

Teachers' Perceptions of Learning Management System Use in Social Studies Instruction: A Phenomenological Study

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ABSTRACT

This study explored the perceptions of junior high school Social Studies teachers regarding the use of Learning Management Systems (LMS). Eight teachers from La Union Cultural Institute and Saint Louis College participated in face-to-face semi-structured interviews. Using a Giorgi's descriptive phenomenological method, data were analyzed through systematic phenomenological procedures including identification of meaning units, transformation, and synthesis into themes. Two key themes emerged: promoting creativity through teachers' use of LMS and systematic feedback guiding Social Studies teaching through LMS. These findings indicate that LMS facilitates creative instructional practices, supports student-centered learning, and enables structured feedback mechanisms. The study concludes that teachers lived experiences highlight the role of LMS as a pedagogical tool that shapes instructional strategies and improves teaching effectiveness in Social Studies. It is recommended that teachers utilize LMS features such as multimedia resources and interactive tools to enhance instruction.

RESUMO

Este estudo explorou as percepções de professores de Estudos Sociais do Ensino Fundamental II sobre o uso de Sistemas de Gestão de Aprendizagem (LMS). Oito professores do Instituto Cultural La Union e do Saint Louis College participaram de entrevistas semiestruturadas presenciais. Utilizando o método fenomenológico descritivo de Giorgi, os dados foram analisados por meio de procedimentos fenomenológicos sistemáticos, incluindo a identificação de unidades de significado, transformação e síntese em temas. Dois temas principais emergiram: a promoção da criatividade por meio do uso do LMS pelos professores e o feedback sistemático que orienta o ensino de Estudos Sociais por meio do LMS. Esses resultados indicam que o LMS facilita práticas instrucionais criativas, apoia a aprendizagem centrada no aluno e possibilita mecanismos de feedback estruturados. O estudo conclui que as experiências vividas pelos professores destacam o papel do LMS como uma ferramenta pedagógica que molda estratégias instrucionais e melhora a eficácia do ensino de Estudos Sociais. Recomenda-se que os professores utilizem recursos do LMS, como recursos multimídia e ferramentas interativas, para aprimorar o ensino.

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Introduction

Despite the increasing adoption of LMS in education, there remains a limited understanding of teachers' lived experiences, particularly within Social Studies instruction. While previous studies have explored LMS effectiveness, few have examined how teachers interpret and integrate these tools within discipline-specific pedagogical contexts. This study addresses this gap by focusing on teachers' perceptions and experiences in using LMS in Social Studies, a subject that requires critical thinking, historical inquiry, and civic engagement. A Learning Management System (LMS) is a software application or web-based technology used to organize, implement, and evaluate a specific learning process (TechTarget, 2024). It is commonly used in educational institutions and other organizations to deliver online courses and training programs. LMS platforms provide a centralized space for administrators, instructors, and learners to access resources, track progress, and communicate effectively.

Teachers and students can strengthen learning processes in an online classroom using Learning Management Systems (LMS). In virtual learning environments, LMS supports both teachers and learners (Bradley, 2021). It also help track student development and performance data, allowing educators to make informed decisions about interventions and instructional strategies. They provide teachers with a centralized location to manage end-of-course grades, parent and family reports, student feedback portals, lessons, and assessments. They also help identify student learning goals and offer necessary guidance, facilitating effective instructional communication between teachers and students in distance learning settings (Sander, 2022). An LMS is a software package that administers and delivers courses, including quizzes, assessments, and course content (Arnas et al., 2023). Utilizing tools such as discussion boards, quizzes, and file sharing enhances communication, teaching, and assessment, thereby improving the educational experience for both teachers and students (Tindowen, 2023).

According to Budiman et al. (2023), the use of LMS in Social Studies education enhances learning effectiveness by providing accessibility, flexibility, and time efficiency. Similarly, Putra (2023) stated that Social Studies teachers can conduct online instruction through LMS, allowing students access to learning resources via gadgets such as smartphones, tablets, personal computers, and laptops.

With internet connectivity, learners can access course materials anytime they need, without sacrificing other commitments. Rosmendi (2021), a history, sociology, and economics specialist, highlighted the importance of media in teaching Social Studies in junior high schools. Despite possessing strong pedagogical knowledge, many online Social Studies teachers still lack technological skills, which leads to inefficient use of digital tools by students (Bariham, 2023). Studies have shown that LMS enhances structured, flexible, and interactive learning by providing online assignments, wiki exercises, and virtual classrooms in Social Studies classes (Bariham, 2022). Teachers can also assess learning outcomes in real-time and

provide prompt feedback (Budiman et al., 2023b). Virtual classrooms, discussion forums, chat features, online assignments, and wiki-based exercises are among the interactive tools that make Social Studies instruction more engaging (Bariham, 2022a). Online learning offers valuable resources, authentic information, and rich learning environments that foster creativity, critical thinking, and collaboration among students.

To achieve sustainable technological integration in education and support the government's digitalization agenda, the Government of Ghana has implemented several initiatives such as the "One Teacher, One Laptop" policy (which distributed 280,000 laptops to teachers across the country), the Rural Telephony and Digital Inclusion Project, the Girls in ICT Project, the deployment of LMS in 25 public tertiary institutions, and the digitalization of lesson plans, among others (Government of Ghana, 2022). In Asia, e-learning has grown by 17.3% annually, driven by increased global access to LMS platforms (Huang, 2022).

According to Prayogi (2021), the implementation of LMS at SMP Negeri 7 Bandung has positively impacted Social Studies instruction. In the Philippines, educational institutions are adopting Learning Management Systems (LMS) to provide affordable and accessible learning solutions. The Department of Education (DepEd) has introduced a Learning Management System called DepEd Commons to modernize the education system. This web-based LMS provides quality educational resources, supports collaboration and communication, and integrates with other learning tools to promote technology-enhanced learning and 21st-century skill development (Gamit, 2023).

E-learning activities are supervised by the Commission on Higher Education (CHED) in accordance with CHED Memorandum Order No. 04, Series of 2020, though challenges remain regarding teacher training and digital infrastructure. Social Studies students at West Visayas State University's College of Education agreed that LMS is a crucial part of their learning experience and enhances their content understanding (Cahyani et al., 2021).

The use of online platforms such as WhatsApp, Facebook groups, and LMS applications like Canvas has also supported Social Studies teaching. Students prefer using e-books and emails for learning.

Pedroso and Herbuela (2022) and Borado et al. (2024) found that Moodle and Google Classroom are the most widely used LMS platforms among secondary schools in the Philippines. These systems are mainly utilized for content delivery, assessment, monitoring, feedback, and promoting interaction and communication between teachers and students. At West Visayas State University, digital tools allow students to assist one another and access information more engagingly. In today's digital era, teachers can enhance student learning and promote critical thinking by integrating technology into Social Studies lessons.

