This study aimed to assess the perceptions of infor- mation 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.Metalit- eracy skills were assessed through identifying percep- tions and attitudes of the undergraduate students who responded to the questionnaire's four studied dimen- sions: evaluation of information, information ethics, legal issues, and privacy concerns, along with leading demographic and usage profiles.As for gender, the results showed signif- icant statistical differences in favor of female respon- dents toward the level of perceptions in information ethics, but male respondents showed higher levels than females in skills pertaining to legal issues and infor- mation privacy.Regarding the academic discipline of the respon- dents, the results also revealed that those who affiliated with science disciplines have higher levels of percep- tion 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 pri- vacy of information skills, which showed no statistical significance in this regard.Information ethics received higher levels of information literacy among the respondents, prov- ing recognition that information ethics contribute to strengthening the capacity of information societies.To express the reliability of the survey results, infer- ential testing using ANOVA and t-tests of indepen- dent means were conducted to determine significant differences.In terms of the academic level of the respondents, the results showed that senior stu- dents possess significantly higher perceptions than their counterparts in lower academic levels, especially in skills related to legal issues and privacy of informa- tion.It is fundamental today that academic institutions should place greater empha- sis 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 asso- ciated with the use of information was also mod- est 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.

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