**CHAPTER I**

**INTRODUCTION**

This chapter introduces the central argument and thesis statement and explores their significance and impact. It identifies the research gaps that the study aims to address and clearly outlines the objectives of the research.

Despite technological advancements, education often lags behind, even with the introduction of gamification. Traditional methods of distributing learning materials to students remain prevalent. However, the integration of a learning management system (LMS) effectively addresses many issues associated with the current approach to distributing educational content.

A web-based learning management system (LMS) can help facilitate a more organized learning experience. It can save students time by bridging access to information on specific topics within their curriculum. Additionally, it can help reduce the workload for teachers by enabling them to directly utilize these materials for their teaching, as they already align with the school's curriculum.

The practical study will help to ensure the successful implementation of this system. The implementation will benefit the education system as a whole. It will have a positive impact on its population, whether learners or teachers. This study will also help the people researching this topic in the future, as it will serve as a foundation for their research.

However, the current gaps in this area are related to the use of technology in the Department of Education's (DepEd) curriculum. Additionally, there is a knowledge gap about

the importance and necessity of technology within the Academy of St. Joseph (ASJ). Addressing these gaps is crucial for enhancing the educational experience.

The goal of this study is to collect data and assess the practicality of using the learning management system inside the Academy of St. Joseph. The findings will provide valuable insights for future researchers looking to develop such a system for the institution. This would then assist future researchers in making the decision to create a similar system for the Academy of St. Joseph.

**A. RESEARCH PARADIGM**

INDEPENDENT VARIABLE DEPENDENT VARIABLE

1. Students in ASJ
2. Learning Management System
3. Practicality of Learning Management System

* Ease of Use / Efficiency
* Accessibility
* Scalability

**B. CONCEPTUAL FRAMEWORK**

The study's foundation is the IV - DV model. Two frames make up the research paradigm. The figure illustrates the relationship between the study's independent and dependent variables.

The inputs for the Independent Variables are the respondents' profiles which is described in terms of their age, sex and their grade level, as well as the Learning Management System. The input for the Dependent Variables, is the practicality of the usage on Learning Management Systems (LMS), which can be described by its ease of use and scalability.

**C. STATEMENT OF THE PROBLEM**

The objective of this study is to assess the practicality on the Integration of a Learning Management System on the Academy of St. Joseph. As educational institutions increasingly adopt LMS platforms and it blooming with potential, it is essential to evaluate whether such a system is suitable and effective for ASJ students.

Specifically, this study seeks to answer the following questions:

1. Demographic Profile:
   1. Age
   2. Sex
   3. Grade Level
2. How easy are LMS to use for high school students?
3. Are LMS scalable enough to fit the needs of the institution?
4. How practical is a Learning Management System on the Academy of St. Joseph?

**D. SIGNIFICANCE OF THE STUDY**

The primary objective of this study is to determine the practicality of using a Learning Management System (LMS) on the Academy of St. Joseph in their academics. By examining how the integration of a Learning Management System (LMS) would benefit the school, this research addresses the evolving landscape of education in the   
  
digital age. In addition, this study seeks to develop a tool that can assist students and enhance the quality of education. Moreover, this study contributes to a better tomorrow where all will have access to technology driven education.

**The students,** will benefit from having easier access to course materials and other resources on their curriculum online at any time, allowing them to study on their own schedule or go back to old lessons.

**The Schools,** Integration of a Learning Management System (LMS) in local schools offers students easy accessibility to information of its curriculum.

**The Teachers,** a Learning Management System (LMS) can help present information in more engaging and understandable ways. These materials, like textbooks, workbooks, visual aids, and digital resources, support the lesson plans and make abstract concepts more concrete

**The Future Researchers,** can use this study as a basis and reference for their future studies. This study can serve as a foundation for future research.

**E. SCOPE AND DELIMITATION**

This study assesses the usefulness of utilizing a Learning Management System (LMS) in improving the learning and development time of students at the Academy of St. Joseph. Furthermore, the research investigates the practicality and efficiency of the LMS among the study participants.

