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**SENIOR HIGH SCHOOL (SHS) TEACHERS' EXPERIENCES ON  
COLLABORATIVE LEARNING ENVIRONMENT-LEARNING  
MANAGEMENT SYSTEM (CLE- LMS): BASES FOR  
ENHANCEMENT PROGRAM**

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**ABSTRACT**

This qualitative study explored the experiences of senior high school teachers in using the Collaborative Learning Environment- Learning Management System (CLE- LMS) during the 2025–2026 school year. Utilizing a phenomenological approach, the researcher conducted in-depth interviews with six (6) purposively selected participants to identify their instructional experiences, technical challenges, and coping mechanisms as a basis for a proposed enhancement program. The findings revealed that while the CLE-LMS is a vital tool for maintaining educational continuity, its implementation is hindered by unstable internet, platform glitches, and time-intensive data entry. Teachers managed these challenges through adaptive coping strategies, including the use of backup materials and peer collaboration. The study concludes that successful digital integration requires robust institutional support, leading to a proposed enhancement program focused on infrastructure upgrades and automated instructional tools.

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**Keywords:** *Learning Management System, CLE, Senior High School Teachers, Phenomenological Study, Enhancement Program*

## INTRODUCTION

The shifts from traditional physical classrooms to digital and blended environments have redefined instructional delivery and student engagement across the globe. The demand for flexible learning environments has transitioned school to utilize a Learning Management System (LMS) designed to deliver content, provide assessments, and strengthen communication between teachers and learners. These platforms support the United Nations' Sustainable Development Goal 4 (Quality Education), which centers on resilient and inclusive education systems. (UNESCO, 2020; OECD, 2021; UNESCO, 2024). With technological advancement in education, equitable learning resources, teachers' proficiency, and institutional support have been identified as critical gaps.

Educators encountered an array of challenges despite an improved instructional delivery and heightened students' engagement. Research indicates that is a result of both technical and contextual factors attributed to inadequate internet connectivity and limited support from schools to a lack of specialized and relevant training provisions (Ndilama, 2025; Cao, 2023). The success of integrating technology in education depends on teacher's personal attitude towards it which can significantly impacted learning outcomes. While many teachers use instructional technology with ease, many struggle with its practical usability (Ehighae &

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Okoh, 2024). A qualitative research must be done to explore the lived experiences of teachers on the usage of LMS and how it impacts professional and technological development to better the learning opportunities among learners (Osorio Vanegas, 2025).

The Ministry of Education implemented the use of CLE- LMS which is a platform designed to support Senior High School (SHS) educators in leveraging instructional delivery and student interaction. The purpose of CLE- LMS is to optimize teaching efficiency however, the actual experiences of SHS educators vary particularly in terms of technical challenges and teaching practices. (Crompton et al., 2020). Despite various studies on LMS functionality, there still a research gap regarding the perceived experiences of educators using the CLE- LMS within the Senior High School context. Teachers are the front lines of technological implementation in education thus, exploring their unique views, perspectives and experiences is crucial and vital.

This study sought to provide significant and meaningful insights drawn from senior high school teachers' experiences on the usage of CLE- LMS which may serve as a basis for an enhancement program.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the methods utilized in the study, Senior High School (SHS) teachers' experiences on Collaborative Learning Environment- Learning Management System (CLE- LMS) as bases for an enhancement program. This includes the research method,

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research design, participants of the study, sampling design, research instrument, validity of the research instrument, data gathering procedure, and data analyses.

## Research Method

A descriptive-qualitative research design was used in this study, using in-depth interviews and thematic analysis to obtain qualitative data. Sample participants were purposely selected from the population through non-random sampling methods, based on exclusion or inclusion criteria relevant to this study. Structured interviews were conducted with participants to collect data about their thoughts, opinions, and experiences with the CLE Learning Management System. The researcher prepared an interview guide for the data collection process. Collected data included all audio taped interviews, as well as transcribed interviews. Both audio and text records of the data were coded and analyzed using thematic analysis techniques. This analytic process consisted of locating recurring patterns, themes, and sub-themes in accordance with established procedures for analyzing qualitative data.

## Research Design

The study utilized the phenomenological research design using in-depth interviews.

According to Creswell (2014), the phenomenological approach is a type of qualitative research that looks at the lived experiences of people who have encountered a specific phenomenon. It involves gathering detailed stories from participants and analyzing these accounts to find common themes that reveal the essence of their experiences. Using methods like in-depth interviews, reflective questioning, and thematic analysis, this approach offers

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valuable insights into how individuals understand their lived realities. In education, phenomenology is especially helpful for examining teachers' experiences with technology integration, as it highlights their challenges and meaningful interactions in teaching practices.

For this study, the phenomenological approach is fitting because it aims to explore the experiences of Senior High School teachers using the CLE Learning Management System. It enables the researcher to understand how teachers view, navigate, and respond to the use of CLE-LMS in their teaching, including the difficulties they face and the strategies they employ to deal with these challenges.