However, many teachers still face challenges in adapting to the "new normal," such as insufficient guidance in creating technology-based lessons, lack of training, varying education

levels, and additional expenses all of which affect the quality of education. As the pandemic reshaped educational delivery, the demand for flexible learning options increased.

A report from the City Schools Division of San Fernando (De La Peña, 2021) revealed that webinars and training sessions were conducted to prepare teachers for LMS implementation. These efforts helped monitor instructional processes and create interactive learning environments.

Private schools such as Saint Louis College and La Union Cultural Institute have adopted LMS, allowing teachers to track student progress easily and share educational materials effectively. This technology enhances communication and improves the overall educational experience for both teachers and students. Thus, this study explored the perceptions of teachers regarding the use of Learning Management Systems (LMS) in teaching Social Studies.

Given these developments, this study aimed to analyze the perceptions of teachers in using Learning Management Systems (LMS) in teaching Social Studies, particularly in understanding how these digital tools influence teaching effectiveness, communication, and student engagement. Hence, this research sought to answer the question: What are the perceptions of the teachers in using Learning Management Systems (LMS) in teaching Social Studies?

Research Method

Research Design

The study employed a qualitative research approach to explore the lived experiences of the participants. A phenomenological design was used to gain an in-depth understanding of the meanings that individuals associate with their experiences. This approach allows for a deeper exploration of subjective perspectives, emphasizing how people encounter and interpret phenomena in their real-life contexts (Lee, 2014b). Rather than relying on preexisting assumptions, the phenomenological method focuses on describing experiences as they are perceived by individuals, enabling researchers to grasp the essence of these experiences through participants' narratives.

In the data analysis phase, Giorgi's descriptive phenomenological method was applied following its structured stages:

1. Reading the entire description to gain a sense of the whole;
2. Identifying meaning units from participants' narratives;
3. Transforming meaning units into psychologically sensitive expressions; and
4. Synthesizing transformed meanings into thematic structure.

Sources of Data

Twenty Grade 10 students participated in the drawing activity. However, only eight drawings were selected for detailed thematic analysis using purposive sampling. The selection criteria included: (1) clarity of the visual metaphor, (2) completeness of the accompanying written explanation, and (3) richness of metaphorical content relevant to the research objectives. Drawings that lacked sufficient explanatory detail or contained ambiguous symbolism that could not be reliably interpreted were excluded from the final analysis. This approach ensured that the selected artifacts provided meaningful and information-rich cases for in-depth qualitative interpretation.

Participants

The study was conducted at Saint Louis College and La Union Cultural Institute in the City of San Fernando, La Union. These two (2) private schools were purposively chosen as participants because of their active use of Learning Management Systems (LMS), which foster an engaging relationship between teachers, students, and learning content. As leading private institutions, they offer well-established learning environments and flexible monitoring systems, making them valuable models for both educational and organizational use. Teachers in these schools design classes that incorporate a variety of learning materials, activities, and strategies that promote student engagement and participation. However, Bright Beginnings Learning Center (BBLC) and Christ the King College (CKC) respectfully declined participation in the study due to scheduling constraints and requested that their decision remain confidential.

The study employed predefined inclusion criteria to ensure purposeful and precise participant selection. Eligible participants were required to be (1) Social Studies graduates, (2) current Social Studies teachers with a minimum of three to five years of teaching experience in their respective schools, and (3) active users of LMS as a teaching and learning tool. The grade level taught (Grades 7–10) was also considered in the selection process.

The exclusion criterion specified that teachers with only one year of teaching experience in Social Studies were not eligible to participate. Permission was sought from the appropriate school authorities to invite qualified participants, ensuring voluntary and informed participation. Eight participants were selected through purposive sampling. Data saturation was achieved when no new themes emerged from successive interviews, indicating adequacy of the sample size and currently employed in the selected schools willingly agreed to take part in the interview sessions at a time convenient for them, without compromising their academic duties or schedules.

Data Measure

The researcher utilized a carefully crafted semi-structured interview guide by a phenomenological framework to capture the lived experiences of teachers using Learning Management Systems (LMS). The instrument, developed based on relevant literature on

teacher practices and LMS usage, aimed to explore teachers' perceptions, strategies, and approaches in organizing and delivering instructional materials. The interview guide was validated by a Master Teacher and two college professors who are experts in research to ensure its relevance, clarity, and alignment with the study's objectives.

The questions focused on key areas such as teachers' perceptions of learning methods, strategies for lesson delivery, and the organization of instructional materials. A sample question from the guide is: "What learning method, in your perspective, highlights the important role of using a learning management system in teaching Social Studies?" Guided by the layered concept of human experience, the interview guide aimed to generate a priori codes for thematic analysis. Before the one-on-one interviews were conducted, the guide was reviewed by the reading committee, and approval was obtained from the ethics review board to ensure compliance with ethical research standards.

A rigorous coding process was employed to categorize and interpret participants' responses. After the ethics approval, face-to-face interviews were conducted using the validated guide. Each session began with introductory questions to build rapport and understanding.

Data Collection Procedure

Data were collected through in-depth interviews with the participants. Before data collection, ethical clearance was sought from the institutional review board, and approval was granted. Ethical considerations were upheld to protect participants' rights and maintain the integrity of the study. Confidentiality, voluntary participation, and the right to withdraw at any stage were emphasized in the informed consent process.

The consent process involved sending an invitation letter to the principals of La Union Cultural Institute and Saint Louis College, which detailed the research's goal, ethical considerations, and confidentiality protections. After receiving the principal's letter of consent, the interview was performed promptly.

Prior to the interviews, participants were asked to consent to audio-recording sessions. The interviews had a semi-structured format. During the interviews, the researcher served as a facilitator, leading the conversation while keeping the focus on the participants' perceptions.

During the interview, participants are allowed to pause when they run out of words and resume when they have gathered their thoughts to ensure that they are not pressured to respond. The researcher also told participants that their identities would be kept confidential in any published findings. Semi-structured interviews consisting of approximately 8–10 open-ended questions were conducted.

Each interview lasted between 15–30 minutes. For data transcription and management, the interviews were verbatim transcribed and checked. To identify unit meanings, a thematic analysis was conducted using Goirgi's methodology. All data were

securely maintained in the researcher's personal digital files to ensure confidentiality and privacy.

Data Analysis

The researcher used Giorgi's descriptive phenomenological method data analysis to understand teachers' experiences with Learning Management Systems (LMS) in social studies. The process involves reading, identifying meaning units, formulating meanings, structural analysis, contextualization, and validation. The aim is to gain a deep understanding of teachers' subjective experiences, uncover essential structures of their perceptions, and validate the findings to ensure they accurately reflect their experiences. This method provided a complex understanding of the phenomenon.

