

Training Needs, Attitude toward Teaching and Media and Information Literacy Competencies of Selected Teachers in The Philippines

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ABSTRACT

Media and information literacy (MIL) has been integrated in the Philippines' K to 12 curriculum as a core Communication subject since 2016. Based on feedbacks of some teacher-participants to the seminars conducted by Philippine Association for Media and Information Literacy (PAMIL), they admitted that they still need more training programs since MIL is relatively new. This paper focuses on the survey conducted among 682 teachers to find out their profile, knowledge on MIL, attitude towards MIL teaching, and MIL competencies. The MIL teachers are generally female, married, with 26-30 years old of age and with three (3) years' experience of teaching MIL. In terms of their level of knowledge, two items have been answered positively: "MIL includes evaluation of media and information" and "MIL empowers audiences to use and produce media and information more responsibly." Two items have been rated significantly on teachers' attitude towards MIL teaching. These are "I assess student outputs based on learning competencies or outcomes" and "I ask my students to analyze and evaluate messages before producing their improved versions." Developing search strategies/search processes to find media and information topped the list of training topics that the teachers wanted to pursue. This is followed by the area on understanding and questioning context, ownership, regulation, audiences, economic, legal, privacy, and security issues of media and information. These top two topics must be prioritized in the training of media and information literacy teachers in the future.

Keywords: *media and information literacy, knowledge on MIL, MIL competencies, media literacy, information literacy, training of Filipino teachers*

Introduction

Media and Information Literacy (MIL) was integrated into the K-to-12 curriculum in basic education in the Philippines in 2016. MIL is a required core subject in the Senior High School (SHS) under the Communication area. This is aligned with the Partnership for 21 framework that includes Information, Media, and Technology Skills as essential skills to succeed in the 21st century (P21, 2011).

On the other hand, the United Nations Education, Scientific, and Cultural Organization (UNESCO) goal on MIL is to "endow individuals with knowledge about the functions of the media and information systems; the conditions under which these functions can be performed, and the ways citizens can both evaluate the quality of content and contribute to it." In addition, "MIL also

equips individuals and communities of the twenty-first century with the essential competencies required to engage effectively with information and media systems as well as ICT. It also helps them develop critical thinking and lifelong learning skills with which they can become active citizens and participate in society while reflecting ethically throughout the process." Moreover, the goal of MIL is to "give people the power to use their rights of free expression, to defend their access to information; to evaluate content, to secure their participation in the process of governing, and to help all voices be heard" (UNESCO, 2010). In other words, MIL aims to equip individuals with the necessary abilities to communicate effectively and ethically through various media resources.

The 2021 curriculum for teachers authored by UNESCO defines MIL as "a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create as well as share information, media and digital content in all formats, using various tools, in a critical, ethical and effective way, to achieve their personal, social, occupational, educational and developmental goals." (UNESCO, 2021). This has expanded the definition to include digital literacy as part of the original composite concept of media and information literacy.

To produce students who are media and information literate individuals, the teachers should be literate themselves first. It is in this context that this survey was conducted to describe the profile of selected MIL teachers and their knowledge and attitude about teaching MIL. Likewise, the study will also determine the MIL competencies of MIL teachers to serve as a basis for designing training programs.

Research Background

Media and information literacy is previously known as media education UNESCO started promoting media education in 1982 in an experts' meeting in Grunwald, Germany. It led to the drafting of the Grunwald Declaration which highlighted the important role of communication and media in the process of development, including "the function of media as instruments for the citizen's active participation in society." The declaration said that "political and educational systems need to recognize their obligations to promote in their citizens a critical understanding of the phenomena of communication."

Based on Prague Declaration (2003), Information literacy "encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society and is part of the basic human right of lifelong learning." Information Literacy and lifelong learning were considered the "beacons of the Information Society (Alexandria Declaration, 2005), illuminating the courses to development, prosperity and freedom." It is also "a basic human right in a digital world and promotes social inclusion of all nations" (Alexandria Declaration, 2005).

This was followed by the Paris Agenda on Media Education (2007) where participants reaffirmed the relevance of the Grunwald Declaration. The participants outlined some recommendations to include "development of comprehensive media education programs at all education levels and teacher training and awareness raising of the other stakeholders in the social sphere."

