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Information Literacy Competency Standards Among the Students of Pangasinan State University – Open University Systems (PSU-OUS)

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Abstract *- This study was carried out to know and understand the information literacy competency standards among the students of Pangasinan State University – Open University Systems (PSU-OUS). Specifically, it aimed to know the extent of the acquisition of the information literacy competency standards of the students. The standards were adopted from the Association of College and Research Libraries (ACRL). The descriptive survey method was employed in the study. A five-point Likert type of questionnaire was used in gathering data. Percentages and weighted mean were used in analyzing and interpreting the data gathered.The study generated the following standards. The students have a high level of acquisition of the first standard of information literacy competency which is determining the nature and extent of the information needed. On the other hand, the students have a moderately high acquisition of the second, third and fourth standards which deal with accessing needed information effectively and efficiently; evaluating information and its sources critically and incorporating selected information into his or her knowledge base and value system; and applying new and prior information to the planning and creation of a particular product or performance. And lastly, the students have low acquisition of the fifth standard which deals with understanding many of the economic, legal, and social issues surrounding the use of information and accessing and using information ethically and legally.*

Keywords – Open University, Information Literacy Competency Standards, Information Literacy, Distance Learning Students

INTRODUCTION

Plato, a well-known Greek philosopher, states that "everything changes, nothing remains still." Because of man's ingenuity and technological advancements, the world is in flux.

In line with the above points of view, It is in the book Third Wave by Toffler that education in the future should help each to become capable of adapting to his constantly changing world [1]. This line of thought was supported by scholars when he said that education, to enable each learner to cope with rapid change, should provide him/her with a set of common adaptive skills, capability for continuous learning, responsible membership in the society, mental and physical health, creativity, informed participation in the economic world, use of accumulated knowledge, and ability to cope with change.

With the above lines of thinking, it is therefore imperative that education should prepare the young of today "for a world that is not yet with them." In addition to this, the Philippines is preparing itself for ASEAN integration. Hence, it must prepare its citizenry for their role in this endeavor.

To keep abreast of the changes in society, one of the skills that has to be acquired/developed by an individual is information literacy. While it is true that Filipinos are technology savvy and the Philippines is well-known as the texting capital of the world, the Philippine educational system is lagging behind in providing our learners the best tool to enable them to be

lifelong learners'; to be critical thinkers; to be excellent problem solvers; to be superior decision makers; and to acquire the ability to "learn how to learn" [2]. This ability to learn how to learn is a key characteristic of those who are information literate; those who know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them [3]. Fully aware that Filipino youths are still wanting with skills/tools to compete with their counterparts in other parts of the world, training on information literacy particularly in the learning process is very timely to address the issues concerning problems in literacy.

Information literacy (IL) refers to the set of skills required to locate, evaluate and use information effectively. These literacy skills are useful study skills that become essential as students progress to post-graduate level work. They also have wider benefits, encouraging students to become independent, lifelong learners, and enabling people to actively participate as citizens of the 'information society.' These skills are also recognized by employers as essential in the modern workplace. [4].

Today, information literacy has been an area of increasing interest to librarians and information professionals all over the world. It is a fact that cannot be denied that all nations around the globe observed that the continuing information explosion, the ever-changing educational processes, and global competition greatly affect the information seeking competencies of all individuals [5]. As a proof to this claim, Asian countries are also keeping abreast with the trend. Malaysia conceptualizes the need for developing the country in all dimensions with its main thrust as an information-rich society. The Malaysian higher education institutions are advised to produce graduates who are knowledgeable, well-rounded and balanced, giving greater emphasis on information technology knowledge [5]. In the Philippines, several literacy advocacies had been undertaken to promote the value of books and libraries, reading, and transfer of skills in almost all levels [5].

To support UNESCO's call for action during the United Nations Literacy Decade launched in Bangkok, Thailand in September 2003, Pres. Gloria M. Arroyo issued Proclamation No. 614 in 2004. This Act has commissioned the Literacy Coordinating Council (LCC) and the agencies from the private and government sectors involved in the promotion of literacy to provide the overall coordination in policy formulation and program implementation of all inter-agency activities to achieve the goals of the United Nations Literacy Decade [5].

Considering the importance of information literacy to progress and development, educating citizens to achieve information literacy is quickly becoming an important goal in any country. To attain this goal, the Association of Colleges and Research Library (ACRL) Standards Committee crafted the Standards for Literacy Information Competency for high school and college learners [6]. The Philippine Association of Academic and Research Librarians (PAARL), in which prestigious universities are members, is one of ACRL's affiliates. Among these universities are the University of the Philippines, Ateneo de Manila University, De La Salle University and the University of Sto. Tomas among others [7]. Pangasinan State University (PSU) is also a member of PAARL [8].

