

Knowledge, Extent Of Practice, And Perceived Challenges On Information And Media Literacy Of The Students In Eastern Samar State University-Maydolong

RYAN N. CURAMING, PROF. EVELYN R. BAJADO,
ROXAN S. AFABLE, Dr. VICKIE MYRIL G. YADAO,
TEOFILO B. BAJADO

Abstract

As society faced issues with the widespread dissemination of disinformation, this study aimed to investigate the ESSU-Maydolong students' knowledge, extent of practice, and challenges of information and media literacy. This descriptive correlational study utilized the weighted mean, chi-square test, and Spearman rho to describe data and determine the association of variables. Findings reveal that ESSU-Maydolong students were knowledgeable about information literacy and highly knowledgeable relating to their practical understanding of media literacy. However, the students often practiced their IML skills and agreed that they perceived challenges concerning IML skill utilization. The study also determined a significant relationship between the following: (1) respondents' demographic characteristics (sex and sex) and their knowledge of information and media literacy; (2) respondents' knowledge of IML and the extent of the practice of their skills in IML; as well as their challenges in the respondents' basic understanding of information and media literacy.

Keywords: Information literacy, Media literacy, COED, CCJE, CBM, ESSU-Maydolong.

INTRODUCTION

Technological advancements are launched at a rapid speed in the media environment, and the quantity of digital applications and sources grows tremendously (Simons et al., 2017). New media, according to Simons et al. (2017), provide advantages and opportunities. We can quickly search for, generate, and share information, but we must constantly assess and determine how to deal with it because it presents potential problems and dangers in addition to its benefits and opportunities. The quality of media

material, as well as commercial impact and potential social concerns, are all essential considerations (Meeus et al. 2014).

Media literacy permits people to be actively engaged in society. One of the crucial roles of the family is to monitor and ensure the safety of their children when using media and how to properly filter out information coming from media; however, this is not restricted to parental household responsibility. As a result, educational institutions have a tremendous responsibility to ensure that students are prepared to use media responsibly (Simons, et al. 2017). The author stressed that teachers must have precise knowledge of information and media literacy to be able to guide students in using the latter.

Furthermore, during the COVID-19 pandemic, the government issued an order for the suspension of classes, and a temporary lockdown resulted in substantial media consumption in the community. As a consequence, the landscape of educational teaching and learning has suddenly adapted to the changes; innovative methodologies (modular and online learning) were introduced by educational institutions to the teachers and learners. Teachers rely upon their instructions in media (in giving assignments and assessments to the students). Accordingly, learners use media to obtain information from many internet sources considering that there were no teachers to assess the learners. Learners who develop media literacy skills are unquestionably more marketable in their profession, more effective as global citizens, and more conscious of the cultural forces shaping their attitudes, beliefs, and behaviors (Richie, 2011). Accordingly, Rheingold (2012) reported that it requires action, self-awareness, and a comprehension of the many types of media we consume to identify this and make intentional decisions that are in our best interests.

In today's modern world, the most concerning issue that society is facing is the widespread dissemination of misinformation via the internet and social media platforms. As such, students should be able to critically understand how to handle this eventuality for effective information consumption and ethical media use. Media literacy and information literacy are regarded as 21st-century competencies that people must practice. As described by the National Association for Media Literacy Education (NAMLE), there are several definitions and conceptualizations of media literacy; nonetheless, the most widely accepted definition is the ability of students to access, evaluate, and analyze the variety of formats of print and non-print messages.

Schilder et al. (2016) mentioned that, despite the surmounting anecdotal references in the literature, the scholars'

challenges facing media and information literacy are little known. The author added that a better grasp of understanding the challenges surrounding media and information literacy is a great starting point for policymakers, professionals, practitioners, educators, and scholars to address the problem. Arke and Primack (2009) state: "In order to show the value of the subject matter, media literacy advocates must develop and possess tools to accurately measure and report results that show the desired skill development and improvements."

As education sector grapples with deriving a comprehensive plan on how to address the problem of information and media consumption. The BTLEd program, which offers information and communication technology courses, makes an effort to conduct studies that will determine the readiness and knowledge, or theoretical or practical understanding, of its students in media and information literacy manipulation and consumption, not only in its program but throughout the students of Eastern Samar State University-Maydolong.

Statement of the Problem

This study aims to investigate the knowledge, extent of practice, and challenges of the students in information and media literacy. Specifically, the study sought to find answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age; and
 - 1.2 sex?
2. What is the degree of knowledge of information and media literacy of the respondents?
3. What is the degree of practice in information and media literacy of the respondents?
4. What are the perceived challenges and extent of the practice in information and media literacy of the respondents?
5. Is there a significant relationship between the respondents' demographic profile on the basis of age, and sex, and their level of knowledge of information and media literacy?
6. Is there an existing association between respondents' perceived challenges and their extent of practice with information and media literacy? and
7. Is there a significant correlation between the student's level of knowledge and extent of practice with information and media literacy?

