Empowering Educators: Canva Literacy as a Catalyst for Digital Transformation in Philippine Public Elementary Schools

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Abstract: This study explores Canva literacy among public elementary school teachers in Sto. Domingo, Nueva Ecija, focusing on proficiency, curriculum integration, attitudes, and its role in advancing digital literacy. Utilizing a quantitative descriptive approach, data from 100 teachers reveal high proficiency in using Canva to create engaging educational materials, with strong integration into teaching practices that enhance student engagement and accommodate diverse learning styles. Despite positive attitudes toward Canva's user-friendly interface and time-saving features, technical barriers, notably internet connectivity, pose significant challenges. The findings align with the Department of Education's (DepEd) digital literacy objectives, highlighting Canva's potential as a transformative tool in modern pedagogy. Recommendations include embedding Canva in professional development, addressing infrastructure challenges, and implementing structured peer-training models. By proposing specific metrics for ongoing evaluation, this study offers a roadmap for sustainable Canva integration, contributing to a robust digital literacy framework for Philippine education.

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I. INTRODUCTION

In the era of digital transformation, educators are increasingly expected to adapt to innovative teaching methodologies. (Georgopoulou, M.S., Troussas, C., Sgouropoulou, C., Voyiatzis, I. (2024). Internationally, educational systems in countries like Australia and Singapore have embraced user-friendly digital tools to foster creativity and collaboration, with platforms like Canva gaining prominence for their accessibility and versatility (UNESCO, 2023). In the Philippines, the Department of Education (DepEd) has prioritized digital literacy through initiatives like the "Digital Rise Program" (DepEd, 2022), underscoring the need for tools that empower teachers to create impactful educational materials. As technology continues to evolve the way educators deliver content, proficiency in digital platforms is increasingly recognized as a key competency for teachers.

Canva, a graphic design platform, has revolutionized content creation by democratizing design through its intuitive, template-based interface, collaborative features, and cloud-based accessibility, making it particularly suitable for elementary teachers (Wohlfart & Wagner, 2022). Unlike traditional design software that can be complex and intimidating, Canva's user-friendly design allows you to avoid abstract concepts and concentrate on making your ideas a reality. These features align with the needs of elementary educators, who often juggle diverse subjects and learning styles, making Canva an ideal tool for enhancing pedagogical innovation.

However, this could be due to a lack of research into the extent to which teachers are 'Canva literate' in DepEd public schools, particularly in the Philippines.

This research aims to evaluate the teachers of the Department of Education (DepEd) in Sto. Domingo, Nueva Ecija, in order to measure how proficient they are in using Canva. Education systems promote the use of technology to enhance learning by providing opportunities for them to practice what they learn in theory. This study will be: appropriate for determining the current level, potential skills, and apparent problems in teachers of DepEd who are using, or will adopt, this content creation web application

II. METHODOLOGY

This study will utilize a quantitative research design, employing a descriptive approach. This design allows for the collection of data from a large sample of teachers to Assess Canva Literacy among Elementary Public Teachers in Sto. Domingo, Nueva Ecija. The target population comprises approximately 100 teachers, selected employing convenience sampling to ensure diversity in subjects and experience levels. Respondents are currently employed in DepEd elementary schools in Sto. Domingo.

A structured questionnaire will be developed based on the research objectives. The questionnaire will consist of Likert-scale statements and multiple-choice questions regarding Demographic Profile, Proficiency in Canva Usage, Integration into Curriculum, Attitudes and Perceptions and Development of Digital Literacy Framework

The final questionnaire will be distributed electronically (online survey platforms like Google Forms) to participants to facilitate easy access and collection.

Participants will be assured that their responses will be anonymous and confidential. Informed consent will be obtained before participation. Quantitative Analysis: Collected data will be analyzed using statistical software (Excel). Descriptive statistics (mean, median, mode, frequency distributions) will be calculated to summarize responses to the questionnaire. Informed Consent: Participants will be informed of the study's purpose, procedures, and their right to withdraw at any time without penalty. The study may face limitations such as a potential response bias if participants feel compelled to provide socially desirable answers. This methodology provides a clear and structured approach to assessing Canva literacy among teachers, ensuring that the research is systematic and ethical.

