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SOCIAL MEDIA LITERACY SKILLS OF POST GRADUATE STUDENTS AND M.PHIL SCHOLARS OF ARTS AND SCIENCE COLLEGES AFFILIATED TO MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL : A DISCIPLINE BASED EVALUATIVE STUDY USING THE INDIGENOUS MODEL

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Abstract

The present study aimed at evaluating the information literacy skills and social media literacy skills of the post graduate students and M.Phil scholars of Arts and Science Colleges affiliated to Mother Teresa Women's University, Kodaikanal. Out of 10 such colleges, 8 colleges were randomly selected. Questionnaires were used to collect data from the randomly drawn sample of Post graduate students and M.Phil scholars. In toto, 940 duly filled-in questionnaires were considered for the study. RPG's 10 pillar model was used to evaluate the skills. The model was indigenously developed one by the researcher. The study reveals that : The science students are better skilled than non-science students in many of their basic skills in respect social media. The science students are better skilled than non-science students in all these skills to create groups in social media tools. The science students are better skilled than non-science students in seven skills and the non-science students are better skilled than science students in the remaining seven skills in respect of creation of contents in social media tools. The science students are better skilled than non-science students in four skills required to undertake content management tasks as an administrator. Non-science students are better skilled than science students in the remaining four skills. The science students are better skilled than non-science students in three skills required to be cautious in social media tools. Non-science students are better skilled than science students in the remaining two skills.

More than half of the respondents are highly capable to use social media tools to communicate and interact with friends and to learn online, to share notes with their classmates. One third of the

respondents are moderately capable of using social media tools to learn online, for leisure and personal socialization, to undertake professional activities, to carry out academic activities, for private messaging and updating photos, for collaborative and peer to peer learning, for promoting their reading and writing skills and for creating an e-portfolio for future employment. It is recommended that : the college libraries may join hands with other departments and conduct some kind of orientation or user awareness programme for the students and scholars on the various modules of social media literacy. This may enable the students to become an active user, careful user, beneficial user and comfortable user in required social media tools.

Keywords : Social media, social media literacy skills, post graduate students, M Phil scholars, Mother Teresa University, RPG's 10 pillar model

I INTRODUCTION

Information is powerful and omnipotent. The power of an individual, the strength of an organization and the effectiveness of a government depends on how meticulous they are in generating, curating, preserving and utilizing information. The right use of right information at right time will yield right results. Information is overflowing in the present digital world. This becomes difficult for most of the academic community especially the students and scholars to swim across this mighty information tides. The term information iceberg has become popular. The process for the search of information has become endless and complicated due to the availability terabytes of information in the millions of websites too. Unless otherwise the individuals have necessary skills to search and get required information, they may not be able to survive in their work arena. Thanks to web 2.0, we all enjoy a bucket full of social media tools and social networking sites to enable free flow of personal information and opinions among either all or a select group of individuals. We are tempted to go more and more towards social media tools thanks to their easy interface, personal features and secured feelings. Thus, information literacy skills and the social media literacy skills have taken a prominent role in shaping the netizens of this digital world.

II SOCIAL MEDIA

Social media can be defined as the democratization of content and the shift in the role people play in the process of reading and disseminating information. Social media is the use of web – based and mobile technologies to turn communication into interactive dialogue.

2.1 Social Media Literacy

Social media literacy is the ability of the individuals to know, understand, enrol, create, administer, manage and withdraw from social media platforms and social media networking sites.

Social media literacy is a set of skills required to know, understand and use social media tools by the individuals and institutions to engage in the online social system.

Social media literacy skills are a bundle of competencies required by the individuals to thrive upon and derive the maximum benefits of socialization process by adopting online interactive tools and websites.

According to Katlen Tillman (n.d), social media literacy is "having the proficiency to communicate appropriately, responsibly, and to evaluate conversations critically within the realm of socially-based technologies" (www.medialiteracymac.weebly.com).

Social media literacy (SML) can be understood as the

“specific set of technical, cognitive and emotional competencies that are required when using social media to search for information, for communication, content creation and for problem-avoiding and problem-solving, both in both professional and social contexts” (http://fcl.eun.org/sml4change/what-is-social-media-literacy).

III REVIEW OF LITERATURE

Adithyakumari et al (2014) studied the awareness and use of Social networking sites among the student of business Schools & management college libraries in Mysore city. They found that all the students are aware of social networking sites and they use these sites to interact with their friends. It should be noted that social networking sites can be used as an interactive plat form for academic communication and can be a source of information, knowledge and help.

Okereke (2014) studied about the awareness , competencies and use of social media in teaching by lectures in higher institutions in south-east of Nigeria and found that the respondents do not use social media for teaching and learning process. Facebook is the most used social media among the lecturers followed by blogs. Only 25% agree that teaching and learning is made easy with social media.

Manjunatha (2013) revealed that the usage of Social Networking Sites (SNS) among the Indian college students has significantly increased and it certainly has far reaching impacts on the academic and other activities of the students. The majority of current college students have had access to the Internet and computers for a large percentage of their lives. These digital natives see these technologies as a logical extension of traditional communication methods, and perceive social networking sites as often a much quicker and more convenient way to interact.

Har Singh and Anil Kumar (2013) in their paper entitled 'Use of Social Networking Sites (SNSs) by the research scholars of Panjab University, Chandigarh: A study' explored to study the activities and purposes for using SNSs by the scholars of Panjab University, Chandigarh. The findings of their study shows that majority of the respondents were found to be aware and making use of such applications in their research work. Their study also reveals that Facebook is the most popular SNSs by all categories of researchers.

Jahan and Zabed Ahmed (2012) studied perceptions of academic use of social networking sites (SNSs) by students of the University of Dhaka, Bangladesh. That study indicates a positive attitude towards academic use of SNSs by the students. Although there are some differences in terms of students' opinions on academic applications of SNSs, these differences are largely due to the fact that the use of these sites in academic contexts is not well-defined. The higher academic institutions need to devise appropriate policies and strategies on how they can utilize social networking sites to support education and learning beyond the classroom.

Kindi and Alhasmi (2012) conducted a study on the use of Social networking among Shinas college of Technology students in Oman. The study found that the major reasons for frequent use of SNSs are finding information and sharing news. The study also indicated that lack of experience as well as insufficient time and IT skills are effective factors of not using SNSs.

