

Social media proficiency among journalism teachers: A study

Rakesh V Talikoti *, Jayaraj H and Dhanunjaya Bhat B K

Department of Journalism and Mass Communication, Vijayanagara Sri Krishnadevaraya University, Ballari.

Magna Scientia Advanced Research and Reviews, 2025, 15(01), 084-092

Publication history: Received on 11 August 2025; revised on 19 September 2025; accepted on 22 September 2025

Article DOI: <https://doi.org/10.30574/msarr.2025.15.1.0111>

Abstract

Social media, which refers to web or mobile based platforms that let users create, share, and engage with content, has emerged as a defining characteristic of the twenty first century. At first, the primary purposes of social media were information searching, buddy talk, and sharing amusement or images. However, these platforms are now powerful and limitless information sources in addition to being ways to contact with friends and acquaintances. The purpose of this study is to ascertain the fundamental knowledge and usage of social media by journalism education faculty. Social media literacy includes being aware of social media, knowing how it works, knowing the fundamentals of creating content, managing groups and conversations, and being aware of privacy hazards. According to the report, most journalism professors are social media literate and have a firm understanding of its function. Future research on incorporating social media into education may find this study to be a useful resource. It might be advantageous to support educators in making better use of social media for instruction. Social media does have benefits, but it also disseminates false information and fake news. Instead of growing the media's audience, poor use of social media and a breakdown in journalistic ethics could damage its reputation.

Keywords: Social Media; Social Media Literacy; Journalism Education; ICT Literacy; Digital Media Literacy

1. Introduction

Social media's development has significantly altered every facet of existence. The social media revolution has created previously unheard of obstacles for every career. This circumstance emphasizes how critical it is for educators to acquire social media skills in order to stay on track.

In addition to being widely used for commercial marketing, social media has gained popularity for promoting universities. Social media platforms are widely used by educational institutions to promote themselves and interact with potential students via agencies, internal teams, or staff.

The majority of journalism schools actively advertise their courses on social media and other internet venues. Using Zoom, Google Meet, and other online tools, they host webinars and seminars to interact with potential students. Online learning has become the new standard as a result of the COVID-19 pandemic, which hastened this transition. A large amount of faculty members' time is spent connecting with students on social media, where they regularly communicate and conduct lectures utilizing various media technologies. In order to assess if teachers and staff at educational institutions require retraining or upskilling, it is critical to comprehend their social media literacy.

The main goal of this study is to evaluate journalism university or college faculty members' social media literacy. Social media awareness, comprehension of its features, the fundamentals of content creation, group and conversation management, and an awareness of privacy dangers and concerns are all examples of literacy skills. The purpose of this

* Corresponding author: Rakesh V Talikoti

study is to inform future investigations and promote the improvement of teaching faculty members' social media literacy.

1.1. Social Media Literacy

Social media literacy plays a significant role in both acquiring and promoting digital information resources. A lot of librarians use their social media expertise to spread the word about digital information sources. In order to make educated judgments when purchasing digital resources, businesses should carry out research on digital information literacy, with libraries playing a key role in raising awareness (Kumari, 2017). According to Chen and Kim (2019), those who are more social media literate are more likely to share correct information online and participate politely in online discussions. According to Kirschner and Karpinski (2010), social media literacy is also necessary for good digital citizenship since it enables users to traverse complicated digital environments and engage in responsible online interactions.

Users must adjust to maintain proficiency as social media platforms and the literacy skills required for them change over time (Fraillon, Ainley, Schulz, Friedman, & Gebhardt, 2019). Young people particularly benefit from this literacy since it enables them to critically assess internet content and make wise decisions (Hobbs, 2010). Additionally, social media literacy helps businesses and organizations better interact with their clients and control their online presence (Safko, 2012). According to studies, teacher education programs frequently fall short in providing instructors with the necessary preparation, and many teachers lack the abilities and expertise to successfully incorporate social media into their lessons (Chen & Bryer, 2012).

Teachers who are more adept at using social media are more likely to use it creatively and successfully in the classroom (Tauzin & Ozdaml, 2016), and they also tend to be more capable teachers in general (Martin-Blas & Serrano-Fernandez, 2009).

2. Review of literature:

1. Aharony (2015) provides a comprehensive analysis of social media literacy as a critical component of overall information literacy. The study highlights how users must develop skills to effectively evaluate, create, and share content on social platforms. It emphasizes the evolving nature of literacy in the digital age, where social media plays a central role in information dissemination. This work underscores the necessity for educational programs to integrate social media literacy to prepare users for informed digital engagement.

