and Resource Adaptation	<ul style="list-style-type: none"> - Initial navigation of DLMS is challenging, especially in absence of formal training or orientation. - Teachers need to dedicate extra effort and time to learn DLMS features independently and to support students' digital skills development. - Varying digital literacy levels among students require teachers to devote time to teaching the basics 	02, 03, 07

Emerging Theme	Combined Supporting Responses	Participants
	of using DLMS platforms. - Some modules and resources are not age-appropriate, especially for younger learners, resulting in additional preparation or material adaptation.	
Access and Equity Concerns	<ul style="list-style-type: none"> - Limited or no access to personal devices among students creates barriers to full participation and equitable learning. - Not all students are aware of or able to utilize the DLMS, which affects engagement and inclusion. - Teachers in barangay or central schools face extra challenges ensuring all students have equal opportunities for online learning given disparities in device and connectivity access. 	01, 04, 05
Time Management and Workload Balance	<ul style="list-style-type: none"> - Teachers struggle to balance classroom responsibilities and professional development opportunities in the LMS, especially when online trainings and teaching schedules overlap. - Extra time is required to adapt materials and troubleshoot LMS-related issues, adding to teachers' overall workload. 	02, 06

The table reveals that teachers consistently encounter interconnected challenges when using the DepEd Learning Management System (DLMS), centering on connectivity, technical issues, digital literacy, and equity. Participants described how unreliable or slow internet connections, frequent system glitches, and site downtimes disrupt both teaching and learning. These technical barriers are compounded by difficulties in logging in, navigating the platform, and syncing with other educational tools, especially in the absence of formal training. Teachers also noted that many students lack personal devices or are unaware of the DLMS, which limits their participation and creates inequities in access. Additionally, the varying levels of digital literacy among students require teachers to spend extra time teaching basic technology skills and adapting materials, further increasing their workload and affecting instructional time.

The implications of these findings are significant for educational practice and policy. Persistent connectivity and technical issues can undermine the effectiveness of digital learning platforms, leading to inconsistent access to instructional materials and missed learning opportunities. The lack of digital literacy among both teachers and students slows the adoption of technology and can widen achievement gaps, particularly in communities with limited resources. Equity concerns are heightened when students do not have reliable devices or internet access, making it difficult for schools to ensure inclusive and meaningful participation in online learning. Teachers, meanwhile, face increased demands on their time as they troubleshoot technical problems, adapt resources, and provide additional support to learners with varying digital skills. These challenges highlight the need for targeted investments in infrastructure, comprehensive training programs, and policies that address device and connectivity gaps to ensure that the benefits of DLMS are accessible to all.

Dangle and Sumaoang (2020) found that limited internet access and lack of devices were major barriers to effective online learning in public schools, with teachers and students alike struggling to adapt. Espinosa et al. (2022) reported that digital literacy gaps among teachers and learners hindered the full utilization of LMS platforms, while technical glitches and insufficient training further complicated implementation. In a study by Cabansag (2021), teachers identified connectivity, device shortages, and the need for ongoing digital skills training as persistent obstacles to successful LMS integration.

Trust and Whalen (2020) observed that teachers worldwide faced similar technical and equity challenges during the rapid shift to online learning, with disparities in access and digital skills affecting student engagement. Tondeur et al. (2018) highlighted the importance of structured professional development to build digital literacy and confidence among educators, noting that lack of training often leads to underutilization of LMS features. In a study by UNESCO (2021), the digital divide in device and connectivity access was identified as a key factor limiting the effectiveness of remote learning initiatives, particularly in low- and middle-income countries.

