
PRACTICES FOR INTEGRATING MEDIA LITERACY IN TEACHING ARALING PANLIPUNAN AND LEARNERS' ACADEMIC ACHIEVEMENT

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ABSTRACT

This study made use of statistical tools such as Mean, Standard deviation, Frequency, T-test, and Person r in the integration of media literacy practices in the teaching of Araling Panlipunan in the Malaybalay District I, Division of Malaybalay during the academic year 2023-2024. It aimed to investigate the relationship between these practices and learner's academic achievement in the subject.

Respondents comprised diverse educators across various age groups, genders, educational sector positions, length of service, and ICT training backgrounds. This diversity provided a broad perspective on the effectiveness of integrating media literacy into the curriculum.

Results indicated a strong consensus among educators regarding the high effectiveness of various media literacy practices, such as starting early, adopting hands-on approaches, incorporating diverse media formats, addressing digital citizenship, and involving parents and guardians. Learners demonstrated commendable academic achievement in Araling Panlipunan, with most achieving satisfactory and outstanding grades.

In conclusion, the study found no significant correlations between demographic factors and the perceived effectiveness of media literacy practices or learner's academic achievement. It suggests the universal benefit of media literacy integration across demographic backgrounds, highlighting the transformative potential of these practices in shaping contemporary education and empowering learners to navigate an increasingly complex media landscape.

KEYWORDS: Media literacy, Araling Panlipunan, Academic Achievement.

INTRODUCTION

Media literacy entails the capacity to engage with, scrutinize, assess, and produce media content across diverse platforms and situations. It is a vital skill for students to develop critical thinking, communication, and citizenship in the digital age. However, how can teachers incorporate media literacy into various courses and grade levels? Media and information literacy education (MIL) are relatively new, and how successfully this topic is conveyed to the students in the Philippines needs to be clarified.

Teachers need to be made aware of their qualifications to teach MIL. In addition, educators need more access to appropriate training or materials, which results in inadequate preparation to instruct students on the topic. When they were requested to teach MIL, they needed a comprehensive understanding of the subject's meaning, significance, or scope, and they all agreed on this point. The instructors relied on tried-and-true methods to compensate for inadequate preparation and resources.

The prevalence of Internet-enabled gadgets has resulted in the immediate availability of a vast amount of information to contemporary students, even when they are not actively seeking it (Anderson & Jiang, 2018; LaGarde & Hudgins, 2018). The expanded availability of online resources presents students with reliable and misleading sources (Ireton & Posetti, 2018). Consequently, students may come across untrustworthy or incomplete instances of online information, such as fake news, misinformation, disinformation, clickbait, propaganda, hoaxes, satire, echo chambers, algorithmic personalization (Hobbs, 2017a, 2017c), and the collection of personal data for various purposes (Zuboff, 2019). Moreover, students must recognize the influence of their Internet usage on their perception of reality, considering that media messages play a role in shaping and reflecting societal constructs (Centre for Media Literacy, 2005). Given that power battles involve the exertion of control over the process of interpretation, it becomes imperative to cultivate students' consciousness regarding the prevailing conceptions of reality they adhere to, as well as the underlying interests, privileges, and discourses that these conceptions serve (Luke, 2012). In the context of online information consumption, students engage in both active and passive processes facilitated by pop-up notifications on their digital devices. To effectively navigate this landscape, they must acquire the necessary competencies, approaches, and attitudes to critically evaluate, generate, and disseminate reliable information inside online platforms.

The researcher conducting this study would like to find the relationship between the practices for integrating media literacy in teaching Araling, Panlipunan and learners' academic achievement in Malaybalay District I, Division of Malaybalay City.

Conceptual Framework of the Study

This study draws on Matthew Korona and Amy Hutchison's (2023) concept of Integrating Media Literacy Across the Content Areas. Essential for all age groups is practical knowledge to utilize digital technology and literacy skills to understand the media's societal influence critically (Chen et al., 2011; Jenkins et al., 2006; Lin et al., 2013). Students often need to learn the operational aspects of online technologies, neglecting critical literacy skills (Selber, 2004). Mills (2016) emphasizes the absence of these skills, hindering students' ability to analyze biases and effect societal change. Restructuring K-12 education is crucial to align with evolving cultural, historical, political, and technological landscapes (Forzani, 2020; Mills, 2016).

Critical assessment evaluates online information accuracy, reliability, and contextual factors (Forzani, 2020). Teachers must address frameworks that sustain authority and subjugate written material (Mills, 2016). Students must assess online material reliability, engage critically with text, and question viewpoints, context, objectives, and biases (Leland et al., 2018). Despite media literacy integration into classrooms, there needs to be more consensus on effective methods (Comber & Grant, 2018). Further investigation is needed to effectively explore integrating media literacy into specific content areas.

