



Self-Perceived and Practiced Information Literacy of Secondary Araling Panlipunan (AP) Teachers

Cereleane Jeune M. Leviste , Lowilla S. Fernandez ,
Lyndon Vince F. Cajara , Janna Patricia L. Miguel ,
Paul Raphael J. Obispo , Nikolee Marie A. Serafico-Reyes ^a

^aserafico.nma@pnu.edu.ph

Philippine Normal University, Manila, Philippines

ABSTRACT

Understanding teachers' information literacy is a contemporary topic discussed in teachers' 21st-century skills research. Prompted by gaps in knowledge, this study utilizes a convergent parallel mixed-methods design, which involves 15 Araling Panlipunan teachers from two school divisions to investigate their self-perceived and practiced information literacy (IL). Qualitative surveys and semi-structured individual interviews were administered; classroom observations and document analysis of lesson plans were implemented to obtain data about their self-perceptions vis-a-vis their classroom teaching. Data analysis shows a mismatch regarding their self-perceived IL and their application to classroom teaching practice. This finding can be explained through the professionals' lens on situated learning, which entails the context of communities of practice (CoPs). For this reason, teachers' IL status can be attributed to their CoP in such aspects they function. Building from this finding, creating explicit IL indicators and implementing school-based professional development can further teachers' knowledge and practice of information literacy.

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Introduction

Information literacy (IL) has become a prominent concept in 21st-century learning. Information plays a crucial role in society's development and is a powerful tool that influences every action we take in the modern world. In schools, teachers play the most crucial role as they are "directly responsible for the education of individuals" (Saglam et al., 2017, p.33) and the spreaders of information (Yang et al., 2020, p. 186) in the learning process.

Teachers, as professionals, use a wide range of sources to obtain and use knowledge and thus perform their duties (Gunasekera & Balasubramani, 2022). However, accessibility of these materials or sources poses consequences as information can be manipulated as much as it influences individuals' actions. Hence, socially delivered information can negatively and positively impact individual behavior (Mallinson & Hatemi, 2018) and the teacher and the students in this context. Gunasekera and Balasubramani (2022) argue that information literacy is a fundamental skill that teachers need to possess to produce students who are lifelong learners. IL, according to the American Library Association (ALA) (1989, p.1), is "to be information literate, a person must be able to recognize when information is needed and can locate, evaluate, and use the needed information effectively." IL addresses the threats of misinformation and disinformation propagating across media and other sources of information.

Organizations like ALA and UNESCO have already established and legitimized the significance of IL as part of teachers' competence, providing a focus on teacher training (Sanches, 2018). ALA has developed its Information Literacy Standards for Teacher Education and UNESCO for its Media and Information Literacy Curriculum for Teachers (Wilson et al., 2011). Despite efforts to fully recognize the role of IL in education, studies have been scarce in investigating its presence from the teachers' point of view amidst the rampant misinformation and disinformation across media, specifically in online sources.

Teachers' IL remains to be a relevant research topic. However, despite the rise in investigations, most of these studies are centered on teachers' perception and understanding of IL, which were commonly reported to lack awareness of and proper understanding of the concept. Often than not, IL is also confused with ICT skills (Probert, 2009). The measurement of IL itself is present in other topics, correlating it with other teaching and learning factors, like lifelong learning and school effectiveness, academic self-efficacy, digital literacy, critical thinking disposition, curriculum literacy, and information technology instruction and teacher effectiveness (Feng & Ha, 2016; Gündüzalp, 2021; Kozikoglu & Onur, 2019; Saglam et al., 2017; Sural & Dedeşali, 2018; Xu & Chen, 2016). A relevant study by Álvarez and Gisbert-Cervera (2015) also measures teachers' IL. These works have been essential in determining the place of IL as part of teachers' skills. However, most of these relied on teachers' self-reports. Nieto-Isidro et al. (2022) discussed this issue as discrepancies arose from comparing teachers' self-perceived IL and observed IL.

Most literature on teacher information literacy (IL) is from a Western perspective, with limited research in the Philippines, particularly on IL, focused mostly on Media and Information Literacy in senior high school (Shannon et al., 2019). There's a clear need for a study on Filipino teachers' IL to address misinformation challenges. This is particularly relevant for Araling Panlipunan (AP). This subject depends on diverse media sources for its dynamic content, making investigating AP teachers' information-sourcing practices vital for ensuring accurate classroom instruction.