To ensure accuracy and completeness, verbatim transcriptions of the interviews were made. To find significant remarks and patterns of participant responses, transcripts were examined several times. Data reduction strategies were used to systematically remove identical and irrelevant data. On the basis of frequent ideas, meaning units were found and given initial codes. Coded statements that represented various facets of teacher turnover experiences were categorized. To guarantee coherence and get rid of overlapping ideas, categories were improved. By combining similar categories, emerging themes were found. The research's objective of capturing the substance of participants' experiences were in line with the themes. To guarantee correctness and dependability, final themes were validated using raw data.

A number of validation techniques were used to guarantee the reliability and validity of the results. To improve validity, participants were asked to check and validate the accuracy of their responses that were transcribed. To guarantee objective interpretation, a peer reviewer who was not involved in data collection evaluated the theme analysis and coding procedure. Selected participants were shown the findings to confirm that the themes accurately reflected their experiences. The study made sure that the conclusions were convincing and undeniable definitely true by adhering to these analytical procedures and validation techniques, offering a trustworthy and thorough knowledge.

Findings

This research investigates the determinants of Social Studies teacher in the private schools of San Fernando City, La Union, namely, La Union Cultural Institute and Saint Louis College. The results present lived experiences from participants regarding their perspective on using learning management in teaching social studies. They are organized by applying the Giorgi's descriptive phenomenological method and represent the core of the participants' experience as expressed by central themes and meaning units. This phenomenological reflection served as a scaffold and catalyst for systematically and openly sharing their experiences, pedagogical teachings, and challenges. Thematic analyses of interviews with participants identified two (2) overarching themes.

The themes identified represent the perspective of teachers utilize the Learning

Management System (LMS) to enhance teaching and learning in Social Studies. These themes reflect not only the creative strategies employed but also the systematic processes. Promoting creativity through teachers' use of LMS in Social Studies was evident through the integration of multimedia, interactional discussions, digital collaboration, and the establishment of student-centered learning. Systematic Feedback Guiding Social Studies.

Teaching through the LMS emphasized how LMS supports simplified submission monitoring and guided feedback, allowing teachers to provide timely and meaningful input to students.

Table 1.

Themes and Sub-Themes on Teacher's View on Utilizing Learning Systems (LMS) For Teaching Social Studies

Themes	Sub-Themes
Promoting creativity through teachers' use of LMS in Social Studies	Integrating Multimedia in Social Studies Interactional Discussions Establishing Student-Centered Learning
Systematic Feedback Guiding Social Studies Teaching through the LMS	Simplified Submission Monitoring Guided Feedback

Note. Themes and sub-themes were derived from teachers' interview responses regarding their LMS integration in Social Studies.

Promoting creativity through teacher's use of LMS in Social Studies

Learning Management Systems (LMS) function as instructional tools that support creative teaching practices and enhance student engagement. By integrating videos, images, music, and interactive projects, teachers can transform the classroom into a space where creativity thrives. At La Union Cultural Institute and Saint Louis College, teachers emphasize the importance of preparing learning materials that support students' success in listening, reading, and comprehension. They go beyond traditional methods by employing creative strategies such as searching for and using videos related to Social Studies to make the subject more engaging and meaningful.

Since Social Studies is often perceived as a less exciting subject, teachers are finding innovative ways to bring lessons to life by incorporating multimedia elements like pictures, songs, and video clips into their classes. Through this approach, teachers foster interactive discussions, promote digital collaboration and sharing, and create student-centered learning environments. Rather than relying solely on textbooks and online articles, teachers maximize the use of the Learning Management System (LMS) to enrich lessons and deepen understanding. The LMS allows them to upload resources, assign projects, and design interactive activities that make learning more dynamic and stimulating. This reflects a shift toward constructivist and student-centered pedagogical approaches, where learners actively

engage with content.

By blending technology with creativity, teachers transform Social Studies into a subject where students are eager to participate, learn, and explore. To further understand this central theme, the following sections discuss the underlying sub-themes that emerged from the study.

Integrating Multimedia in Social Studies

Social Studies does not have to be boring; it can be an exciting adventure of discovery. Teachers use the Learning Management System (LMS) to make lessons more engaging by adding videos, graphics, music, and interactive exercises. This innovative technique not only captures students' interest but also makes learning into an engaging experience that fosters curiosity, creativity, and critical thinking.

Social Studies teachers show that they are not only skilled teachers but also creative innovators in using LMS and technology. The platform offers countless possibilities; teachers can integrate videos, photos, drawings, poems, and other resources that make lessons more meaningful and exciting. Interactive games and gamified quizzes add an extra spark, motivating students to actively participate and enjoy learning. With LMS, teachers can design modules, create multimedia activities, and facilitate dynamic discussions that bring Social Studies to life.

Documentaries and other digital tools also encourage deeper exploration, expanding critical thinking for both teachers and students. More than just a teaching tool, the LMS becomes a stage for creativity, empowering teachers to express their talents while keeping students engaged, curious, and inspired to learn. This is echoed by teachers themselves: Participant 1 emphasized “engaging way for better understanding in lessons in Social Studies”, and “applying games and questioning to engage students”.

Participant 2, “maintain student interest and motivation” Participant 4 shared that using “video clips helps simplify and enrich material delivery”, and Participant 5 highlighted how “visuals can make even the most difficult concepts easier to understand”. Participant 6 pointed out that “collaborative projects encourage teamwork and deeper engagement”, and Participant 7 underscored that “projects build critical thinking”. These insights show how Social Studies, once seen as a “boring” subject, is now being reimaged into an interactive, creative, and motivating learning experience all thanks to the innovative use of LMS and multimedia tools.

Interactional Discussions

A well-prepared discussion can do more than just take up classroom time; it may engage students' interest and develop their minds. When teachers carefully choose relevant Social Studies concepts, they give students opportunities to connect, share ideas, and develop critical thinking. Teachers educate students toward developing Higher-Order Thinking Skills (HOTS) by asking challenging questions that allow them to generate their own thoughts while also responding meaningfully to the ideas of others. Participant 2 described “interactive

discussion to keep students motivated,” while Participant 3 emphasized “applying collaboration through shared ideas.” Participant 4 stated that “lessons can be shared easily, becoming more interactive and engaging with clear organization,” while Participant 8 highlighted the “preparation of lessons through the incorporation of technology and collaborative learning through gamification.” Interactive games can also be really useful. These are not “just games,” but rather effective tools that inspire children to study while also giving them the confidence to speak up and participate in class.

When students perceive learning to be enjoyable, they are more likely to engage with Social Studies. It is also important to organize lessons or modules with specific objectives. Discussions, whether in class or using digital resources such as forums, collaborative papers, or peer feedback activities, allow students to exchange ideas, reflect, and learn from one another. Social Studies may be made into an engaging setting where students think critically, contribute actively, and gain confidence in their abilities to speak with the appropriate combination of creative planning and interactive strategies.