The study explored optimal strategies for incorporating media literacy into various academic disciplines and educational levels. Media literacy is crucial for critical thinking, communication, and citizenship, involving accessing, analyzing, evaluating, and generating media content. Recommendations include setting clear learning objectives, using diverse media sources, fostering critical analysis through methodologies like the CRAP Test, and promoting responsible and ethical media usage. Encouraging students to create and disseminate media content and engaging in introspection regarding personal media literacy practices are essential for effective integration.

Statement of the Problem

This study explored the connection between how effectively teachers integrate media literacy into Araling Panlipunan and learners' academic Achievement in Malaybalay District I, Division of Malaybalay, for the school year 2023-2024.

This study aimed to address the following queries:

1. Could you provide information about the participants' profile, such as their age, gender, and prior experience with ICT training?

2. What is the level of practice for integrating media literacy in teaching Araling Panlipunan in our educational setting?
3. What is the level of academic Achievement demonstrated by learners in Araling Panlipunan?
4. Is there a significant relationship in the level of practices in demographic factors such as age, sex, and ICT training that influences the perception of integrating media literacy in teaching Araling Panlipunan?
5. Is there a significant difference between integrating media literacy practices when the respondent's Achievement grows according to their Demographic profile?

Hypotheses of the Study

The research objective was to examine hypotheses that did not have significant statistical evidence at a 0.05 level of significance.

H₀₁: There is no significant relationship in the level of best practices for integrating media literacy in teaching Araling Panlipunan when grouped according to demographic profile respondents regarding age, sex, and training in ICT.

H₀₂: The level of practice for integrating media literacy in teaching Araling Panlipunan and the learners' academic Achievement in Araling Panlipunan is the same.

Delimitations of the Study

This research was delimited to find the relationship between the practices for integrating media literacy in teaching Araling Panlipunan and learners' academic Achievement in Malaybalay, District I, Division of Malaybalay.

The independent variables are delimited to the profile of respondents in terms of age, sex, position title, length of service, training in ICT, and the level of practice for integrating media literacy in teaching Araling Panlipunan.

The dependent variable is limited to the learners' Academic Achievement in the Araling Panlipunan subject.

This study utilized a researcher-created survey questionnaire as an instrument for data collection. The study was limited to teachers in Malaybalay District I, Division of Malaybalay.

The data was analyzed using descriptive statistics. It includes frequency count, percentage, mean, standard deviation, t-test for significant differences, and Pearson r Product Moment Correlation Coefficient.

Significance of the Study

"The purpose of this study was to benefit a specific group of people."

Using information and communication technology (ICT) as an additional learning tool can benefit learners. This study has the potential to do just that. Digital learners will likely find the experience more engaging and stimulating, as they prefer instruction that integrates media literacy. In turn, it enhances their participation and involvement in classes. Using information and communication technology (ICT) as an additional learning aid can benefit learners. This supplementary tool has the potential to be advantageous for students. This study aims to explore this potential benefit. The study suggests that digital learners are likelier to enjoy and engage in media literacy classes. Incorporating media literacy into Araling Panlipunan's teaching can improve students' academic proficiency. This study can offer valuable insights to teachers on the effectiveness of using information and communication technology (ICT) to inspire and motivate their students. Moreover, it encourages teachers to use information and communication technology (ICT) to enhance their students' learning experience.

To the school heads, this study facilitated the monitoring and provision of technical assistance to teachers. It became evident that educators must employ media literacy in their instructional practices to cultivate a cheerful disposition toward the learning experience among students.

To the parents, the prevalence of misinformation and fabricated news poses a substantial obstacle in contemporary media. By incorporating media literacy into Araling Panlipunan, parents could provide their children with the necessary abilities to discern false information, assess the credibility of sources, and verify the accuracy of statements. It helps students develop critical thinking towards media, reducing vulnerability to misinformation.

To future researchers, this study was to assist by facilitating access to relevant material on the efficacy of best practices for incorporating media literacy into teaching methodologies.

Definition of Terms

To enhance comprehension and facilitate effective communication between the researcher and the readers, operational definitions for the following concepts:

Academic Achievement. Academic Achievement encompasses a range of abilities, attitudes, and actions crucial in fostering students' achievements in their educational pursuits.

Practices. Education practice activities refer to the behaviors or practices implemented by teachers, staff, and administrators that provide favorable outcomes regarding student attitudes and academic behaviors.