The main purpose of this study is to determine secondary AP teachers' level of information literacy and to grasp a wider understanding of IL in the teaching process. Based on the available body of knowledge, IL is investigated only in the basic layers such as through perceptions or "self-perceived" IL level of teachers, and validating these perceptions through other means of data collection and analysis. Conducting this study can be crucial in investigating IL in the context of teachers' practice, which helps evaluate how teachers adapt to the changing needs of 21st-century teaching and learning.

Theoretical Framework

This study revolves around the concept of information literacy. According to ALA (1989), IL is the ability to "recognize when information is needed and can locate, evaluate, and use the needed information effectively." Most research supports IL as an essential skill in 21st-century education. Gaps in the research of teachers' competence in IL can be gleaned from the current literature. Thus, this study investigates teachers' IL perceptions vis-à-vis their teaching practices.

The study also centers on Lave and Wenger's (1991) social learning theory, or situated learning, which contends that learning is context-dependent, occurring within specific cultural frameworks. They introduced *legitimate peripheral participation* to describe how individuals learn by engaging with practice communities. These communities are defined as groups of people united by a common interest who enhance their abilities through regular interaction (Wenger-Trayne & Wenger-Trayne, 2015). The theory underscores the impact of cultural and contextual factors on learning within communities, framing the evolution of Information Literacy in educational settings.

This study emphasizes the importance of context in shaping Information Literacy (IL) within the teaching profession, viewing it as crucial for knowledge creation and transfer within a Community of Practice (CoP) (Roberts, 2006). With the Department of Education's policy on providing professional development programs for teachers, CoPs already exist in each public school through the conduct of Learning Action Cells (LAC (DepEd, 2016). Given these, IL's generic nature presents challenges in educational and professional settings, suggesting the need for adaptation to specific contexts (Limberg et al., 2012). Thus, IL practices should be tailored to each workplace or profession's unique

social and cultural characteristics, influencing the form and application of knowledge within CoPs.

Methodology

This study employs a convergent parallel mixed-methods design to focus on teachers' self-perceived information literacy. This method compares or combines qualitative and quantitative data results to corroborate and validate findings to gain comprehensive knowledge about the research problem (Creswell & Clark, 2017). In this design, the two forms of data are collected simultaneously and analyzed separately. They are merged to provide interpretation as to whether they support or contradict each other (Creswell, 2012). Data for the quantitative strand of the study was collected first. The constructs of teachers' self-perceived level of IL were explored using the Information Literacy Scale adapted from Adıgüzel (2011). The qualitative strand collected data from individual interviews, classroom observations, and document analysis of selected teacher-prepared lesson plans. This mixed-methods approach provides a more complete understanding of the research question rather than a single approach.

Participants

The study involved a teacher education institution's (TEI) partner schools by their Memorandum of Agreement with the Schools Division Offices of Manila and Pasay City. Three schools in the Division of Manila and two from the Division of Pasay City were selected. Participants from these schools were selected through purposive sampling due to resource constraints. These participants were employed in partner schools currently teaching junior high school AP, are able to accommodate the classroom observations and provide necessary instructional materials (e.g., lesson plans, worksheets) related to their learning area within the research period. A total of 15 AP teachers – nine from the division of Manila and six from Pasay—participated in the study.

Instruments

The printed survey comprises two sections. The initial section collects demographic data, including respondents' gender and years teaching junior high school AP. The subsequent section, with 29 items, gauges respondents' information literacy perceptions using a 5-point Likert Scale ranging from 'Always' to 'Never.' The survey is adapted from Adıgüzel's (2011) Information Literacy Scale. Its content and face validity were evaluated by experts in social studies education and information literacy. The scale's Cronbach's Alpha reliability index is .928, indicating high internal consistency.

Data Collection

Quantitative data, the main data for this study, was collected through a printed survey. Researchers went to the schools where the 15 participants are affiliated to let them answer the survey after work hours.

