A STUDY ON SOCIAL MEDIA LITERACY AMONG TEACHING FACULTY OF MANAGEMENT INSTITUTES

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ABSTRACT
Social media is a buzzword in 21st century, it is a web based or mobile based application which allows user to create, share content and interact. This research study primarily focuses on to know the basic understanding of social media and its use in teaching faculty of management institutes in Pune City. Social Media Literacy skills includes awareness regarding social media, understanding of functions of social media, basics of content creation, managing groups and conversation, alert, privacy as well as risk associated with social media. Study of 45 management institutes in Pune city were conducted and survey result of 205 management faculty were recorded and analysed. The results received from study are really positive. The literacy level among teaching faculty of management institutes is good and most of the faculties are well-versed with social media literacy and they have basic understanding about social media and its uses. This research paper could be perfect guide to future research about using social media for education. The situation arises from COVID-19 Pandemic accelerated online and virtual learning and maximizes the use of social media in learning. It will be great if faculties can be able to use social media for education more effectively and efficiently.
Keywords: Social Media, Social Media Literacy, Information Literacy, ICT Literacy, Digital Media Literacy

Introduction
The advancement in Social Media has made sea changes in every walk of life. Every profession facing enormous challenges which have faced never before because of social media revolution. This challenge triggers the necessity for the teaching professionals to adopt social media skills to cope up with the pace of social media revolution.

Social Media has gained much importance in the 21st Century. Within no time social media has become so much popular because of continuous upgradation and more user friendly nature, Bala (2014).

Social media is very popular in marketing of brands similarly it is also popular in higher education marketing. Most of the educational institutes are using social media for promotion of the educational institutes as well as interacting with aspirants through agency or with in-house agency or with the help of employees.

Most of the management institutes are using various internet platforms and social media to promote their courses. Institutes are also engaging aspirants by organizing various online webinar, workshops on zoom based or Google meet based platforms. In pandemic situation of 2020 everything has gone virtual and online education is new normal, faculties are conducting lectures online with various media tools, they are communicating with students on social media, half of the time faculties interact with students with the use of social media this has led to know the literacy level of faculty for this technological advances including social media which will help to understand whether there is need to skilling or re-skilling the faculty as well as staff working at educational institutes or at university.

This research study primarily focuses on identifying the literacy skills of social media amongst teaching faculty of management institutes in Pune City. Literacy skills includes awareness regarding social media, understanding of functions of social media, basics of content creation, managing groups and conversation, alert, privacy as well as risk associated with social media all these parameters are evaluated using RPG's 10 pillar model which was grouped into 3 pillar. This research paper also can be guide to future research about using social media for education and help to uplift the social media literacy skills of teaching faculty.

Literature Review
Social Media Literacy
Social media literacy is the individual's capability to recognize, realize, register, create, control, share, withdraw and exchange information or ideas on various social media platforms through various social media and networking sites. It is the ability of any individual to create, control, consolidate, and communicate information on various social media platforms. It is not only limited to participation in online social systems to keep them updated through various online social media and networking sites, but also administered, communicates appropriately, responsibly and sometimes withdraws from the social networking sites. It is also important to know the pros and cons and use the social media platform fairly and ethically.

Pew Research Centre analysed approximately 72% of U.S. adults use social media, and this number is expected to continue to rise, Perrin (2021). Given the prevalence of social media use, it is crucial for staff members to possess a certain level of social media literacy in order to effectively navigate these platforms. Social Media Literacy can prevent the diversion of our young generation's mind towards bad content as young generations attract more speedily towards new information, Prakoso (2017). Social Media Literacy enables the individual to segregate and filter the information which is delivered to them in the current globalization age. Every individual uses the social media literacy skill as per their potentials, somebody use it for entertainment, recreation, or spending lazier time, whereas somebody use it for business, marketing and educational purposes. There are many studies conducted to know the social media literacy of students, teachers and faculty members on various parameters. Social media literacy skills of the PG students and M.Phil scholars based on the RPG's 10 pillars i.e. "Know, Understand, Enroll, Create – G (Group), Create – C (Content), Manage - M (As a Member), Manage - A (As an Administrator), Manage – P (Online People), Alert and Withdraw" . The diversion of attention and disengagement from school educational activities and cyberbullying was the main challenge faced by the students of private secondary schools in use of Social Media ,Oluwaseye, Oyetola (2018)