Media Literacy. Media literacy refers to acquiring knowledge, developing attitudes, and cultivating skills necessary for discerning the appropriate timing and content of information, identifying reliable sources, and using critical evaluation techniques.

Start Early. We are initiating media literacy education from early childhood through primary education, focusing on foundational concepts like critical analysis and digital citizenship to develop lifelong skills for navigating media complexities.

Hands-on Approach. An instructional method actively engages learners in practical activities involving direct interaction with media content to foster deeper understanding and skill development through active engagement.

Incorporate Multiple Media Formats. Integrating diverse media forms such as text, images, audio, and video into educational materials to develop comprehensive media literacy skills by exposing learners to various media formats.

Address Digital Citizenship. It entails teaching people about their obligations, rights, and standards for proper conduct in the digital sphere. It includes encouraging moral conduct, critical thinking, ethical behavior, and safe online connections.

Involve Parents and Guardians. Actively engaging caregivers in the media literacy education of children, fostering collaboration between educators and families to reinforce media literacy skills and principles at home, and extending learning beyond the classroom.

Research Design

This study follows the descriptive-correlational design. It investigated the practices for integrating media literacy in teaching Araling Panlipunan and learners' academic achievement in Malaybalay District I, Division of Malaybalay City.

Data on the profile of respondents in terms of age, sex, position, length of service, and training in ICT and the level of practices for integrating media literacy in teaching Araling Panlipunan obtained through the researcher-made questionnaire and learners' academic achievement in Araling Panlipunan based on their grade in the said subject for the First Quarter, school year 2023-2024.

Research Locale

The study was conducted in seven elementary schools located in Malaybalay District I, a Malaybalay City division. The schools are Dalwangan Elementary School, New Ilocos Elementary School, Damitan Elementary School, Patpat Elementary School, Kalasungay

Central School, Capitan Anghel Integrated School, and Impalutao Integrated School. Also, this research during the school year 2023-2024.

Malaybalay City, the administrative center of Bukidnon province, is situated in the middle region of the province. Bukidnon is separated from Agusan del Sur and Davao del Norte by the Pentagon Range boundary in Cabanglasan. This range acts as a natural barrier. On the other hand, the Municipality of Lantapan and Mount Kitanglad forms the boundary on the western side. Moving towards the North, the Municipality of Impasugong marks the limit, while Valencia City and the Municipality of San Fernando define the Southern boundary.

Malaybalay City is home to 46 barangays, subdivided into Puroks and occasionally Sitios. The five geographic districts in the area have an organized system wherein the barangays, which are minor administrative divisions, are systematically arranged. Known as the "South Summer Capital of the Philippines," Malaybalay has emerged as a prominent tourist attraction in the province of Bukidnon. It is the capital and administrative hub of Bukidnon province and boasts remarkable destinations that provide opportunities for both adventure and relaxation. The researcher explored this remarkable destination; she was thrilled by the potential it holds to cultivate intellectual growth and reveal the profound wealth and abundance that characterizes the province of Bukidnon.

Most of the notable attractions in Bukidnon, whether of historical or cultural significance, can be found in Malaybalay. Some of the sites of interest in the region include the Monastery of Transfiguration, Nasuli Spring, Bukidnon Forests Inc. (BFI) Industrial Tree Plantation, Kaamulan Grounds, Carmelite Monastery, Mt. Capistrano, Roxas Monument, Dalwangan Centennial Marker, San Isidro Cathedral, and Bukidnon.

Malaybalay City celebrates its Charter Day annually on March 22. This day signifies the establishment of Malaybalay as a chartered city in the Philippines. Charter Day is a significant working holiday as per Republic Act 8813. The holiday is to commemorate the establishment of Malaybalay City. The city organizes various events to encourage participation from residents and visitors designed to celebrate the city's heritage and culture. Charter Day is a joyous occasion for all involved.

The Malaybalay City Fiesta is an annual celebration held in Malaybalay. The annual celebration occurring on May 15 commemorates Saint Isidro Labrador, the patron saint of agricultural workers, laborers, and animals. The City Fiesta is a two-day celebration on May 14, the day preceding the Fiesta. During this period, locals actively prepare for the forthcoming festivities, which culminate on Fiesta Day, occurring on May 15.

Due to its landlocked nature, the province of Bukidnon primarily relies on water transportation via the Port of Cagayan de Oro City, which serves as its nearest maritime gateway. Subsequently, land transportation connects the many cities and municipalities within Bukidnon. Multiple ferry services facilitate the connection between Cagayan de Oro City and seaports in the cities of Cebu, Manila, and Bohol, as well as other ports in Luzon and Visayas.

