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Research Article

Developing Soft Skills of Students Through Multimodal Instruction by Pre-Service Educators in a State University

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ABSTRACT

Given the low ranking of Filipino children in reading, science, and mathematics at the latest 2022 Programme for International Student Assessment (PISA), and the lack of empirical evidence about multimodal instruction of teachers and the development of soft skills of students, this mixed methods study looked into the transformative impact of multimodal instruction on the development of soft skills of students such as communication, flexibility, and leadership. It will also track the influence of soft skills on student outcomes such as employability, academic success, and personal growth. Survey questionnaires were used to effectively assess and monitor the data given by the respondents and a five-point Likert Scale was utilized to establish a clear conclusion of the variables. Semi-structured interviews with open-ended questions were conducted to reassure the quantitative findings. Results of the descriptive statistics showed that all of the variables met the highest mean, strongly agreeing with statements from each variable and was further reinforced by the qualitative analysis from the respondents. Moreover, it was found out that pre-service teachers prefer to use videos and animations, as their main multimodal instruction, to illustrate complex concepts visually. Next is incorporating visual diagrams, mind influence maps, or conceptual maps, and third but not least, applying hands-on activities and experiments for tactile learners. Thus, it concludes that multimodal instruction paves the path for attaining soft skills and that soft skills highly influence student outcomes.

Keywords: *Multimodal instruction, Soft skills, Pre-service educators, Transformative impact*

Introduction

Soft skills encompass a broad spectrum of personal and interpersonal attributes integral

to effective social interaction, communication, and self-regulation. These skills constitute the

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fundamental mechanisms underlying successful human interaction and performance in diverse contexts (Padhi, 2014).

Such skills have long been regarded as invaluable tools for improving students' learning performance and one's personal life. These attributes cannot be acquired through high grades or reputable credential records; it entails thorough practice and a continuous commitment. However, current research about these skills is limited and lacks timely information on their effectiveness.

With the ongoing evolution of technology in education, diverse modalities of information dissemination—including gestural, visual, haptic, auditory, textual, and multimedia formats—facilitate multiple avenues of cognitive access to learning materials. The strategic utilization of varied or combined modalities enhances the accessibility and efficacy of information processing (Bezemer & Kress, 2016; Matusiak, 2013; Nouri, 2018; Sankey et al., 2010).

This modern approach, called multimodal instruction, allows students to engage in a learning experience that blends technology and adaptivity. Some researchers have explored its significance to the soft skills of students and the majority reaffirmed its transformative role in education and during the career stage. Despite this, most studies lack specifications to truly determine its influence and impact.

This study will thoroughly delve into the implications of multimodal instruction on the soft skills of students, and determine the influence of soft skills on student outcomes. With that, the implementation of multimodal instruction and the development of soft skills will be mobilized purposefully in the realm of education.

Literature Review

Multimodal Instruction in the Classroom

Multimodal instruction is a strong teaching approach. It uses various learning styles and methods to increase student engagement and improve learning outcomes. By presenting materials in different formats, teachers can make information more accessible and keep students' attention. This is especially helpful for those who struggle with traditional teaching methods (Chen & Fu, 2003; Cronin, 2009;

Hazari, 2004). This method fits well with the idea that learners have different preferences and strengths, as shown by Dunn et al. (1981) and Gregoric (1985a, 1985b).

Early studies focused on memory and visual/oral strategies (Keefe, 1987). These studies laid the groundwork for later research on how multimodal instruction can build on what students already know and have experienced (Yelland, Lee, & O'Rourke, 2008). Findings show that combining words with images not only improves comprehension but also encourages deeper learning (Mayer, 2003). This varied approach recognizes that different teaching methods offer unique perspectives, challenge assumptions, and promote creative thinking (Kress et al., 2001). For example, using gestures during explanations or adding captioned videos can greatly help in understanding complex concepts and vocabulary (Sydorenko, 2010).

Additionally, effective multimodal instruction is key to maximizing student learning potential. Changing teaching strategies to meet different learning preferences has been shown to significantly improve academic performance in college settings (Dunn et al., 1981; Gregoric, 1985a, 1985b). By allowing students to engage with material in various ways, teachers encourage flexibility in their learning styles, making education more inclusive (Hazari, 2004). This is especially important for students who find traditional methods difficult, as multimodal instruction allows them to engage with material in a way that matches their strengths (Pashler et al., 2008).

In conclusion, using various modalities, such as visual, auditory, and kinesthetic elements, creates a more engaging and effective learning environment. This fosters better understanding and retention of information (Mayer, 2003). By embracing multimodal instruction, teachers not only boost student engagement but also create a richer, more dynamic educational experience. This prepares students for different learning contexts and future challenges.