The subjects of this study consist of students of the Academy of St. Joseph enrolled the academic year 2024-2025. The Academy of St. Joseph has a total of 744 total enrollees in this and one hundred 126 will be selected as the sample.

The respondents are limited to 21 students from each grade level; 21 from the 7th grade, 21 from the 8th grade, 21 from the 9th grade, 21 from the 10th grade, and 21 each also from the Senior High School Department, the 11th and 12th grade. The study will only be limited to the Learning Management System called Google Classroom to get a better understanding as it is one of the most used Learning Management System.

**F. DEFINITION OF TERMS**

**Curriculum** - is the formalized collection of teaching strategies, and learning objectives that academic institutions organize to direct teaching and learning.

**Gamification** - refers to the use of game-design components and principles to improve learning outcomes, motivation, and engagement in non-gaming situations, such as education.

**Implementation** - is the process of implementing a system or plan. This entails setting up the program, educating users, and incorporating the LMS into current teaching methods.

**Learning Management System (LMS)** - is a web-based platform or software program created to organize, and provide learning experiences and instructional content.

**Practicality** - is used to describe how practical and efficient a method or concept is in practical applications. Regarding the LMS study, it speaks to the LMS's applicability and utility for the Academy of St. Joseph's instructors and students.

**Web-Based Learning Management System (LMS)** - refers to an online-based learning management system (LMS). It enables users to access educational resources and materials from any location with an internet connection.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents the relevant literature and studies that the researchers considered in strengthening the importance of this study. The topics presented in this chapter are:

**Definition of a Learning Management System**, here is where the word Learning

Management System or LMS will be defined as definition is the first step in understanding how it works and what it is used for.

**E-Learning and its prominence in modern era**, this topic tackles E-Learning as a whole and will be exploring its influence in the current age.

**Usage of LMS and its potential from perception**, this topic illustrates the current perception on Learning Management Systems and reveals how it affects its usage and people’s intention to use.

**School Implementation of a Learning Management System**, this topic reveals the information gathered from school implementations of a Learning Management System. This topic is subdivided into two subtopics, namely **Challenges in Implementation** and **Benefits in Implementation**

**Definition of a Learning Management System**

The definition of a Learning Management System (LMS) has varied from time to time, and Altınpulluk, H., & Kesım, M. (2021) states that the definitions have been ever-changing and that it has changed in parallel to the developments of Information and Communication Technology (ICT). [Nguyen, N. (2021)](https://www.sciencedirect.com/science/article/pii/S1029313221000336) states that a Learning Management System (LMS) can be considered as an important means of knowledge acquisition and  
  
 learning management in the digital era. Additionally, they also state that a Learning Management System (LMS) is also defined as a software application or website that is designed to deliver courses, acquire knowledge and control learning.

According to Panergayo, A. E. et al. (2021), Learning Management Systems promote the distribution of instructional resources to students by educational institutions. Though there are various definitions for Learning Management Systems (LMS), they all ultimately come to the same conclusion that Learning Management Systems (LMS) are technological instruments that provide support in education.

Furthermore, Brush, K & Kirvan, P. (2023) reveals that the appearance and functionality of a Learning Management System (LMS) will differ depending on the goals of the firm, but the Learning Management System's capabilities should enable learning and development advantages.

**E-Learning and its prominence in modern era**

Distance-learning, online learning, and virtual learning are all different terminologies of E-learning which is short for Electronic Learning. It is defined as learning which is supported by technology. According to Muhammad, A. et al. (2016) E-learning is defined as "the use of various technological tools that are web-based, web distributed, or web capable

for education" and E-learning materials as the wide set of applications and processes that use available electronic media and tools to deliver education and training. The materials that fall under this category are E-books, Educational Videos, Learning Management Systems (LMS), Online Courses and reviewers. Additionally, Singh, V. and Thurman A. (2019) defines Online Learning as learning experienced through the internet, with students engaging with

instructors and fellow students whenever it is convenient for them and do not need to be co-present online or in person.