(Information literacy and social media: A systematic review of the literature. Library & Information Science Research)

2. Gikas and Grant (2013) explore how mobile devices and social media reshape the learning experience in higher education from the students' perspective. Their study reveals that these technologies enhance accessibility, collaboration, and engagement in academic settings. The research highlights both opportunities and challenges in integrating mobile social tools into teaching practices. It calls for educators to adapt and harness these tools to improve educational outcomes effectively.

(Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. The Internet and Higher Education)

3. Vu and Proctor (2020) examine the digital and social media literacy levels of journalism educators and their students, identifying significant gaps in skills and knowledge. The study highlights the urgent need for curriculum updates to address these deficiencies and better prepare future journalists. It underscores the evolving demands of the journalism profession in a digital media landscape. The authors advocate for enhanced training and resources to bridge the literacy divide in journalism education.

(Digital literacy and journalism education: Exploring gaps and opportunities. Journalism & Mass Communication Educator)

4. Wang and Hsieh (2019) provide a thorough review of social media literacy and its influence on learning outcomes across various educational contexts. Their study identifies key competencies necessary for effective social media use, including critical thinking and content creation skills. The authors highlight both the benefits and challenges of integrating social media into education. This work serves as a valuable foundation for developing strategies to enhance social media literacy in learners.

(Digital literacy and journalism education: Exploring gaps and opportunities. Journalism & Mass Communication Educator)

5. Al-Rahmi et al. (2021) explore how social media enhances academic performance by fostering collaborative learning among higher education students. Their study highlights that effective use of social media tools encourages interaction, knowledge sharing, and teamwork. It also underscores the importance of digital proficiency for both students and educators to maximize learning benefits. The research supports integrating social media literacy into educational practices to improve engagement and outcomes.

(The role of social media in improving academic performance through collaborative learning in higher education. Education and Information Technologies)

6. Zhao and Okita (2023) examine the digital literacy and social media proficiency of university faculty in the evolving post-pandemic educational landscape. Their study reveals that the shift to online learning has accelerated the need for enhanced digital skills among educators. It highlights gaps in faculty's social media competence, emphasizing targeted training to support effective teaching. The research stresses the critical role of ongoing professional development to adapt to digital teaching environments.

(Digital literacy and social media proficiency of university faculty in the post-pandemic era. Computers & Education)

Objectives of the study:

- To examine the basic understanding of social media and its application in teaching among faculty members of journalism colleges.
- To assess the level of social media literacy among the teaching faculty in journalism colleges.
- To offer recommendations for enhancing social media skills among journalism faculty members.

3. Research methodology

India hosts a large number of journalism colleges, with Karnataka alone accounting for 168 such institutions. These colleges comprise 94 privately owned, 31 government/public institutions, and 11 operated under public-private partnerships.

The present study focuses on 5 journalism institutes/colleges affiliated with Vijayanagara Sri Krishnadevaraya University, Ballari (Karnataka).

Using a systematic random sampling technique, five institutes were selected from the total population of 168, and full-time and part-time journalism faculty members from these institutes were considered as the study participants.

A survey method was employed to conduct the research. In alignment with the study's objectives, a structured questionnaire was developed and distributed among faculty members to collect relevant data.

A total of 225 questionnaires were distributed to faculty members in each selected institutes. Of these, 205 completed responses were received, yielding a response rate of 91%.

3.1. Hypothesis of the study

- **H01:** There is no significant effectiveness/non-effective among the faculty of journalism colleges affiliated to VSK University, Ballari with respect to their knowledge of social media activities.
- **H02:** There may be effective or no significant effectiveness among the faculty of journalism colleges affiliated to VSK University, Ballari with respect to managing social media activities.
- **H03:** There may be effective or no significant effectiveness among the faculty of journalism colleges affiliated to VSK University, Ballari with respect to awareness of procedures related to alerts and withdrawal on social media.

4. 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.

