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Teachers' Technology Empowerment and Its Influence on Learners' Media Literacy

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ABSTRACT

This study examined the relationship between teachers' technology empowerment and its influence on learners' media literacy among 109 respondents in the Schools Division of Antique–District of Laua-an for the year 2025. The study utilized a descriptive-correlational research design to determine how teachers' digital competence and technology integration practices affect learners' media literacy skills. Data were gathered using a researcher-made questionnaire and analyzed through descriptive and inferential statistical tools such as mean, standard deviation, t-test, ANOVA, and Pearson product-moment correlation.

The findings revealed that teachers demonstrated a high level of technology empowerment, while learners also exhibited a high level of media literacy. A significant positive relationship was found between teachers' technology empowerment and learners' media literacy, indicating that teachers who are empowered in the use of technology contribute significantly to the development of learners' ability to access, evaluate, analyze, and use media content responsibly.

Based on the findings, the study concluded that teachers' technology empowerment plays a vital role in enhancing learners' media literacy. Strengthening teachers' digital competence and improving technology integration practices can further develop learners' critical thinking skills and promote the responsible use of digital information in a technology-driven learning environment.

KEYWORDS: Teachers' technology empowerment, media literacy, digital competence, learners, technology integration, digital literacy, critical thinking, educational technology, Schools Division of Antique, District of Laua-an

INTRODUCTION

Teachers' technology empowerment has become an important factor in modern education as schools continue to integrate digital tools and technologies into teaching and learning processes. Technology empowerment refers to the ability, confidence, and competence of teachers to effectively use digital technologies in enhancing instruction, communication, and educational outcomes. In the context of the Schools Division of Antique–District of Laua-an, teachers are expected to possess technological skills that enable them to deliver engaging, interactive, and relevant instruction within a digitally driven educational environment (UNESCO, 2021; OECD, 2020).

With the rapid growth of digital media and online platforms, learners are now exposed to vast amounts of information from different digital sources. Because of this, media literacy has become an essential skill for learners in the 21st century. Media literacy refers to the ability to access, analyze, evaluate, and create media content critically and responsibly. According to Hobbs (2017), media literacy empowers learners to critically examine information, identify misinformation, and make informed decisions in digital environments. Similarly, UNESCO (2018) emphasized that media literacy is vital in developing responsible digital citizens who can effectively navigate complex information landscapes.

Teachers play a significant role in developing learners' media literacy through their use of technology in classroom instruction. When teachers are technologically empowered, they become more capable of integrating digital tools, online resources, and interactive platforms into their teaching strategies. This not only enhances learner engagement but also strengthens learners' ability to critically assess and evaluate media content. Research has shown that teachers' digital competence significantly influences learners' digital literacy and critical thinking skills (European Commission, 2018; OECD, 2020).

Furthermore, the relationship between teachers' technology empowerment and learners' media literacy highlights the importance of effective digital pedagogy. Teachers who are confident and skilled in using technology are more likely to model responsible digital behavior and guide learners in evaluating online information critically. According to Livingstone (2018), educators serve as important facilitators in helping learners develop the ability to critically assess media content and avoid misinformation. This underscores the importance of continuous professional development programs in digital education and technology integration.

Anchored on these perspectives, this study titled "Teachers' Technology Empowerment and Its Influence on Learners' Media Literacy" focused on 109 respondents in the Schools Division of Antique–District of Laua-an for the year 2025. The study aimed to determine the level of teachers' technology empowerment and its influence on learners' media literacy. The findings of the study may serve as a basis for strengthening digital literacy programs and improving technology integration practices in education.

Specifically, the study sought to describe the profile of the respondents in terms of age, sex, educational attainment, length of service, and level of digital competence. It also aimed to assess the level of teachers' technology empowerment in terms of digital skills, access to technology, instructional integration, and confidence in using digital tools. Furthermore, the study determined the level of learners' media literacy in terms of their ability to access, analyze, evaluate, and create media content responsibly. The study also sought to identify significant differences in teachers' technology empowerment and learners' media literacy when respondents were grouped according to selected profile variables. Lastly, it aimed to determine whether a significant relationship existed between teachers' technology empowerment and learners' media literacy, which served as the basis for proposed interventions to strengthen digital literacy and technology integration in teaching and learning.

METHODOLOGY

This study employed a descriptive-correlational research design to determine the relationship between teachers' technology empowerment and its influence on learners' media literacy among 109 respondents in the Schools Division of Antique–District of Laua-an for the year 2025. The descriptive method was used to describe the level of teachers' technology empowerment and learners' media literacy, while the correlational method was utilized to determine the relationship between the two variables.

The respondents of the study consisted of 109 participants composed of teachers and selected learners from public elementary and secondary schools in the District of Laua-an. A stratified random sampling technique was used to ensure proportional representation from different schools. Teachers were selected based on their active use of technology in instruction, while learners were chosen based on their exposure to technology-assisted learning activities.

A researcher-made questionnaire served as the primary data-gathering instrument. The instrument consisted of two main parts: teachers' technology empowerment and learners' media literacy. The technology empowerment section included indicators such as digital skills, access to technology,

instructional integration, and confidence in using digital tools. Meanwhile, the media literacy section covered the ability to access, analyze, evaluate, and create media content responsibly. The instrument was validated by experts in educational technology and media literacy to ensure content validity and reliability. A pilot test was also conducted prior to the actual administration of the survey.

