



ISSN 1989 – 9572

DOI: 10.47750/jett.2023.14.03.074

Information and Media Literacy of K to 12 and Non-K to 12 Graduates

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Journal for Educators, Teachers and Trainers, Vol. 14 (3)

<https://jett.labosfor.com/>

Date of reception: 12 Mar 2023

Date of revision: 09 Apr 2023

Date of acceptance: 27 May 2023

Dexter P. Dumayag (2023). Information and Media Literacy of K to 12 and Non-K to 12 Graduates. *Journal for Educators, Teachers and Trainers*, Vol. 14(3). 630-639

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ABSTRACT

This study aimed to find out the information and media literacy of K to 12 and non-K to 12 graduates in Northern Philippines. The researcher used the mixed methods research design to determine the social media usage and function among students. Students in private and public higher education institutions in the Province of Cagayan, Philippines are not yet very much engaged to social media considering their low social media utilization. They too, have not met the standard learning competencies prescribed in the Curriculum Guide for Media and Information Literacy subject. Interestingly, it shows that the information and media literacy of students varies in terms of sex, basic education preparation, senior high school (SHS) track, and department affiliation but not for religion and ethnicity, and academic strand. It is reflected in the data that female students has higher mean percentage than male students. In addition, The study revealed that the parents' income and age of the respondents have a significant association with their information and media literacy. The younger respondents tend to have higher information and media literacy while students who were enrolled in SEASH has higher information and media literacy than their counterpart, i.e., those who were enrolled in CBEA, CAHS, CTE, SEAIDITE, SABH, and CHM. It is recommended that there is a need to enhance the information and media literacy of SHS and College students, DICT, CHED and DepEd should strengthen their collaboration relative to the nationwide implementation of the free WiFi school zone projects and conduct a regional follow-up research to track the development of students' Information and Media Literacy at the primary, secondary, and tertiary levels.

Keywords: basic education, information and media literacy, K to 12, social media, university

1. INTRODUCTION

Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information, and create web content. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more (usf.edu).

Media and Information Literacy is a basic human right in an increasingly digital, interdependent, and global world, and promotes greater social inclusion. It can bridge the gap between the information rich and the information poor. Media and Information Literacy empowers and endows individuals with knowledge of the functions of the media and information systems and the conditions under which these functions are performed (ifla.org).

Information literacy means being able to identify when information is required and to find, assess, utilize, and effectively communicate information in a variety of formats (UNESCO MIL Curriculum for Teachers) while Media literacy means being able to comprehend and make use of mass media in either an assertive or passive manner. It also includes a critical and educated understanding of media, the methods they utilize, and the results they produce.

Information and Media Literacy (IML) is the ability of the student to understand the contents and apply the standards of the different learning competencies defined in the subject of Media and Information Literacy.

Knowing the information and media literacy of the students is crucial in today's fast-paced and digital world. With the abundance of information available online, it is essential to develop critical thinking skills to determine what information is accurate, reliable, and trustworthy. Thus, this study is necessary to assess the respondents' ability to navigate and evaluate information in the digital age.

1.1 Research Objectives

This study was conducted to find out the Social Media Utilization of Public and Private Students in Higher Education Institutions. It ought to establish the personal and school-related profile of the students as well as the level of their information and media literacy. Also, the difference and relationship between information and media literacy of the respondents and select profile variables were determined.

1.2 Conceptual Framework

Figure 1 shows the process model to be used in establishing the association of social media utilization among HEI students. The Independent variable - Dependent Variable Model was used.

