
**PRACTICES FOR INTEGRATING MEDIA LITERACY IN TEACHING
SOCIAL STUDIES AMONG ELEMENTARY TEACHERS
IN DISTRICT 9, DIVISION OF VALENCIA CITY**

***Eleanor C. Fiel**

Master of Arts in Teaching (MAT) Major in Social Studies Valencia Colleges (Bukidnon)
Incorporated Hagkol, Valencia City

Article Received: 21 February 2026

***Corresponding Author: Eleanor C. Fiel**

Article Revised: 11 March 2026

Master of Arts in Teaching (MAT) Major in Social Studies Valencia Colleges

Published on: 31 March 2026

(Bukidnon) Incorporated Hagkol, Valencia City

DOI: <https://doi-doi.org/101555/ijrpa.2014>

ABSTRACT

This study investigated the demographic profile of 100 public-school teachers in Valencia District 9, Division of Valencia City, particularly their age, gender, and ICT training experiences. It examined the level of practices for integrating media literacy in teaching social studies. Focus areas included starting early, hands-on approaches, incorporating multiple media formats, addressing digital citizenship, and involving parents and guardians. Statistical analyses involved frequency, percentage, mean, standard deviation, t-tests, and ANOVA to determine the relationship between demographic variables and media literacy integration practices.

Findings revealed that most respondents were 31 to 40 years old, predominantly female, and lacked ICT training. Teachers exhibited a very high level of practice in integrating media literacy through early introduction, hands-on activities, and usage of multiple media formats, while digital citizenship and parental involvement were highly practiced but slightly less emphasized. Notably, only ICT training showed a statistically significant association with higher levels of media literacy integration, while age and sex were significantly associated with practices.

Recommendations include that teachers sustain and expand media literacy methods, with greater focus on digital citizenship and continuous ICT professional development. School administrators are encouraged to provide ongoing ICT training support, foster parental engagement programs, and incentivize innovative teaching methods incorporating media literacy comprehensively. Future research should explore specific ICT training components

that maximize instructional integration, investigate barriers to parental involvement, and assess the long-term educational impacts of early media literacy education on critical thinking and digital citizenship skills.

KEYWORDS: *Practices, Media Literacy, Social Studies*

INTRODUCTION

Being media literate means being able to use, analyze, evaluate, and make media content on a lot of different platforms and in a lot of different situations. Students need to learn how to be good citizens, talk to others, and think critically in the digital era. But the question is on teaching literacy about media in different classroom settings. Given that media and information literacy education (MIL) is still in its infancy, it is crucial to assess the quality of instruction provided to Filipino students.

Additionally, teachers require greater access to suitable training or resources which leads to little planning for teaching students about the subject. When asked to teach media literacy, educators revealed that they must first gain a deeper comprehension of the concept and its significance. To make up for their lack of resources and preparation, the instructors turned to tried-and-true techniques. Students today can gain access to a wealth of knowledge due to the widespread use of Internet-enabled devices, although they will not seek it (Anderson & Jiang, 2018; LaGarde & Hudgins, 2018). Students can have truthful and not truthful sources due to the increased availability of online resources (Ireton & Posetti, 2018). News which are false, fabricated information, false information, clickbait, publicity, tricks, irony, echo chambers, algorithmic personalization (Hobbs, 2017a, 2017c), and the collection of personal data for various purposes (Zuboff, 2019) are examples of unreliable or incomplete online information that students may encounter.

Additionally, since media messages shape and reflect societal conceptions, students need to understand how their Internet usage affects how they see reality (Centre for Media Literacy, 2015). It is crucial to raise students' awareness of the dominant ideas of what is true they cling to, and also the underlying interests, rights, and arguments of these ideas, since power struggles entail the exercise of control over the process of interpretation (Luke, 2019). When students use the internet to obtain information, they connect in all activities. They can accomplish this with the use of pop-up notifications on their electronic devices. They must acquire the abilities, strategies, and mindsets necessary to critically assess, produce, and disseminate truthful information on digital platforms in order to succeed in this environment.