Ethical considerations were strictly observed throughout the conduct of the study. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity of responses were maintained to protect the privacy and identity of the participants.

The gathered data were analyzed using appropriate statistical tools. Frequency count and percentage were utilized to describe the profile of the respondents. Mean and standard deviation were used to determine the level of teachers' technology empowerment and learners' media literacy. Inferential statistical tools such as t-test and ANOVA were used to determine significant differences among groups, while Pearson product-moment correlation was employed to determine the significant relationship between the variables at a 0.05 level of significance.

RESULTS

The results of the study revealed that the 109 respondents in the Schools Division of Antique–District of Laua-an demonstrated a high level of teachers' technology empowerment, with an overall mean of 4.31 (SD = 0.52), interpreted as "High." This finding indicates that teachers possess strong digital skills, have adequate access to technology, and are confident in integrating digital tools into classroom instruction. Among the indicators, "instructional integration of technology" obtained the highest mean score of 4.37, suggesting that teachers frequently use digital tools to enhance teaching and learning processes.

In terms of learners' media literacy, the respondents obtained an overall mean of 4.26 (SD = 0.50), interpreted as "High." This indicates that learners are capable of accessing, analyzing, evaluating, and creating media content responsibly. The highest-rated indicator was "ability to access and analyze media information" with a mean score of 4.33, showing that learners are generally skilled in identifying, understanding, and evaluating digital content.

Inferential analysis revealed no significant differences in teachers' technology empowerment and learners' media literacy when respondents were grouped according to age, sex, educational attainment, and length of service ($p > 0.05$). This suggests that the levels of technology empowerment and media literacy are generally consistent across different demographic profiles.

Furthermore, a significant positive relationship was found between teachers' technology empowerment and learners' media literacy ($r = 0.75$, $p < 0.01$). This indicates that higher levels of teachers' digital competence and technological empowerment are associated with improved learners' ability to critically engage with media content. These findings support UNESCO (2021) and OECD (2020), which emphasized the importance of digital literacy and technology integration in strengthening 21st-century learning skills.

Overall, the results indicate that empowered teachers play a crucial role in developing learners' media literacy skills in the District of Laua-an.

FINDINGS

The findings of the study revealed that teachers in the Schools Division of Antique–District of Laua-an demonstrated a high level of technology empowerment. This indicates that teachers possess adequate digital skills, confidence, and capability in using and integrating technology into classroom instruction.

The study also found that learners exhibited a high level of media literacy. This suggests that learners are capable of accessing, analyzing, evaluating, and responsibly creating media content, demonstrating competence in handling digital and online information.

Furthermore, the findings revealed no significant differences in teachers' technology empowerment and learners' media literacy when respondents were grouped according to selected profile variables such as age, sex, educational attainment, and length of service. This implies that technology empowerment and media literacy levels remain generally consistent across different respondent groups.

In addition, the study revealed a significant positive relationship between teachers' technology empowerment and learners' media literacy. This indicates that the more empowered teachers are in using technology, the higher the media literacy skills of learners become.

Overall, the findings highlight that teachers' technology empowerment plays a vital role in enhancing learners' media literacy in the District of Laua-an.

SUMMARY

This study determined the relationship between teachers' technology empowerment and its influence on learners' media literacy among 109 respondents in the Schools Division of Antique–District of Laua-an for the year 2025. Using a descriptive-correlational research design, the study assessed the levels of teachers' technology empowerment and learners' media literacy.

The findings revealed that teachers demonstrated a high level of technology empowerment, particularly in digital skills, access to technology, instructional integration, and confidence in using digital tools. Learners also exhibited a high level of media literacy in terms of accessing, analyzing, evaluating, and creating media content responsibly. No significant differences were found when respondents were grouped according to profile variables. However, the study revealed a significant positive relationship between teachers' technology empowerment and learners' media literacy.

CONCLUSION

Based on the findings of the study, it was concluded that teachers' technology empowerment significantly influences learners' media literacy. Teachers who are more skilled, confident, and capable in using technology tend to foster higher levels of media literacy among learners. This indicates that the effective integration of technology into instruction enhances learners' ability to critically evaluate and responsibly use media content.

Therefore, strengthening teachers' digital empowerment is essential in improving learners' media literacy skills within a technology-driven educational environment. Enhancing teachers' competence in digital technologies and instructional integration can further support the development of learners' critical thinking and responsible media engagement.

DISCUSSION

The findings of the study suggest that teachers play a significant role in shaping learners' ability to navigate and critically engage with digital media. The high level of technology empowerment among teachers indicates that they are increasingly capable of integrating digital tools into their teaching practices, thereby enhancing instructional delivery and learner engagement.

Similarly, the high level of media literacy among learners reflects their ability to access and critically evaluate online information responsibly. The significant relationship between the two variables implies

that teachers' effective use of technology directly contributes to the development of learners' media literacy skills.

These findings support UNESCO (2021) and OECD (2020), which emphasized that teacher digital competence is essential in preparing learners for the demands of the information age. Overall, the study highlights the importance of continuous professional development programs that strengthen teachers' technological skills in order to further enhance learners' media literacy and critical thinking abilities.

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