Integrating Canva: Impact on Instructional Materials Development Skills on Beed Students

Qaisnayah A. Datuman[1], Nor-Ain M. Abdullah[2], Feb Yvonney M. Matugas[3], Settie-Zhymah S. Padate[4], Najeb B. Aloyod[5]

Department of Elementary Education, Mindanao State University- Sultan Naga Dimaporo, College of Education, Iligan City, Lanao del Norte, Philippines

DOI: https://doi.org/10.51584/IJRIAS.2026.11050116

Received: 22 April 2026; Accepted: 28 April 2026; Published: 04 June 2026

ABSTRACT

Despite the increasing availability of digital design tools, many pre-service teachers continue to rely on traditional methods in developing instructional materials, limiting their creativity and digital competence. This study aimed to examine the impact of integrating Canva on the instructional materials development skills of third-year Bachelor of Elementary Education (BEEd) students. A developmental research design was employed, involving twenty-eight (28) participants from Mindanao State University–Sultan Naga Dimaporo during the Academic Year 2025–2026. Data were collected using pre-survey, post-survey, pre-test, and post-test instruments, and were analyzed using weighted mean, Wilcoxon Signed-Rank Test, and paired *t*-test. Results revealed that students' perception improved from a grand weighted mean of 2.65 (Effective) to 3.78 (Highly Effective). Performance in instructional materials development also increased from a mean score of 2.14 (Moderately Achieved) to 3.59 (Highly Achieved). Statistical analysis showed a significant difference between pre- and post-survey scores ($p = .001$) and between pre-test and post-test scores ($p = .001$), leading to the rejection of the null hypothesis. These findings indicate that Canva integration significantly enhances students' creativity, digital competence, and instructional design skills. The study concludes that incorporating digital tools such as Canva in teacher education programs can effectively improve the quality of instructional materials and better prepare future educators for technology-integrated teaching environments.

Keywords: Canva; digital competence; instructional materials; pre-service teachers; technology integration

INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices, particularly in the development and delivery of instructional materials. In contemporary classrooms, teachers are increasingly expected to integrate digital tools to create engaging, interactive, and learner-centered materials that enhance students' understanding and participation. Traditional instructional materials, while still useful, often limit opportunities for creativity, visual communication, and technological skill development. As a result, the integration of digital platforms has become essential in preparing future educators for the demands of 21st-century teaching.

Among the emerging digital tools, Canva has gained popularity due to its accessibility, user-friendly interface, and wide range of design features. It enables users to create visually appealing instructional materials such as presentations, posters, worksheets, and multimedia content without requiring advanced technical expertise. Studies have shown that Canva enhances students' creativity, motivation, and engagement in learning activities (Fitria, 2022; Santiana et al., 2021; Salminawati et al., 2023). Furthermore, Firdayanti et al. (2024) and Pedroso et al. (2023) emphasized that Canva supports the development of visual literacy and design skills, which are essential competencies for pre-service teachers. Its interactive features also promote collaboration and active learning, making it a valuable tool in modern education.

Despite these advantages, existing literature reveals certain limitations. Many studies focus primarily on students' perceptions of Canva rather than examining its actual impact on performance outcomes (Nur Aini and

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Suwandi, 2024). Additionally, most research has been conducted in specific subject areas, such as language learning, which limits its generalizability to broader instructional contexts. There is also limited empirical evidence on how Canva influences the instructional materials development skills of pre-service teachers, particularly in teacher education programs. This creates a gap between perceived effectiveness and measurable improvement in students' competencies.

Addressing this gap is crucial, as pre-service teachers must be equipped not only with positive attitudes toward technology but also with the practical skills to design effective instructional materials. The ability to integrate digital tools like Canva can enhance their creativity, improve content organization, and support the development of engaging learning resources. Without sufficient training and evaluation, however, these potential benefits may not be fully realized.

Therefore, this study aims to investigate the impact of integrating Canva on the instructional materials development skills of third-year Bachelor of Elementary Education (BEEd) students. Specifically, it examines students' perceptions of Canva, evaluates the quality of instructional materials they produce, and determines the significant differences in their performance before and after the intervention. The findings of this study are significant as they provide empirical evidence on the effectiveness of Canva as an instructional tool, contribute to the growing body of research on digital learning technologies, and offer practical implications for improving teacher education programs. Ultimately, this study seeks to support the development of technologically competent educators who can design innovative and learner-centered instructional materials in diverse educational settings.