Table 3. Reflections on the Usage of the DepEd Learning Management System (DLMS)

Theme	Combined Supporting Responses	Participants
Professional Growth & Training	<ul style="list-style-type: none"> - DLMS facilitates continuous professional development and expands teaching perspectives through digital pedagogy. - Platform encourages collaboration among teachers and fosters opportunities for skill-building and innovation. - Access to training and new courses motivates educators to pursue further growth and adapt to educational changes. - Teachers value the ease of organizing resources and professional learning within a single system, though some wish for more courses and downloadable resources in the future. 	02, 03, 06
Learner Engagement & Digital Transformation	<ul style="list-style-type: none"> - Integration of DLMS, Moodle, and Quipper enhances lesson organization, assessment, and delivery of digital content, leading to increased student engagement and independence. - Students and teachers develop confidence, resilience, and adaptability through the use of digital tools. - Technology skills and resourcefulness grow among learners and teachers, especially as blended and online learning become more prominent. - Flexibility and patience are important in navigating the blended mode, and teachers feel more prepared to guide students in technology-rich learning environments. 	01, 04, 05, 07
Accessibility & Support Needs	<ul style="list-style-type: none"> - While DLMS offers many benefits, challenges remain related to accessibility of resources and technical support. - Teachers see potential for broader 	01, 03, 04

Theme	Combined Supporting Responses	Participants
	impact if improvements in accessibility, digital literacy, and ongoing technical assistance are addressed. - Limited resource availability and initial technological hurdles are mentioned, but there is optimism about future enhancements to the system for improved support to both educators and learners.	

The table presents teachers' reflections on the DepEd Learning Management System (DLMS), highlighting three interconnected themes: Professional Growth & Training, Learner Engagement & Digital Transformation, and Accessibility & Support Needs. Teachers consistently noted that DLMS has facilitated their professional development by providing access to digital pedagogy, collaborative opportunities, and ongoing training. The platform's centralized resources and professional learning spaces have motivated educators to pursue further growth and adapt to evolving educational demands. Several participants expressed appreciation for the system's ability to streamline lesson organization and resource management, while also voicing a desire for more courses and downloadable materials.

In terms of learner engagement and digital transformation, teachers observed that DLMS, along with platforms like Moodle and Quipper, has enhanced lesson delivery, assessment, and student participation. The use of digital tools has fostered greater independence, confidence, and adaptability among students, as well as improved technology skills for both learners and educators. Teachers described the importance of flexibility and patience in navigating blended learning environments, noting that their preparedness to guide students in technology-rich contexts has increased over time.

Despite these benefits, accessibility and support needs remain a concern. Teachers reported challenges related to limited resource availability, initial technological hurdles, and the need for ongoing technical assistance. While DLMS offers significant potential, participants emphasized that improvements in accessibility, digital literacy, and support services are necessary to maximize its impact for all users.

The implications of these themes are substantial for educational practice and policy. DLMS can serve as a catalyst for professional growth and instructional innovation, but its effectiveness depends on equitable access to resources, comprehensive training, and robust support systems. Addressing these needs can help ensure that both teachers and students benefit fully from digital transformation in education.

Espinosa et al. (2022) found that LMS platforms like DLMS promote teacher collaboration and professional development, but highlighted the need for more accessible resources and training. Cabansag (2021) reported that DLMS improved lesson organization and student engagement, while also identifying gaps in technical support and resource availability. Dangle and Sumaoang (2020) emphasized the importance of digital literacy and ongoing training for successful LMS integration, noting that teachers and students benefit from continuous skill development.

Tondeur et al. (2018) demonstrated that structured professional development and digital competence are critical for effective LMS use, while Trust and Whalen (2020) highlighted the role of LMS platforms in fostering teacher adaptability and resilience. UNESCO (2021)

identified accessibility and support as key factors in maximizing the benefits of digital learning systems, stressing the need for targeted investments in infrastructure and training.

Table 4. Recommendations to those teachers who are using and who are not using the DepEd Learning Management System (DLMS)