The following numerical and adjectival values were used in measuring the resilience of students through CD RISC (Gabay et al., 2024):

Table 1. Numerical and Adjectival Values

Range	Rate	Assessments on Connor Davidson's Resilience Scale
3.26 - 4.00	4	Strongly Agree
2.51 - 3.25	3	Agree
1.76 - 2.50	2	Disagree
1.00 - 1.75	1	Strongly Disagree

III. RESULTS AND DISCUSSION

The central component of a quantitative research study is the Results and Discussion section, which offers a thorough analysis and interpretation of the data gathered. This section presents the discoveries and results of the study. It reveals the quantitative nature of the study through the presentation of the weighted means and the corresponding verbal description. Tables display the data, providing a visual representation that helps understand the numerical information. Limitations such as potential response bias are acknowledged and taken into account.

A. *Demographic profile of respondents such as:*

- Age
- Sex
- Position
- How many years of teaching experience do educators have

Table 2: Sex

Gender	Frequency	Percentage
Male	34	34
Female	66	66
Total	100	100%

According to the data, 66% of respondents are female and 34% are male, indicating that female participants are overrepresented in the study. This gender distribution sheds light on the composition of the sample population.

Table 3: Age

Range	Frequency	Percentage
25-30	27	27%
31-35	16	16%
36-40	27	27%
41-50	17	17%
51 and above	13	13%
Total	100	100%

The age distribution of the respondents is relatively balanced across different age groups. The 25-30 and 36-40 age groups each account for 27% of the sample, followed by 31-35 (16%), 41-50 (17%), and 51 and up (13%). This suggests that the study covers a wide age range, with a focus on the younger to middle-aged demographics.

Table 4: Current Position

Position	Frequency	Percentage
Teacher I	21	21%
Teacher II	13	13%
Teacher III	47	47%
Master Teacher I	11	11%
Master Teacher II	7	7%
New Teacher I	1	1%

The majority of respondents (47% of the sample) hold Teacher III positions. Teacher I and Teacher II account for 21% and 13%, respectively, with smaller percentages holding positions as Master Teacher I (11%), Master Teacher II (7%), and New Teacher I (1%). This distribution shows a predominance of mid-level teachers, with fewer respondents holding higher or entry-level positions.

Table 5: Years of Teaching Experience

Position	Frequency	Percentage
Less than 1 Year	8	8%
1-5 Year	22	22%
6-10 Year	40	40%
11-15 Year	11	11%
16-20 Year	7	7%
21 and above	13	13%
Total	100	100%

The distribution of teaching experience shows that the majority of respondents (40%) have 6-10 years of experience, followed by 22% with 1-5 years and 13% with 21 or more years. A smaller proportion has fewer than one year (8%), 11-15 years (11%), and 16-20 years (7%). This suggests that the sample is primarily made up of mid-career educators, with a sizable proportion having relatively little or extensive teaching experience.

B. *To evaluate the current proficiency levels of educators in the Department of Education (DepEd) in Sto. Domingo, Nueva Ecija, in using Canva as a graphic design tool for creating educational materials.*

Table 6: Proficiency in Canva Usage

Statement	Weighted Mean	Verbal Interpretation
I am proficient in using Canva for creating graphic design materials.	3.46	Strongly Agree
I have undergone formal training or workshops to learn Canva.	3.24	Agree
I frequently use Canva to create educational content.	3.44	Strongly Agree
My Canva skills are sufficient to meet the requirements of my teaching duties.	3.36	Strongly Agree
I can confidently teach others how to use Canva for educational purposes.	3.34	Strongly Agree
Average	3.36	Strongly Agree

The findings indicate that the respondents had a high degree of competence and assurance when it came to using Canva for learning. Strong agreement with comments about using Canva to create graphic design materials, educational content, and teaching people how to use the service is indicated by the weighted mean scores, which range from 3.24 to 3.46. Despite the possibility that not all respondents have had formal training, the average score of 3.36 indicates that respondents believe they are well-equipped to use Canva to meet their teaching needs. It demonstrates how well Canva has been incorporated into their instructional strategies. This accessibility allows teachers to quickly develop proficiency in creating a wide array of visual content, from engaging presentations and infographics to worksheets and posters, that enhance the learning experience (Muhajir et al., 2024; Susanti et al., 2025; Brittany Washburn, n.d.).