Establishing Student-Centered Learning

Social Studies teachers believe that the Learning Management System (LMS) promotes a student-centered approach by making learning more adaptable and accessible. With technology as their guide, teachers and students may quickly access classes, readings, and resources at any time and from any place, thereby fostering independent learning. What makes LMS even more powerful is that students can return to Social Studies topics as many times as necessary, allowing them to learn at their own pace and completely master the concepts they are studying. This freedom not only builds confidence but also empowers students to take ownership of their learning journey.

Participant 6 described “fostering student-centered learning with the integration of LMS.” This indicates that by using the Learning Management System, teachers provide students more possibilities to manage their own learning. The LMS enables students to explore resources, review classes at their own pace, and interact with interactive content, promoting independence and responsibility. Participant 7 stated that “collaborative learning promotes student-centered learning.” This indicates that when students work together, whether through group projects, shared activities, or peer discussions, they become more active participants in the learning process. Collaborative assignments promote teamwork, critical thinking, and idea sharing, moving the focus away from teacher-centered and toward student-centered.

Systematic Feedback Guiding Social Studies Teaching through the LMS

Feedback is more than just a grade it is a roadmap for improvement. The Learning Management System (LMS) enables Social Studies teachers to provide clear, timely, and well-structured feedback. Every quiz, exercise, or assignment provides an opportunity for students to show not only how they performed but also how they may improve. By making feedback

continuous and accessible, the LMS assists in transforming Social Studies into a learning journey in which students gain direction, confidence, and incentive to achieve better each time. It is essential for students to understand if they are keeping up with their studies or falling behind. That is why relevant feedback from teachers is so important. More than just pointing out failures, clear, systematic, and well-managed feedback improves both learning and passion. The LMS makes feedback more systematic and uniform.

Comments are made on a regular basis following exercises, quizzes, or assignments. This allows students to clearly understand their own strengths, identify areas for improvement, and gain confidence in their progress. More significantly, LMS feedback is always available. Students can revisit it at any time, receiving not just a grade but also explanations and ideas to help them progress. In Social Studies, feedback develops into a tool for motivation, reflection, and lifelong learning.

Simplified Submission Monitoring

Keeping students on track in Social Studies is as important as presenting the topics. Submission monitoring is made easier and more efficient with the use of a Learning Management System. To keep track of student work more than ever before. Social Studies teachers may now easily see who has and hasn't submitted their activities. The approach simplifies submissions for students while providing teachers with a clear picture of progress, whether students are enjoying the subject, making deadlines, or requiring extra help.

Participant 1 described the LMS as “helpful in teaching Social Studies,” while Participant 4 highlighted its role in “monitoring students’ progress.” Participant 5 added that it makes “checking grades much easier.” Together, these insights show how the LMS not only supports learning but also streamlines the way teachers track performance and guide students more effectively. Submission monitoring is essential since it extends beyond record-keeping. Teachers may provide grades and feedback that students can see right away, allowing them to stay motivated and focused. More significantly, it promotes continual learning by meeting deadlines, improving teachings, and keeping students motivated. In Social Studies, systematic tracking serves as a guiding tool, not only to assess understanding but also to keep students engaged and in their studies.

Guided Feedback

In Social Studies, feedback serves as a guide that impacts learning rather than simply assigning grades. Teachers can use the Learning Management System (LMS) to deliver timely, organized, and meaningful comments that highlight students' strengths while also identifying areas for improvement. This organized feedback not only encourages critical thinking and more understanding, but it also provides students with an organized path to improvement and success.

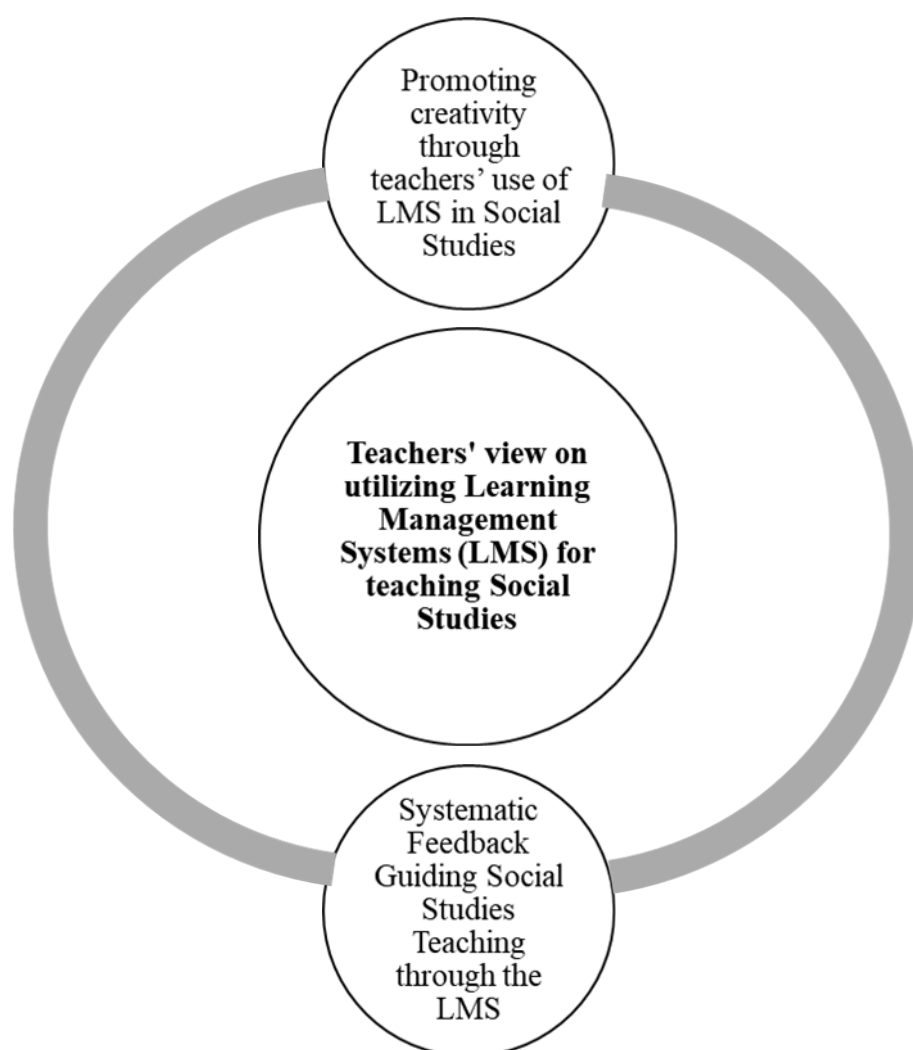
Participant 2 described guided feedback as “immediate guidance,” demonstrating how timely comments from teachers help students in correcting mistakes and keeping on their path.