By concentrating on their shared experiences, the study hoped to provide deeper insights that can serve as a foundation for developing a program to improve the effective use of CLE-LMS at Colegio de San Jose, Jaro, Iloilo City, Inc.

### Participants of the Study

The participants of this study comprised six (6) teachers currently employed at Colegio de San Jose in Jaro, Iloilo City, for the School Year 2025–2026. The group included three Social Studies teachers, one Research teacher, and two others teaching Mathematics and Filipino, respectively.

They were selected through purposive sampling based on their experience utilizing the Learning Management System (LMS) as a primary tool for instructional delivery. The six participants possessed varying levels of experience with the CLE–LMS, ranging from one year to over seven years. This range allowed the researchers to capture diverse perspectives, from

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those relatively new to the platform to those who have developed more advanced and sustained practices in digital pedagogical integration.

Specifically, two participants had been using the CLE–LMS for one to two years, two had three to four years of experience, and the remaining two had utilized the system for more than five years.

At the time of the study, all participants were actively teaching and had completed relevant training or orientation in LMS utilization. To ensure confidentiality and anonymity, participants were assigned pseudonyms (e.g., Teacher 1, Teacher 2, etc.). Participation was entirely voluntary, and informed consent was secured from all individuals prior to data collection.

## Sampling Design

The study participants were chosen using purposive sampling, a non-probability sampling method where the researcher intentionally selects individuals based on specific criteria that relate to the study's goals. This approach ensures that participants possess the necessary traits and experiences to provide valuable information for the research. The researcher's judgment guides the selection process, focusing on those who can best enhance the understanding of the phenomenon being studied. Oliver (2011) explains that purposive sampling requires the researcher to make informed choices when selecting participants based on set criteria, which can include their expertise, experience, or willingness to take part in the

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study. This technique is especially helpful in qualitative research, as it allows for the inclusion of individuals who can offer deep insights into the research issue being explored.

## Research Instrument

The main tool used in this study was a custom interview schedule. To ensure its validity and reliability, a panel of experts in the field reviewed and approved it. Their feedback helped improve the clarity, relevance, and appropriateness of the interview questions. Data were gathered through face-to-face in-depth interviews. This method allowed for a more personal and detailed exploration of the participants' experiences. During the interviews, a mobile phone with an audio recording feature documented all responses to ensure that no important information was missed. After the interviews, the recorded data were transcribed word for word for careful analysis and interpretation of the participants' responses.

## Validity of the Research Instrument

The thesis adviser went through the first draft of the research instrument carefully, checking if it matched the study and could handle tough questions. Once that was done, some experts—people who really know science, evaluation, and statistics—looked over every item. They checked for clarity, relevance, and whether the language made sense. The researcher listened to what the experts had to say and tweaked the instrument based on their advice. In the end, the researcher revised the tool so it was solid and ready for data collection.

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## Data Gathering Procedure

Prior to the commencement of data collection, formal authorization was sought through a letter of permission addressed to the Principal of Colegio de San Jose, Jaro, Iloilo City, Inc. Upon obtaining institutional approval, the researcher identified potential participants from the Senior High School faculty who met the established inclusion criteria.

Formal invitation letters were subsequently distributed to these educators to solicit their voluntary participation and to coordinate interview schedules based on their professional availability.

Data were gathered through semi-structured, in-person interviews. With the explicit verbal and written consent of the participants, the interview proceedings were audio-recorded using a mobile device to ensure the verbatim accuracy of the qualitative data. This rigorous recording process facilitated a comprehensive capture of the participants' insights, nuances, and reflections regarding their experiences.

Following the conclusion of the field interviews, the audio recordings were meticulously transcribed word-for-word. The resulting transcripts, including those requiring translation, were subjected to a systematic deconstruction process. The researcher employed the qualitative analysis framework proposed by Ratner (2002), which involves breaking down the narrative into "meaning units." This method ensures that the essence of the participants' statements remains intact while facilitating a more structured interpretation.

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## Data Analyses

A group of specialists validated the interview guide and gave their approval. Every recommendation and comment pertaining to the tool's validation was taken into consideration. The Focused Group Discussions (FGD) interviews and discussions that were captured on record during those sessions were transcribed. A thematic approach was used for the data analysis, which is a qualitative strategy that involves finding, examining, and reporting recurrent patterns in the data set. This method requires interpretation as well as data description, particularly during the phases of code selection and theme development (Braun & Clark, 2006).

## RESULTS AND DISCUSSIONS

This study was conducted to determine the Senior High School (SHS) teachers' experiences on Collaborative- Learning Environment- Learning Management System (CLE-LMS): Bases for Enhancement Program at Colegio de San Jose, Jaro, Iloilo City Inc., Jaro Iloilo City during the school year 2025-2026.