The crafted Information Literacy Competency Standards provides a framework for assessing the information literate individual in general [6]. It also extends the work of the information literacy advocates, thereby providing the education sector an opportunity to articulate its information literacy competencies at all levels. The competencies outline the process by which teachers, librarians, and others pinpoint specific indicators that identify a student as information literate.

The acquisition of the different information literacy competencies is deemed vital for every student. These will provide students with a framework for gaining control over how they

interact with information in their environment. It will help to sensitize them to the need to develop a metacognitive approach to learning, making them conscious of the explicit actions required for gathering, analyzing, and using information. Each student is expected to demonstrate all of the competencies described. However, not everyone can demonstrate them to the same level of proficiency or at the same speed [9].

Aware of the importance of acquiring these information literacy competencies and the knowledge that students acquire them at a different speed, the researcher deemed it vital to conduct a study that would determine the level of acquisition of PSU –OUS students of the different competencies. The findings of this study may serve as the sound basis for educational technocrats and school managers in making wise decisions along curricular redirections or enhancements in information literacy, especially in the learning process. Hence, this study is proposed.

STATEMENT OF THE PROBLEM

This study was sought to know the extent of acquisition of the information literacy standards in the learning process among Pangasinan State University Students – Open University Students (PSU-OUS). Specifically, it determined the level of acquisition among PSU-OUS students on the following information literacy standards: (Standard 1) Determines the nature and extent of the information needed; (Standard 2) Accesses needed information effectively and efficiently; (Standard 3) Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system; (Standard 4) Individually or as a member of a group, uses information effectively to accomplish a specific purpose; and (Standard 5) Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

MATERIALS AND METHOD

The descriptive method of research was used in the study. The descriptive research describes the existing conditions to be investigated. Descriptive research design is a valid method for researching specific subjects and as a precursor to more quantitative studies. While there are some valid concerns about the statistical validity, as long as the limitations are understood by the researcher, this type of study is an invaluable scientific tool [10].

In determining the respondents, total population sampling technique was used. Purposive sampling technique is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling [11]. The respondents are the students of PSU-OUS across all programs, namely: Doctor of Education major in Educational Management, Master of Arts in Education major in Educational Management and Instructional Leadership, Master of Science in Fisheries and Master in Development Management.

Quantitative data collection method is used in the study particularly web-based questionnaire thru google forms. Quantitative data collection methods are based on random sampling and structured data collection instruments. Findings of quantitative studies are usually easy to present, summarize, compare and generalize [12].

RESULTS AND DISCUSSION

Level of Acquisition of the Information Literacy of the Learning Process

(Standard 1) Determines the nature and extent of the information needed

Overall, the level of acquisition of the information literacy of the learning process in standard 1: determines the nature and extent of the information needed is high with an overall mean value of 3.52 as stated in Table 1.

Table 1

Level of Acquisition of the Information Literacy of the Learning Process
(Standard 1) Determines the Nature and Extent of the Information Needed

Indicators	Mean	Description
1. Confers with instructors and participates in class discussions, peer, workgroups, and electronic discussions to identify a research topic, workgroups, and electronic discussions to identify a research topic, or other information need.	4.60	Very High
2. Identifies key concepts and terms that describe the information	4.20	High
3. Knows how information is formally and informally produced, organized, and disseminated.	4.02	High
4. Explores general information sources to increase familiarity with the topic	3.67	High
5. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed.	3.60	High
6. Develops a thesis statement and formulates questions based on the information need.	3.55	High
7. Defines a realistic overall plan and timeline to acquire the needed information.	3.55	High
8. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context.	3.49	Moderately High
9. Defines or modifies the information need to achieve a manageable focus	3.47	Moderately High
10. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/ visual, book).	3.10	Moderately High
11. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical).	3.05	Moderately High
12. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline.	2.90	Moderately High
13. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound).	2.60	Moderately High
Total	3.52	High

Source: ACRL Information Literacy Competency Standards for Higher Education

In particular, the students have a very high level of the acquisition on *conferring with instructors and participating in class discussions, peer, workgroups, and electronic discussions to identify a research topic, workgroups, and electronic discussions to identify a research topic, or other information need with the mean rating of 4.60.* On the other hand, the students have high acquisition in *identifying key concepts and terms that describe the information, knowing how information is formally and informally produced, organized, and disseminated, exploring general information sources to increase familiarity with the topic, recognizing that knowledge can be organized into disciplines that influence the way information is accessed, developing a thesis statement and formulates questions based on the information need, defining a realistic overall plan and timeline to acquire the needed information* with the mean values of 4.20, 4.02, 3.67, 3.60, 3.55 and 3.55 respectively.