C. *To analyze how effectively Canva is being integrated into the curriculum by educators and the extent to which it supports innovative teaching methodologies.*

Table 7: Integration into Curriculum

Statement	Weighted Mean	Verbal Interpretation
Canva is integrated into my teaching curriculum.	3.42	Strongly Agree
Canva supports innovative teaching strategies in my subject area.	3.41	Strongly Agree
I use Canva to create interactive and engaging teaching materials.	3.40	Strongly Agree
Canva helps me address different learning styles of my students.	3.43	Strongly Agree
Using Canva has improved my ability to present lessons effectively.	3.43	Strongly Agree
Average	3.41	Strongly Agree

The findings show that Canva is successfully included into the curriculum, since respondents overwhelmingly concur that it encourages creative teaching methods, boosts student engagement, and takes into account a variety of learning preferences. The high weighted mean scores, which range from 3.40 to 3.43, indicate that Canva significantly enhances course presentation and the efficacy of instruction as a whole. The average score of 3.41 highlights Canva's broad beneficial influence on teaching methods. Canva's capacity to facilitate visual representation is particularly beneficial for students who learn best through images. This supports the notion that Canva accommodates diverse learning styles, thereby improving the overall teaching and learning process (Mafiroh et al., 2024).

D. To assess teachers' attitudes and perceptions towards using Canva, including perceived benefits, challenges, and overall satisfaction with the tool.

Table 8: Attitudes and Perceptions

Statement	Weighted Mean	Verbal Interpretation
I find Canva easy to use compared to other design tools.	3.42	Strongly Agree
Canva saves me time in preparing teaching materials.	3.44	Strongly Agree
I am satisfied with the features Canva offers for educational purposes.	3.47	Strongly Agree
Technical challenges (e.g., internet connectivity) hinder my use of Canva.	3.50	Strongly Agree
Using Canva has made teaching more enjoyable for me.	2.83	Agree

According to the findings, respondents have a highly favorable opinion of Canva and strongly concur with its features for educational purposes, ease of use, and time-saving advantages. Strong support for Canva's influence on teaching effectiveness is indicated by the weighted mean ratings, which range from 3.42 to 3.50. Technical difficulties, such internet access, are mentioned as a hurdle, nevertheless. In spite of this, the average score of 3.33 indicates that Canva improves instruction overall and makes it more pleasurable for teachers. Despite these widespread benefits, the literature also acknowledges the challenge of technical difficulties, particularly concerning internet connectivity. As an online-based application, Canva's full functionality is dependent on a stable internet connection, which can be a significant limitation in areas with poor network access (Hadi et al., 2021; Mand-Ycmm.org, n.d.).

E. To contribute to the development of a digital literacy framework within the DepEd, focusing on integrating graphic design tools like Canva into teaching practices.

Table 9: Development of Digital Literacy Framework

Statement	Weighted Mean	Verbal Interpretation
Canva should be included in professional development programs for educators.	3.53	Strongly Agree
Graphic design tools like Canva are essential for 21st-century teaching practices.	3.55	Strongly Agree
The use of Canva aligns with the DepEd's digital literacy goals.	3.57	Strongly Agree
A standardized training program for Canva would benefit all educators.	3.64	Strongly Agree
I believe Canva plays a significant role in fostering digital literacy in both educators and students.	3.63	Strongly Agree
Average	**3.58**	**Strongly Agree**

With respondents strongly agreeing that Canva is crucial for teaching in the twenty-first century, that it aligns with digital literacy goals, and that it plays a significant role in promoting digital literacy among educators and students, the results show strong support for the incorporation of Canva into professional development programs. The weighted mean scores, which range from 3.53 to 3.64, indicate that teachers are aware of Canva's importance in improving students' digital literacy. The average score of 3.58 indicates that there is general agreement regarding the value of Canva in assisting with contemporary teaching methods and the necessity of providing teachers with standardized training. In a significant move to enhance digital literacy and equip educators and students with 21st-century skills, the **Department of Education (DepEd) formally partnered with Canva Philippines** through a Memorandum of Understanding signed in October 2024 (Department of Education, 2024).

IV. CONCLUSION

➤ *The following conclusions were drawn from the above-mentioned results of the study:*

- This study, focusing on teachers in Sto. Domingo, Nueva Ecija, reveals a strong fundamental competence and a favorable attitude toward utilizing Canva for educational purposes. The findings reveal that these teachers mostly in accordance with their ability to use Canva to create engaging educational materials, and a significant percentage of them use it in their lesson plans on a regular basis. This corresponds with more general trends in educational technology, as educators are becoming more conscious of the power of easily navigable platforms like Canva (Sartika, R., 2023).

