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Tenured Instructors' Views on the Use of Learning Management Systems (LMS) in Online Classes

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Abstract

This qualitative study explored the perceptions of tenured instructors on the use of Learning Management Systems (LMS) in online classes at Philippine College Foundation. Anchored on the Technology Acceptance Model (TAM) and Vygotsky's Social Constructivism Theory, the research sought to understand the types of LMS utilized, the nature of support systems received, challenges encountered, and recommendations for effective LMS integration. Using a descriptive qualitative design, seven tenured instructors with extensive teaching experience were purposively selected as participants. Data were gathered through semi-structured interviews and analyzed using thematic content analysis to capture emerging patterns and insights. Findings revealed four major themes. First, Diverse Utilization of Multiple Digital Platforms for Online Teaching indicated that instructors used varied LMS and digital tools such as Google Classroom, Moodle, Zoom, and Microsoft Teams, showcasing flexibility and resourcefulness in adapting to digital environments. Second, Diverse and Multifaceted Support Systems emerged, highlighting the importance of institutional, technical, and peer support in facilitating effective LMS use. Third, Technological and Pedagogical Constraints Hindering Effective LMS Integration surfaced as a major challenge, encompassing limited digital literacy, unstable internet connectivity, and difficulties in sustaining student engagement online. Lastly, Strategic Preparation and Continuous Adaptation for Effective LMS Use was emphasized in the instructors' recommendations, underscoring the value of clear instructional design, technological readiness, professional development, and infrastructure improvement. The study concludes that the effective use of LMS in online education depends on teachers' adaptability, institutional support, and the continuous enhancement of both technological and pedagogical competencies. It recommends sustained capacity-building initiatives, reliable digital infrastructure, and collaborative faculty support systems to optimize LMS-driven instruction and improve the quality of online learning.

Keywords: Learning Management System, Tenured Instructors, Online Teaching, Technological Challenges

1. Introduction

The application of Learning Management Systems (LMS) has gained quite an important role in the field of education, specifically the online classes. This change, which was rapidly accelerated by the COVID-19 pandemic, transformed the base of the education process and the interaction of teachers, in particular tenured instructors, who used to teach by traditional

approaches. It is significant to learn how these instructors see the use of LMS to determine the advantages, difficulties, and possible changes in online teaching behaviors. This research examines the perception of tenured instructors towards the use of LMS in online courses, a problem that is of primary concern to learning institutions seeking to transform the online learning process against the backdrop of changes in the technological environment.

Research has indicated that the adoption of LMS has both opportunities and challenges. Medina (2021) established that although the institutional support and training make it easily accessible to teachers, the use of LMS is hindered by such factors as insufficient infrastructure and the lack of digital skills. In a similar case, Balbin (2020) announced that even though there are efforts to embrace the flexible nature of learning, internet accessibility and the lack of technical tools still influence the development of LMS. To eliminate these barriers in Philippine schools, Fabito et al. (2020) highlighted that it is essential to have a stable support framework and flexible methodologies of teaching. In Ghana, Amporful (2023) wrote about the obstacles in this international country, where insufficient training and ineffective infrastructure impede the effectiveness of LMS. Irandoost et al. (2025) covered the question of the coping mechanisms of Iranian teachers with technological constraints and how they can adjust to the online mode pedagogically. As Stamatoglou et al. (2024) have highlighted, learners and instructors in Greece have severe problems associated with access to technology and digital literacy, which should be recognized as a common and old problem.

Moreover, successful LMS implementation demands strategic planning of instructions and long-term engagement approaches. Roddy et al. (2017) best practice study suggest clear goal-setting, structured content, the encouragement of interaction, and the feedback as essential to an effective LMS environment. The need to improve the infrastructure and carry out capacity building is identified as key to implementing LMS in a sustainable way again and again (Lee et al., 2025; Medina, 2021). Such a wholesome solution is necessary in order to fill the technological and pedagogical gaps so as to make sure that the digital classrooms can be as much as they can be or perhaps better than the face-to-face ones.