METHODOLOGY

Research Design

This study employed a developmental research design, which focuses on the systematic design, development, and evaluation of instructional processes and materials to ensure effectiveness and internal consistency. This design is appropriate for studies that aim to improve educational practices through the integration of innovative tools. In this study, the developmental approach was used to design and implement a Canva-based training intervention and evaluate its impact on the instructional materials development skills of pre-service teachers. The design enabled the researchers to assess both students' perceptions and actual performance before and after the intervention, thereby providing a comprehensive understanding of the effectiveness of Canva integration.

Participants and Sampling Technique

The participants of the study were twenty-eight (28) third-year Bachelor of Elementary Education (BEEd) students enrolled at Mindanao State University–Sultan Naga Dimaporo during the Academic Year 2025–2026. A purposive sampling technique was employed to select participants who were directly involved in instructional materials development as part of their academic requirements.

The inclusion criteria consisted of: (1) currently enrolled third-year BEEd students, and (2) those who participated in the Canva training workshop. Students who were absent during either the pre-test or post-test, or who did not complete the required instruments, were excluded from the study. This ensured that only complete and reliable data were included in the analysis.

Research Instrument

The study utilized researcher-made instruments designed to measure both perception and performance. These included a 20-item pre-survey and post-survey questionnaire using a Likert scale to assess students' perceptions of Canva in instructional materials development. In addition, a rubric based on the ASSURE Model was used to evaluate the quality of the instructional materials produced by the participants. The rubric focused on criteria such as learner analysis, clarity of objectives, appropriateness of methods and materials, utilization, learner engagement, and evaluation.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

To ensure validity, the instruments were reviewed by experts in education and instructional design. A pilot test was conducted prior to the actual data collection to assess the clarity and reliability of the questionnaire. Cronbach's alpha was computed to determine internal consistency, ensuring that the instrument reliably measured the intended constructs.

Data Gathering Procedure

Data collection was conducted in three phases: pre-intervention, intervention, and post-intervention. During the pre-intervention phase, participants were administered the pre-survey questionnaire and pre-test to assess their initial perceptions and instructional materials development skills.

The intervention phase involved a two-day Canva training workshop conducted in a face-to-face setting. The first day focused on introducing Canva's features and providing guided demonstrations, while the second day emphasized hands-on activities and the creation of instructional materials. Participants worked collaboratively and presented their outputs, which were evaluated using the established rubric.

During the post-intervention phase, the post-survey questionnaire and post-test were administered to measure changes in perception and performance. The collected data were then organized, tabulated, and prepared for analysis.

Data Analysis Procedure

Quantitative data were analyzed using appropriate statistical tools. Weighted mean was used to determine the level of students' perceptions based on Likert-scale responses, while mean scores were computed to evaluate performance in instructional materials development. A normality test was conducted to determine the distribution of the data.

The Wilcoxon Signed-Rank Test was used to analyze differences between pre-survey and post-survey scores, as the data were non-parametric. Meanwhile, the paired *t*-test was employed to determine significant differences between pre-test and post-test scores. Cronbach's alpha was used to assess the reliability of the survey instrument. Qualitative responses from participants were analyzed using thematic analysis to identify recurring patterns and insights.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Approval was obtained from the Campus Research Ethics Committee prior to data collection. Participants were informed about the purpose of the study and were required to provide informed consent before participation. Confidentiality and anonymity were ensured by not disclosing participants' identities and by securely storing all collected data. Participation was voluntary, and respondents were given the right to withdraw from the study at any time without any consequences.

RESULTS AND DISCUSSION

Perceptions of the Respondents

Perceptions of the Respondents Before the Training

Table 1 presents the respondents' perceptions regarding the development of instructional materials before the Canva training. The findings revealed a grand weighted mean of 2.65, verbally interpreted as *Effective*, indicating that the respondents already had a generally positive perception of Canva as a tool for instructional material development even before the intervention.

Among the indicators, the highest mean score was obtained by "*I need minimal assistance when using Canva for educational content"* (3.14), suggesting that most respondents were already familiar with the basic functions of Canva. Other indicators that received high ratings included "*Canva is an effective tool for BEEd students in instructional materials development*" (2.78), "*I am satisfied with Canva's capabilities for my academic needs*"

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

(2.75), and "*I would recommend Canva to other education students for creating instructional materials"* (2.75). These results indicate that respondents recognized Canva as an accessible and useful platform for creating visually engaging instructional resources.

Similarly, indicators related to creativity, confidence, and instructional design skills, such as "*Canva helps me develop creativity in designing teaching materials*" (2.67), "*I have improved my instructional design skills through Canva"* (2.67), and "*I feel more confident presenting lessons with Canva-designed materials"* (2.67) were also interpreted as *Effective*. This implies that Canva contributed positively to the respondents' confidence and creativity as future educators.