Scope and Delimitation of the Study

This study solely centers on determining the students' knowledge, perceived challenges, and extent of the practice of information and media literacy. However, this study focuses only on the students of Eastern Samar State University—Maydolong and does not include the whole population of the ESSU System.

Significance of the Study

The results of this study will provide significant inputs to the following entities:

Eastern Samar State University. The results of this study will provide insight into the student's knowledge and practice of information and media literacy, which may aid the administration in developing plans such as an Education Information Campaign to better understand the relevance of IML.

Faculty. This will serve as an evaluation or reflection of their abilities and expertise in teaching the significance of media as a medium for information dissemination. They might as well seek the most advantageous teaching and learning possibilities to provide their respective students with a deeper understanding of Information and Media Literacy.

Learners. The information of this research may help the students to understand and appreciate the significance of knowing how to filter information in media and to become responsible active media users.

Community. The information of this research will help people to better understand the concept of information and media literacy and will enable people to learn how to critically investigate the vast sources of information and will help them develop to become skillful consumers and producers of information.

Definition of Terms

The following are the terms used conceptually and operationally in the study:

College of Criminal Justice Education - one of the colleges of Eastern Samar State University in Maydolong, offered the Bachelor of Science in Criminology, a 4-year degree program specializing in the fields of law enforcement.

College of Education - one of the colleges of Eastern Samar State University in Maydolong, offers degrees in Bachelor of Technology and Livelihood Education (BTLEd), Bachelor of Physical Education (BPEd), Bachelor of Culture and Arts Education (BCAEd), and Bachelor of Elementary Education (BEEd), a 4-year degree specializing in teaching career.

College of Hospitality Management - A college in Eastern Samar State University offers a Bachelor of Science in Hospitality Management, a 4-year degree program specializing in human resource management in the aspect of hotel, restaurant, and resort operations.

Eastern Samar State University -Maydolong (ESSUM) – An external campus of Eastern Samar State University located in Maydolong E. Samar which comprises of the different colleges: College of Education, College of Criminal Justice Education, College of Business Management.

Information – knowledge obtained from investigation, study, instruction, intelligence, news, facts, and data.

Information Literacy - a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (Information Literacy Standards for Higher Education).

Knowledge - facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.

Literacy – the ability to encode or decode symbols and to synthesize and analyze messages (NAMLE).

Media – this refers to all electronic or digital means or printed visuals used to transmit messages (NAMLE)

Media Literacy - consists of the practices that allow people to access, analyze, evaluate, and create using all forms of communication (NAMLE)

Perceived Challenges – awareness of the difficulties/challenges in media and information utilization met by the ESSU-Maydolong Students.

The extent of the practice - ESSU-Maydolong students' level of skill proficiency in using media and information.

Conceptual Framework

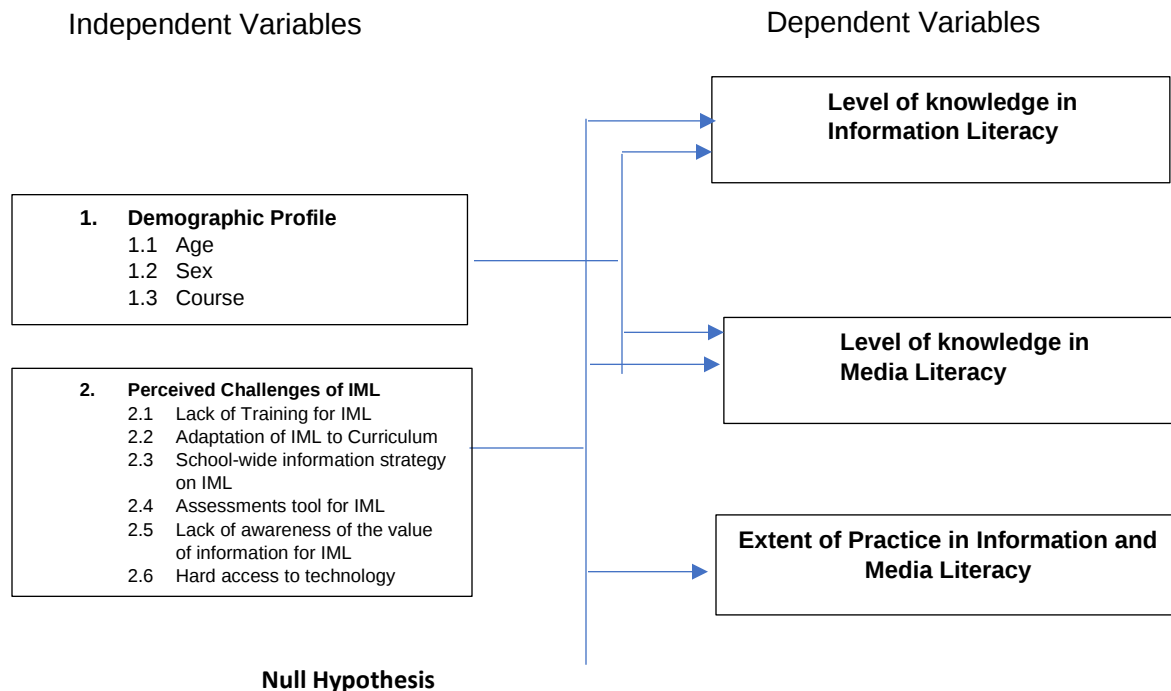
This study is anchored on Eshet-Alkalai's theory, which concludes that digital literacy is more than the ability to use software or operate a digital device; it includes a variety of complex cognitive, motor, sociological, and emotional skills. His concept has been divided into three sections: technical-procedural skills, cognitive skills, and