Soft Skill Development Through Multimodal Instruction

Multimodal teaching is an innovative educational method that combines multimedia and

information and communication technologies (ICTs) to address different learning styles. This creates an engaging and flexible learning environment (Govender & Rajkoomar, 2021). This approach works well for Generation Z students, who regularly interact with various media. By providing different ways to learn that match individual strengths and preferences, multimodal instruction boosts student engagement and improves learning results.

Using VARK learning strategies in this framework has effectively improved interpersonal skills among students (Renuga & Vijayalakshmi, 2013). Moreover, computer-assisted multimodal guides have shown to enhance social communication skills in children (Bouchey et al., 2021). These findings indicate that multimodal instruction not only addresses cognitive differences but also promotes essential social skills, which are crucial for success in school and work.

However, we should be aware of the potential downsides of too much multimodality. Having too many learning modes and information can cause cognitive overload, which might hinder learning instead of supporting it (Moreno & Mayer, 2007; Sweller et al., 1998). This points to the need for a balanced approach that carefully selects the instruction modes to ensure they improve, not complicate, the learning experience. Furthermore, while multimodal learning can be helpful, it may also negatively affect motor skills and mental flexibility in certain situations (Shenoy et al., 2020). This means educators need to consider the specific needs and abilities of their students when using multimodal strategies.

On the positive side, multimodal teaching encourages critical thinking and creativity by pushing students to analyze and interpret information from various sources (Khromchenko, 2024). This skill is increasingly vital in today's information-rich world, where navigating and combining diverse content is necessary for academic success and future careers. When educators use interactive presentations, videos, and audio recordings in their teaching, they not only boost student engagement but also prepare learners for collaborative work environments that need adaptability and effective communication (Khromchenko, 2024).

In the end, considering different communication methods alongside multimodal skills and materials allows students to interact with content more genuinely (Mauillo, 2022). This comprehensive learning approach supports academic success and equips students with the skills they need to thrive in collaborative and dynamic settings. Therefore, multimodal teaching stands out as a vital strategy for creating a well-rounded and effective educational experience, as long as it is implemented with care to avoid possible issues.

Student Outcomes from Multimodal Teaching

Multimodality, as described by classical rhetoricians, is a teaching method that effectively brings together different communication elements, such as voice, tone, and gestures, into the learning process (Wysocki, 2002; Pourhosein, Nizan, & Masoumeh, 2011; Bezemer & Jewitt, 2010). This combination is important for engaging students and improving their performance, as it helps teachers address various learning preferences and styles. By using multiple forms of communication, instructors can create a more vibrant learning environment that connects with students. This, in turn, boosts their motivation and involvement in their education.

Research highlights the effectiveness of multimodal stimuli in vocabulary learning. Repeated exposure to different formats can significantly improve learning outcomes (Bisson, Van Heuven, Conklin & Tunney, 2014). This finding stresses the need for using various teaching methods to support learning and enhance retention. Additionally, multimodal representations can improve understanding, memory, and inference skills (Scaife & Rogers, 1996). However, to achieve these benefits, teachers must be careful about the cognitive load from presenting too much or redundant information (Kalyuga, Chandler, & Sweller, 2004). It's crucial to match cognitive tasks to the relevant activities to get the most out of multimodal instruction (Kozma, 1991).

A multisensory approach is a key feature of multimodal learning. It supports different learning styles and effectively boosts motivation and performance (Borzello, 2018). This is

especially clear in subjects that require mastering complex skills, like software applications. In these areas, multimodal instruction has resulted in improved learning outcomes (Gellevij et al., 2002). Engaging with content through various sensory channels helps in gaining knowledge and supports professional development (Li, 2020).

Furthermore, multimodal learning improves critical skills, such as scientific writing and using a variety of representations effectively (Nam & Cho, 2016). Collaborative multimodal assignments deepen students' understanding of professional skills by encouraging them to combine information from different sources and apply what they learn in real-world situations (Clair et al., 2011). This collaborative aspect is vital as it builds teamwork skills and prepares students for future careers, where working well with others and integrating different viewpoints is essential.

In addition to academic skills, multimodal methods significantly boost communication skills, increase confidence, and promote understanding across cultures, especially in fields like tourism (Turakulova, 2024). The ability to communicate effectively across various cultures is increasingly important in a globalized world. These skills are critical for student success in diverse settings.