The goal of this research is to determine the correlation between the demographic profile of the respondents and the degree of media literacy integration in social studies instruction in Valencia District 9, Division of Valencia City.

Framework of the Study

The concept of including Media Literacy in the Content Areas by Matthew Korona and Amy Hutchison (2023) served as the foundation for the research. Every age group needs to have literacy skills and practical knowledge for using digital technology in order to critically understand how the media affects society (Chen et al., 2011; Jenkins et al., 2016; Lin et al., 2018).

Students frequently prioritize the acquisition of operational competencies in online technologies, thereby overlooking essential literacy skills (Selber, 2014). Mills (2016) stresses that these skills are missing, which makes it harder for students to look at biases and make changes in society. It is very important to change K-12 education so that it fits with changing cultural, historical, political, and technological environments (Forzani, 2020; Mills, 2016).

Critical assessment looks at how accurate, reliable, and relevant online information is (Forzani, 2020). Teachers should discuss pedagogical frameworks that maintain teacher authority while emphasizing written texts (Mills, 2016). Learners need to evaluate the credibility of online sources, critically analyze content, and scrutinize perspectives, contexts, purposes, and partialities (Leland et al., 2018). Even with efforts in the knowledge of media in classroom setting, a clear agreement on best practices remains lacking (Comber & Grant, 2018).

To effectively look into how to add media literacy to certain subject areas, more research is needed.

The study looked at the best ways to teach media literacy in a variety of academic fields and levels of education. To be a good citizen, think critically, and communicate well, you need to be media literate. This means being able to access, examine, assess, and create contents on media. Suggestions are to make clear goals in learning, applying a variety of sources from media, encouraging analytical thinking by using methods, CRAP Test, and encouraging right and good use of media. For effective integration, it is important to encourage learners to make and share contents in media and to think about their own media literacy habits.

Below is Figure 1 which illustrates the conceptual framework as a schematic diagram. It depicts profiles of the respondents and media literacy practices as independent variables that

may impact the dependent variable: the extent of media literacy integration in Social Studies instruction.