However, three indicators received lower ratings and were verbally interpreted as *Slightly Effective*: "*Canva improves my ability to communicate lessons effectively through visuals*" (2.39), "*My layout and content planning skills have improved with Canva use*" (2.46), and "*Canva's collaborative features help me work better with peers on group projects"* (2.50). These findings suggest that although respondents were already familiar with Canva, they still experienced limitations in maximizing its collaborative and pedagogical features before the formal training.

The findings support the studies of Nanda and Fatimah (2023) and Utami (2021), which emphasized that Canva increases students' interest, engagement, and motivation through interactive and visually appealing features. The accessibility of templates and design tools encourages active participation and creativity, making learning experiences more enjoyable and meaningful. In the present study, the respondents' positive perceptions before the training indicate that Canva already served as a promising educational platform for instructional material development.

Table 1. Weighted Mean of the Perception of the Respondents Before Using Canva (n=28).

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. I find Canva easy to navigate when creating instructional materials.	2.53	Effective
2. Canva's tools and features are simple to understand and use.	2.57	Effective
3. I need minimal assistance when using Canva for educational content.	3.14	Effective
4. Canva saves me time in developing visual learning resources.	2.64	Effective
5. Canva enhances the overall quality of my instructional materials.	2.71	Effective
6. Using Canva helps me organize content in a visually engaging way.	2.71	Effective
7. Canva improves my ability to communicate lessons effectively through visuals.	2.39	Slightly Effective
8. I feel more confident presenting lessons with Canva-designed materials.	2.67	Effective
9. Canva helps me develop creativity in designing teaching materials.	2.67	Effective
10. I have improved my instructional design skills through Canva.	2.67	Effective
11. Canva has contributed to my growth as a future educator.	2.60	Effective
12. My layout and content planning skills have improved with Canva use.	2.46	Slightly Effective
13. Canva is accessible and convenient for school-related design tasks.	2.75	Effective
14. I can work on my instructional materials anytime and anywhere using Canva.	2.53	Effective
15. The availability of templates and graphics in Canva makes content creation easier.	2.53	Effective
16. Canva's collaborative features help me work better with peers on group projects.	2.50	Slightly Effective

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

17. Canva is an effective tool for BEEd students in instructional materials development.	2.78	Effective
18. I am satisfied with Canva's capabilities for my academic needs.	2.75	Effective
19. I prefer using Canva over traditional methods like hand-drawn or printed materials.	2.60	Effective
20. I would recommend Canva to other education students for creating instructional materials.	2.75	Effective
Grand Weighted Mean	**2.65**	**Effective**

Perceptions of the Respondents After the Training

Table 2 presents the respondents' perceptions regarding the development of instructional materials after the Canva training. The results showed a grand weighted mean of 3.78, verbally interpreted as *Highly Effective*. This demonstrates a substantial improvement in the respondents' perceptions after participating in the training.

All indicators were rated as *Highly Effective*, reflecting the positive influence of the training on the respondents' skills and experiences in using Canva. The highest mean score was obtained by "Canva is an effective tool for BEEd students in instructional materials development" (4.00), followed by "Canva helps me develop creativity in designing teaching materials" (3.92) and "Using Canva helps me organize content in a visually engaging way" (3.92). These findings indicate that the training enhanced the respondents' ability to create more organized, creative, and visually appealing instructional materials.

Indicators related to confidence, communication, and collaboration also showed notable improvement. "I feel more confident presenting lessons with Canva-designed materials," "Canva improves my ability to communicate lessons effectively through visuals," and "Canva's collaborative features help me work better with peers on group projects" all obtained a weighted mean of 3.82. This suggests that the training enabled respondents to maximize Canva's features not only for design purposes but also for communication and collaborative learning.

Moreover, respondents highly rated Canva's accessibility and convenience, as reflected in the indicators "Canva is accessible and convenient for school-related design tasks" (3.78) and "The availability of templates and graphics in Canva makes content creation easier" (3.78). These findings imply that Canva supported the respondents in creating learner-centered instructional materials more efficiently.

The results are consistent with the studies of Utami et al. (2021) and Autila (2022), which found that Canva enhances student motivation, engagement, and creativity. The present study further highlights that Canva serves as an effective instructional design tool that helps preservice teachers develop visually appealing and interactive instructional materials. The integration of Canva also promotes technology-assisted learning environments, supports differentiated instruction, and contributes to more engaging classroom instruction.

Table 2. Weighted Mean of the Perception of the Respondents After using Canva (n=28).

