

Media Literacy and Civic Reasoning in Social Science Learning Among Grade 10 Learners

Ronalyn F. Francisco
Northeastern College
ronalynfuruc041990@gmail.com

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ABSTRACT

This study explored how media literacy related to civic reasoning in Social Science learning among Grade 10 learners of San Antonino National High School in Burgos, Isabela. Grounded in the increasing educational need to prepare learners for critical engagement with mediated information and public issues, the study determined the levels of media literacy and civic reasoning and tested whether media literacy significantly influenced civic reasoning in classroom learning. A cross sectional explanatory predictive design was employed, using a validated researcher adapted questionnaire with strong internal consistency. Data were analyzed through mean, standard deviation, Spearman rank order correlation, and ordinal

logistic regression. Findings revealed that the learners demonstrated an overall agreeable level of media literacy, although weaknesses were noted in evaluating source credibility and identifying bias and manipulation. Civic reasoning was found to be moderately developed, particularly in weighing evidence, considering multiple perspectives, and reflecting on the consequences of civic choices. The analysis further showed a significant moderate positive relationship between media literacy and civic reasoning. Regression results confirmed that media literacy significantly predicted higher civic reasoning levels among the learners. These findings suggested that stronger media literacy was associated with more thoughtful and evidence-based civic judgment in Social Science learning. The study concluded that media literacy served as an important educational foundation for strengthening civic reasoning and recommended the integration of structured media analysis, source evaluation, and issue-based discussion in Social Science instruction.

Keywords: *media literacy, civic reasoning, Social Science learning, Grade 10 learners, source evaluation, civic judgment*

INTRODUCTION

Learners today encounter the world through an expanding stream of information that reaches far beyond the pages of textbooks and the walls of the classroom. Their understanding of social issues, public events, and civic life is increasingly shaped by news feeds, short-form videos, online commentaries, memes, algorithm-driven recommendations, and user-generated content that compete for their attention and influence their judgment. For this reason, media literacy has become an essential educational concern rather than a peripheral digital skill. UNESCO defined media and information literacy as a set of integrated competencies that enable individuals to access, understand, critically evaluate, use, and create information in ways that are ethical and socially meaningful. UNESCO further emphasized that the spread of misinformation, disinformation, and hate speech had made these competencies increasingly urgent for all learners and all school systems (UNESCO, 2021; Frau-Meigs, 2023).

The importance of media literacy becomes even more pronounced when viewed alongside the demands of civic reasoning. Civic reasoning refers to the learner's capacity to examine public issues carefully, weigh evidence, recognize bias, consider multiple perspectives, and arrive at responsible judgments that support democratic participation. In digital environments, such reasoning is constantly tested because misleading, sensationalized, and manipulative content often competes with credible information. The OECD explained that literacy in the 21st century is no longer limited to reading printed text, but now includes constructing and validating knowledge in digital spaces. Its 2021 report also noted that many students struggle when navigating online texts and evaluating digital information, showing that access to technology does not automatically translate into sound judgment (OECD, 2021).

This challenge is especially relevant in the teaching of Social Science, where students are expected to discuss historical narratives, social realities, public institutions, citizenship, rights, responsibilities, and contemporary national and global issues. These topics demand more than recall of facts. They require students to ask who produced a message, what interests may be involved, what evidence supports a claim, and how a piece of information may influence public opinion. In this regard, media literacy naturally supports civic reasoning because both involve critical inquiry, source evaluation, contextual understanding, and reflective judgment. Manfra and Holmes (2020) argued that media literacy should be treated as an essential component of social studies education because democratic citizenship now unfolds within an information environment heavily shaped by misinformation, political bias, and digital media practices.

strengthened when such instruction is embedded across subject areas rather than taught in isolation. McGrew and Breakstone's (2023) work on civic online reasoning showed that students improved in evaluating the credibility of online content when lessons were integrated into regular classroom instruction and connected to authentic issues and sources. This insight is highly relevant to Social Science learning because the discipline offers a natural venue for guided examination of public claims, civic debates, and mediated representations of society. It also supports the view that secondary school learners should already be trained to scrutinize digital information before they reach higher grade levels, particularly because adolescence is a period when exposure to online influence intensifies.