Despite these benefits, challenges like effectively using technology and managing time remain significant hurdles in applying multimodal learning (Li, 2020). Teachers must address these challenges to fully tap into the potential of multimodal instruction. Nevertheless, the advantages of this approach—greater engagement, better knowledge retention, and essential skill development—highlight its importance in modern education. By adopting multimodal strategies, teachers can create more inclusive and effective learning environments that meet the diverse needs of students, ultimately preparing them for success in a complex and interconnected world.

Methodology

Design. This research utilized the mixed methods design to determine the influence of multimodal instruction on the soft skills of students and the latter's effect on student

outcomes. Plano Clark and Ivankova (2016) define mixed methods research as an integrative process combining quantitative and qualitative data collection and analysis to optimize understanding of a research question. The specific approach taken in any study is influenced by methodological considerations and the researchers' individual, relational, and societal contexts. Unlike single-method approaches, mixed methods research integrates quantitative and qualitative data collection and analysis to provide a more comprehensive understanding of the research problem and answer both quantitative and qualitative research questions within a single study. This integrated approach can lead to more robust and justifiable conclusions than using either quantitative or qualitative methods alone (Greene & Caracelli, 1997b).

Furthermore, descriptive statistics quantitatively measured the gathered dataset from the respondents to present concise and clear empirical evidence. On the other hand, descriptive qualitative analysis captured the diverse views of the respondents and consolidated it to create a more comprehensive and succinct conclusion.

Participants. The study was conducted among fourth-year college students of the College of Teacher Education at Aklan State University, Banga, Aklan. All the students were approximately 21-28 years old and had similar backgrounds since they were education program students. They all had at least 8 months of teaching experience in their respective fields. Sixty-four (64) students from different programs and majors in a state university were chosen through a non-probability convenience sampling method for this study.

Meanwhile during the virtual interviews, the stratified sampling method was employed to broaden and diversify viewpoints of participants from the target population. Therefore, a single student from the BEEd program was randomly chosen as one of the interviewees, and one student each major from the BSED program such as English, Mathematics, Science, and Social Studies, has been summoned to face questions crafted by the researchers.

The interviews were used to confirm if quantitative results are aligned with the collected responses. Therefore, questions are specifically designed to the themes relevant to the outcomes of the surveys.

Data Collection. The research utilized an survey questionnaire as an instrument to collect quantitative data which was adapted from Villarin (2023). The questionnaire was used to rigorously obtain information by categorizing into subdivisions. It consisted of four parts: Section A asked for the demographic profile of the respondents such as sex, age, and specialization. Section B attempted to determine what are the multimodal instructions preferred by the pre-service teachers. In Section C, it aimed to discover the influence of multimodal instruction on the soft skills of students. For Section D, this part deciphered the effects of the acquired soft skills on students in their future careers, academic stance, and personal development. Meanwhile, to encourage more students to participate in this study conveniently despite distance restrictions, Google Forms were spread across group chats (GCs) of their respective sections through the messenger application.

In terms of the gathering of qualitative findings, semi-structured interviews were individually arranged with the respondents. Here is a sample questionnaire used for the interview:

- *In what ways does multimodal teaching affect how students communicate?*
- *Does multimodal learning make students more adaptable and flexible? How so?*
- *How does multimodal instruction influence the development of students' leadership qualities?*
- *How do soft skills contribute to students' employability after graduation?*
- *What role do soft skills play in students' academic achievement?*
- *How do soft skills foster the personal development of students?*

The messenger application was again utilized due to the limitation of face-to-face interaction and open-ended questions were elicited to ascertain the veracity of their answers.

To show respect and observe proper protocol, a request letter was sent to and approved by the Office of Dean of the College of Teacher Education to grant the permission of the data gathering process. Meanwhile, respondents were also given informed consents to uphold ethical principles and protect their rights.

Data Analysis. In this research, the five-point Likert scale was used to evaluate the given items especially in the analysis of statement indicators. The respondents were asked to rate each factor using the following scale:

Descriptive Interpretation		
Scale	Range	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.0 – 1.80	Strongly Disagree

To intensively and generally measure the influence of multimodal skills on the development of soft skills and soft skills toward student outcomes, the factors were rated through the

five-point Likert scale with the following descriptive equivalents. The linguistic terms were adopted from the study of Lu et al. (2018).

Descriptive Interpretation		
Scale	Range	Description
5	4.21 – 5.00	Very Impactful
4	3.41 – 4.20	Somewhat Impactful
3	2.61 – 3.40	Moderately Impactful

Descriptive Interpretation		
Scale	Range	Description
2	1.81 – 2.60	Lightly Impactful
1	1.0 – 1.80	Least Impactful

Limitations and Future Directions. The study's reliance on a convenience sample from a single university campus limits the generalizability of its findings. Subsequent research should utilize more rigorous sampling techniques and a broader scope to enhance the validity and applicability of the results.