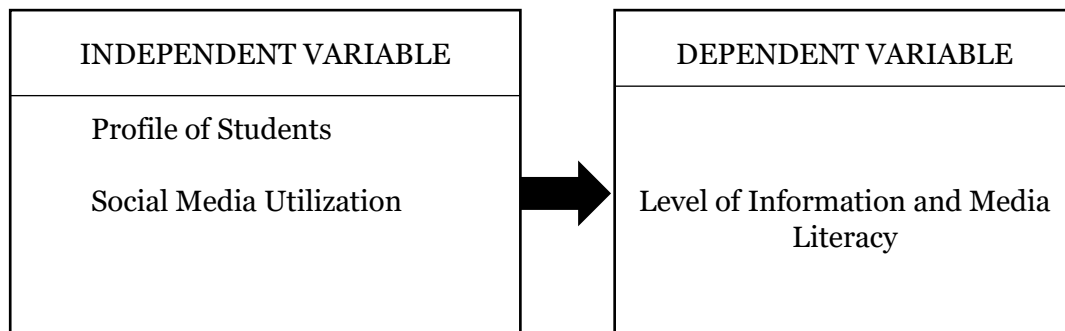


Figure 1. The paradigm showing the IV-DV model

The profile of the students was used to determine the characteristics of the respondents. The Social Media Utilization was determined in terms of its usage and function that would establish the Media and Information Literacy of the students.

Further, the study tested the difference of social media utilization according to the profile of respondents and the correlation of the social media utilization and profile of the respondents.

2. METHODOLOGY

The researcher used the mixed methods research design in order to determine the social media literacy among students. The descriptive method was used to determine the profile, level of media and information literacy of the respondents. The correlation method was used to determine the difference and relationship of media and information literacy among the respondents. Triangulation method was also employed by the researcher through the conduct of focus group discussion. This is to deepen the quantitative data obtained from the survey questionnaire.

2.2 Locale of the Study

This study was conducted in Northern Philippines involving two (2) Higher Education Institutions (HEI). One is a private while the other one is a government university.

2.3 Samples and Sampling Procedure

The respondents of this study were students enrolled in the two (2) universities. The sampling frame used in computing the sample size of the study based from the roster of students per school was obtained from the Office of the University Registrar. In obtaining the respondents per school, the population of its colleges/departments was considered in which case, the number of respondents per college/department shall be proportional to its population.

Further, Focus Group Discussion (FGD) was utilized to validate and probe into the possible explanations of the results of the study. This technique ensured deeper understanding of the data which cannot be captured in survey research. The FGD constituted 25 participants which was conducted in classrooms and restaurants to guarantee conduciveness and privacy.

2.4 Research Instruments

The main instrument used in this study was the survey questionnaire constructed by the researcher. The survey questionnaire is composed of three (3) parts: Part I gathered the profile of the respondents, Part II determined the level of social media utilization of the respondents in terms of its usage and functions. The usage and function of social media was measured using a 5-point Likert Scale. Finally, Part III determined the level of media and information literacy of the students using a forty-five (45) multiple choice items constituting of four (4) options. This part of the paper measured the respondents' level of information and media literacy.

Moreover, interview guide was used in the study to substantiate the quantitative data that were obtained. It focused on determining their utilization of the social media and ascertain how they acquired the learning outcomes of media and information literacy.

2.5 Data Analysis

The Statistical Package for Social Science (SPSS) software was used to analyze the data. The level of significance was set at 0.05. Frequency count/Percentage was used to determine the profile of the respondents. Weighted mean was used to determine the level of media and information literacy while Pearson Product Moment Correlation was used to determine the relationships between the media and information literacy of the respondents. T-test and Analysis of Variance were used to test the difference on the profile variables and the media and information literacy. Thematic analysis was used to analyze the qualitative responses of the participants during the FGD. This approach helped the researcher in establishing the codes, themes, and superordinate themes derived from the FGD participants.

3. RESULTS AND DISCUSSION

Personal Profile of the Respondents

Table 1 shows the profile of students when grouped according to their personal data. It reveals that 274 or 75% of the respondents are female while 93 or 25% are male. As regards their religious affiliation, it shows that majority (301 or 82%) of the respondents belong to the Roman Catholic faith followed by 23 or 6.3% Born Again. Moreover, 13 or 3.5% are members of Iglesia ni Cristo and 9 or 2.5% are affiliated with United Methodist Church and Jehovah's Witness. Finally, 5 or 1.4% belong to Aglipayan Church, 4 or 1.1% are from Church of the Latter Day Saints, 2 or 0.5% are affiliated with Seventh-day Adventist while 1 or 0.3% has no religion.

As regards ethnicity, nearly half or 44.7% of the respondents are Ilokanos followed by Itawes (84 or 22.9%), Ibanag (53 or 14.4%), Tagalog (43 or 11.7%), Kalinga (12 or 3.3%), Malaueg (6 or 1.6%), and Ivatan (2 or 0.5%). Also, 1 or 0.3% are Bisaya, Isneg, and Isinai, respectively.

