



# Multimodal Literacy and Creative Teaching Practices of Public Elementary School Teachers

**Mariebeth S. Rocamora <sup>a++</sup> and Josephine B. Baguio <sup>a#</sup>**

<sup>a</sup> Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines.

## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

## **Article Information**

DOI: <https://doi.org/10.9734/acri/2025/v25i71325>

## **Open Peer Review History:**

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://pr.sdiarticle5.com/review-history/138879>

**Original Research Article**

**Received: 24/04/2025**

**Accepted: 26/06/2025**

**Published: 02/07/2025**

## **ABSTRACT**

This study aimed to determine the significant relationship between multimodal literacy and creative teaching practices among public elementary school teachers in Mati Central District, Division of Davao Oriental. A descriptive-correlational research design was employed, involving a sample of 193 teachers from public elementary schools. Standardized questionnaires were administered through face-to-face surveys to collect data. The mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were used for analysis. The findings revealed that multimodal literacy and creative teaching practices were both at very extensive levels. Correlation analysis indicated a significant relationship between multimodal literacy and creative teaching practices. Additionally, specific domains of multimodal literacy, such as expressing oneself using multimodal structures, interpreting content presented in multimodal forms, and preferring

<sup>++</sup> Student;

<sup>#</sup> Faculty;

<sup>\*</sup>Corresponding author: Email: [josephinebbaguio@outlook.com](mailto:josephinebbaguio@outlook.com);

**Cite as:** Rocamora, Mariebeth S., and Josephine B. Baguio. 2025. "Multimodal Literacy and Creative Teaching Practices of Public Elementary School Teachers". *Archives of Current Research International* 25 (7):199-212. <https://doi.org/10.9734/acri/2025/v25i71325>.

multimodal structures, significantly influenced creative teaching practices. These findings underscore the growing importance of integrating multimodal approaches in teacher development programs. The study contributes to the field of educational research by demonstrating how multimodal literacy can serve as a foundational skill that enhances pedagogical creativity. It provides empirical evidence supporting the alignment of multimodal competencies with 21st-century teaching demands. Promoting multimodal literacy through targeted professional learning can equip teachers to deliver instruction that is more dynamic, inclusive, and responsive to diverse learners in contemporary classrooms.

**Keywords:** *Multimodal literacy; creative teaching practices; descriptive correlational; education; elementary schools; teacher development.*

## 1. INTRODUCTION

Creative teaching is essential in fostering student engagement, critical thinking, and innovative problem-solving skills. However, many educators struggle to implement creative teaching strategies due to various factors such as lack of training, rigid curricula, and institutional constraints. Poor creative teaching practices often lead to passive learning, reduced student motivation, and limited skill development, affecting overall academic performance. As education continuously evolves to meet the demands of the 21st century, the need for innovative and engaging teaching methods becomes increasingly urgent.

On a global scale, particularly in New York, poor creative teaching practices are a persistent issue in many educational systems. Teachers often rely on traditional, lecture-based methods, which hinder student participation and limit opportunities for experiential learning (Hernández-Torrano & Ibrayeva, 2020). In Finland, a lack of professional development in creative teaching methodologies further exacerbates the problem, leaving educators unprepared to integrate innovative approaches into their lessons (Martin, 2021). Additionally, in United States of America, standardized testing pressures discourage teachers from experimenting with new instructional techniques, as they prioritize rote memorization over critical thinking and creativity (Au, 2022). This widespread issue negatively affects students' ability to adapt to a rapidly changing world that demands creativity and innovation.

In educational environments where multimodal literacy is integrated into creative teaching practices, there is a marked improvement in student outcomes, including enhanced creativity, critical thinking, and collaboration skills (Warsah et al., 2021). These environments also tend to

cultivate a spirit of experimentation and continuous learning, as teachers adapt and refine their practices to align with the evolving needs of their students (Nigar et al., 2024). Ultimately, the relationship between multimodal literacy and creative teaching practices not only enriches the educational experience but also equips students with the skills necessary to succeed in a diverse and media-driven world (Zayeb et al., 2024).

Moreover, studies have shown that teachers who prioritize multimodal literacy are more adept at creating interdisciplinary learning experiences, encouraging students to apply knowledge from multiple disciplines in innovative ways (Guo et al., 2024). These educators are also more likely to promote collaborative learning environments where students work together to explore different modes of expression and problem-solving (Isohätälä et al., 2020). By embracing various forms of media, teachers can foster a culture of creativity that prepares students for future challenges and opportunities in an increasingly visual and digital world (Eslit, 2023).

In the Philippines, particularly in Cebu City, the problem of poor creative teaching practices is evident in various educational institutions. Many teachers continue to use conventional teaching methods, resulting in disengaged students and ineffective learning environments (Micabalo et al., 2021). The Department of Education (DepEd) and the Commission on Higher Education (CHED) have introduced programs to enhance creative pedagogy, but challenges such as inadequate teacher training, limited access to technology, and rigid curricula hinder their successful implementation (Napanoy et al., 2021). Furthermore, in Quezon City, large class sizes and a lack of resources make it difficult for educators to adopt student-centered, creative teaching strategies (Trinidad, 2020). As a result, students may struggle to develop higher-order

