

ENHANCING ACADEMIC PERFORMANCE IN MEDIA INFORMATION LITERACY AND ATTITUDE OF STUDENTS IN USING CANVA APPLICATION

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Date of Publication: July 2026

ABSTRACT: Canva application is one of the available graphic design tools for creating educational content, providing a range of design options to unleash students' creativity. The study assessed the academic performance in media information literacy and attitude of students in using Canva application. It aimed to a) examine the level of students' attitude towards using Canva in terms of usefulness, satisfaction, and ease of use; b) determine the level of students' academic performance in media information literacy when using Canva in terms of first quarter and second quarter grades; c) find out the significant difference between academic performance in media information literacy before and after using Canva for educational purposes. This study used the quantitative research design, A paired-samples t-test was used to analyze the data. The study was participated by 85 Grade 11 students enrolled in the STEM curriculum of one of the schools in Malaybalay City during the school year 2022-2023. The students' attitude level concerning the use of Canva application was directly obtained through the use of a survey questionnaire, which was rated through a seven-point semantic differential scale. The survey questionnaire was adapted from Lund (2001) with an overall high-reliability value of Cronbach's alpha 0.98. The level of students' attitude towards using Canva is positive. The level of students' academic performance in media information literacy when using Canva in terms of first quarter grades is high performance. The level of students' academic performance in media information literacy when using Canva in terms of second quarter grades is very high performance which shows an increase in the level of performance. The result shows that there is a highly significant difference between the first quarter and second quarter grades when using Canva application.

.Keywords: Academic Performance, Media Information Literacy, Attitude, Canva Application

INTRODUCTION

Individuals need to recognize the significance of technology in various aspects of life, including the education. Students have grown up in a digital age, integrating technology into their daily lives and education. Their capacity to acquire new skills through technology prepares them for a future that relies heavily on technology [1].

In today's digitally interconnected world, the ability to navigate and critically evaluate media information is an essential skill for students of all ages. As the digital landscape evolves, educators are increasingly turning to innovative tools to enhance media information literacy (MIL) among students. One such tool that has gained prominence is the Canva application, which offers a user-friendly platform for graphic design and creative content creation.

Canva is a widely recognized graphic design tool for crafting educational materials. Canva boasts a diverse array of design options, catering to various creative needs [2]. This includes crafting presentations, brochures, social media posts, stories, posters, cards, resumes, videos, animations, logos, and more. Students can harness their creative talents by designing projects from scratch or customizing pre-existing templates to align with their preferences. Furthermore, the application's collaborative feature allows students to collaborate and exchange ideas within teams, enhancing their collaborative skills while creating visually appealing content.

On the flip side, there is a growing concern among the press, parents, and media effects researchers that relentless media multitasking is distracting students from tasks requiring deep thinking and cognitive performance [3]. However, promoting technology in the classroom can be a big factor to the academic performance of the students. Thus, the researchers

would like to investigate the effectiveness of Canva application in the development or improvement of academic performance and attitude of the grade 11 STEM students.

Statement of the Problem

This study aimed to examine students' level of usefulness, satisfaction, and ease of use regarding the use of the Canva application. Specifically, it sought to answer the following question:

1. What is the level of students' attitude towards using Canva application in terms of:
 - a. Usefulness,
 - b. Satisfaction, and
 - c. Ease of Use?
2. What is the level of students' media information literacy performance when using Canva application in terms of
 - a. first quarter and
 - b. second quarter?
3. Is there a significant difference between academic performance before and after using Canva application for educational purposes?

MATERIALS AND METHODS

This study anchored to the UNESCO MIL Curriculum that an alternative approach, emphasizes developing critical thinking in students and views media literacy as a social and cultural practice [4] [5]. This approach draws from the academic field of media studies and defines media literacy as the ability to critically engage with media content. Such approaches rely on interpretative epistemologies from the arts, humanities, and social sciences, contrasting with the science and technology-focused epistemology underpinning information studies and, by extension, information literacy.

The study assessed the performance and attitude in Media Information Literacy using Canva application. This study used the quantitative research design, A paired-samples t-test was used to analyze the data. The study involved 85 Grade 11 STEM students enrolled in the STEM curriculum of one of the schools in Malaybalay City during the school year 2022-2023. The students' attitude level concerning the use of Canva application was directly obtained through the use of a survey questionnaire, which was rated through a seven-point semantic differential scale. The survey questionnaire was adapted [6] with an overall high-reliability value of Cronbach's alpha 0.98. The questionnaire is composed of 26-item questions. The purpose of these items is to measure student attitude in using Canva application.