In 2011, the composite concept of media and information literacy was highlighted during the First International Forum on Media and Information Literacy held in Fez, Morocco. The participants “fully endorse the far-reaching vision that today’s digital age and convergence of communication technologies necessitate the combination of media literacy and information literacy...” It was also during this forum that the first edition of the book on Media and Information Literacy Curriculum for Teachers by UNESCO was launched.

The following year, the Senior High School curriculum in basic education in the Philippines included MIL as an important core subject. Since MIL was relatively new and unknown at the time, some teachers were having a difficult time how to teach the course in 2018, a group of MIL teachers in the Philippines decided to come together and organize some training programs on MIL. These teachers decided to put up the Philippine Association for Media and Information Literacy (PAMIL) during the first National Forum on Media and Information Literacy in 2019 in Quezon City, Philippines. The participants saw the need to consistently train teachers in the Senior High School. This is the purpose why analyzing the training needs of MIL teachers is essential to allow PAMIL to identify areas of MIL that need further training.

Methodology

Research Design. This study uses a quantitative research design with the survey as the main research method to gather data on the profile of teachers of media and information literacy, their knowledge of MIL, their attitude towards MIL teaching, and their level of MIL competencies.

Respondents. The total number of respondents is six hundred eighty-two (682). They came from various private and public schools across the different regions in the Philippines. Purposive sampling was used based on their willingness to participate as members of the Facebook page on Media and Information Literacy for Teachers.

Instrument. The Survey questionnaire has five (5) sections. The first section explains the purpose of the survey. The second section is about the respondent’s demographic profile: respondent’s name, email address, mobile number; name, gender, age, civil status, current position or designation, highest academic degree attained, years of teaching MIL; address, location (region), and classification (private or public) of the school; and status of PAMIL membership. The third section has ten (10) items answerable by Yes or No and it is about a respondent’s understanding of MIL. The fourth section is a self-rated attitude towards MIL answerable by a 4-point scale with 4 as Strongly Agree, 3 as Agree, 2 as Disagree, and 1 as Strongly Disagree. Finally, the last section is a self-rated level of MIL competencies, with three (3) areas, and under each area, are sub-areas. The first area is about Access/Retrieval of Information, the user accesses information effectively and efficiently through (a) Definition and Articulation of media and information need (7 items); and (b) Location and Retrieval of media and information (3 items). The second area is on Evaluation/Understanding Information, where the user evaluates information critically and competently through (a) Assessment of media and information (10 items); and (b) Organization of media and information (4 items). The third area is on Use/Create/Communication information, the user applies/uses information accurately and

creatively through (a) Creation of Knowledge (3 items); and (b) Communication and ethical use of media and information (6 items). These competencies were adopted from the Towards Media and Information Literacy Indicators Background Document (UNESCO, 2011) which was the first set of MIL competencies developed by experts in a meeting in Bangkok, Thailand. Using the Competencies Proficiency Scale developed by the National Institute of Health Office of Human Resources, the respondents rated their level of MIL competencies based on a five-point scale and corresponding description with 5 as Expert which means that the individual can “provide guidance, troubleshooting, and answer questions related to the area and field where the skill is used”; 4 as Very Competent which indicates the one can “perform actions associated with this skill without assistance”; 3 as Competent which means that the individual can “complete tasks and help from expert may be required from time to time but can usually perform the skill independently”; 2 as Limited Competence which indicates that one “have the level of experience but needs help in performing this skill”; and 1 as Not Competent which means that the individual has a “common knowledge or an understanding of basic techniques and concepts.”

Statistical Tools. The statistical tools used to describe and analyze the data were frequency and percentage distribution, mean scores, and mean rank. Frequency distribution refers to the number of times a given response is chosen while percentage distribution specifies the proportion of a given response choice relative to the total sample or population in the study. The mean score refers to the average score of the individual items and the total score of each of the Media Information Literacy competencies. Mean rank categorizes the mean scores from highest to lowest.