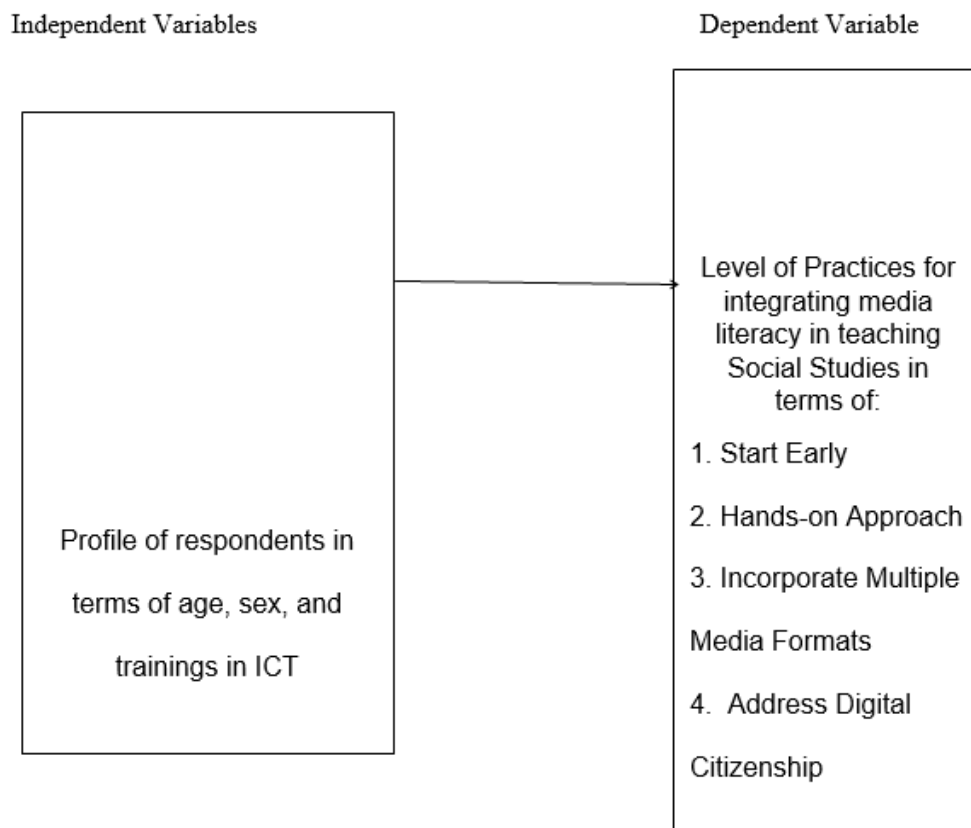


Figure 1. Schematic Diagram showed the Relationship of the Independent and Dependent Variables of the Study

Significance of the Study

The study was important to the stakeholders mentioned below. It benefits students by promoting the use of information and communication technology (ICT) as a supplementary learning means in Social Studies. Digital learners were expectedly to experience greater engagement and stimulation through instruction that incorporates knowledge on media. This, makes them more likely to participate and get involved in class. Students might learn more from this study if they used information and communication technology (ICT) to be used in learning. The findings indicate that digital native students tend to find media literacy lessons more enjoyable and captivating. Weaving media literacy into social studies instruction can boost students' overall academic skills. This research offers teachers valuable insights into how effectively ICT tools can spark and sustain student motivation. It also nudges educators to leverage ICT for richer, more impactful learning experiences. For school administrators,

this study simplifies monitoring teachers' progress and delivering targeted technical support. It underscores the need for educators to weave media literacy into lessons, fostering students' positive attitudes toward learning.

The parents believe that the amount of false information and fake news in today's media is a big problem. Parents could help their kids learn how to tell the difference between true and false information, check the credibility of sources, and make sure statements are true by including media literacy in social studies. It fosters students' critical thinking about media, helping shield them from misinformation.

This study serves as a valuable resource for future researchers, providing easy access to key materials on effective strategies for embedding media literacy into teaching practices. Future work can build on these findings to explore broader variables like school resources or long-term student outcomes in media literacy adoption.

Definition of Terms

To make the concepts and terms used in this study, these definitions hot they are measured or applied in the study, avoiding ambiguity in media literacy research contexts like Social Studies instruction.

Address Digital Citizenship. Digital citizenship involves educating individuals on their rights, responsibilities, and norms for appropriate behavior in online environments. It promotes ethical actions, critical thinking skills, responsible conduct, and safe digital interactions.

Hands-on Approach. Hands-on approach refers to an active teaching method where students directly engage with media content through practical activities. This fosters deeper comprehension and builds essential skills via hands-on participation.

Incorporate Multiple Media Formats. Incorporating multiple media formats involves using a variety of media types—such as written text, images, audio recordings, and videos within learning materials. This approach helps students build stronger media literacy skills by allowing them to experience and interact with information presented in different formats.

Involve Parents and Guardians. Involving Parents and Guardians refers to actively encouraging parents and caregivers to take part in the media literacy learning of their sons and daughters. This approach promotes cooperation between teachers and families, helping promote media literacy concepts and practices at home while extending students' experiences in learning even outside the school.

Media Literacy refers to the ability to acquire knowledge, develop appropriate attitudes, and build the skills needed to determine when and what type of information is appropriate to

access or share. It also includes the capacity to recognize trustworthy sources of information and apply critical thinking when evaluating different forms of media.

Practices. Practices refer to the actions, strategies, and routines carried out by educators, other personnel, and school management that contribute to positive result in students' characters and their behaviors related to academic.