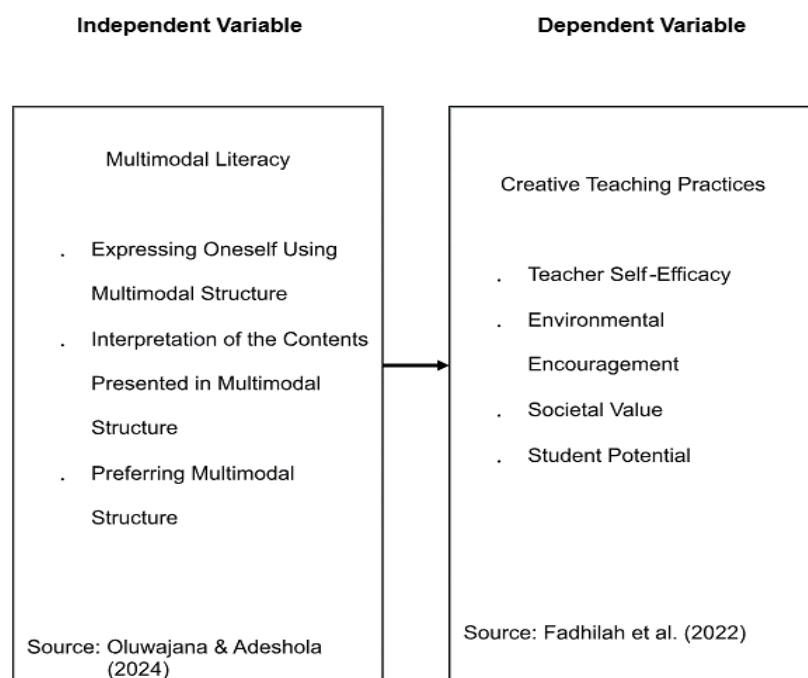
thinking skills and practical knowledge applicable to real-world situations.

Multimodal literacy, which involves the ability to interpret and create meaning using multiple modes of communication such as text, images, audio, video, and interactive media, can significantly enhance creative teaching practices among educators (Lähdesmäki et al., 2022). By integrating multimodal approaches into their instruction, teachers can design more engaging and dynamic lessons that cater to diverse learning styles, making complex concepts more accessible and stimulating for students (Oakley et al., 2020). For instance, incorporating visual storytelling, digital simulations, and interactive activities allows students to actively participate in the learning process actively, fostering deeper understanding and critical thinking. Moreover, multimodal literacy empowers teachers to move beyond traditional lecture-based methods, encouraging them to experiment with innovative strategies such as gamification, project-based learning, and collaborative digital tools (Taylor & Leung, 2020). As educators become more proficient in using multimodal resources, they can create inclusive and adaptive learning environments that promote creativity, student engagement, and meaningful learning experiences.

Despite the growing recognition of the importance of creative teaching practices, there

remains a significant research gap in understanding how these practices are implemented in specific contexts. While several studies have explored creative teaching at the national and international levels, there is a lack of research focusing on Davao City, Philippines, leaving local challenges and contextual factors unexamined. Additionally, most existing studies primarily focus on higher education and secondary schools, with little attention given to elementary schools, where fostering creativity at an early stage is crucial for lifelong learning. Furthermore, research on creative teaching practices has been largely concentrated in private institutions, overlooking the unique struggles faced by public schools, such as limited resources, large class sizes, and rigid curricula.

In Mati Central District, Division of Mati City, the issue of poor creative teaching practices is a concern across various schools and universities. Many educators face challenges in implementing innovative teaching strategies due to limited professional development opportunities and the constraints of traditional education systems (Ainin et al., 2025). Some teachers rely heavily on outdated teaching methods, leading to a lack of student engagement and reduced learning outcomes (Caruz, 2024). While there are efforts from local educational institutions to promote creative teaching, the lack of support and resources makes it difficult to sustain these initiatives.



**Fig. 1. Conceptual framework of the study**

To strengthen quality instruction, this study aims to determine the relationship between multimodal literacy and creative teaching practices among elementary school teachers in public schools in Mati Central District, Division of Mati City,. Given the increasing demand for innovative teaching methods that foster student engagement and critical thinking, this research is both timely and essential. The urgency of this study lies in the need to address the persistent issues of traditional, passive teaching methods that limit student learning experiences, especially in resource-constrained public school settings. By examining how multimodal literacy influences teachers' ability to implement creative strategies, this study can provide valuable insights for educators, school administrators, and policymakers. Its findings may contribute to professional development programs, curriculum enhancements, and policy reforms aimed at equipping teachers with the skills and resources necessary to integrate multimodal approaches into their instruction, ultimately improving the quality of education and student learning outcomes (Fig. 1).

### 1.1 Statement of the Problem

This study aimed to determine the significant relationship between multimodal literacy and creative teaching practices of public elementary school teachers in Mati Central District, Division of Mati City, Specifically, it sought to answer the following questions:

1. What is the level of multimodal literacy of teachers in terms of:
  - 1.1 expressing oneself using multimodal structure;
  - 1.2 interpretation of the contents presented in multimodal structure; and
  - 1.3 preferring multimodal structure?
2. What is the level of creative teaching practices of teachers in terms of:
  - 2.1 teacher self-efficacy;
  - 2.2 environmental encouragement;
  - 2.3 societal value; and
  - 2.4 student potential?
3. Is there a significant relationship between multimodal literacy and the creative teaching practices of teachers?
4. Which domains of multimodal literacy significantly influence the creative teaching practices of teachers?

### 1.2 Hypotheses

Ho1. There is no significant relationship between multimodal literacy and the creative teaching practices of public elementary school teachers.

Ho2. None of the domains of multimodal literacy significantly influence the creative teaching practices of public elementary school teachers.

## 2. METHODOLOGY

### 2.1 Research Design

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieve reliable findings, the study uses standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was deemed appropriate because it aimed to describe the extent of multimodal literacy and creative teaching practices among public elementary school teachers. Additionally, the design sought to determine the significant relationship between multimodal literacy and creative teaching practices.

### 2.2 Research Respondents

This study was conducted in Mati Central District, Division of Mati City. It included 14 schools within the district. A total of 193 teachers were involved as respondents out of a population of 372, selected using Slovin's Formula with a 0.05 margin of error. These respondents rated the Multimodal Literacy and Creative Teaching

Practices of Public Elementary School Teachers in Mati Central District, Division of Mati City. The study was conducted during the school year 2024–2025.

In selecting the respondents, the researcher employed simple random sampling using the lottery or fishbowl technique. Numbers were assigned to all members of the population and placed in a container large enough to allow the rolled pieces of paper to move freely in all directions when shaken. The researcher then drew the required number of participants from the container.