The following rating scale was used to better understand the data:

Numerical Rating	Scale	Descriptive Rating	Interpretation
7	6.16-7.00	Strongly Agree	Highly Positive (HP)
6	5.30-6.15	Agree	Positive (P)
5	4.44-5.29	Somewhat Agree	Slightly Positive (SP)
4	3.58-4.43	Uncertain	Neutral (Ne)
3	2.72-3.57	Somewhat Disagree	Slightly Negative (SN)
2	1.86-2.71	Disagree	Negative (N)
1	1.00-1.85	Strongly Disagree	Highly Negative (HN)

RESULTS AND DISCUSSIONS

Table 1. Students' Attitude using Canva Application

	Mean	SD	Interpretation
It helps me be more effective.	5.93	1.05	P
It helps me be more productive.	5.58	1.15	P
It is useful.	6.53	0.86	HP
It gives me more control over the activities in my life.	5.14	1.30	SP
It makes the things I want to accomplish easier to get done.	5.6	1.25	P
It saves me time when I use it.	5.90	1.08	P
It meets my needs.	5.81	1.20	P
It does everything I would expect it to do.	5.67	1.20	P
I am satisfied with it.	5.44	1.23	P
I could recommend it to a friend.	5.93	1.04	P
It is fun to use.	6.23	1.07	HP
It works the way I want it to work.	5.88	1.22	P
It is wonderful.	5.59	1.25	P
I feel I need to have it.	5.98	0.96	P
It is pleasant to use.	5.74	1.21	P
It is easy to use.	5.84	1.15	P
It is simple to users.	5.87	1.18	P
It is user-friendly.	5.70	1.33	P
	5.81	1.22	P

It requires the fewest steps possible to accomplish what I want to do with it.	5.52	1.18	P
It is flexible.	5.76	1.15	P
Using it is effortless	5.09	1.48	SP
I can use it without written instructions.	5.51	1.51	P
I do not notice any inconsistencies as I use it	5.22	1.28	SP
Both occasional and regular users would like it.	5.90	1.16	P
I can recover from mistakes quickly and easily.	6.03	1.06	P
I can use it successfully every time.	5.86	1.28	P
Overall:	5.74	1.19	P

Table 1 shows the results of the Students' Attitude using Canva application. Among the twenty-seven (27) items in the questionnaire, one (2) item is rated Highly Positive (HP), twenty-two (22) items are rated Positive (P), and Three (3) items is rated Slightly Positive (SP). The 3 statements with higher means in using Canva application are "It is useful" (6.53), "I could recommend it to a friend" (6.23) and "I can recover from mistakes quickly and easily" (6.03).

Also reflected in table 1 are 3 items with lower means in using Canva application and they are "I do not notice any inconsistencies as I use it" (5.22), "It gives me more control over the activities in my life" (5.14) and "Using it is effortless" (5.09)

The overall mean score of students' Attitude using Canva application is 5.74, this shows that the student respondents exhibit a positive attitude towards the Canva application. Additionally, the results indicate that Canva's impact extends beyond fostering creativity and includes the creation of effective learning materials for students. This suggests that when students are empowered by applications that align with their educational responsibilities, they are more likely to excel in their academic performance

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Aligns with the findings of this research, that Canva Application is useful and learners can save time using the application [7]. This implies that students can use the application at their own pace while also taking the time to delve deeper into it to enhance their abilities.

These results also correspond with the studies [8] [9] where the students use the platform in producing their academic projects, which is an effective way to develop and empower their creativity and innovation skills suggests that student-centered learning activities, when integrated with online applications like Canva, can deepen students' understanding and unleash their creativity. However, it is worth noting that these findings contrast with those of [10], who found Canva to be ineffective due to various errors and shortcomings in the application.

The media information literacy performance of the students when using Canva in terms of first quarter is presented in Table 2. As shown in Table 2, 40 students or 47% of the

students had a very high performance, 43 students or 40% had a high performance, 10 students or 12% had a moderate performance and 1 student or 1% had a very low performance in the first quarter. The overall mean score in first quarter is 89.32 which indicates a high performance.