With respect to parents' average monthly income, 174 or 47.4% of the respondents have parents who earn less than P9,520 a month. Moreover, 105 or 28.6% have their parents having an income ranging from P9,520 to P19,040; 39 or 10.6% have parents earning between P19,040 to P38,080; and 28 or 7.6% have their parents earning between P38,080 to P66,640. Furthermore, 8 or 2.2% of the respondents have parents earning between P66,640 to P114,240; 7 or 1.9% have parents having an income between P114,240 to P190,400; and 6 or 1.6% belong to a family having at least P190,400 per month.

The table also displays that as regards age, 254 or 69.2% are aged 19-20; 46 or 12.5% have ages ranging from 21-22; and 41 or 11.2% are aged 17-18. Moreover, 15 or 4.1% are within the age bracket of 23-24 while 11 or 3% are 25 and older.

Table 1: Personal Profile of Students

| Category | Frequency (n=367) | Percent |
|---------------------------------|----------------------|---------|
| Sex | | |
| Male | 93 | 25.3 |
| Female | 274 | 74.7 |
| Religion | | |
| Roman Catholic | 301 | 82.0 |
| Born Again | 23 | 6.3 |
| Iglesia ni Cristo | 13 | 3.5 |
| Jehovah's Witness | 9 | 2.5 |
| United Methodist Church | 9 | 2.5 |
| Aglipayan | 5 | 1.4 |
| Church of the Latter-Day Saints | 4 | 1.1 |
| Seventh-day Adventist | 2 | 0.5 |
| None | 1 | 0.3 |
| Ethnicity | | |
| Ilokano | 164 | 44.7 |
| Itawes | 84 | 22.9 |
| Ibanag | 53 | 14.4 |
| Tagalog | 43 | 11.7 |
| Kalinga | 12 | 3.3 |
| Malaueg | 6 | 1.6 |
| Ivatan | 2 | 0.5 |
| Isinai | 1 | 0.3 |
| Isneg | 1 | 0.3 |
| Bisaya | 1 | 0.3 |

| | | |
|--------------------------------|-----|------|
| Parents' Monthly Income | | |
| Less than P 9,520 | 174 | 47.4 |
| Between P 9,520 to P 19,040 | 105 | 28.6 |
| Between P 19,040 to P 38, 080 | 39 | 10.6 |
| Between P 38,080 to P 66,640 | 28 | 7.6 |
| Between P 66,640 to P 114,240 | 8 | 2.2 |
| Between P 114,240 to P 190,400 | 7 | 1.9 |
| At least P 190,400 | 6 | 1.6 |
| Age | | |
| 17-18 | 41 | 11.2 |
| 19-20 | 254 | 69.2 |
| 21-22 | 46 | 12.5 |
| 23-24 | 15 | 4.1 |
| 25 and older | 11 | 3.0 |

School-related Profile of the Students

Table 2 shows the school-related profile of the respondents. It shows that 72 or 19.6% are enrolled in the College of Business, Entrepreneurship and Accountancy (CBEA), 59 or 16.1% are students of the College of Teacher Education (CTE) and School of Engineering, Architecture, Interior Design and Information Technology Education (SEADITE), and 58 or 16.1%, are enrolled in the School of Accountancy, Business and Hospitality (SABH). Furthermore, 56 or 15.3% of the respondents are from the College of Hospitality Management (CHM), 37 or 10.1% come from the College of Allied Health Sciences (CAHS) and 26 or 7.1% are enrolled in the School of Education, Arts, Sciences and Health (SEASH).

Table 2 further reveals that 144 or 39.2 % of the respondents are in the 4th year level followed by 1st year level with 140 (38.1%), and 5th year level with 33 (9%). Also, 31 (8.4%) are in the 3rd year level while 19 (5.2%) belong to 2nd year level.

With respect to the basic education preparation of the respondents, 227 or 62.8% of them are graduates of the non-K to 12 Curriculum, 140 or 38.1% are graduates of K to 12 curriculum. This means that majority of the university students are products of the old curriculum or the non-K to 12 Curriculum. The old curriculum for the basic education requires six-year study in elementary and four-year study in high school. On the other hand, The K to 12 curriculum requires 13 years of study from Kindergarten to Grade 12.