Finally, the study discovered that Google Groups, Facebook and Yahoo! 360 are the most popular SNSs used by SHCT students.

Yan (2012) explored college students' use of social networking sites for health and wellness information. Thirty-eight college students were interviewed. The interview transcripts were analyzed using the qualitative content analysis method. Overall, participants were skeptical about the quality of information. Based on the results, a model of students' acceptance of social networking sites for health and wellness information was proposed and implications for designing social platforms to better support health inquiries were discussed Using social networking sites for health and wellness information is not a popular behavior among college students in this study.

Shaheen (2011) investigated the use of social networks and political activism by the students of three universities of Islamabad and Rawalpindi during the political crises and the emergency imposed by the Government of Pakistan on 3 November 2007. The investigation found that the use of social networking sites by the students promoted democracy, freedom of expression, and greater awareness about their rights during the political crises in Pakistan.

Haneefa and Sumitha (2011) found that a majority of the students were aware of social networking sites and use these sites for friendly communication. Orkut was the most popular and used social networking site than Facebook and MySpace. A number of students visited social networking sites twice a week and always send scraps and meet new friends. Though the students indicated that lack of security and privacy are the main concerns of social networking sites, a majority of them used their real names and photos in their profiles.

Park (2010) studied the use of social networking sites by undergraduates, graduates, and faculty members at Yonsei University in Seoul, South Korea. The analysis indicated that the three groups of users demonstrated distinct patterns of use of social networking sites. Although the undergraduates used the profile service more than the community service, graduates used the community service more than the profile service. Most of the faculty members were not active users.

Mikami, Szwedo, Allen, Evans and Hure (2010) examined online communication on social networking sites in a longitudinal sample of 92 youths. The study found that youths at age group

of 13-14 years based on gender, ethnicity and parental income were using social networking sites more than at age group of 20-23 years.

Mahajan (2009) in her paper entitled 'Use of social networking in a linguistically and culturally rich India' explored the usage, impact and problems related to social networking sites and their impact on the social and cultural values of India. She also described the top most social networking websites of India along with their bad and good factors.

Pempek, Yermolayeva and Calvert (2009) studied college students' social networking experiences on Facebook. Results of the study revealed that students use Facebook approximately 30 minute throughout the day as part of their daily routine. Students communicated on Facebook using a one-to-many style, in which they were the creators disseminating content to their friends.

Pfeil, Arjan and Zaphiris (2009) investigated age differences and similarities in the use of the social networking site, MySpace. They found that teenagers have larger networks and friends compared to older users of MySpace. Majority of teenage users' friends were in their own age range, whilst older people's network of friends tends to had a more diverse age distribution.

Subrahmanyam, Reich, Waechter and Espinoza (2008) conducted a study to assess the use of online and offline social networking sites among the college students of a large urban university in Los Angeles. The study revealed that the students often used social networking sites to connect and reconnect with their friends and family members.

Hargittai (2008) found that students gender, race, ethnicity, and parental educational background have significant relationships with the adoption of a social networking site.

Ellison, Steinfield and Lampe (2007) identified relationships between undergraduates use of Facebook and three types of social capital. The study revealed that Facebook enhances social capital formation more through weak ties than through strong ties and may psychologically help students increase their life satisfaction and self-esteem.

Golder, Wilkinson and Huberman (2007) studied the use of Facebook by US college students. The study indicated that the students had incorporated the use of Facebook into their study routines, exchanging messages with friends, predominantly from the same college.

IV OBJECTIVES OF THE STUDY

To evaluate the social media literacy skills (SMLS) of the PG students and research scholars

- To become a member in social media platforms / sites
- To create groups in social media platforms / sites
- To create contents in various social media sites / platforms
- To manage the content as a member in social media sites/ platforms
- To manage the content as an administrator in social media sites/platforms
- To deal with online people in social media sites / platforms
- To be cautious in social media sites / platforms and
- To withdraw from the social media sites / platforms

V Research Design

It is an evaluative study. It evaluates the social media literacy skills of the students and scholars.

5.1 Population

11 colleges affiliated to Mother Teresa Women's University, Kodaikanal form the population of the study.

5.2 Sampling Colleges

The following 8 Arts and Science colleges affiliated to Mother Teresa Women's University, Kodaikanal are randomly selected for the study.

Govt colleges (2)

1. M V Muthiah Govt. Arts College for Women, Dindigul
2. Govt. Arts college for Women, Nilakottai.

Autonomous Colleges (2)

1. Arulmighu Palaniandavar Arts College for Women, Palani

2. Jeyaraj Annapackiam College for Women, Periyakulam

Private Self-financing Colleges (4)

1. Sri Adi Chunchanagiri Women's College, Cumbum.
2. Thiravium Arts and Science College for Women, Periyakulam.
3. Sakthi College of Arts and Science for Women, Ottanchatram.
4. Nadar Saraswathi college of Arts and Science, Theni

5.3 Policy of Exclusion

The following three colleges are excluded from the purview of the present project work.

1. Mother Teresa Women's University College – It has only UG courses as PG courses are being handled by the University itself.
2. Women's University college of Education – Only Arts and Science Colleges are included in the Study.
3. Out of 5 self-financing colleges, 4 are selected randomly. The left out college is St. Antony's College for Arts and Science for Women, Dindigul.

5.4 College-wise distribution of Questionnaires distributed and received

Table 1

College-wise distribution of Questionnaires distributed and received

Name of the College	No. of Questionnaires distributed	No. of Questionnaires received	% (Response Rate)
Sri Adi Chunchanagiri Women's College	120	86	71.7
Thiravium College of Arts and Science for Women	45	31	68.9
Nadar Saraswathi College of Arts and Science	180	174	96.7
Sakthi College of Arts and Science for Women	180	171	95.0

Arulmigu Palani Andavar Arts College for Women	120	103	85.8
Government Arts College for Women, Nilakottai	120	99	82.5
M V Muthiah Govt Arts College for Women, Dindigul	180	180	100.0
Jayaraj Annapackiam College, Periyakulam	120	96	80.0
Total	1065	940	88.3

The researcher had distributed the questionnaires to the colleges depending on the number of PG courses and number of students pursuing those courses; number of M.Phil courses and the number of scholars pursuing those courses. Table 3.1 shows that he had distributed a maximum of 180 questionnaires to three Colleges namely Nadar Saraswathi College of Arts and Science, Sakthi College of arts and science for women and M V Muthiah govt Arts College for women as the number of courses offered therein are more in numbers and the number of students pursuing courses are also more in numbers. 120 questionnaires were distributed to 4 colleges each. Thiravium College of Arts and Science for Women has the least number of PG courses and so the least number of questionnaires were distributed there.