This study provides a valuable framework for future investigations into the discussed themes, particularly those employing experimental methodologies to yield more conclusive evidence.

Findings and Discussions

Profile of Respondents

Sex. Table 1 shows that female pre-service teachers outnumber the males in this study.

Table 1. Sex of Respondents

Sex	f	%
Male	15	23.4%
Female	49	76.6%
Total	n=64	100%

Age. Table 2 illustrates the age specifications of the respondents. According to the given data, ages 21 to 23 is highly existent in this

study which are the usual time frames for graduating students in the tertiary level of the academic year 2024-2025.

Table 2. Age of Respondents

Age	f	%
21	27	27%
22	26	26%
23	10	10%
25	1	1%
28	1	1%
Total	n=64	100%

Specialization. Table 3 shows that BSEd pre-service teachers are more active in this study compared to the BEEd Program. On the other hand, Table 4 identifies that mathematics

teachers topped in the secondary education list, followed by English and other majors in the CTE department.

Table 3. Curricular Program of Respondents

Curricular Program	f	%
BSEd	55	85.9%
BEEd	9	14.1%
Total	n=64	100%

Table 4. Major Field Pursued by the Respondents

Major Field Pursued	<i>f</i>	%
Mathematics	25	44.6%
Science	5	8.9%
English	20	35.7%
Social Studies	6	10.7%
<i>Total</i>	<i>n=64</i>	<i>100%</i>

Multimodal Instruction Preferences of PSTs

This study shows that pre-service teachers prefer visual multimodal instruction, such as videos and diagrams. This supports Olivier's (2019) positive findings on instructional videos. This consistent preference across different contexts highlights the importance of teacher education focusing on training for creating and using visual resources. However, the low

interest in guest lecturers indicates a potential issue. Teacher education should emphasize diverse perspectives and offer practical training on how to effectively integrate visual aids into lesson planning, avoiding dependence on just one method. A balanced curriculum that provides pre-service teachers with both theoretical knowledge and practical skills in multimodal instruction is essential.

Table 5. Multimodal Instruction Preferences of Pre-Service Teachers

Multimodal Instruction	<i>f</i>	<i>Rank</i>
videos or animations	51	1
infographics or data visualization	39	4
visual diagrams, mind maps, or concept maps	42	2
multimedia presentations of guest lecturers	30	7
multimedia timelines	26	8
multimedia storytelling techniques	19	13
multimedia annotation tools	22	11
digital storytelling tools	17	15
hands-on activities and experiments	41	3
audiovisual interactive presentations	42	2
examples and illustrations of real-world case studies	32	6
interactive digital platforms or applications	25	9
multimedia assignments	19	13
virtual reality or augmented reality	13	16
interactive quizzes or games	39	4
videoconferencing tools	10	18
interactive whiteboards or touchscreen displays	23	10
musicality or audio effects for mood-emotive purposes	19	13
audio or video information accompanying transcripts or captions	22	11
multimedia simulations or virtual laboratories	18	14
multimedia presentations on a special topic	26	8
virtual excursions	11	17
multimedia tools or software for collaborative works	34	5
multimedia research projects	21	12
multimedia blogs or vlogs	21	12

Influence of Multimodal Instruction on Students' Soft Skills

The findings in Table 6 show a link between multimodal instruction and improved soft skills, such as communication, flexibility, and leadership. This supports Moreno and Mayer's (2007) point that multimodal learning engages both visual and auditory senses through different verbal and nonverbal representations. The views of the teachers back this up. They suggest that using various teaching methods helps de-

velop these important soft skills. This comparison presents a key point for teacher education: training programs must clearly include the teaching principles of multimodal instruction. They should focus on using different media not only to build content knowledge but also to develop essential soft skills. Teacher education should go beyond just introducing multimodal tools. It should concentrate on how to use these tools effectively to improve students' communication, adaptability, and leadership skills.

Table 6. Influence of Multimodal Instruction on Students' Soft Skills

<i>Item Description</i>	<i>\bar{x}</i>	<i>DI</i>
Communication		
has diverse formats for presenting information to students and helps them understand concepts from diverse perspectives	4.55	Strongly Agree
encourages active participation using group discussions, debates, and interactive presentations	4.56	Strongly Agree
requires research and gathering of information from various sources	4.38	Strongly Agree
Flexibility		
challenges the student to solve problems from many angles, utilizing a number of skills and knowledge	4.42	Strongly Agree
bring abstract concepts to concrete settings	4.36	Strongly Agree
accommodate different kinds of preferences by including visual, auditory, kinesthetic, and tactile elements	4.47	Strongly Agree
Leadership		
encourages students to be flexible and adaptable in their learning approach	4.41	Strongly Agree
establishes abstract concepts in direct relation to real-life practice	4.31	Strongly Agree
encourages students to communicate in various ways	4.44	Strongly Agree