Social Media Literacy also plays an important role in acquisition and marketing of digital information resources. Most library professionals use their social media literacy skill to create the awareness of digital information sources. Digital information literacy skills studies should be conducted by organizations while procuring digital information resources which help organizations to take important decisions and libraries should take leading roles to create awareness of digital information sources, Kumari (2017). Individuals with a higher level of social media literacy are more likely to engage in positive online behaviors, such as sharing accurate information and engaging in respectful online discourse, Chen, Kim (2019). Social media literacy is also important for individuals to effectively participate in digital citizenship, as it enables them to responsibly engage with others online and navigate complex digital environments, Kirschner, Karpinski (2010). As social media continues to evolve, social media literacy skills are also changing, and individuals must be able to adapt to these changes to remain effective users , Fraillon, Ainley, Schulz, Friedman, & Gebhardt, (2019). Social media literacy is also crucial for young people, as it can help them develop a critical understanding of the information they encounter online and enable them to make informed decisions, Hobbs, (2010). Social media literacy is also important for businesses and organizations, as it enables them to effectively engage with customers and stakeholders and navigate the complex landscape of social media, Safko, (2012).As far as literacy among staff or teaching staff at university and colleges are concerns there are some research has been covered around thus area many teachers lack the necessary skills and knowledge to effectively use social media in their teaching practice, and that teacher education programs often fail to adequately prepare teachers in this area, Chen,Bryer (2012). Teachers who are more proficient in using social media are more likely to incorporate it into their teaching practice in innovative and effective ways, Tüzün, Özdamlı, (2016). Teachers who are more proficient in using social media are more likely to be competent in their teaching practice overall ,Martín-Blas, Serrano-Fernandez, (2009).

Objectives of the Study
The objectives framed for the study are as under:
1. To know the basic understanding of Social Media and its use in teaching by the faculty of management institutes.
2. To find out their level of Social Media Literacy among teaching faculty of management institutes.
3. To provide suggestions on improvising social media skills among teaching faculty of management institutes.

Hypothesis of the Study
Following are the Hypothesis under Study:
1. H$_0$1: Faculty of management institutes in Pune city are not effective with respect to their know-how of social media activities.
H$_a$1: Faculty of management institutes in Pune city are effective with respect to their know-how of social media activities.

2. H₀2: Faculty of management institutes in Pune city are not effective with respect to managing of social media activities.

Hₐ2: Faculty of management institutes in Pune city are effective with respect to managing of social media activities.

3. H₀3: Faculty of management institutes in Pune city are not effective with respect to awareness of procedure of alert and withdrawal of social media.

Hₐ3: Faculty of management institutes in Pune city are effective with respect to awareness of procedure of alert and withdrawal of social media.

Research Methodology

The present study is limited to 137 management institutes which are affiliated to Savitribai Phule Pune University under Pune district. Data of institutes is fetched from BCUD (Board of College and University Development) Portal of University. Out of 137 institutes we have taken 45 Institutes for research study with systematic random sampling and full time management faculties working in that institutes were considered. Survey method has been deployed to carry out the present study. To meet the specific objectives of the study, structured questionnaires was designed and the same was distributed among teaching faculty to collect the necessary data. From every institute we have distributed questionnaire to 5 teaching faculties totalling to 225 Sample size for the study. Out of that 205 respondents have filled the questionnaire. The response rate for survey was 91%.

Data Analysis and Interpretation

The data collected through the questionnaires has been converted into machine readable format and imported into the statistical package for the social sciences (SPSS). Further the data has been analysed and inferences are made based on standard statistical methods. A detailed analysis of the data and its interpretation has been presented in the tables.

I) Know ,Understand & Enroll	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	(%)	No	(%)	No	(%)	No	(%)	No	(%)
1. Social Media is used for the purpose of sharing content as well as making groups	50	24.39	100	48.78	0	0.00	50	24.39	5	2.44
2. Social Media are websites and applications that enable users to create and share content or to participate in social networking.	60	29.27	110	53.66	0	0.00	30	14.63	5	2.44
3. I know what are the options available for social media accounts-(Account opening)	80	39.02	100	48.78	5	2.44	10	4.88	10	4.88
4. I know how to open account on social media platforms	100	48.78	70	34.15	3	1.46	17	8.29	15	7.32
5. I know Dos and Donts of Social Media Accounts	101	49.27	80	39.02	2	0.98	17	8.29	5	2.44
6. I know how to keep privacy on social media accounts	120	58.54	65	31.71	5	2.44	10	4.88	5	2.44
7. I know which social media suits me for joining	180	87.80	20	9.76	2	0.98	1	0.49	2	0.98
8. I read all terms and condition before creating social media accounts	40	19.51	40	19.51	10	4.88	100	48.78	15	7.32

Table 1: Literacy, understanding, and registration of social media tools

Table –1shows that majority of the respondents well aware about social media and its uses. Out of 205 respondents, around 73% of respondents agreed with the fact that social media is used for the purpose of sharing content as well as making groups also on similar ground around 83% of respondents know what social media is all about. It is also observed that almost 90% of the respondents knows which social media suits for them to join as per their technical knowledge and it's good that around 90% respondents are well aware about the security concerns so above all figure indicates that social media literacy skills is high among teaching faculty of management institutes as majority of the factors are on positive side.