The inclusion criteria were as follows: first, the teacher had to be currently employed at a public elementary school within Mati Central District, Division of Mati City, during the 2024–2025 school year. Second, the teacher must have had at least one year of teaching experience in any subject. Teachers who did not meet these criteria were excluded. Specifically, those not employed in a public elementary school within Mati Central District during the 2024–2025 school year, those with less than one year of teaching experience, and teachers on temporary leave or undergoing administrative action were excluded, as their circumstances might not accurately reflect regular teaching experiences. Additionally, school administrators and guidance counselors, whose roles do not involve direct classroom instruction of elementary subjects, were also excluded.

### 2.3 Research Instrument

The first part of the questionnaire was based on the Multimodal Literacy Scale by Bulut et al. (2015), as cited in Wang (2022). This scale included multiple dimensions such as expressing oneself using multimodal structures, interpreting the contents presented in multimodal formats, and preferring multimodal structures for communication. Its overall Cronbach's alpha coefficient is 0.780, which supported the reliability of the questionnaire for measuring the variable of multimodal literacy. In this study, the Multimodal Literacy Scale also demonstrated excellent reliability, with a Cronbach's alpha value of 0.975.

The second part of the questionnaire was developed by Rubenstein et al. (2013), as cited in Fadhilah et al. (2022), to assess creative teaching practices. The scale includes four dimensions: teacher self-efficacy, environmental

encouragement, societal value, and student potential. The overall Cronbach's alpha coefficient for the scale is 0.880, indicating that the questionnaire was reliable for measuring the variable of creative teaching practices. Additionally, the creative teaching practices questionnaire demonstrated excellent reliability in this study, with a Cronbach's alpha value of 0.972.

### 2.4 Data Gathering Procedure

In order to collect data for this study, the researcher went through the following processes and procedures:

The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensures that all institutional and educational guidelines will be followed.

The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensures the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants are prioritized to encourage candid responses.

After data collection, the retrieval process involves carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, correlation, and multiple linear regression analysis.

### 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to assess the extent of multimodal literacy and creative teaching practices among public elementary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between multimodal literacy and creative teaching practices among public elementary school teachers.

Regression analysis was used to identify which domains of multimodal literacy would most influence the creative teaching practices of public elementary school teachers.

### 3. RESULTS AND DISCUSSION

#### 3.1 Extent of Multimodal Literacy of Teachers among Public Elementary School Teachers

Presented in Table 1 is the summary of the indicators in the extent of multimodal literacy of teachers, including expressing oneself using multimodal structure, interpretation of the contents presented in multimodal structure, and preferring multimodal structure, based on the mean scores and standard deviations. The indicator of preferring multimodal structure has the highest mean of 4.35, which is described as "very extensive," followed by interpretation of the contents presented in multimodal structure, with a mean of 4.32, categorized as "very extensive." The indicator of expressing oneself using multimodal structure received a mean of 4.30, also categorized as "very extensive." The overall mean of 4.32 is described as "very extensive," indicating that teachers generally exhibit a high degree of multimodal literacy across these indicators.

This suggests that teachers are highly proficient in utilizing multiple forms of media and communication tools to express themselves, interpret information, and prefer multimodal structures for engaging with content. Teachers demonstrate a strong ability to integrate various media elements, such as visual, auditory, and written components, into their teaching practices, enhancing student learning experiences. The ratings indicate that multimodal literacy is effectively incorporated into their teaching, leading to a more interactive and dynamic classroom environment.

The overall standard deviation of 0.38, being less than 1, indicates that the ratings were consistent and closely clustered around the mean.

This finding corresponds with the research of Si et al. (2022), who argue that teachers with high multimodal literacy are better equipped to create engaging and effective learning environments. These educators leverage various media formats such as text, images, videos, and sound to enhance their teaching and support diverse student needs. Similarly, Mills et al. (2023) found that teachers with high multimodal literacy are more successful in fostering critical thinking and creativity, as they enable students to engage with content through multiple sensory channels. Additionally, Early and Kendrick (2020) emphasize that educators with high multimodal literacy can more effectively integrate technology into the classroom, equipping students with the skills needed to thrive in a world dominated by multimodal communication.

**Table 1. Extent of multimodal literacy of teachers among public elementary school teachers**

Indicators	SD	Mean	Descriptive Level
Expressing Oneself Using Multimodal Structure	0.60	4.30	Very Extensive
Interpretation of the Contents Presented in Multimodal Structure	0.49	4.32	Very Extensive
Preferring Multimodal Structure	0.45	4.35	Very Extensive
Overall	0.38	4.32	Very Extensive

**Table 2. Extent creative teaching practices of teachers among public elementary school teachers**

Indicators	SD	Mean	Descriptive Level
Teacher Self-efficacy	0.56	4.42	Very Extensive
Environmental Encouragement	0.67	4.34	Very Extensive
Societal Value	0.58	4.39	Very Extensive
Student Potential	0.65	4.39	Very Extensive
Overall	0.46	4.39	Very Extensive

### 3.2 Extent Creative Teaching Practices of Teachers among Public Elementary School Teachers

Presented in Table 2 is the summary of the indicators in the extent of creative teaching practices of teachers, including teacher self-efficacy, environmental encouragement, societal value, and student potential, based on the mean scores and standard deviations. The indicator of teacher self-efficacy has the highest mean of 4.42, which is described as "very extensive," followed by societal value and student potential, both with a mean of 4.39, categorized as "very extensive." The indicator of environmental encouragement received a mean of 4.34, also categorized as "very extensive." The overall mean of 4.39 is described as "very extensive," indicating that teachers generally implement creative teaching practices to a high degree across these indicators.

This suggests that teachers feel highly capable of fostering creativity in their students and are supported by an environment that values and encourages creative thinking. Teachers also place significant importance on the societal value of creativity and believe in the potential of every student to contribute innovative ideas. The high ratings across all indicators demonstrate a strong commitment to integrating creative practices into teaching, contributing to a more dynamic and innovative educational experience for students.

The overall standard deviation of 0.46, being less than 1, indicates that the ratings were consistent or closely clustered around the mean.