The Methodology

Research Design

This study used a descriptive research design to find out respondents' demographic profiles and the extent of media literacy integration practices in Social Studies instruction within Valencia District 9, Division of Valencia City. It examines participant profiles including age, gender, and ICT training alongside practice levels gathered via an adapted questionnaire during school year 2025-2026. This approach captures current practices like hands-on activities and digital citizenship teaching, providing a snapshot for targeted improvements.

Research Locale

The study took place in Valencia City, Bukidnon, in the Division of Valencia City. The city of Valencia is composed of land from 13 barangays in Malaybalay.

The first people to live in what is now part of the Poblacion were Bukidnon natives who built a settlement along the banks of the Pulangi River and the Dumanggas River. Darwin Dumanggas Manangkila and the families of the Binalhays, Laugas, Dongogans, Gua-ans, Lanayans, and Arenzos led the pioneers. The first place where the settlement was built was a sitio called "Panglibatuhan." The natives called the area "Malibato trees" because it was so thickly forested.

The first teacher at the one-room barrio school that opened in 1911 was Leon Galorport, who has since passed away. The school was built where the Poblacion Barangay High School is now. Galorport, who was from Valencia, Bohol, named the school "Valencia School." When the sitio became a barrio of Malaybalay, the people who lived there agreed to call it "Valencia." Finally, when the southern part of Malaybalay became a new municipality, the people who signed the petition agreed to call it "Valencia." However, the name "Valencia" was already used in Spanish documents in 1893 or even earlier. This means that it was in the province of Misamis and was part of Linabo or Sevilla (now Mailag).

The territory's rich natural resources eventually drew Christian settlers from the densely populated coastal areas of Mindanao, Visayas, and Luzon islands.

Respondents of the Study

The respondents in the study are all public-school teachers in Valencia District 9, Division of Valencia City, for the school year 2025-2026.

Sampling Procedure

The study includes all public school teachers from Valencia District 9, Division of Valencia City, during the 2025-2026 school year as respondents. Complete enumeration was used, with the researcher inviting every Social Studies teacher in the district to participate fully. This total population approach ensures comprehensive data on media literacy practices without sampling bias, capturing insights from all relevant educators.

Research Instrument

The researcher designs an instrument which is composed of three parts to gather needed information for this research.

The questionnaire for this study was based on work by Simons, Meeus, and T'Sas (2017), the UNESCO Media and Information Literacy Framework (2013), and regional studies in Southeast Asia, especially in Indonesia and the Philippines, that looked at how teachers thought about media literacy. The instrument was changed to better fit the local Social Studies curriculum and to focus on important practices like Starting Early, Using Hands-on Approaches, Using Different Media Formats, Teaching Digital Citizenship, and Getting Parents and Guardians Involved.

Part I looked at the respondents' demographics, such as their age, sex, and training in ICT.

Part II assesses the effectiveness of best practices for embedding media literacy into Social Studies instruction. Each area features five items, where respondents select the appropriate column on a five-point Likert scale to indicate their views. This format allows teachers to rate practices like hands-on activities or digital citizenship teaching on a scale from strongly disagree to strongly agree.

Data Gathering Procedure

Researchers from Valencia Colleges (Bukidnon) Incorporated adhered to established protocols for ethical data collection. The process began with securing a letter of approval and endorsement from the Dean of Graduate Studies. Next came permissions from the Public Schools District Supervisors of Valencia District 9, followed by school principals or heads at the research sites. Once all authorities approved, the researcher distributed the adapted questionnaires directly to all Social *Scoring Procedure*

The information gathered underwent processing and interpretations with the use of the specified scale for rating as stated below. For integrating media literacy in teaching social studies, the mean is interpreted using the Five-Point Likert Scale.

