

Learning from the Learners: Evaluating Enterprise Learning Management System (ELMS) Integration and User Experience in the Philippine Public Sector Training

Francesca Marie S. Nerona

Philippine Tax Academy

fnerona@doftaxacademy.gov.ph

Nehemias C. Pascual

Philippine Tax Academy

npascual@doftaxacademy.gov.ph

Marlon C. Ebaegu

Philippine Tax Academy

mebaegu@doftaxacademy.gov.ph

Research Overview

The Philippine Tax Academy's (PTA) integrated the Enterprise Learning Management System (ELMS) in 2023 to serve three professionally distinct agencies – Internal Revenue, Customs, and Local Government Finance – across in-person, hybrid, and online formats. This study evaluates ELMS integration and user experience as a model for digital public sector capacity-building.

Purpose of Study

Despite the growing adoption of LMS platforms in government training, empirical evaluations of implementation effectiveness in multi-agency public institutions remain limited, particularly in developing-country contexts where institutional mandates and professional cultures vary significantly across agencies under a single training authority. This study examines: (1) how ELMS is integrated into PTA's training delivery across its three institutes; (2) how users across different professional communities perceive and experience the platform; and (3) what patterns of user feedback emerge that can guide future system optimization and training design. Treating participant feedback as a form of co-created knowledge, the study also demonstrates how frontline user insight can drive institutional innovation from within.

Research Methods

This study utilized a non-experimental, descriptive mixed-method research design to capture the breadth and nuances of user perception and institutional context and to identify system-

wide patterns. A secondary quantitative analysis of learner evaluation scores was combined with qualitative thematic analysis of narrative feedback sections from training reports across all three PTA Institutes (Customs Institute, Internal Revenue Institute, and Local Government Finance Institute), covering the period January 2025 to March 2026. Thematic codes were developed inductively to identify recurring patterns and their relative frequency across the dataset.

Results and Discussion

Analysis of training reports identified four recurring themes. Platform Functionality and Accessibility was the most frequently cited concern, appearing in 35.48% of the reports. This includes ELMS' readiness prior to the implementation of the training program, ease of usability, functionality, account accessibility, and data integrity. Although users recognize the navigational efficiency that the system offers, this also points to persistent challenges in system readiness and equitable access among learners that precede effective learning. Learning Experience and Perception accounted for 27.42% of responses, reflecting users' overall assessment of the ELMS as a learning environment. Feedback emphasized the platform's perceived effectiveness for professional growth and the quality of learning materials available, underscoring its relevance to knowledge acquisition and continuous professional development. This indicates that users actively evaluate whether the system meaningfully support their learning, rather than merely tolerating its use. Learning Design and Delivery (23.39%) indicated that users across all three institutes want more than content delivery. They want flexibility, interaction, and collaboration built into how the training is structured. Static content delivery are not meeting the diverse learning needs of tax, customs, and local government finance professionals. Lastly, Training Support and Capacity (13.71%) revealed a commonly overlooked gap: facilitator readiness. Feedback pointed to limitations in facilitators' technical competency in using the ELMS, as well as inconsistencies in the availability and quality of real-time technical assistance, particularly in account management and system navigation. These gaps shape the learning experience as much as the platform itself, underscoring that technology adoption is also a people challenge. Facilitators play a critical role in mediating the learning process and enabling effective training delivery.

Taken together, these findings demonstrate that deploying an LMS is not the same as implementing one effectively. Meaningful digital learning in public training institutions requires more than technical deployment; it demands intentional alignment among platform

design, the professional contexts it serves, and the people facilitating its use. Within this local digital transition, PTA's cross-institute experience offers a grounded, evidence-based, and transferrable model that other government training institutions navigating similar digital transitions can learn from. This contributes to the broader global efforts to make public sector professional development more responsive, accessible, flexible, and evidence-driven.

Keywords: Enterprise Learning Management System (ELMS), Public Sector Training, Blended Learning, Technology-Mediated Education, Professional Capacity-Building