emotional-social skills. The framework was used as a diagnostic and assessment tool to create precise, user-directed products. This framework was expanded in 2009, this included six skills that propose a more functional assessment tool that is useful in increasing research and understanding the core skills in developing digital literacy. Eshet-Alkalai's and Chajut's (2009) framework consists of the following: photovisual literacy, reproduction literacy, branching literacy, information literacy, socioemotional literacy, and real-time thinking skills. According to Eshet-Alkalai (2009) the framework of a holistic view of digital literacy, using technology, particularly the internet, is a reading comprehension issue, not only a technological-procedural one. However, limitations were shown in this particular framework as it only focuses on digital literacy.

The researchers designed a framework aimed at providing a conceptual and theoretical understanding of several critical implications within the context of the study. Moreover, the framework has further delved deeper into the interrelation of the underlying variables of the study:

See the Schematic Diagram on the next page:

Figure 1 schematic diagram showing the conceptual framework of the study.



1. There is no significant relationship between the student's demographic profile and level of knowledge of information and media literacy.

2. There is no significant association between the perceived challenges and the extent of the practice of information and media literacy.
3. There is no significant correlation between the level of knowledge and extent of practice on information and media literacy of the respondents.

Research Design

The descriptive correlational design was used to describe and investigate the association of the established variables of the study. According to Sousa (2007), descriptive correlational studies describe the relationship of variables that naturally occur in the study.

Research Locale

The study was conducted at Eastern Samar State University in Maydolong. Specifically, the six (6) programs of the university were included in the study. These programs were the Bachelor of Culture and Arts Education (BCAEd), the Bachelor of Physical Education (BPEd), the Bachelor of Technology and Livelihood Education (BTLEd), the Bachelor of Early Childhood Education (BCEd), the Bachelor of Science in Hotel Management (CBM), and the Bachelor of Science in Criminology (BSCRIM).

Respondents of the Study

A total of three hundred ten (310) students from ESSU-Maydolong's six (6) programs served as the respondents in the study. The respondents were allocated proportionally based on the population of each program. The following table shows the distribution of respondents:

Distribution of Respondents Per Program

Programs	Population Size	Stratum %	Sample Size
Bachelor of Early Childhood Education	201	14.52	45
Bachelor of Physical Education	114	8.39	26
Bachelor of Technology and Livelihood Education	117	8.39	26
Bachelor of Culture and Arts Education	58	4.19	13
Bachelor of Science in Hotel Management	507	36.77	114
Bachelor of Science in Criminology	380	27.74	86
Total	1377	100	310

Sampling Technique

The researchers used stratified random sampling due to the study's enormous population. Stratified random sampling is a method of selecting a subset of people from a larger group at random, all with the same probability of taking part in the study. Moreover, to get the total sample size of the study the researchers used Slovin's formula.

To compute the total sample size use Slovin's Formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size required

N = Population size

e = margin of error ($\pm 5\%$)

Computation for total sample size:

$$n = \frac{1377}{1 + (1377 \times 0.05 \times 0.05)}$$

n = 310 respondents

To compute sample size per program, use the formula:

$$n_k = \frac{n}{N} \times N_k$$

where:

n_k = required sample size per program

n = total sample size

N = total population

N_k = total population per program

Following that, a subgroup of actual respondents was then chosen randomly using a lottery method.

Research Instrument

The researchers utilized a structured research instrument with a combination of self-made and adapted survey questionnaires (online) to collect the necessary data. The research instrument was divided into four sections.

The first section was a self-constructed instrument designed to gather specific data on the respondents' demographic profiles. The second section of the instrument was adapted from the study "Social Media Use, Media Literacy, and Anxiety in First-Year College Students" (Dalpiaz & Dayton 2020) to gather detailed data on the students' knowledge of IML. The third section sought to assess the students' practices on IML; thus, the instrument "Media Literacy Standard Implementation in Florida Perceptions of High School Principals and Language Arts Curriculum Leaders" (Ritchie, 2011) was adopted. The final section of the research instrument was drawn from the study "Media Literacy Standard Implementation in Florida Perceptions of High School Principals and Language Arts Curriculum

Leaders" (Ritchie, 2011), which is used to investigate the challenges of the students in IML.