For the qualitative component of the research, the following were used to collect data: (1) semi-structured, open-ended individual interviews; (2) document analysis of selected lesson plans in social studies; and (3) one actual classroom observation for each selected teacher participant. The interview questionnaire consisted of five open-ended questions, which were researcher-made and validated by social studies teaching and information literacy experts. Four participants were interviewed individually in their respective schools by using a smartphone as a recorder. Field notes were taken and compared to participant transcriptions and main themes. Subsequently, these participants were asked to be scheduled for one classroom observation with an accompanying lesson plan. Through this, teacher-made lesson plans were obtained for document analysis. For the classroom observation, a checklist adopted from Wilson et al.'s (2011) criteria and indicators for IL comprised 4 areas and 17 indicators. Indicators in the checklist are identified according to "Very evident" to "Not evident" during the classroom observation. Researchers were also the observers and the accomplished checklist was reviewed by the teachers observed for verification.

The data gathered were stored electronically. Participant responses in the IL Scale were encoded, interview responses were recorded, and document analysis and observation sheets were kept with the utmost confidentiality and with the participants' consent .

Data Analysis

Quantitative data from the Information Literacy Scale were analyzed using descriptive statistics such as percentage, frequency, and mean. In this way, their self-perceived level of IL was measured. Qualitative data were analyzed using verbatim and English-translated interview transcriptions, document analysis of lesson plans, and accomplished classroom observation forms. The thematic analysis process of Braun and Clark (2006) was employed following the steps: (1) Familiarize with the data; (2) Generate initial codes; (3) Search for themes; (4) Review themes; (5) Define and name themes; and (6) Produce a report. There were initially 31 generated codes. When grouped, these codes were compressed into 11 categories, producing four major themes. In corroborating their self-perceived level of IL from the perspective of their application and practices, researchers analyzed their lesson plans and portfolios, conducted a classroom observation through a criterion, and wrote qualitative remarks based on their examination of the documents. Analyses included confirmation and disconfirmation of qualitative and quantitative results to reveal the relationship between the self-perceived level of IL and their actual practice of IL.

Results and Discussion

This section presents the findings obtained from the study together with the discussion.

Teachers' Level of Information Literacy

Table 1

Mean Scores of Teachers on the Information Literacy Scale

Teacher (T)	Mean Score	Interpretation*
1	5.00	High
2	5.00	High
3	5.00	High
4	4.93	High
5	4.72	High
6	4.55	High
7	4.48	High
8	4.45	High
9	4.28	High
10	3.62	Low
11	3.52	Low
12	3.17	Low
13	2.28	Low
14	2.28	Low
15	2.28	Low
Total	3.97	

**Mean score of 2.28 to 3.64 = Low; 3.65 to 5.00 = High*

Table 1 shows that teachers have a high level of information literacy, with an average of 3.97. This means they are proficient in locating, evaluating, and using information. More than half (60%) of the participants fell under high, meaning they are confident in implementing IL in their everyday practice as teachers. This result is also similar to Álvarez and Gisbert-Cervera (2015) and Kozikoglu and Onu (2019), where teachers obtained high levels of IL. This pattern, along with other variables studied in other research, may be attributed to the type of assessment done, in this case, a self-report type, which is usually prone to overestimation or underestimation of skills and abilities caused by the bias of the participant according to Kruger and Dunning (1999, as cited by Maverick et al., 2016). In this case, elaboration and validation must be conducted to understand the bigger picture and substantiate the findings.