This finding is consistent with the research of Bouchrika et al. (2021), who highlight the significant impact of creative teaching practices on student engagement and learning outcomes. Teachers who implement creative teaching strategies are better equipped to inspire students, encourage innovative thinking, and foster a dynamic learning environment. Similarly,

Calavia et al. (2021) found that educators who regularly integrate creativity into their teaching practices help students develop critical thinking and problem-solving skills. Moreover, Bakar (2021) underscores that creative teaching practices not only enhance student engagement but also prepare them to adapt to future challenges, making learning more meaningful and relevant to real-world situations.

### 3.3 Relationship between Multimodal Literacy and Creative Teaching Practices of Teachers

Presented in Table 3 is the correlation analysis between multimodal literacy and creative teaching practices of public elementary school teachers. The relationship between multimodal literacy and creative teaching practices has a correlation coefficient of 0.52 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a moderate and statistically significant positive relationship between multimodal literacy and creative teaching practices. The  $R^2$  value of 0.27 suggests that approximately 27% of the variation in creative teaching practices can be explained by multimodal literacy.

Given that the p-value is less than 0.05, the null hypothesis ( $H_0$ ) is rejected, supporting the claim that multimodal literacy significantly influences the implementation of creative teaching practices.

This suggests that teachers with higher levels of multimodal literacy are more likely to incorporate creative teaching practices into their classrooms. Teachers who effectively use visual, auditory, and written elements are better equipped to engage students in innovative ways, leading to more dynamic and creative teaching strategies. By fostering multimodal literacy, teachers may be able to create more engaging, inclusive, and interactive learning environments that promote student creativity.

**Table 3. Relationship between multimodal literacy and creative teaching practices of teachers**

Variables	Mean	SD	R	$R^2$	Degree of Relationship	p-value	Decision
Multimodal Literacy	4.24	0.38	0.52	0.27	Moderate	0.000	Reject $H_0$
Creative Teaching Practices	4.28	0.45					

**Table 4. Domains of multimodal literacy that significantly influence the creative teaching practices of teachers**

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	3.30	0.32		6.27	0.000	Significant
Expressing Oneself Using Multimodal Structure	0.50	0.24	0.52	3.68	0.000	Significant
Interpretation of the Contents Presented in Multimodal Structure	0.45	0.23	0.38	3.35	0.000	Significant
Preferring Multimodal Structure	0.48	0.25	0.42	3.46	0.000	Significant
Regression Model						
Creative Teaching Practices = 3.30 + 0.50 (Expressing Oneself Using Multimodal Structure) + 0.45 (Interpretation of the Contents Presented in Multimodal Structure) + 0.48 Preferring Multimodal Structure						
R=0.520; R <sup>2</sup> =0.270; F=25.48; p-value=0.000						

This finding is consistent with the work of Lim et al. (2022), who emphasized the role of multimodal literacy in enhancing creative teaching practices. Their research highlighted that teachers proficient in multimodal literacy are more likely to use diverse teaching methods, such as multimedia, visuals, and interactive elements, to support creativity in the classroom. Similarly, Bereczki and Kárpáti (2021) found that educators who integrate various forms of media and communication in their teaching practices are better able to stimulate students' creativity, which aligns with the findings of this study. Moreover, Anis and Khan (2023) suggest that teachers' multimodal literacy skills allow them to adapt their teaching to the diverse learning needs of students, fostering a more creative and inclusive educational experience.

### 3.4 Domains of Multimodal Literacy that Significantly Influence the Creative Teaching Practices of Teachers

Presented in Table 4 is the regression analysis of how different domains of multimodal literacy—expressing oneself using multimodal structure, interpretation of the contents presented in multimodal structure, and preferring multimodal structure significantly influence the creative teaching practices of public elementary school teachers. The regression model reveals that all three domains contribute positively to creative teaching practices. Specifically, expressing oneself using multimodal structure (Beta of 0.52), interpretation of the contents presented in multimodal structure (Beta of 0.38), and preferring multimodal structure (Beta of 0.42) are all positively related to creative teaching practices, with t-statistics of 3.68, 3.35, and 3.46, respectively, and p-values of 0.000, confirming that these relationships are statistically significant.

The regression equation, Creative Teaching Practices = 3.30 + 0.50 (Expressing Oneself Using Multimodal Structure) + 0.45 (Interpretation of the Contents Presented in Multimodal Structure) + 0.48 (Preferring Multimodal Structure), indicates that the overall model explains 27% of the variance in creative teaching practices ( $R^2 = 0.270$ ). The model's F-value of 25.48 and its p-value of 0.000 further confirm the statistical significance of the model.

In conclusion, these results suggest that multimodal literacy plays a crucial role in enhancing creative teaching practices within public elementary schools. Teachers who are adept at expressing themselves using a variety of media, interpreting multimodal content, and preferring multimodal structures are more likely to employ creative and effective teaching strategies in their classrooms.

This suggests that teachers who are proficient in these domains of multimodal literacy are better equipped to engage their students and foster creativity through diverse and innovative teaching methods. Teachers who express themselves effectively across multiple formats and interpret various forms of media are more likely to create dynamic and engaging learning environments, which contribute to improved teaching practices. Therefore, enhancing teachers' multimodal literacy can have a positive impact on their ability to implement creative teaching practices, leading to better student engagement and learning outcomes.

This finding aligns with the research of Li (2020), who found that teachers who are skilled in expressing themselves through various modalities and interpreting multimodal content are more likely to utilize creative approaches in



their teaching. Furthermore, Anis and Khan (2023) emphasized the importance of multimodal literacy in fostering an engaging learning environment, as teachers who prefer multimodal structures are more adept at utilizing diverse teaching methods that address different learning styles. Additionally, Govender and Rajkoomar (2021) argued that teachers' ability to navigate and employ multimodal teaching strategies enables them to cater to the varied needs of their students, promoting creativity and deeper learning.