This study is anchored on the Technology Acceptance Model (TAM) proposed by Davis (1989) that determines technology acceptance, with reference to two fundamental beliefs, the perceived usefulness and the perceived ease of use. The framework assists in understanding the attitudes of how instructors' approach LMS as they affect their desire to use these tools and how they can be incorporated into instruction. To supplement this is Social Constructivism theory of Vygotsky that emphasizes on learning as an interactive process that is culturally built socially through communication and collaboration. Since the LMS platforms support these social interactions, an integration of TAM and Social Constructivism provides a subtle insight on technological and human aspects of LMS utilization in online teaching.

This research is placed in the middle of these two points of view, and it will seek to give a vivid description of how tenured instructors see LMS integration, the experiences they have, and suggestions. It does this, in turn, by adding knowledge that can be used to enhance more successful training, infrastructure building, and pedagogical innovation, and eventually enhance the quality and scale of online education.

2. Statement of the Problem

This study aimed to investigate the tenured instructors' views on the use of Learning Management Systems (LMS) in online classes. Specifically, it sought answers to the following questions.

1. What types of Learning Management Systems (LMS) are used by tenured instructors in their online classes?
2. What kinds of support systems do tenured instructors receive when utilizing LMS for online classes?
3. What challenges do tenured instructors experience in the utilization of LMS during online teaching?
4. What recommendations do tenured instructors have for others who intend to use LMS in conducting online classes?

3. Methodology

This qualitative study employed a descriptive research design to explore and understand the views of tenured instructors regarding the use of Learning Management Systems (LMS) in online classes. The research design was chosen to capture the rich, detailed perspectives and lived experiences of instructors as they navigated the challenges and opportunities presented by LMS integration in their instructional practices.

The participants comprised tenured instructors who have at least ten (10) years or more in teaching experience and actively engaged in teaching online classes to the college students. A purposive sampling technique was used to select 7 participants who have significant experience with LMS platforms, ensuring the collection of relevant and insightful data related to the study's objectives.

The study was conducted in Philippine College Foundation, a private higher educational institution that offers various courses in the city of Valencia, Province of Bukidnon. Data collection was conducted through semi-structured interviews designed to elicit comprehensive responses to questions about the types of LMS used, support systems received, challenges encountered, and recommendations for effective LMS utilization.

The data analysis involved thematic content analysis. Interview results were transcribed and coded to identify emerging themes and patterns related to instructor perceptions and practices concerning LMS use. This process included familiarization with the data, generation of initial codes, searching for themes, reviewing themes, and defining and naming themes.

Ethical considerations were observed throughout the study, including securing informed consent from participants, assuring confidentiality and anonymity, and permitting voluntary participation with the option to withdraw at any time without consequences. The study adhered to institutional ethical guidelines to protect the rights and welfare of participants.

4. Results and Discussion

The researchers employed thematic content analysis, which involved processes of coding, categorization, and theme identification. From the analysis, four major themes emerged across the different areas of inquiry. For the types of Learning Management Systems (LMS) used, the theme "Diverse Utilization of Multiple Digital Platforms for Online Teaching" was identified, reflecting the varied online tools and systems adopted by teachers. In terms of the support systems provided, the theme "Diverse and Multifaceted Support Systems" emerged,

highlighting the various forms of institutional, technical, and peer assistance extended to educators. Regarding the challenges encountered, the theme “Technological and Pedagogical Constraints Hindering Effective LMS Integration” captured the limitations and difficulties faced by participants in optimizing LMS use. Finally, for the recommendations, the theme “Strategic Preparation and Continuous Adaptation for Effective LMS Use” surfaced, emphasizing the need for sustained capacity-building and flexibility in integrating LMS into teaching practices.