Effects of Soft Skills on Student Outcomes

The study's findings show that pre-service teachers strongly believe in the importance of soft skills for student success, such as employability, academic achievement, and personal growth. This is backed by the research of Karneli et al. (2024), which highlights the importance of soft skills like communication, collaboration, and leadership in the workplace. Both studies point to the vital role soft skills play in achieving positive outcomes. This emphasizes the need for teacher education programs to include the development and assessment of soft skills as a fundamental part of their curricula.

The existing literature (Nyatyowa, 2017; Mayer and Wittrock, 2006; Khalidzuoud and Rawyaalshboul, 2018; Bee, 2012; Preckel, Holling, & Vock, 2006; Chamorro-Premuzic and Furnham, 2008; Asuru and Ogidi, 2013) consistently shows a connection between soft skills like time management, problem-solving, communication, and conscientiousness with academic success, personal growth, and employability. Therefore, teacher education should provide pre-service teachers with the teaching strategies and assessment tools needed to effectively develop these skills in their students. This involves not just teaching soft skills directly but also creating learning environments that encourage their growth.

Table 7. Effects of Soft Skills on Student Outcomes

<i>Item Description</i>	<i>\bar{x}</i>	<i>DI</i>
Employability		
employers are interested in people who can talk effectively, work together efficiently, and solve problems creatively	4.52	Strongly Agree
modern workplace is constantly changing and evolving	4.31	Strongly Agree
people consider students with soft skills as leaders for the future	4.27	Strongly Agree
Academic Success		
engagements in soft skills are essential to interact with the course material, contribute to discussions, and raise insightful questions	4.41	Strongly Agree
academic success is dependent on managing deadlines, prioritizing tasks, and staying organized	4.38	Strongly Agree
academic programs include group projects and collaborative learning	4.44	Strongly Agree
Personal Growth		
Soft skills help keep up healthy relationships with family, friends, and coworkers	4.39	Strongly Agree
developing soft skills helps better understand yourself and navigate difficult situations	4.45	Strongly Agree
strong interpersonal skills have the most significant impact on promoting an individual's well-being and personal satisfaction	4.39	Strongly Agree

Influence of Multimodal Instruction and Effects of Soft Skills

A. Grand Mean of the Influence of Multimodal Instruction on Students' Soft Skills

The findings in Table 8a show a strong positive impact of multimodal instruction on students' communication, flexibility, and leadership skills. This directly supports Turakulova's (2024) research, which highlights the effectiveness of multimodal instruction in improving communication skills, confidence, and understanding between cultures. Pre-service teachers rated all three soft skills as "very impactful," further reinforcing this connection.

The message for teacher education is straightforward: curricula must include clear training on how to design and implement multimodal instructional strategies that focus on developing these important soft skills. Teacher educators should prepare pre-service teachers with the knowledge and practical skills needed to use multimodal resources effectively. This preparation should cover both the technical side of using various media and the teaching methods for integrating them in a way that boosts student learning and growth.

Table 8a. Grand Mean of the Influence of Multimodal Instruction on Students' Soft Skills

	<i>\bar{x}</i>	<i>\bar{x}</i>	<i>\bar{x}</i>	<i>XG</i>	<i>DI</i>
Communication	4.55	4.56	4.38	4.50	Very Impactful
Flexibility	4.42	4.36	4.47	4.42	Very Impactful
Leadership	4.41	4.31	4.44	4.39	Very Impactful

B. Grand Mean of the Effects of Soft Skills on Student Outcomes

The results in Table 8b show a strong positive effect of soft skills on employability, academic success, and personal growth, scoring "very impactful" with similar high mean scores. This agrees with Clair et al.'s (2011) study,

which found that collaborative multimodal learning encourages positive interdependence and improves students' professional skills. The consistent high mean scores across the three outcome measures highlight the significant role of soft skills. This emphasizes the need for teacher education programs to focus on

strategies that develop soft skills, particularly through collaborative learning within a multimodal framework. Teacher educators should prepare pre-service teachers with the knowledge and practical skills to create environments that promote collaboration, communication, and problem-solving skills.

This will ultimately help students succeed in their studies and future careers. The curriculum should not only cover the theory behind soft skills but also focus on applying multimodal methods to develop these skills effectively.