#### 4. CONCLUSION

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of multimodal literacy among teachers is always manifested, with teachers consistently demonstrating a strong capacity for expressing themselves using multimodal structure, interpreting the contents presented in multimodal structure, and preferring multimodal structure. This suggests that multimodal literacy is an integral part of their teaching approach, allowing them to utilize diverse modes of communication effectively and engage students through various forms of media and content. This ongoing engagement with multimodal methods enables teachers to create more dynamic and inclusive learning environments.

Secondly, the extent of creative teaching practices among teachers is always manifested, indicating that teachers continuously apply strategies that foster creativity in the classroom. This encompasses strong self-efficacy, environmental encouragement, societal value, and recognition of student potential. The findings highlight the importance of fostering creativity in teaching, which directly impacts the engagement and learning outcomes of students.

Thirdly, a significant relationship between multimodal literacy and creative teaching practices was observed. This indicates that teachers who demonstrate high levels of multimodal literacy are more likely to implement creative teaching practices. The findings demonstrate that multimodal literacy actively influences teachers' ability to engage students with diverse, creative approaches, resulting in more innovative and effective teaching. This relationship suggests that fostering multimodal literacy in teachers could enhance the quality and creativity of educational practices in the long run.

Lastly, the domains of multimodal literacy significantly influence the development and implementation of creative teaching practices. This finding underscores the role of multimodal literacy in ensuring that teachers adopt diverse and effective teaching methods, ultimately enhancing the learning experience and outcomes for students. Teachers who engage deeply with multimodal literacy are more likely to incorporate creative and innovative strategies in their classrooms, leading to improved student engagement and learning outcomes.

The study's findings resonate with several key theoretical frameworks, which underscore the significant role that multimodal literacy and creative teaching practices play in shaping effective educational outcomes.

First, the Multimodal Literacy Theory, articulated by Kress (2023), emphasizes the ability to understand and produce meaning through various modes of communication, such as visual, auditory, and digital forms. The findings from this study align with this theory, suggesting that teachers who incorporate multimodal literacy into their teaching practices are better equipped to engage students with diverse needs, making lessons more interactive and accessible. Teachers who effectively use multiple modes of communication in their instruction foster an inclusive and dynamic learning environment, which supports the development of critical thinking and communication skills in students. This approach also aligns with the study's findings, which show a strong connection between teachers' multimodal literacy and their creative teaching practices, enhancing student engagement and success.

Additionally, the Creative Pedagogy Theory, developed by Samson (2015), as cited by Han and Yang (2024), emphasizes the importance of fostering creativity in the classroom to enhance student engagement, exploration, and problem-solving. The study supports this theory by demonstrating that teachers who employ creative teaching practices such as self-efficacy, societal value, and environmental encouragement are more likely to engage students and inspire innovative thinking. By creating flexible, student-centered learning environments, teachers can promote higher-order thinking and help students apply their knowledge in real-world contexts. The study underscores that teachers who integrate creative approaches into their teaching methods contribute to fostering an environment that supports both critical thinking and creativity.

Lastly, Interdisciplinary Learning Theory, as advanced by Klein (2021), highlights the importance of integrating knowledge across disciplines to promote a holistic understanding and problem-solving approach. This theory is supported by the study's findings, which suggest that teachers who engage with multimodal literacy and creative teaching are more likely to adopt interdisciplinary approaches, blending subjects to create more meaningful and relevant learning experiences. By integrating different modes of communication and creative pedagogies, teachers can encourage students to connect ideas across disciplines, think critically, and approach challenges with innovative solutions. This aligns with the study's conclusion that teachers' ability to foster multimodal literacy and creativity significantly enhances their teaching practices, ultimately improving student outcomes.

## 5. RECOMMENDATION

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering that teachers' multimodal literacy skills are very extensive, it may be essential for schools to continue supporting and enhancing these abilities, particularly in terms of expressing oneself through multimodal structures, interpreting content presented in multimodal forms, and preferring multimodal structures in their teaching. Administrators may organize professional development programs that focus on strengthening teachers' skills in integrating multimodal literacy into their practice. These programs may emphasize how teachers can incorporate different modes of communication (visual, auditory, digital, etc.) into their lessons to make learning more engaging, inclusive, and effective. Schools could also facilitate reflective sessions where teachers share and discuss their approaches to multimodal literacy, fostering innovative teaching strategies that cater to diverse student needs.

Secondly, since creative teaching practices are very extensive among teachers, it may be recommended that schools continue to invest in initiatives that promote and develop creativity in teaching. School leaders may encourage teachers to explore creative teaching strategies that use multimodal literacy to engage students. Professional development programs could focus on how creativity in teaching can enhance

student participation, critical thinking, and problem-solving. Teachers could be provided with resources and opportunities to incorporate new and innovative teaching practices into their lessons, fostering a more dynamic and student-centered learning environment.

Thirdly, given the significant relationship observed between multimodal literacy and creative teaching practices, it may be advisable for schools to foster an integrated approach that encourages teachers to explore how multimodal literacy can enhance creativity in teaching. Collaborative workshops or sessions that bridge the connection between multimodal literacy and creative pedagogy may provide teachers with valuable insights into how these areas can be used to create dynamic, forward-thinking learning environments. By linking multimodal literacy with creative teaching practices, teachers may be better equipped to engage students and foster a more interactive and engaging curriculum that prepares students for future challenges.

Finally, recognizing the significant influence of multimodal literacy on creative teaching practices, it may be recommended that schools prioritize the development of teachers' multimodal literacy skills in relation to creative pedagogy. Supporting teachers to reflect critically on how multimodal literacy can be integrated into creative teaching strategies may enhance their ability to design adaptive and innovative curricula. Offering training opportunities, peer feedback, and collaboration for teachers to improve their creative teaching practices may ensure that the learning experiences offered to students are not only engaging but also relevant to the demands of the future. This focus on multimodal literacy may ultimately contribute to a more effective, creative, and student-centered learning environment for all learners.

