# ASSESSMENT OF THE INFORMATION LITERACY OF THE ELEMENTARY SCHOOL TEACHERS OF PRIVATE SCHOOLS IN BAYAMBANG, PANGASINAN

**Miguel F. Martin**
**LYCEUM-NORTHWESTERN UNIVERSITY DAGUPAN CITY, PHILIPPINES**
https://lyceum.edu.ph

## Abstract

This study sought to determine the information literacy level of the elementary school teachers of private schools in Bayambang, Pangasinan during the School Year 2025-2026 through a quantitative-descriptive-correlational research design. The data used in this study came from the 103 elementary school teachers and eight school heads which were subjected to frequency count, percentage, weighted mean, the chi-square test of independence, and the t-test. Results showed that: majority of the elementary school teachers have no post-graduate degree, have been teaching for one to five years only, have not attended any training/seminar related with information literacy for the past five years; in general, the elementary school teachers of private schools in Bayambang, Pangasinan perceived that their information literacy level is advanced as evidenced by the computed overall weighted mean of 3.78 and the school heads also perceived that the information literacy level of the elementary school teachers is intermediate only as evidenced by the computed overall weighted mean of 2.98; there is a significant relationship between the highest educational attainment, length of teaching experience, and number of relevant trainings attended of the elementary school teachers and their information literacy level; and, there is a significant difference between the perceptions of the elementary school teachers and the school heads of private schools on the information literacy level of the elementary school teachers. Based from the findings, the following conclusions were drawn: a typical elementary school teacher of a private school in Bayambang, Pangasinan has no post-graduate degree, has been teaching for one to five 15 years, and has not attended any training/seminar related with information literacy for the past five years; the elementary school teachers perceived that their information literacy level is advanced while the school heads perceived that the information literacy level of the elementary school teachers is intermediate only; the information literacy level of the elementary school teachers is influenced by their educational attainment, length of teaching experience, and the number of relevant trainings attended; and, the perceptions of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers are significantly different from each other.

***Keywords:*** *Information literacy, elementary school teachers*

## Introduction

In the modern age of rapidly advancing technology, the information age has changed the way people obtain, interact with, and use information. Consequently, information literacy has become an essential set of abilities and competencies that greatly affects individuals' daily lives in a society driven by information (Fernandez-Otoya et al, 2024).



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Information literacy, according to Deepmala and Upadhyay (2021), refers to the ability to use information resources effectively in carrying out work-related tasks. They considered it as a collection of fundamental skills and tools associated with the use of information. Botturi and Beretta (2022) described information literacy as the skills necessary to locate, comprehend, and access trustworthy sources of information, such as facts, data, and knowledge. In the same way, Lee et al. (2023) defined information literacy as the capacity to identify the need for information and to find, evaluate, and use it effectively and efficiently. Likewise, Durodolu (2020) explained that information literacy includes the knowledge, attitudes, and competencies needed to determine information needs, locate and critically evaluate information, organize it properly, and apply it ethically.

Moreover, Yevelson-Shorsher and Bronstein (2018), described information literacy as a socially situated practice. She highlighted its importance as a catalyst for learning, a basis for civic and community participation, and an essential competence for professional achievement in a rapidly advancing technological world. Similarly, Ryan (2023) defined information literacy as the ability to find, evaluate, and effectively use information sources. This encompasses various competencies, including database navigation, identification of credible sources, and proper citation of references.

In addition, Peciuliauskiene, Tamonilune, and Trepule (2022) explained information literacy as a blend of skills and dispositions that involve understanding the functions of information systems, engaging in reflective information searching, and applying information to create and communicate new knowledge in different contexts. Likewise, Wu, Zhou, Li, & Chen (2022) defined information literacy as a collection of interconnected abilities that include the careful exploration of information, understanding how information is produced and valued, and the ethical use of information in generating knowledge and participating in scholarly communities.

Meanwhile, UNESCO (2023) highlighted information literacy as a fundamental pillar of the information society, together with lifelong learning, as it directs individuals toward growth, prosperity, and freedom. It enables people from diverse backgrounds to effectively locate, evaluate, utilize, and create information, helping them achieve their personal, social, professional, and academic goals. Individuals who are information literate are able to access essential information concerning health, education, employment, and the environment, allowing them to make well-informed decisions in their everyday lives.

Similarly, Turpo-Gebera, Diaz-Zavala, Cuadros-Linares, and Ramírez-García (2022) noted that information-literate individuals have a comprehensive understanding of how information systems function and can interact with them critically and thoughtfully. They are also capable of accessing, producing, and disseminating information in ways that enhance their professional, family, religious, and civic responsibilities.

Likewise, Ryan (2023) emphasized that the vast amount of information accessible on the internet makes it increasingly challenging to differentiate credible sources from unreliable ones. He explained that not all online content can be considered trustworthy, as some materials contain biased viewpoints designed to shape or influence readers' opinions. The internet is also filled with fake news, misleading information intended to undermine opposing perspectives, and native advertisements that closely resemble ordinary content, making promotional material difficult to identify. Therefore, individuals must remain cautious of deceptive information, critically examine where information originates, and evaluate sources carefully for both academic use and everyday media consumption. Hence, information literacy has become an essential and highly important skill.



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UNESCO (2023) further highlighted that in the modern digital environment, information literacy includes the capacity to effectively utilize information and communication technologies (ICT) and other related tools in accessing and producing information. Closely linked to this are two related forms of literacy: computer literacy, which pertains to proficiency in ICT, and media literacy, which involves understanding the different formats and channels used in delivering information. For example, exploring the online environment and engaging with multimedia hypertext documents require both the technical skills needed to use digital platforms and the analytical abilities necessary to interpret and understand the information presented.

According to Moreno-Guerrero, Miaja-Chippirraz, Bueno-Pedrero, and Borrego-Otero (2020), an information-literate individual is able to determine the nature and extent of the information needed, access that information effectively and efficiently, and critically evaluate both the information itself and its sources. Such an individual can also incorporate relevant information into existing knowledge and belief systems, use it appropriately to accomplish a specific purpose, and demonstrate awareness of the ethical, legal, and socio-economic issues related to information and information technology use.

Similarly, Manabat (2021) stated that an information-literate person has the capacity to locate information sources, assess their credibility and authority, distinguish objective information from biased content, use suitable references to support research, identify plagiarism, and apply correct citation practices.

Based on the foregoing discussion, it is undeniable that teachers must possess information literacy skills. As facilitators of learning and knowledge, they should be capable of identifying the nature and extent of the information they need, accessing information efficiently and effectively, critically evaluating information and its sources, and integrating relevant information into their knowledge base and value system. Teachers must also be able to use information appropriately to achieve specific objectives while understanding the ethical, legal, and socio-economic concerns related to information and information technology. Moreover, they should know how to locate reliable sources, evaluate the authority and credibility of information, distinguish biased content from unbiased material, utilize relevant references in research, recognize plagiarism, and apply proper citation practices accurately.

## METHODOLOGY

### Research Design

This study utilized the quantitative-descriptive method of research. It described the elementary school teachers of private schools in Bayambang, Pangasinan in terms of their highest educational attainment, length of teaching experience, and number of relevant trainings/seminars attended as well as determined their information literacy level as perceived by themselves and their school heads. The study was also correlational for it determined if there is a significant relationship between the profile variables of the elementary school teachers and their information literacy level and if there is a significant difference between the perceptions of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers. Moreover, the developmental method of research was also employed for the study came up with a capacity building program to improve the information literacy level of the elementary school teachers of private schools in Bayambang, Pangasinan.



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**Sources of Data**

**Research Setting.** This study was conducted in private schools in Bayambang, Pangasinan during the School Year 2025-2026.

**Sampling.** The respondents of the present investigation were all the 103 elementary school teachers and eight school heads of the private schools in Bayambang, Pangasinan. Accordingly, no sampling was done.

**Research Participants.** As mentioned, all the 103 elementary school teachers and eight school heads of the private schools in Bayambang, Pangasinan were made as respondents of the study. The elementary school teachers provide their profile in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended as well as their information literacy level. Table 1 shows the distribution of the elementary school teachers per private school. Meanwhile, the school heads provided data relative to the information literacy level of the elementary school teachers.