Types of Learning Management Systems (LMS)

Theme 1. Diverse Utilization of Multiple Digital Platforms for Online Teaching

The theme of Diverse Utilization of Multiple Digital Platforms for Online Teaching is well illustrated by the actual responses of the tenured instructors. For instance, Participant 1 revealed, "*Google Classroom, STI LMS*" as the choice of platforms, highlighting the use of multiple LMS suited to institutional settings. Participants 2 and 3 relied on "*Modules and PPT*," pointing to the integration of offline resources alongside digital tools. Participant 4 stated, "*Google Classroom/ seldom use Canvas*," indicating a preference for Google Classroom with occasional use of other LMS. Participant 5 shared using "*Google Classroom, Google Form, Google Meeting*," showcasing a blend of LMS and communication tools for interactive teaching. Meanwhile, Participant 6 extensively listed "*Moodle, Google Classroom, Canvas, Black Board, Microsoft Teams,*" demonstrating a comprehensive deployment of various platforms to meet different instructional needs. Participant 7 also embraced multiple tools stating, "*Google meet, Zoom, Google Classroom*," highlighting reliance on both LMS and video conferencing applications.

Such platform versatility indicates flexibility of instructors and the desire to mix formal LMS like Google Classroom and Moodle with such synchronous means of communication as Zoom. Medina (2021) also highlighted using Google Workspace in Philippine high schools as educators based on their technical capacity and access realities, as these narratives correspond with the findings of this group of participants. Balbin (2020) also added that the Filipino teachers frequently integrate various resources and platforms, based on the reliability of the internet and the accessibility of the device by the learners. The propensity to add LMS with conventional modules is consistent with Fabito et al. (2020) description of the hybrid flexible approach of DepEd and CHED during the pandemic as a strategy reflected in the practices of these instructors.

Similarly, Ndibalema (2025) considered the use of Moodle and video-conferencing tools in higher education in Tanzania to have a similarity in that they are utilized simultaneously to serve different contexts of learners. Al-Fraihat et al. (2020) noted the advantages of integrating platforms such as Moodle and Blackboard as the best environment that promotes interaction and learners management in the world, which is comparable to the rich platform integration as in responses such as Participant 6. The use of different LMS tools to customize teaching based on technological and learner availability by Nigerian private schools, as recorded by Orji et al. (2025), supports the utilitarian aspect of blended digital platform implementation as one of the trends in the global sphere.

The instructors’ narratives can demonstrate the intricate relation between pedagogical aspirations and infrastructural realities and requests policy and training initiatives to accept the

reality of this intricacy. It is not possible to optimize the process of teaching-learning online without training teachers in various LMS and other support systems since these members implicitly create an example.

Kinds of Support Systems

Theme 2: Diverse and Multifaceted Support Systems

The theme of Diverse and Multifaceted Support Systems received by tenured instructors in using LMS for online classes is strongly evidenced in their responses. For example, Participant 1 articulated receiving "*technical support, training and orientation, peer support*," emphasizing a comprehensive network that merges institutional facilitation with collegial collaboration. Participants 2 and 3 similarly underscored the significance of the "*administration of the school and fellow teachers*" helping them "*use and prepare materials,*" showcasing the fundamental role of school leadership and peer mentoring in LMS utilization. Participant 4 highlighted "*technical and instructional support*," revealing the blend of technological troubleshooting and pedagogical assistance necessary in online teaching contexts. Participant 5 remarked on being "*capacitated by the school admin by allowing me to attend training and seminars/workshops,*" pointing out institutional commitment to teachers' professional growth as a cornerstone of LMS competence.

Participant 6 provided the most holistic support system account, citing "*technical support, training and workshop, peer/faculty support*" together with assurances by the school of "*stable internet connectivity and access to necessary digital tools*," and institutional policies "*that guided the effective use of LMS in online teaching.*" This illustrates an ideal systemic support infrastructure encompassing human resources, physical infrastructure, and administrative frameworks. Participant 7 raised the critical enabler of "*free internet in the school premises*," an often underestimated but indispensable component of digital access.

Such experiential views are in line with the results in the Philippine teaching sector. Medina (2021) discovered that a blend of technical support, peer cooperation, and professional development within schools are some of the main enablers to successful LMS adoption among Filipino teachers. The study conducted by Balbin (2020) has also reported the same, showing that administrative support and peer mentorship assist the educators in overcoming the technical difficulties linked to the sudden changes to online modalities when facing the crisis. Infrastructure provisions like good access to the internet and clarity of institutional regulations were emphasized by Fabito et al. (2020) as instrumental to the flexible learning arrangements implemented by DepEd and CHED in the face of COVID-19 disruptions.