## ETHICAL APPROVAL AND CONSENT

This study was carried out in strict accordance with ethical guidelines to ensure the safety, dignity, and well-being of all participants. Prior to starting data collection, the researcher obtained the required approvals, including an endorsement from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The ethical procedures followed were based on the framework outlined by Pregoner et al. (2025), ensuring compliance with up-to-date research protocols for studies

involving human participants in educational settings. Participation was completely voluntary, and all participants were fully informed about the study's objectives, scope, and their right to refuse or withdraw at any time without consequence. Informed consent was obtained to ensure participants understood and agreed to take part. To maintain confidentiality, no personally identifiable information was collected, and all responses were kept confidential. The data gathered were used exclusively for academic purposes. These procedures ensured that the study was conducted with transparency, ethical integrity, and full professional accountability.

## DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

## REFERENCES

- Ainin, J., Tampus, M. G., & Eliseo, J. M. (2025). Teacher leadership and collaboration in leading curriculum innovation: A case study on effective practices. *International Journal of Research in Social Science and Humanities (IJRSS)*, 6(1), 96–114. <https://ijrss.org/index.php/ijrss/article/download/485/322>
- Anis, M., & Khan, R. (2023). Integrating multimodal approaches in English language teaching for inclusive education: A pedagogical exploration. <https://philarchive.org/archive/ANILMA>
- Au, W. (2022). *Unequal by design: High-stakes testing and the standardization of inequality*. Routledge. [https://www.researchgate.net/profile/Wayne-Au/publication/360746437\\_Unequal\\_by\\_Design\\_High-Stakes\\_Testing\\_and\\_the\\_Standardization\\_of\\_Inequality/links/6568cfffce88b8703120846d/Unequal-by-Design-High-Stakes-Testing-and-the-Standardization-of-Inequality.pdf](https://www.researchgate.net/profile/Wayne-Au/publication/360746437_Unequal_by_Design_High-Stakes_Testing_and_the_Standardization_of_Inequality/links/6568cfffce88b8703120846d/Unequal-by-Design-High-Stakes-Testing-and-the-Standardization-of-Inequality.pdf)
- Bakar, S. (2021). Investigating the dynamics of contemporary pedagogical approaches in higher education through innovations, challenges, and paradigm shifts. *Social Science Chronicle*, 1(1), 1–19. <https://socialsciencechronicle.com/wp-content/uploads/2021-009.pdf>
- Bereczki, E. O., & Kárpáti, A. (2021). Technology-enhanced creativity: A multiple case study of digital technology-integration expert teachers' beliefs and practices. *Thinking Skills and Creativity*, 39, 100791. <https://www.sciencedirect.com/science/article/pii/S1871187121000067>
- Bouchrika, I., Harrati, N., Wanick, V., & Wills, G. (2021). Exploring the impact of gamification on student engagement and involvement with e-learning systems. *Interactive Learning Environments*, 29(8), 1244–1257. [https://eprints.soton.ac.uk/432025/2/Wills\\_Jul\\_2019.pdf](https://eprints.soton.ac.uk/432025/2/Wills_Jul_2019.pdf)
- Bulut, B., Ulu, H., & Kan, A. (2015). Multimodal literacy scale: A study of validity and reliability. *Eurasian Journal of Educational Research*, 1(1), 61. <https://dergipark.org.tr/en/download/article-file/318858>
- Calavia, M. B., Blanco, T., & Casas, R. (2021). Fostering creativity as a problem-solving competence through design: Think-Create-Learn, a tool for teachers. *Thinking Skills and Creativity*, 39, 100761. [https://zaguan.unizar.es/record/126207/files/texto\\_completo.pdf](https://zaguan.unizar.es/record/126207/files/texto_completo.pdf)
- Caruz, M. J. N. (2024). Innovative work behavior of principals and organizational effectiveness of public schools in Davao City. <https://digi-journalphilis.com/wp-content/uploads/2024/06/Caruz-SC-0524-008.pdf>
- Devi, R. A. N. J. I. T. A., Pradhan, S. H. R. I. J. A. N. A., Giri, D. O. M. A., Lepcha, N. A. Z. U. N. G., & Basnet, S. H. A. K. E. E. L. A. (2022). Application of correlational research design in nursing and medical research. *Journal of Xi'an Shiyou University, Natural Sciences Edition*, 65(11), 60–69. [https://www.researchgate.net/profile/Barkha-Devi/publication/368958213\\_APPLICATION-OF-CORRELATIONAL-RESEARCH-DESIGN-IN-NURSING-AND-MEDICAL-RESEARCH/links/6568cfffce88b8703120846d/Unequal-by-Design-High-Stakes-Testing-and-the-Standardization-of-Inequality.pdf](https://www.researchgate.net/profile/Barkha-Devi/publication/368958213_APPLICATION-OF-CORRELATIONAL-RESEARCH-DESIGN-IN-NURSING-AND-MEDICAL-RESEARCH/links/6568cfffce88b8703120846d/Unequal-by-Design-High-Stakes-Testing-and-the-Standardization-of-Inequality.pdf)