Table 8b. Grand Mean of the Effects of Soft Skills on Student Outcomes

	\bar{x}	\bar{x}	\bar{x}	XG	DI
Employability	4.52	4.31	4.27	4.37	Very Impactful
Academic Success	4.41	4.38	4.44	4.41	Very Impactful
Personal Growth	4.49	4.45	4.39	4.41	Very Impactful

Pre-Service Teachers' Perspectives on Multimodal Instruction and Soft Skills

To affirm the quantitative data from the respondents, an interview was given to selected pre-service teachers from each specialization. Based from their narratives, multimodal instruction does affect the development of soft skills of students and soft skills ensure positive outcomes for students. In particular, multimodal instruction molds students' soft skills such as communication skills, flexibility, and leadership qualities. Meanwhile, student outcomes, including employability, academic success, and personal growth were recognized to be factors, resulting from acquired soft skills.

Teacher training programs need to include clear instruction on the teaching benefits of multimodal instruction and its role in developing vital soft skills. Curricula should provide pre-service teachers with the practical skills and knowledge to create and deliver effective multimodal lessons that focus on cultivating these skills. Additionally, teacher education should focus on assessment strategies that evaluate both content knowledge and the growth of soft skills. This ensures that teacher training prepares educators to help students become well-rounded and successful.

Q1: In what ways does multimodal teaching affect how students communicate?

Student A: *It affects how students communicate by giving them more ways to express their ideas like they can use words, images, or actions to explain their thoughts.*

Student B: *Multimodal teaching allows the students to be comfortable with both formal and informal communication. It prepares them for a situation like a job interview, public speaking, or working as a team at work and develops how they express themselves creatively.*

Student C: *One way is diverse expression. Since multimodal teaching encourages students to use various forms of communication, it allows students to express their understanding and ideas in ways that resonate with their strengths and preferences. Another way is enhanced engagement because if educators were to incorporate multiple modes of learning, students would be more likely to stay engaged and participate actively in discussions.*

Student D: *Multimodal teaching exposes students to diverse communication modes (text, images, audio, video, etc.). This encourages students to enhance their communication skills and develop a richer vocabulary. As a result, they will learn to express themselves using a wider range of words and phrases and gain confidence in conveying information effectively through various mediums. It will also foster better unity by promoting collaborative learning, which enhances teamwork skills crucial for future endeavors.*

Student E: *Multimodal teaching serves as a mechanism to address the learning difficulties of each learner while it also gives students a chance to learn better especially since students are diverse with different ways of grasping information.*

Accordingly, the majority declares that as multimodal teaching offers various mediums, it also enables them to communicate effectively

through diverse ways. Other implications have also been mentioned such as its capability to prepare students for their future jobs, public speaking, collaborative skills, and enhanced engagement. This interview result aligns with the quantitative data above from which the respondents approve that communication skills are improved due to the different formats, speaking sessions, and wider research capacities it provides.

Q2: Does multimodal learning make students more adaptable and flexible? How so?

Student A: Yes, multimodal learning helps students become more adaptable and flexible, by using different ways to learn like reading, watching videos, or doing some hands-on activities.

Student B: When students learn in different ways, they can adapt to new things quickly while enhancing their understanding. For example, if one method of teaching does not make sense, they will try another approach to learn the topic.

Student C: Yes, and one reason for that is increased creativity. If students are exposed to diverse content types, their creativity is encouraged.

Student D: Yes, significantly. Multimodal learning equips students with the cognitive flexibility, critical thinking skills, and knowledge base necessary to navigate the complexities of the 21st-century world. They will learn to adapt or switch between different modes of thinking and information processing, enabling them to approach challenges from multiple perspectives and discover creative solutions. Furthermore, multimodal learning fosters proficiency in utilizing various digital tools and platforms for effective learning and communication.

Student E: In my opinion, yes because it provides different kinds of learning techniques where students do not just learn in one aspect but in multiple ways, through this it makes the learning and teaching process more adaptable and flexible while ensuring a conducive learning environment.

Based on these qualitative findings, most of the interviewees answered positively to the question. They view multimodal instruction as an avenue for students to develop their flexibility by learning through different approaches,

navigating potential challenges, and harnessing creativity in their studies. This outcome supports the quantitative findings where respondents strongly agreed that multimodal instruction fosters students' resourcefulness to adapt to every diversity faced and tailor the right learning strategy in any teaching medium that is used.

Q3: How does multimodal instruction influence the development of students' leadership qualities?

Student A: Multimodal instruction influences the development of students' leadership qualities by giving them opportunities to interact and collaborate in many ways, with different methods like group activities, hands-on tasks, sharing ideas, and students can practice leading also. This helps them to build confidence and improve communication, which is an important leadership skill.