The popularity and usage of E-learning materials have been growing year after as effect of the advantages it provides, such as flexibility, internet accessibility, and cost-effectiveness (Naveed, Q. N. et al. 2017). This growth is also driven by the increasing availability of digital devices and the expansion of high-speed internet, which facilitates easier access to online learning platforms.

Furthermore, Rabiman, R. et al. (2020) stated that E-Learning can make traditional learning to be improved more effectively by taking advantage of students’ existing habits. They add that the development of E-learning technology is quick and that it is one of the reasons why it is important to be implemented and developed.

The study of Alqahtani A. Y. & Rajkhan A. A. (2020) concluded that the COVID-19 pandemic interrupted the educational process worldwide. Moreover, they also found that educational institutions during COVID-19 faced the unique challenges of smoothly maintaining the process of learning. As a result, E-learning became much more necessary and very important to education. Therefore, a need for educational institutions to implement such things

Additionally, Al-Mekhlafi M. (2020) reveals that classes with technology-assisted teaching can make teaching and learning not only effective and efficient but also enjoyable to the learners. They find that students are more motivated to learn about the subjects.

**Usage of LMS and its potential from perception**

Prestoza, M. J. (2024) has found that public school teachers in the Isabela Province of the Philippines frequently use cloud-based Learning Management Systems such as Google Classroom to integrate with their teaching. It is shown that public school teachers blended Google Classroom in their teaching methods and most of the time it is used for transferring their lessons, distributing assignments, facilitating class discussions, class announcements and posting reminders. This widespread adoption of Google Classroom demonstrates how technology can streamline administrative tasks and enhance the learning experience. By utilizing such platforms, teachers are able to provide more immediate feedback, support diverse learning styles, and create a more organized and interactive educational environment.

It is found that the acknowledgement of the importance of technologically-enhanced or Information and Communication Technology (ICT) based learning media are widely accepted by students (Wiratomo, Y. & Mulyatna, F. 2020). This acceptance highlights a growing recognition of the role that digital tools play in enhancing educational experiences and outcomes. The integration of Information and Communication Technology (ICT) in learning environments also prepares students for a digitalized world by developing their technological competencies.

According to research by Panergayo (2021), students’ perceptions regarding the usefulness and ease of use of Learning Management Systems could predict their intentions to

use them. When students find Learning Management Systems to be both beneficial and user-friendly, they are more likely to integrate these tools into their learning practices.

According to the study by Garcia, M.B (2017), it is revealed that internet connectivity experience has a positive relationship with perceived ease of use to Learning Management Systems (LMS) and E-Learning as a whole. Additionally, students are more likely to adopt and use the system given the high-speed internet.

In addition, Murshitha, S. & Wickramarachchi, R. (2015) investigated on the three aspects of qualities of Learning Management Systems (LMS), namely system quality, information quality and service quality. System quality is user-system interaction effectiveness. System quality includes perceived usability, help options, speed, user-friendliness, security, and responsiveness. Their study found that system quality explains 18.8% of student LMS adoption. Students adopted their Learning Management System (LMS) because it met their quality expectations. Service Quality also played a crucial role in the adoption of Learning Management System (LMS) as it explains the 23% variation on students’ LMS adoption at department of Industrial Management. Information quality impacts LMS usability. If the Learning Management System (LMS) provides clear, accurate, and complete information, learners will find it easier to use. High information quality satisfaction influenced the study's respondents' Learning Management System (LMS) adoption. Survey respondents rated information quality the highest of the three qualities and explained 42.5% of student LMS adoption.

Similarly, Haddad, F. (2018)’s assessment on Learning Management Systems (LMS) interprets that evaluating these systems is crucial for the effective implementation of distance learning courses. This data indicates that the important factors impacting distance learners' satisfaction include four independent variables: information quality, service quality, perceived usefulness, and system quality, along with two dependent variables: net   
  
  
benefit and user satisfaction. In particular, system quality has the greatest impact on student LMS quality satisfaction.