Participant 4 referred to it as "continuous improvement," highlighting that feedback is a continuing process that helps learners advance step by step. Meanwhile, Participant 6 described it as "providing feedbacks," emphasizing the teacher's responsibility in delivering helpful insights that guide students to improved performance. Together, these perspectives demonstrate that guided feedback from LMS is more than a response; it is a highly effective tool that encourages, changes learning, and supports student achievement in Social Studies.

Guided feedback is important in Social Studies because it is more than a score or a quick remark it is a learning compass. It highlights what students are already doing well while also pointing out areas for improvement. Instead of leaving them confused, it provides clear and practical suggestions for improvement. This type of criticism serves as a guide, encouraging students to think more clearly and express themselves more effectively in a topic that values critical thinking, problem solving, and perspective formation.

Figure 1.

Teacher's view on utilizing Learning Management Systems (LMS) for teaching Social Studies



The model presented here captures the perspectives of Social Studies teachers on utilizing a Learning Management System (LMS). These educators emphasize a set of powerful, positive behaviors that drive effective teaching: creativity in content delivery, systematic feedback for focused improvement, flexibility, seamless accessibility, and a strong motivational influence. The interconnectedness of these views enabled the researcher to develop a model centered on the teacher's role in effectively integrating LMS into instruction. In essence, the integration of this technology serves as a vital form of empowerment, ensuring that Social Studies teachers remain current, updated, and truly "tech-savvy," fully equipped to deliver quality education to 21st-century learners.

As Social Studies teachers continue to provide quality education through the use of LMS, a solid foundation must be established to sustain the growing demands of the profession. Promoting creativity, and systematic feedback for focused improvement. Therefore, it is essential to understand and keep pace with the digital world of Generation Z and Generation Alpha learners, while carefully utilizing technology's capacity to empower teachers.

Through the reflections of Social Studies teachers, two distinct themes emerged that represent their perspectives on utilizing Learning Management Systems in teaching: Promoting creativity through teachers' use of LMS in Social Studies and systematic feedback guiding social studies teaching through the LMS. These themes collectively illustrate how LMS has evolved into an essential digital platform that supports meaningful teaching and learning experiences in Social Studies classrooms. The theme "Promoting Creativity" reflects how teachers view LMS as a platform for designing innovative and engaging lessons. Meanwhile, "Systematic Feedbacking" focuses on how the LMS facilitates timely and organized evaluation of student performance. Together, these themes present a comprehensive understanding of teachers' perspectives on utilizing Learning Management Systems in teaching Social Studies. The model illustrates that LMS is not merely a digital repository but a pedagogical partner that promotes creativity, and provides systematic feedback. Understanding these areas can help schools and teachers optimize the use of LMS to foster effective, engaging, and inclusive learning experiences in Social Studies education.

Discussion

Promoting creativity through teacher's use of LMS in Social Studies

Learning Management Systems (LMS) can be effectively and efficiently utilized in higher education. Motivation to pursue learning goals increases when both effectiveness and efficiency are enhanced, particularly among distance learners (Elfeky & Elbyaly, 2023). LMS platforms are not merely digital repositories for instructional materials; rather, they serve as gateways to creativity and innovation. Through the integration of videos, images, music, and interactive projects, teachers can transform the classroom into a dynamic learning space that fosters imagination, curiosity, and critical engagement. At La Union Cultural Institute and

Saint Louis College, teachers recognize the necessity of transcending traditional pedagogical approaches. They design materials that enhance listening, reading, and comprehension skills while incorporating multimedia elements such as relevant videos, visuals, and songs to make Social Studies instruction more engaging. Given that Social Studies is often perceived as a “boring” subject, these strategies help reframe it as relatable and stimulating, thereby improving student motivation and participation. According to Setiasih et al. (2024), teachers should provide instructional resources through creative learning strategies supported by technology to enhance students’ engagement and comprehension.

Marmoah (2024) further reported that teachers’ creativity in developing digital learning materials using LMS achieved a high mean level, indicating a positive impact on student learning outcomes. However, further research is warranted to explore how teachers’ creative use of digital tools specifically contributes to student engagement and academic achievement. Integrating technology also renders the learning process more interactive and enjoyable, allowing students to develop their individual talents. By employing multimedia resources, promoting active discussions, encouraging digital collaboration, and emphasizing student-centered learning, teachers move beyond rote memorization toward deeper and more meaningful learning experiences.

Grounded in the Theory of Planned Behavior (TPB), this study conceptualizes teachers’ and students’ innovative use of LMS as a reflection of their attitudes, perceived behavioral control, and social influence. Teachers’ positive attitudes toward digital creativity motivate them to design engaging learning activities, while their perceived technological competence enables them to explore multimedia and collaborative tools with confidence. Likewise, peer encouragement and institutional support representing subjective norms reinforce consistent and effective LMS utilization. Thus, LMS evolves from a mere instructional platform into an interactive environment where lessons are enriched, projects are shared, and creativity is cultivated. Evidence supports this perspective.

Nisak (2024) found that implementing an LMS with creative features fosters flexible, collaborative, and participatory learning environments. Functionalities such as discussion forums, virtual classes, online assignments, and progress tracking contribute to the continuous enhancement of the teaching and learning process. In the context of Social Studies, creative pedagogical approaches aligned with curricular content can help learners achieve targeted competencies.

Widiastuti (2022) emphasized that implementing creative pedagogy in Social Studies instruction promotes the acquisition of 21st-century skills namely critical thinking, problem solving, teamwork, and communication. Similarly, Andani et al. (2021) found that heightened student enthusiasm resulting from creative instructional strategies enhances engagement, participation, and overall learning experiences. Moreover, fostering creativity cultivates

critical thinking and problem-solving abilities, which are essential for success in the contemporary workforce. Allam (2024) asserted that students are more inclined to utilize LMS when it supports personal creativity and contributes to academic success. However, technologically proficient students tend to adopt LMS more extensively.

Marmoah (2024) further suggested that curriculum revisions must be accompanied by continuous innovation in the development of digital learning resources to maintain curricular relevance and student engagement in the rapidly evolving digital landscape. This dynamic interplay between creativity and technology extends beyond information delivery it stimulates curiosity and transforms learners from passive recipients into active participants in the construction of knowledge.

These findings carry significant implications for curriculum development and teacher professional growth. Educational institutions must not only adopt LMS technologies but also provide sustained support for their innovative integration. Curriculum designers should embed creative digital practices within instructional frameworks to ensure that learning remains relevant, adaptive, and student-centered. Likewise, teacher training programs should prioritize creative teaching methodologies and the effective use of multimedia resources to enhance instructional confidence and innovation. In conclusion, the integration of creativity and technology through LMS transforms education from a routine process into a reflective and participatory experience.