Table 2: School-related Circumstance of the Students

| Category | Frequency (n=367) | Percent |
|-----------------------------|----------------------|---------|
| Department Affiliation | | |
| CBEA | 72 | 19.6 |
| CTE | 59 | 16.1 |
| SEADITE | 59 | 16.1 |
| SABH | 58 | 15.8 |
| CHM | 56 | 15.3 |
| CAHS | 37 | 10.1 |
| SEASH | 26 | 7.1 |
| Year Level | | |
| 1st Year | 140 | 38.1 |
| 2nd Year | 19 | 5.2 |
| 3rd Year | 31 | 8.4 |
| 4th Year | 144 | 39.2 |
| 5th Year | 33 | 9.0 |
| Basic Education Preparation | | |
| Non-K to 12 Graduate | 227 | 62.8 |
| K to 12 Graduate | 140 | 38.1 |

K to 12 Graduate-related Circumstance of the Students

Table 3 shows the K to 12 graduates-related circumstance of the students. It shows that out of the 140 K to 12 graduates, there are 132 or 94.3% of the students who took the academic track while 8 or 5.7% took the technical-vocational-livelihood (TVL) track. It was observed that no student took neither the sports track nor the arts and design track.

Under the academic stands, it shows that 54 or 40.9% respondents took Accountancy, Business and Management (ABM) strand, 45 (12.3%) took General Academic (GA) strand, 26 or 19.7% took Science, Technology, Engineering, and Mathematics (STEM) strand, and 7 or 5.3% students took Humanities and Social Sciences (HUMSS) strand. On the other hand, under the TVL strands, there were 4 or 50% respondents who took the Home Economics strand while 4 or 50% took the Information and Communication Technology strand.

Table 3:K to 12 Graduate-related Circumstance of the Students

| Category | Frequency (n = 140) | Percent |
|--|------------------------|---------|
| Senior High School Track Taken | | |
| Academic | 132 | 94.3 |
| Tech-Voc-Livelihood | 8 | 5.7 |
| Arts and Design | 0 | 0 |
| Sports Track | 0 | 0 |
| Academic Strands | | |
| | Frequency (n = 132) | Percent |
| ABM | 54 | 40.9 |
| GAS | 45 | 34.1 |
| STEM | 26 | 19.7 |
| HUMSS | 7 | 5.3 |
| TVL Strands | | |
| | Frequency (n = 8) | Percent |
| Home Economics | 4 | 50 |
| Information and Communication Technology | 4 | 50 |

Level of Information and Media Literacy of the Students

The level of students' information and media literacy is shown in Table 4. Based on the results of the pilot-tested Information and Media Literacy Test, the information and media literacy of the respondents is “low” with a mean score of 10.84 and 5.07, respectively. Combining the information and media literacy scores of the respondents reveals a mean score of 15.91 which has an adjectival value of “low”.

Of the 367 respondents, 202 or 55% of them got a low score (9 to 16 points), 160 or 43.6% obtained moderately high score (17 to 24 points), 3 or 0.8% garnered a very low score (1 to 8 points) while 2 or 0.5% got high score (23 to 35 points).

This finding implies that they the respondents have not mastered the learning competencies defined in the Curriculum Guide for the Media and Information Literacy subject. In short, they lack the needed knowledge, skills, and attitude on the basic understanding of media and information as channels for communication and tools for the development of individuals and societies. It also signifies that they need more training to develop their creative and critical thinking as well as more enhancement in becoming a responsible users and competent producers of media and information.

This finding is contrary to the result of the FGD because majority of the participants have considered themselves as information literate individuals because they can understand and evaluate information posted in their social media accounts. They added that they also had enough knowledge that can help them identify what is right and wrong, and can they provide an accurate information. Likewise, many of the students considered themselves as media literate individuals because as “millennials” they had intense attachment and involvement in social media. Others mentioned that they were able to make some video projects and did PowerPoint presentation using their laptops with the help of the different audio and video authoring software available online.

This conclusion complements the findings of Adeyemi (2017), who found that senior secondary learners in Ilorin, Nigeria believed they have the ability to determine what and when information is required. Yet, the survey indicated that students lack the information literacy abilities necessary for searching and locating information.