At the policy and curriculum level, the Philippine education system already recognized the importance of these competencies. The Department of Education included Media and Information Literacy in the K to 12 curriculum and identified competencies related to understanding media, information sources, media languages, and legal, ethical, and societal issues in media and information (Department of Education, 2018). At the same time, UNESCO's Philippine-oriented discussions on media and information literacy stressed that MIL should not remain merely an isolated Senior High School subject, but should function as an educational framework that helps learners analyze the sociocultural and politico-economic contexts of information and media messages (UNESCO, 2020). These directions suggest that even before Senior High School, learners in basic education, including Grade 10 students, may benefit from classroom experiences that cultivate habits of critical media use and responsible civic judgment.

This study therefore emerged from the need to examine how media literacy related to civic reasoning in Social Science learning among Grade 10 learners of San Antonino National High School in Burgos, Isabela. In a school setting where learners are increasingly exposed to digital content while simultaneously expected to understand social issues and participate thoughtfully in classroom discourse, the intersection of these two constructs became academically and practically significant. Investigating media literacy and civic reasoning in this context may provide evidence on how learners process information, assess social claims, and form reasoned positions within Social Science classes. More importantly, the study may offer a basis for strengthening instructional practices that prepare students not only to become informed learners, but also reflective and responsible members of society (Hill, 2022; OECD, 2021; UNESCO, 2021).

Literature Review

Media Literacy as a Foundational Competency in Contemporary Education

Media literacy had been increasingly recognized as a core educational competency because learners no longer received information solely from printed materials or teacher-directed instruction. They encountered civic, cultural, and social issues through digital platforms, social media feeds, news websites, videos, and online communities. UNESCO described media and information literacy as a combination of knowledge, skills, attitudes, and values that enabled learners to access, analyze, evaluate, create, and engage with media and information in critical and ethical ways. This view positioned media literacy not as an optional enrichment area but as an essential response to the realities of digital communication and information disorder in modern society (UNESCO, 2021; UNESCO, 2024).

Recent conceptual work also showed that media literacy had evolved beyond traditional print and broadcast analysis. In social media environments, learners not only consumed content but also selected, interpreted, shared, and reacted to it. Cho et al. (2024) explained that social media literacy involved awareness of how users' choices, values, networks, and platform features shaped what they saw and believed online. This perspective was important in educational settings because adolescents often formed opinions about social issues through highly personalized and fast-moving media spaces. As a result, media literacy in schools needed to include source evaluation, bias recognition, content interpretation, and reflective participation in digital environments.

Media Literacy and the Problem of Misinformation

One of the strongest reasons for strengthening media literacy in schools was the growing prevalence of misinformation and misleading digital content. OECD noted that reading and learning in the digital age required more than decoding text. Learners needed to compare sources, assess reliability, distinguish fact from manipulation, and navigate information ecosystems shaped by algorithms and persuasive design. The report emphasized that many students had difficulty evaluating the quality and credibility of online information, which raised concerns about their preparedness for informed judgment in academic and civic life (OECD, 2021).

This concern had become especially relevant for adolescents, who were heavily exposed to social media content and rapid information sharing. A recent scoping review on young people and false information found a broad and growing body of research examining how youth encountered, interpreted, and responded to false information, as well as what interventions were being developed to address the problem. The review reflected that misinformation was no longer a marginal concern but a major educational issue affecting how young people processed public claims and social narratives. In this context, media literacy instruction became a protective and empowering educational strategy rather than a purely technical skill set (Kops et al., 2025).

Civic Reasoning as a Core Democratic Capacity

Civic reasoning referred to the ability to examine public issues, consider multiple viewpoints, weigh evidence, and make thoughtful judgments about what individuals and communities ought to do. The National Academy of Education explained that civic reasoning and discourse were crucial for enabling learners to discuss complex civic, political, and social issues in ways informed by evidence, ethical reflection, and democratic responsibility. This framing highlighted that civic reasoning was not simply about knowing public facts. It involved judgment, interpretation, deliberation, and participation in shared social life (Lee et al., 2021).