A. On the Level of Effectiveness of Best Practices for Integrating Media Literacy in Teaching Social Studies

Scale	Range	Indicator	Description
5	4.20-5.00	Very Highly Effective	Effectiveness is observed 9-10 times out of ten situations
4	3.40-4.19	Highly Effective	Effectiveness is observed 7-8 times out of ten situations
3	2.60-3.39	Moderately Effective	Effectiveness is observed 5-6 times out of ten situations
2	1.80-2.59	Less Effective	Effectiveness is observed 3-4 times out of ten situations
1	1.00-1.79	Very Least Effective	Effectiveness is observed 0-2 times out of ten situations

Validation of Research Instruments

To ensure the validity and reliability of the research instrument, a pilot test would first be conducted in the Municipality of Damulog, Bukidnon. Thirty (30) employees from the identified offices would participate in the pilot test. Their participation would provide valuable feedback on the clarity, organization, and applicability of the instrument, which would guide necessary refinements before its full implementation in the actual study site. After the pilot test, the actual conduct of the study would be carried out in the Municipality of Kibawe, Bukidnon.

The instrument of this study would undergo validation through a systematic process that ensures its accuracy, clarity, and reliability prior to the conduct of the main survey. First, the questionnaire was subjected to content and face validation by a panel of experts composed of professionals in the fields of public administration, taxation, local finance, and research methodology. These experts would carefully review each item to evaluate its clarity, relevance, and alignment with the study's objectives. Their comments and recommendations would guide the necessary revisions, thereby enhancing the content validity of the instrument. Following expert review, the instrument was pilot-tested among a small group of municipal employees who are not part of the actual study participants. This pilot test aimed to determine whether the questions are understandable, the instructions are clear, and the overall structure

is appropriate for the respondents. The pilot group would also provide feedback regarding ambiguous or confusing items, which would then be refined before the actual data collection. In addition, the results of the pilot test was subjected to reliability analysis using statistical tools such as Cronbach's alpha 0.955 coefficient to establish the internal consistency of the questionnaire. A satisfactory reliability coefficient would indicate that the items consistently measure the intended constructs across the sections of the instrument. If necessary, items with low reliability scores was revised or removed to improve the tool's overall dependability. Through this process of expert validation, pilot testing, and reliability analysis, the researcher-made questionnaire would be finalized as a valid and reliable tool for gathering data. This ensures that the instrument was not only academically sound but also contextually appropriate for analyzing the challenges, reforms, and policy interventions in real property tax administration within the Municipality of Kibawe, Bukidnon.

FINDINGS

Majority of those who responded were aged between 31 – 40 Years old, mostly were females, and majority had no ICT trainings.

The level of practices for integrating media literacy in teaching social studies in terms of starting early were very highly practiced, in terms of hand – on approach was very highly practiced and in terms of incorporating multiple media formats was also very highly practiced by the teachers. They also greatly exercised the inclusion of media literacy in the instruction of the social studies in the area of covering up digital citizenship and, they highly exercised the engaging parents and guardians.

Age and gender of the respondents had no significant difference of Practices in integrating media literacy in teaching social studies. Only teachers who had trainings in ICT showed significant difference.

CONCLUSIONS

With the findings of the study, the following were the formulated conclusions.

Teachers show a very high level of skill in teaching media literacy in social studies, especially by starting early, using hands-on methods, and using a variety of media formats. This shows a thorough and engaged approach to teaching media literacy.

Teachers are very good at teaching digital citizenship and getting parents and guardians involved in media literacy. These are important areas, but they aren't as important as other integration strategies.

It is only ICT training that is considerably associated with the degree of media literacy integration practices in the teaching of social studies. This indicates the fact that professional development in ICT is relevant to assist teachers in making more efficient use of media literacy. Age and gender, on the other hand, do not have a big effect on these practices.

RECOMMENDATIONS

For teachers to keep improving early media literacy and hands-on learning, they should use a variety of interactive media formats in social studies lessons to get students more involved and make them think more critically. To encourage responsible digital participation among students, digital citizenship education should include lessons on online safety, ethical online behavior, and how to critically evaluate digital content. No matter your age or gender, keep learning about ICT to get better at using digital tools for media literacy integration.

