

LEVEL OF ACCESSIBILITY OF LEARNING MANAGEMENT SYSTEM AS PERCEIVED BY SELECTED GRADE 12 WORKING STUDENTS IN HUMSS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This research investigates how selected Grade 12 working students in the Humanities and Social Sciences (HUMSS) strand at Bestlink College of the Philippines perceive the accessibility of Learning Management Systems (LMS). The study examines the system's influence on various aspects of learning, including ease of access, progress monitoring, interactive features, time management, opportunities for advanced learning, and the development of academic and technical skills. This study utilized a descriptive qualitative research design with a survey questionnaire as the primary data collection method. Findings revealed that Learning Management Systems (LMS) offer significant advantages to students, including easier access to learning materials, effective progress tracking, and enhanced interaction. However, technical difficulties emerged as a major concern in LMS usage. The study highlights the need to improve system accessibility and provide stronger technical support. An action plan is proposed to optimize LMS usability, aiming to create a more flexible and efficient learning environment for working students. This study evaluates the effectiveness of Learning Management Systems (LMS) as perceived by Grade 12 working students, focusing on areas such as accessibility, progress tracking, interactivity, time management, advanced learning, and skill development. Results revealed that LMS positively impacts student learning, with skill development rated highest (3.54), followed by progress tracking (3.52), time management (3.51), interactivity (3.50), and both accessibility and advanced learning (3.49). These findings highlight LMS as an essential tool for balancing academic and work responsibilities, enhancing engagement, and encouraging independent learning. This study evaluates the accessibility of Learning Management Systems (LMS) as perceived by selected Grade 12 working students. It focuses on several key areas: accessibility, progress tracking, interactivity, time management, advanced learning, and skill development. Findings indicate that students strongly agreed on the effectiveness of LMS across all aspects, with progress tracking receiving the highest rating. However, technical issues emerged as the most significant barrier to optimal LMS use. To address these challenges, action plans were proposed to improve system accessibility, enhance technical support, and foster collaboration among administrators, students, and families. Additional recommendations include incorporating features that promote flexible learning, optimize time management, and strengthen student engagement and skill development.

RECOMMENDED CITATION

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