Results

The frequency and percentage distributions were used to describe the demographic profile of the respondents, their understanding of MIL, as well as their attitude in teaching MIL, and MIL competencies. On the other hand, Mean Rank was also used to describe the respondents' attitude towards teaching MIL and level of self-competency in the areas of MIL.

Table 1 shows the demographic profile of the respondents which includes gender, age, and civil status. Table 2 exhibits the respondents' current position or designation, highest educational attainment, and years of teaching MIL. Table 3 illustrates the school profile, its location, and classification. Table 4 depicts the respondents' PAMIL membership status. Table 5 shows the respondents' understanding of media and information literacy. Table 6 presents the respondents' attitudes toward teaching MIL. Table 7 demonstrates the respondents' overall MIL competencies. Finally, Table 8 exhibits the respondent's specific MIL competencies. Only significant findings in Tables 1-8 were discussed. Also, the number of respondents varies in some items. Some respondents left the item blank so they were excluded from the computation.

Results in Table 1 showed that the majority of the respondents are female (56.3) compared to males (43.7). The age respondents cut across different age ranges though most are between the ages of 26-30 (28.7%), 31-35 (20.8%), and 36-40 (19.6%) comprise almost seventy-percent (69.10%) of those who answered the survey.

Looking at Table 2, it is expected that the majority of the respondents were teachers,

Table 1. *Frequency and percentage distribution of respondents' gender, age, and civil status*

Gender	N	%
Female	384	56.3
Male	298	43.7
Total	682	100
Age	N	%
25 years old & below	80	11.7
26-30 years old	196	28.7
31-35 years old	142	20.8
36-40 years old	134	19.6
41-45 years old	81	11.9
46 years old & above	49	7.2
Total	682	100
Civil Status	N	%
Married	339	49.7
Single	326	47.8
Separated	9	1.3
Widow/er	8	1.2
Total	682	100

either Junior Teachers or Master Teachers with their corresponding rank handling Junior and High School students while some are college instructors. They handle various subjects like Special Science, Computer Technology, Humanities and Social Sciences, Science, Technology, Engineering, Mathematics, or General Education. A few are teaching part-time. Still others are administrators, librarians, or heads of a department while some handle various positions at the same time.

In terms of the respondents' highest educational attainment, more than fifty percent (53.2%) of the respondents have earned units towards obtaining their Master's degree while more than one-fifth (23.2%) have college degrees. Still, a number (16%) have finished their Master's degree.

The respondent's years of teaching MIL also vary from novice (less than a year to one year) to a maximum of five (5) years. Nonetheless, the majority of the respondents have taught MIL for 2-4 years (76.53%). One-third or 35.8% of them have taught MIL for three (3) years. while close to one-fifth or 16.28% are newbies or have no experience at all.

Looking at Table 2, it is expected that the majority of the respondents were teachers, either Junior Teachers or Master Teachers with their corresponding rank handling Junior and High School students while some are college instructors. They handle various subjects like Special Science, Computer Technology, Humanities and Social Sciences, Science, Technology, Engineering, Mathematics, or General Education. A few are teaching part-time. Still others are

Table 2. *Frequency and percentage distribution of respondents' current position or designation, highest educational attainment, and years of teaching MIL*

Current Position/Designation	N	%
Teacher/Instructor (Junior Teacher 2, 3; Teacher 1, 2, 3; Junior High School; Senior High School; Special Science; Computer/Information Technology; Humanities and Social Sciences; Media and Information Literacy; Science, Technology, Engineering and Mathematics; General Education; part-time; Master Teacher 1, 2; College Instructor)	618	91.15
Teacher and Coordinator (School Paper Adviser; Librarian; Guidance Designate; Information Officer; Overall Academic Coordinator; Registrar; Clerk; Acting Administrative Officer; Assistant Principal; Librarian/ICT Coordinator; College Instructor/School Paper Adviser/Internationalization and Linkages Assistant Officer)	31	4.57
Coordinator (Academic Grade Level; ICT; ICT/LIS Learning Resource Management and Development; College of Computer Science)	13	1.92
Administrator (Principal; Vice Principal; Vice Principal for Operations)	6	.88
Librarian	3	.44
Head (Discipline/College General Education, Media Office, Subject Group)	3	.44
Facilitator	1	.15
Lecturer	1	.15
In-charge of Community Engagement and Extension	1	.15
Coordinator and Assistant Principal	1	.15
Total	678	
Highest educational attainment	N	%
College degree	158	23.2
Doctorate degree	12	1.8
Master's degree	109	16.0
With units in Doctorate degree	40	5.9
With Units in Master's degree	363	53.2
Total	682	100
Years of Teaching MIL	N	%
1 year	103	15.1
2 years	138	20.2
3 years	244	35.8
4 years	140	20.5
5 years	39	5.7
Others	18	1.91
Total	682	100