The response rate is 100% for M V Muthiah govt Arts College for Women, Dindigul as the researcher is serving the college as the librarian. The response rate is 80%+ from 5 colleges, 70%+ from a college and the least response rate of 68.9% is from Thiravium College.

5.5 Instrument of Data Collection

A well-structured questionnaire was designed to collect required data from the randomly selected 1065 PG students and research scholars. The questions on social media literacy skills were prepared by the researcher himself.

5.5.1 RPG'S 10 Pillars Model For Social Media Literacy (SML)

Dr.K.Ramasamy is administering a minor research project of Tamilnadu State Council for Higher Education entitled ‘Information Literacy skills and Social Media literacy skills of students and research scholars of arts and science colleges’ as the Principal investigator.

Mrs.P.Gowri is pursuing her Ph.D on the information literacy skills and social media literacy skills of engineering students under the guidance of Dr.P.Padma.

We were looking for the existence of tested model for evaluating the information literacy skills and social media literacy skills of the respondents. We could get SCONUL 7 pillars model for evaluating the information literacy skills among the many IL models existing in the field. But we were not able to get any model for evaluating the social media literacy skills of the people. So, we thought of deriving an indigenous theoretical model for the same.

We have developed a series of 10 sets of skills needed for the people to become social media literate. These skills will enable the individuals to be in a better position to work with various social media tools available in this modern era.

- Know
- Understand
- Enroll
- Create – G (Group)
- Create – C (Content)
- Manage - M (As a Member)
- Manage - A (As an Administrator)
- Manage – P (Online People)
- Alert
- Withdraw

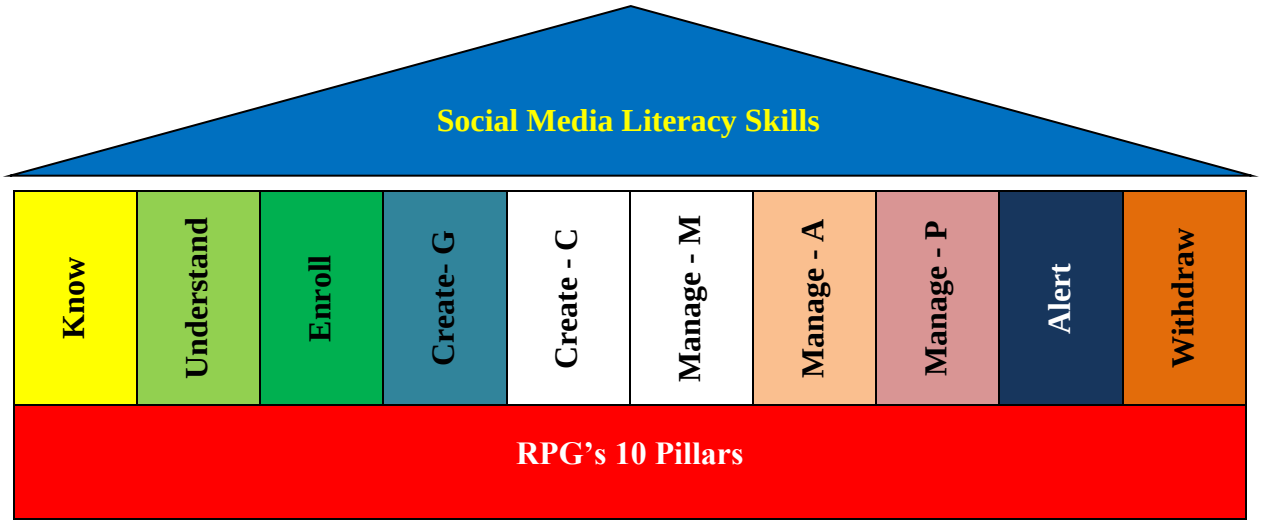

Figure 1 : RPG's 10 Pillar model for Social Media Literacy

5.6 Administration of the Questionnaire

The researcher has obtained a written formal permission from the Registrar, Mother Teresa Women's University, Kodaikanal to collect required data from the colleges affiliated to the University. With his own request letter and University permission letter, he had approached the Principals of all the 8 Colleges. After getting due permission from the Principals, the researcher had given the questionnaires

a) To a professor made in-charge for data collection work in few colleges
b) To the HODs of all the departments for collecting data from their respective departments in few colleges and
c) To the students and scholars directly in a college.

In the first round, the questionnaires were distributed to all the colleges. In the second round, the researcher visited the colleges once again for collecting the filled-in questionnaires after getting confirmation from the authorities concerned.

5.7 Measuring the magnitude of skills based on WAM Analysis

The following scale is used in WAM Analyses in the present research work (As per the judgement of the researcher after the generation of frequency tables for IL and SML Skills)

Table 2

WAM – Magnitude of Skills

IL Skills	SML Skills	Magnitude of Skills
Range of WAM	**Range of WAM**	
WAM of 4.0 & above	WAM of 2.4 & above	Highly Skilled or Proficient
WAM of 3.0 to 3.99	WAM of 2.30 to 2.39	Moderately Skilled or Proficient
WAM of less than 3.0	WAM of less than 2.30	Novice skilled or Proficient

5.8 Scope and Limitations of the Study

Every research study has its limitations and this study is no exception. The limitations of the present study are listed below.

- The study is confined to female students and research scholars.
- The study is limited to PG students and M.Phil Scholars.
- The study is limited to the Arts and Science Colleges affiliated to Mother Teresa Women's University, Kodaikanal.
- This study may suffer from the inherent demerits of the sampling technique employed.
- The study relies on data obtained from self-report measures only; the responses may suffer from human bias and prejudice.