INDICATORS	**WEIGHTED MEAN**	**VERBAL INTERPRETATION**
1. Canva helps me develop creativity in designing teaching materials.	3.92	Highly Effective
2. I can work on my instructional materials anytime and anywhere using Canva.	3.50	Highly Effective
3. I prefer using Canva over traditional methods like hand-drawn or printed materials.	3.75	Highly Effective
4. I feel more confident presenting lessons with Canva-designed materials.	3.82	Highly Effective
5. Canva is an effective tool for BEEd students in instructional materials development.	4	Highly Effective

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

6. I need minimal assistance when using Canva for educational content.	3.32	Highly Effective
7. Canva improves my ability to communicate lessons effectively through visuals.	3.82	Highly effective
8. Canva saves me time in developing visual learning resources.	3.82	Highly Effective
9. Canva's tools and features are simple to understand and use.	3.78	Highly Effective
10. My layout and content planning skills have improved with the use.	3.82	Highly Effective
11. Canva is accessible and convenient for school-related design tasks.	3.78	Highly Effective
12. I find Canva easy to navigate when creating instructional materials.	3.89	Highly Effective
13. The availability of templates and graphics in Canva makes content creation easier.	3.78	Highly Effective
14. Canva enhances the overall quality of my instructional materials.	3.78	Highly Effective
15. I am satisfied with Canva's capabilities for my academic needs.	3.75	Highly Effective
16. Canva's collaborative features help me work better with peers on group projects.	3.82	Highly Effective
17. Using Canva helps me organize content in a visually engaging way.	3.92	Highly Effective
18. Canva has contributed to my growth as a future educator.	3.89	Highly Effective
19. I have improved my instructional skills through Canva.	3.71	Highly Effective
20. I would recommend Canva to other education students for creating instructional materials.	3.85	Highly Effective
Grand Weighted Mean	3.78	Highly Effective

Respondents' Developed Instructional Materials

Before Canva Utilization

Before the integration of Canva, the respondents utilized traditional instructional materials such as picture cards, charts, maps, illustrations, and visual aids in presenting their assigned lessons. The presentations focused on elementary-level topics, including personal hygiene, communities, geography, culture, physical characteristics of the country, and the lifestyle of early Filipinos.

The instructional materials developed by the groups were generally organized and appropriate for the learners' level. Most groups effectively used visual aids to support understanding and maintain learners' interest. For instance, Group 1 used picture cards and visual aids to discuss "***Mahahalagang Pansariling Gamit sa Araw-araw***," while Group 3 utilized maps and labeled images to explain the geography of Lanao del Norte. Similarly, Groups 6 and 7 incorporated illustrated timelines, maps, and comparative charts to present topics related to ancient Filipinos and theories of Filipino origin.

Although the groups demonstrated creativity and preparedness, the instructional materials remained limited in terms of visual quality, layout organization, and interactivity because they relied primarily on traditional methods. Most materials lacked the polished appearance and multimedia integration that digital platforms can provide. These observations align with the pre-survey findings, where respondents rated their layout planning, communication through visuals, and collaborative skills lower compared to other indicators.

The findings suggest that before Canva integration, respondents possessed foundational instructional design skills but still needed support in creating more engaging, visually appealing, and technology-enhanced instructional materials.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 1. Traditional Instructional Materials Developed (Group 1)

Figure 2. Traditional Instructional Materials Developed (Group 2)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 3. Traditional Instructional Materials Developed (Group 3)

Figure.4. Traditional Instructional Materials Developed (Group 4)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