administrators, librarians, or heads of a department while some handle various positions at the same time.

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In Table 3, on the location and classification of the school, results showed that the survey

Table 3. *Frequency and percentage distribution of school profile*

Region	N	%
1	44	6.5
2	27	4.0
3	106	15.5
4A	112	16.4
4B	22	3.2
5	30	4.4
6	52	7.6
7	55	8.1
8	21	3.1
9	6	.9
10	21	3.1
11	22	3.2
12	18	2.6
13	11	1.6
BARMM	2	.3
CAR	20	2.9
NCR	113	16.6
Total	682	100
Classification	N	%
Private	183	26.8
Public	499	73.2
Total	682	100

questionnaires were distributed all over the sixteen (16) regions in the Philippines. The highest return of survey questionnaires was from the National Capital Region or NCR (16.6%), Region 4A (16.4%), and Region 3 (15.5%). The majority of these schools or 73.2% came from the public school while 26.8% were from the private school.

In terms of the respondents' PAMIL membership status in Table 4, the majority of the

Table 4. *Frequency and percentage distribution of respondents' Philippine Association for Media and Information Literacy (PAMIL) membership status*

PAMIL membership status	N	%
No	601	88.1
Yes	81	11.9
Total	682	100

respondents (88.1%) are not members of PAMIL while a little more than ten percent, or 11.9% are members. In other words, more respondents are not PAMIL members compared to those who are members.

On how the respondents understand the concept and elements of MIL, results are presented

Table 5. *Frequency and percentage distribution of respondents' understanding media and information literacy*

Item	Answer	N	%
1. MIL is both a content and a process.	Yes	6	.88
	No	672	99.12
2. MIL is about understanding how media works in a democratic society.	Yes	654	96.46
	No	24	3.54
3. MIL includes evaluation of media and information.	Yes	677	99.71
	No	2	.29
4. MIL is about educational technology.	Yes	510	75.33
	No	167	24.67
5. MIL is a domain of information technology.	Yes	545	80.50
	No	132	19.50
6. MIL is brought about by media convergence.	Yes	622	91.61
	No	57	8.39

<i>Continuation...</i>	Answer	N	%
7. MIL is a production course.	Yes	408	60.18
	No	270	39.82
8. MIL is about media bashing.	Yes	57	8.39
	No	622	91.61
9. MIL is about the use of media in aid of instruction.	Yes	574	84.41
	No	106	15.59
10. MIL empowers audiences to use and produce media and information more responsibly.	Yes	677	99.71
	No	2	.29

in Table 5. The findings revealed that more than ninety percent of the respondents answered “yes” in four (4) items. These are items 2, 3, 6, and 10. The items with almost one hundred percent of the respondents or 99.71% answered positively are items 3 (MIL includes evaluation of media and information) and 10 (MIL empowers audiences to use and produce media and information more responsibly). These results may mean that the respondents know the importance of assessing media and information to arrive at an accurate analysis of the message it sends. They also believe that knowledge of MIL encourages people to use and produce media and information more responsibly. These items are followed by item 2 with 96.46% of the respondents recognizing that MIL is about understanding how media works in a democratic society, and item 6 with 91.61% of the respondents realizing that media convergence or the interconnectedness of various technology channels and media images or contents are the reasons why MIL is considered a composite concept.

On the other hand, a large number of respondents answered “no” in two (2) items. These are item 1 (99.12%) or “MIL is both a content and a process” and item 8 (91.61%) “MIL is about media bashing.” They do not recognize that MIL is both content and a process nor do they consider MIL is about media bashing.