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

I. Know, Understand & Enroll	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	%	No	%	No	%	No	%	No	%
Social Media are websites and applications that enable users to create and share content or to participate in social networking.	50	24.39	100	48.78	0	0	50	24.39	5	2.44
I know what are the options available for social media accounts- (Account opening)	60	29.27	110	53.66	0	0	30	14.6	5	2.44
I know how to open account on social media platforms	80	39.02	100	48.27	5	2.44	10	4.88	10	4.88
I know Dos and Don'ts of Social Media Accounts	100	48.78	70	34.15	3	1.46	17	8.29	15	7.32
I know how to keep privacy on social media accounts	101	49.27	80	39.20	2	0.98	17	8.29	15	7.32
I know which social media suits me for joining	120	58.54	65	31.17	5	2.44	10	4.88	5	2.44
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

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 journalism as majority of the factors are on positive side.

Table 2 Literacy about Create and Manage social media activities

II. Create and Manage	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	(%)	No	(%)	No	(%)	No	(%)	No	(%)
I know how to create groups on social media	80	39.02	120	58.54	1	0.49	3	1.46	1	0.49
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
I know how to add people in groups on social media	111	54.15	45	21.95	10	4.88	23	11.22	15	7.32
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
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

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
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
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
I can comment strongly against wrong postings	50	24.39	60	29.27	12	5.85	80	39.02	3	1.46
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
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	3.902	10	4.88
I know how to remove members from group	100	48.78	90	43.90	2	0.98	8	3.90	5	2.44
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

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.

Table 3 Literacy about alerts and withdrawal of social media activities

III. Alert and Withdraw	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	(%)	No	(%)	No	(%)	No	(%)	No	(%)
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
I know through social media frauds/Hacks are also happens	125	60.98	25	12.20	10	4.88	40	19.51	5	2.44
I know when to delete the groups or accounts	130	63.41	27	13.17	3	1.46	35	17.07	10	4.88
I know how to protect myself from immoral acts	30	14.63	60	29.27	25	12.20	80	39.02	10	4.88
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

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.

4.1. Hypothesis Testing

There is no significant effectiveness/non-effective among the faculty of journalism colleges affiliated to VSK University, Ballari with respect to their knowledge of social media activities. ($\mu \leq 3$).

Table 4 One-Sample Data Summary

Know, Understand &Enroll	N	Mean	Std. Deviation	Std. Error Mean
	205	4.0145	1.19421	0.08339

As presented in Table 4 the responses of 205 faculty members yielded a mean score of 4.01 (SD = 1.19, SE = 0.083). This mean value is noticeably higher than the hypothesized population mean of 3.0 on a five-point Likert scale, indicating a favorable tendency toward knowledge of social media activities.

Ha1: Faculty of journalism colleges affiliated to VSK University, Ballari are effective with respect to their knowledge of social media activities ($\mu > 3$).

Table 5 One-Sample Data Summary

Know, Understand & Enroll	Test Value=3					
					94% Interval Estimate of the Difference	
	t	df	Sig.(2-tailed)	Mean Difference	Lower	Upper
	12.15	203	0.001	1.0142	0.8500	1.1788

The observed mean significantly exceeds the hypothesized mean. As shown in Table 5, the calculated t-value is 12.15 with 203 degrees of freedom. The corresponding p-value is 0.001, which is less than the significance level of 0.05. The 94% confidence interval for the mean difference (0.85, 1.18) does not include zero, further confirming the positive deviation from the hypothesized value.

Interpretation of Hypothesis: Since the obtained t-value (12.15) exceeds the critical one-tailed table value (1.68 at $\alpha = 0.05$) and the p-value (0.001) is well below the threshold of 0.05, the null hypothesis (H_0) is rejected. Therefore, the alternative hypothesis (H_a) is accepted.

There may be effective or no significant effectiveness among the faculty of journalism colleges affiliated to VSK University, Ballari with respect to managing social media activities ($\mu < 3$).

Table 6 One-Sample Data Summary

Create and Manage	N	Mean	Std. Deviation	Std. Error Mean
	205	3.8536	1.21188	0.8463

The calculated t-value was 10.08 with 203 degrees of freedom, and the associated p-value was 0.001, which is well below the significance threshold of 0.05. The mean difference was 0.85, with a 95% confidence interval ranging from 0.69 to 1.02, confirming that the true mean difference is positive and statistically significant.

Table 7 One-Sample Data Summary

Create and Manage	Test Value=3					
					95%ConfidenceIntervalof the Difference	
	t	Df	Sig.(2-tailed)	Mean Difference	Lower	Upper
	10.080	203	0.001	0.85362	0.6865	1.0201

4.2. Interpretation of Hypothesis

Since the obtained t-value (10.08) exceeds the critical one-tailed table value (1.68 at $\alpha = 0.05$) and the p-value (0.001) is below the accepted level of significance, the null hypothesis (H02) is rejected. Therefore, the alternative hypothesis is accepted.