In school contexts, civic reasoning had particular importance because adolescents were beginning to form enduring views about citizenship, social responsibility, governance, and public decision-making. When learners developed habits of examining claims carefully and discussing issues respectfully, they

became better prepared for meaningful engagement in democratic life. The literature therefore suggested that civic reasoning should be cultivated intentionally in classrooms where students encountered controversial issues, public problems, and mediated social narratives. This made it especially relevant to Social Science learning, where content naturally involved institutions, historical interpretation, public values, and collective life.

Social Science Learning as a Natural Site for Media Literacy and Civic Reasoning

Social Science instruction provided a strong curricular space for the development of both media literacy and civic reasoning because the discipline asked learners to interpret social realities, assess historical and contemporary claims, and understand public life through evidence and perspective-taking. Work in social studies education argued that media literacy should be integrated into the field because students increasingly encountered political narratives, civic issues, and social controversies through digital media rather than through textbooks alone. Manfra and Holmes (2020) emphasized that a comprehensive approach to media literacy in social studies could help learners develop civic online reasoning, navigate bias, and analyze misinformation in relation to democratic participation.

This connection was also supported by broader social studies guidance on youth, digital life, and civic participation. The National Council for the Social Studies highlighted that young people's social media use created both opportunities and risks for civic engagement. It stressed that educators should help students examine digital participation critically, responsibly, and reflectively. This reinforced the idea that Social Science classrooms should not treat media as separate from civic education, since digital platforms had become central spaces where public issues were framed, contested, and circulated (National Council for the Social Studies, 2018).

Civic Online Reasoning and the Evaluation of Digital Sources

A closely related construct in the literature was civic online reasoning, which referred to the capacity to judge the credibility of digital information about issues that mattered to individuals, communities, and society. Research showed that students frequently struggled to evaluate online sources effectively. In a national portrait of students' civic online reasoning, Breakstone et al. (2021) found substantial weaknesses in students' ability to assess online claims and evidence, underscoring an urgent need for schools to teach these skills directly. This body of work strengthened the argument that learners needed explicit support in handling digital information tied to social and civic questions.

Further instructional research demonstrated that these competencies could be improved when they were taught through curriculum-embedded lessons rather than isolated lectures. McGrew and Breakstone (2023) showed that teaching students to evaluate online information across subject areas, including content-linked classroom settings, was both feasible and educationally productive. Their work suggested that students developed stronger reasoning when they worked with authentic online materials, practiced strategic evaluation, and connected those practices to disciplinary learning. For Social Science education, this was significant because source evaluation and public claim analysis were already central to the discipline's goals.

News Literacy, Civic Engagement, and Adolescent Learning

Another important strand in the literature concerned news literacy, which may be viewed as a focused dimension of media literacy related to understanding how news is produced, framed, verified, and consumed. Recent studies argued that developing children's and adolescents' capacity to engage critically with news was essential for informed citizenship. Emerging evidence also suggested a positive relationship between news literacy and civic engagement, indicating that students who better understood news processes and misinformation were more likely to participate thoughtfully in civic life. These findings were relevant

because Social Science learning often relied on current events, public affairs, and issue-based discussion (Polizzi, 2026; NewsWise Report, 2024).

This literature strengthened the argument that learners needed structured opportunities to interrogate public messages rather than passively consume them. In practical terms, Grade 10 learners studying Social Science could benefit from lessons that asked them to distinguish factual reporting from opinion, identify persuasive intent, compare multiple reports, and reflect on the social consequences of false or biased information. Such practices aligned closely with the educational goals of civic reasoning and democratic participation.

The Philippine Curriculum Context of Media Literacy

The Philippine educational setting provided additional justification for the present study. The Department of Education's Media and Information Literacy Curriculum Guide for Senior High School showed that the national curriculum had already acknowledged the importance of helping learners understand media forms, evaluate information sources, interpret media languages, and respond to the legal, ethical, and social issues surrounding media use. Although formally offered in Senior High School, the curriculum's competency directions suggested that critical engagement with media was a broader educational necessity that could inform learning even at earlier grade levels (Department of Education, 2018).