Validation of Results

Table 2

Thematic analysis of the interview responses

In-Vivo Statements	Sub-themes	Themes
<p>“...kung ito ba ay naaayon sa ating lecture, kasi di naman pwedeng dampot tayo nang dampot at tapos isasaksak natin doon na hindi natin tinitingnan kung ano ba ‘yong kanilang, ah, kung saan nanggaling, paano nanggaling...”</p> <p>“...making sure that the information gathered conforms to our lecture is required; we can’t just gather information from unverified sources; we must assess the sources through questioning the credibility of the source and how it is obtained.” -T2</p>	Assessing information	
<p>“Usually, siyempre nakakatulong saakin, nagiging convenient din para saakin na magturo gamit ang technology tsaka ‘yun, hindi naman na kami traditional na puro lang lagi ah Manila paper tsaka kagaya ngayon, marami na pwedeng motivational... Andami mo na pwedeng gawing motivation gamit ang mga ganyan no, technology kagaya ng kahoot, mentimeter.”</p> <p>“Utilizing technology is helpful and convenient, unlike traditional materials used such as Manila paper. By integrating technology, you can create many motivational activities while using apps such as Kahoot and Mentimeter.” -T4</p>	Integrating technology	Practices applied in preparing and delivering content
<p>“Pero ako hangga’t maaari, gusto ko syempre yung kung sa ano yung pinapagamit sa’min ng DepEd, kasi ‘pag iba-iba ang gulo, sabog-sabog.”</p> <p>“As much as possible, I follow the materials provided by DepEd because using other materials or sources leads to disarray.” -T4</p>	Following DepEd-provided materials	
<p>“...dahil sa paggamit mo na ‘yung impormasyon, particularly mga primary sources, mas magkakaroon ng direktang matitikman ng bata na ‘ah ganito pala talaga’, ‘ganito pala yung dati’.”</p> <p>“...The use of information particularly from primary sources allows students to directly understand what happened in history.” -T3</p>	Teaching strategy	Effects of teachers’ IL to their practices and to the students
<p>“So ‘yong ibang bata mas nagiging matibay ang kanilang konsepto ng pagkakaroon ng idea na agree ba’ko, di-disagree ba’ko, o ano dapat kong gawin. So sabi ko sa mga bata, bago kayo mag-disagree at agree, make sure muna na alam nyo ang content. Kasi kung mag-di-disagree lang kayo o mag-a-agree lang kayo na ‘di alam ang content, bandwagon ka.”</p> <p>“Students will strengthen their idea of having a stand, so I tell them, before agreeing or disagreeing, they must understand the content first, because if they do so without knowledge of the content, they’re just bandwagons.” -T2</p>	Students acquired skills	
<p>“mga librong ginamit ko pa noong college ako, ‘yon ang binabasa ko pa rin. Tapos other resources... Tapos, ang dami eh, tapos sa video, video lessons, tapos ‘yong mga foreign youtubers na nag-base sa lecture nila.”</p> <p><i>I still read and use books that I had way back in college. I also other gather from other sources... there are many sources such as videos, video lessons, and even from foreign Youtubers who use sources as basis for their lectures. -T2</i></p>	Sources of information used	Considerations and steps in authenticating information
<p>“i-ko-compare at contrast natin ta’s titingnan natin kung parehas, kung may kulang, ‘yon ang maaari nating idagdag, and then titingnan natin, ‘yong kulang ba na ‘yon ay ‘yong impormasyon na ‘yon ba ay tugma”</p> <p><i>We compare and contrast [sources] so we can see what more we can add and if that information matches up. -T2</i></p>	Validation of information	

<p>“Minsan nga pag English yung nire-review kong libro, lumalabas same sentence, so anong tawag dun? Plagiarism na yun diba. Magko-comment ka na hindi dapat ganito, dapat babasahin at uunawain at ire-rephrase mo sa isang paraan na hindi hindi ano yun hindi word by word.”</p>	<p>Ethical use of information</p>	
<p><i>Sometimes when I review English books, similar sentences can be seen, so what do we call it? It's plagiarism. So you will comment 'it should be like this', 'you need to read and understand then then rephrase it.' -T3</i></p>		
<p>“Sa pagbabago ng panahon, nagbabago din ang kaalaman ng estudyante, knowledge regarding that, mas maraming nadadagdag at mas maraming bago na matututunan.”</p>	<p>Continuous learning</p>	
<p><i>As time changes, so does the knowledge of students. More information is added and therefore there is more to learn. -T2</i></p>		
<p>“Pag may may napanood ako “parang ano to ah, parang doubtful” sige double check mo, dun mo malalaman kasi kung tanggap ka lang nang tanggap galing sa internet kasi bago, hindi ka tumutulong na malabanan ang misinformation kundi pinopropagate mo pa yung misinformation.”</p>	<p>Best practices</p>	<p>Motivation, steps, and challenges in enhancing information literacy</p>
<p><i>When I see something that puts me in doubt, I make sure to double check because if you accept any information from the internet or any other sources, then you are not fighting misinformation but rather you are propagating misinformation. -T2</i></p>		
<p>“Minsan naka ano yon, DepEd order. O kaya maghahanap ka sa site. Mahirap lang kasi, mahirap maghanap sa site, minsan may bayad eh. Yong titiyempuhan mo yong libre, eh wala pa kong nakikitang libre.”</p>	<p>School/ financial support</p>	
<p><i>Some resources are required through a DepEd order. You can find these online however, they have fees. So far, I have not found a free one yet. -T2</i></p>		