**School Implementation of a Learning Management System**

**A. Challenges in Implementation**

In accordance with the studies of Al-Hunaiyyan, A. et, al. (2020), Instructors and students often do not use the more advanced features of Learning Management Systems (LMS). They find that the elements that foster interaction, cooperation, and engagement are the most effective at encouraging user involvement. With the rise in the use of mobile devices, it is important for learning environments to be mobile-friendly. This means LMS platforms should support mobile access to course materials and collaboration. To encourage users to take full advantage of all LMS features, it's crucial to pay more attention to mobile user interface design.

Additionally, the COVID-19 pandemic brought exceptional challenges to Afghan universities, especially with the accommodation of Learning Management Systems (LMS) like Higher Education Learning Management Systems (HELMS) occurring for the first time. As organizations shifted to distance learning, they faced major challenges across faculty, students, and administration. This novel fulfillment of Higher Education Learning Management Systems (HELMS) highlighted a crucial gap: the lack of prior research on its effectiveness and challenges in the Afghan context. Previous investigations by Mohammadi, M. K. et al. (2021) on Learning Management Systems (LMS) usage in Afghanistan, when anything too general or exclusively targeted, fails to address its own specific problems and their causes that are related with Higher Education Learning Management Systems   
  
  
(HELMS) during the pandemic. Thus, there is a pressing need for directed research to understand and improve the use of Higher Education Learning Management Systems (HELMS) in Afghan universities, ensuring better support and adaption for all stakeholders involved.

The findings of Dlalisa, S. F. and Govender, D. W. (2020) reveal a significant gap between the intended and actual use of the Blackboard LMS by academics. Although there is a clear intention among academics to use the authorized LMS, the actual utilization is minimal, especially in student-centered educational activities. This discrepancy is largely attributed to varying levels of computer proficiency and limited expertise with the LMS among academics. The results suggest a need for more comprehensive training and upskilling for all educators responsible for teaching. By enhancing their skills in using LMS

systems, academics would be better equipped to integrate these tools effectively into their teaching practices, thereby improving both acceptance and usage of the technology.

Moreover, as stated by Taha Al-Dhief, F. et al. (2024), Learning Management Systems (LMS) are designed to facilitate effective course setup and administration, offering clear benefits for teaching. Despite these advantages, many faculty members and university staff remain reluctant to fully embrace LMSs in their teaching practices. The underuse of LMS technology in higher education settings is influenced by various factors, including teachers' self-efficacy, instructional goals, and perceptions of the system. Additionally, the availability of time, support services, and resources plays a significant role. Educators are pivotal in integrating new technologies into the classroom, making it crucial to identify and

address the factors that motivate and drive them. Understanding these elements is essential for fostering an environment where technology is effectively encouraged and utilized to enhance student learning.

**B. Benefits in Implementation**

Learning Management Systems (LMS) play a crucial role in enhancing the efficiency and accessibility of education by streamlining processes and making educational resources more accessible. To fully realize their potential in the evolving field of E-Learning Software Development Services in 2024, LMS platforms need to adapt to new technologies, implement a well-rounded strategy, and address various technical issues (Saranya Kannan 2024). This means integrating advanced technologies to keep pace with innovation, ensuring a comprehensive approach that balances various needs and challenges, and resolving technical problems to provide a seamless and effective learning experience.

Moreover, as stated from the study of Crouse-Machcinski, K. (2019), the convenience of LMS extends to tutor training programs, where tutors can access training materials on their cell phones or other electronic devices, both during in-person sessions and remotely. This flexibility allows them to engage with the content, ask questions, and participate in discussions from virtually anywhere, making learning more accessible and interactive.