The Theory of Planned Behavior provides a useful framework for understanding this transformation by illustrating how attitudes, confidence, and social influences shape teachers' and students' engagement with LMS. Ultimately, LMS serves not merely as a management tool but as a creative learning environment where imagination, collaboration, and engagement redefine the future of Social Studies education.

Integrating Multimedia in Social Studies

Social Studies does not have to remain the “boring subject” it is often perceived to be; rather, it can become an exciting journey of discovery when creativity and technology intersect. The integration of Learning Management Systems (LMS) provides educators with a dynamic platform to enrich lessons through multimedia elements such as videos, graphics, music, and interactive activities.

This approach does more than capture learners' attention it transforms education into an immersive experience that fosters curiosity, creativity, and critical thinking. The incorporation of required content into an LMS has been shown to indirectly enhance learning outcomes (Al Rashid et al., 2023). Such integration facilitates easy access to learning materials, promotes engagement through interactive features, and supports personalized learning experiences. Furthermore, LMS platforms streamline assessment processes and generate valuable data that allow teachers to monitor and evaluate student progress effectively. Findings

from Hidayati and Slamet (2025) indicate significant positive effects, including heightened engagement through increased student interaction with digital resources and improved learning outcomes, as evidenced by enhanced academic achievement. Bradley (2021) emphasized that to support students in mastering academic content, educational stakeholders must ground their efforts in empirical evidence, particularly regarding the provision of computers, internet access, and LMS platforms. Nonetheless, challenges persist, including technological barriers and gaps in digital literacy that can hinder the effective utilization of LMS.

Teachers at La Union Cultural Institute and Saint Louis College exemplify innovative instructional practice. They demonstrate that they are not only educators but also creative innovators who leverage LMS to transcend the boundaries of textbooks and traditional lectures. By incorporating videos, images, illustrations, and even poetry, they make lessons more meaningful, relatable, and engaging. Interactive games and gamified quizzes introduce an element of enjoyment, spark intrinsic motivation, and ensure that students engage actively with content. As one participant emphasized, “games and questioning strategies lead to better understanding in Social Studies lessons.”

An analysis conducted by Shahzad and Nadeem (2021) revealed that integrating interactive multimedia in controlled learning environments enhances learners’ comprehension and retention. When students are afforded the opportunity to employ a range of learning strategies, their learning capacity significantly improves.

Similarly, a study by Gyau and Gyan (2022) observed a paradigm shift in students’ learning culture. Their qualitative investigation found that policymakers expressed concern over students’ increasing reliance on search engines, WhatsApp, and Facebook group chats as primary platforms for peer and teacher interaction. This shift, while reflective of evolving communication practices, may explain why interactivity has had an inconsistent impact on technology integration. Despite these challenges, interactive elements remain foundational to all learning management systems.

Although some universities have successfully integrated social media based interactive tools, others have yet to adopt them fully. The use of documentaries and digital tools further encourages deeper exploration and cultivates critical thinking among both teachers and learners. Collectively, these insights underscore that the use of LMS extends far beyond the digitization of educational content it represents the creation of an interactive, creative, and motivational learning environment. The findings highlight that LMS is more than a technological tool; it is a stage upon which teachers can express creativity and students can be inspired to learn, transforming Social Studies into a vibrant and meaningful educational experience.

Interactional Discussions

A well-prepared discussion is more than a means to fill classroom time; it can capture students' attention, stimulate curiosity, and deepen understanding. In Social Studies, when teachers select meaningful concepts and facilitate interactive discussions, students are given opportunities to connect ideas, share perspectives, and refine their understanding.

According to Hussein et al. (2021), technological innovations have transformed educational practices by enhancing collaboration between students and teachers. Similarly, integration with video conferencing and collaborative platforms has expanded the versatility of Learning Management Systems (LMS) (Nizam Ismail et al., 2021).

However, Bradley (2024) found that communication technologies can have both positive and negative effects on student performance in the co-construction of collaborative knowledge. These findings emphasize that when discussions are structured and purposeful, they serve as powerful tools for active engagement and knowledge building. Simelane-Mnisi (2023) reported that academics employed LMS tools and discussion platforms such as Collaborate Ultra, Microsoft Teams, and WhatsApp groups to promote interactivity in digital spaces. Technology and gamification further extend these possibilities. Gamified learning environments and interactive multimedia programs have been shown to enhance student engagement and specific learning skills (Smiderle et al., 2021).

Interactive games, in particular, should not be dismissed as mere entertainment; rather, they serve as meaningful learning strategies that stimulate curiosity and build students' confidence. By making learning enjoyable, such strategies encourage students to engage more deeply with Social Studies concepts.

Results also support this approach. Student responses to interactive multimedia products and online quiz-based gamification during a three-phase trial achieved an average rating of 3.71 ("very good"), indicating high levels of student activity and participation. These findings suggest that integrating interactive multimedia and gamification into Social Studies instruction can significantly enhance student engagement and comprehension.

Aprilia (2023) noted that integrating interactive multimedia and quiz-based gamification into LMS-supported thematic learning courses is feasible and effective in increasing student motivation and interaction during lessons. Whether conducted in the classroom or facilitated through digital platforms such as online discussion boards, collaborative documents, or peer-feedback activities interactive discussions provide students with meaningful opportunities to exchange ideas, consider multiple perspectives, and learn from one another. However, research indicates that many collaborative and interactive features within LMS platforms remain underutilized, primarily due to teacher-centered approaches that restrict learner participation and limit interactivity (Alhazmi et al., 2021).

To address this issue, educators should incorporate more student-centered activities and assignments that promote collaboration and interaction within LMS environments.

Providing opportunities for students to engage meaningfully with both peers and course materials can enhance the overall learning experience and maximize the pedagogical potential of digital platforms. Taken together, these insights demonstrate that Social Studies can be transformed from a traditionally passive subject into an engaging and participatory learning experience.

Through thoughtful preparation, interactive strategies, and the integration of technology, classroom discussions can evolve into platforms where students think critically, collaborate effectively, and contribute actively. In this way, Social Studies becomes not only informative but also empowering, equipping learners to apply their knowledge and skills in meaningful contexts beyond the classroom.

Establishing Student-Centered Learning

The adoption of Learning Management Systems (LMS) in Social Studies reflects a growing emphasis on student-centered learning. Teachers view LMS as a platform that makes education more adaptable and accessible, enabling both teachers and learners to engage with materials anytime and anywhere.

By providing access to classes, readings, and resources, LMS fosters independence and gives students the flexibility to learn at their own pace. This opportunity to revisit Social Studies concepts as often as necessary not only strengthens mastery but also builds confidence, empowering students to take greater ownership of their learning journey. This perspective suggests that the platform shifts responsibility from teacher to student.