Using thematic analysis, four major themes emerged from the teachers’ responses. In *practices applied and materials used in preparing and delivering content*, teachers assess information following the standards the Department of Education sets in preparing the lesson content. During delivery, they integrate technology into their class. Moreover, teachers state that the *effects of teachers’ IL on their practices and students* are their effective teaching strategies, allowing students to learn thinking skills. Some *considerations and steps in authenticating information* are the sources used, validation, and ethical use of information. Lastly, it can be noted that one of the teachers’ *motivations* is continuous learning. They follow best practices as *steps* in enhancing their IL and admit that school and financial support are some of the *challenges* in their professional development.

Based on the results, some ideas can be learned. The first and third themes are closely related. What makes these notable is that IL can be translated into the teachers’ context, specifically in the content they teach to their students. This proves that IL is a driving factor in the teaching process since it entails preparing the information they deliver. It is a guiding element for the teachers’ task in the classroom, particularly in developing instructional material and other resources (Nieto-Isidro et al., 2022). On the other hand, some indications resemble the challenges stated in other studies, such as the confusion of IL to ICT integration (Julien, 2016; Probert, 2009), where in this study, a participant mentioned the use of ICT not as part of the IL but as a teaching strategy. It is also a unique

finding to note that teachers should keep in mind the standards set by the Department of Education, which is also present in Korobili et al. (2011). Side by side, what distinguishes this study’s finding from the mentioned literature is that teachers utilize other materials and sources while following the department’s standards. In contrast, the other study used textbooks the Ministry of Education provided.

Teachers’ IL enhances the teaching and learning experience. One main concept that participants mentioned is using primary sources in teaching so that students can be immersed in the event. More importantly, according to Prom and Hinchcliffe’s (2016) report, teaching with primary sources also addressed educational literacies, including IL. This aspect of how students acquire thinking skills aligns with the focus of Feng and Ha’s (2016) study, where IL is associated with lifelong learning and school effectiveness. The former can be referred to Chen and Lin’s (2011, as cited by Feng & Ha, 2016) definition of school effectiveness under “teachers’ teaching quality.” The latter can be referred to by Guay et al. (2014, as cited by Feng & Ha, 2016) under skills such as “critical thinking, information collection, transforming data into knowledge and intelligence, etc.”

The last theme indicates the relevance of professional development (PD). The lack of resources to access such programs related to this competency is one major hindrance teachers mention as part of their professional growth. These responses imply a lack of support for teachers, which can be a factor in the status of their IL. This result is a concerning issue as professional development delves into responding to the evolving needs in education (Caena, 2011). Shannon et al.’s (2019) study confirmed its importance as some of their participants who were found to know more about IL underwent continuous professional development (CPD). Thus, PD is an essential factor to be considered in determining teachers’ IL both in level and practice.

Table 3

Mean scores on Document Analysis and Classroom Observation

Teacher (T)	Document Analysis	Classroom Observation	Total*
1	2.88	2.65	2.77
2	2.59	2.47	2.53
3	1.94	2.29	2.12
4	2.76	2.06	2.41
5	1.65	**	1.65
6	2.88	***	2.88
Overall	2.45	2.37	2.39

**Mean score of 1.00 to 1.50 = Not Evident; 1.51 to 2.50 = Partially Evident; 2.51 to 3.50 = Evident; 3.51 to 4.00 = Very Evident*

***Teacher was not observed for unexpected circumstances*

****Teacher willingly provided their portfolio, part of the Upper-Class Group*

Six teachers proceeded to the final phase of the data collection: document analysis and classroom observation. Looking at the overall mean of teachers' IL in document analysis and classroom observation, they all appeared to fall under the *partially evident* level.