Table 2. Media Information Literacy Performance of Students in First Grading

Range	f	%	Interpretation
90% - 100%	40	47%	Very High
86% - 89%	34	40%	High
80% - 85%	10	12%	Moderate
75% - 79%	1	1%	Low
65% - 74%	0	0%	Very Low
Total	85	100%	
Mean = 89.32 (High)			

The result of this study shows that the level of students' academic performance in media information literacy performance when using Canva in terms of first quarter had a high performance.

It negates the several studies when they found out that the Impact of Information Literacy Skill on Students' Academic Performance in Bangladesh level of lower and the level of the mathematics performance of students before exposure to Flipped Learning is also very low performance [3] [11].

Table 3 shows the media information literacy performance of the students when using Canva in terms of second quarter. As shown in Table 2, 74 students or 87% of the students had a very high performance, 10 students or 12% had a high performance, and 1 student or 1% had a moderate performance in second quarter. The overall mean score in Based on the above findings, the conclusions were drawn as follows: Students have a positive attitude towards using Canva application where Canva's impact extends beyond fostering creativity and includes an increase in academic performance the creation of effective learning materials for students. An increase of academic performance in terms of first quarter to second quarter form high performance to very high performance of the students in media information literacy.

second quarter is 93.65 which indicates a very high performance

Table 3. Media Information Literacy Performance of Students in Second Quarter

Range	f	%	Interpretation
90% - 100%	74	87%	Very High
86% - 89%	10	12%	High
80% - 85%	1	1%	Moderate
75% - 79%	0	0%	Low
65% - 74%	0	0%	Very Low
Total	85	100%	
Mean = 93.65 (Very High)			

These findings are consistent with the results showing that enhancing information literacy in political science courses effectively engages students' interest and improves their information literacy skills [12]. However, the results of this study contradict the findings that students' academic performance after exposure to the Flipped Learning approach remained at a low level [11].

Table 4. Comparison of Students' Media Information

Literacy Performance Between First Quarter and Second Quarter Grades.

Table 4 presents the comparison of students' Media Information Literacy Performance between first quarter and second quarter grades.

GROUP	N	MEAN	SD	T-value	P-value
First Quarter	85	89.3176	4.42722	186.001	0.000
Second Quarter	85	93.6471	3.19488	270.239	

The mean grade in first quarter is 89.3176 with a standard deviation of 4.42722 and a T-value of 186.001 while the mean grade in second quarter is 93.6471 with a standard deviation of 3.19488 and a T-value of 270.239. As seen in the table, the P-value is 0.000 implying that there is highly significant difference between academic performance before and after using Canva application. Thus, the null hypothesis, stating that there is no significant difference between academic performance before and after using Canva application is rejected. This result further implicates that integrating Canva application in classroom can improve the academic performance of students in media information literacy.

Although students' academic performance improved after using Canva, the improvement may also have been influenced by other educational or instructional factors not examined in this study. Therefore, the results should be interpreted within the context of the study's design and scope.

These findings support the results which advocates for the integration of Canva into classrooms, citing multiple benefits [13]. Introducing Canva into the learning process can make learning activities more engaging, preventing monotony. Learning strategies involving Canva encourage learners to participate willingly and focus their attention, resulting in a deeper understanding and mastery of the subject matter, these findings are supported by the observation that the application motivates students to direct their attention, thereby enhancing learning effectiveness [14]. However, these findings contrast with those reporting that students' motivation and writing skills were adversely affected due to various errors encountered in the application [10].

CONCLUSIONS AND RECOMMENDATIONS

Based on the above findings, the conclusions were drawn as follows: Students have a positive attitude towards using Canva application where Canva's impact extends beyond fostering creativity and includes the creation of effective learning materials for students. An increase of academic performance in terms of first quarter to second quarter form high performance to very high performance of the students in media information literacy. This study has several limitations that should be considered when interpreting the findings. First, the participants were limited to 85 Grade 11 STEM students from one school in Malaybalay City, which may limit the generalizability of the results to other schools or student populations. Second, the study compared students' first- and second-quarter grades but did not control for other factors that may have influenced academic performance, such as differences in instructional strategies, students' motivation, prior academic ability, or teacher-related factors. Finally, the study focused only on students' attitudes toward Canva and their academic performance in Media and

Information Literacy. Future studies may include a larger and more diverse sample and consider additional variables to provide a more comprehensive understanding of the effectiveness of Canva in educational settings. Based on the aforementioned conclusion, Integrating the Canva application into classroom instruction can improve the academic performance of students in media information literacy. This suggests that when students are empowered by applications that align with their educational responsibilities, they are more likely to excel in their academic performance.

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