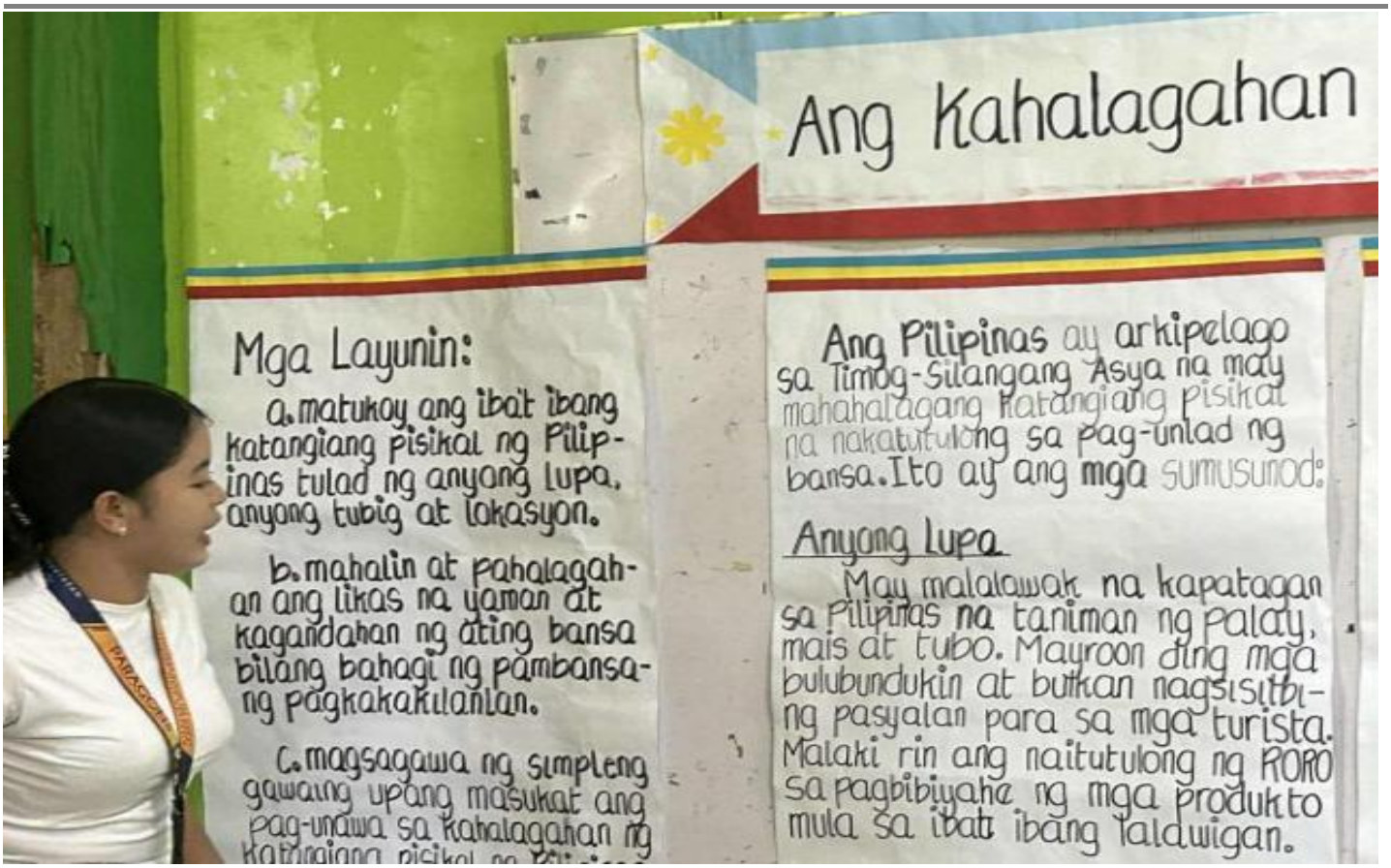


Figure 5. Traditional Instructional Materials Developed (Group 5)

Figure 6. Traditional Instructional Materials Developed (Group 6)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 7. Traditional Instructional Material Developed (Group 7)

After Canva Utilization and Presentation of Output

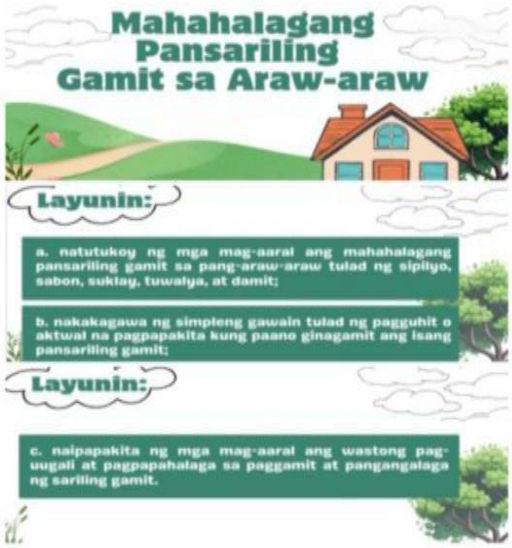
After utilizing Canva, all groups demonstrated noticeable improvements in the quality, creativity, and organization of their instructional materials. The presentations featured colorful layouts, organized text, engaging visuals, and learner-friendly designs that captured attention and supported comprehension.

Group 1, for example, used Canva to create colorful instructional materials showing common personal items such as toothbrushes, soap, and clothing. The visual presentation made the lesson more engaging and suitable for Grade 2 learners. Likewise, Groups 2 to 7 utilized Canva's templates, graphics, maps, and design features to produce more interactive and visually stimulating learning resources.

The respondents also showed greater confidence and professionalism during their presentations. Their outputs reflected improved organization, visual balance, and creativity, indicating that Canva enhanced both their technical and instructional design skills. The integration of digital elements enabled them to transform traditional instructional materials into more modern, learner-centered resources.