Other parts of the adapted research instrument were left out, while others were modified to fit the needs of this study. To validate the content of the research instrument, the researchers sought help from the research Technical Working Group (TWG) of ESSU-Maydolong, whom they asked to give judgment and evaluation about the structure of the self-made questionnaire and its items, and with whom they also sought help in analyzing other aspects, such as deciding which item to delete and which to retain. After that, pilot testing was conducted by the researchers for the final validation of the instrument.

Research Procedure

Before administering the questionnaire to the respondents, permission to conduct the study was first secured from the necessary personnel.

Eastern Samar State University-Maydolong students comprise the sample. The data were collected between September and October 2022. The first plan for the survey was to be conducted online, preferably using a mobile phone or computer via Google Forms, and the availability of the researcher's assistant was factored in. However, due to the return of face-to-face classes, the researchers decided to conduct the survey firsthand to monitor the sincerity of the respondent's answers to the research instrument. Afterward, the data were immediately retrieved from the respondents, and the results were tabulated, analyzed, and interpreted.

Treatment of Data

Descriptive and inferential statistics were used to treat the research data.

For the descriptive statistics, frequency, and percentage were employed to present the respondents' demographic information. On the other hand, the weighted mean was utilized to determine the knowledge, the extent of the practice, and the perceived challenges of information and media literacy among the respondents; the results of the study were assessed using a 5-point Likert scale.

The measurement of variables was set up as follows:

Scale Description	Adjectival Rating	Mean Range
Knowledge of the IML Scale	Very Highly Knowledgeable	4.21- 5.0
	Highly Knowledgeable	3.41- 4.20

	Knowledgeable Moderately Knowledgeable Not Knowledgeable	2.61-3.40 1.81-2.60 1.00-1.80
The Extent of Practice on the IML Scale	Always Practiced Often Practiced Sometimes Practiced Moderately Practiced Never Practiced	4.21- 5.0 3.41- 4.20 2.61-3.40 1.81-2.60 1.00-1.80
Challenges to the IML Scale	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree	4.21- 5.0 3.41- 4.20 2.61-3.40 1.81-2.60 1.00-1.80

Furthermore, for the inferential statistics, the chi-square test was utilized to correlate the respondents' demographic profiles on the basis of age, sex, and course, as well as their level of knowledge of information and media literacy. The Spearman rank correlation was used to examine the association between perceived challenges and the level of practice in information and media literacy. The degree of association between respondents' levels of knowledge and their extent of practice in information and media literacy is investigated using the same statistical approach.

The significance level for all tests was set to 0.05 (alpha).

Ethical Consideration

The significance of participants' voluntary participation in the study was stressed. Respondents can also opt out of the study if they desire to. Furthermore, before respondents agree to engage in the study, the researchers make sure that they have enough information and assurances to grasp the ramifications of their decision to participate in the study without coercion or pressure. In developing the tool, the researchers ensure that no offensive discrimination or other improper wording is used (Bryman & Bell, 2007).

RESULTS AND DISCUSSION

Table 1 shows that the majority (66.77%) of the respondents consist of the age bracket from 20-24, followed by the age under 19 (29.35%). Meanwhile, ages 30-34 and 53-39 got the lowest percentage among the respondents with 3.54 and 3.35 respectively.

Furthermore, the results show that most respondents came from the female population, with a percentage of 52.0, while 47.09 percent came from the male respondents. In terms of educational attainment,

the College of Business Management (CBM) got the highest percentage of respondents of all colleges subjected to the study with 36.77 percent, followed by the College of Criminal Justice Education (CCJE) with 27.74 percent of respondents. In addition, the College of Education (COEd), which comprises the Bachelor of Early Childhood Education (BECEd), got a percentage rate of 14.51, and the same results came from the Bachelor of Technology and Livelihood Education (BTLEd) and the Bachelor of Physical Education (BPEd), which accounted for 8.38 percent accordingly. Lastly, only a small proportion of the respondents were from the Bachelor of Culture and Arts Education (BCAEd), at 4.19 percent.