In one of the studies by Nurwanti & Dollah (2025), the findings demonstrate that teachers have successfully used student-centered methods by including local cultural content, fostering collaboration, using offline tools, and leveraging community resources. These initiatives have led to better learning outcomes, motivation, and cultural pride among students. The study highlighted the importance of teachers receiving training and support in implementing student-centered approaches effectively. The results suggest that when teachers are equipped with the necessary skills and resources, they can create a more engaging and inclusive learning environment for their students.

Collaboration further enhances this student-centered approach. Through group projects, shared activities, and peer-to-peer discussions, learners become active contributors rather than passive recipients of knowledge. Such collaboration not only builds teamwork and critical thinking but also creates a culture of shared responsibility, where students learn to value different perspectives.

However, evidence suggests that student-centered teaching practices may have a negative influence on academic performance across students from various socioeconomic backgrounds (Kerimbayev, 2023). As a result, in order to effectively use student-centered

teaching practices, it is important to evaluate the context of their application and give students the support and resources they require to successfully accomplish their educational requirements and goals. Based on the study of Alhazmi, 2021, to enhance communication tools among students, the design should incorporate chat and group functionalities using text, audio, and video, which may foster LMS acceptance and engagement while promoting a more student-centered model of LMS usage.

Overall, these findings suggest that LMS does more than provide digital access to lessons; it reshapes the learning environment into one that prioritizes flexibility. By balancing individual exploration with collective engagement, LMS helps transform Social Studies into a more dynamic, student-driven experience where learners are empowered to take control of their education while actively contributing to the learning community.

Systematic Feedback Guiding Social Studies Teaching through the LMS

Feedback is more than a measure of performance; it is a roadmap for growth. In Social Studies, the integration of Learning Management Systems (LMS) enables teachers to deliver feedback that is clear, timely, and improvement-oriented. Qualitative feedback revealed that students valued the tailored learning paths and immediate feedback provided by teachers, which enhanced their motivation and satisfaction with the learning experience (Aldila et al., 2024).

One study mentioned that when students respond to a question, they immediately receive feedback indicating whether their answer is correct or incorrect. This form of feedback helps learners identify areas for improvement and adjust their learning strategies accordingly (Ginting, 2024). Every quiz, exercise, and assignment becomes more than an endpoint; it becomes an opportunity for students to recognize not only what they have achieved but also how they can move forward.

By making feedback continuous and accessible, the LMS transforms assessment into an integral part of the learning process—guiding students, building confidence, and inspiring improvement with each attempt. Students struggling with specific topics or skills can receive individualized feedback and supplementary materials designed to address their needs. This type of targeted support ensures that all learners receive the necessary guidance to progress and succeed academically (Ginting, 2021).

Teachers can employ several strategies to maximize the potential of LMS-based feedback (Ginting, 2024). First, they can offer direction and assistance by answering questions, clarifying concepts, and tracking student progress (Kim et al., 2020). Second, they can create online discussion forums or virtual communities where students interact, ask questions, and receive responses from peers and teachers alike. Lastly, they can use interactive multimedia materials such as simulations or educational games to help students visualize abstract concepts and achieve deeper understanding (Huang & Li, 2021).

The importance of feedback lies in its ability to help students monitor their own progress. As they navigate through lessons, they need to know whether they are on track or falling behind. The LMS provides this clarity in a systematic and consistent manner. Feedback is not limited to occasional remarks; rather, it is structured regularly after assessments, ensuring that learners understand both their strengths and the areas where growth is needed. This approach reframes feedback from being a judgment of failure to being a constructive pathway for continued learning.

Accessibility further enhances its impact. Unlike traditional written comments that are easily lost or forgotten, LMS feedback remains available for review. Students can revisit teachers' remarks, read explanations, and reflect on suggestions at any time turning feedback into a lasting resource rather than a fleeting note. In Social Studies, a subject that demands interpretation, reflection, and critical engagement, this ongoing accessibility is particularly powerful. It positions feedback not as a conclusion but as an ongoing dialogue between teacher and learner.

This approach to systematic feedback can be explained through the Theory of Planned Behavior (TPB), which considers how attitudes, perceived behavioral control, and social influence shape both teaching and learning behaviors. Teachers with positive attitudes toward digital tools perceive feedback as a valuable instructional strategy rather than a burden. Their sense of control the ability to effectively use LMS features empowers them to create interactive quizzes, discussion boards, and personalized comments that genuinely enhance learning. Meanwhile, social norms such as organizational support and peer collaboration encourage teachers to provide regular, meaningful, and student-centered feedback. Likewise, students who perceive feedback positively and believe they can act upon it are more likely to participate, reflect, and improve their performance.

Taken together, these insights demonstrate that LMS makes feedback more systematic, meaningful, and learner-centered. It evolves from a static grade into a motivational tool one that fosters reflection, builds persistence, and promotes lifelong learning. In this way, feedback becomes a foundation of the Social Studies classroom, not merely assessing what students know but shaping how they continue to learn. The implications of these findings are significant. Schools and curriculum developers should enhance teachers' digital feedback literacy by providing professional development focused on using LMS technologies for formative and constructive assessment.

Encouraging collaborative digital spaces where feedback becomes an open dialogue rather than a one-way evaluation can promote deeper, reflective, and independent learning. Furthermore, embedding systematic feedback practices in Social Studies aligns with 21st-century learning goals such as critical thinking, reflection, and self-directed learning.

Simplified Submission Monitoring

Keeping students on track is just as crucial in Social Studies as teaching the content itself. Submission monitoring, often viewed as a routine administrative task, becomes more efficient and meaningful through the use of a Learning Management System (LMS). With this tool, teachers can easily identify who has submitted their work and who may need additional support.

According to Prayogi et al. (2021), some of the main challenges in LMS implementation were related to technology, such as poor internet connectivity and limited device access among students. In addition, several learners encountered difficulty navigating the LMS, particularly when accessing materials and submitting assignments. Teachers also reported challenges in effectively monitoring student participation through the LMS, largely due to the absence of face-to-face interaction. Despite these difficulties, the system offers significant advantages: it streamlines the submission process for teachers and simplifies it for students, ensuring that deadlines are met and academic progress is transparent.

Innovations in LMS design have also introduced features for automated focus and attention monitoring, enabling teachers to track student engagement with higher precision through creative communication systems (Artífice, 2021). Participants in related studies highlighted the practical value of these LMS features in monitoring student progress efficiently. These perspectives demonstrate how LMS transforms submission monitoring from a manual, time-consuming task into an integrated process that supports both teaching and learning. By systematically tracking submissions and participation, teachers can provide immediate grades and timely feedback, helping students understand their performance in real time.