There may be effective or no significant effectiveness among the faculty of journalism colleges affiliated to VSK University, Ballari with respect to awareness of procedures related to alerts and withdrawal on social media ($\mu < 3$).

Table 8 One-Sample Data Summary

Alert and Withdraw	N	Mean	Std. Deviation	Std. Error Mean
	205	3.8536	0.21188	0.8463

As presented in Table 8, responses from 205 faculty members produced a mean score of 3.85 (SD = 0.21, SE = 0.0846). This score is higher than the hypothesized population mean of 3.0 on a five-point Likert scale, indicating a favorable tendency toward awareness of alert and withdrawal procedures in social media.

Table 9 One-Sample Data Summary

Alert Withdraw	Test Value=3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	4.842	203	0.001	0.46340	.02746	0.6520

The calculated t-value was 4.84 with 203 degrees of freedom, and the associated p-value was 0.001, which is well below the significance threshold of 0.05. The mean difference was 0.46, with the 95% confidence interval ranging from 0.27 to 0.65, showing that the true mean difference is positive and significant.

4.3. Interpretation of Hypothesis

Since the obtained t-value (4.84) exceeds the critical table value for a one-tailed test (1.68 at $\alpha = 0.05$) and the p-value (0.001) is less than 0.05, the null hypothesis (H03) is rejected. Therefore, the alternative hypothesis is accepted.

5. Findings of the study

- A high level of general knowledge about social media platforms: The majority of journalism professors (about 73%) are aware of the fundamental features of social media, including networking and content sharing. Approximately 83% of people are certain they know what social media is and how it works.
- Excellent Social Media Account Management Skills: Strong basic knowledge in account creation and security is demonstrated by the over 90% of respondents who said they knew how to choose acceptable social media sites and protect account privacy.
- Limited Attention to Privacy Policies and Terms: There is a fundamental lack of awareness of digital literacy, as seen by the large percentage of faculty members (56%) who disagreed or strongly disagreed with reading the terms and conditions before creating social media accounts.
- High Competency in Group Creation and Management: Approximately 90% of participants reported that they are proficient in social media group creation and management, including member addition, conversation management, and content posting.
- Awareness of Risks in Group Administration: More than 80% of faculty members are aware of the dangers of serving as group administrators, including managing divergent viewpoints within the group or handling improper information.
- Strong Belief in Social Media's Educational Value: Nearly 90% of respondents agreed that social media may be used to share knowledge and facilitate learning, indicating an openness to incorporating it into teaching methods.

- Moderate Confidence in Handling unfavorable contacts: When asked how they would handle online trolls or unfavorable remarks, faculty members gave a range of answers, with over 60% expressing no opinion or feeling uneasy about the contacts. This suggests that there is room for development in terms of digital resilience.
- Awareness of Social Media Threats like Hacking and Fraud: A sizable majority (about 73%) acknowledged that social media can expose users to fraud and hacking, demonstrating a fundamental understanding of risk, even if this awareness isn't always accompanied by protective activity.
- Weak Usage of Privacy Controls and Withdrawal Practices: A crucial literacy gap was highlighted by the fact that only 34% of the professors reported regularly using the privacy settings that were accessible, and even fewer were aware of the procedures needed to exit from social platforms.
- Strong Knowledge of Group Deletion and Exit Procedures: Approximately 77% of respondents said they know when and how to remove social media groups or accounts when needed, despite deficiencies in other areas of digital disengagement.

6. Conclusion

According to this study, professors of journalism education have a respectable degree of social media literacy, showing a solid grasp of social media platforms, account administration, group formation, and instructional social media use. The fact that the majority of faculty members are well aware of the learning, interaction, and material sharing opportunities that social media offers highlights their capacity to successfully use these resources into their teaching methods.

Nonetheless, the study also identifies important areas that require improvement, including with regard to terms and conditions awareness, privacy control usage, and managing online negativity like trolling. Although faculty members are aware of the dangers of fraud and hacking, the uneven implementation of privacy protections and their poor comprehension of withdrawal protocols point to a lack of effective digital safety measures. Furthermore, conflicting reactions to handling unpleasant online interactions highlight the necessity of enhancing digital resilience and responsible engagement abilities.