A disparity was observed when comparing this result with teachers' self-perceived IL findings. The level of IL based on the teachers' self-perception did not translate precisely to their application in documents and teaching properly. It can be noted that self-perceived IL fell under 'High' while observed IL was under the *partially evident* level. This is consistent with the findings in studies of Nieto-Isidro et al. (2021, 2022), where self-perceived IL is overestimated, which, to an extent, does not reflect on their performance or observed IL. However, some reasons may clarify this discrepancy, as the researchers observed. The first is in the context of documents used by teachers. In the analysis of teachers' lesson plans, there were only outlines of concepts to be taught, and minimal to non-identification of references were observed. This was contrary to their statement during the interview, in which using other sources of information was considered. It could be assumed that the situation in preparing lesson plans may stem from the school's or DepEd's guidelines, which state that a certain format should be followed in their daily lesson logs.

IL was still *partially evident* when the classroom observation was conducted for different reasons, the researchers assumed. Performing a learner-centered approach, some teachers only relied on students' exchange of thoughts and self-explanation of concepts without further analysis of the content. Other teachers applied a teacher-centered approach where observed practices included analyzing the content, providing sources for explanations, and clarifying student misconceptions. Overall, teacher practices of IL appeared inconsistent and did not cover a holistic application. These observations are similar to the studies of Nieto-Isidro et al. (2022), where teachers' self-perceived and observed IL have a mismatch, and Maverick et al. (2016) and Hatlevik (2017) on overvaluing of teachers' self-reported assessment versus observed performance.

IL studies usually fall under the library and information science perspective, but they can also be situated in education, where foundational concepts may vary. This aspect was suspected to be a factor in why researchers commonly conclude that teachers lack knowledge and practice of IL in their profession; hence, this gap in understanding the context of teachers in terms of IL is one of the motivations of this study.

As this study placed Lave and Wenger's (1991) situated learning in perspective, it is essential to delve into the teachers' real work to have a deeper understanding of the extent of their IL. Going back to the interview responses, "following DepEd-provided materials" and "teaching strategy" (utilizing primary sources in teaching history) are sub-themes that emerged in the analysis. In the discourse of "being situated," as the theory provides, these two can be considered as IL practices in their community of practices, unique from the generic practices set by known IL entities. It can be gleaned that IL can be situated and constructed in a new form for a CoP. However, the sub-theme, "integrating technology," may also be

put into scrutiny as part of their situated form of IL. Phenomenological studies that looked upon information literacy as situated in disciplines (Cope & Sanabria, 2014; Cunningham & Williams, 2018; Walk, 2015) still utilized the basic standard or definition of IL as the basis for their findings. This part maintains the implication that teachers still interchange IL and ICT. This demonstrates that situated IL practices must still be grounded on IL's fundamentals, as entities can define.

The classroom observation results still stand with this study's theoretical base. As stated, teachers were observed and graded based on an instrument, and their practices were analyzed using IL indicators. Although some teachers manifested IL in their pedagogical practices, these were still inconsistent. Classroom teaching was dominated by passively receiving students' responses without elaboration or verification, which was evident in the lack of IL practice; hence, IL was partially evident in their classroom practice. To emphasize, it must have been more practiced as the Araling Panlipunan curriculum set such skills to be attained by students that can be their basis on teaching: (1) *Pagsisiyasat* (investigation or examination); (2) *Pagsusuri at interpretasyon ng mga datos* (analysis and interpretation of data); and (3) *Pagsusuri at interpretasyon ng mga impormasyon* (analysis and interpretation of information) (DepEd, 2016). Walk (2015) identified four practices in a classroom observation of a history professor to students: *dialogical reading, spending time with text, writing to think, and thinking historically (thinking like a historian)*. These results contradict the expected outcomes of DepEd's LACs as CoPs in the lens of IL.

Overall, teachers' IL was not fully evident, given the data collected from this study. From this study's lens, the factor that can be attributed to this finding is the state of CoP regarding its conversations and steps regarding information literacy. As mentioned, access to professional development was also a challenge for teachers. At this point, recalibration in CoP can also be considered as far as Lave and Wenger's (1991) theory is concerned.

Conclusion and Recommendations

This study primarily focuses on secondary AP teachers' information literacy, specifically through a triangulation method to extract a comprehensive picture of their IL. The attempt to observe teachers' IL in light of CoP provides an understanding of how IL can be more contextualized in teaching practices beyond solely examining their self-reported IL. Teachers' context can also be validated, from how they prepare their lessons to their professional development opportunities.