VI DATA ANALYSIS

6.0 Social Media Literacy Skills

Table 3

Reliability Test : Social Media Literacy Skills

Social Media Literacy	No. of Items	Cronbach's Alpha
Knowledge : Basic Concepts	04	.746

Awareness and use of social media tools	14	.896
Basic Skills	09	.789
Skills : to become a member	06	.755
Skills : to create groups	06	.806
Skills : To create content	14	.890
Skills : as a member	09	.869
Skills : as an administrator	08	.853
Skills : dealing people	05	.760
Skills : to be cautious	05	.769
Skills : to withdraw	05	.784
Capability of using Social Media	14	.884

(Source : Computed Data)

There are 12 categories of social media literacy skills. Each category has likert scale items ranging from 4 to 14. Cronbach's Alpha score for 6 categories range between .74 and .78. It depicts reasonable internal consistency reliability. Another set of 6 categories have Cronbach's Alpha score of above .8 revealing that good internal consistency reliability is ensured.

6.1 SOCIAL MEDIA LITERACY SKILLS

This section deals with the social media literacy skills of the respondents in terms of RPG's 10 Pillar Model of Social Media Literacy skills.

6.1.1 PILLAR ONE : KNOW - WHAT IS SOCIAL MEDIA?

Table 4
Knowledge of the concept of social media: Course-wise Distribution of Respondents

Skills	Level of Agreement	Total	
		Count	N %
Media that allow users to meet online via the internet	Disagree	76	8.1%
	Agree	422	44.9%
	Strongly Agree	442	47.0%
	Total	940	100.0%
Media that allow users to communicate in social forums	Disagree	79	8.4%
	Agree	538	57.2%
	Strongly Agree	323	34.4%

	Total	940	100.0%
Media where users generally socialize by sharing news, photos, ideas and thoughts	Disagree	91	9.7%
	Agree	434	46.2%
	Strongly Agree	415	44.1%
	Total	940	100.0%
Media where users respond to issues and other contents with other people	Disagree	134	14.3%
	Agree	454	48.3%
	Strongly Agree	352	37.4%
	Total	940	100.0%

(Source : Primary Data)

Table 4 shows the knowledge of the respondents about the basic concepts related to social media.

The overall analysis shows that 44.9% (422) of the respondents agree and 47% (442) of the respondents strongly agree that social media allow users to meet online via the internet. More than half of them (538, 57.2%) agree that social media allow users to communicate in social forums. 46.2% (434) of them agree and 44.1% (415) of them strongly agree that users socialize by sharing news, photos, ideas and thoughts in social media while 48.3% (454) of them agree and 37.4% (352) of them strongly agree that users respond to issues and other contents with other people in social media.

PILLAR TWO : UNDERSTAND

Table 5

Basic Skills Vs. Stream of study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	**SD**	**Rank**	**Mean**	**SD**	**Rank**
I know what categories of users I can expect to find online	2.54	.561	I	2.42	.549	I
I can explain what happens to information I put online	2.38	.652	V	2.30	.643	VI
I can present myself online	2.37	.641	VI	2.30	.698	VI
I can find a person online - for example an expert in my Stream and establish his/her contact details	2.30	.646	VII	2.21	.686	VIII

I can use online tools and websites to find and record information online	2.45	.645	IV	2.38	.673	III
I can establish what online information I can legally re-use	2.26	.615	VIII	2.28	.673	VII
I can analyze the benefits of using a particular Social Media	2.46	.614	III	2.32	.674	V
I can understand the issues involved in using a particular Social Media	2.46	.607	III	2.39	.645	II
I know what to do and what not to do in a Social Media tool	2.48	.672	II	2.34	.668	IV

(Source : Computed Data)

Table 5 shows the WAM based analysis of basic skills of social media literacy among the science and non-science students.

Science Students

The science students are experts in three skills : 'I know what categories of users I can expect to find online' (WAM of 2.54), 'I know what to do and what not to do in a Social Media tool' (WAM of 2.48), 'I can analyze the benefits of using a particular Social Media' and 'I can understand the issues involved in using a particular Social Media' (WAM of 2.46) with first, second and third ranks respectively.

The science students are mediocre in three skills : moderately skilled at I can explain what happens to information I put online (WAM of 2.38) ; I can present myself online (WAM of 2.37) and I can find a person online - for example an expert in my Stream and establish his/her contact details (WAM of 2.30).

The science students are novice in one skill : I can establish what online information I can legally re-use (WAM of 2.26)

Non-Science Students

The non-science students are experts in one skill namely 'I know what categories of users I can expect to find online' (WAM of 2.42).

The non-science students are mediocre in six of their social media literacy skills with the WAM ranging from 2.30 to 2.39.

The non-science students are novice in two skills : I can establish what online information I can legally re-use (WAM of 2.28) and I can find a person online - for example an expert in my Stream and establish his/her contact details (WAM of 2.21).

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in many of their basic skills in respect social media. The magnitude of difference is vividly visible. The non-science students outsmarted science students only in one of these skills.

There is no much difference in the rankings of these basic skills between science and non-science students.

PILLAR THREE : ENROLL

SKILLS TO BECOME A MEMBER IN A SOCIAL MEDIA

Table 6

Skills to become a member in a social media Vs. Stream of Study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	**SD**	**Rank**	**Mean**	**SD**	**Rank**
I can find out which Social Media suits my needs and expectations best	2.59	.580	I	2.50	.644	I
I can take the suggestions of experts in choosing a Social Media to join	2.28	.626	IV	2.34	.612	II
I can compare and contrast available platforms in a chosen Social Media and decide the best Social Media to join(e.g. facebook among all other social networks)	2.27	.732	V	2.14	.714	V
I can read the rules and regulations and understand their implications before becoming a member	2.39	.645	III	2.29	.661	IV
I can do all the follow up formalities to complete the online registration procedures	2.49	.647	II	2.34	.645	II
I can do verification and activation via smart phone or mail account	2.39	.632	III	2.32	.615	III

(Source : Computed Data)

Table 6 shows the WAM based analysis of social media literacy skills to become a member in social media tools among the science and non-science students.

Science Students

The science students are experts in two skills : 'I can find out which Social Media suits my needs and expectations best' (WAM of 2.59) and 'I can do all the follow up formalities to complete the online registration procedures' (WAM of 2.49).

The science students are mediocre in two skills : I can read the rules and regulations and understand their implications before becoming a member (WAM of 2.39) and I can do verification and activation via smart phone or mail account (WAM of 2.39).