Respondents of the Study

The respondents of the study were all the public-school teachers in Malaybalay District I, Division of Malaybalay City, school year 2023-2024.

Sampling Procedure

The sampling procedure employed in this investigation was Complete Enumeration. The researcher has solicited the participation of all Araling Panlipunan teachers in the Malaybalay District I, Division of Malaybalay City, for the school year 2023-2024, in their capacity as respondents.

Research Instrument

The researcher designed a questionnaire divided into three parts to collect data for this study. Part I presented the respondents' demographic profile, including their age, sex, and training in ICT.

Part II deals with the effectiveness of best practices for integrating media literacy in teaching Araling Panlipunan. Each of the areas has five items. Part III focuses on learners' academic achievements in Araling Panlipunan. Respondents must check the column corresponding to their chosen answer based on the five-point Likert scale.

Data Gathering Procedure

When conducting a study at Valencia Colleges (Bukidnon) Incorporated, the researchers performing this investigation adhered to the appropriate protocol as a standard operating practice. In the first step of the process, a letter of approval and support from the Dean of Graduate Studies was requested. The Bukidnon Division's Schools Division Superintendent reviewed and considered it.

After obtaining all the necessary approvals, the researcher will seek authorization from the Public Schools District Supervisors of Malaybalay District I. The next step involves obtaining approval from the principals or heads of the selected schools where the study will

conducted. If the authorities approve, the researcher can proceed to the next step. The final step involves distributing the chosen questionnaires to the respondents.

Scoring Procedure

The data were processed and interpreted using the rating scales below. When integrating media literacy in teaching Araling Panlipunan, the mean is interpreted using a Five-Point Likert Scale.

Summary

In this study, we examined the integration of media literacy in teaching Araling Panlipunan, a vital subject in Filipino education. Through meticulous analysis of gathered data, we aimed to shed light on the impact of these practices on learners' academic achievement.

The research investigation commenced with a meticulous examination of the reliability of our measurement scale, revealing an impressively high level of internal consistency. It affirmed the reliability of our tools in gauging the intended constructs accurately.

Delving into the demographics of our respondents, we uncovered a diverse landscape, with individuals spanning various age groups, sexes, positions within the educational sector, and lengths of service. This diversity enriched our understanding of the academic landscape and provided valuable context for our subsequent analyses.

Exploring the different media literacy, we discovered a resounding consensus among educators regarding their efficacy. Practices such as starting early, adopting a hands-on approach, incorporating diverse media formats, addressing digital citizenship, and engaging parents and guardians were overwhelmingly regarded as highly effective tools in nurturing learners' media literacy skills.

Simultaneously, we delved into learners' academic performance in Araling Panlipunan, finding a commendable level of competency across the board. While most learners achieved very satisfactory grades, a notable portion attained outstanding marks, reflecting an admirable grasp of the subject matter.

In the quest to uncover correlations, researchers have investigated the relationship between demographic factors and media literacy integration. Surprisingly, we found no significant links between age, sex, position, length of service, or ICT training and these practices.

There were no significant differences between learners' academic achievement in Araling Panlipunan and their media literacy, suggesting that learners benefit equally from media literacy integration regardless of demographic background.

This study underscores the vital role of media literacy practices in contemporary education. It emphasizes the need for continued investment in innovative pedagogical approaches to empower learners with the critical skills to navigate an increasingly complex media landscape.

FINDINGS

In the quest to understand the integration of media literacy in teaching, Araling Panlipunan discovered several noteworthy findings that bridge the realms of human experience and academic inquiry.

This study revealed a consensus among educators regarding the various media literacy practices. Practices such as starting early, adopting hands-on approaches, incorporating diverse media formats, addressing digital citizenship, and involving parents and guardians were unanimously perceived as highly effective in nurturing students' media literacy skills. This alignment underscores the universal recognition of the importance of media literacy in contemporary education.

Simultaneously, exploring learners' academic achievement in Araling Panlipunan unveiled a landscape marked by commendable competency. Most learners demonstrated very satisfactory levels of educational attainment, with a notable proportion achieving outstanding grades. It reflects a solid grasp of the subject matter and the potential impact of media literacy integration on academic outcomes.

Furthermore, the investigation into demographic factors revealed intriguing insights. Despite the diverse backgrounds of the research respondents in terms of age, sex, position within the educational sector, length of service, and ICT training, the study found no significant correlations with media literacy practices. Regardless of individual characteristics, educators universally recognize the value of media literacy in enhancing teaching and learning experiences.