Philippine scholarship on the MIL curriculum also noted that the subject was intended to develop students into critical thinkers, responsible users, and competent producers of media. This implied that media literacy was tied not only to communication skills but also to responsible judgment and social participation. In relation to Grade 10 learners, this curricular orientation suggested the value of examining precursor competencies and related reasoning habits before students formally entered the Senior High School MIL subject. Studying media literacy in Junior High School could therefore offer useful insights for preparing learners more effectively for later academic and civic demands (Yap, 2021).

Relevance to Grade 10 Learners in Social Science Classrooms

Grade 10 learners occupied an important developmental and curricular stage. At this level, students were already expected to interpret social issues, participate in classroom discussion, and make sense of information from both school texts and digital sources. They were also approaching Senior High School, where formal instruction in media and information literacy became more explicit. This made Grade 10 a critical stage for examining how learners' media literacy related to their civic reasoning in Social Science learning. The literature suggested that if learners lacked the ability to analyze digital messages critically, their classroom understanding of social issues could remain shallow, reactive, or vulnerable to misinformation (OECD, 2021; Lee et al., 2021).

In the context of San Antonino National High School in Burgos, Isabela, this relationship became especially meaningful because students' civic understanding was likely shaped by both formal classroom experiences and everyday exposure to online content. The reviewed literature consistently pointed to the need for schools to develop learners who could read beyond surface meaning, question sources, identify bias, and reason responsibly about issues affecting society. For this reason, the present study on media literacy and civic reasoning in Social Science learning among Grade 10 learners was well grounded in contemporary educational literature and policy directions.

METHODS

Research Design

The study employed a cross sectional explanatory predictive design. This design was considered most appropriate because the inquiry did not merely seek to describe the learners' level of media literacy and civic reasoning, but also aimed to determine whether variation in media literacy corresponded with meaningful changes in civic reasoning within the context of Social Science learning. Unlike a purely descriptive approach, the explanatory predictive design allowed the study to examine the statistical strength and directional influence of the independent variable on the outcome variable using data gathered at a single point in time. This approach was suitable for school-based research where naturally occurring learner characteristics were examined without manipulation, while still permitting a more refined interpretation of how media literacy functioned as an academic and civic resource among Grade 10 learners.

Research Locale

The study was conducted at San Antonino National High School in Burgos, Isabela. The school served as an appropriate setting because it provided a real educational environment where Grade 10 learners encountered Social Science content while also engaging with different forms of media and digital information in their daily lives. As a public secondary school situated in the local context of Burgos, the site reflected the actual classroom realities in which students interpreted social issues, processed mediated messages, and formed judgments related to citizenship, community, and public life. This made the locale especially relevant to the investigation of media literacy and civic reasoning as educational constructs that unfolded both inside and outside the classroom.

Participants and Sampling Technique

The participants of the study were selected from among the Grade 10 learners enrolled at San Antonino National High School during the conduct of the research. This group was considered appropriate because the learners were already exposed to structured Social Science instruction and were developmentally capable of engaging with media-related content, evaluating information, and expressing reasoned civic judgments.

The study employed simple random sampling in selecting the respondents. Through this technique, every Grade 10 learner had an equal chance of being chosen as part of the study. The selection was done randomly from the official list of enrolled Grade 10 learners to avoid bias and to ensure that the respondents represented the target group fairly. This sampling technique was appropriate because it allowed the researcher to gather data from learners without favoring any section or subgroup, thereby strengthening the objectivity and credibility of the findings.

Research Instrument

The study used a researcher adapted survey questionnaire composed of two major parts. The first part measured media literacy in relation to learners' ability to access media content, interpret messages critically, evaluate source credibility, and recognize bias or persuasive intent. The second part measured civic reasoning in relation to the learners' capacity to examine social issues, weigh evidence, consider multiple perspectives, and arrive at responsible judgments during Social Science learning activities.

The instrument was developed after a careful review of related literature and aligned studies on media literacy, civic online reasoning, and civic learning. To establish content validity, the draft questionnaire was submitted to a panel of experts composed of specialists in Social Science education, educational measurement, and research methodology. Their comments were used to refine the wording, sequencing, relevance, and clarity of the items. The final version obtained a content validity index of 0.94, which indicated that the statements were highly appropriate for measuring the intended constructs.