The science students are novice in two skills : I can take the suggestions of experts in choosing a Social Media to join (WAM of 2.28) and I can compare and contrast available platforms in a chosen Social Media and decide the best Social Media to join(e.g. facebook among all other social networks) (WAM of 2.27).

Non-Science Students

The non-science students are experts in one skill : 'I can find out which Social Media suits my needs and expectations best' (WAM of 2.50).

The non-science students are mediocre in three skills : I can do all the follow up formalities to complete the online registration procedures (WAM of 2.34), I can take the suggestions of experts in choosing a Social Media to join (WAM of 2.34) and I can do verification and activation via smart phone or mail account (WAM of 2.32).

The non-science students are novice in two skills : I can read the rules and regulations and understand their implications before becoming a member (WAM of 2.29) and I can compare and contrast available platforms in a chosen Social Media and decide the best Social Media to join(e.g. facebook among all other social networks) (WAM of 2.14).

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in many of their basic skills in respect social media. The magnitude of difference is vividly visible. The non-science students outsmarted science students only in one of these skills.

There is no much difference in the rankings of these social media literacy skills to become a member of social media tools between science and non-science students.

PILLAR FOUR : CREATE – G (GROUP)

SKILLS TO CREATE GROUPS IN SOCIAL MEDIA

Table 7

Skills to create groups in social media Vs. Stream of Study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	SD	Rank	Mean	SD	Rank
I know when to start a group	2.48	.684	I	2.44	.675	I
I know who are my target audience and what are their expectations	2.27	.610	VI	2.27	.674	VI
I possess leadership skills to lead a group in discussions and sharing information	2.37	.643	IV	2.33	.701	III
I have the courage to solve the problems	2.38	.624	III	2.28	.697	V
I can organize the group controlling the members in a positive manner	2.42	.652	II	2.37	.658	II
I know how to keep the members active in my group	2.32	.699	V	2.29	.663	IV

(Source : Computed Data)

Table 7 shows the WAM based analysis of skills to create groups in social media tools among the science and non-science students.

Science Students

The science students are experts in two skills : ‘I know when to start a group’ (WAM of 2.48) and ‘I can organize the group controlling the members in a positive manner’ (WAM of 2.42).

The science students are mediocre in three skills : ‘I have the courage to solve the problems (WAM of 2.38), and ‘I possess leadership skills to lead a group in discussions and sharing information (WAM of 2.37) and ‘I know how to keep the members active in my group (WAM of 2.32).

The science students are novice in one skill : ‘I know who are my target audience and what are their expectations (WAM of 2.27)’.

Non-Science Students

The non-science students are experts in one skill : ‘I know when to start a group’ (WAM of 2.44).

The non-science students are mediocre in two skills : I can organize the group controlling the members in a positive manner (WAM of 2.37) and I possess leadership skills to lead a group in discussions and sharing information (WAM of 2.33).

The non-science students are novice in three skills : I know how to keep the members active in my group (WAM of 2.29), I have the courage to solve the problems (WAM of 2.28) and I know who are my target audience and what are their expectations (WAM of 2.27).

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in all these skills to create groups in social media tools. The magnitude of difference is vividly visible.

There is no much difference in the rankings of these skills to create groups in social media tools between science and non-science students.

PILLAR FIVE : CREATE –C (CONTENT)

Skills to create contents in social media

Table 8

Skills to create contents in social media Vs. Stream of Study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	SD	Rank	Mean	SD	Rank
I can add contents to blogs, forums or web pages	2.29	.660	V	2.28	.747	IV
I can add contents of all formats (doc, ppt, image, audio, video etc)	2.35	.578	II	2.31	.645	II
I know how to observe netiquette and appropriate social conventions for online communications	2.16	.664	IX	2.21	.659	VI
I can write online for a specific group of online users/ different audiences	2.12	.652	XI	2.13	.708	IX
I can write online for an online group consisting of heterogeneous interests	2.06	.705	XIII	2.09	.711	XI
I can write in different media for people to read on screen	2.10	.669	XI	2.12	.692	X
I know how to work with others online to create a shared document or presentation	2.21	.730	VII	2.20	.697	VII
I can use media- capture devices to record and edit a podcast or video	2.18	.706	VIII	2.21	.707	VI
I know how to give a link to outside sources	2.26	.662	VI	2.27	.654	V
I can create contents in more than one language without grammatical mistakes	2.15	.674	X	2.18	.672	VIII
I can create brief contents – less words to convey strong message	2.26	.664	VI	2.13	.702	IX
I know how to create contents without hurting the feelings of others	2.40	.676	I	2.37	.684	I
I can add necessary shapes, emojis, clip arts etc to my content	2.34	.608	III	2.30	.658	III
I can prepare the content offline, to save time	2.32	.620	IV	2.30	.710	III

(Source : Computed Data)

Table 8 shows the WAM based analysis of skills to create contents in social media tools among the science and non-science students.

Science Students

The science students are experts in one skill : ‘I know how to create contents without hurting the feelings of others’ (WAM of 2.40).

The science students are mediocre in three skills : ‘I can add contents of all formats (doc, ppt, image, audio, video etc) (WAM of 2.35), ‘I can add necessary shapes, emojis, clip arts etc to my content (WAM of 2.34) and ‘I can prepare the content offline, to save time (WAM of 2.32).

The science students are novice in ten other skills whose WAM ranges from 2.06 to 2.29. The least skilled item is ‘I can write online for an online group consisting of heterogeneous interests’ with the WAM of 2.06.

Non-Science Students

The non-science students are not experts in any of the skills enlisted above to create groups in social media as no skill has the WAM of more than 2.39.

The non-science students are mediocre in four skills : I know how to create contents without hurting the feelings of others (WAM of 2.37), I can add contents of all formats (doc, ppt, image, audio, video etc) (WAM of 2.31), I can add necessary shapes, emojis, clip arts etc to my content (WAM of 2.30) and I can prepare the content offline, to save time (WAM of 2.30).

The non-science students are novice in ten other skills enlisted above to create groups in social media tools. The WAM of these ten skills ranges between 2.09 to 2.28. The non-science students are least skilled at writing online for an online group consisting of heterogeneous interests with the WAM of 2.09.