Similarly, the data analysis found no significant disparities between media literacy practices and learners' academic achievement in Araling Panlipunan. It indicates that students benefit equally from media literacy integration, regardless of their demographic backgrounds.

These findings underscore the transformative potential of media literacy in shaping educational landscapes. It highlights the critical role of innovative pedagogical approaches in equipping learners with the skills needed to navigate and thrive in an increasingly media-saturated world. As we progress, these insights serve as a beacon guiding educators and policymakers toward creating inclusive and empowering learning environments for all.

CONCLUSIONS

This study investigated the correlation between integrating media literacy into the teaching of Araling Panlipunan and learners' academic achievement in Malaybalay District I, Division of Malaybalay, for the academic year 2023-2024. Through a comprehensive examination of the data collected, including the demographic profile of the respondents, the level of practices for integrating media literacy, and the level of academic achievement demonstrated by learners in Araling Panlipunan, this research addressed the critical questions regarding the relationship between these variables.

The analysis of the respondents' characteristics revealed a diverse demographic profile, with varying ages, sexes, positions within the educational sector, lengths of service, and experiences with ICT training. Despite this diversity, the study found no significant relationship between these demographic factors and the perception of integrating media literacy into teaching Araling Panlipunan. It suggested that age, sex, position, length of service, and ICT training do not significantly influence teachers' perceptions of media literacy integration.

Furthermore, the analysis examined the level of practices for integrating media literacy, focusing on aspects such as starting early, hands-on approach, incorporating multiple media formats, addressing digital citizenship, and involving parents and guardians. Across all these aspects, the study found the high levels, as rated by respondents. These findings underscored the importance of incorporating media literacy into educational practices, highlighting its potential to enhance critical thinking skills, media production abilities, understanding of digital citizenship, and collaboration between schools and families.

Moreover, the study investigated the relationship between integrating media literacy practices and learners' academic achievement in Araling Panlipunan. Despite the diverse demographic variables examined, including age, sex, position, length of service, and ICT training, no significant differences in the media literacy integration concerning learner's academic achievement. It suggests that integrating media literacy enhances learners' academic achievement in Araling Panlipunan regardless of demographic diversity.

The study examined the impact of media literacy on learners' academic achievement across different demographic factors, such as age, gender, position, length of service, and ICT training. Based on the findings, no significant differences were observed between them. The significance of media literacy in promoting academic success is emphasized, independent of any demographic factors. With media literacy skills, learners can better navigate the complex digital world and improve their academic performance. It suggests that integrating media

literacy enhances learners' academic achievement in Araling Panlipunan, regardless of demographic diversity. The lack of significant relationships or differences based on demographic factors highlighted the universality of media literacy integration across diverse educational contexts. These insights provided valuable implications for educators, policymakers, and stakeholders in promoting media literacy education as an integral curriculum component, fostering informed and critically engaged learners in today's digital age.

Recommendations

Based on the data collected in this study on the practices for integrating media literacy into the teaching of Araling Panlipunan, several recommendations emerge for stakeholders in the educational environment.

Learners are encouraged to actively engage with media literacy practices to develop critical thinking skills. Learners should actively engage with media literacy practices introduced in the classroom to develop critical thinking skills and become discerning media consumers. Hands-on activities and multimedia resources are crucial to enhancing concepts, understanding, and applications of media literacy.

Teachers may facilitate and encourage learners for learning objectives for integrating media literacy into Araling Panlipunan lessons. It could include understanding how media shapes perceptions, evaluating sources for credibility, and analyzing media's impact on society.

Parents may play a crucial role in fostering media literacy skills at home, granting guidance and resources to navigate the digital landscape responsibly. This support is given to children so they can navigate the digital world responsibly and evaluate media sources critically.

School administrators may prioritize supporting teachers through professional development and monitoring to ensure effective implementation. Firstly, it is crucial to provide training and resources to educators to facilitate the effective integration of media literacy into their instructional practices. Additionally, it is essential to establish mechanisms to monitor the implementation of media literacy integration and provide feedback to support teachers' continuous improvement.

DepEd officials may have embraced the integration of media literacy as paramount in leveraging hands-on approaches and multiple media formats to engage learners actively. Then, encourage the use of hands-on techniques and the incorporation of various media formats to actively engage the learners in the learning process.

By implementing these recommendations, stakeholders can collaborate to create a learning environment that empowers learners with the necessary skills and knowledge to navigate the media landscape's complexities, thereby fostering informed citizenship and academic success.

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