On the other hand, students have moderately high level of acquisition in *considering the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context, defining or modifying the information need to achieve a manageable focus, identifying the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/ visual, book), identifies the purpose and audience of potential resources*

(e.g., popular vs. scholarly, current vs. historical), differentiating between primary and secondary sources, recognizing how their use and importance vary with each discipline, determining the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound) with mean values of 3.49, 3.47, 3.10, 3.05, 2.90 and 2.60 respectively.

Level of Acquisition of the Information Literacy of the Learning Process (Standard 2) Accesses Needed Information Effectively and Efficiently

Overall, the level of acquisition of the information literacy of the learning process in standard 2: accesses needed information effectively and efficiently is moderately high with an overall mean value of 3.17 as stated in Table 2.

In particular, the students have a high level of acquisition *in creating a system for organizing the information; selecting among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments); using various search systems to retrieve information in a variety of formats; using various technologies to manage the information selected and organized; assessing the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized; repeating the search using the revised strategy as necessary; constructing a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books); and implementing the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters* with the mean values of 3.8, 3.80, 3.80, 3.76, 3.63, 3.60, 3.60, 3.58, and 3.55 respectively.

On the other hand, the students have a moderately high acquisition in *using specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners); using various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration; using surveys, letters, interviews, and other forms of inquiry to retrieve primary information; differentiating between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources; selecting controlled vocabulary specific to the discipline or information retrieval source; recording all pertinent citation information for future reference; selecting efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system; identifying gaps in the information retrieved and determines if the*

Table 2
Level of Acquisition of the Information Literacy of the Learning Process (Standard 2) Accesses Needed Information Effectively and Efficiently

Indicators	Mean	Description
1. Creates a system for organizing the information	3.85	High
2. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)	3.80	High
3. Uses various search systems to retrieve information in a variety of formats	3.80	High
4. Uses various technologies to manage the information selected and organized	3.76	High
5. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized	3.63	High
6. Repeats the search using the revised strategy as necessary	3.60	High
7. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)	3.60	High
8. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters.	3.58	High
9. Identifies keywords, synonyms and related terms for the information needed	3.55	High
10. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)	3.40	Moderately High
11. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration	3.33	Moderately High
12. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information	2.90	Moderately High
13. Differentiates between the types of sources cited and understood the elements and correct syntax of a citation for a wide range of resources	2.89	Moderately High
14. Selects controlled vocabulary specific to the discipline or information retrieval source	2.85	Moderately High
15. Records all pertinent citation information for future reference	2.70	Moderately High
16. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system	2.67	Moderately High
17. Identifies gaps in the information retrieved and determines if the search strategy should be revised	2.65	Moderately High
18. Develops a research plan appropriate to the investigative method	2.53	Moderately High
19. Investigates benefits and applicability of various investigative methods	2.50	Low
20. Investigates the scope, content, and organization of information retrieval systems	2.47	Low
21. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)	2.45	Low
Total	**3.17**	**Moderately High**

Source: ACRL Information Literacy Competency Standards for Higher Education

search strategy should be revised; and developing a research plan appropriate to the investigative method with mean values of 3.40, 3.33, 2.90, 2.89, 2.85, 2.70, 2.67, 2.65 and 2.53 respectively.

Further, the students have a low acquisition in investigating benefits and applicability of various investigative methods; investigates the scope, content, and organization of information retrieval systems; and identifying appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork) with mean values of 2.50, 2.47, and 2.45 respectively.

Level of Acquisition of the Information Literacy of the Learning Process (Standard 3)) Evaluates Information and Its Sources Critically and Incorporates Selected Information into His or Her Knowledge Base and Value System

Overall, the level of acquisition of the information literacy of the learning process in standard 3: evaluates information and its sources critically and incorporates selected information into his or her knowledge base, and value system is moderately high with an overall mean value of 3.09 as stated in Table 3.

In particular, the students have a high level of acquisition in *participating in classroom and other discussions; utilizing computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena; reading the text and selects main ideas; and drawing conclusions based upon information gathered* with mean values of 4.55, 4.02, 3.55, and 3.51 respectively.