Despite that, younger students (Kindergarten – 4th Grade) who are still developing basic skills will have a challenging time in using Learning Management Systems (LMS). It would require the tutors extra time to teach them digital literacy and navigating the system. However, because of their enhanced interactivity and adaptability, Learning Management Systems (LMSs) are particularly useful for improving students' academic experiences in upper grades (5th -8th Grade) (Thomas, E. A. 2023).

Furthermore, Kasumu, R. O. (2022) found that Learning Management Systems (LMS) are useful for things other than E-Learning, as they can also be used for storing a variety of learning materials like slide decks, videos, written instructions, and other learning   
  
materials into one convenient location. Their findings line up with those of Snoussi, T. (2019), who listed a number of benefits of learning management systems (LMS), such as the simplicity of creating and delivering online courses, the ease of carrying out exams online, and the accessibility of course materials. Their studies also highlight the ways in which Learning Management Systems (LMS) can improve interaction and communication in the classroom while saving plenty of time and money for teachers and students. Collectively, these studies highlight the many advantages of LMS in modern education.

According to O’Connor, M. (2020), the fact that all the course materials required for any given course is contained by one consolidated platform is the best characteristics of a Learning Management System (LMS).

In addition, Snoussi, T. (2019)’s study reveals significant differences in how different academic fields use Learning Management Systems (LMS). Individuals noted that Learning Management System (LMS) platforms are commonly used to assist educational activities in fields such as science, engineering, and medicine, where they are strongly connected. On the other hand, Learning Management System (LMS) use is more irregular and less common in the humanities and arts. Individuals highlighted the main advantages of Learning Management Systems (LMS) in the UAE educational system, highlighting how simple it is to set up, deliver, and grade online courses. Additionally, learning materials are more readily available and accessible thanks to Learning Management Systems (LMS), which improves resource access for both teachers and students. For both students and teachers, this better accessibility leads in significant time and money savings.

Similarly, Bouchiraka, I. (2024)’s study revealed that all training materials, resources, and data are securely maintained via Learning Management Systems (LMS),

which provide a cloud-based platform that improves accessibility by enabling remote logins. This convenience reduces the need to travel in order to attend classes, saving time. It also eliminates the need for physical presence. By encouraging learners to actively participate in tasks like answering questions, having group conversations, and participating in competitive exercises, the interactivity included in eLearning through LMS improves engagement. By using a learner-centered approach, the course results are enhanced and the learning process is made more interesting. Furthermore, LMS reduces the reliance on actual instructors by doing away with the requirement for traditional physical resources like printed materials, classroom settings, and equipment rentals. The only resources needed for online training through an LMS are the learners' focus and an internet connection; they can finish courses without having to spend time and money on lodging in hotels or going to training locations.

**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter will discuss the methods and tools that are to be used by the researchers to conduct this study, this includes the research design or method, the research locale, the population and sampling method used, the research instrumentation tools, the validation of the questionnaires, the data collection and analysis procedures and the statistical tools and formulas that will be used in interpreting the gathered data.

**A. RESEARCH DESIGN/METHOD**

In this study, the researchers will utilize the descriptive research design, which falls under the quantitative research methodology, to assess the practicality of integrating the Learning Management System at the Academy of St. Joseph, taking into account the given variables. The researchers will use this design to gather and analyze relevant data on the varying samples. The study relies on this design to accurately describe the phenomenon under investigation without the need to manipulate variables or test hypotheses (Dovetail, 2023).

**B. HYPOTHESES**

**RESEARCH STATEMENT** – “The Practicality of Integrating a Learning Management System at the Academy of St. Joseph”

The following are hypotheses to be tested in assessing the practicality of Learning Management System Integration at the Academy of St. Joseph

**Null Hypothesis:**

The students feel no ease in using a Learning Management System. The biggest threat of technology integration is the action of learning to use it. The students will find using it to be hard and due to its difficulty in navigating through elements and the clunkiness of data being provided to them.

**Alternative Hypothesis:**

The students do feel a significant ease in using a Learning Management System. The students are able to navigate through the system and access information easily. The students are able to learn how to use the system due to the increasing digital literacy of higher grade levels (Thomas, E. 2023).