The study revealed that the CLE-LMS is a vital tool in enhancing teaching effectiveness, and promoting student engagement. Teachers reported that the platform facilitates lesson organization, content distribution, assessment management, and continuity of learning during class suspensions or blended learning scenarios. Initial challenges with navigation were overcome through repeated practice, which enhanced teachers' digital competence and instructional confidence. These experiences reflect the principles of Social Constructivism,

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emphasizing that learning and knowledge construction occur through active engagement, collaboration, and the effective use of mediating tools—here represented by CLE-LMS. The platform not only supports asynchronous and synchronous learning but also encourages innovative teaching approaches and interactive student participation, aligning with research that LMS platforms improve teaching efficiency and learner outcomes when used actively (Al Shammari & Al Kandari, 2023; Huang, 2021; Means et al., 2021; Kumar & Natarajan, 2022).

Despite its benefits, teachers encountered technical challenges such as unstable internet connections, platform glitches, and time-intensive content uploads, which occasionally hindered lesson flow. These challenges highlighted the importance of teacher adaptability and problem-solving, including strategies such as preparing backup materials, consulting technical support, and collaborating with colleagues. The experiences align with the Technology Acceptance Model (TAM), where perceived ease of use and perceived usefulness influence teachers' adoption and effective integration of CLE-LMS. Teachers' ability to cope with challenges depended on hands-on experience, ongoing practice, and access to institutional support, demonstrating that both personal competence and systemic support are critical for successful LMS implementation.

Based on these experiences, an enhancement program is proposed to optimize CLE-LMS functionality, usability, and impact on teaching and learning. Recommended improvements include upgrading system performance, simplifying navigation, providing automated tools and pre-designed instructional resources, and integrating interactive features to boost engagement. Continuous professional development, structured workshops, and

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responsive technical assistance are emphasized to strengthen teachers' confidence and technological competence. By addressing technical, instructional, and usability challenges while fostering institutional support, the program seeks to maximize CLE-LMS effectiveness, reinforce collaborative learning principles, and create a flexible, learner-centered digital environment that aligns with both constructivist learning theory and modern educational technology frameworks.

The participants' experiences revealed that the CLE Learning Management System (CLE-LMS) is a valuable yet evolving instructional tool, whose effectiveness is shaped by the dynamic interaction between system capabilities, teacher adaptability, and institutional support. While teachers recognize the platform's benefits in organizing instruction, facilitating communication, and supporting flexible learning, their experiences also highlight persistent challenges related to technical and connectivity issues, time-intensive task preparation, and limited familiarity with system features. These challenges not only affect instructional efficiency but also require teachers to continuously adjust their teaching practices.

In response, teachers demonstrate a high level of adaptive capacity, employing coping strategies such as modifying lesson delivery, preparing backup materials, engaging in self-directed learning, and seeking support from colleagues and technical personnel. The presence of collaborative practices and accessible technical support, along with training initiatives provided by the school administration, plays a crucial role in helping teachers navigate these difficulties. These experiences underscore that the successful integration of CLE-LMS is not

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solely dependent on the technology itself, but also on the readiness, resilience, and support systems available to its users.

Moreover, the participants' suggestions point toward a clear need for a more efficient, user-friendly, and integrated system. Recommendations such as improving internet infrastructure, enhancing system performance and navigation, incorporating automated tools, expanding interactive features, and providing continuous and differentiated training reflect the practical realities encountered by teachers. These insights form the basis for a targeted enhancement program that prioritizes both technical improvements and capacity-building initiatives.

## CONCLUSION

Based on the findings of this study, several recommendations are proposed to enhance the effective use of CLE-LMS and support teaching and learning:

Senior high school learners should be provided with comprehensive orientation and ongoing guidance to ensure they can actively navigate the CLE-LMS for content access, activity submission, and collaborative tasks. Cultivating digital independence and encouraging timely engagement in interactive modules may significantly bolster learning continuity and intrinsic motivation.

Senior high school teachers are encouraged to pursue continuous professional development to refine their digital competencies. By iteratively exploring the platform's advanced features—such as interactive collaborative tools and efficient content management

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systems—teachers can maximize the LMS's potential. Furthermore, fostering a culture of peer mentoring and collaborative problem-solving is recommended to mitigate technical complexities and promote innovative pedagogical practices.

Subject area coordinators should assume a proactive leadership role by monitoring the implementation of the CLE-LMS and facilitating collaborative lesson planning within their respective departments. By identifying shared technical or instructional challenges and organizing targeted workshops, SACs can bridge the gap between administrative expectations and classroom realities, ensuring a standardized yet innovative use of the platform.

School administrators should provide robust institutional support, including stable technological infrastructure, accessible technical help desks, and structured training programs. By fostering an organizational culture that values digital adaptability and mentorship, administrators can optimize instructional efficiency and ensure the sustainable integration of the LMS into daily academic operations.

Strategic investments in technological infrastructure and LMS enhancements should be prioritized to improve system accessibility and performance. Policies should advocate for continuous capacity-building among educators and establish clear guidelines for digital learning implementation, thereby fostering a resilient and technologically proficient educational environment.

It is recommended that future studies adopt a mixed-methods approach to synthesize both qualitative narratives and quantitative performance data. Expanding the scope to include

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a broader range of stakeholders—such as students and administrators—across multiple institutions may provide a more holistic and scalable understanding of LMS efficacy in diverse educational settings.



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