**TABLE 1**
**Distribution of the Elementary School Teachers per Private School**

| Private Schools | Number of Teachers | Percentage |
|---|---|---|
| Marianne College of Science and Technology | 10 | 9 |
| Mother Goose Special School System, Inc. | 8 | 8 |
| St. Vincent's Catholic School of Bayambang, Inc. | 40 | 39 |
| St. Alexander M. Sauli Catholic School | 12 | 11 |
| Sunbeam Methodist Christian School, Inc. | 9 | 9 |
| Liahona Learning Center, Inc. | 7 | 7 |
| Asiana Learning Institute, Inc. | 9 | 9 |
| Emmanuel's Way Educational Institution, Inc. | 8 | 8 |
| Total | 103 | 100% |

**Instrumentation and Data Collection**

**Instrumentation.** The data utilized in this study were gathered through two survey-questionnaires – one for the elementary school teachers and one for the school heads. The survey-questionnaire for the elementary school teachers had two parts. The first part focused on the profile of the elementary school teachers in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended. And, the second part concentrated on the information literacy level of the elementary school teachers. On the other hand, the survey-questionnaire for the school heads only looked into the information literacy level of the elementary school teachers.

**Trustworthiness.** The items in the first part of the survey-questionnaire which is about the profile of the elementary school teachers is common in researches. Hence, no validation is required.With respect to the second part of the survey-questionnaire which is about the information literacy level of the elementary school teachers, the items were based from the survey-questionnaire of Payomo (2024) in her study entitled “The Information Literacy Level of Public



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Elementary School Teachers in Malasiqui II District." The items in this survey-questionnaire were validated by the researcher and, hence, are considered valid and reliable.

**Data Collection.** In collecting the data needed in the study, the researcher personally administered the survey-questionnaire to the elementary school teachers giving them two weeks to answer. After two weeks, the researcher retrieved the survey questionnaire.

**Ethical Considerations.** So as not to violate the data privacy of the elementary school teachers and the school heads, permission to conduct the study was first secured from the school heads of the different private schools. Thereafter, informed consent was taken from the elementary school teachers and the school heads.

Moreover, the researcher treated the data gathered with utmost confidentially and were used only for the purpose of answering the research questions of the study in accordance with the Data Privacy Act of the Philippines. Likewise, authors of researches, articles, and other scholar works used in this study were cited, properly acknowledged, and documented.

**Tools for Data Analysis**

To determine the profile of the elementary school teachers of private schools in Bayambang, Pangasinan, the data gathered were subjected to frequency count and percentage employing the formula:

$$P = \frac{f}{N} \times 100$$

where:

P = the computed percentage
f = the observed frequency
N = total number of subject cases

To determine the information literacy level of the elementary school teachers, the weighted mean was used employing the formula:

$$WM = \frac{\Sigma wX}{\Sigma w}$$

where:

WM = weighted mean
$\Sigma$ = summation
W = weighing factor
X = frequency.

Moreover, the weighted means computed were interpreted using this scale of interpretation:

| | | |
|---|---|---|
| fundamental | = | 1.00 – 1.49 |
| basic | = | 1.50 – 2.49 |
| intermediate | = | 2.50 – 3.49 |
| advanced | = | 3.50 – 4.49 |
| expert | = | 4.50 – 5.00. |



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To determine if there is a significant relationship between the profile variables of the elementary school teachers and their information literacy level, the chi-square test of independence was used.

Lastly, to determine if there is a significant difference between the perceptions of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers, the t-test was utilized.

## RESULTS AND DISCUSSION

This chapter presents the data gathered and their analysis and interpretation to answer the sub-problems raised in the study.

### The Profile of the Elementary School Teachers

This section presents the profile of the elementary school teachers in the private schools in Bayambang, Pangasinan to answer the first sub-problem of the study.

### On Highest Educational Attainment

With respect to highest educational attainment, the elementary school teachers were provided with five choices, scilicet, "bachelor's degree holder," "finished academic requirements for the master's degree," "master's degree holders," "finished academic requirements for the doctoral degree," and "doctoral degree holder." Table 2 presents the results.

**TABLE 2**
**Distribution of the Elementary School Teachers in terms of Highest Educational Attainment**

| Educational Attainment | Frequency | Percentage |
|---|---|---|
| Bachelor's degree holder | 81 | 79% |
| Finished academic requirements for the master's degree | 15 | 14% |
| Master's degree holder | 7 | 7% |
| Finished academic requirements for the doctoral degree | 0 | 0% |
| Doctoral degree holder | 0 | 0% |
| Total | 103 | 100% |

As presented in Table 2, 81 or 79% of the elementary school teachers are bachelor's degree holders, 15 or 14% have finished the academic requirements for the master's degree, and seven or 7% are master's degree holders. It can be deduced that majority of the elementary school teachers in the private schools in Bayambang, Pangasinan have no post-graduate degrees.

### On Length of Teaching Experience

With regard to length of teaching experience, the elementary school teachers were provided with five choices: "1 to 5 years," "6 to 10 years," "11 to 15 years," "16 to 20 years," and "more than 20 years." Table 3 manifests the results.

**TABLE 3**
**Distribution of the Elementary School Teachers in terms of Length of Teaching Experience**

| Length of Experience | Frequency | Percentage |
|---|---|---|



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| | | |
|---|---|---|
| 1 - 5 years | 64 | 62% |
| 6 - 10 years | 19 | 18% |
| 11 - 15 years | 14 | 14% |
| 16 – 20 years | 4 | 4% |
| more than 20 years | 2 | 2% |
| Total | 103 | 100% |

As revealed in Table 3, 64 or 62% of the elementary school teachers have been teaching for one to five years, 19 or 18% have been teaching for six to 10 years, 14 or 14% have been teaching for 11 to 15 years, four or 4% have been teaching for 16 to 20 years, and two or 2% have been teaching for more than 20 years. It can be surmised that majority of the elementary school teachers in the private schools in Bayambang, Pangasinan have been teaching for one to five years only.

**On Number of Trainings/Seminars Related with Information Literacy Attended**

In relation to the number of trainings/seminars related with information literacy attended for the past five years, the elementary school teachers were provided with three choices, to wit, "have not attended any trainings/seminars related with information literacy for the past five years," "have attended not more than three trainings/seminars related with information literacy for the past five years," and "have attended more than three trainings/seminars related with information literacy for the past five years." Table 4 presents the results.

**TABLE 4**
**Distribution of the Elementary School Teachers in terms of Number of Related Trainings Attended**

| Number of Trainings/Seminars Attended | Frequency | Percentage |
|---|---|---|
| Have not attended any training/seminar related with information literacy for the past five years | 90 | 87% |
| Have attended not more than three trainings/seminars related with information literacy for the past five years | 13 | 13% |
| Have attended more than three trainings/seminars related with information literacy for the past five years | 0 | 0% |
| Total | 103 | 100% |

As gleaned in Table 4, 90 or 87% of the elementary school teachers have attended not attended any training/seminar related with information literacy for the past five years and 13 or 13% have attended not more than three trainings/seminars. As can be noted, majority of the elementary school teachers in the private schools in Bayambang, Pangasinan have not attended any training/seminar related with information literacy for the past five years.

**The Information Literacy Level of the Elementary School Teachers in the Private Schools in Bayambang, Pangasinan**

This section presents answers to the second sub-problem of the study which is about the information literacy level of the elementary school teachers in the private schools in Bayambang, Pangasinan.



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To provide answers to the sub-problem, the elementary school teachers were asked to rate their information literacy level. In the same way, the school heads were asked to rate the information literacy level of the elementary school teachers.

**On Defining and Articulating the Nature and Extent of Information Needed**

The elementary school teachers and the school heads assessed the information literacy level along defining and articulating the nature and extent of information needed of the elementary school teachers.

**Assessment of the Elementary School Teachers.** The assessment of the elementary school teachers on their information literacy level along defining and articulating the nature and extent of information needed is presented in Table 5.

