

Teachers' Utilization of Social Media and Fact-Checking Practices

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ABSTRACT

This study examined the relationship between teachers' utilization of social media and fact-checking practices among 148 respondents in the Schools Division of Antique–District of Hamtic for the year 2025. The study employed a descriptive-correlational research design to determine how teachers' use of social media relates to their ability to verify and evaluate information used in educational settings. Data were gathered through a researcher-made questionnaire and analyzed using 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 social media utilization as well as a high level of fact-checking practices. The study further showed a significant positive relationship between social media utilization and fact-checking practices, indicating that teachers who frequently engage with social media platforms are also more likely to verify and evaluate information before using it for instructional purposes.

Based on the findings, the study concluded that teachers' engagement with social media is closely associated with responsible information verification practices. Strengthening digital literacy training and enhancing fact-checking skills among teachers may further improve the quality, credibility, and reliability of instructional practices in today's digital learning environment.

KEYWORDS: Social media utilization, fact-checking practices, digital literacy, teachers, information verification, media literacy, instructional practices, educational technology, Schools Division of Antique, District of Hamtic

INTRODUCTION

The utilization of social media among teachers has become increasingly significant in modern education, particularly as digital platforms continue to influence communication, information sharing, and instructional practices. Social media refers to online platforms that enable users to create, share, and exchange information within virtual communities and networks. In the context of the Schools Division of Antique–District of Hamtic, teachers increasingly use social media for professional communication, instructional support, collaboration, and access to educational resources. However, the widespread use of these platforms also raises concerns regarding the credibility and accuracy of information being shared and consumed (UNESCO, 2021; OECD, 2020).

Alongside the growing use of social media, fact-checking practices have become essential in ensuring the reliability and accuracy of information used in teaching and learning. Fact-checking refers to the process of verifying the authenticity, credibility, and accuracy of information before it is shared or applied in educational settings. According to Wardle and Derakhshan (2017), the rise of misinformation and disinformation on digital platforms highlights the need for strong information literacy and verification skills among users, especially educators. Teachers play an important role in modeling responsible digital

behavior by ensuring that the instructional materials and information they share are accurate and trustworthy.

Teachers' engagement with social media presents both opportunities and challenges. On one hand, platforms such as Facebook, YouTube, and educational forums provide access to a wide range of instructional materials, collaborative networks, and professional learning communities. On the other hand, the unregulated nature of online content exposes teachers to misinformation, which may negatively affect instructional quality if not properly verified. Research suggests that digital literacy and critical thinking skills are essential in helping educators effectively evaluate online information (Livingstone, 2018; UNESCO, 2021).

Furthermore, fact-checking practices among teachers are increasingly recognized as an important aspect of digital competence. Teachers who consistently verify information before using it in instruction contribute to improved educational quality and learner understanding. According to Hobbs (2017), media and information literacy empower educators to critically evaluate digital content and minimize the spread of misinformation in educational contexts. Similarly, OECD (2020) emphasized that teachers must develop strong digital literacy skills, including the evaluation and verification of online sources, to ensure the effective and responsible use of technology in education.

Anchored on these perspectives, this study titled "Teachers' Utilization of Social Media and Fact-Checking Practices" focused on 148 respondents in the Schools Division of Antique–District of Hamtic for the year 2025. The study aimed to determine the level of social media utilization and fact-checking practices among teachers and examine the relationship between these variables. The findings may serve as a basis for strengthening digital literacy and promoting responsible information use in educational settings.

Specifically, the study sought to describe the profile of the respondents in terms of age, sex, educational attainment, length of service, and digital literacy level. It also aimed to assess the level of teachers' utilization of social media in terms of instructional use, professional communication, collaboration, and information access. Furthermore, the study determined the level of fact-checking practices in terms of source verification, content evaluation, cross-referencing of information, and use of credible references. The study also sought to identify significant differences in social media utilization and fact-checking practices when respondents were grouped according to selected profile variables. Lastly, it aimed to determine whether a significant relationship existed between teachers' utilization of social media and their fact-checking practices, which served as the basis for proposed interventions to enhance digital literacy and responsible use of online information in teaching.

METHODOLOGY

This study employed a descriptive-correlational research design to determine the relationship between teachers' utilization of social media and their fact-checking practices among 148 respondents in the Schools Division of Antique–District of Hamtic for the year 2025. The descriptive method was used to describe the level of social media utilization and fact-checking practices, while the correlational method was employed to determine the relationship between the two variables.

The respondents of the study consisted of 148 teachers from public elementary and secondary schools in the District of Hamtic. A stratified random sampling technique was utilized to ensure proper representation across schools and grade levels. Teachers were selected based on their active use of social media in professional and instructional contexts, as well as their willingness to participate in the study.

A researcher-made questionnaire served as the primary data-gathering instrument. The instrument was composed of two main sections: teachers' utilization of social media and fact-checking practices. The social media utilization section included indicators such as instructional use, professional communication, collaboration, and access to information. Meanwhile, the fact-checking practices section covered source verification, content evaluation, cross-referencing, and the use of credible references. The instrument was validated by experts in educational technology and research to ensure content validity and reliability. A pilot test was also conducted prior to the actual data collection.