II) Create and Manage	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	(%)	No	(%)	No	(%)	No	(%)	No	(%)
1. I know how to create groups on social media	80	39.02	120	58.54	1	0.49	3	1.46	1	0.49
2. I know what are the risk factors as admin (group creator) in social media	100	48.78	67	32.68	10	4.88	15	7.32	13	6.34
3. I know how to add people in groups ion social media	111	54.15	45	21.95	10	4.88	23	11.22	15	7.32
4. I know what category of group I can create on social media	50	24.39	56	27.32	8	3.90	90	43.90	1	0.49
5. I know social media groups can help for learning and information sharing	124	60.49	62	30.24	8	3.90	6	2.93	5	2.44
6. I know what content to be post on social media group - As member as well as Admin	100	48.78	90	43.90	2	0.98	8	3.90	5	2.44
7.I know how to interact in group on social media groups	100	48.78	90	43.90	2	0.98	8	3.90	5	2.44
8. I know how to share content on social media groups (Link,Images etc)	60	29.27	128	62.44	2	0.98	10	4.88	5	2.44
9. I can comment strongly against wrong postings	50	24.39	60	29.27	12	5.85	80	39.02	3	1.46
10. I know how to be an active member in the group(s)	47	22.93	113	55.12	14	6.83	20	9.76	11	5.37
11. I am capable of become admin of group and I can control on different voice on group	50	24.39	40	19.51	25	12.2	80	39.02	10	4.88
12. I know how to remove members from group	100	48.78	90	43.90	2	0.98	8	3.90	5	2.44
13. I can tolerate and move on with trolls and negative comments	40	19.51	30	14.63	10	4.88	111	54.15	14	6.83

Table 2: Literacy about Create and Manage social media activities

Table -2 clearly indicate that elements of creating groups, content and managing groups literacy skills among teaching faculty is at highest level as almost 90% of respondents, out of 205 knows how to create groups and around 81% respondents aware with the risk factors of social media groups. It is also surprising to see that almost 90% of the respondents are agree the fact that we can use social media for information and learning purpose. Analysis also shows positive results about content posting, group interaction and handling group activities. Only word of caution among faculty is trolling that needs to be worked out with proper solutions.

III) Alert and Withdraw	Strongly Agree		Agree		Neutral		Disgaree		Strongly Disagree	
	No	(%)	No	(%)	No	(%)	No	(%)	No	(%)
1. I know social media is having all privacy controls and I use all controls	40	19.51	30	14.63	12	5.85	123	60.00	0	0.00
2. I know through social media frauds/Hacks are	125	60.98	25	12.20	10	4.88	40	19.51	5	2.44

also happens									
3. I know when to delete the groups or accounts	130	63.41	27	13.17	3	1.46	35	17.07	10	4.88
4. I know how to protect myself from immoral acts	30	14.63	60	29.27	25	12.20	80	39.02	10	4.88
5. I know what formalities are required to withdraw from a Social Media	30	14.63	65	31.71	10	4.88	90	43.90	10	4.88

Table 3: Literacy about alerts and withdrawal of social media activities

Table - 3 shows that most of the respondents don't make use of all privacy controls available on social media hardly around 34% respondents replied that they use privacy controls moreover with protection from immoral acts as well as withdrawing formalities for social media respectively only around 44% and 46% respondents responded positively. When we ask about social media hacks around 73% respondent knows about frauds/hacks and almost 77% respondents responded that they know how and when to delete the groups.

Hypotheses Testing

1. **H_01:** Faculty of management institutes in Pune city are not effective with respect to their know-how of social media activities ($\mu \leq 3$).

Know, Understand & Enroll	N	Mean	Std. Deviation	Std. Error Mean
	205	4.0146	1.19426	0.08341

Table 4: One-Sample Statistics

Know, Understand & Enroll	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	12.16	204	0.001	1.0146	0.8502	1.1791

Table 5: One-Sample Test

One-sample one-tailed t-test is used to validate the hypothesis H1. The One-sample one-tailed t-test determines whether the sample mean is statistically greater than a known or hypothesized population mean. Table 4 presents the sample statistics. Mean impression score (4.01 ± 1.19) is greater than population 'normal' impression score of 3.0 on five point likert scale. Table titled 'One-Sample Test' reports the result of the one-sample t-test. Calculated t-value is 12.16 which is greater than the one tail table of t-value i.e. 1.68 at 5 per cent level of significance and 204 degrees of freedom. This provides the basis to reject the null hypothesis and accept the alternate hypothesis. Moreover, if p-value is lesser than the significance level, the test statistic fell into the critical region. As $p < .05$ (it is $p = .001$). Therefore, the statistically significant result supports the notion that the population mean is greater than the target value of 3 on five point likert scale. Thus, accepted the alternate hypothesis as faculty of management institutes in Pune city are effective with respect to know-how of social media activities.