On the other hand, the students have a moderately high acquisition in *integrating new information with previous information or knowledge g. Selects information that provides evidence for the topic; identifying verbatim material that can be then appropriately quoted; testing theories with discipline-appropriate techniques (e.g., simulators, experiments); determining whether to incorporate or reject viewpoints encountered; determining probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions; examining and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias; determining if original information need has been satisfied or if additional information is needed; investigating differing viewpoints encountered in the literature; seeking expert opinion through a variety of mechanisms (e.g., interviews, e-mail, listservs); reviewing information retrieval sources used and expands to include others as needed; participating in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., e-mail, bulletin boards, chat rooms); reviewing search strategy and incorporates additional concepts as necessary; using consciously selected criteria to determine whether the information contradicts or verifies information used from other sources; analyzing the structure and logic of supporting arguments or methods; recognizing the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information; recognizing interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence; recognizing prejudice, deception, or manipulation; and restating textual concepts in his/her own words and selects data accurately* with mean values of 3.40, 3.40, 3.33, 3.16, 3.12, 3.10, 3.10, 3.05, 2.98, 2.93, 2.87, 2.85, 2.82, 2.80, 2.70, 2.65, 2.56, and 2.55 respectively.

Further, the students have a low acquisition in *determining whether information satisfies the research or other information need and extending initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information* with mean values of 2.50 and 2.50 respectively.

Table 3

Level of Acquisition of the Information Literacy of the Learning Process (Standard 3)) Evaluates Information and Its Sources Critically and Incorporates Selected Information into His or Her Knowledge Base and Value System

Indicators	Mean	Description
1. Participates in classroom and other discussions	4.55	High
2. Utilizes computer and other technologies (e.g., spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena.	4.02	High
3. Reads the text and selects main ideas	3.55	High
4. Draws conclusions based upon information gathered	3.51	High
5. Integrates new information with previous information or knowledge g. Selects information that provides evidence for the topic	3.40	Moderately High
6. Identifies the verbatim material that can be then appropriately quoted	3.40	Moderately High
7. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)	3.33	Moderately High
8. Determines whether to incorporate or reject viewpoints encountered	3.16	Moderately High
9. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions	3.12	Moderately High
10. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias	3.10	Moderately High
11. Determines if original information need has been satisfied or if additional information is needed	3.10	Moderately High
12. Investigates differing viewpoints encountered in the literature	3.05	Moderately High
13. Seeks expert opinion through a variety of mechanisms (e.g., interviews, e-mail, listservs)	2.98	Moderately High
14. Reviews information retrieval sources used and expand to include others as needed	2.93	Moderately High
15. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., e-mail, bulletin boards, chat rooms)	2.87	Moderately High
16. Reviews search strategy and incorporate additional concepts as necessary	2.85	Moderately High
17. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources	2.82	Moderately High
18. Analyzes the structure and logic of supporting arguments or methods	2.80	Moderately High
19. Recognizes the cultural, physical, or another context within which the information was created and understands the impact of context on interpreting the information	2.70	Moderately High
20. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence	2.65	Moderately High
21. Recognizes prejudice, deception, or manipulation	2.56	Moderately High
22. Restates textual concepts in his/her own words and selects data accurately	2.55	Moderately High
23. Determines whether information satisfies the research or other information need	2.50	Low
24. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information	2.50	Low
Total	**3.09**	**Moderately High**

Source: ACRL Information Literacy Competency Standards for Higher Education

Level of Acquisition of the Information Literacy of the Learning Process (Standard 4) Individually or as Member of a Group, Uses Information Effectively to Accomplish a Specific Purpose

Overall, the level of acquisition of the information literacy of the learning process in standard 4: individually or as a member of a group, uses information effectively to accomplish a specific purpose is moderately high with an overall mean value of 3.30 as stated in table 4.

In particular, the students have a high level of acquisition in are ready *in using a range of information technology applications in creating the product or performance and reflecting on past successes, failures, and alternative strategies* with mean values of 3.55 and3.51 respectively.