Though knowledgeable, teachers believe in their information literacy (IL) skills, they often do not apply them in the classroom. This suggests that self-perception does not necessarily lead to practical use. Studying IL through self-reports and observations provides a fuller picture of this gap. Additionally, how teachers engage in their professional communities may influence how they use IL, affecting their development and job performance.

In the lens of situated learning, IL can be contextualized in pedagogical practices as its application, especially in AP, as the curriculum requires it. Determining teachers' IL aims not only to improve the teaching process but also to improve students' learning and skills development. More importantly, recognizing the place of IL in teaching is imperative as it deals with knowledge shared in the classroom that eventually shapes students' reality. With this premise, future policies should explicitly incorporate information literacy (IL) indicators into educational documents, including lesson plans, instructional materials, classroom observation tools, and portfolios. Since teachers are acutely aware of their IL skills and recognize their value for student learning, documenting this awareness and appreciation within their professional practice (e.g., through portfolios) is recommended. Moreover, the Department of Education has various ways of verifying each professional teacher's competencies through the Philippine Professional Standards for Teachers. IL indicators must have precise documentation and school-based professional development (PD) programs must be implemented to develop IL practices in classroom teaching and learning. As participants have expressed willingness to develop their skills in IL but are hindered by financial constraints, in-service training that is CoP model and school-based is a good jumpstart because they are free and accessible.

The study effectively assessed teachers' information literacy by comparing data from surveys, interviews, document analysis, and observations. While it has provided an understanding of teachers' self-perception and practice of IL, limitations arose. The study focused solely on in-service teachers, excluding pre-service education. Additionally, onsite classroom observations were impacted by an electricity issue, and inconsistencies in teacher participation occurred due to unexpected cancellations and personal reasons for not accommodating classroom observation, but they are willing to provide a portfolio of practice.

This study can be improved by having a wider population as its participants. Hence, it is recommended that future researchers conduct this study taking a wider population—different locales, grade levels, and learning areas. Moreover, a cross-sectional study of teacher participants' educational background, through analysis of their bachelor's degree curriculum, is recommended to include the pre-service teachers' program in the study of in-service teachers' IL.



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Authors' Bionote

Cereleane Jeune M. Leviste is a 4th year undergraduate student of Philippine Normal University (PNU) taking Bachelor in Social Science Education under PHINMA National Scholarship. He finished his high school at San Jose Del Monte National High School, and was a campus journalist and managing editor of the school's official publication in junior high school.

Lowilla S. Fernandez is a 4th year undergraduate student of Philippine Normal University (PNU) taking Bachelor in Social Science Education, and a current member of Samahan ng mga Mag-aaral ng Kasaysayan (SAMAKA), PNU Campus Ministry, and PNU-Seniors' Committee (2023-2024). She finished her Senior High School, with Honors, at Ilocos Norte College of Arts and Trades.

Lyndon Vince F. Cajara is a 4th year undergraduate student of Philippine Normal University (PNU) taking Bachelor in Social Science Education, and a current member of PNU-Seniors' Committee (2023-2024). He finished his Senior High School, with High Honors, at Emilio Aguinaldo College.

Janna Patricia L. Miguel is a 4th year undergraduate student of Philippine Normal University (PNU) taking Bachelor in Social Science Education, and a member of the following university organizations: PNU UNESCO Club and Samahan ng Mag-aaral ng Kasaysayan (SAMAKA). She finished her Senior High School, with Honors, at National University Nazareth School

Paul Raphael J. Obispo is a 4th year undergraduate student of Philippine Normal University (PNU) taking Bachelor in Social Science Education, and a current member of Samahan ng Mag-aaral ng Kasaysayan - PNU (SAMAKA-PNU). He finished his Senior High School, with High Honors, at St. Benedict School of Novaliches.

Nikolee Marie A. Serafico-Reyes is an Associate Professor at Philippine Normal University (PNU) – Faculty of Behavioral and Social Sciences (FBeSS) teaching pedagogical content knowledge courses in social studies. She is also a fellow of PNU's Educational Policy and Research Development Office.