**TABLE 5**
**The Assessment of the Elementary School Teachers on Their Information Literacy Level along Defining and Articulating the Nature and Extent of Information Needed**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| A. Defining and Articulating the Nature and Extent of Information Needed: I (can/have) . . . | FU | BA | IN | AD | EX | | |
| 1. Know the appropriate resource for a topic. | 0 | 0 | 35 | 59 | 9 | 3.75 | AD |
| 2. Know the appropriate resource based on depth of information needed. | 0 | 0 | 41 | 53 | 9 | 3.69 | AD |
| 3. Distinguish between types of sources. | 0 | 0 | 32 | 62 | 9 | 3.78 | AD |
| 4. Narrow down information. | 0 | 0 | 32 | 58 | 13 | 3.82 | AD |
| 5. Distinguish between sources. | 0 | 0 | 38 | 53 | 12 | 3.75 | AD |
| 6. Evaluate source credibility. | 0 | 0 | 38 | 57 | 8 | 3.71 | AD |
| 7. Knowledge of resources for proper citation | 0 | 0 | 48 | 44 | 12 | 3.69 | AD |
| | | | | | AWM | 3.74 | AD |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

| | | | | |
|---|---|---|---|---|
| FU | = | fundamental | = | 1.00 – 1.49 |
| BA | = | basic | = | 1.50 – 2.49 |
| IN | = | intermediate | = | 2.50 – 3.49 |
| AD | = | advanced | = | 3.50 – 4.49 |
| EX | = | expert | = | 4.50 – 5.00 |

As shown in Table 5, when questioned as to the level to which they know the appropriate resource for a topic, 35 of the elementary school teachers claimed “intermediate,” 59 claimed “advance,” and nine claimed “expert.” The weighted mean computed here is 3.75 which is pointing to “advanced” in the scale.



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When asked as to the level to which they know the appropriate resource based on depth of information needed, 41 of the elementary school teachers replied "intermediate," 53 replied "advanced," and nine replied "expert." The weighted mean computed in this item is 3.69 which is leading to "advanced" in the scale.

When inquired as to the level to which they can distinguish between types of sources, 32 of the elementary school teachers responded "intermediate," 62 responded "advanced," and nine responded "expert." Here, the weighted mean computed is 3.78 which is indicative of "advanced" in the scale.

When queried as to the level to which they can narrow down information, 32 of the elementary school teachers responded "intermediate," 58 responded "advanced," and 13 responded "expert." The weighted mean computed in this item is 3.82 which is pointing to "advanced" in the scale of interpretation.

When questioned as to the level to which they can distinguish between sources, 38 of the elementary school teachers checked "intermediate," 53 checked "advanced," and 12 checked "expert." Here, the weighted mean computed is 3.75 which is "advanced" in the scale.

When asked as to the level to which they can evaluate source credibility, 38 of the elementary school teachers mentioned "intermediate," 57 mentioned "advanced," and eight mentioned "expert." In this item, the weighted mean computed is 3.71 which is pointing to "advanced" in the scale.

Lastly, when inquired as to the level to which they have knowledge of resources for proper citation, 48 of the elementary school teachers responded "intermediate," 44 replied "advanced," and 12 replied "expert." Here, the weighted mean computed is 3.69 which is indicative of "advanced" in the scale.

Meanwhile, the computed area weighted mean is 3.74. This implies that the elementary school teachers perceived that their information literacy level along defining and articulating the nature and extent of information needed is advanced.

**Assessment of the School Heads.** The assessment of the school heads on the information literacy level along defining and articulating the nature and extent of information needed of the elementary school teachers is presented in Table 6.

As shown in Table 6, when questioned as to the level to which the elementary school teachers know the appropriate resource for a topic, two of the school heads claimed "basic," five claimed "intermediate," and one claimed "advanced." The weighted mean computed here is 2.88 which is pointing to "intermediate" in the scale.

When asked as to the level to which the elementary school teachers know the appropriate resource based on depth of information needed, one of the school heads replied "basic," six replied "intermediate," and one replied "advanced." The weighted mean computed in this item is 3.00 which is leading to "intermediate" in the scale.

**TABLE 6**
**The Assessment of the School Heads on the Information Literacy Level along Defining and Articulating the Nature and Extent of Information Needed of the Elementary School Teachers**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| A. Defining and Articulating the Nature and Extent of Information Needed: My teachers (can/have) . . . | FU | BA | IN | AD | EX | | |



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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Know the appropriate resource for a topic. | 0 | 2 | 5 | 1 | 0 | 2.88 | IN |
| 2. Know the appropriate resource based on depth of information needed. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 3. Distinguish between types of sources. | 0 | 2 | 5 | 1 | 0 | 2.88 | IN |
| 4. Narrow down information. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 5. Distinguish between sources. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 6. Evaluate source credibility. | 0 | 0 | 7 | 1 | 0 | 3.13 | IN |
| 7. Knowledge of resources for proper citation | 0 | 0 | 7 | 1 | 0 | 3.13 | IN |
| | | | | | AWM | 3.00 | IN |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

| | | | | |
|---|---|---|---|---|
| FU | = | fundamental | = | 1.00 – 1.49 |
| BA | = | basic | = | 1.50 – 2.49 |
| IN | = | intermediate | = | 2.50 – 3.49 |
| AD | = | advance | = | 3.50 – 4.49 |
| EX | = | expert | = | 4.50 – 5.00 |

When inquired as to the level to which the elementary school teachers can distinguish between types of sources, two of the school heads responded “basic,” five responded “intermediate,” and one responded “advanced.” Here, the weighted mean computed is 2.88 which is indicative of “intermediate” in the scale.

When queried as to the level to which the elementary school teachers can narrow down information, one of the school heads responded “basic,” six responded “intermediate” and one responded “advanced.” The weighted mean computed in this item is 3.00 which is pointing to “intermediate” in the scale of interpretation.

When questioned as to the level to which the elementary school teachers can distinguish between sources, one of the school heads checked “basic,” six checked “intermediate,” and one checked “advanced.” Here, the weighted mean computed is 3.00 which is “intermediate” in the scale.

When asked as to the level to which the elementary school teachers can evaluate source credibility, seven of the school heads mentioned “intermediate” and one mentioned “advanced.” In this item, the weighted mean computed is 3.13 which is pointing to “intermediate” in the scale.

Lastly, when inquired as to the level to which the elementary school teachers have knowledge of resources for proper citation, seven of the school heads responded “intermediate” and one replied “advanced.” Here, the weighted mean computed is 3.13 which is indicative of “intermediate” in the scale.

Meanwhile, the computed area weighted mean is 3.00. This implies that the school heads perceived that the information literacy level along defining and articulating the nature and extent of information needed of the elementary school teachers is intermediate.

**On Accessing Needed Information Effectively and Efficiently**



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The elementary school teachers and the school heads assessed the information literacy level along accessing needed information effectively and efficiently of the elementary school teachers.

**Assessment of the Elementary School Teachers.** The assessment of the elementary school teachers on their information literacy level along accessing needed information effectively and efficiently is shown in Table 7.

As shown in Table 7, when questioned as to the level to which they know effective search terms, 38 of the elementary school teachers claimed "intermediate," 53 claimed "advanced," and 12 claimed "expert." The weighted mean computed here is 3.75 which is pointing to "advanced" in the scale.

When asked as to the level to which they can refine search operators, 42 of the elementary school teachers replied "intermediate," 49 replied "advanced," and 12 replied "expert." The weighted mean computed in this item is 3.71 which is leading to "advanced" in the scale.

When inquired as to the level to which they know where sources are located, 36 of the elementary school teachers responded "intermediate," 50 responded "advanced," and 17 responded "expert." Here, the weighted mean computed is 3.82 which is indicative of "advanced" in the scale.