These results were consistent with the findings by Clark (2021) regarding the role of communication tools present in the LMS systems as part of maintaining student-teacher interactions as one of the primary forces strengthened by support systems. As was demonstrated by Kumar and Reinartz (2018), the LMS features allowing monitoring and the automatization of the assessment enhance the quality of the instructions when combined with the relevant training and support. Roddy et al. (2017) assumed that the best practices to maintain the efficacy of online instruction are orientation, technical support, and administrative facilitation. Similar to Encarnacion (2021) and Mishra et al. (2020), the authors stressed the need to support the overcoming of the barriers in digital education by institutional support and the constant enhancement of professionalism.

Collectively, the participant narratives and extensive academic evidence sheds light on the fact that effective LMS use relies greatly on multidimensional assistance, which is technical, pedagogical, infrastructural, administrative, and collegial. It is vital to understand this complex support system and make it stronger so that the instructors at Philippine College Foundation could enjoy the full potential of LMS tools and advance the outcomes of online teaching and learning.

Challenges and Experiences in the Utilization of LMS During Online Teaching
Theme 3: Technological and Pedagogical Constraints Hindering Effective LMS Integration

The common theme generated from the tenured instructors' responses on the challenges experienced in utilizing LMS in online teaching is Technological and Pedagogical Constraints Hindering Effective LMS Integration. Participants expressed various barriers that align under this theme. Participant 1 stated, "*It is very hard to get the facial reactions of the students whether they understood my lessons,*" indicating pedagogical challenges in gauging learner comprehension remotely. Participants 2 and 3 revealed the difficulty of adapting to LMS tools, especially when lacking technological knowledge: "*It took me quite time to learn and to use LMS online*." Connectivity issues were frequently mentioned, with Participant 4 citing "*unstable internet supply*" and "*digital fatigue*," while Participant 5 pointed to "slow signal that distorts communication and leads to unclear instruction." Participants 6 and 7 noted

technical difficulties, including "*poor internet connectivity, no signal, unannounced power interruption,*" alongside "*limited budget for load in the part of students*," highlighting infrastructural and socio-economic challenges. Participant 6 also flagged challenges intrinsic to LMS usage such as monitoring student progress, academic integrity concerns, and delayed feedback in asynchronous modalities.

These imply critical effective LMS use for online teaching demands addressing both infrastructural limitations and pedagogical adaptations. The lack of real-time, physical cues challenges instructors' ability to assess student understanding and engagement, suggesting a need for enhanced LMS functionalities or complementary synchronous tools. Digital literacy gaps among instructors result in time-consuming adaptation phases, calling for sustained professional development. Moreover, inconsistent internet access and power supply issues reflect systemic barriers that educators and students face, often varying by geographic and economic contexts, imbuing a digital divide.

Fabito et al. (2020) supported the arguments about the difficulties with maintaining the flexible learning process under the conditions of resource deficits, unifying the need to support the infrastructural and teaching process. In Ghana, Amporful (2023) emphasized that unavailability of formal training on LMS, inadequate tech support, and bad internet connectivity negatively affect the experience of students and instructors. Iranian female teachers have had a hard time accessing technologies and adapting pedagogy to an online format, which was described by Irandoost et al. (2025). In Greece, Stamatoglou et al. (2024) have identified a significant problem with the inequality of access to technology and also problems with self-regulation in online education.

These findings are agreed upon by other researchers. Andriyani et al. (2022) highlighted the adverse effect of bandwidth and software limitations on the usability of LMS. Yawisah (2022)

addressed the problem of academic integrity and monitoring that is associated with LMS and requires high-level features and knowledge. Similar technological and pedagogical issues in Kenyan universities were found by Kioko and Sifuna (2017), which proves that these issues are very widespread and timeless globally.