Table 1. Socio-Demographic Profile of the Respondents

Profile Characteristic	Categories	Frequency	Percentage
Age	19 Below	91	29.35
	20-24	207	66.77
	25-29	11	3.54
	30-34	1	3.35
	35-39	0	0.0
	40-44	0	0.0
	45-49	0	0.0
	50-54	0	0.0
	55-59	0	0.0
	60 and above		0.0
	Total	310	100.00
Sex	Male	146	47.10
	Female	164	52.90
	Total	310	100.00
Educational Attainment	CCJE	86	27.74
	CBM	114	36.77
	BPEd	26	8.39
	BTLEd	26	8.39
	BECEd	45	14.52
	BCAEd	13	4.19
Total		310	100.00

Students' Knowledge of Information Literacy

Table 2 shows the ESSU- Maydolong students' knowledge of information literacy. Results of the study revealed that the students

from the COED, CCJE, and CBM were “knowledgeable” among eight parameters of the information literacy understanding, with an average mean pegged at 3.50, 3.26, and 3.15, respectively. Students of the three departments exhibit high knowledge when asked if they know how to identify topics by using keywords, with a computed mean rating of 3.75 (COED), 3.60 (CCJE), and 3.50 (CBM). Making it plausible that the students understand the benefit of identifying keywords to grasp topics. Consequently, the students from the COED and CCJE were also highly knowledgeable in parameters 2 and 3, while the CBM students were marked as knowledgeable in the same.

Furthermore, the parameters “I know when to refer to the scholarly journal” got the lowest mean ratings of 3.09, 2.75, and 2.58; the results were verbally interpreted as “knowledgeable” for the COED students and moderately knowledgeable for the students of CBM and CCJE. Indicating their awareness of how to refer to a scholarly journal.

Table 2 Students’ Knowledge of Information Literacy

Description	CCJE		COED		CBM	
	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation
1. I know how to identify topics by using keywords.	3.60	Highly Knowledgeable	3.75	Highly Knowledgeable	3.50	Highly Knowledgeable
2. I know how to use similar words to describe a concept.	3.52	Highly Knowledgeable	3.70	Highly Knowledgeable	3.34	Knowledgeable
	3.44	Highly Knowledgeable	3.68	Highly Knowledgeable	3.28	Knowledgeable
3. I know how to differentiate the significant and Insignificant terms	3.38	Knowledgeable	3.55	Knowledgeable	3.17	Knowledgeable
	3.29	Knowledgeable	3.49	Knowledgeable	3.13	Knowledgeable
4. I know when to include a reference to avoid plagiarism.	3.23	Knowledgeable	3.47	Knowledgeable	3.02	Knowledgeable
	3.05	Knowledgeable	3.30	Knowledgeable	3.01	Knowledgeable
5. I know what a bibliography is.						
6. I know when to refer to an encyclopedia.	2.58	Moderately	3.09	Knowledgeable	2.75	Moderately Knowledgeable

7. I know the criteria used in evaluating the quality of a website.		Knowledgeable				
8. I know when to refer to the scholarly journal.						
Average Mean & Interpretation	3.26	knowledgeable	3.50	Highly Knowledgeable	3.15	knowledgeable

Students' Knowledge of Media Literacy

The data (Table 3) revealed the ESSU Maydolong students' knowledge of media literacy. As seen in the table, among the 8 parameters used to assess students' understanding of media literacy, the statement "I know how to use media devices in a technical sense (e.g., computers, projectors, tablets, smartphones, interactive whiteboards)" got the highest mean rating of 3.98 (COED), 3.87 (CCJE), and 3.56 (CBM), and was interpreted as "highly knowledgeable." On the other hand, the parameter "I know how to communicate and present content using media (e.g., structure and adapt a presentation and publish media content through an appropriate channel such as blogs, directories, and YouTube)" scores the lowest mean of 3.38 (COED), 3.30 (CCJE), and 2.90 (CBM), interpreted as "knowledgeable".

Moreover, the COED, CCJE, and CBM were also highly knowledgeable on parameter 2. However, there were contrary results on parameter three (3), where the COED and CCJE students were highly knowledgeable, leaving out the CBM students - perceived as highly knowledgeable in the same. On the other hand, the students of the three departments were perceived as knowledgeable on the other parameters.

Generally, students from COED and CCJE were highly knowledgeable about media literacy, with an average mean of 3.59 and 3.57, respectively, except the CBM students, who got a mean rating of 3.29, interpreted as knowledgeable. The findings show the significance of media literacy as one of the required life skills. The same fact can be noted in the study of Ritchie (2011), stating " That

media literacy is a vital life skill that is important for effective life functioning".

Table 3 Students' Knowledge of Media Literacy

Description	CCJE		COED		CBM	
	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation
1. I know how to use media devices in a technical sense (e.g. computers, projectors, tablets, smartphones, interactive whiteboards).	3.87	Highly Knowledgeable	3.98	Highly Knowledgeable	3.56	Highly Knowledgeable
	3.72	Highly Knowledgeable	3.72	Highly Knowledgeable	3.54	Highly Knowledgeable
2. I know how to consciously choose between different media devices, based on their function (e.g. computer, smartphone, or tablet, navigate through hyperlinks).	3.65	Highly Knowledgeable	3.69	Highly Knowledgeable	3.49	Knowledgeable
	3.62	Highly Knowledgeable	3.56	Highly Knowledgeable	3.35	Knowledgeable
3. I know how to purposefully use different sources of information and media devices (e.g. search for information using social network sites, and the internet).	3.61	Knowledgeable	3.53	Knowledgeable	3.30	Knowledgeable
4. I know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of text/article/film/video/etc.).	3.42	Knowledgeable	3.46	Knowledgeable	3.13	Knowledgeable
	3.40	Knowledgeable	3.45	Knowledgeable	3.06	Knowledgeable
5. I know how media content is tailored to the target audience (e.g.	3.30	Knowledgeable	3.38	Knowledgeable	2.90	Knowledgeable