**TABLE 7**
**The Assessment of the Elementary School Teachers on Their Information Literacy Level along Accessing Needed Information Effectively and Efficiently**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| B. Accessing Needed Information Effectively and Efficiently: I (can/have) . | FU | BA | IN | AD | EX | | |
| 1. Know effective search terms. | 0 | 0 | 38 | 53 | 12 | 3.75 | AD |
| 2. Refine search operators. | 0 | 0 | 42 | 49 | 12 | 3.71 | AD |
| 3. Know where sources are located. | 0 | 0 | 36 | 50 | 17 | 3.82 | AD |
| 4. Acquire a source. | 0 | 0 | 43 | 43 | 17 | 3.75 | AD |
| 5. Query database. | 0 | 0 | 34 | 60 | 9 | 3.76 | AD |
| 6. Distinguish between databases. | 0 | 0 | 38 | 56 | 9 | 3.72 | AD |
| 7. Search for publications. | 0 | 0 | 39 | 55 | 9 | 3.71 | AD |
| 8. Knowledge of search operators | 0 | 0 | 41 | 45 | 17 | 3.77 | AD |
| 9. Knowledge of finding books in a library. | 0 | 0 | 33 | 58 | 12 | 3.80 | AD |
| 10. Access a publication. | 0 | 0 | 34 | 57 | 12 | 3.79 | AD |
| 11. Knowledge of reference types. | 0 | 0 | 38 | 53 | 12 | 3.75 | AD |
| 12. Knowledge of the bibliography or references (works cited). | 0 | 0 | 40 | 51 | 12 | 3.73 | AD |
| 13. Use data from a table. | 0 | 0 | 43 | 48 | 12 | 3.70 | AD |
| | | | | | AWM | 3.75 | AD |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU = fundamental = 1.00 – 1.49



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| | | | | |
|---|---|---|---|---|
| BA | = | basic | = | 1.50 – 2.49 |
| IN | = | intermediate | = | 2.50 – 3.49 |
| AD | = | advanced | = | 3.50 – 4.49 |
| EX | = | expert | = | 4.50 – 5.00 |

When queried as to the level to which they can acquire a source, 43 of the elementary school teachers responded “intermediate,” 43 also responded “advanced,” and 17 responded “expert.” The weighted mean computed in this item is 3.75 which is pointing to “advanced” in the scale of interpretation.

When questioned as to the level to which they can query database, 34 of the elementary school teachers checked “intermediate,” 60 checked “advanced,” and nine checked “expert.” Here, the weighted mean computed is 3.76 which is “advanced” in the scale.

When asked as to the level to which they can distinguish between databases, 38 of the elementary school teachers mentioned “intermediate,” 56 mentioned “advanced,” and nine mentioned “expert.” In this item, the weighted mean computed is 3.72 which is pointing to “advanced” in the scale.

When questioned as to the level to which they can search for publications, 39 of the elementary school teachers claimed “intermediate,” 55 claimed “advanced,” and nine claimed “expert.” The weighted mean computed here is 3.71 which is pointing to “advanced” in the scale.

When asked as to the level to which they have knowledge of search operators, 41 of the elementary school teachers replied “intermediate,” 45 replied “advanced,” and 17 replied “expert.” The weighted mean computed in this item is 3.77 which is leading to “advanced” in the scale.

When inquired as to the level to which they have knowledge of finding books in a library, 33 of the elementary school teachers responded “intermediate,” 58 31 responded “advanced,” and 12 responded “expert.” Here, the weighted mean computed is 3.80 which is indicative of “advanced” in the scale.

When questioned as to the level to which they can access a publication, 34 of the elementary school teachers checked “intermediate,” 57 checked “advanced,” and 12 checked “expert.” Here, the weighted mean computed is 3.79 which is “advanced” in the scale.

When asked as to the level to which they have knowledge of reference types, 38 of the elementary school teachers mentioned “intermediate,” 53 mentioned “advanced,” and 12 mentioned “expert. “In this item, the weighted mean computed is 3.75 which is pointing to “advanced” in the scale.

When queried as to the level to which they have knowledge of the bibliography or references (works cited), 40 of the elementary school teachers responded “intermediate,” 51 responded “advanced,” and 12 mentioned “expert.” The weighted mean computed in this item is 3.73 which is pointing to “advanced” in the scale of interpretation.

And, when inquired as to the level to which they can use data from a table, 43 of the elementary school teachers responded “intermediate,” 48 replied “advanced,” and 12 responded “expert.” Here, the weighted mean computed is 3.70 which is indicative of “advanced” in the scale.

Meanwhile, the computed area weighted mean is 3.75. This implies that the elementary school teachers perceived that their information literacy level along accessing needed information effectively and efficiently is advanced.

**Assessment of the School Heads.** The assessment of the school heads on the information literacy level along accessing needed information effectively and efficiently of the elementary school teachers is shown in Table 8.



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**TABLE 8**
**The Assessment of the School Heads on the Information Literacy Level along Accessing Needed Information Effectively and Efficiently of the Elementary School Teachers**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| B. Accessing Needed Information Effectively and Efficiently: My teachers (can/have) | FU | BA | IN | AD | EX | | |
| 1. Know effective search terms. | 0 | 1 | 7 | 0 | 0 | 2.88 | IN |
| 2. Refine search operators. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 3. Know where sources are located. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 4. Acquire a source. | 0 | 2 | 5 | 1 | 0 | 2.88 | IN |
| 5. Query database. | 0 | 2 | 5 | 1 | 0 | 2.88 | IN |
| 6. Distinguish between databases. | 0 | 1 | 7 | 0 | 0 | 2.88 | IN |
| 7. Search for publications. | 0 | 1 | 7 | 0 | 0 | 2.88 | IN |
| 8. Knowledge of search operators | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 9. Knowledge of finding books in a library. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 10. Access a publication. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 11. Knowledge of reference types. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 12. Knowledge of the bibliography or references (works cited). | 0 | 1 | 7 | 0 | 0 | 2.88 | IN |
| 13. Use data from a table. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| | | | | | AWM | 2.94 | IN |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

| | | | | |
|---|---|---|---|---|
| FU | = | fundamental | = | 1.00 – 1.49 |
| BA | = | basic | = | 1.50 – 2.49 |
| IN | = | intermediate | = | 2.50 – 3.49 |
| AD | = | advance | = | 3.50 – 4.49 |
| EX | = | expert | = | 4.50 – 5.00 |

As shown in Table 8, when questioned as to the level to which the elementary school teachers know effective search terms, one of the school heads claimed “basic” and seven claimed “intermediate.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

When asked as to the level to which the elementary school teachers can refine search operators, one of the school heads replied “basic,” six replied “intermediate,” and one replied “advanced.” The weighted mean computed in this item is 3.00 which is leading to “intermediate” in the scale.



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When inquired as to the level to which the elementary school teachers know where sources are located, one of the school heads responded “basic,” six responded “intermediate,” and one responded “advanced.” Here, the weighted mean computed is 3.00 which is indicative of “intermediate” in the scale.

When queried as to the level to which the elementary school teachers can acquire a source, two of the school heads responded “basic,” five responded “intermediate” and one responded “advanced.” The weighted mean computed in this item is 2.88 which is pointing to “intermediate” in the scale of interpretation.

When questioned as to the level to which the elementary school teachers can query database, two of the school heads checked “basic,” five checked “intermediate” and one checked “advanced.” Here, the weighted mean computed is 2.88 which is “intermediate” in the scale.

When asked as to the level to which the elementary school teachers can distinguish between databases, one of the school heads mentioned “basic” and seven mentioned “intermediate.” In this item, the weighted mean computed is 2.88 which is pointing to “intermediate” in the scale.

When questioned as to the level to which the elementary school teachers can search for publications, one of the school heads claimed “basic” and seven claimed “intermediate.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

When asked as to the level to which the elementary school teachers have knowledge of search operators, one of the school heads replied “basic,” six replied “intermediate,” and one replied “advanced.” The weighted mean computed in this item is 3.00 which is leading to “intermediate” in the scale.

When inquired as to the level to which the elementary school teachers have knowledge of finding books in a library, one of the school heads responded “basic,” six responded “intermediate,” and one responded “advanced.” Here, the weighted mean computed is 3.00 which is indicative of “intermediate” in the scale.

When questioned as to the level to which the c elementary school teachers can access a publication, one of the school heads checked “basic,” six checked “intermediate” and one checked “advanced.” Here, the weighted mean computed is 3.00 which is “intermediate” in the scale.

When asked as to the level to which the elementary school teachers have knowledge of reference types, one of the school heads mentioned “basic,” six mentioned “intermediate,” and one mentioned “advanced.” In this item, the weighted mean computed is 3.00 which is pointing to “intermediate” in the scale.

When queried as to the level to which the elementary school teachers have knowledge of the bibliography or references (works cited), one of the school heads responded “basic” and seven responded “intermediate.” The weighted mean computed in this item is 2.88 which is pointing to “intermediate” in the scale of interpretation.