- OF\_CORRELATIONAL\_RESEARCH\_DESIGN\_IN\_NURSING\_AND\_MEDICAL\_RESEARCH/links/6401a0330cf1030a566a0022/APPLICATION-OF-CORRELATIONAL-RESEARCH-DESIGN-IN-NURSING-AND-MEDICAL-RESEARCH.pdf
- Early, M., & Kendrick, M. (2020). Inquiry-based pedagogies, multimodalities, and multilingualism: Opportunities and challenges in supporting English learner success. *Canadian Modern Language Review*, 76(2), 139–154. <https://www.utpjournals.press/doi/pdf/10.3138/cmlr-2019-0025>
- Eslit, E. R. (2023). *21st century teaching: Updates, challenges, and best practices*. St. Michael's Coll., Iligan City, Philippines. [https://www.researchgate.net/profile/Edgar-Eslit/publication/372483407\\_21st\\_Century\\_Teaching\\_Updates\\_Challenges\\_and\\_Best\\_Practices/links/64b9befdb9ed6874a53155ed/21st-Century-Teaching-Updates-Challenges-and-Best-Practices.pdf](https://www.researchgate.net/profile/Edgar-Eslit/publication/372483407_21st_Century_Teaching_Updates_Challenges_and_Best_Practices/links/64b9befdb9ed6874a53155ed/21st-Century-Teaching-Updates-Challenges-and-Best-Practices.pdf)
- Fadhilah, Y., Salim, R. M. A., & Safitri, S. (2022). Teacher efficacy and teacher social perception in creative teaching for elementary school teachers. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 212–219. <https://ejournal.undiksha.ac.id/index.php/JISD/article/download/44760/22427>
- Govender, R., & Rajkoomar, M. (2021). A multimodal model for learning, teaching and assessment in higher education. In *Covid-19: Interdisciplinary Explorations of Impacts on Higher Education* (p. 57). [https://www.academia.edu/download/89805669/af7730\\_3a2ab261dcf84039b53d0849e77e4c4c.pdf](https://www.academia.edu/download/89805669/af7730_3a2ab261dcf84039b53d0849e77e4c4c.pdf)
- Guo, X., Chen, S., & Guo, Y. (2024). Advancing multimodal teaching: A bibliometric and content analysis of trends, influences, and future directions. *Humanities and Social Sciences Communications*, 11(1), 1–22. <https://www.nature.com/articles/s41599-024-04254-0.pdf>
- Han, J., & Yang, J. (2024). Educational philosophy in transition: Herbart's pedagogical impact on a century of change. *Cultura: International Journal of Philosophy of Culture and Axiology*, 21(2). <https://culturajournal.com/submissions/index.php/ijpca/article/download/127/174>
- Hernández-Torrano, D., & Ibrayeva, L. (2020). Creativity and education: A bibliometric mapping of the research literature (1975–2019). *Thinking Skills and Creativity*, 35, 100625. <https://www.sciencedirect.com/science/article/pii/S1871187119302603>
- Isohätälä, J., Näykki, P., & Järvelä, S. (2020). Cognitive and socio-emotional interaction in collaborative learning: Exploring fluctuations in students' participation. *Scandinavian Journal of Educational Research*, 64(6), 831–851. <https://oulu.repo.oulu.fi/bitstream/handle/10024/26346/nbnfi-fe2019111538364.pdf?sequence=1>
- Klein, J. T. (2021). Alliances for interdisciplinarity and transdisciplinarity: A call for response. *Issues in Interdisciplinary Studies*, 39, 7–35. <https://files.eric.ed.gov/fulltext/EJ1339296.pdf>
- Kress, B. (2023, August). Digital optics as key enabling technologies to achieve small form factor AR display systems. In *Digital Optical Technologies 2023* (Vol. 12624, pp. 108–119). SPIE. <https://www.spiedigitallibrary.org/conference-proceedings-of-spie/12624/126240R/Digital-optics-as-key-enabling-technologies-to-achieve-small-form/10.1117/12.2691175.short>
- Lähdesmäki, T., Baranova, J., Ylönen, S. C., Koistinen, A. K., Mäkinen, K., Juškiene, V., & Zaleskiene, I. (2022). *Learning cultural literacy through creative practices in schools: Cultural and multimodal approaches to meaning-making* (p. 151). Springer Nature. <https://library.oapen.org/bitstream/handle/20500.12657/51480/9783030892364.pdf;sequence=1>
- Li, M. (2020). Multimodal pedagogy in TESOL teacher education: Students' perspectives. *System*, 94, 102337. [https://www.academia.edu/download/64458432/SYS\\_MLI%202020.pdf](https://www.academia.edu/download/64458432/SYS_MLI%202020.pdf)
- Lim, F. V., Toh, W., & Nguyen, T. T. H. (2022). Multimodality in the English language classroom: A systematic review of literature. *Linguistics and Education*, 69, 101048. [https://www.academia.edu/download/107564228/A\\_systematic\\_review\\_of\\_multimodality\\_in\\_the\\_EL\\_classroom.pdf](https://www.academia.edu/download/107564228/A_systematic_review_of_multimodality_in_the_EL_classroom.pdf)
- Martin, A. (2021). 'Draw with words, write myself': Supporting teachers' professional development in creative writing communities. *JYU Dissertations*. <https://jyx.jyu.fi/bitstreams/762cf4b0-af8d-43eb-8d2e-7afd028cf639/download>

