

Critical Literacy Skills of Students: Implications for Relevant Teacher Training

Angel V. Bisaga, Jr.,

Hagonoy National High School, Davao del Sur, Philippines

Abstract: This research aimed to determine the level of critical literacy skills of students as basis for relevant teacher training. It utilized the non-experimental quantitative research design utilizing the descriptive technique, and included 58 students in Grade 10. This study was conducted during first semester of school year 2018-2019. Utilizing mean, results showed the following: overall level of critical literacy skills of students is high; learning and innovation skills is high; information, media and technology skills is high; and life skills is high.

Keywords: Critical Literacy Skills of Students; learning and innovation skills, information, media and technology skills, life skills; Department of Education, Davao del Sur Division, Philippines.

I. INTRODUCTION

Among the biggest problem faced by teachers is the inability of most students to think analytically. Oftentimes, teachers complain about their students who have poor learning and innovation skills and for being unable to practice critical thinking proficiency. But what these teachers remain as always pressing problem over the years is the student's incapability to go beyond the basic mastery skills of the lessons their teachers taught (Curry, 2012; Mundry, 2008).

On the other hand, teachers noted that students fail to engage in reflective and independent thinking and they struggle with word problems because they cannot comprehend the problem well enough. As a result, schools produced graduates whose skills are not adequate to suffice theoretical proficiency and technical knowhow beside being unable to evaluate information critically and competently (Arinto and Garcia, 2009; Murphy, 2009; Regeluth & Joseph, 2010).

In the local setting, teachers reveal the low performance of students as exposed in the performance tasks and written outputs. Hence, teachers are encouraged to explore other teaching strategies to improve students' critical literacy skills.

The above statements prompted the researcher to conceive this study so as to inquire whether or not students have acquired essential skills that prepare them for the future, thus, this study sought needed document with social relevance to make this research contribute new knowledge in the field of education.

II. BODY OF ARTICLE

This study utilized the non-experimental quantitative research design utilizing descriptive technique. This study employed the descriptive method to determine the critical literacy skills of students. Descriptive method research is a measure of variable with varying level of measurement. According to Johnson (2012) this research is appropriate when researcher would like to make an intervention program based on the data generated from the study to improve the quality and standard of the mentioned indicators in the variable of the study. In this study, the critical literacy skills of students was described.

III. RESULTS

Level of Critical Literacy Skills of Students in terms of Learning and Innovation Skills

The respondents obtained an overall mean of 4.27, described as average. This means that the provision relating to critical literacy skills of students in terms of learning and innovation skills are oftentimes manifested.

International Journal of Novel Research in Education and Learning

Vol. 6, Issue 5, pp: (52-54), Month: September - October 2019, Available at: www.noveltyjournals.com

Among the items, the highest is on *Showing interest in learning many new things*, with a mean score of 4.51 or very high. This means that the students are enticed to learning things that are of their first time to get acquainted with. When students' interest to learn sparks, they become eager to discover and learn many things.

Moreover, it is followed by *Showing originality and creativity in one's work*, with a mean score of 4.24 or high and *Answering questions that needed intellectual explanations* with a mean score of 4.24 or high then *Asking questions in order to clarify difficult ideas*, with a mean score of 4.21 or high.

Finally, among the items, the lowest is on *Solving different kinds of problems in both old and new ways*, with a mean score of 4.14 or high. This means that this solving different kinds of problems in both old and new ways is only oftentimes manifested by the students.

Level of Critical Literacy Skills of Students in terms of Information, Media and Technology Skills

The respondents obtained an overall mean of 3.62 described as high. This means that the provision relating to critical literacy skills in terms of in terms of information, media and technology is high.

Among the items, the highest is on *Using the information correctly and creatively*, with a mean score of 4.28 or high. This means that the provisions relating to the 21st century skills of students in terms of learning and innovation skills are oftentimes manifested. Students who manifest a high level of this strand can examine how to interpret ideas differently and how ideas can influence beliefs and behaviors and apply fundamental understanding of the legal/ethical issues surrounding the access and uses of media.

Moreover, it is followed by *Analyzing information from different sources*, with a mean score of 3.90 or high; then *Getting information easily from different sources like internet, television, newspaper and magazine* with a mean score of 3.86 or high and *Using computers and being able to encode documents*, with a mean score of 3.20 or moderate.

Finally, among the items, the lowest is on *Using technology like computer and internet as means of communicating with others*, with a mean score of 2.86 or moderate. This means that the provision relating to the 2st century skills of students in terms of information, media, and technology skills are sometimes manifested.

Level of Critical Literacy Skills of Students in terms of Life Skills

The respondents obtained an overall mean of 4.26, described as high. This means that the provision relating to level of critical literacy skills of students in terms of life skills is high.

Among the items, the highest is on *Studying lessons in order to develop skills*, with a mean score of 4.44 or high. This means that the students devote time to study their lessons for development of skills essential for navigating the complex life which requires them to pay rigorous attention to developing life and career skills in the globally competitive information age.

Moreover, it is followed by *Showing leadership and responsibility while working with others*, with a mean score of 4.35 or high then *Taking praises, comments, and suggestions positively*, with a mean score of 4.30 or high; and *Making use of time productively by being able to submit projects before the deadline*, with a mean score of 4.16 or high.

Finally, among the items, the lowest is on *Being able to easily adapt to different situations and can do multi-tasking*, with a mean score of 4.05 or high. This means that this being able to easily adapt to different situations and can do multi-tasking is only oftentimes manifested by the students. This also means that the students well manifest multi-tasking role.

Overall Level of Critical Literacy Skills of Students

The respondents obtained an overall mean of 4.05, described as high. This means that the provision relating to level of critical literacy skills of students are oftentimes manifested.

Among the items, the highest is on *Learning and innovation skills*, with a mean score of 4.27 or high. This means that the students were prepared for a more and more complex life and work environments in the 21st century that these students manifest focus on creativity, critical thinking, communication and collaboration which are essential to preparing them for the future.

International Journal of Novel Research in Education and Learning

Vol. 6, Issue 5, pp: (52-54), Month: September - October 2019, Available at: www.noveltyjournals.com

Moreover, it is followed by *Life skills*, with a mean score of 4.26 or high; the last is *Information, media, and technology skills* with a mean score of 3.62, or high. This means that this having information, media, and technology skills is only oftentimes manifested by the students.

This means further that the students oftentimes exhibit a range of functional and critical thinking skills related to information, media and technology as Ed-tech stakeholders for years have been touting the need for students to learn the critical literacy skills such as problem solving, critical thinking, and media literacy to prepare for the new global, digital economy.

IV. CONCLUSION

The level critical literacy skills of students in terms of for learning and innovation skills is average, media and technology skills is high, life skills is high. The overall level of critical literacy skills of students is high. The researcher recommends that the teacher may design a training to help increase students' learning and innovation skills.

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