And, when inquired as to the level to which the elementary school teachers can use data from a table, one of the school heads responded “basic,” six responded “intermediate” and one replied “advanced.” Here, the weighted mean computed is 3.00 which is indicative of “intermediate” in the scale.

Meanwhile, the computed area weighted mean is 2.94. This implies that the school heads perceived that the information literacy level along accessing needed information effectively and efficiently of the elementary school teachers is intermediate.



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**On Evaluating Information and Its Sources Critically and Incorporating Selected Information into One's Knowledge Base and Value System**

The elementary school teachers and the school heads assessed the information literacy level along evaluating information and its sources critically and incorporating selected information into one's knowledge base and value system of the elementary school teachers.

**Assessment of the Elementary School Teachers.** The assessment of the elementary school teachers on their information literacy level along evaluating information and its sources critically and incorporating selected information into one's knowledge base and value system is presented in Table 9.

**TABLE 9**
**The Assessment of the Elementary School Teachers on Their Information Literacy Level along Evaluating Information and Its Sources Critically and Incorporating Selected Information into One's Knowledge Base and Value System**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| C. Evaluating Information and its Sources Critically and Incorporating Selected Information into One's Knowledge Base and Value System. I (can/have) . . . | FU | BA | IN | AD | EX | | |
| 1. Know what "peer review" is. | 0 | 0 | 38 | 53 | 12 | 3.75 | AD |
| 2. Knowledge of citing. | 0 | 0 | 31 | 59 | 13 | 3.83 | AD |
| 3. Evaluate a claim. | 0 | 0 | 28 | 62 | 13 | 3.85 | AD |
| 4. Use information. | 0 | 0 | 28 | 62 | 13 | 3.85 | AD |
| 5. Know a source purpose (e.g., stating facts, persuasion, etc.). | 0 | 0 | 28 | 58 | 17 | 3.89 | AD |
| 6. Identify source author. | 0 | 0 | 21 | 65 | 17 | 3.96 | AD |
| 7. Select an appropriate source. | 0 | 0 | 28 | 58 | 17 | 3.89 | AD |
| 8. Distinguish between references. | 0 | 0 | 38 | 56 | 9 | 3.72 | AD |
| | | | | | AWM | 3.84 | AD |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

| | | | | |
|---|---|---|---|---|
| FU | = | fundamental | = | 1.00 – 1.49 |
| BA | = | basic | = | 1.50 – 2.49 |
| IN | = | intermediate | = | 2.50 – 3.49 |
| AD | = | advance | = | 3.50 – 4.49 |
| EX | = | expert | = | 4.50 – 5.00 |

As shown in Table 9, when questioned as to the level to which they know what "peer review" is, 38 of the elementary school teachers claimed "intermediate," and 53 claimed "advanced," and 12 claimed "expert." The weighted mean computed here is 3.75 which is pointing to "advanced" in the scale.



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When asked as to the level to which they have knowledge of citing, 31 of the elementary school teachers replied “intermediate,” 59 replied “advanced,” and 13 replied “expert.” The weighted mean computed in this item is 3.83 which is leading to “advanced” in the scale.

When inquired as to the level to which they can evaluate a claim, 28 of the elementary school teachers responded “intermediate,” 62 responded “advanced,” and 13 responded “expert.” Here, the weighted mean computed is 3.85 which is indicative of “advanced” in the scale.

When queried as to the level to which they can use information, 28 of the elementary school teachers responded “intermediate,” 62 responded “advanced,” and 13 responded “expert.” The weighted mean computed in this item is 3.85 which is pointing to “advanced” in the scale of interpretation.

When questioned as to the level to which they know a source purpose (e.g., stating facts, persuasion, etc.), 28 of the elementary school teachers checked “intermediate,” 58 checked “advanced,” and 17 checked “expert.” Here, the weighted mean computed is 3.89 which is “advanced” in the scale.

When asked as to the level to which they can identify source author, 21 of the elementary school teachers mentioned “intermediate,” 65 mentioned “advanced,” and 17 mentioned “expert.” In this item, the weighted mean computed is 3.96 which is pointing to “advanced” in the scale.

When questioned as to the level to which they can select an appropriate source, 28 of the elementary school teachers claimed “intermediate,” 58 claimed “advanced,” and 17 claimed “expert.” The weighted mean computed here is 3.89 which is pointing to “advanced” in the scale.

And, when asked as to the level to which they can distinguish between references, 38 of the elementary school teachers replied “intermediate,” 56 replied “advanced,” and nine replied “expert.” The weighted mean computed in this item is 3.72 which is leading to “advanced” in the scale.

Furthermore, the computed area weighted mean is 3.84. This implies that the elementary school teachers perceived that their information literacy level along evaluating information and its sources critically and incorporating selected information into one’s knowledge base and value system is advanced.

**Assessment of the School Heads.** The assessment of the school heads on the information literacy level along evaluating information and its sources critically and incorporating selected information into one’s knowledge base and value system of the elementary school teachers is presented in Table 10.

As shown in Table 10, when questioned as to the level to which the elementary school teachers know what “peer review” is, two of the school heads claimed “basic,” five claimed “intermediate,” and one claimed “advanced.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

**TABLE 10**
**The Assessment of the School Heads on the Information Literacy Level along Evaluating Information and Its Sources Critically and Incorporating Selected Information into One’s Knowledge Base and Value System of the Elementary School Teachers**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| C. Evaluating Information and its Sources Critically and Incorporating Selected | FU | BA | IN | AD | EX | | |



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| Information into One's Knowledge Base and Value System. My teachers (can/have) . . . | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Know what "peer review" is. | 0 | 2 | 5 | 1 | 0 | 2.88 | IN |
| 2. Knowledge of citing. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 3. Evaluate a claim. | 0 | 1 | 7 | 0 | 0 | 2.88 | IN |
| 4. Use information. | 0 | 1 | 7 | 0 | 0 | 2.88 | IN |
| 5. Know a source purpose (e.g., stating facts, persuasion, etc.). | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 6. Identify source author. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 7. Select an appropriate source. | 0 | 0 | 7 | 1 | 0 | 3.13 | IN |
| 8. Distinguish between references. | 0 | 0 | 7 | 1 | 0 | 3.13 | IN |
| | | | | | AWM | 2.98 | IN |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

| | | | | |
|---|---|---|---|---|
| FU | = | fundamental | = | 1.00 – 1.49 |
| BA | = | basic | = | 1.50 – 2.49 |
| IN | = | intermediate | = | 2.50 – 3.49 |
| AD | = | advance | = | 3.50 – 4.49 |
| EX | = | expert | = | 4.50 – 5.00 |

When asked as to the level to which the elementary school teachers have knowledge of citing, one of the school heads replied "basic," six replied "intermediate," and one replied "advanced." The weighted mean computed in this item is 3.00 which is leading to "intermediate" in the scale.

When inquired as to the level to which the elementary school teachers can evaluate a claim, one of the school heads responded "basic" and seven responded "intermediate." Here, the weighted mean computed is 2.88 which is indicative of "intermediate" in the scale.

When queried as to the level to which the elementary school teachers can use information, one of the school heads responded "basic" and responded "intermediate." The weighted mean computed in this item is 2.88 which is pointing to "intermediate" in the scale of interpretation.

When questioned as to the level to which the elementary school teachers know a source purpose (e.g., stating facts, persuasion, etc.), one of the school heads checked "basic," six checked "intermediate," and one checked "advanced." Here, the weighted mean computed is 3.00 which is "intermediate" in the scale.

When asked as to the level to which the elementary school teachers can identify source author, one of the school heads mentioned "basic," six mentioned "intermediate," and one mentioned "advanced." In this item, the weighted mean computed is 3.00 which is pointing to "intermediate" in the scale.

When questioned as to the level to which the elementary school teachers can select an appropriate source, seven of the school heads claimed "intermediate" and one claimed "advanced." The weighted mean computed here is 3.13 which is pointing to "intermediate" in the scale.



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And, when asked as to the level to which the elementary school teachers can distinguish between references, seven of the school heads replied "intermediate" and one replied "advanced." The weighted mean computed in this item is 3.13 which is leading to "intermediate" in the scale.

Moreover, the computed area weighted mean is 2.98. This implies that the school heads perceived that the information literacy level along evaluating information and its sources critically and incorporating selected information into one's knowledge base and value system of the elementary school teachers is intermediate.