Moreover, in items 4, 5, and 9, three-fourths, or 75.33% of the respondents recognize that MIL is about educational technology (item 4), while four-fifths, or 80.5% of the respondents in item 5, believe that information technology is a domain of MIL. Also, in item 9, 84.41% understand that MIL is about the use of media in aid of the teaching-learning process.

However, among the items, item 7 showed the most significant results with 60.18% answered “yes” and 24.67% said otherwise. These results indicate that the respondents have different knowledge when it comes to understanding the concept of MIL as a production course.

Hence, based on the results, it cannot be ignored that there are respondents who understand the concepts and elements of MIL while there are those who do not.

The frequency and percentage distribution of responses that measure the attitude of the respondents toward teaching MIL cuts across the scale from “strongly agree” to “strongly disagree” as presented in Table 6.

Likewise, all items were rated on a scale of 3 to 4 “agree or strongly agree.” However, a closer

Table 6. *Frequency & Percentage Distribution, Mean & Mean Rank of respondents' attitude towards teaching MIL*

Item	Answer	N	%
1. I assess student outputs based on learning competencies or outcomes	679	3.66	1
2. I ask my students to analyze and evaluate messages before producing their improved versions.	681	3.65	2
3. I employ assessment methods to measure application of MIL in real-life situations.	680	3.56	3
4. I always adhere to DepEd's MIL Curriculum Guide.	681	3.54	4.5
5. I use local examples in teaching MIL.	680	3.54	4.5
6. I am teaching MIL using the different media platforms and information providers.	681	3.38	6
7. I want DepEd's MIL Curriculum Guide revised and updated.	679	3.35	7
8. I am academically prepared to teach MIL.	681	3.25	8
9. I have available teaching resources to teach MIL.	681	3.13	9
10. I am confident to teach MIL because this is my expertise.	678	3.02	10
Total Attitude		3.41	

look at the mean rank of the items showed that items “I assess student outputs based on learning competencies or outcomes” (3.66) and “I ask my students to analyze and evaluate messages before producing their improved versions” (3.65) were rank 1 and 2 respectively. These findings indicate that the respondents agree that the outputs of their students were evaluated based on learning competencies and outcomes. This indicates that the respondents used learning competencies and outcomes to evaluate the work of their students. Another process that they did was to require their students to critique their work before coming up with its final version.

On the other hand, the bottom three items with mean ranks 8, 9, and 10 on “I have available teaching resources to teach MIL”, “I am confident to teach MIL because this is my expertise” and “I am academically prepared to teach MIL.” These results would mean that the respondents may agree to a certain extent that teaching resources are available for them. More so, their belief that they are confident to claim that they are experts in teaching MIL as well as being academically prepared to teach MIL may not be that high. In addition, the frequency and percentage distribution on these items compared to other items have a higher number of respondents saying they disagree specifically on items “I am confident to teach MIL because this is my expertise” (16.7%) and “I am academically prepared to teach MIL” (20.9%) While the item on “I have available teaching resources to teach MIL”, more than fifty percent (57.7%) of the respondents said they “agree” compared to those who said “strongly agree” (34.2%) on this item.

In other words, though the respondents know how to rate their students' projects and

assignments as well as teach students to use higher-order thinking skills to analyze their outputs, other issues in the teaching-learning process came out of the picture. These issues are related to their mastery of the subject matter which is MIL as well as their academic preparation relative to the concepts and elements of MIL. In addition, available resources to teach MIL is also a concern.

Hence, it cannot be discounted that some respondents believe that they are capable of teaching MIL, still, some do not.