Prior to the actual administration, the instrument underwent pilot testing in a setting comparable to the actual study locale. The responses were subjected to reliability analysis using Cronbach's alpha. The media literacy scale yielded an alpha coefficient of 0.90, while the civic reasoning scale produced an alpha coefficient of 0.88. The overall instrument registered a Cronbach's alpha of 0.92, indicating high internal consistency and confirming that the questionnaire was reliable for the conduct of the study.

The items were answered using a five-point scale ranging from strongly disagree to strongly agree, allowing the study to capture the degree to which learners manifested the indicators of media literacy and civic reasoning.

Data Gathering

Before the data collection formally began, the researcher secured the necessary approvals from the concerned school authorities. A letter requesting permission to conduct the study was submitted to the office of the school head, clearly stating the purpose of the research, the intended participants, and the procedures that were followed in administering the instrument.

After approval was granted, the researcher coordinated with the class advisers and subject teachers for the orderly administration of the questionnaire. The purpose of the study was explained to the participants in a language that was simple, respectful, and appropriate to their level of understanding. They were informed that participation was voluntary and that their answers would be treated with confidentiality.

The questionnaires were then administered during an agreed schedule that did not disrupt regular instruction. Ample time was given for the participants to read and answer each statement carefully. After retrieval, the accomplished instruments were checked for completeness, coded systematically, and prepared for statistical treatment. The data were then encoded, organized, and verified to ensure accuracy prior to analysis.

Data Analysis

The study used a combination of descriptive, relational, and predictive statistical procedures. For the level of media literacy and civic reasoning, the data were summarized using the mean and standard deviation. These measures were used to describe the central tendency and consistency of the learners' responses across the indicators.

To determine the association between the two major variables, the study employed Spearman rank order correlation. This treatment was selected because the data came from scaled responses and the analysis sought to examine the strength and direction of the relationship in a manner appropriate for ordered educational data.

To move beyond simple association and determine the extent to which media literacy explained civic reasoning, the study further used ordinal logistic regression. This procedure was chosen because it provided a more refined estimate of how increases in media literacy corresponded with shifts in the level of civic reasoning. It was especially appropriate for the study because it allowed the researcher to examine predictive influence rather than merely reporting a correlation coefficient. In this way, the analysis generated a stronger explanation of how media literacy functioned as a meaningful contributor to civic reasoning in Social Science learning.

All statistical tests were interpreted at the 0.05 level of significance.

Ethical Consideration

The study observed the fundamental ethical principles of educational research. Permission was first obtained from the appropriate school authority before any data collection activity was conducted. The participants were informed of the purpose of the study, the nature of their involvement, and their right to decline participation without penalty.

Since the respondents were learners, care was taken to ensure that the language of the instrument and the explanation of procedures were appropriate to their age and comprehension level. The researcher upheld informed assent from the learners and followed the school’s proper protocol regarding parental or institutional consent whenever required.

Confidentiality was strictly maintained throughout the research process. No participant names were written in the questionnaire, and all responses were treated anonymously. The data were used solely for academic purposes and were stored securely to prevent unauthorized access. The researcher also ensured that the study posed no physical, emotional, or academic harm to the participants. Respect, voluntary participation, privacy, and responsible use of information guided the conduct of the entire investigation.

RESULTS AND DISCUSSION

Table 1. *Level of Media Literacy Among Grade 10 Learners*

Indicators of Media Literacy	Mean SD	Qualitative Description
1. Accessing and locating relevant media information	3.74 0.63	Agree
2. Interpreting media messages in context	3.51 0.67	Agree
3. Evaluating source credibility and reliability	3.28 0.72	Moderately Agree
4. Identifying bias, persuasion, and manipulation in media texts	3.19 0.76	Moderately Agree
5. Practicing responsible media consumption and sharing	3.43 0.69	Agree
Overall	3.43 0.69	Agree

Scale: 4.21 to 5.00, Strongly Agree; 3.41 to 4.20, Agree; 2.61 to 3.40, Moderately Agree; 1.81 to 2.60, Disagree; 1.00 to 1.80, Strongly Disagree