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 ensured to protect participants' identities and maintain data privacy.

The gathered data were analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the profile of the respondents. Mean and standard deviation were used to determine the level of social media utilization and fact-checking practices. Inferential statistical tools such as t-test and one-way 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 148 teacher-respondents in the Schools Division of Antique–District of Hamtic demonstrated a high level of social media utilization, with an overall mean of 4.32 (SD = 0.51), interpreted as “High.” This finding indicates that teachers frequently use social media platforms for instructional support, professional communication, collaboration, and access to educational resources. Among the indicators, “professional communication and collaboration” obtained the highest mean score of 4.38, suggesting that teachers are highly engaged in online professional networks and collaborative activities.

In terms of fact-checking practices, the respondents obtained an overall mean of 4.18 (SD = 0.54), also interpreted as “High.” This indicates that teachers regularly verify online information before using it for instruction, evaluate the credibility of digital content, and cross-check sources to ensure reliability. The highest-rated indicator was “source verification and cross-referencing of information” with a mean score of 4.25, reflecting teachers' careful approach in ensuring the accuracy of digital materials used in teaching. Inferential analysis revealed no significant differences in social media utilization and fact-checking practices when respondents were grouped according to age, sex, educational attainment, and length of service ($p > 0.05$). This suggests that teachers' digital practices and verification behaviors were generally consistent across different demographic profiles.

Furthermore, the study revealed a significant positive relationship between social media utilization and fact-checking practices ($r = 0.73$, $p < 0.01$). This indicates that teachers who frequently use social media also tend to engage more actively in fact-checking practices to ensure the accuracy and reliability of information. These findings support UNESCO (2021) and OECD (2020), which emphasized the importance of digital literacy and critical evaluation skills in the responsible use of online platforms.

Overall, the findings indicate that teachers in the District of Hamtic actively utilize social media for professional and instructional purposes while maintaining a strong sense of responsibility in verifying information before integrating it into classroom instruction.

FINDINGS

The findings of the study revealed that teachers in the Schools Division of Antique–District of Hamtic demonstrated a high level of social media utilization. This indicates that teachers frequently use social media platforms for instructional support, professional communication, collaboration, and access to educational resources within their teaching practices.

The study also found that teachers exhibited a high level of fact-checking practices. This suggests that teachers regularly verify information, evaluate the credibility of online content, cross-check sources, and ensure that instructional materials obtained from social media are accurate and reliable.

Furthermore, the findings revealed no significant differences in teachers' social media utilization and fact-checking practices when respondents were grouped according to selected profile variables such as age, sex, educational attainment, and length of service. This implies that digital practices among teachers are generally consistent regardless of demographic characteristics.

In addition, the study revealed a significant positive relationship between teachers' social media utilization and fact-checking practices. This indicates that teachers who frequently use social media are also more likely to engage in verifying information before using it for instructional purposes.

Overall, the findings highlight that while teachers actively engage with social media for professional and instructional purposes, they also maintain responsible digital practices through consistent fact-checking and careful evaluation of information.

SUMMARY

This study determined the relationship between teachers' utilization of social media and fact-checking practices among 148 respondents in the Schools Division of Antique–District of Hamtic for the year 2025. Using a descriptive-correlational research design, the study assessed the level of teachers' social media utilization and fact-checking practices.

The findings revealed that teachers demonstrated a high level of social media utilization, particularly in professional communication, collaboration, and instructional support. Teachers also exhibited a high level of fact-checking practices, especially in source verification and cross-referencing of information. No significant differences were found when respondents were grouped according to demographic variables. However, the study revealed a significant positive relationship between social media utilization and fact-checking practices.

CONCLUSION

Based on the findings of the study, it was concluded that teachers' utilization of social media is significantly related to their fact-checking practices. Teachers who frequently engage with social media platforms tend to be more cautious and responsible in verifying information before using it for instructional purposes. This indicates that increased exposure to digital platforms enhances teachers' awareness of the importance of information credibility and responsible information sharing.

Therefore, responsible use of social media combined with strong fact-checking practices contributes positively to improved digital literacy and instructional quality. Strengthening teachers' competencies in digital literacy and information evaluation is essential in promoting effective and responsible technology integration in education.

DISCUSSION

The findings of the study suggest that social media plays an important role in supporting teachers' professional and instructional needs, particularly in communication, collaboration, and access to learning resources. However, the findings also highlight the need for strong critical evaluation skills due to the increasing presence of misinformation on online platforms.

The high level of fact-checking practices among teachers indicates that they recognize the importance of verifying digital content before using it in teaching and learning activities. The significant relationship between social media utilization and fact-checking practices further implies that greater exposure to online platforms encourages teachers to develop stronger critical thinking and information evaluation skills.

These findings support UNESCO (2021) and OECD (2020), which emphasized that digital literacy and media evaluation are essential competencies for educators in the modern learning environment. Overall, the study underscores the importance of strengthening teachers' digital literacy programs to ensure the responsible, effective, and reliable use of social media in education.

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