Table 7 demonstrates the overall mean and mean rank of the different areas of MIL

Table 7. **Overall Mean and Mean Rank of respondents' MIL competencies**

Item	Mean	Rank
Access/Retrieval of media and information		
a. Definition and articulation of media and information need.	3.88	6
b. Location and retrieval of media and information	3.94	4
Evaluation/Understanding information		
a. Assessment of media and information	3.92	5
b. Organization of media and information	3.97	2.5
Use/create/communicate information		
a. Creation of knowledge	3.97	2.5
b. Communication and ethical use of media and information.	4.01	1

competencies. It is apparent from the mean scores (4.01 to 3.88) that the respondents self-rated their MIL competencies as “very competent.” However, looking at the different mean ranks, the two areas in use/create/communicate information was in the first rank “communication and ethical use of media and information” and second rank “creation of knowledge.” These findings indicate that the respondents believe that they can apply and use information accurately and creatively. Another area in evaluation/understanding information which is on “organization of media and information” is on the second rank as well which means that the respondents can identify and determine appropriate, relevant, and useful media and information. They can also organize, arrange, save, store, and delete media and information.

The three areas in the bottom rank were location and retrieval of media and information, assessment of media and information, and definition and articulation of media and information needs.

Table 8 presents the mean and mean rank of the individual items across the different areas of MIL. The respondents rated themselves as “very competent” in all items. However, looking at the individual mean scores and mean rank of each item, some items are worth noticing. A glance in the first area of MIL competencies, access, and retrieval of media and information, from the seven items on the definition and articulation of media and information needs, the item with the highest mean rating and with a mean rank of 1 is on “I can recognize that a variety of media and information serve a variety of purposes” with the highest mean rating of 4.0 in this area. The

Table 8. *Mean and Mean Rank of respondents' MIL*

Item	Mean	Rank
A. Access/Retrieval of Information		
a. Definition and articulation of media and information need		
I can recognize that a variety of media and information serve a variety of purposes.	4.00	1
I can recognize the need for media and information.	3.91	2.5
I can define the need for media and information.	3.91	2.5
I can evaluate potential sources to look for media and information.	3.87	4
I can recognize a problem and look for solution/media and information.	3.86	5
I can identify the media and information for a particular purpose and define the necessary content.	3.82	6
I can develop search strategies/search processes to find media and information.	3.75	7
Total	3.88	
b. Location and retrieval of media and information		
I can choose appropriate media and information sources.	4.01	1
I can access the selected media and information sources.	3.93	2
I can select and retrieve the located media and information.	3.88	3
Total	3.94	
B. Evaluation/Understanding information		
a. Assessment of media and information		
I can recognize that media try to attract different audiences for different purposes.	4.03	1
I can understand and evaluate the functions of media and information in society.	4.02	2
I can recognize that media and information have social and political implications and that the media and information often an agenda setting function.	3.96	3
I can interpret media and information.	3.94	4.5
I can analyze, examine, and extract relevant media and information.	3.94	4.5
I can distinguish editorial from commercial content/factual and fictional content of media and information.	3.87	6

I can evaluate how people, places, issues, ideas and concepts are represented in media and information, with an appreciation of the importance of diversity in the media and information.	3.86	7
I can evaluate currency, relevance, accuracy, and quality of the retrieved media and information.	3.84	8
I can select and synthesize media and information.	3.83	9.5
I can understand and question context, ownership, regulation, audiences, economic, legal, privacy, and security issues of media and information.	3.83	9.5
Total	3.92	
<i>b. Organization of media and information</i>		
I can arrange, save, store, preserve, delete media and information.	4.11	1
I can determine appropriate and relevant use of media and information.	3.98	2
I can identify the best and most useful media and information.	3.94	3
I can group and organize the retrieved media and information.	3.86	4
Total	3.97	
C. Use/Create/Communicate information		
<i>a. Creation of Knowledge</i>		
I can evaluate knowledge for usefulness.	4.01	1
I can internalize media and information as personal knowledge.	3.98	2
I can apply media and information in contextually-relevant settings to target audience.	3.94	3
Total	3.97	
<i>b. Communication and ethical use of media and information</i>		
I can protect personal data.	4.21	1
I can demonstrate ethical use of information.	4.14	2
I can communicate in media and information formats for a particular message for a particular audience.	4.00	3
I can communicate the learning product and acknowledgement of intellectual property.	3.97	4
I can use the relevant acknowledgement style standards.	3.87	5
I can identify and interact with bodies that regulate media and information.	3.85	6
Total	4.01	

item in the bottom rank or with the lowest mean rating is “I can develop search strategies/search processes to find media and information” with a mean rating of 3.75.