Furthermore, the use of Canva promoted collaboration and teamwork among group members. The respondents actively participated in presenting their outputs, explaining their design choices, and demonstrating how technology can improve teaching effectiveness. These findings support the idea that Canva serves as an effective educational platform for developing instructional materials that are visually engaging, interactive, and pedagogically appropriate for elementary learners.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026



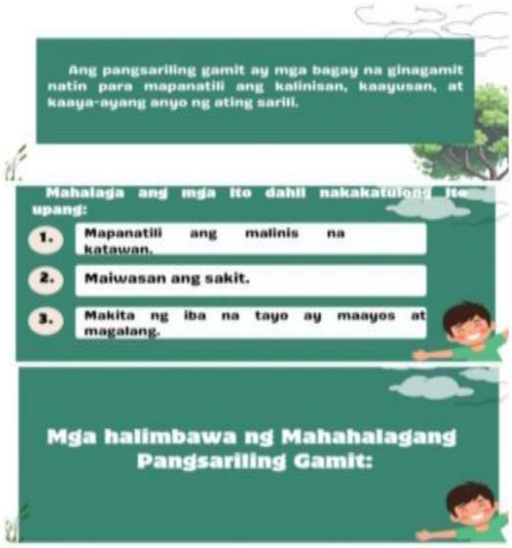


Figure 8. Instructional Materials developed using Canva (Group 1)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 9. Instructional Materials Developed using Canva (Group 2)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 10. Instructional Materials developed using Canva (Group 3)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

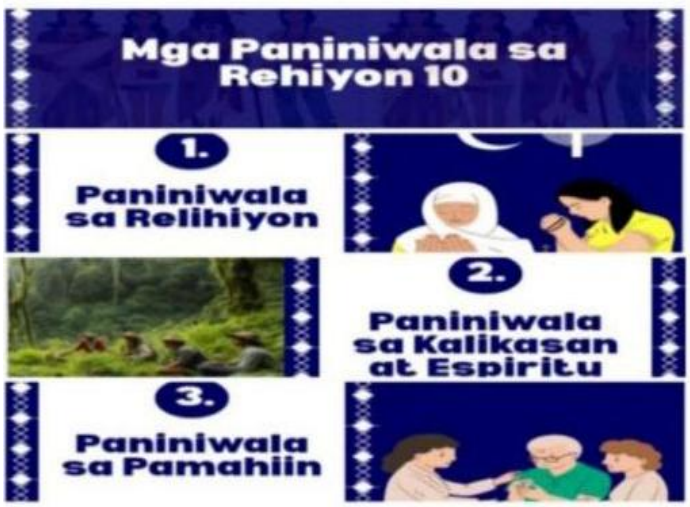


Figure 11 Instructional Materials developed using Canva (Group 4)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 12 Instructional Materials developed using Canva (Group 5)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 13: Instructional Materials developed using Canva (Group 6)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Figure 14 Instructional Materials developed using Canva (Group 7)

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Pre-test and Post-test Scores of the Respondents' Developed Instructional Materials.

Respondents' Developed Instructional Materials Before Utilizing Canva.

Table 3 presents the pre-test scores of the respondents' developed instructional materials before integrating Canva. The findings revealed a grand mean score of 2.14, verbally interpreted as *Moderately Achieved*. This indicates that the respondents were only able to meet the expected standards at a moderate level prior to the intervention.

Among the groups, Group 7 obtained the highest mean score (2.28), followed by Groups 1 and 3 (2.22). Meanwhile, Groups 2 and 6 obtained the lowest mean score (2.00). Although all groups were verbally interpreted as *Moderately Achieved*, the results suggest that respondents still had limited proficiency in developing highly engaging and visually effective instructional materials before the Canva training.

The findings imply that while respondents already possessed basic instructional material development skills, they still required structured training and guided practice in utilizing digital tools effectively. These results contrast with the findings of Christiana and Anwar (2021) and Nanda and Fatimah (2023), who emphasized that Canva bridges traditional and technology-enhanced learning by improving creativity, engagement, and instructional effectiveness across different subject areas.

Table 3 Pre-test Scores of the Respondents' Developed Instructional Materials before Integrating Canva (n=28).

GROUPS	**Mean Score**	**Verbal Interpretation**
1	2.22	Moderately Achieved
2	2	Moderately Achieved
3	2.22	Moderately Achieved
4	2.11	Moderately Achieved
5	2.17	Moderately Achieved
6	2	Moderately Achieved
7	2.28	Moderately Achieved
Grand Mean	2.14	Moderately Achieved

Respondents' Developed Instructional Materials after utilizing Canva.

Table 4 presents the post-test scores of the respondents' developed instructional materials after integrating Canva. The findings revealed a grand mean score of 3.59, verbally interpreted as *Highly Achieved*. This indicates a considerable improvement in the respondents' performance after the intervention.