For school leaders to keep giving teachers access to full ICT training and professional development, since they know how important it is for improving media literacy practices. They may encourage partnerships between schools and families by offering programs and workshops for parents that teach them how important media literacy is and how they can help their kids learn at home. They can also promote and reward new ways of teaching that include early media literacy, hands-on activities, and different types of media, making sure that these become a part of the school's social studies curriculum.

For subsequent researchers to examine the particular ICT training elements that most effectively improve teachers' capacity to incorporate media literacy, thereby determining optimal practices for professional development programs. They can look into what stops and helps parents get involved in media literacy education so they can come up with better ways to get parents involved that work with what the school is already doing. Conduct a research on the continued success of primary-level media literacy-based education on students in terms of their critical thinking and digital citizenship ability and how different models of instruction influence social and academic outcomes in social studies.

REFERENCES

1. Al-Zahrani, A. (2015). Toward digital citizenship: examining factors affecting participation and involvement in the Internet society among higher education students. *International Education Studies*, 8(12), 203-217.
2. Bautista Jr., Angelito and Bautista Jr., Angelito, Teaching Media and Information Literacy in Philippine Senior High Schools: Strategies Used and Challenges Faced by

- Selected Teachers (October 1, 2021). *Asian Journal on Perspectives in Education*, Available at SSRN: Retrieved from: <https://ssrn.com/abstract=3930867>
3. Comber, B. (2013). Critical literacy in the early years: Emergence and sustenance in an age of accountability. In J. Larson & J. Marsh (Eds.), *The SAGE handbook of early childhood literacy* (pp. 587-601). London, U.K.: SAGE.
 4. Fuente, J. D., & Biñas, L. C. (2020). Teachers' competence in information and communications technology (ICT) as an educational tool in teaching: An empirical analysis for program intervention. *Journal of Research in Education, Science, and Technology*, 5(2), 61-76
 5. Goetze, S. F., Brown, D.S., & Schwarz, G. (2005). Teachers need media literacy, too! In G. Schwarz & P. Brown (Eds.), *Media literacy: Transforming curriculum and teaching*. Malden, MA: The 104th Yearbook of the National Society for the Study of Education.
 6. Gomez, C. (2022, November). (PDF) assessing the academic performance of Key Stage 2 Araling Panlipunan Retrieved from: https://www.researchgate.net/publication/365375625_Assessing_the_Academic_Performance_of_Key_Stage_2_Araling_Panlipunan_Pupils_in_The_Use_of_The_Most_Essential_Learning_Competencies_MELC
 7. Guarin, J., & Salcedo, R. (2018). Araling Panlipunan Skills Among Grade 10 Students. *Asian Journal of Multidisciplinary Studies*, 1(1), 140-151.
 8. Icen, M. (2020). Developing Media Literacy through Activities. *International Journal of Educational Methodology*, 6(3), 631-642. Retrieved from: <https://eric.ed.gov/?id=EJ1268419> Instructional practices for secondary Araling Panlipunanin Zone ... - IJSR. (n.d.). <https://www.ijsr.net/archive/v8i3/ART20195518.pdf>
 9. Jane Dacumos. (2012). The City of Malaybalay. Retrieved from: <https://www.vigattintourism.com/tourism/articles/The-City-of-Malaybalay>
 10. Joanou, J.P. (2017). Examining the world around us: Critical media literacy in teacher education. *Multicultural Perspectives*, 19(1), 40-46.
 11. Jones, S., St. Peter, C., & Ruckle, M. M. (2020, May). Reporting of demographic variables in the Journal of Applied Behavior ...Retrieved from: https://www.researchgate.net/publication/341276717_Reporting_of_demographic_variables_in_the_Journal_of_Applied_Behavior_Analysis
 12. Korona, M. and Hutchison, A. (2023), Integrating Media Literacy Across the Content Areas. *Read Res Q*, 58: 601-623. <https://doi.org/10.1002/rrq.517>