- The integration of tools like Canva into the curriculum is a central idea, as it effectively aids educators in expanding diverse materials that suit various learning preferences. Research continuously demonstrates the benefits of visual aids and interactive tools like Canva which improves student engagement and comprehension (Putri, A. R., & Nugroho, H. S., 2025); Edutopia, n.d.). Educators' opinions towards Canva are overwhelmingly positive, recognizing its simplicity, time-saving capabilities, and enjoyable interface. It consistently echoes Canva's capacity to foster creativity and efficiency in creating learning resources (Mudinillah & Rizaldi, 2021; Maryunani, 2021). However, the observed technical problems concerning internet connectivity—represent a major obstacle and a widespread problem in the Philippine educational system (Villaseñor, R. A. M., 2024).

- There is an obvious demand for formal training, as seen by the broad support for integrating Canva into professional development programs and aligning it with the Department of Education's (DepEd) digital literacy goals. The significance of providing teachers with ICT-related skills for 21st-century education is emphasized by DepEd's "Digital Rise Program" and "Learning Strand 6: Digital Literacy" (DepEd, 2019; DepEd, 2022). Although teachers are confident in their capability of using Canva, there is a discernible lack of confidence in their ability to instruct others, resulting in a need for focused intervention. This implies that pedagogical approaches for peer training need to be improved while individual skill acquisition is present. Research supporting well-planned, needs-assessed professional development initiatives to promote digital learning programs supports the clear necessity for a structured training program to improve instructors' Canva literacy (Putri & Astiwi, 2025).

RECOMMENDATIONS

➢ *Considering the study's conclusion, the following recommendations are developed:*

- Enhance Professional Development through Canva Integration: Include thorough Canva training in teachers' continuing professional development courses. These programs ought to concentrate on pedagogical applications, like developing resources for project-based learning, differentiated instruction, and assessment, rather than just using basic tools. Collaborative learning settings, practical digital training, continuous mentoring, and institutional support are characteristics of effective teacher professional development programs that result in improvements in teachers' attitudes, self-assurance, and digital integration skills (Frontiers, 2025).

- Prioritizing Internet and Tech Support in Schools: Improve internet access in schools as a top priority, and offer strong technical assistance to fix any problems that prevent students from using Canva. This could entail looking into joint ventures with telecom companies, making investments in Wi-Fi infrastructure for the entire school, and setting up specialized IT support for teachers. A study on the difficulties of digitalization in Philippine education emphasizes the need for institutional support and systemic solutions, citing inadequate internet connectivity and a shortage of devices as major obstacles for both teachers and students (Saxena, T., & Lalchandani, K., 2023).

- Increase and Standardize Peer Instruction Training Opportunities: Create and execute more easily accessible and standardized Canva workshops that are intended to empower educators not only in their own competence but also in their capacity to mentor and train peers. This could entail the development of thorough training modules and "train-the-trainer" models. According to research on the efficacy of Canva application training in high schools, teacher skills significantly improve, and strategically planned training phases—from needs

assessment to evaluation—are successful (Putri & Astiwi, 2025).

- Advocating Comprehensive Canva Implementation: Encourage more thorough curriculum integration and innovative pedagogy by actively supporting and offering resources to increase the incorporation of Canva into a variety of subject curricula. This entails showcasing how Canva can support imaginative and creative teaching strategies, going beyond simple presentations to interactive learning resources, infographics, and group projects. According to studies, Canva can help create interesting and educational visual materials that accommodate a variety of learning styles, which can greatly improve the teaching and learning process (DepEd Biñan City, n.d.).

- Correspond with and Enhance DepEd's Digital Literacy Framework: Clearly incorporate Canva and other easily navigable digital tools into DepEd's long-term digital literacy framework and strategy. In line with national educational goals, this guarantees that Canva proficiency becomes an acknowledged aspect of teachers' digital competency. The government's commitment to providing Filipino citizens with essential ICT skills is emphasized by DepEd's "Digital Rise Program" and "Learning Strand 6: Digital Literacy," and integrating useful tools like Canva is essential to accomplishing these goals (DepEd, 2019; DepEd, 2022).

- Implement Continuous Monitoring and Evaluation: To track the long-term effects of Canva training on instructional strategies, student participation, and learning outcomes, conduct follow-up research. This information will be essential for improving professional development initiatives and guaranteeing long-term benefits. Understanding the long-term effects of technology on student learning and changing teaching methods, as well as looking into pedagogical changes made possible by technology, requires longitudinal research (Saxena, T., & Lalchandani, K., 2023).

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