With respect to information literacy, 233 or 63.5% of the respondents got low score (7 to 12 points) followed by 92 or 25.1% respondents who got moderately high score (13 to 18 points). Moreover, 34 or 9.3% respondents got very low score (1 to 6 points) while 8 or 2.2% respondents got high a score of 19 to 23 points.

As regards media literacy, 237 or 64.6% of the respondents got low score (4 to 6 points) followed by 64 or 17.4% respondents obtaining very low score (1 to 3 points). Also, 63 or 17.2% of the respondents garnered moderately high score (7 to 9 points) while 3 or 0.8% respondents got a high score (10 to 12 points).

Table 4: Level of Information and Media Literacy of the Respondents

| Test | Frequency (n = 367) | Percent |
|---|------------------------|---------|
| Overall Media and Information Literacy | | |
| Very Low (1 – 8) | 3.0 | 0.8 |
| Low (9 – 16) | 202.0 | 55.0 |
| Moderately High (17 – 24) | 160.0 | 43.6 |
| High (25 – 35) | 2.0 | 0.5 |
| Overall Mean = 15.91 (Low) SD =3.38 | | |
| Information Literacy | | |
| Very Low (1 – 6) | 34.0 | 9.3 |
| Low (7 – 12) | 233 | 63.5 |
| Moderately High (13 – 18) | 92 | 25.1 |
| High (19 – 23) | 8 | 2.2 |
| Mean = 10.84 (Low) SD =3.04 | | |
| Media Literacy | | |
| Very Low (1 – 3) | 64.0 | 17.4 |
| Low (4 – 6) | 237.0 | 64.6 |
| Moderately High (7 – 9) | 63 | 17.2 |
| High (10 – 12) | 3.0 | 0.8 |
| Mean = 5.07 (Low) SD = 1.77 | | |

Difference on the Information and Media Literacy of Students and their Select Profile Variables

A comparison on the information and media literacy of students and their select profile variables is presented in Table 5. It shows that the information and media literacy of students varies in terms of sex, basic education preparation, senior high school (SHS) track, and department affiliation but not for religion and ethnicity, and academic strand. Specifically, sex has a t-value of 2.86 and significance level of 0.00; therefore, there is a significant difference between the information and media literacy and sex at 0.01 level of significance. It is reflected in the data that female students who obtained a mean of 16.20 has higher mean percentage than male students with a percentage mean of 15.05. According to the respondents during the FGD, female students expressed their interest and passion in searching and utilizing online references, articles, and many more information. Besides, they see themselves to be more studious than their male counterparts, thus they use more information and media sources to aid them in their schooling.

The aforementioned conclusion runs counter to a research by Tella and Mutula (2008) from the University of Botswana that claimed there were substantial gender variations in the respondents' levels of computer literacy. According to the findings, male respondents used computers an average of more hours per week than their female counterparts. Perhaps the rationale for their discovery can be explained by the fact that similar research have indicated that male students tend to be more interested in how technology works while female students concentrate on how the technology is used. Boys have also been shown to be content to stay in front of computers for extended periods of time, even though they typically end up playing games on them or fiddling around with them to see what they can accomplish.

Also, the basic education preparation (BEP) has been found to have a significant difference in the information and media literacy of the respondents. This is evident in the computed t-value of 2.64 and significance of 0.00. The result of this data shows that K to 12 curriculum graduates with a percentage mean of 16.52 has higher information and media literacy score than graduates of the old curriculum with a mean of 15.56. FGD participants averred during the interview that K to 12 graduates consider that the additional two years stay in senior high school helped them learn more things and gain more information and media skills and competencies. Although the present study reveals that their information and media literacy is “low”, they believed that their senior high school teachers prepared them in their chosen tracks to become more cautious in what they see and read in their social media accounts. They also considered the inclusion of new subjects and topics as factors of becoming more social media literate individuals.

Moreover, result reveals that there exists a significant difference in the information and media literacy of the respondent based on SHS track as seen in the computed t-value of 2.38 and significance of 0.02. It was observed that students who took the academic track with a mean percentage of 16.79 has higher information and media literacy score than those who took non-academic track with a mean of 14.67. This means that those who took STEM, GAS, ABM, and HUMSS have higher information and media literacy than those enrolled in Tech-Vocational, Sports, and Arts and Design.

