

This study aimed to assess the perceptions of information literacy skills of undergraduate students in the social media environment. The study recommends that academic professors collaborate with academic librarians to enhance the delivery of tailored information literacy programs through assessments or accustomed training sessions that take into consideration metaliteracy skills most needed today. Metaliteracy skills were assessed through identifying perceptions and attitudes of the undergraduate students who responded to the questionnaire's four studied dimensions: evaluation of information, information ethics, legal issues, and privacy concerns, along with leading demographic and usage profiles. As for gender, the results showed significant statistical differences in favor of female respondents toward the level of perceptions in information ethics, but male respondents showed higher levels than females in skills pertaining to legal issues and information privacy. Regarding the academic discipline of the respondents, the results also revealed that those who affiliated with science disciplines have higher levels of perception than their counterparts in humanities and social sciences. Lastly, those who previously completed or attended a program on information literacy showed significantly higher levels of perceptions, except in privacy of information skills, which showed no statistical significance in this regard. Information ethics received higher levels of information literacy among the respondents, proving recognition that information ethics contribute to strengthening the capacity of information societies. To express the reliability of the survey results, inferential testing using ANOVA and t-tests of independent means were conducted to determine significant differences. In terms of the academic level of the respondents, the results showed that senior students possess significantly higher perceptions than their counterparts in lower academic levels, especially in skills related to legal issues and privacy of information. It is fundamental today that academic institutions should place greater emphasis on information literacy programs, and respond to major changes brought by continuous advancement in information and communication technologies. The level of information literacy in legal issues associated with the use of information was also modest overall, but within which the respondents have less recognition of the laws related to cybercrimes. The study was conducted in a context formed by its distinctive cultural and socio-economic characteristics.