selection possibilities, personalize online offers through cookies, newspapers/television channels/websites, and their target audience).						
6. I can evaluate media content by taking into account various criteria (e.g. accuracy of the information, comparison of information, and appreciation of aesthetic aspects).						
7. I know the difference between propaganda and ethical reasoning strategies in print media.						
8. I know how to communicate and present content using media (e.g. structure and adapt a presentation and publish media content through an appropriate channel such as blogs, directories, and YouTube).						
Average Mean & Interpretation	3.57	Highly Knowledgeable	3.59	Highly Knowledgeable	3.29	Knowledgeable

Extent of Practice in Information and Media Literacy Skills

Table 4 shows the ESSU - Maydolong students' extent of practice with information and media literacy skills. It can be gleaned from the table that parameter one (1) scored the highest mean of 3.86 (COED), 3.78 (CCJE), and 3.67 (CBM), indicating that the students from the three departments "often practiced" their basic understanding of information and media literacy as a life skill that is integral to informed decision-making. Likewise, the students "often practiced" indicators 2, 3, and 4 as well. However, COED and CBM students believed that the IML standard was incorporated into their lesson, as

it evidently showed that the specific parameters were often practiced in their departments, contrary to the results of the CCJE students.

Moreover, along with parameters 6, and 7, only the COED students “often practiced” using digital media in assignments and presentations, as well as their practical understanding of identifying the difference between propaganda and ethical reasoning in print media. The results also revealed that they scored the lowest mean (COED, 3.41, CBM, 3.05, and CCJE, 3.02) when asked if they knew how to filter out information in the media, which is a crucial result to note as we faced the issue of widespread dissemination of misinformation, the same result was noted in the study of Hill & Moran (2011), stating that about 70% of the average individual uses some type of media, however, they are unaware of the norms that are in place.

In general, the COED, CCJE, and CBM students often practiced their IML skills with an average mean of 3.58, 3.42, and 3.41 respectively.

Table 4 Extent of Practice in Information and Media Literacy Skills

Description	CCJE		COED		CBM	
	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation
1. I developed an understanding of Information and media literacy as a life skill that is integral to informed decision-making.	3.78	Often Practice	3.86	Often Practice	3.67	Often Practice
	3.58	Often Practice	3.65	Often Practice	3.66	Often Practice
2. I know how to present information in print formats (such as essays, papers, and written reports).	3.55	Often Practice	3.62	Often Practice	3.62	Often Practice
	3.44	Often Practice	3.55	Often Practice	3.47	Often Practice
3. I know how to select print media appropriate to the purpose, occasion, and audience to develop into a formal presentation.	3.35	Sometimes Practice	3.53	Often Practice	3.41	Often Practice
	3.34	Sometimes Practice	3.50	Often Practice	3.23	Sometimes Practice
4. I know how to cite sources from print media.	3.29	Sometimes Practice	3.48	Often Practice	3.20	Sometimes Practice
5. Media and Information Literacy Standards are incorporated into the lessons.	3.02	Sometimes Practice	3.41	Sometimes Practice	3.05	Sometimes Practice

6. I know how to use digital media in assignments and presentations.						
7. I know the difference between propaganda and ethical reasoning strategies in print media.						
8. I know how to filter out information in media.						
Average Mean & Interpretation	3.42	Often Practice	3.58	Often Practice	3.41	Often Practice

Challenges in Information and Media Literacy

Table 5 presents ESSU-Maydolong students' challenges in information and media literacy. Results revealed the highest mean of 3.75 (CCJE), 3.73 (COED), and 3.55 (CBM), indicating that the students lack awareness of IML. The students also agreed that one of the challenges of IML was the lack of time to discuss ways to implement the media literacy standard.

Furthermore, COED and CCJE students agreed that they perceived challenges on the parameters 3, 4, 5, and 6. While the CBM students neither agreed nor disagreed with the conditions. Accordingly, the table also revealed the lowest mean of 3.28, 3.24, and 3.08 indicating that they neither agreed nor disagreed that there is a for an assessment tool to include information and media literacy.

Overall, Among the 8 parameters the CCJE and COED agreed that they have challenges with information and media literacy gaining an average mean of 3.55 and 3.50 respectively. On the other hand, students from CBM neither agreed nor disagreed on the same with an average mean of 3.29.