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in seven skills and the non-science students are better skilled than science students in the remaining seven skills.

There is a good amount of difference in the rankings of these skills to create contents in social media tools between science and non-science students.

PILLAR SIX : MANAGE – M (As a Member)

Skills of content management as a member in social media

Table 9

Skills of content management as a member in social media Vs. Stream of Study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	SD	Rank	Mean	SD	Rank
I can share content quickly	2.52	.587	I	2.52	.633	I
I know how to store the important contents	2.40	.623	II	2.40	.651	III
I can share the content I obtained from other forums	2.38	.670	III	2.32	.673	V
I can share the content I have created	2.38	.639	III	2.34	.681	IV
I can forward the content received from others with the address	2.38	.635	III	2.27	.683	VII
I can judge whom to send what information	2.35	.658	IV	2.42	.653	II
I can comment strongly against wrong postings	2.32	.666	VI	2.29	.730	VI
I can suggest & support others in their right arguments and discussions	2.33	.657	V	2.27	.732	VII
I know how to be an active member in the group(s)	2.28	.680	VII	2.27	.708	VII

(Source : Computed Data)

Table 9 shows the WAM based analysis of skills to carry out content management tasks as a member in social media tools among the science and non-science students.

Science Students

The science students are experts in two skills: ‘I can share content quickly’ (WAM of 2.52) and ‘I know how to store the important contents’ (WAM of 2.40).

The science students are mediocre in six skills: ‘I can share the content I obtained from other forums, I can share the content I have created, I can forward the content received from others

with the address, I can judge whom to send what information, I can suggest & support others in their right arguments and discussions and I can comment strongly against wrong postings' whose WAM ranges from 2.32 to 2.38.

The science students are novice in one skill: 'I know how to be an active member in the group(s)' with the WAM of 2.28.

Non-Science Students

The non-science students are experts in three skills : 'I can share content quickly' (WAM of 2.52), I can judge whom to send what information (WAM of 2.42) and I know how to store the important contents' (WAM of 2.40).

The non-science students are mediocre in two skills : 'I can share the content I have created' (WAM of 2.34) and 'I can share the content I obtained from other forums' (WAM of 2.32).

The non-science students are novice in four skills : 'I can comment strongly against wrong postings' (WAM of 2.29), I can suggest & support others in their right arguments and discussions (WAM of 2.27), I know how to be an active member in the group(s) (WAM of 2.27) and I can forward the content received from others with the address (WAM of 2.27).

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in six skills to undertake content management tasks as a member. The magnitude of difference is vividly visible. Non-science students are better skilled in one skill and both science and non-science students have the same WAM for two skills.

There is a slight difference in the rankings of these skills to undertake content management tasks as a member in social media tools between science and non-science students.

PILLAR SEVEN : MANAGE – A (As an Administrator)

Skills of Content management as an administrator in a social media

Table 10

Skills of Content management as an administrator in a social media Vs. Stream of study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	SD	Rank	Mean	SD	Rank
I can manage and maintain the content	2.51	.601	I	2.42	.690	I
I have all technical skills to take care of adverse situations	2.18	.628	IV	2.25	.638	II
I have interpersonal skills to handle people of different voices	2.16	.689	VI	2.18	.714	V
I can lead the group with my creative content writings	2.17	.682	V	2.16	.700	VII
I have in-depth knowledge about social media tools and share that media	2.18	.721	IV	2.19	.686	IV
I can analyze the contents posted by members and take right decisions	2.21	.656	III	2.18	.685	V
I can pacify the members who are overactive or annoyed	2.13	.663	VII	2.17	.702	VI
I know how to deactivate a member when necessary	2.23	.670	II	2.22	.680	III

(Source : Computed Data)

Table 10 shows the WAM based analysis of skills possessed by the science and non-science students to undertake content management tasks as an administrator in social media tools.

Science Students

The science students are experts in one skill: 'I can manage and maintain the content' (WAM of 2.51).

The science students are mediocre in none of the skills enlisted above possessed by the respondents to undertake content management tasks as an administrator in social media.

The science students are novice in all other skills (seven in numbers) required to act as an administrator in social media to manage the contents. The WAM of these seven skills ranges from 2.13 to 2.23. The respondents have the least amount of skill in pacifying the members who are overactive or annoyed in social media tools (WAM of 2.13).

Non-Science Students

The non-science students are experts in one skill : 'I can manage and maintain the content' (WAM of 2.42).

The non-science students are mediocre in none of the skills enlisted above possessed by the respondents to undertake content management tasks as an administrator in social media.

The non-science students are novice in all other skills (seven in numbers) required to act as an administrator in social media to manage the contents. The WAM of these seven skills ranges from 2.16 to 2.25. The respondents have the least amount of skill in leading the group with their creative content writing (WAM of 2.16).

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in four skills required to undertake content management tasks as an administrator. Non-science students are better skilled than science students in the remaining four skills.

There are slight differences in the rankings of the skills required to undertake content management tasks as an administrator in social media tools between science and non-science students.

PILLAR EIGHT : MANAGE – P (Online People)

Skills to deal with people in social media

Table 11

Skills to deal with people in social media Vs. Stream of Study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	SD	Rank	Mean	SD	Rank
I can deal with criticizing people boldly	2.39	.638	I	2.33	.736	III
I can activate and kindle the arguments in right direction	2.28	.604	III	2.36	.629	II

I can reply the members with truth and evidence	2.33	.684	II	2.38	.690	I
I can tolerate and move on with trolls and negative comments	2.16	.643	IV	2.25	.672	V
I know when to accept and when to reject the pleas of other members	2.33	.691	II	2.31	.711	IV

(Source : Computed Data)

Table 11 shows the WAM based analysis of skills possessed by the science and non-science students to deal with people in social media tools.

Science Students

The science students are mediocre in three skills : I can deal with criticizing people boldly (WAM of 2.39), I can reply the members with truth and evidence (WAM of 2.33) and I know when to accept and when to reject the pleas of other members (WAM of 2.33).

The science students are novice in two skills : 'I can activate and kindle the arguments in right direction' (WAM of 2.28) and I can tolerate and move on with trolls and negative comments (WAM of 2.16).