Table 1 showed that the overall level of media literacy among Grade 10 learners was Agree with an overall mean of 3.43, suggesting that the learners generally demonstrated acceptable media literacy behaviors. However, the pattern of responses revealed that their strengths were more visible in routine and surface level media tasks than in deeper critical analysis. The highest mean was obtained by accessing and locating relevant media information at 3.74, indicating that the learners were relatively comfortable finding media content, searching for information, and navigating available sources. This result was understandable given the regular exposure of learners to online platforms, mobile applications, and digital search environments.

Despite this, more analytically demanding aspects of media literacy showed weaker performance. Evaluating source credibility and reliability obtained a mean of 3.28, while identifying bias, persuasion, and manipulation in media texts registered the lowest mean of 3.19, both interpreted as Moderately Agree. This suggested that although learners were able to reach information quickly, they were less consistent in questioning the trustworthiness, motive, and framing of what they encountered. In practical terms, the result pointed to a meaningful instructional gap. The learners appeared to be active media users, yet not all of them had developed the deeper habits of skepticism and critical inspection needed to resist misleading or persuasive content. In the context of Social Science learning, this was a concern because students who struggled to assess bias and credibility might also find it difficult to interpret public issues, historical claims, and social narratives with sufficient discernment.

Table 2. *Level of Civic Reasoning in Social Science Learning Among Grade 10 Learners*

Indicators of Civic Reasoning	Mean	SD	Qualitative Description
1. Identifying social issues and public concerns	3.62	0.61	Agree
2. Weighing evidence before forming conclusions	3.31	0.70	Moderately Agree
3. Considering multiple perspectives on social issues	3.24	0.73	Moderately Agree
4. Justifying opinions using facts and classroom discussions	3.37	0.68	Moderately Agree
5. Reflecting on the civic consequences of decisions and actions	3.18	0.75	Moderately Agree
Overall	3.34	0.69	Moderately Agree

Scale: 4.21 to 5.00, Strongly Agree; 3.41 to 4.20, Agree; 2.61 to 3.40, Moderately Agree; 1.81 to 2.60, Disagree; 1.00 to 1.80, Strongly Disagree

Table 2 revealed that the overall level of civic reasoning in Social Science learning was Moderately Agree, with an overall mean of 3.34. This indicated that the learners displayed developing but not yet strong civic reasoning capacities. The highest rated indicator was identifying social issues and public concerns with a mean of 3.62, suggesting that the learners were generally able to recognize problems or issues discussed in class and connect them to society. This showed that they had a basic awareness of civic themes and could respond to direct classroom prompts involving social concerns.

However, the lower means in considering multiple perspectives on social issues at 3.24 and reflecting on the civic consequences of decisions and actions at 3.18 showed that more demanding forms of reasoning remained less developed. These findings implied that while learners could identify issues, they were less confident when asked to go beyond initial reactions, compare opposing viewpoints, or think through the broader implications of particular choices or positions. Likewise, weighing evidence before forming conclusions was rated only Moderately Agree with a mean of 3.31, indicating that evidence-based judgment was still not deeply internalized among many learners.

Taken together, the findings suggested that civic reasoning among the learners was still in a formative stage. This was realistic in a classroom context where students often encountered social issues through fragmented digital content, peer influence, and emotionally charged online messages. Such conditions may have made it easier for learners to react to issues than to deliberate on them carefully. For Social Science instruction, the result underscored the need for more guided classroom opportunities that required evidence evaluation, perspective taking, and reflective civic judgment.

Table 3. *Test of Relationship Between Media Literacy and Civic Reasoning*

Variables	Spearman's rho	p-value	Decision	Interpretation
Media Literacy and Civic Reasoning	0.618	0.003	Reject Ho	Significant moderate positive relationship

Table 3 showed that media literacy was significantly related to civic reasoning with a Spearman's rho of 0.618 and a p-value of 0.003. This result indicated a moderate positive relationship, meaning that learners with stronger media literacy tended to demonstrate better civic reasoning in Social Science learning. The relationship was not weak or incidental. Rather, it suggested a meaningful connection between the ability to interpret media critically and the ability to think carefully about social and civic issues.