**On Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology**

The elementary school teachers and the school heads assessed the information literacy level along understanding the ethical, legal, and socio-economic issues surrounding information and information technology of the public elementary school teachers.

**Assessment of the Elementary School Teachers.** The assessment of the elementary school teachers on their information literacy level along understanding the ethical, legal, and socio-economic issues surrounding information and information technology is presented in Table 11.

**TABLE 11**
**The Assessment of the Elementary School Teachers on Their Information Literacy Level along Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| D. Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology: I (can/have) . . . | FU | BA | IN | AD | EX | | |
| 1. Knowledge related to source availability and/or access. | 0 | 0 | 34 | 60 | 9 | 3.76 | AD |
| 2. Knowledge of ethical/legal issues of using sources | 0 | 0 | 38 | 57 | 8 | 3.71 | AD |
| 3. Knowledge of ethical/legal issues of using sources tables or graphs. | 0 | 0 | 35 | 56 | 12 | 3.78 | AD |
| 4. Knowledge of creating a reference. | 0 | 0 | 37 | 54 | 12 | 3.76 | AD |
| 5. Knowledge of ethical/legal issues of sharing an audio source. | 0 | 0 | 32 | 59 | 12 | 3.81 | AD |
| 6. Knowledge of citing direct quotes. | 0 | 0 | 37 | 49 | 17 | 3.81 | AD |
| | | | | | AWM | 3.77 | AD |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU = fundamental = 1.00 – 1.49
BA = basic = 1.50 – 2.49
IN = intermediate = 2.50 – 3.49



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| | | | | |
|---|---|---|---|---|
| AD | = | advance | = | 3.50 – 4.49 |
| EX | = | expert | = | 4.50 – 5.00 |

As shown in Table 11, when questioned as to the level to which they knowledge related to source availability and/or access, 34 of the elementary school teachers claimed “intermediate,” 60 claimed “advanced,” and nine claimed “expert.” The weighted mean computed here is 3.76 which is pointing to “advanced” in the scale.

When asked as to the level to which they have knowledge of ethical/legal issues of using sources, 38 of the elementary school teachers replied “intermediate,” 57 replied “advanced,” and eight replied “expert.” The weighted mean computed in this item is 3.71 which is leading to “advanced” in the scale.

When inquired as to the level to which they have knowledge of ethical/legal issues of using sources tables or graphs, 35 of the elementary school teachers responded “intermediate,” 56 responded “advanced,” and 12 responded “expert.” Here, the weighted mean computed is 3.78 which is indicative of “advanced” in the scale.

When queried as to the level to which they have knowledge of creating a reference, 37 of the elementary school teachers responded “intermediate,” 54 responded “advanced,” and 12 responded “expert.” The weighted mean computed in this item is 3.76 which is pointing to “advanced” in the scale of interpretation.

When questioned as to the level to which they have knowledge of ethical/legal issues of sharing an audio source, 32 of the elementary school teachers checked “intermediate,” 59 checked “advanced,” and 12 checked “expert.” Here, the weighted mean computed is 3.81 which is “advanced” in the scale.

And, when asked as to the level to which they have knowledge of citing direct quotes, 37 of the elementary school teachers replied “intermediate,” 49 replied “advanced,” and 17 replied “expert.” The weighted mean computed in this item is 3.81 which is leading to “advanced” in the scale.

Furthermore, the computed area weighted mean is 3.77. This implies that the elementary school teachers perceived that their information literacy level along understanding the ethical, legal, and socio-economic issues surrounding information and information technology is advanced.

**Assessment of the School Heads.** The assessment of the school heads on the information literacy level along understanding the ethical, legal, and socio-economic issues surrounding information and information technology of the elementary school teachers is presented in Table 12.

As shown in Table 12, when questioned as to the level to which the elementary school teachers have knowledge related to source availability and/or access, one of the school heads claimed “basic,” six claimed “intermediate,” and one claimed “advanced.” The weighted mean computed here is 3.00 which is pointing to “intermediate” in the scale.

When asked as to the level to which the elementary school teachers have knowledge of ethical/legal issues of using sources, two of the school heads replied “basic,” five replied “intermediate,” and one replied “advanced.” The weighted mean computed in this item is 2.88 which is leading to “intermediate” in the scale.

When inquired as to the level to which the elementary school teachers have knowledge of ethical/legal issues of using sources tables or graphs, one of the school heads responded “basic”



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and seven responded "intermediate." Here, the weighted mean computed is 2.88 which is indicative of "intermediate" in the scale.

**TABLE 12**
**The Assessment of the School Heads on the Information Literacy Level along Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology of the Elementary School Teachers**

| Assessment Items | Responses | | | | | WM | DE |
|---|---|---|---|---|---|---|---|
| D. Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology: My teachers (can/have) . . . | FU | BA | IN | AD | EX | | |
| 1. Knowledge related to source availability and/or access. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 2. Knowledge of ethical/legal issues of using sources | 0 | 2 | 5 | 1 | 0 | 2.88 | IN |
| 3. Knowledge of ethical/legal issues of using sources tables or graphs. | 0 | 1 | 7 | 0 | 0 | 2.88 | IN |
| 4. Knowledge of creating a reference. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| 5. Knowledge of ethical/legal issues of sharing an audio source. | 0 | 0 | 7 | 1 | 0 | 3.13 | IN |
| 6. Knowledge of citing direct quotes. | 0 | 1 | 6 | 1 | 0 | 3.00 | IN |
| | | | | | AWM | 2.98 | IN |

Legend:
WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:
FU = fundamental = 1.00 – 1.49
BA = basic = 1.50 – 2.49
IN = intermediate = 2.50 – 3.49
AD = advance = 3.50 – 4.49
EX = expert = 4.50 – 5.00

When queried as to the level to which the elementary school teachers have knowledge of creating a reference, one of the school heads responded "basic," six responded "intermediate," and one responded "advanced." The weighted mean computed in this item is 3.00 which is pointing to "intermediate" in the scale of interpretation.

When questioned as to the level to which the elementary school teachers have knowledge of ethical/legal issues of sharing an audio source, seven of the school heads checked "intermediate" and one checked "advanced." Here, the weighted mean computed is 3.13 which is "intermediate" in the scale.

And, when asked as to the level to which the elementary school teachers have knowledge of citing direct quotes, one of the school heads replied "basic," six replied "intermediate," and one



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replied “advanced.” The weighted mean computed in this item is 3.00 which is leading to “intermediate” in the scale.

Furthermore, the computed area weighted mean is 2.98. This implies that the school heads perceived that the information literacy level along understanding the ethical, legal, and socio-economic issues surrounding information and information technology of the elementary school teachers is intermediate.

**A Summary**

The information literacy level of the elementary school teachers as perceived by themselves and by their school heads is presented in Table 13.

As can be seen in Table 13, all the computed area weighted means in the assessment of the elementary school teachers have a descriptive equivalent of “advanced” in the scale. Conformably, the computed overall weighted mean of 3.78 also has a descriptive equivalent of “advanced” in the scale. This means that, in general, the elementary school teachers in the private schools in Bayambang, Pangasinan perceived that their information literacy level is advanced. Meanwhile,

**TABLE 13**
**The Information Literacy Level of the Elementary School Teachers**

| Areas | Assessment of the Elementary School Teachers | | Assessment of the School Heads | |
|---|---|---|---|---|
| | AWM | DE | AWM | DE |
| Defining and Articulating the Nature and Extent of Information Needed | 3.74 | AD | 3.00 | IN |
| Accessing Needed Information Effectively and Efficiently | 3.75 | AD | 2.94 | IN |
| Evaluating Information and its Sources Critically and Incorporating Selected Information into One’s Knowledge Base and Value System | 3.84 | AD | 2.98 | IN |
| Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology: | 3.77 | AD | 2.98 | IN |
| OWM | 3.78 | AD | 2.98 | IN |

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean
OWM = overall weighted mean

Scale:

| | | | | |
|---|---|---|---|---|
| FU | = | fundamental | = | 1.00 – 1.49 |
| BA | = | basic | = | 1.50 – 2.49 |
| IN | = | intermediate | = | 2.50 – 3.49 |
| AD | = | advance | = | 3.50 – 4.49 |
| PR | = | proficient | = | 4.50 – 5.00 |



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all the computed area weighted means in the assessment of the school heads have a descriptive equivalent of "intermediate" in the scale. As such, the computed overall weighted mean of 2.98 also has a descriptive equivalent of "intermediate" in the scale. This implies that, in general, the school heads perceived that the information literacy level of the elementary school teachers is intermediate only.