Prayogi et al. (2021) further noted that enhancing assessment and data analysis functions within LMS platforms allows teachers to better monitor student involvement and deliver timely interventions. This ongoing tracking process keeps learners motivated and focused, as they can clearly see the connection between their efforts, progress, and improvement. For students, meeting deadlines and receiving prompt feedback fosters discipline and accountability, while for teachers, it provides valuable insights into learner engagement and understanding of Social Studies content.

Ultimately, systematic monitoring through LMS plays a dual role it ensures that academic requirements are met while simultaneously nurturing student engagement and motivation. In Social Studies, this process becomes more than mere record-keeping it acts as a guiding framework that supports students throughout their learning journey, helping them remain disciplined, reflective, and actively engaged in the subject. At the institutional level, national and regional education offices have also recognized the importance of structured

monitoring. Following 2021, many moved toward more formalized frameworks that emphasize accountability and evidence-based reporting.

The Department of Education (DepEd, 2021), through its guidance and regional memoranda, now requires documented submission of monitoring reports, summaries of LMS utilization, and supporting evidence such as activity logs, screenshots, or signed summaries as part of regular monitoring cycles. These mechanisms often adopt simplified formats summary forms or signed PDF reports rather than complex data exports, reflecting the capacity and resource constraints of schools at the local level. This alignment between classroom-level LMS monitoring and DepEd's structured oversight ensures consistency in how digital learning is implemented and evaluated. It promotes transparency, documentation, and accountability while maintaining a manageable reporting workload for teachers and administrators. Consequently, LMS-based submission monitoring not only benefits individual classrooms but also contributes to a broader culture of evidence-driven education management within the Philippine school system.

Guided Feedback

In Social Studies, feedback goes beyond assigning grades; it functions as a guide that shapes how students learn and grow. It creates an engaging learning environment by facilitating prompt and meaningful responses. With the integration of Learning Management Systems (LMS), teachers can provide timely, organized, and constructive comments that highlight students' strengths while identifying areas for improvement. Students have also recognized that the LMS environment provides opportunities for addressing feedback-related challenges, particularly through tools that synthesize feedback information across modules and direct learners to appropriate resources for skill development (Winstone, 2021). Such structured feedback not only reinforces understanding but also provides learners with a clear pathway toward improvement and success. Ongoing guidance and the establishment of a consistent feedback process are essential.

Regular exchanges of feedback between educators and students help identify issues early and improve instructional practices (Athavanraj & Meenakshi, 2025). Together, these accounts illustrate that feedback through LMS is not a passive response but an active teaching strategy that motivates, informs, and supports student achievement. Guided feedback in Social Studies is particularly vital because it acts as a learning compass. Instead of vague or discouraging remarks, it offers students practical suggestions, clarifying what they are doing well and where improvement is needed. This clarity nurtures higher-order skills such as critical thinking, problem-solving, and perspective-taking competencies that are central to the discipline of Social Studies.

Moreover, because feedback is systematically recorded within the Learning Activity Sheet (LAS) and the LMS platform, students can revisit comments, track their progress, and

reflect on their growth over time. This continuous access strengthens accountability and empowers learners to take ownership of their development.

Overall, guided feedback transforms evaluation into an interactive process. By shifting the focus from judgment to growth, it empowers students to think deeply, communicate effectively, and engage with Social Studies in meaningful ways. Through LMS, feedback becomes not just a grade but a roadmap for lifelong learning. Importantly, feedback within the LMS should not be viewed solely as teacher commentary but as a co-constructed meaning-making process in which students actively interpret and act upon the feedback they receive.

Winstone et al., 2021 argue for the development of feedback literacies students' ability to understand, value, and use feedback effectively, as well as teachers' capacity to design and deliver feedback that supports such productive engagement. This perspective reinforces the idea that LMS feedback must be intentionally structured, not only to convey information but also to teach students how to use it. By cultivating feedback literacies, teachers transform LMS-based feedback into a collaborative learning dialogue that promotes reflection, self-regulation, and continuous improvement.

Limitations and Future Directions

This study presents several limitations that should be acknowledged to guide future research: Despite the creative potential of Learning Management Systems in Social Studies education, significant limitations are identified. Variations in teachers' digital competence affect the effective implementation of LMS features, compounded by a limited sample size that restricts generalizability. Unique challenges such as inconsistent internet access and lack of technical support also hinder LMS usage. The research primarily reflects short-term teacher experiences, neglecting the long-term impact on student performance and motivation, and underrepresenting student perspectives. Future research directions include longitudinal studies on teachers' evolving digital skills, infrastructure comparisons between schools, and a broader focus on student feedback to better understand the transformative role of LMS in Social Studies. Emphasizing teachers' roles is crucial as they drive innovative practices within evolving technology in education.

Conclusion

Based on the findings, several conclusions were drawn. Teachers view Learning Management Systems (LMS) as useful resources for supporting customized instruction by taking into account the various learning demands, styles, and paces of their students. The study demonstrates that LMS supports creativity, student-centered learning, and structured feedback in Social Studies instruction. Teachers have explored new ways to bring courses to life through the use of multimedia, interactive conversations, and guided feedback, transforming screens into stages of imagination and collaboration. The LMS is growing into more than just

a platform for assignments it is now an approach to creativity, motivation, and continuous growth. It enables teachers to create varied, adaptable sessions and allows students to learn when, where, and at their convenience. Every click sparks curiosity and increases confidence, from engaging videos and gamified quizzes to easily available resources and systematic feedback.

More importantly, the LMS fosters a culture in which students are active participants in their learning rather than listening in. By combining technology and useful instruction, teachers at La Union Cultural Institute and Saint Louis College demonstrate that Social Studies can be an engaging journey that fosters creativity, critical thinking, and lifelong learning. In the digital classroom, history is brought to life through participation, reflection, and imagination, influencing not only information but also the creative minds of future citizens.

Recommendations

Based on the findings, the importance of reimagining education through the creative and strategic use of Learning Management Systems (LMS). Schools should not only implement LMS's, but also promote innovation by incorporating digital creativity into the curriculum. Continuous teacher education must emphasize creative pedagogy and technology skills in order to make learning more interesting, relevant, and student-centered.

Future research should look into how teacher digital abilities, resources, and school environments influence LMS use and creativity in social studies. Long-term studies may indicate how LMS affects student motivation and achievement over time. Including student opinions and comparing urban-rural or public-private schools would provide a more comprehensive understanding of how technology influences learning. Research on localized teacher training approaches can also help to facilitate long-term and inclusive LMS integration.

Finally, combining creativity and technology elevates education from ordinary instruction to a dynamic, collaborative, and reflective experience. LMS is more than just a tool; it's a creative learning environment that encourages both teachers and students to think, connect, and develop.

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Artificial intelligence use declaration: Generative artificial intelligence tools were used solely for linguistic editing, reference standardization, and improvement of textual clarity. The tools were not employed to generate ideas, hypotheses, interpretations, analyses, results,

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Data availability

The data underlying the research are reported in the article

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