Recommendations for Others who Intend to use LMS in Conducting Online Classes

Theme 4: Strategic Preparation and Continuous Adaptation for Effective LMS Use

The common theme that emerges from the tenured instructors' recommendations for utilizing LMS in online classes is Strategic Preparation and Continuous Adaptation for Effective LMS Use. The responses emphasize starting with clear goals and organized content as stated by Participant 1 "*Start with clear goals, organize content clearly, ensure accessibility, integrate assessments*", patience and practice with technology emphasized by Participant 2 "*be patient and practice the use of technology*", and embracing current digital trends to foster effective learning perceptions for the Participant 4. Other participants highlighted instructional strategies such as simplifying content and encouraging interaction with timely feedback (P4), the importance of resilience and readiness to adopt learning technologies (P5), and the need for adequate training, technical support, and adjustment of teaching strategies to enhance the LMS experience (P6). Participant 7 stressed infrastructure, recommending "*updating internet connectivity*" and the use of "*user-friendly LMS*". These combined recommendations reflect a comprehensive approach that includes instructional design clarity, learner engagement, technological proficiency, professional development, and infrastructural readiness.

Balbin (2020) confirms the importance of organizing the content structure and using the interactive learning activities as the key to increasing the student engagement within the online platforms. The researchers have mentioned resilient adaptation and institutional support, such as internet access and technical capacity-building, as the key factors that help to realize the success of LMS integration (Fabito et al., 2020). In addition, Clark (2021) emphasizes the communication and engagement measures in online education to keep the students motivated. Furthermore, Roddy et al. (2017) propose clear objectives of course, structured material, and feedback as pillars to the achievement of online teaching. Capacity building and infrastructure improvement are highlighted by Lee et al. (2025) as the requirements to achieve an effective LMS implementation. Regarding the acquisition of digital fluency between teachers and learners, Mishra et al. (2020) observe that patience and technological practice are critical to the process of developing digital fluency.

Combined, these views and recommendations of participants indicate that the successful use of LMS in online learning requires a conscious planning, constant improvement of skills, innovation in instructions, and support of the infrastructure. Philippine College Foundation and others as well as the teachers themselves should reflect and adjust continuously to maximize LMS experiences in the changing education environments.

5. Conclusions and Recommendation

It was found that the tenured instructors report a wide-range of application of online teaching on multiple digital platforms, and the respondents use different Learning Management Systems (LMS). This heterogeneity can be seen as an ability of instructors to adjust to various technological conditions and to meet the needs of the learners, which supports the significance of multi-platform fluency and flexible curriculum development. It also brings out the

relationship between pedagogical aspirations and infrastructural actualities that require broad policy and training interventions.

LMS support systems were identified to be multifaceted and varied and included technical assistance, peer and administrative support, training, institutional policies, and solid internet connectivity. The results are consistent with the available literature that highlights the need of a combination of technical, pedagogical, infrastructural, and collegial support systems that will enable educators to use LMS effectively and provide quality teaching.

Certain challenges encountered by instructors were mainly due to technological and pedagogical limitations, such as the inability to measure student engagement over the internet, digital literacy levels, poor internet connectivity, and some aspect of asynchronous teaching such as procrastinated feedback and the problem of academic integrity. All these obstacles confirm the necessity of ongoing professionalism and investment in infrastructure and LMS improvements, which contribute to improved real-time interaction and monitoring, which is a prerequisite to successful online pedagogy.

Instructors suggested planning and constant changes to optimize the use of LMS. Suggestions were to set clear goals, arrange and reachable material, adopt technological change with patience, facilitate interaction with the learners by giving feedback in time and ensuring stable platforms with easy access and support of the institutions to build capacity. These suggestions confirm that the successful use of LMS is based on needful planning, constant skills improvement, innovation in instructions, and sound infrastructure.

Based on these findings, it is concluded that the effective use of LMS in online teaching hinges on instructors' adaptability to diverse digital platforms supported by multidimensional institutional support, alongside overcoming technological and pedagogical barriers through continuous capacity building and infrastructural improvements. To address this, educational institutions like Philippine College Foundation may enhance professional development programs patterned to LMS competencies, invest in reliable internet connectivity, and promote collaborative support networks among faculty. Further, LMS design should prioritize user-friendliness, real-time interactivity, and integrity-monitoring features to align with pedagogical needs. Future research might explore learner perspectives and quantitative outcomes linked to multi-platform LMS use and support interventions to provide a comprehensive understanding of online education efficacy.

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