Still in the area of access/retrieval of information, from the three items on location and retrieval, the item with the highest mean rating of 4.01 with a mean rank of 1 is “I can choose appropriate media and information sources.” The item in the bottom rank is “I can select and retrieve the located media and information” (3.88).

The second area on evaluation/understanding information shows that from ten items on the assessment of media and information, two items with the highest mean rating were “I can recognize that media try to attract different audiences for different purposes” (4.03) and “I can understand and evaluate the functions of media and information in society” (4.02). The items in the bottom rank are “I can select and synthesize media and information” (3.83) and “I can understand and question context, ownership, regulation, audiences, economic, legal, privacy, and security issues of media and information” (3.83).

The other area on evaluation/understanding information presents that from the four items on the organization of media and information, the item with the highest mean is “I can arrange, save, store, preserve, delete media and information” (4.11) while the bottom rank is “I can apply media and information in contextually-relevant settings to the target audience” (3.94).

The third area of MIL competencies on use/create/communicate information demonstrates that from the items on the creation of knowledge, the item with the highest mean rating is “I can evaluate knowledge for usefulness” (4.01) while the bottom rank is “I can apply media and information in contextually-relevant settings to the target audience” (3.94).

Another sub-area on use/create/communicate information shows that from the six items on communication and ethical use of media and information, the items with the highest mean rating are “I can protect personal data” (4.21), “I can demonstrate ethical use of information” (4.14), and “I can identify and interact with bodies that regulate media and information” (4.00) while the item with the lowest mean rating is “I can communicate in media and information formats for a particular message for a particular audience” (3.85).

Generally, the respondents rated their MIL competencies in varying degrees of competence. However, looking closely at each item of the sub-areas, results point to some areas that need to be examined closely if teachers are to impart MIL skills accurately to their students.

Discussion

Results of the survey questionnaire on the profile and training needs of Media and Information Literacy teachers from across the different regions in the Philippines provided significant results on their self-rated understanding of the concepts of MIL, attitude towards teaching MIL, and MIL competencies.

Generally, their self-rated understanding of the concepts and elements appears to be adequate. However, it cannot be ignored that some need better clarity of the subject matter considering the subject expertise of these teachers vary. In addition, their years of teaching MIL are limited since MIL was introduced as a subject to be taught in 2016 only. Still, others handle various positions and maybe were just invited to teach MIL. Hence, some gray areas on the concepts and elements of MIL need to be addressed so teachers can better understand or be further clarified. Also, the practice of inviting teachers or administrators to teach MIL has to be

reviewed.

Attitude toward teaching MIL is another important area that may influence the ability of teachers to teach MIL effectively. Maybe additional training on teaching methodology and assessment, availability of learning resources, review of MIL curriculum guide, or workshops on MIL to boost the confidence of the teachers to teach MIL. Coupled with this are their years of teaching MIL and subject area expertise.

The competencies to teach MIL is also an area for teachers to impart MIL skills accurately to their students. In this way, students can access information effectively and efficiently, evaluate information critically, and apply information accurately and creatively.

Finally, since MIL has just been recently introduced in the Philippine basic education curriculum, it is expected that teachers handling MIL may have some issues and concerns. The survey questionnaire served as a venue to raise them which they did. Hence, the results of the survey must be put into action. Not to forget too that MIL teaches people to be critical thinkers, creative, and responsible media users and information sharers. These are also the skills needed to thrive in the 21st century.

Conclusion

Media and information literacy teachers in the Philippines need further training on teaching the subject as this is still lodged among teachers who are teachers of other subjects that are not related to understanding media and information. School administrators need to invest in teacher training to ensure better teaching of the subject which is relatively unknown. While it is true that there are organizations that have started to offer training programs on MIL, teachers must select the programs that provide more accurate information on MIL as a composite concept. Training programs must likewise focus less on technology but on skillful searching for information and media messages and critical media analysis and evaluation as a basis for alternative production of media and information. Teachers must understand that MIL is both a content and a process. Additional research must focus on qualitative data on MIL teaching to provide more information on other common challenges teachers face in understanding MIL and MIL pedagogies.

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