2. **H₀2:** Faculty of management institutes in Pune city are not effective with respect to managing of social media activities ($\mu \leq 3$).

Create and Manage	N	Mean	Std. Deviation	Std. Error Mean
	205	3.8537	1.21189	0.8464

Table 6: One-Sample Statistics

Create and Manage	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	10.086	204	0.001	0.85366	0.6868	1.0205

Table 7: One-Sample Test

One-sample one-tailed t-test is used to validate the hypothesis H₂. The One-sample one-tailed t-test determines whether the sample mean is statistically greater than a known or hypothesized population mean. Table 6 presents the sample statistics. Mean impression score (4.01 ± 1.21) is greater than population 'normal' impression score of 3.0 on five point likert scale. Table titled 'One-Sample Test' reports the result of the one-sample t-test. Calculated t-value is 10.08 which is greater than the one tail table of t-value i.e. 1.68 at 5 per cent level of significance and 204 degrees of freedom. This provides the basis to reject the null hypothesis and accept the alternate hypothesis. Moreover, if p-value is lesser than the significance level, the test statistic fell into the critical region. As $p < .05$ (it is $p = .001$). Therefore, the statistically significant result supports the notion that the population mean is greater than the target value of 3 on five point likert scale. Thus, accepted the alternate hypothesis as faculty of management institutes in Pune city are effective with respect to managing of social media activities.

3. **H₀3:** Faculty of management institutes in Pune city are not effective with respect to awareness of procedure of alert and withdrawal of social media ($\mu \leq 3$).

Alert and Withdraw	N	Mean	Std. Deviation	Std. Error Mean
	205	3.8537	.21189	.8464

Table 8: One-Sample Statistics

Alert and Withdraw	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	4.843	204	0.001	0.46341	.2747	.6521

Table 9: One-Sample Test

One-sample one-tailed t-test is used to validate the hypothesis H₃. The One-sample one-tailed t-test determines whether the sample mean is statistically greater than a known or hypothesized population mean. Table 8 presents the sample statistics. Mean impression score (3.85 ± 1.21) is greater than population 'normal' impression score of 3.0 on five point likert scale. Table titled 'One-Sample Test' reports the result of the one-sample t-test. Calculated t-value is 4.84 which is greater than the one tail table of t-value i.e. 1.68 at 5 per cent level of significance and 204 degrees of freedom. This provides the basis to reject the null hypothesis and accept the alternate hypothesis. Moreover, if p-value is lesser than the significance level, the test statistic fell into the critical region. As $p < .05$ (it is $p = .001$). Therefore, the statistically significant result supports the notion that the population mean is greater than the target value of 3 on five point likert scale. Thus, accepted the alternate hypothesis as faculty of management institutes in Pune city are effective with respect to with respect to awareness of procedure of alert and withdrawal of social media.

Findings of the study

Majority of the respondents are having acceptable information about the social media and its application. They are additionally mindful about social media accounts accessibility, social media accounts opening methodology, Do's and Don'ts of social media with security aspects of social media. Also the fact is that Majority of the respondents don't peruse all terms and conditions prior to make use of the social media and this can't be ignored and it must be improved. Teaching faculty at management institutes are good at creating groups on social media as well as creating content on social media. They are also good at managing the groups at perfect level. One area of improvement for literacy level is – Category of Group formation and accepting and handling the trolls and negative comments. Institutes can arrange expert's session to guide faculties on trolling and group formations. It has been observed in the analysis that most of the faculty members don't make use of all privacy control available on social media sites as well as they face problems in dealing with immoral acts and formalities to be done while withdrawing from social media. Institutes can arrange FDP sessions on specific topics and can have practical session with case study in it to deal with the above issues. Rest of the things about fraud, hacking, removing people, deleting group faculties seems well versed. Finally, we can conclude that in RPG 10 pillar model except for 2-3 elements majority of the respondents are having good literacy level.

Conclusion

It can be sum up here that the social Media Literacy Skills found high among Teaching Faculty of Management Institutes in Pune City. Faculty of management have acquired the social media literacy skill which is required to perform social media activities very effectively and efficiently. Most of the faculty members are found well-verse with respect to awareness of social media, understanding functions of social media, basics of content creation, managing groups and conversation, alert, privacy as well as risk associated with social media. It has been suggested here that as the faculty are good at literacy, the institute can make official use of social media for education not only during the pandemic but also post pandemic. As Social media and its application changes day by day, faculty should be given training on social media and its technological updates at every institute as well as University.

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