Groups 2 and 6 obtained the highest mean scores (3.67), followed by Groups 1, 3, and 4 (3.61). Group 7 obtained the lowest mean score (3.44), although it was still verbally interpreted as *Highly Achieved*. The consistently high scores across all groups demonstrate that Canva significantly enhanced the respondents' creativity, organization, and instructional design skills.

The findings further suggest that Canva's user-friendly interface, templates, and visual design tools enabled respondents to create more engaging and pedagogically sound instructional materials. The improvement in scores also reflects the respondents' successful adaptation to technology-assisted material development.

The results are supported by the findings of Catubig (2024), who stated that Canva improves students' visual literacy and ability to communicate ideas effectively through visual elements. Similarly, Rezkyana and Agustini (2022) emphasized that Canva enhances creativity and helps learners organize and present ideas in more innovative and accessible ways.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Table 4. Post-test Scores of the Respondents' Developed Instructional

Groups	Mean Score	Verbal Interpretation
1	3.61	Highly Achieved
2	3.67	Highly Achieved
3	3.61	Highly Achieved
4	3.61	Highly Achieved
5	3.56	Highly Achieved
6	3.67	Highly Achieved
7	3.44	Highly Achieved
Grand Mean	3.59	Highly Achieved

Materials after Integrating Canva (n=28).

Significant Difference of Pre-survey and Post-survey Scores of the Respondents Regarding the Development of Instructional Materials

Table 5 presents the result of the Wilcoxon Signed-Rank Test conducted to determine the significant difference between the respondents' pre-survey and post-survey scores regarding the development of instructional materials. The computed p-value of 0.001 is lower than the 0.05 level of significance; therefore, the null hypothesis was rejected.

The findings indicate a significant difference between the pre-survey and post-survey scores, showing that respondents obtained higher perceptions after the Canva training. This demonstrates that the integration of Canva positively influenced the respondents' instructional material development skills and perceptions toward technology-assisted learning.

The result supports the study of Christiana and Anwar (2021), which concluded that Canva is highly effective as a teaching and learning tool because it enhances creativity, engagement, and instructional delivery.

Table 5 . Wilcoxon Signed-Rank Test Result on the Significant Difference between Pre-survey and

Post-survey Scores (n=28).

p-value	**Level of Significance**	**Interpretation**
0.001	0.05	Ho_1 Rejected

S=Significant

Significant Difference of Pre-test and Post-Test Scores of the Respondents' Developed Instructional Materials.

Table 6 presents the result of the Paired T-test conducted to determine the significant difference between the pre-test and post-test scores of the respondents' developed instructional materials. The computed p-value of 0.001 is lower than the 0.05 level of significance; therefore, the null hypothesis was rejected.

The findings indicate that respondents performed significantly better in the post-test compared to the pre-test after integrating Canva into instructional material development. This confirms that Canva had a positive and significant effect on the respondents' ability to create instructional materials.

The findings are consistent with the studies of Pedrosa et al. (2023) and Haniah et al. (2021), which revealed that Canva promotes collaboration, communication, creativity, and student engagement through its interactive editing and sharing features. The present study further demonstrates that Canva is an effective instructional design platform that supports future educators in developing visually appealing and meaningful learning resources.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue V May 2026

Table 6 Paired T-test Result on the Significant Difference between Pre-test and Post-test Scores of the Respondents'

Developed Instructional Materials (n=28).

p-value	**Level of Significance**	**Interpretation**
0.001	0.05	Ho_2 Rejected

S=Significant

Back-up Plan Used to Continue Developing Quality Instructional Materials and Ensure the Effectiveness of Canva Integration.

Several challenges encountered during the workshop training were identified by the respondents. One of the most common concerns was unstable internet connectivity, which affected the respondents' ability to follow the discussions and complete activities efficiently. All groups reported that poor internet connection interrupted the training and limited their participation.

To address this issue, future training sessions should ensure stable internet access through bandwidth testing, backup Wi-Fi connections, or mobile data support. Providing reliable connectivity can minimize technical interruptions and improve participants' learning experiences.

Another challenge involved difficulty in keeping up with the resource speaker due to connectivity problems. Group 4 specifically noted that unstable internet affected their ability to follow step-by-step demonstrations. To address this concern, offline learning resources such as printed manuals, recorded tutorials, and downloadable guides may be prepared to support participants during technical disruptions.

Respondents also emphasized the importance of using alternative coping strategies such as note-taking and exploring available features independently. This suggests that encouraging learners to save their outputs regularly and practice independently can help strengthen their technical skills and reduce the risk of data loss.

Lastly, unclear instructions were identified as another challenge during the training. Respondents recommended providing clearer, step-by-step procedures and more concrete examples to improve understanding. Establishing communication channels for clarification and feedback may also enhance participants' learning and ensure the effectiveness of future Canva integration activities.