14. Kumpulainen, K., Sairanen, H., & Nordström, A. (2020). Young children's digital literacy practices in the sociocultural contexts of their homes. *Journal of Early Childhood Literacy*, 20(3), 472-499.
15. Limniou, M. (2021). The Effect of Digital Device Usage on Student Academic Performance: A Case Study. *Educ. Sci.* 2021, 11, 121.
16. Malaybalay. Retrieved from: <https://en.wikipedia.org/wiki/Malaybalay>
17. Maxci, J. C. (2017, June 4). *Correlating the academic performance and competency in Araling Panlipunan of junior high school students in the Third congressional district of Quezon: Basis for an enhancement program*. Academia.edu. Retrieved from: https://www.academia.edu/33322887/CORRELATING_THE_ACADEMIC_PERFORMANCE_ANDCOMPETENCY_IN_ARALING_PANLIPUNAN_OF_JUNIOR_HIGH_SCHOOL_STUDENTS_IN_THE_THIRD_CONGRESSIONAL_DISTRICT_OF_QUEZON_BASIS_FOR_AN_ENHANCEMENT_PROGRAM
18. *Media Literacy: A definition and more*. Media Literacy: A Definition and More | Center for Media Literacy | Empowerment through Education | CML MediaLit Kit TM |. (n.d.). Retrieved from: <https://www.medialit.org/media-literacy-definition-and-more>
19. Merdin, E., & Sahin, V. (2023). Young Children's Electronic Media Use and Parental Rules and Regulations. *Journal of Learning and Teaching in Digital Age*, 8(2), 187-196.
20. Montalbo & Villanueva – “The Effectiveness of Contextual Teaching and Learning Integrated with Araling Panlipunan
21. Obuyes, Ma. G. (2019). *ICT integration in teaching Araling Panlipunan relativeto the academic performanceamong grade ten students of Infanta National High School, Infanta, Quezon: Basis for an Araling Panlipunan ict-inte*. Ascendens Asia Journal of Multidisciplinary Research Abstracts. Retrieved from:<https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/12207>
22. Obuyes, Ma. G. (2022, April 5). *Improving the academic performance in Araling Panlipunan through merit badges method*. Academia.edu. Retrieved from: https://www.academia.edu/75527930/Improving_the_Academic_Performance_in_Araling_Panlipunan_through_Merit_Badges_Method
23. Okabe, M. The Reconsideration of the Viewpoint to discuss Media Education. *Structure*, 100, 1.
24. Prasetyo, W. H., Sumardjoko, B., Muhibbin, A., Naidu, N. B. M., & Achmad, M. I. (2023). Promoting digital citizenship among student-teachers: The role of project-based

- learning in improving appropriate online behaviors. *Participatory Educational Research*, 10(1), 389-407.
25. Share, J., Mamikonyan, T., & Lopez, E. (2019, September). Critical Media Literacy in teacher education, theory, and Practice.
26. https://www.researchgate.net/publication/339675387_Critical_Media_Literacy_in_Teacher_Education_Theory_and_Practice
27. Retrieved from: The contextual teaching and learning (CTL) method - researchgate. (2020). https://www.researchgate.net/figure/The-Contextual-Teaching-and-Learning-CTL-Method_tbl1_341883631
28. Tsortanidou, X., Daradoumis, T., & Barberá, E. (2019). Connecting moments of creativity, computational thinking, collaboration and new media literacy skills. *Information and Learning Sciences*, 120(11/12), 704-722.
29. Vasquez, V. M. (2017). Curriculum and pedagogy, educational purposes and ideals, education theories and philosophies. In G. W. Noblit (Ed.), *Oxford research encyclopedia of education*. Oxford, U.K.: Oxford University Press
30. Zhang, H., Zhu, C., Sang, G., & Questier, F. (2024). Effects of digital media literacy course on primary school students' digital media literacy: an experimental study. *International Journal of Technology and Design Education*, 34(1), 1-17.