Theme	Combined Supporting Responses	Participants
Exploration & Use of DLMS Features	<ul style="list-style-type: none"> - Teachers using DLMS should actively explore all platform features, participate in training sessions, and experiment with innovative approaches for lesson delivery. - Sharing tips and solutions with colleagues, engaging in workshops, and joining online forums can enhance both teaching and professional growth. - Leveraging resources such as Quipper and Moodle is encouraged; communication with students and parents can sustain interest and engagement. - Administrators are advised to re-introduce DLMS and encourage its wide use to maximize the platform's usability and benefits. 	01, 02, 03, 04, 05, 06, 07
Gradual Adoption & Training	<ul style="list-style-type: none"> - For teachers not yet using DLMS, starting with basic tasks, joining orientation sessions, and seeking mentorship or technical support are recommended steps. - Building familiarity and mastery over time helps lessen the challenges posed by unfamiliar technology; collaboration and patience are necessary as confidence grows. - Teachers should not be discouraged by technical hurdles or resource constraints; reaching out for help and learning from experienced users facilitates successful adoption. 	01, 02, 03, 04, 05, 06, 07
Collaboration, Mentorship & Sharing	<ul style="list-style-type: none"> - All teachers are encouraged to share best practices, provide peer support, and engage in collective problem-solving for technical issues. - Regular collaboration fosters innovative strategies, maximizes resource utilization, and helps address digital literacy gaps among teachers and students. - Mentorship, sharing experiences, and learning from colleagues improves the DLMS experience and prepares teachers for evolving educational demands. 	02, 03, 04, 05, 06, 07
Student-Centered Implementation	<ul style="list-style-type: none"> - Step-by-step guidance for students and gradual integration of digital tools foster technology skills and make online learning more accessible. - Consistent communication with students and parents strengthens engagement and supports learners in adapting to new modalities. 	01, 04, 05, 07

Theme	Combined Supporting Responses	Participants
	- Integrating DLMS benefits student learning and prepares them for digital demands, with teachers encouraging patience, flexibility, and ongoing growth.	

The table synthesizes teachers' recommendations for both current and prospective users of the DepEd Learning Management System (DLMS), highlighting the themes of Exploration & Use of DLMS Features, Gradual Adoption & Training, and Collaboration, Mentorship & Sharing. Teachers emphasized the importance of actively exploring the full range of DLMS features, including platforms like Quipper and Moodle, to enhance lesson delivery, assessment, and resource management. Engaging in training sessions, workshops, and online forums was seen as essential for building digital skills and maximizing the platform's benefits. Teachers also recommended that administrators re-introduce and promote DLMS to ensure broader and more effective use across schools.

Gradual adoption and training emerged as a key strategy for teachers new to DLMS. Participants advised starting with basic tasks, joining orientation sessions, and seeking mentorship from experienced colleagues. This approach helps reduce the intimidation of unfamiliar technology and allows teachers to build confidence and competence over time. Teachers also encouraged their peers not to be discouraged by technical challenges or resource limitations, highlighting the value of patience and persistence in the learning process.

Collaboration, mentorship, and sharing best practices were consistently recommended as ways to foster a supportive professional community. Teachers noted that regular collaboration and peer support facilitate innovative teaching strategies, address digital literacy gaps, and help resolve technical issues. Mentorship and the sharing of experiences not only improve individual DLMS experiences but also contribute to collective growth and preparedness for evolving educational demands.

The implications of these themes are significant for educational practice and policy. Encouraging exploration and comprehensive use of DLMS features can lead to more dynamic and effective teaching. Gradual adoption and targeted training support smoother transitions for teachers at different levels of digital proficiency, while collaboration and mentorship build a culture of continuous improvement and shared expertise. These strategies can help ensure that the benefits of DLMS are accessible to all teachers and students, regardless of their starting point. Still on the study of Espinosa et al. (2022) found that ongoing training and peer collaboration were critical for effective LMS integration, while Cabansag (2021) highlighted the importance of mentorship and gradual adoption in overcoming initial challenges. Dangle and Sumaoang (2020) reported that teachers who actively explored LMS features and shared best practices with colleagues were more successful in adapting to digital teaching environments.