CONCLUSION

This study established that the integration of Canva significantly enhanced the instructional materials development skills of third-year BEEd students. Beyond improving students' familiarity with digital design tools, the intervention strengthened their ability to create organized, creative, and learner-centered instructional materials. The significant increase in both survey responses and performance ratings after the training demonstrates that structured exposure to Canva can effectively develop students' instructional design competencies and digital literacy skills essential for modern teaching.

The findings further suggest that the integration of digital platforms such as Canva in teacher education programs can contribute to the preparation of technologically competent and innovative future educators. By engaging students in collaborative and hands-on activities, Canva promoted creativity, critical thinking, communication, and confidence in producing educational materials. These outcomes emphasize the importance of incorporating technology-based instructional strategies into classroom practice to support meaningful and interactive learning experiences.

In terms of educational and institutional implications, the study highlights the need for schools and teacher education institutions to strengthen support for digital learning environments through continuous training, reliable technological resources, and curriculum integration of educational technologies. The results also provide

practical insights for educators and policymakers in designing programs that enhance pre-service teachers' pedagogical and technological competencies aligned with the demands of 21st-century education.

Overall, the study confirms that Canva is a valuable and effective instructional tool that can improve the quality of instructional materials development among pre-service teachers. Future studies may further examine its long-term effects on teaching performance, creativity, and learner engagement, as well as explore its effectiveness among diverse groups of learners and educational settings.

REFERENCES

1. Autila, R. (2022). The effectiveness of Canva as an instructional tool in enhancing student engagement and creativity. Retrieved from https://tinyurl.com/yc7k8j5d
2. Catubig, J. M. (2024). Visual literacy development through Canva integration among students. Retrieved from https://tinyurl.com/3m9z8s2k
3. Christiana, E., & Anwar, K. (2021). The effectiveness of Canva as a media for teaching and learning. Journal of Educational Technology and Learning Creativity, 5(2), 45–53. Retrieved from https://tinyurl.com/4z5r5v3m
4. Firdayanti, R., Lopez, M. A., & Santos, J. P. (2024). Canva integration and visual literacy skills among pre-service teachers. International Journal of Educational Media and Technology, 9(1), 33–44. Retrieved from https://tinyurl.com/2s4rj9cp
5. Fitria, T. N. (2022). Canva as a digital learning tool to enhance students' creativity and motivation. Journal of English Language Teaching and Applied Linguistics, 4(2), 12–20. Retrieved from https://tinyurl.com/2k4j8z2m
6. Haniah, N., Sari, M. P., & Putri, A. R. (2021). The use of Canva in collaborative learning and instructional material development. International Journal of Educational Innovation, 8(1), 67–75. Retrieved from https://tinyurl.com/4h5j6m5u
7. Nanda, D. W., & Fatimah, S. (2023). Canva application as an innovative learning media to improve students' motivation and engagement. Journal of Language Teaching and Educational Research, 4(1), 23–31. Retrieved from https://tinyurl.com/5n7f3m7v
8. Nur Aini, R., & Suwandi, S. (2024). Students' perceptions on the use of Canva in digital learning environments. Journal of Educational Technology Studies, 6(1), 55–66. Retrieved from https://tinyurl.com/4m3x2t9y
9. Pedrosa, M. A., Reyes, K. L., & Dela Cruz, J. P. (2023). Canva as a collaborative platform for instructional material development among preservice teachers. Asian Journal of Educational Technology, 6(3), 88–97. Retrieved from https://tinyurl.com/2p8s8m7r
10. Rezkyana, M., & Agustini, R. (2022). Enhancing writing instruction through Canva-based visual representation. Journal of English Language Teaching and Innovation, 3(2), 54–63. Retrieved from https://tinyurl.com/3k8n4s5e
11. Salminawati, S., Harahap, N., & Lubis, A. (2023). The effectiveness of Canva in improving students' engagement and creativity in learning. Journal of Interactive Learning Media, 5(1), 27–36. Retrieved from https://tinyurl.com/4ck7x9rm
12. Santiana, S., Rahayu, P., & Fatimah, N. (2021). The use of Canva in promoting active and collaborative learning. International Journal of Digital Education, 3(2), 41–50. Retrieved from https://tinyurl.com/yc5e6z9a
13. Utami, R. P. (2021). Students' perceptions of Canva in improving creativity and classroom engagement. Journal of Digital Learning and Education, 2(1), 15–24. Retrieved from https://tinyurl.com/4x5m9v8f
14. Utami, R. P., Santoso, H., & Wijaya, A. (2021). Canva-based learning media and its impact on students' motivation and participation. International Journal of Interactive Learning Media, 7(2), 40–49. Retrieved from https://tinyurl.com/3z9d7r2v