Student B: In a multimodal technique, students complete projects or are involved in activities to solve different problems in groups and get opportunities to lead the team, make different decisions, and manage tasks on their own; this experience assists them in performing better as a leader.

Student C: By means of empathy and emotional understanding. Multimodal learning usually involves tasks that prompt students to reflect on others' viewpoints, promoting empathy and emotional insight. These traits are crucial for leaders because they aid in comprehending team dynamics and fostering strong relationships.

Student D: Multimodal instruction cultivates leadership qualities by fostering collaboration and teamwork. Through collaborative multimodal projects, students develop essential leadership and teamwork skills. This environment encourages them to explore their creativity as leaders who not only execute tasks but also think innovatively and outside the box. Furthermore, this fosters their leadership abilities by empowering them to guide and inspire their peers to strive for success.

Student E: I think it makes the students aware that they all have different kinds of needs. Their way of grasping the information and

retention level varies therefore teacher provides different kinds of instructional materials in order for them to cater to all of those aspects which can make them aware that all of them inside the classroom are diverse. Knowing their own strength and weaknesses and understanding their differences, implies that their leadership qualities are slowly being honed.

In line with the findings of the interview, all of the students perceive multimodal instruction as a tool to develop their leadership potential. Through the varied mediums that it presents, themes such as collaboration, management, creating meaningful relationships, innovation, and discovery of strengths and weaknesses were stated. The qualitative results are congruent with the quantitative findings as respondents believe that multimodal instruction is the path to lead in dynamic environments, and the power to communicate concepts in different ways effectively.

Q4: How do soft skills contribute to students' employability after graduation?

Student A: Soft skills like communication, teamwork, and time management are important for getting a job after graduation. We all know that employers look for people who not only have technical knowledge but can also interact with colleagues and manage tasks. Having soft skills makes students more attractive to employers, there's a chance of getting hired and doing well in their jobs.

Student B: Employers seek individuals who can cooperate with others and solve problems. For instance, a student who can communicate fluently and politely will be able to communicate better with colleagues and clients. It enables the students to interact with other people in teams and share their workload. Employers also seek time management as it ensures that tasks are completed at the correct times.

Student C: Due to personal drive and proactiveness. Graduates with these characteristics are more likely to thrive in their careers. These characteristics signal to employers that a candidate is capable of working autonomously, demonstrating initiative, and pursuing ongoing improvement, thus, making them more appealing hires.

Student D: The future world demands a highly skilled workforce. By developing these skills, students will acquire the essential techniques for adapting to a dynamic work environment. This will cultivate a mindset that promotes social interaction and encourages the development of 4C skills (communication, creativity, collaboration, and critical thinking) within their peers. This exposure will also broaden their perspective, preparing them for the realities of the professional world. Ultimately, this will help them understand and appreciate the true value of soft skills in their daily lives.

Student E: Your ability to express yourself, interact, socialize, communicate, etc are one of the skills that can help you find a job aside from your credentials and experiences during college. In a world, where employment depends upon credentials and experiences, soft skills are needed especially in the field of public service otherwise all those achievements will be eaten by your fears, doubts, and hesitations. Nonetheless, your soft skills are the ones that can make you stay on the job those are skills that you learned from your environment, so those skills will help you to answer the interview better, to interact with your colleagues, and most especially to continue professional development.

As per the findings, pre-service teachers claim that students can have higher chances of job attainment if they develop the necessary soft skills before and during admission to the actual workplace. It was said that students are attractive to employers when they possess soft skills apart from academic experiences and different skills such as cooperation, problem-solving, time management, proactiveness, and interpersonal skills are determinants in terms of hiring. Moreover, it was mentioned that soft skills are linked to the development of the 4Cs of the 21st Century and impels students to engage in continuous professional development. The results conform with the quantitative findings where students strongly agree that soft skills enable students to become competent in employment.

Q5: What role do soft skills play in students' academic achievement?

Student A: *They stay focused on their studies and it can build good relationships with their teachers and classmates. This makes it easier for them to perform well academically.*

Student B: *Soft skills are significant in helping students succeed in school. Skills such as time management, teamwork skills, communication, and problem-solving skills are important especially to us, as college students. It helps students plan their study schedules and complete assignments on time, think critically, and find solutions to challenges.*

Student C: *Time management. Students with good time management skills can prioritize tasks effectively, meet deadlines, and balance academic responsibilities with other commitments.*

Student D: *These soft skills cultivate a collaborative learning environment where students support each other rather than compete. This fosters improved academic outcomes by not only enhancing cognitive skills but also promoting physical well-being and critical thinking. These skills empower students to effectively express their ideas during homework assignments and group projects.*