On the other hand, the students have a moderately high level of acquisition in organizing the content in a manner that supports the purposes and format of the product or performance (e.g., outlines, drafts, storyboards); incorporating principles of design and communication; communicating clearly and with a style that supports the purposes of the intended audience; articulating knowledge and skills transferred from prior experiences to planning and creating the product or performance; integrating the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance; choosing a communication medium and format that best supports the purposes of the product or performance and the intended audience;

Table 4

Level of Acquisition of the Information Literacy of the Learning Process (Standard 4) Individually or as Member of a Group, Uses Information Effectively to Accomplish a Specific Purpose

Indicators	Mean	Description
1. Uses a range of information technology applications in creating the product or performance	3.55	High
2. Reflects on past successes, failures, and alternative strategies	3.51	High
3. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g., outlines, drafts, storyboards)	3.45	Moderately High
4. Incorporates principles of design and communication	3.45	Moderately High
5. Communicates clearly and with a style that supports the purposes of the intended audience	3.33	Moderately High
6. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance	3.30	Moderately High
7. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance	3.20	Moderately High
8. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience	3.15	Moderately High
9. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context	2.98	Moderately High
10. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process	2.75	Moderately High
Total	**3.30**	**Moderately High**

Source: ACRL Information Literacy Competency Standards for Higher Education

Table 5

Level of Acquisition of the Information Literacy of the Learning Process (Standard 5) Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally.

Indicators	Mean	Description
1. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material	2.92	Moderately High
2. Uses approved passwords and other forms of ID for access to information resources	2.89	Moderately High
3. Identifies and discusses issues related to censorship and freedom of speech	2.80	Moderately High
4. Demonstrates an understanding of institutional policies related to human subjects research	2.70	Moderately High
5. Legally obtains, stores, and disseminates text, data, images, or sounds	2.68	Moderately High
6. Selects an appropriate documentation style and uses it consistently to cite sources	2.49	Low
7. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own	2.48	Low
8. Participates in electronic discussions following accepted practices (e.g., "Netiquette")	2.45	Low
9. Complies with institutional policies on access to information resources	2.45	Low
10. Preserves the integrity of information resources, equipment, systems, and facilities	2.45	Low
11. Identifies and discusses issues related to free vs. fee-based access to information	1.59	Low
12. Identifies and discusses issues related to privacy and security in both the print and electronic environments	1.55	Low
Total	2.45	Low

Source: ACRL Information Literacy Competency Standards for Higher Education

manipulating digital text, images, and data, as needed, transferring them from their original locations and formats to a new context; and maintaining a journal or log of activities related to the information seeking, evaluating, and communicating process with mean values of 3.45, 3.45, 3.33, 3.30, 3.20, 3.15, 2.98, and 2.75 respectively.

Level of Acquisition of the Information Literacy of the Learning Process (Standard 5) nderstands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally.

Overall, the level of acquisition of the information literacy of the learning process in standard 5: understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally is low with an overall mean value of 2.45 as stated in table 5.

In particular, the students have a moderately high acquisition in *demonstrating an understanding of intellectual property, copyright, and fair use of copyrighted material; using approved passwords and other forms of ID for access to information resources ; identifying and discusses issues related to censorship and freedom of speech; demonstrating an understanding of institutional policies related to human subjects research; and legally obtaining, storing, and disseminating text, data, images, or sounds* with mean values of 2.92, 2.89, 2.80, 2.70, and 2.68 respectively.

On the other hand, students have low level of acquisition in *selecting an appropriate documentation style and uses it consistently to cite sources; demonstrating an understanding of what constitutes plagiarism and does not*

represent work attributable to others as his/her own; participating in electronic discussions following accepted practices (e.g. "Netiquette") ; complying with institutional policies on access to information resources; preserving the integrity of information resources, equipment, systems and facilities; identifying and discussing issues related to free vs. fee-based access to information; and identifying and discussing issues related to privacy and security in both the print and electronic environments with mean values of 2.49, 2.48, 2.45, 2.45, 2.45, 1.59, and 1.55 respectively.

Lastly, in providing learning activities for maximum student involvement and development there are 191 or 42.9% who believed they are moderately competent while there 11 or 2.5% who said they have a low competence.

CONCLUSION

From the preceding findings, the following conclusions were drawn. The students are knowledgeable in determining the nature and extent of the information needed. On the other hand, the students are also capable in accessing needed information effectively and efficiently; evaluating information and its sources critically and incorporating the selected information into his or her knowledge base and value system, and applying new and prior information to the planning and creation of a particular product or performance. And lastly, the students need improvement in understanding many of the economic, legal, and social issues surrounding the use of information and accessing and using information ethically and legally.

RECOMMENDATIONS

Based on the findings mentioned above and conclusions, the following recommendations are at this moment presented. Sustain the acquisition of information literacy standards particularly standards one, two, three and four. Consequently, students should develop standard five which deals on understanding many of the economic, legal, and social issues surrounding the use of information and accessing and using information ethically and legally by attending seminars, training, and workshops related to the said standard.

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