Non-Science Students

The non-science students are mediocre in four skills : I can reply the members with truth and evidence (WAM of 2.38), 'I can activate and kindle the arguments in right direction' (WAM of 2.36), I can deal with criticizing people boldly (WAM of 2.33) and I know when to accept and when to reject the pleas of other members (WAM of 2.31).

The non-science students are novice in one skill : I can tolerate and move on with trolls and negative comments (WAM of 2.25).

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in two skills required to deal with people in social media. Non-science students are better skilled than science students in the remaining three skills. There are slight differences in the rankings of

the skills required to deal with people in social media tools between science and non-science students.

PILLAR NINE : ALERT

Cautious Skills in Social Media

Table 12

Cautious Skills in Social Media Vs. Stream of Study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	SD	Rank	Mean	SD	Rank
I know how to protect my privacy in SM	2.53	.600	I	2.45	.646	I
I know the implications of e-crime, identity theft, theft of valuable data etc	2.10	.699	IV	2.17	.690	III
I know how to care myself from becoming addicted to Social Media	2.34	.727	II	2.31	.708	II
I know how to get escaped from cyber-bullying	2.09	.704	V	2.12	.700	V
I know how to protect myself from immoral acts (e.g. pornography)	2.20	.741	III	2.16	.721	IV

(Source : Computed Data)

Table 12 shows the WAM based analysis of skills possessed by the science and non-science students to be cautious in social media tools.

Science Students

The science students are experts in one skill: 'I know how to protect my privacy in SM' (WAM of 2.53).

The science students are mediocre in one skill : I know how to care myself from becoming addicted to Social Media (WAM of 2.34).

The science students are novice in all other three skills : I know how to protect myself from immoral acts (e.g. pornography) (WAM of 2.20), I know the implications of e-crime, identity

theft, theft of valuable data etc (WAM of 2.10) and I know how to get escaped from cyber-bullying (WAM of 2.09).

Non-Science Students

The non-science students are experts in one skill : 'I know how to protect my privacy in SM' (WAM of 2.45).

The non-science students are mediocre in one skill : I know how to care myself from becoming addicted to Social Media (WAM of 2.31).

The non-science students are novice in all other three skills : I know the implications of e-crime, identity theft, theft of valuable data etc (WAM of 2.17), I know how to protect myself from immoral acts (e.g. pornography) (WAM of 2.16), and I know how to get escaped from cyber-bullying (WAM of 2.12).

Science Vs. Non-Science Students

The overall analysis shows that the science students are better skilled than non-science students in three skills required to be cautious in social media tools. Non-science students are better skilled than science students in the remaining two skills.

There are slight differences in the rankings of the skills required to be cautious in social media tools between science and non-science students.

PILLAR TEN : WITHDRAW

Skills to withdraw from a Social Media

Table 13

Skills to withdraw from a Social Media Vs. Stream of Study of the Respondents: WAM Analysis

Statements	Science n=488			Non-Science n= 452		
	Mean	SD	Rank	Mean	SD	Rank
I can judge when to come out of a particular social media	2.46	.659	I	2.47	.647	I

I know when to come out of a particular group in a social media	2.27	.642	IV	2.40	.633	III
I know what formalities are required to withdraw from a Social Media	2.26	.723	V	2.32	.646	V
I know how to delete my account in a Social Media	2.28	.712	III	2.37	.647	IV
I can uninstall the Social Media application	2.32	.704	II	2.46	.639	II

(Source : Computed Data)

Table 13 shows the WAM based analysis of skills possessed by the science and non-science students to withdraw from social media tools.

Science Students

The science students are experts in one skill: 'I can judge when to come out of a particular social media' (WAM of 2.46).

The science students are mediocre in one skill : 'I can uninstall the Social Media application '(WAM of 2.32).

The science students are novice in all other three skills : I know how to delete my account in a Social Media (WAM of 2.28), I know when to come out of a particular group in a social media (WAM of 2.27) and I know what formalities are required to withdraw from a Social Media (WAM of 2.26).

Non-Science Students

The non-science students are experts in three skills: 'I can judge when to come out of a particular social media' (WAM of 2.47), I can uninstall the Social Media application (WAM of 2.46) and I know when to come out of a particular group in a social media (WAM of 2.40).

The non-science students are mediocre in two skills : I know how to delete my account in a Social Media Social Media (WAM of 2.37) and 'I know what formalities are required to withdraw from a Social Media' (WAM of 2.32).

Science Vs. Non-Science Students

The overall analysis shows that the non-science students are better skilled than science students in all the five skills required to withdraw from social media tools. The difference between the scores is also high.

There are slight differences in the rankings of the skills required to withdraw from social media tools between science and non-science students.

SOICAL MEDIA LITERACY SKILLS: INDEPENDENT SAMPLES T TEST

Hypothesis : There is no significant difference between science and non-science respondents and 10 different sets of social media literacy skills

Table 14

Independent samples 't' test: Nine Pillars of Social Media Literacy Vs. Stream of study of the Respondents

A. Group Statistics					
Pillars	**Stream**	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Pillar I	Science	488	21.7070	3.46502	.15685
	Non-Science	452	20.9358	3.57099	.16797
Pillar II	Science	488	14.4283	2.68064	.12135
	Non-Science	452	13.9314	2.51156	.11813
Pillar III	Science	488	14.2377	2.90381	.13145
	Non-Science	452	13.9757	2.77809	.13067
Pillar IV	Science	488	31.1906	6.21901	.28152
	Non-Science	452	31.1195	5.92105	.27850
Pillar V	Science	488	21.3340	4.20534	.19037
	Non-Science	452	21.1128	4.14997	.19520
Pillar VI	Science	488	17.7766	3.91403	.17718
	Non-Science	452	17.7832	3.66888	.17257
Pillar VII	Science	488	11.4980	2.30881	.10451
	Non-Science	452	11.6372	2.48744	.11700
Pillar VIII	Science	488	11.2787	2.64695	.11982
	Non-Science	452	11.2146	2.34222	.11017

Pillar IX	Science	488	11.5922	2.69071	.12180
	Non-Science	452	12.0221	2.13293	.10032

(Source : Computed Data)

Table 14 A Group Statistics reveals the descriptive analysis of all the nine pillars of social media literacy skills. The table shows that the science students are better skilled than non-science students in respect of competencies included in pillar I, II, III, IV, V and VIII. The non-science students are better skilled than science students in respect of competencies included in pillar VI, VII and IX.