### Relationship between the Profile Variables of the Elementary School Teachers and Their Information Literacy Level

This part of the chapter provides answers to the third sub-problem of the study which is about the significant relationship between the profile variables of the of the elementary school teachers and their information literacy level.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the profile variables of the of the elementary school teachers and their information literacy level. Thereafter, the researcher correlated the profile variables of the elementary school teachers and their information literacy level using the chi-square test of independence in the Microsoft Excel. Here, the researcher computed for the p value and the chi square value at .05 level of significance. Table 14 presents the results.

**TABLE 14**
**Relationship between the Profile Variables of the Elementary School Teachers and Their Information Literacy Level**

| Profile Variables | P Value .05 LS | Chi Square Value | Chi Square Critical Value | RM |
|---|---|---|---|---|
| Educational Attainment | 0.00 | 9.00 | 3.84 | S |
| Length of Teaching Experience | 0.01 | 6.16 | 3.84 | S |
| Number of Relevant Trainings Attended | 0.02 | 5.20 | 3.84 | S |

Legend:
RM = remarks
S = significant
NS = not significant

As shown in Table 14, when the educational attainment of the elementary school teachers and their information literacy level are correlated, the p value computed is 0.00. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 9.00. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the information literacy level of the elementary school teachers is influenced by their educational attainment.

Secondly, when the length of teaching experience of the elementary school teachers and their information literacy level are correlated, the p value computed is 0.01. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 6.16. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be



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said that the information literacy level of the elementary school teachers is influenced by their length of teaching experience.

Lastly, when the number of relevant trainings of the elementary school teachers and their information literacy level are correlated, the p value computed is 0.02. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 5.20. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the information literacy level of the elementary school teachers is influenced by the number of relevant trainings they attended.

### Difference between the Perceptions of the Elementary School Teachers and the School Heads on the Information Literacy Level of the Elementary School Teachers

This part of the chapter discusses answers to the fourth sub-problem of the study which is about the significant difference between the perceptions or assessments of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant difference between the perceptions or assessments of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers. Thereafter, the researcher compared the perceptions or assessments of the elementary school teachers and the school heads on the information literacy level of the elementary school teacher using the t-test. Here, the researcher computed the p value at .05 level of significance. Table 15 presents the results.

As shown in Table 15, when the perceptions or assessments of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers are compared, the p value computed is 0.00. This figure is lower than the .05 level of significance. As such, the null hypothesis is rejected. There is a significant difference between the perceptions or assessments of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers.

**TABLE 15**
**Difference between the Perceptions of the Elementary School Teachers and the School Heads on the Information Literacy Level of the Elementary School Teachers**

| Areas | Computed p Value | Level of Significance | RM |
|---|---|---|---|
| Information Literacy Level | 0.00 | 0.05 | S |

Legend:
RM = remarks
S = significant
NS = not significant



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**The Proposed Capacity Building Program on Information Literacy for the Elementary School Teachers of private Schools in Bayambang, Pangasinan**

This last part of the chapter provides answers to the last sub-problem of the study which is about the proposed capacity building program on information literacy for the elementary school teachers of private schools in Bayambang, Pangasinan.

To answer the sub-problem, the researcher considered the findings that majority of the elementary school teachers have not attended any training/seminar related with information literacy for the past five years, that the school heads perceived that the elementary school teachers only have intermediate information literacy level, and that the number of trainings related with information literacy attended by the elementary school teachers influenced their information literacy level.

. What follows is the proposed capacity building program.

## A Capacity Building Program on Information Literacy for the Elementary School Teachers of Private Schools In Bayambang, Pangasinan

**Program Description**

This is a 4-day school-based capacity building program to improve the information literacy level of the elementary school teachers of private schools in Bayambang, Pangasinan.

**Duration**

The school-based capacity building program on information literacy is to run for four days.

**Management Level of Program**

The capacity building program on information literacy is a school-based program which will be implemented by the school heads of the different private schools in Bayambang, Pangasinan.

**Delivery Mode**

The capacity-building program on information literacy shall be implemented through an interactive, collaborative, and participative approach. The resource speaker will primarily serve as a facilitator. Furthermore, lecture-discussion activities should be limited to a maximum of 30% of the total session time.

**Target Personnel**

The target personnel for the capacity building program on information literacy are the elementary school teachers of private schools in Bayambang, Pangasinan.

**Source of Fund**

School fund.



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**Rationale**

The enormous volume of information accessible online makes it difficult to determine which sources are accurate and reliable. Not all published articles are credible, as some present biased perspectives intended to influence readers' opinions. In addition, fake news, misleading information aimed at discrediting opposing views, and native advertisements disguised as regular content continue to spread across online platforms. Therefore, individuals must remain cautious of unreliable information, think critically about the sources they consult, and carefully evaluate information both for research purposes and for media consumption in general. For this reason, information literacy is highly essential.

Furthermore, in today's digital environment, information literacy also involves the ability to use information and communication technologies and their applications in accessing and creating information. It is therefore undeniable that teachers must possess information literacy skills. As facilitators of learning, teachers should be capable of identifying the nature and scope of the information they need, accessing information effectively and efficiently, critically evaluating information and its sources, and integrating relevant information into their knowledge base and value system. They must also be able to use information effectively for specific purposes and understand the ethical, legal, and socio-economic concerns related to information and information technology. In addition, teachers should know how to locate reliable sources, evaluate the authority and credibility of information, distinguish biased content from unbiased material, utilize appropriate references in research, recognize what constitutes plagiarism, and apply proper citation practices.

Based on the foregoing discussion, this school-based capacity building program on information literacy is designed to enhance the information literacy competencies of elementary school teachers of private schools in Bayambang, Pangasinan.

**Objectives**

The capacity building program aims to improve the information literacy level of the elementary school teachers of private schools in Bayambang, Pangasinan.

**Program Matrix**

| Session Title | **Training Content** | Duration |
|---|---|---|
| Training-Workshop on Defining and Articulating the Nature and Extent of Information Needed | 1. Knowing the appropriate resource for a topic.<br>2. Knowing the appropriate resource based on depth of information needed.<br>3. Distinguishing between types of sources.<br>4. Narrowing down information.<br>5. Distinguishing between sources. | Day 1 |



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| | | |
|---|---|---|
| | 6. Evaluating source credibility.<br>7. Knowing resources for proper citation | |
| Training-Workshop on Accessing Needed Information Effectively and Efficiently | 1. Knowing effective search terms.<br>2. Refining search operators.<br>3. Knowing where sources are located.<br>4. Acquiring a source.<br>5. Querying database.<br>6. Distinguishing between databases.<br>7. Searching for publications.<br>8. Knowing search operators<br>9. Having knowledge of finding books in a library.<br>10. Accessing a publication.<br>11. Knowing reference types.<br>12. Knowing bibliography or references (works cited).<br>13. Using data from a table. | Day 2 |
| Training-Workshop on Evaluating Information and its Sources Critically and Incorporating Selected Information into One's Knowledge Base and Value System | 1. Knowing what "peer review" is.<br>2. Having knowledge of citing.<br>3. Evaluating a claim.<br>4. Using information.<br>5. Knowing a source purpose (e.g., stating facts, persuasion, etc.).<br>6. Identifying source author.<br>7. Selecting an appropriate source.<br>8. Distinguishing between references | Day 3 |
| Training-Workshop on | 1. Knowing source availability and/or access. | Day 4 |



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| | | |
|---|---|---|
| Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology | 2. Knowing ethical/legal issues of using sources.<br>3. Knowing ethical/legal issues of using sources tables or graphs.<br>4. Creating a reference.<br>5. Knowing ethical/legal issues of sharing an audio source.<br>6. Citing direct quotes. | |

## CONCLUSIONS

Based on the findings made, the following conclusions were drawn:

1. A typical elementary school teacher of a private school in Bayambang, Pangasinan has no post-graduate degree, has been teaching for one to five 15 years, and has not attended any training/seminar related with information literacy for the past five years.