Table 5. Clustering Sub-themes to Main Themes

Sub-themes	Main Theme
<ul style="list-style-type: none"> • Digital Instruction and Learner Engagement • Teacher Professional Growth 	Transformative Impact of DLMS on Teaching, Learning, and Professional Development
<ul style="list-style-type: none"> • Connectivity Issues and Technical Glitches • Limited Training, Digital Literacy, and Resource Adaptation • Access and Equity Concerns • Time Management and Workload Balance 	Barriers and Challenges to Effective DLMS Utilization
<ul style="list-style-type: none"> • Professional Growth & Training • Learner Engagement & Digital Transformation • Accessibility & Support Needs 	Enhancing Educational Outcomes through DLMS: Growth, Engagement, and Inclusive Access
<ul style="list-style-type: none"> • Exploration & Use of DLMS Features • Gradual Adoption & Training • Collaboration, Mentorship & Sharing • Student-Centered Implementation 	Strategic Approaches for Effective DLMS Adoption and Utilization

5. Conclusions and Recommendation

The study revealed that DepEd Learning Management System (DLMS) exerts a transformative impact on both teaching practices and professional development among educators. Teachers reported that DLMS enables innovative digital instruction and promotes active learner engagement, while simultaneously supporting their own professional growth through access to training and collaborative opportunities. The system fosters flexible, technology-rich classroom environments and strengthens teachers' confidence in navigating digital pedagogy.

The study also reveals significant barriers and challenges to effective DLMS utilization. Connectivity issues, technical glitches, inadequate training, varied digital literacy levels, access and equity concerns, and workload balance remain persistent obstacles. These factors hinder the seamless integration and sustained use of DLMS, affecting both teacher performance and student participation, particularly in settings with limited resources or infrastructural support.

Despite these impediments, the research highlights the potential for DLMS to enhance educational outcomes, provided that accessibility and support needs are adequately addressed. Teachers emphasize the importance of ongoing professional growth, continuous skill development, and active engagement with digital resources. Increasing inclusivity and ensuring equitable access to technology and learning materials are essential for maximizing DLMS's impact.

The findings further point to strategic approaches for effective DLMS adoption and utilization. Deliberate exploration of platform features, gradual participation in training, collaborative mentorship, and student-centered implementation practices are all critical strategies recommended by experienced users. Building communities of practice, facilitating peer support, and encouraging reflective professional learning can accelerate the successful integration of DLMS, benefiting both teachers and students.

While DLMS has considerable potential to elevate teaching, learning, and professional advancement in Philippine schools, sustained attention to barriers and robust support strategies are crucial for realizing its full transformative promise in the educational landscape.

Based on the conclusion of this study, several recommendations are put forward to enhance the effectiveness and inclusivity of the DepEd Learning Management System (DLMS) in the Philippine educational setting.

First, it is crucial to improve infrastructure and expand access by investing in stable internet connectivity and providing adequate digital devices, particularly in underserved and remote communities, to ensure that both teachers and students can fully participate in digital learning. Strengthening training and professional development should also be prioritized. This includes not only basic orientations for new users but also ongoing workshops on advanced features and integration of digital pedagogies tailored to the needs of educators at various stages of DLMS adoption.

Fostering collaborative teacher communities and support networks is highly recommended. Establishing peer mentorship, communities of practice, and regular opportunities for sharing experiences will empower teachers to troubleshoot challenges collectively and learn from one another's innovations. It is also important to continuously improve DLMS platform features and support services. Regularly incorporating user feedback, expanding digital resource libraries, and providing responsive technical helpdesks will enable smoother, more effective use of the platform.

The implementation of student-centered strategies should be encouraged. Teachers should scaffold the use of digital tools according to students' readiness, provide step-by-step guidance, and maintain open communication with students and parents to promote engagement and independent learning. Administrative leadership is likewise critical; school leaders and DepEd officials must actively promote the DLMS, reintroduce it to the field as necessary, incentivize its use, monitor progress, and integrate it into ongoing teacher development frameworks.

Lastly, regular monitoring and evaluation of DLMS initiatives should be conducted to assess strengths, identify persistent gaps, and inform adjustments in policy and practice. Evidence-based improvements will ensure that DLMS continues to evolve in ways that are responsive to the needs of both teachers and learners. By addressing these recommendations, the transformative potential of the DLMS for Philippine education can be fully realized, supporting connected, inclusive, and innovative teaching and learning experiences.

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