**C. RESEARCH LOCALE**

The chosen researchers will conduct this research at the Academy of St. Joseph to gain insight from the students, specifically within the classrooms. The researchers chose this locale to explore the integration of LMS into surveying education, its effectiveness in supporting student learning, and the challenges encountered by both students and faculty. This setting will allow the researchers to gather comprehensive data on the use of Learning Management Systems in a real-world educational context, particularly in the specialized field of surveying.  
 **D. POPULATION AND SAMPLING**

In conducting this study, the researchers will survey 126 students from the Academy of St. Joseph, which has a population of 744 students. Using a sample size of 126, the researchers will survey 21 students per grade level, using stratified random sampling to select   
  
respondents who can provide comprehensive and detailed information about the phenomenon under study.

**E. RESEARCH INSTRUMENTATION TOOLS**

To collect data on the practicality of using a Learning Management System (LMS) at ASJ, the researchers will use structured survey questionnaires survey containing both Likert five-point scales and close-ended questions. The questionnaire will assess respondents' perceptions of Learning Management System practicality. The researchers intend to collect accurate and statistical data through the questionnaires. These questions will address the research objectives ensuring unbiased on-the-spot answers.

**F. VALIDATION PROCESS**

English teachers, research teachers, and other faculty members with experience in practical research will carefully review the study's questionnaire. This review will ensure that the questions are clear, relevant, and aligned with the study's objectives. This validation process will help ensure the accuracy and reliability of the data collected.  
**G. DATA COLLECTION PROCEDURE**

This study will utilize structured survey questionnaires to gather the information needed. The researchers will ask the approval to conduct the study by writing formally to the school principal and the school director of the Academy of St. Joseph of Claveria, Cagayan Inc., where the study will be conducted.

Upon approval, the researchers will now conduct the survey with the respondents by distributing the questionnaires to them. The respondents will then provide brief answers to the questions given from the questionnaire.

The questionnaire will be returned to the researchers after responses have been made, and data will then be gathered. The gathered data will then be organized, analyzed, and interpreted. The survey's results will be used to support this research study.  
**H. DATA ANALYSIS PROCEDURE**

After completing the collection of the data, the relevant data will be arranged and organized to prepare it for analysis and interpretation. The researchers will perform statistical analyses and then interpret the results. Descriptive statistics will be used by the researchers in analyzing and summarizing the data, providing a clear and precise way to display numerical data.   
**Central Tendency:** The mean, mode and median of the data of the Likert’s scale will be analyzed on what range it will fall under. The researchers will also get the skewness of the distribution of the data for better interpretation.

|  |  |  |
| --- | --- | --- |
| **Point Values** | **Range** | **Descriptive Values** |
| 5 | 4.21 - 5.00 | Strongly Agree |
| 4 | 3.41 – 4.20 | Agree |
| 3 | 2.61 – 3.40 | Neutral |
| 2 | 1.81– 2.60 | Disagree |
| 1 | 1.00 - 1.80 | Strongly Disagree |

‘  
**Frequency Distribution:** The close-ended questionnaires will be analyzed using frequency the frequency of each item and their respective ratio or percentages

|  |  |  |  |
| --- | --- | --- | --- |
| **Point Values** | **Frequency** | **Percentage** | **Descriptive Values** |
| 1 |  |  | Yes |
| 0 |  |  | No |

**I. STATISTICAL TOOLS**

The data that is gathered through the questionnaires are to be classified, tallied and tabulated in preparation for the analysis and interpretation. The tabulated data will be interpreted by using the percentage formula for the close-ended questions. As for the Likert Scale questions, the weighted mean formula will be used to interpret it.

**a. Percentage**

Wherein;

= percentage

= frequency

= number of respondents

**b. Mean**

Wherein;  
 = Weighted Mean

= Sum of the point values in the Likert’s scale

= Number of respondents

**APPENDICES  
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