With social media's increasing importance in journalism education and practice, faculty members must receive specialized training and ongoing professional development to enable them to use these platforms with assurance and morality. In addition to helping educators, improving social media literacy gives aspiring journalists the vital abilities they need to succeed in the quickly changing world of digital media.

In order to ensure that journalism instructors continue to be responsible and successful communicators in the digital age, this study ultimately lays the groundwork for future research and institutional activities targeted at developing broad social media competences in them.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

References

- [1] Vu, H. T., & Proctor, R. (2020). Digital literacy and journalism education: Exploring gaps and opportunities. *Journalism & Mass Communication Educator*, 75(4), 468–482. <https://doi.org/10.1177/1077695820907040>
- [2] Chen, B., & Bryer, T. (2012). Investigating social media literacy: Concepts, practices, and outcomes. *MERLOT Journal of Online Learning and Teaching*, 8(4), 359–371.
- [3] Chen, Y., & Kim, Y. (2019). Social media literacy and the predisposition to participate in positive online behaviors: A study of Chinese college students. *Computers & Education*, 133, 86–97. <https://doi.org/10.1016/j.compedu.2019.01.015>
- [4] Fraillon, J., Ainley, J., Schulz, W., Friedman, T., & Gebhardt, E. (2019). Preparing for life in a digital age: The IEA international computer and information literacy study international report. Springer.
- [5] Oluwaseye, A. J., & Oyetola, M. K. (2018). Information literacy skills and social media use by students in selected private secondary schools in Ibadan, Nigeria. *Covenant Journal of Library & Information Science*, 1(2), 18–31.

- [6] Kumari, S. (2017). Digital information literacy skills among faculty members of engineering colleges in Mangalore, Karnataka: A study. *International Journal of Digital Library Services*, 7(1), 28–37.
- [7] Perrin, A. (2021). 16% of Americans say they have ever invested in, traded or used cryptocurrency. [Report]. Pew Research Center. (If this is from Pew, add URL if available)
- [8] Shiksha.com. (n.d.). Print media colleges in Karnataka. <https://www.shiksha.com/mass-communication-media/journalism/colleges/print-media-colleges-karnataka>
- [9] Kutu, F. I., & Olabode, O. (2022). The challenges on the use of social media experienced by undergraduates in University of Nebraska, Lincoln. *Library Philosophy and Practice* (e-journal).
- [10] Dadzie, S. O., & Flawotoafor, T. (2020). Social media use among undergraduates in Ghanaian public universities. *Library Philosophy and Practice* (e-journal). <https://digitalcommons.uni.edu/libphilprac/4388>
- [11] Dr. Rahul R, Dr. Sagar Bhadange, Dr Roshan Raju (2023). A study on social media literacy among teaching faculty of management institutes. *The Online Journal of Distance Education and e-Learning*, 11 (2) 1114-1121. <https://www.tojdel.net/journals/tojdel/articles/v11i02/v11i02-17>.
- [12] Darko-Adjei, N. (2021). Assessing the impact of social media platforms on students learning. *Library Philosophy and Practice* (e-journal). <https://digitalcommons.unl.edu/libphilprac/5216>
- [13] Aharony, N. (2015). Information literacy and social media: A systematic review of the literature. *Library & Information Science Research*, 37(2), 136–146. <https://doi.org/10.1016/j.lisr.2015.02.001>
- [14] Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18–26. <https://doi.org/10.1016/j.iheduc.2013.06.002>
- [15] Bala, K. (2014). Social media and changing communication patterns. *Global Media Journal: Indian Edition*, 5(1).
- [16] Wang, X., & Hsieh, G. (2019). Social media literacy and its impact on learning: A systematic literature review. *Educational Technology Research and Development*, 67(2), 483–512. <https://doi.org/10.1007/s11423-018-9609-7>
- [17] Al-Rahmi, W. M., Othman, M. S., & Musa, M. A. (2021). The role of social media in improving academic performance through collaborative learning in higher education. *Education and Information Technologies*, 26(2), 1725–1745. <https://doi.org/10.1007/s10639-020-10313-2>
- [18] Zhao, Y., & Okita, S. Y. (2023). Digital literacy and social media proficiency of university faculty in the post-pandemic era. *Computers & Education*, 191, 104652. <https://doi.org/10.1016/j.compedu.2022.104652>