Student E: *As our education system in the Philippines adapts students student-centered kind of pedagogy, I think students' soft skills play an important role in their academic achievement because their performance is rated higher than written works and examinations. Teachers usually give activities for their performance where students can develop their soft skills which implies that soft skills are as essential as intellect.*

As stated by the respondents, soft skills are vital in leading them to academic success. It was mentioned that soft skills allow students to focus on their academic pursuits, build good public relations, enhance academic performances, and foster collaborative learning environments. Moreover, the importance of soft skills is highlighted as the student-centered approach was applied in the Philippine education system. Overall, the results correspond with the quantitative data which also concludes that soft skills are needed to successfully navigate school duties and attain academic goals.

Q6: How do soft skills foster the personal development of students?

Student A: *It allows them to interact and work better with others. Soft skills also help them how to manage time, listen to others, and handle stress, which contributes to their personal growth and success.*

Student B: *These skills build self-confidence and resilience, which are important for personal success. By developing soft skills, students become more thoughtful, responsible, and focused on their goals. They learn how to handle stress, overcome failures, and stay motivated. This personal growth readies them for a happy and successful life.*

Student C: *Through relationship building. Soft skills such as communication and collaboration are essential for forming meaningful relationships. Students who develop these skills can effectively interact with peers, teachers, and future colleagues, which enhances their social networks and support systems.*

Student D: *Soft skills are fundamental to success, much like ink is essential for writing. Students will learn that academic success is not all grades but encompasses personal growth and a comprehensive understanding of the world. Cultivating essential soft skills like active listening and effective collaboration is paramount. These skills empower students to build stronger relationships, make informed decisions, and navigate life's challenges with greater ease and confidence.*

Student E: *Through soft skills, the students themselves can identify their own needs, weaknesses, and strengths. She/he can identify a proper way of interacting with others, understanding the beliefs of his or her fellow students, and accept and adapting to those situations. Those are things that help students mature while also knowing their selves better.*

The qualitative findings suggest that pre-service teachers consider that soft skills promote the personal development of students. Generally, it helps them cooperate with others, manage time and stress, boost their self-esteem, encourage themselves to be goal-oriented and resilient amid challenges, enhance communication and social skills, and identify their needs, strengths, and weaknesses. The insights of the interviewees reflect the quantitative findings which soft skills bridges students to healthy relationships, self-awareness,

emotional intelligence, effective communication, and ability to handle difficulties in life.

Conclusion

Multimodal instruction did not only re-frame the advancement of educational technology in the modern classroom but also incite significant and promising changes to the development of students. It has given learners the platform to improve their soft skills which is a vital determinant of their success in the future. Using a variety of learning methods, it drives an individual to learn and act flexibly in any context or environment. It also makes a person decode meaning from different mediums and articulate their thoughts coherently. With this instruction, while students are being challenged through diverse areas, it prepares them to be the leaders they hoped for that will guide them toward excellence.

It was found in the study that pre-service teachers have an inclination in utilizing videos or animations for their students as their primary multimodal instruction to interpret concepts vividly in their discussions. They also incorporate visual diagrams, mind maps, and concept maps to exercise their intellect in connecting their thoughts. Additionally, practice teachers prefer to apply hands-on activities and experiments so kinesthetic learners will have a chance to showcase their skills.

Given that students already yield the soft skills pertinent to their own learning, this allows them to be ready for the workplace that they intend. Moreover, students will gain higher chances of academic success if they possess soft skills during their education. It helps them navigate the classroom with quality and competence. Soft skills not only improve their academic performance but also hone their personal character and traits. It nurtures their interpersonal skills and emotional resilience as they venture into the community and the associated challenges in it.

Most importantly, this research highlights the need for teacher education programs to include multimodal instruction as a key teaching method. Pre-service teachers need thorough training not just in the technical sides of using different media but also in the teaching strategies for effectively combining these tools in

their lessons. Teacher education must prepare future educators to create and deliver multimodal lessons that intentionally develop soft skills like collaboration, communication, critical thinking, and problem-solving. Moreover, assessment methods in teacher training should measure both content knowledge and the ability to effectively use multimodal strategies to support the development of these soft skills. This ensures that graduates are ready to help students become well-rounded, successful learners. The focus should be on building a stronger understanding of how multimodal instruction can improve every part of student success, from academic performance to personal and professional growth.

Overall, this study led to a conclusion that soft skills do have a significant role in building the development of students whether academically, socially, and personally. Teachers perceive that multimodal instruction is a big factor in achieving these skills and how useful they will become for students in their future careers, academic life, and personal growth.

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