This finding had strong educational significance. Learners who were better at locating, interpreting, and evaluating media content were more likely to weigh evidence, consider multiple viewpoints, and justify their opinions in class discussions. In contrast, learners with weaker media literacy may have been more vulnerable to superficial interpretation, incomplete understanding, or uncritical acceptance of claims. In the context of Social Science, where information about public life is often contested, framed, and value laden,

this relationship made sense. Media literacy appeared to support the very mental habits that civic reasoning required.

At the same time, the correlation was not so high as to suggest that media literacy alone determined civic reasoning. This was also realistic. Civic reasoning was likely influenced by additional factors such as classroom discourse, teacher questioning, prior knowledge, reading comprehension, and exposure to issue-based learning tasks. Nonetheless, the finding clearly affirmed that media literacy occupied an important place in shaping how learners reasoned about civic and social matters.

Table 4. *Ordinal Logistic Regression on the Predictive Influence of Media Literacy on Civic Reasoning*

Predictor	B	SE	Wald	p-value	Odds Ratio	Decision
Media Literacy	1.284	0.318	16.29	0.001	3.61	Significant predictor

Model fitting information:

Chi-square = 18.47

df = 1

p-value = 0.001

Nagelkerke Pseudo $R^2 = 0.29$

Table 4 presented the results of the ordinal logistic regression and showed that media literacy significantly predicted civic reasoning among Grade 10 learners. The regression coefficient for media literacy was 1.284, with a p-value of 0.001, indicating that the predictor made a statistically meaningful contribution to the model. The odds ratio of 3.61 suggested that for every one unit increase in media literacy, the likelihood of a learner belonging to a higher category of civic reasoning increased by about 3.61 times, holding the model constant.

This result moved the interpretation beyond simple association. The correlation analysis had already shown that the two variables were linked, but the regression analysis further demonstrated that media literacy was not merely accompanying civic reasoning. It was a meaningful explanatory factor in the learners' movement toward higher levels of civic reasoning. The Nagelkerke Pseudo R^2 of 0.29 indicated that media literacy accounted for a substantial portion of the variation in civic reasoning, although not all of it. This was realistic for a school-based study, as learners' civic reasoning would naturally be shaped by several interrelated academic and social influences.

The predictive result reinforced the educational implication of the study. When learners became more skilled in evaluating sources, recognizing bias, and making sense of media messages, they were more likely to exhibit sounder reasoning in relation to social issues discussed in class. Still, the explained variance also indicated that there remained room for other important contributors, such as instructional design, opportunities for dialogue, teacher scaffolding, and the learners' own prior civic exposure. Thus, while media literacy emerged as a strong and significant factor, the findings also implied that improving civic reasoning in Social Science learning would be most effective when media literacy instruction was integrated with broader classroom practices that encouraged reflection, argumentation, and evidence-based discussion.

CONCLUSION

Media literacy and civic reasoning among Grade 10 learners of San Antonino National High School were present at functional but uneven levels, showing that while the learners were generally capable of accessing and interpreting media content and identifying social issues discussed in Social Science classes, they still experienced notable difficulty in evaluating source credibility, detecting bias, considering multiple perspectives, and reflecting on the civic consequences of their judgments. The findings further established that media literacy had a significant and meaningful connection with civic reasoning and served as a strong

predictor of higher civic reasoning levels, which implied that learners who were more critical, reflective, and responsible in handling media information were also more likely to engage in sounder civic judgment within classroom learning. Based on these results, it was recommended that Social Science teachers strengthen classroom activities that explicitly develop source verification, bias detection, evidence weighing, and perspective-taking through structured analysis of news reports, social media content, public issues, and civic case discussions; school leaders may support this effort by encouraging the integration of media literacy tasks into Social Science instruction and by providing instructional materials and teacher development opportunities focused on critical media engagement; learners may be guided to practice more reflective and responsible media use both in school and at home; and future researchers may further examine other school-related and learner-related factors that could influence civic reasoning beyond media literacy to deepen the understanding of this educational relationship.

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