The analysis of Standard Deviation scores reveals that the dispersion is more in the case of science students than that of non-science students with respect to Pillar II and VII. In other Pillars, the dispersion is more among the non-science students. The data is deviated more from average value.

B. Independent Samples Test

PILLARS		**LT**		**t-test for Equality of Means**						
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**MD**	**SED**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Pillar I	EVA	4.574	.032	3.359	938	.001	.77113	.22955	.32063	1.22162
	EVNA			3.355	927.423	.001	.77113	.22982	.32011	1.22215
Pillar II	EVA	4.067	.044	2.927	938	.004	.49686	.16978	.16368	.83005
	EVNA			2.934	937.875	.003	.49686	.16935	.16451	.82922
Pillar III	EVA	1.417	.234	1.411	938	.158	.26204	.18566	-.10232	.62640
	EVNA			1.414	937.013	.158	.26204	.18535	-.10170	.62579
Pillar IV	EVA	.887	.346	.179	938	.858	.07110	.39675	-.70751	.84972
	EVNA			.180	937.285	.858	.07110	.39600	-.70605	.84826
Pillar V	EVA	.013	.910	.811	938	.418	.22118	.27280	-.31418	.75655
	EVNA			.811	934.235	.417	.22118	.27266	-.31391	.75628
Pillar VI	EVA	.818	.366	-.026	938	.979	-.00655	.24794	-.49314	.48004
	EVNA			-.026	937.864	.979	-.00655	.24733	-.49193	.47884

Pillar VII	EVA	1.798	.180	-.890	938	.374	-13922	.15644	-44622	.16779
	EVNA			-.887	917.129	.375	-13922	.15688	-44711	.16867
Pillar VIII	EVA	8.054	.005	.392	938	.695	.06409	.16353	-25685	.38502
	EVNA			.394	936.066	.694	.06409	.16277	-25535	.38353
Pillar IX	EVA	26.633	.000	-2.701	938	.007	-42991	.15919	-74232	-.11751
	EVNA			-2.724	916.455	.007	-42991	.15780	-73960	-.12022

Note. Source : Computed Data ; EVA = Equal variances assumed; EVNA = Equal variances not assumed; LT = Levene's Test for Equality of Variances; SED = Std. Error Difference; MD = Mean Difference

Table 14 B Independent Samples Test reveals the results of Levene's test of Equality of variances and t-test for equality of means which was conducted to test whether there is a significant difference between Science and non-science students and all the social media literacy skills grouped and named as Pillar I to Pillar IX.

Pillar III, IV, V, VI and VII

Levene's Test of Homogeneity of Variances

The 'p' value is more than the significant level of 0.05 for the competencies grouped as Pillar III, IV, V, VI and VII. The null hypothesis is accepted. Thus, it is assumed that population variances are relatively equal. Thus, the researcher should look at the 'EVA' (Equal Variance Assumed) row for the t-test results.

Interpretation of 't' test

The 'p' value for all the competencies grouped under five pillars namely 'Pillar III, IV, V, VI and VII' are more than 0.05. So, null hypothesis is accepted. There is no significant difference between science students and non-science students in respect of the social media literacy skills bundled as Pillar III : t(938) = 1.411, p=.158, Pillar IV : t(938) = .179, p=.858, Pillar V : t(938) = .811, p=.418, Pillar VI : t(938) = .026, p=..979 and Pillar VII : t(938) = .890, p=.374. The mean difference is not significant.

Pillar I, II, VIII and IX

Levene's Test of Equality of Variances

The ‘p’ value is less than the significant level of 0.05 for the competencies grouped under Pillar I, II, VIII and IX. The null hypothesis is rejected. Thus, it cannot be assumed that population variances are relatively equal. Thus, the researcher should look at the ‘EVNA’ (Equal Variance Not Assumed) row for the t-test results.

Interpretation of ‘t’ test

The ‘p’ value for all the competencies grouped under three pillars namely Pillar I, II and IX are less than 0.05. So, null hypothesis is rejected and the alternative hypothesis is accepted. There is a significant difference between science students and non-science students in respect of social media literacy skills bundled as Pillar I : t(927.423) = 3.355, p=.001, Pillar II : t(937.875) = 2.934, p=.003 and Pillar IX : t(916.455) = 2.724, p=.007. The mean difference is significant.

The p value for the competencies grouped under Pillar VIII is more than the significant level of 0.05. So, the null hypothesis is accepted. There is no significant difference between science students and non-science students in respect of social media literacy skills bundled as Pillar VIII - t(936.066,) = .394, p=.694.

Conclusion

The present study aimed at evaluating the information literacy skills and social media literacy skills of the post graduate students and M.Phil scholars of Arts and Science Colleges affiliated to Mother Teresa Women’s University, Kodaikanal. Out of 10 such colleges, 8 colleges were randomly selected. Questionnaires were used to collect data from the randomly drawn sample of Post graduate students and M.Phil scholars. In toto, 940 duly filled-in questionnaires were considered for the study. RPG’s 10 pillar model was used to evaluate the skills. The model was indigenously developed one by the researcher.

The science students are better skilled than non-science students in many of their basic skills in respect social media. The science students are better skilled than non-science students in all these skills to create groups in social media tools. The science students are better skilled than non-science students in seven skills and the non-science students are better skilled than science students in the remaining seven skills in respect of creation of contents in social media tools. The science students are better skilled than non-science students in four skills required to undertake

content management tasks as an administrator. Non-science students are better skilled than science students in the remaining four skills. The science students are better skilled than non-science students in three skills required to be cautious in social media tools. Non-science students are better skilled than science students in the remaining two skills.

More than half of the respondents are highly capable to use social media tools to communicate and interact with friends and to learn online, to share notes with their classmates. One third of the respondents are moderately capable of using social media tools to learn online, for leisure and personal socialization, to undertake professional activities, to carry out academic activities, for private messaging and updating photos, for collaborative and peer to peer learning, for promoting their reading and writing skills and for creating an e-portfolio for future employment.

The college libraries may join hands with other departments and conduct some kind of orientation or user awareness programme for the students and scholars on the various modules of social media literacy. This may enable the students to become an active user, careful user, beneficial user and comfortable user in required social media tools.

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