Table 5 Challenges on Information and Media Literacy

Description	CCJE		COED		CBM	
	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation	Mean	Adjectival Interpretation
1. Students are not aware of the Information and Media Literacy Standard.	3.75	Agree	3.73	Agree	3.55	Agree

2. Students met at least once during this school year to discuss ways of effectively implementing the Media Literacy Standard.	3.68	Agree	3.66	Agree	3.48	Agree
	3.65	Agree	3.61	Agree	3.34	Neither Agree nor Disagree
3. Students have attended at least one development training to learn more about the significance of the Media Literacy Standard within the past year.	3.64	Agree	3.59	Agree	3.32	Neither Agree nor Disagree
	3.58	Agree	3.44	Agree	3.22	Neither Agree nor Disagree
4. Students feel there is a need to include the Information and Media Literacy Standard in the course syllabus.	3.47	Agree	3.41	Agree	3.21	Neither Agree nor Disagree
	3.37	Neither Agree nor Disagree	3.30	Neither Agree nor Disagree	3.09	Neither Agree nor Disagree
5. Students lack an understanding of Information and Media Literacy Standards.	3.24	Neither Agree nor Disagree	3.28	Neither Agree nor Disagree	3.08	Neither Agree nor Disagree
6. Students lack awareness of the value of Information and Media Literacy.						
7. Students have had access to computers /technology/materials.						
8. Students feel the need for an assessment tool to include Information and Media Literacy.						
Average Mean & Interpretation	3.55	Agree	3.50	Agree	3.29	Neither Agree nor Disagree

Summary Results of the Respondents' Knowledge, Extent of Practice, and Perceived Challenges in Information and Media Literacy

Table 6 displays the knowledge, extent of practice, and perceived challenges of the respondents of IML.

Juxtaposing: the results show that on average, students at COED scored the highest mean of 3.50 and 3.59 in information and media literacy, respectively, and were interpreted as "highly knowledgeable". Followed by the CCJE students with a computed mean of 3.26 and 3.57, interpreted as "knowledgeable" in information literacy and "highly knowledgeable in media literacy. Lastly, the CBM got the lowest mean score of 3.14 and 3.25 and was interpreted as "knowledgeable". In terms of the extent of the practice of IML, students from the three departments—COED (3.58), CCJE (3.42), and CBM (3.41), —often practice Information and Media skills. In addition, CCJE, COED, and CBM have computed mean scores of 3.58, 3.50, and 3.29, respectively; thus, it revealed that the CCJE and COED students "strongly agreed, while the CBM students "neither agreed nor disagreed" that they undergo challenges associated with IML.

As also shown in the summary of data, the students from the three departments got an overall mean of 3.30 for information literacy and 3.48 pertaining to media literacy, which manifests that there is a need for an extensive education drive on IML. However, respondents often practice improving their skills in IML, with an overall mean of 3.47, and they agreed that they perceive challenges with IML, with the highest overall mean of 47.

Table 6. Summary Table of the Respondents' Knowledge, Extent of Practice, and Perceived Challenges in Information and Media Literacy

	Knowledge of Information literacy	Adjectival Interpretation	Knowledge of Media literacy	Adjectival Interpretation	Extent of practice on IML	Adjectival Interpretation	Perceived Challenges on IML	Adjectival Interpretation
COED	3.50	HK	3.59	HK	3.58	OP	3.50	A
CCJE	3.26	K	3.57	HK	3.42	OP	3.58	A
CBM	3.15	K	3.29	K	3.41	OP	3.29	Neither Agree nor Disagree
Overall mean	3.30	knowledgeable	3.48	Highly knowledgeable	3.47	Often Practiced	3.46	Agreed

Correlation Analysis of the COED, CCJE, and CBM Students' Demographic Profile and Knowledge of IML

The Chi-Square test analysis (table 7) shows a critical T-value of 52.39 (COED), 44.31 (CBM), and 27.74 (CCJE) on the respondents' age and sex, associated with their knowledge of information literacy. Likewise, the table also shows the findings of the respondents' age and sex correlated with their knowledge of media literacy; a computed critical T-value yielded 32.73 (COED), 11.1 (CBM), and 22.5 (CCJE). Since the computed critical T-value was greater than the computed value with a margin of error of 0.05 using the two-tailed chi-square test, the researchers rejected the null hypothesis.

Table 7. Summary Analysis of the CHI-SQUARE TEST

COLLEGES	DESCRIPTION					
	KIL (Age) x2	KIL (Sex) x2	Total Computed Value	ML (Age) x2	ML (Sex) x2	Total Computed Value
COED	*19.92	*32.47	*52.39	*14.76	*17.97	*32.73
CBM	*40.4	*3.91	*44.31	*9.44	*1.66	*11.1
CCJE	*4.05	*27.74	*31.79	*19.01	*3.49	*22.5

Correlation Analysis of Respondents' Level of Knowledge and Perceived Challenges on IML

Table 8 shows the summary results of the correlation analysis of the established variables—respondents' knowledge and perceived challenges with IML—using Spearman Rho. It can be gleaned from the table that the computed r-value is 0.47, which reveals a correlation between the variables. In addition, a computed p-value was pegged at 0, which indicates a very low result compared to the 0.05 alpha; thus, the researchers rejected the null hypothesis that there is no significant relationship between the respondents' degree of knowledge and their perceived challenges.