- Mellinger, C. D., & Hanson, T. A. (2020). Methodological considerations for survey research: Validity, reliability, and quantitative analysis. *Linguistica Antverpiensia, New Series–Themes in Translation Studies*, 19. <https://lans-tts.uantwerpen.be/index.php/LANS-TTS/article/download/549/548>
- Mertler, C. A., Vannatta, R. A., & LaVenita, K. N. (2021). *Advanced and multivariate statistical methods: Practical application and interpretation*. Routledge. [https://www.academia.edu/download/84637996/DecisionTree\\_MertlerVannatta.pdf](https://www.academia.edu/download/84637996/DecisionTree_MertlerVannatta.pdf)
- Micabalo, K., Poliquit, W. M., Ibanez, E., Pabillaran, R., Edicto, Q. M., & Cano, J. (2021). A correlational study on the teaching methodologies and the competencies of graduates in a private university in the Philippines. *JPAIR Institutional Research*, 17(1), 1–23. <https://philair.ph/index.php/irj/article/download/749/1635>
- Mills, K. A., Heck, E., Brown, A., & Funnell, P. (2023). *Senses together: Multimodal literacy learning in primary education*. Australian Catholic University. <https://www.sensetogether.com/wp-content/uploads/2023/11/Senses%20Together%20Report.pdf>
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50–79. [https://mpira.ub.uni-muenchen.de/105149/1/MPRA\\_paper\\_105149.pdf](https://mpira.ub.uni-muenchen.de/105149/1/MPRA_paper_105149.pdf)
- Napanoy, J. B., Gayagay, G. C., & Tuazon, J. R. C. (2021). Difficulties encountered by pre-service teachers: Basis of a pre-service training program. *Universal Journal of Educational Research*, 9(2), 342–349. [https://www.researchgate.net/profile/Jay-Napanoy/publication/349965918\\_Difficulties\\_Encountered\\_by\\_Pre-service\\_Teachers\\_Basis\\_of\\_a\\_Pre-service\\_Training\\_Program/links/6049d33b45851543166ba1d2/Difficulties-Encountered-by-Pre-service-Teachers-Basis-of-a-Pre-service-Training-Program.pdf](https://www.researchgate.net/profile/Jay-Napanoy/publication/349965918_Difficulties_Encountered_by_Pre-service_Teachers_Basis_of_a_Pre-service_Training_Program/links/6049d33b45851543166ba1d2/Difficulties-Encountered-by-Pre-service-Teachers-Basis-of-a-Pre-service-Training-Program.pdf)
- Nigar, N., Kostogriz, A., & Hossain, I. (2024). Hybrid professional identities: Exploring non-native English-speaking teachers' lived experiences through the Cyborg Manifesto. *Pedagogy, Culture & Society*, 1–23. <https://www.tandfonline.com/doi/pdf/10.1080/14681366.2024.2409731>
- Oakley, G., Wildy, H., & Berman, Y. E. (2020). Multimodal digital text creation using tablets and open-ended creative apps to improve the literacy learning of children in early childhood classrooms. *Journal of Early Childhood Literacy*, 20(4), 655–679. <https://journals.sagepub.com/doi/abs/10.1177/1468798418779171>
- Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical issues in conducting research using human participants in the post-COVID era. *IMCC Journal of Science*, 5(1), 1–9. <https://hal.science/hal-05073466/>
- Rubenstein, L. D., McCoach, D. B., & Siegle, D. (2013). Teaching for creativity scales: An instrument to examine teachers' perceptions of factors that allow for the teaching of creativity. *Creativity Research Journal*, 25(3), 324–334. [https://www.researchgate.net/profile/Lisa-Rubenstein-2/publication/271626666\\_Teaching\\_for\\_Creativity\\_Scales\\_An\\_Instrument\\_to\\_Examine\\_Teachers'\\_Perceptions\\_of\\_Factors\\_That\\_Allow\\_for\\_the\\_Teaching\\_of\\_Creativity/links/5571cd5908ae75215866fd87/Teaching-for-Creativity-Scales-An-Instrument-to-Examine-Teachers-Perceptions-of-Factors-That-Allow-for-the-Teaching-of-Creativity.pdf](https://www.researchgate.net/profile/Lisa-Rubenstein-2/publication/271626666_Teaching_for_Creativity_Scales_An_Instrument_to_Examine_Teachers'_Perceptions_of_Factors_That_Allow_for_the_Teaching_of_Creativity/links/5571cd5908ae75215866fd87/Teaching-for-Creativity-Scales-An-Instrument-to-Examine-Teachers-Perceptions-of-Factors-That-Allow-for-the-Teaching-of-Creativity.pdf)
- Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153–164. <https://celt.uwindsor.ca/index.php/CELT/article/view/4227/3555>
- Si, Q., Hodges, T. S., & Coleman, J. M. (2022). Multimodal literacies classroom instruction for K-12 students: A review of research. *Literacy Research and Instruction*, 61(3), 276–297. [https://www.researchgate.net/profile/Julianne-Coleman/publication/357537572\\_Multimodal\\_literacies\\_classroom\\_instruction\\_for\\_K-12\\_students\\_a\\_review\\_of\\_research/links/627e8b1e107cae2919a2cc56/Multimodal-literacies-classroom-instruction-for-K-12-students-a-review-of-research.pdf?origin=journalDetail&\\_tp=eyJwYWdlIjoiam91cm5hbERldGFpbCJ9](https://www.researchgate.net/profile/Julianne-Coleman/publication/357537572_Multimodal_literacies_classroom_instruction_for_K-12_students_a_review_of_research/links/627e8b1e107cae2919a2cc56/Multimodal-literacies-classroom-instruction-for-K-12-students-a-review-of-research.pdf?origin=journalDetail&_tp=eyJwYWdlIjoiam91cm5hbERldGFpbCJ9)
- Taylor, S. V., & Leung, C. B. (2020). Multimodal literacy and social interaction: Young children's literacy learning. *Early Childhood*

- Education Journal*, 48(1), 1–10.  
<https://link.springer.com/article/10.1007/s10643-019-00974-0>
- Trinidad, J. E. (2020). Material resources, school climate, and achievement variations in the Philippines: Insights from PISA 2018. *International Journal of Educational Development*, 75, 102174.  
[https://www.academia.edu/download/62295205/12\\_Philippine\\_PISA20200306-28826-2na4u0.pdf](https://www.academia.edu/download/62295205/12_Philippine_PISA20200306-28826-2na4u0.pdf)
- Wang, H. (2022). International English learners' perspectives on multimodal composing and identity representation via multimodal texts. *SAGE Open*, 12(2), 21582440221103526.  
<https://journals.sagepub.com/doi/pdf/10.1177/21582440221103526>
- Warsah, I., Morganna, R., Uyun, M., Afandi, M., & Hamengkubuwono, H. (2021). The impact of collaborative learning on learners' critical thinking skills. *International Journal of Instruction*, 14(2), 443–460.  
<http://repository.iaincurup.ac.id/336/2/The%20Impact%20of%20Collaborative%20Learning%20on%20Learners%E2%80%99%20Critical%20Thinking%20Skills.pdf>
- Zayeb, A. J., Aleidan, A. A., & Ali, N. G. (2024). The power of visuals: The significance of higher education teacher professional development in visual literacy in Kuwait. *World Journal of Education*, 14(1), 79–95.  
<https://files.eric.ed.gov/fulltext/EJ1427116.pdf>

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of the publisher and/or the editor(s). This publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.

© Copyright (2025): Author(s). The licensee is the journal publisher. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:  
 The peer review history for this paper can be accessed here:  
<https://pr.sdiarticle5.com/review-history/138879>