According to the participants during the FGD, Google, Facebook, YouTube, and Twitter play an important role to academic track students because they are required to utilize online tutorials, online journals, and other resources that help them in accomplishing their requirements in their subjects. This, they do more often, because of the inadequate instructional materials available for their subjects in Senior High School.

Data also reflect a difference in the information and media literacy of the respondents and their department affiliation. Such is seen in the computed F-ratio of 8.71 and significance of 0.00. The result reveals that students who were enrolled in SEASH with a mean of 17.77 has higher information and media literacy than their counterpart, i.e., those who were enrolled in CBEA, CAHS, CTE, SEADITE, SABH, and CHM. This finding supports the earlier finding that CTE students have higher utilization of information and media because of their educational technology subjects. It must be noted that SEASH at the private university constitute educational students, arts, science and health. A bigger proportion of this college are enrolled in the teacher education which requires the use of more information and media resources in their courses.

Moreover, according to the participants during the FGD, education students are exposed to online learning platform like Neo LMS at USL because the management would like to train pre-service teachers to be exposed to higher educational technology as this is the call of 21st century teaching and learning. In using the Neo LMS, students are exposed to materials which the teachers upload from YouTube, Google+ and Pinterest as they become supporting materials to deepen classroom discussions and lessons.

Table 5: Difference on the Information and Media Literacy of Students and their Select Profile Variables

| Variables | Mean | SD | t-value | Sig. | Decision |
|-----------------------------|-------|------|---------|------|-------------------|
| Sex | | | | | |
| Male | 15.05 | 3.52 | | | |
| Female | 16.20 | 3.28 | 2.86 | 0.00 | Reject Ho at 0.01 |
| Religion | | | | | |
| Catholics | 15.88 | 3.37 | | | |
| Non-Catholics | 16.05 | 3.41 | 0.36 | 0.72 | Accept Ho |
| Ethnicity | | | | | |
| Non-Ilocanos | 15.79 | 3.09 | | | |
| Ilocanos | 16.06 | 3.69 | 0.77 | 0.36 | Accept Ho |
| Basic Education Preparation | | | | | |
| Old Curriculum | 15.56 | 3.35 | | | |
| K to 12 Curriculum | 16.52 | 3.35 | 2.64 | 0.00 | Reject Ho at 0.01 |
| SHS Track | | | | | |
| Non-Academic | 14.67 | 2.92 | | | |
| Academic | 16.79 | 3.31 | 2.38 | 0.02 | Reject Ho at 0.05 |
| Department Affiliation | | | F-ratio | | |
| CHM | 13.79 | 2.6 | | | |
| SABH | 14.9 | 3.17 | | | |
| CTE | 16.07 | 3.87 | | | |
| SAEIDITE | 16.07 | 3.87 | | | |
| CAHS | 16.49 | 2.96 | | | |
| CBEA | 17.15 | 2.77 | | | |
| SEASH | 17.77 | 2.01 | 8.71 | 0.00 | Reject Ho at 0.05 |
| Academic Strand | | | | | |
| STEM | 15.88 | 2.99 | | | |
| GAS | 16.76 | 3.99 | | | |
| ABM | 16.81 | 2.94 | | | |
| HUMSS | 18.29 | 2.29 | 1.078 | 0.36 | Accept Ho |

Relationship between Information and Media Literacy of the Respondents and their Select Profile Variables

The association between social media literacy of respondents and their select profile variables is presented in Table 6. It reveals that the parents' income and age of the respondents have significant association with their information and media literacy. The association between average family income and information and media literacy is reflected in the computed correlation coefficient of 0.115 and a significance of 0.027.

This finding connotes that the average monthly parents' income of the respondents has an influence their level of information and media literacy. The result of the study supports the argument that families and social networks in upper-income households pass on news literacy skills, adapted to the digital age, to their children. Less advantaged families often will not. Parents from lower-income households may lack the time, the knowledge base, or the critical reading skills to teach their kids how to use the internet to do research or follow the news (Adler, 2014).

