

MEDIA LITERACY: EVALUATION OF INFORMATION DISORDER AS PERCEIVED BY GENERAL ACADEMIC STRAND

ABSTRACT

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This study explores media literacy and the evaluation of information disorder as perceived by students in the General Academic Strand. Grounded in Bandura's Social Cognitive Theory and Dual Process Theory, the research highlights the urgency of addressing the spread of misinformation, disinformation, and malinformation in digital environments. The study aims to assess how students recognize, respond to, and critically evaluate various types of misleading content, thereby identifying gaps in their media literacy skills. A quantitative descriptive research design was employed. A validated survey questionnaire was administered to 80 purposively selected respondents. The instrument assessed awareness of different types of information disorder, perceived effects, and evaluation skills using Likert-scale and multiple-choice items. Data were analyzed using frequency and percentage distributions, weighted means, and ranking methods. Results indicated that disinformation was the most recognized type of information disorder (37.5%), followed by malinformation (35%) and misinformation (27.5%). Polarization emerged as the most frequently identified consequence (32.5%). Verification practices, such as fact-checking and source confirmation, were moderately applied (WM=3.32), while deeper critical analysis skills showed higher levels of agreement (WM=4.17). Cross-referencing multiple sources was the most recommended strategy for addressing information disorder (37.5%). The findings underscore a discrepancy between surface-level verification practices and the development of deeper critical thinking skills, as reflected in the Dual Process Theory. The study recommends integrating systematic evaluation techniques into the curriculum to enhance students' analytical competencies. These insights support the enhancement of media literacy frameworks and provide guidance for educational institutions seeking to combat the effects of information disorder.

RECOMMENDED CITATION

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