Table 8. Summary Results of Correlation Analysis (Spearman Rho Correlation)

Variables	Mean	Standard Deviation	p-value	r-value
Level of knowledge of IML	67.5	38.75	0	0.47397
Perceived Challenges on IML	67.5	38.82	0	0.47397

Correlation Analysis of Respondents' Level of Knowledge and Extent of Practice on IML

Table 9 looked at the association between respondents' level of knowledge and the extent to which they practiced their skills in IML. Results revealed a computed r-value of 0.34, which indicates a weak correlation. In addition, the computed p-value is set at 0.00014, which is lower than the significance level of 0.05; therefore, the researchers rejected the null hypothesis that there is no significant correlation between the respondents' level of knowledge and their extent of practice with IML.

Table9. Summary Results of Correlation Analysis (Spearman Rho Correlation)

Variables	Mean	Standard Deviation	p-value	r-value
Level of knowledge of IML	59	33.84	0.00014	0.34497
Extent of Practice of IML	59	33.92	0.00014	0.34497

SUMMARY

Information and media literacy is described as the ability of the students to critically access, evaluate, and analyze different formats of print and non-printed messages. This study investigated the ESSU-Maydolong students' knowledge, the extent of the practice, and the challenges of information and media literacy. 310 respondents took part in the study, and the researchers utilized a correlational design to identify the interrelationship of the established variables. Inferential and descriptive statistics were employed to statistically analyze the data. Frequency and percentages were used to describe the profile of the respondents, and a weighted mean was used to determine the knowledge and extent to which the students practice their skills on IML, as well as to identify their perceived challenges in information and media consumption and manipulation.

Moreover, results show that ESSU-Maydolong students were knowledgeable about information literacy and highly knowledgeable relating to their practical understanding of media literacy. However, the students often practiced their IML skills and agreed that they perceived challenges concerning IML skill utilization.

Correlational analysis using the Chi-square test shows that there is a significant association between the respondents' demographic characteristics (sex and sex) and their knowledge of information and media literacy. Likewise, a correlation analysis using Spearman rho was used to reject the hypothesis that there is no significant relationship between the respondents' knowledge of IML and the extent of the

practice of their skills in IML, as well as their challenges in the respondents' basic understanding of information and media literacy.

CONCLUSION

1. The ESSU-Maydolong students were knowledgeable in information literacy with an average mean of 3.30 and highly knowledgeable pertaining to media literacy with an average mean pegged at 3.48.
2. ESSU-Maydolong students often practice improving their skills in IML, with an overall mean of 3.47.
3. ESSU-Maydolong students agreed that they perceived the challenges of IML. The researchers noted two parameters: (1) lack of awareness or practical understanding of IML and (2) lack of time to discuss ways to implement the media literacy standard.
4. The result shows a significant relationship between the student's demographic profile and knowledge of IML.
5. The computed *r*-value of 0.47 was greater than the 0.05 level of significance. Therefore, there is a moderate correlation between the respondents' degree of knowledge of IML and perceived challenges in IML.
6. The results revealed a weak correlation between the respondents' knowledge of IML and their extent of practice of IML, with a computed *r*-value of 0.34 greater than the 0.05 level of significance.

Recommendations

1. Notwithstanding the fact that ESSU-Maydolong students are highly knowledgeable in information literacy and media literacy, there is still a gap that has to be filled and reinforced to support the students' fundamental knowledge in information and media literacy. Students should be taught technical knowledge to learn how to critically evaluate needed information in all forms of media communication (printed and non-printed).
2. The knowledge of information and media literacy, the demographic profile such as age and sex, the extent of practice, and the challenges of IML show a significant relationship with each other. Therefore, a policy should be heeded to come up with a well-informed plan, such as that IML should be tailored to different age groups, IML assessment, and media-related competencies should be applied in the curriculum.
3. Two of the perceived challenges claimed by the students were (1) a lack of practical understanding and (2) a lack of time to discuss ways to implement IML. Therefore, it is important to conduct seminars and education drives on a regular basis with the right media advocate or educator for practical insight into the possibilities of solving the challenges posed in the study.

4. Although students at ESSU-Maydolong "often practiced" their skills in IML, challenges in information and media literacy skills were posed in the study. The researchers strongly recommend the inclusion of information and media literacy in curriculum planning and implementation to develop students' high literacy in information and media utilization.

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