According to the participants during the FGD, they believed that students from rich families have more access to the internet and more time to open their social media account. Having more time staying online would allow them to read and watch more information which they can also apply to experience it especially those that require fast and continuous internet connection. They mentioned that playing online game Mobile Legends as an example, prepared them to become better team players and to come up with improved decision-making strategies which they can also apply in their studies.

Test of relationship also presents that there is an association between the information and media literacy and age of the respondents. This is reflected in the computed correlation coefficient of -0.125 and a significance of 0.017. Data in this regard shows that younger respondents tend to have higher information and media literacy. The inverse relationship between age and information and media literacy supports Lewis (2008), who found that younger teenagers now use social media for most of their everyday activities and information collecting, unlike older teenagers who used television or newspapers..

According to the respondents during the FGD, they observed that younger students are more exposed to electronic devices and have longer period of time staying online and manipulating those gadgets while older counterparts, have lesser usage to those devices. Longer exposure added more learning on what and how to do things. However, they expected older students to conduct themselves better than the younger individuals especially in their social media posts, comments, and items they upload or share. They added that whatever the younger individuals see from their older youth may affect how they would also behave online because of the belief that whatever people of older ages do are good examples in the eyes of the young ones.

On the other hand, test of relationship does not show association between the information and media literacy and year level of the respondents. Such is seen in the computed correlation coefficient of -0.074 and a significance of 0.157. This finding means that the year level of the student has no influence on the respondents' information and media literacy. Respondents during the FGD believed that regardless of the year level where students belong, there is the same amount of knowledge or skills they have as far as social media literacy is concerned.

Table 6. Relationship between Information and Media Literacy of Students and their Select Profile Variables

| Variables | Correlation Coefficient | Sig. | Decision |
|---|-------------------------|------|------------------|
| Information and Media Literacy and | | | |
| Parents' Income | 0.115 | .027 | Reject Ho @ 0.05 |
| Age | -0.125 | .017 | Reject Ho @ 0.05 |
| Year Level | -0.074 | .157 | Accept Ho |

4. CONCLUSION AND RECOMMENDATION

Students in private and public higher education institutions in Northern Philippines are not yet very much engaged to social media considering their low social media utilization. They too, have not met the standard learning competencies prescribed in the Curriculum Guide for Media and Information Literacy subject.

Interestingly, differentials in information and media literacy is explained by sex, basic education preparation, senior high school (SHS) track, and department affiliation but nor for religion and ethnicity, and academic strand. Higher information and media literacy are observed among students who are female, graduates of the K to 12 Curriculum, those who took academic SHS track and those enrolled in SEASH.

Furthermore, positive correlation exists between family income and level of information and media literacy. Higher average monthly family income ushers higher level of information and media literacy. Meanwhile, negative correlation exists between age and information and media literacy. Information and media literacy is higher among younger students than the older ones.

In light of the findings and the conclusions made, the following are recommended:

1. There is a need to enhance the information and media literacy of SHS and College students through: (a) intensified training of teachers teaching Media and Information Literacy Subject like seminars/trainings, industry immersion that exposes them to increase their knowledge and skills along threats, risks, abuse, and misuse of the social media; (b) enriched school activities for students allowing them to broaden their knowledge and skills about the set of rules and criteria for the evaluation and production of new media and information as well as the threats, risks, abuse and misuse of the same; (c) development of common and

validated instructional materials (e.g. learning modules, textbooks, workbooks, etc.) in teaching Media and Information Literacy Subject; and (d) Upgrading of facilities and equipment used in teaching Media and Information Literacy Subject.

2. Universities should include topics related to MIL in the syllabus particularly for the non-K to 12 students as this will improve their media and information literacy.
3. DICT, CHED and DepEd should strengthen their collaboration relative to the nationwide implementation of the free WiFi school zone projects to provide free or socialized access especially to financially challenged students. Access regulations in favor of google+, Pinterest, LinkedIn, YouTube TedX, and other educational social media sources must be well planned and implemented to guarantee their wider and beneficial utilization.
4. A follow-up study may be made but with regional scope to plot the trend of the Media and Information Literacy for the students both in the basic education and tertiary levels. Place of residence (rural/urban); and type of school graduated from (private/public), among others, may be included in the study to have a better understanding of the relationship between social media utilization.

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