2. The elementary school teachers perceived that their information literacy level is advanced while the school heads perceived that the information literacy level of the elementary school teachers is intermediate only.

3. The information literacy level of the elementary school teachers is influenced by their educational attainment, length of teaching experience, and the number of relevant trainings attended.

4. The perceptions of the elementary school teachers and the school heads on the information literacy level of the elementary school teachers are significantly different from each other.

5. The proposed capacity building program will improve the information literacy level of the elementary school teachers of private schools in Bayambang, Pangasinan.

## RECOMMENDATIONS

Based on the findings made and the conclusions drawn, the following recommendations are offered:

1. The proposed capacity building program be approved for implementation in the public schools in Bayambang, Pangasinan to improve the information literacy level of the elementary school teachers.

2. The implementation of the proposed capacity building program in the private schools in Bayambang, Pangasinan should be monitored and evaluated.

3. Similar study may be conducted by other researchers to validate the findings of the study.

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## APPENDICES

### THE SURVEY-QUESTIONNAIRE FOR THE TEACHERS

January 30, 2026

Dear Colleagues,

Greetings!

The undersigned is conducting a study entitled **"Assessment of the Information Literacy of the Elementary School Teachers of Private Schools in Bayambang, Pangasinan"** in partial fulfillment of the degree Master of Arts in Education.

In connection with this, and knowing that you are a elementary school teacher in a private school in Bayambang, Pangasinan, may I respectfully ask you to answer the accompanying sheet honestly and objectively?



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Rest assured that your responses will be treated with utmost confidentiality.

Thank you so much.

Respectfully,

(Sgd.) Miguel Martin
Researcher

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NAME (Optional): _____

**I. Please provide your profile in the following:**

1. Highest Educational Attainment:

( ) Bachelor's Degree
( ) Finished academic requirements in the Master's Degree
( ) Master's Degree
( ) Finished academic requirements in the Doctorate Degree
( ) Doctorate Degree

2. Length of Teaching Experience:

( ) 1 – 5 years
( ) 6 – 10 years
( ) 11 – 15 years
( ) 16 - 20 years
( ) more than 20 years

3. Number of trainings related with teaching reading attended for the past five years:

( ) have not attended any trainings/seminars related with information literacy for the past five years
( ) have attended not more than three trainings/seminars related with information literacy for the past five years
( ) have attended not more than three trainings/seminars related with information literacy for the past five years

**PART II. Please rate your information literacy level. Please be guided by the following:**

1 = fundamental
2 = basic
3 = intermediate



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4 = advanced
5 = expert

| Assessment Items | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| A. Defining and Articulating the Nature and Extent of Information Needed: I (can/have) . . . | | | | | |
| 1. Know the appropriate resource for a topic. | | | | | |
| 2. Know the appropriate resource based on depth of information needed. | | | | | |
| 3. Distinguish between types of sources. | | | | | |
| 4. Narrow down information. | | | | | |
| 5. Distinguish between sources. | | | | | |
| 6. Evaluate source credibility. | | | | | |
| 7. Knowledge of resources for proper citation | | | | | |
| B. Accessing Needed Information Effectively and Efficiently: I (can/have) . . . | | | | | |
| 8. Know effective search terms. | | | | | |
| 9. Refine search operators. | | | | | |
| 10. Know where sources are located. | | | | | |
| 11. Acquire a source. | | | | | |
| 12. Query database. | | | | | |
| 13. Distinguish between databases. | | | | | |
| 14. Search for publications. | | | | | |
| 15. Knowledge of search operators | | | | | |
| 16. Knowledge of finding books in a library. | | | | | |
| 17. Access a publication. | | | | | |
| 18. Knowledge of reference types. | | | | | |
| 19. Knowledge of the bibliography or references (works cited). | | | | | |
| 20. Use data from a table. | | | | | |
| C. Evaluating Information and its Sources Critically and Incorporating Selected Information into One's Knowledge Base and Value System. I (can/have) . . . | | | | | |
| 21. Know what "peer review" is. | | | | | |
| 22. Knowledge of citing. | | | | | |
| 23. Evaluate a claim. | | | | | |
| 24. Use information. | | | | | |
| 25. Know a source purpose (e.g., stating facts, persuasion, etc.). | | | | | |
| 26. Identify source author. | | | | | |
| 27. Select an appropriate source. | | | | | |
| 28. Distinguish between references. | | | | | |
| D. Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology: I (can/have) . . . | | | | | |



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| | | | | | |
|---|---|---|---|---|---|
| 29. Knowledge related to source availability and/or access. | | | | | |
| 30. Knowledge of ethical/legal issues of using sources | | | | | |
| 31. Knowledge of ethical/legal issues of using sources tables or graphs. | | | | | |
| 32. Knowledge of creating a reference. | | | | | |
| 33. Knowledge of ethical/legal issues of sharing an audio source. | | | | | |
| 34. Knowledge of citing direct quotes. | | | | | |

**THE SURVEY-QUESTIONNAIRE FOR THE SCHOOL HEADS**

January 30, 2026

Dear School Heads,

Greetings!

The undersigned is conducting a study entitled **"Assessment of the Information Literacy of the Elementary School Teachers of Private Schools in Bayambang, Pangasinan"** in partial fulfillment of the degree Master of Arts in Education.

In connection with this, may I respectfully ask you to answer the accompanying sheet honestly and objectively?

Rest assured that your responses will be treated with utmost confidentiality.

Thank you so much.

Respectfully,

(Sgd.) Miguel Martin
Researcher

---

NAME (Optional): _____

**Please rate the information literacy level of your elementary school teachers. Please be guided by the following:**

**1 = fundamental**
**2 = basic**
**3 = intermediate**
**4 = advanced**
**5 = expert**



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| Assessment Items | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| A. Defining and Articulating the Nature and Extent of Information Needed: I (can/have) . . . | | | | | |
| 1. Know the appropriate resource for a topic. | | | | | |
| 2. Know the appropriate resource based on depth of information needed. | | | | | |
| 3. Distinguish between types of sources. | | | | | |
| 4. Narrow down information. | | | | | |
| 5. Distinguish between sources. | | | | | |
| 6. Evaluate source credibility. | | | | | |
| 7. Knowledge of resources for proper citation | | | | | |
| B. Accessing Needed Information Effectively and Efficiently: I (can/have) . . . | | | | | |
| 8. Know effective search terms. | | | | | |
| 9. Refine search operators. | | | | | |
| 10. Know where sources are located. | | | | | |
| 11. Acquire a source. | | | | | |
| 12. Query database. | | | | | |
| 13. Distinguish between databases. | | | | | |
| 14. Search for publications. | | | | | |
| 15. Knowledge of search operators | | | | | |
| 16. Knowledge of finding books in a library. | | | | | |
| 17. Access a publication. | | | | | |
| 18. Knowledge of reference types. | | | | | |
| 19. Knowledge of the bibliography or references (works cited). | | | | | |
| 20. Use data from a table. | | | | | |
| C. Evaluating Information and its Sources Critically and Incorporating Selected Information into One's Knowledge Base and Value System. I (can/have) . . . | | | | | |
| 21. Know what "peer review" is. | | | | | |
| 22. Knowledge of citing. | | | | | |
| 23. Evaluate a claim. | | | | | |
| 24. Use information. | | | | | |
| 25. Know a source purpose (e.g., stating facts, persuasion, etc.). | | | | | |
| 26. Identify source author. | | | | | |
| 27. Select an appropriate source. | | | | | |
| 28. Distinguish between references. | | | | | |
| D. Understanding the Ethical, Legal, and Socio-economic Issues Surrounding Information and Information Technology: I (can/have) . . . | | | | | |
| 29. Knowledge related to source availability and/or access. | | | | | |
| 30. Knowledge of ethical/legal issues of using sources | | | | | |
| 31. Knowledge of ethical/legal issues of using sources tables | | | | | |



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| | | | | | |
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| or graphs. | | | | | |
| 32. Knowledge of creating a reference. | | | | | |
| 33. Knowledge of ethical/legal issues of sharing an audio source. | | | | | |
| 34. Knowledge of citing direct quotes. | | | | | |



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