Low-income, yet Highly Literate?
The Future Towards Developing a 'Super Smart Society'

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ABSTRACT

The low-income community is generally associated with a lower level of education, poor quality housing, unemployment, and financial debt. As digital technologies become increasingly integrated into society, this study aims to re-examine the understanding of advertising literacy within low-income communities by introducing digital literacy as a new dimension. The focus is on assessing their awareness of visual pollutants, specifically fly-poster, in Malaysia. The study involved 574 respondents from five Public Housing Programs (PHP) to represent the distribution of the low-income community. The study combined media literacy theory and the model of advertising literacy. Results indicated that individuals in the low-income community exhibit high advertising literacy influenced by digital technological factors, empowering them to make informed decisions amidst the deluge of advertisements. Despite this, the challenge of visual pollutants remains unresolved due to the insufficient efficacy of collective actions by the community, hindering efforts to mitigate their impact on the local environment. To embrace the future of a 'super smart society,' the low-income community must collectively adapt and adopt digital technologies. This study contributes to the discourse on the importance of digital literacy and collaborative efforts in shaping an intelligent society, often referred to as Society 5.0 or the 'super smart society.'

Keywords: *Advertising literacy, society 5.0, digital literacy, fly-poster, super smart society.*

INTRODUCTION

The progress of technology in the 21st century has given rise to a media-saturated environment, providing extensive access for digital societies. This has broadened the scope of communication in society, enabling collaboration and individual contributions on an unprecedented scale. The intertwined relationship between media and the swift pace of technological advancements significantly impacts the dissemination of information and the acquisition of new literacy skills. In the past, scholars (Jones-Kavalier & Flannigan, 2006; Koltay, 2011; Malmelin, 2010; Potter, 2015) engaged in a discourse highlighting that literacy goes beyond the mere ability to read 'text'; instead, the crucial question was, "How does society employ its literacy skills?" It was emphasised that literacy skills must continually evolve, aligning with the latest communication technologies. This evolution typically begins with conventional 'text' and extends to encompass various concrete and virtual forms

expressed through the media (Kress, 2003; Celik et al., 2021). In the context of the 21st century, three contemporary literacy concepts that warrant particular attention are media literacy, digital literacy, and information literacy (Koltay, 2011; Mohammadyari & Singh, 2015; Potter, 2015; Gasinger & Kole, 2016; Wuyckens & Fastrez, 2022). This is further supported by Hofvenschioeld and Khodadadi (2020), who stated that research areas specifically in communication should always be prioritised and recognised as integral for future research development.

In the impending dominance of the digital era, contemporary society finds itself extensively interconnected through technology, making it an omnipresent element in daily life (Duvfa & Duvfa, 2019). Beyond the basic skills of operating digital devices or software, the proficiency required involves a blend of cognitive, motor, sociological, and emotional abilities to effectively navigate technology in digital environments. The integration of technology is crucial for fostering intellectual communities, where literacy, media, and technology collectively aid individuals in comprehending evolving digital cultures and acknowledging the world's perpetual state of change (Eshet - Alkalai, 2004; Belshaw, 2011; Potter, 2015; Poore, 2011).

Considering the study's focus on visual materials, it explores a specialised skill known as digital visual literacy, combining digital and visual elements. Spalter and Dam (2008) present a comprehensive definition of digital literacy, encompassing three key aspects, i) Proficiency in critically analysing digital visual materials, including two-dimensional (2D), three-dimensional (3D), static, and moving visuals, ii) The ability to make intellectual judgments based on visual content and iii) Competence in operating devices to effectively produce visual communications. Digital literacy skills play a crucial role in the context of the ongoing technological revolution, as the continuous evolution of technology significantly influences how communities consume media. This study specifically explores the digital literacy of the low-income community in relation to one of the visual pollutants in Malaysia; fly- poster. A method known as "fly-posting," alternatively referred to as 'bill sticking' or 'wild posting,' embodies an inventive, non-traditional, rebellious, and cost-effective marketing approach classified within guerrilla marketing strategies which is often perceived as a visual pollutant that unlawfully defaces public spaces (Hicks, 2021; Neesa Ameera et al., 2022; Rosenberg, 2023). Typically, fly-poster targets low-cost residential areas due to their high population density and frequent visibility. While proven to be highly effective in terms of advertising exposure, the pattern of exposure created by this medium poses a public nuisance in the neighbourhood (Makienko, 2012; Schmidt & Eisend, 2015; Neesa Ameera et al., 2022; Zahid et al., 2022).

In today's digital landscape, the exploration of individuals' diverse media schemata and their spontaneous responses to persuasive attempts is paramount. This shift underscores the evolution from the previous challenge of determining digital literacy within low-income communities in the face of competitive and intrusive visual messages (Evans & Wojdynski, 2020; van Berlo et al., 2023). Regardless, it is essential for the community to develop digital literacy skills to discern the visual pollution prevalent in today's digital environment (Livingstone & Helsper, 2006; Malmelin, 2010; Neesa Ameera & Mohd Nor Shahizan, 2019). Cultural values significantly influence how individuals from different backgrounds respond to advertising, and in Malaysia, there is a recognition of the influential role advertisements play in shaping cultural norms (Majid et al., 2023; Waller & Fam, 2000).

As Industry 4.0 emphasises the integration of technology for knowledge and intelligence generation, Society 5.0 takes this further by empowering human-centred society where products and services are readily available to address a range of needs (*e.g., Robotics and Artificial Intelligence*), while also working to minimise economic and social inequalities, thus promoting a life of comfort and vitality for all individuals. Originating from Japan, the concept of Society 5.0 envisions the integration of cyberspace and physical space to usher in a new societal paradigm. This concept represents a significant shift in how society operates. The idea of Society 5.0 has garnered enthusiasm globally, prompting contemplation on whether Malaysians, particularly the low-income community, are adequately prepared to contribute to a 'super smart society' and actively participate in realizing the goals of Society 5.0 (Fukuda, 2020; Xu, 2021).

LITERATURE REVIEW

Media Literacy

Media literacy is defined as "the ability to access, analyse, evaluate and create messages across variety of contexts". These four variables derived from the definition were examined for their applicability to the Internet. "From print to screen" was the main concern as when technology changes, the literacy within an individual change as well. Understanding media and its messages is crucial for the community to stay informed and empowered in today's world, which is inundated with a variety of media sources and content (Livingstone, 2004; Wuyckens et al., 2022). As new technologies emerge, a single literacy no longer suffices for individuals, as concepts and skills require constant updating. Therefore, media literacy is indispensable for everyone, regardless of intentional media use. Acquiring media literacy enables individuals to form independent judgments on media content, necessitating the integration of critical thinking skills with media literacy as well as boost the community's confidence, and self-efficacy (Hobbs 2022; Cho et al., 2024).

Potter (2004) introduced the Theory of Media Literacy in 2004, highlighting the significance of media literacy due to the abundant information disseminated by the media in contemporary society. The theory suggests that while individuals cannot physically escape the abundance of information in today's world, they can psychologically shield themselves by processing it automatically. Potter (2004) presents the concept of media literacy using a model known as the cognitive model of media literacy.
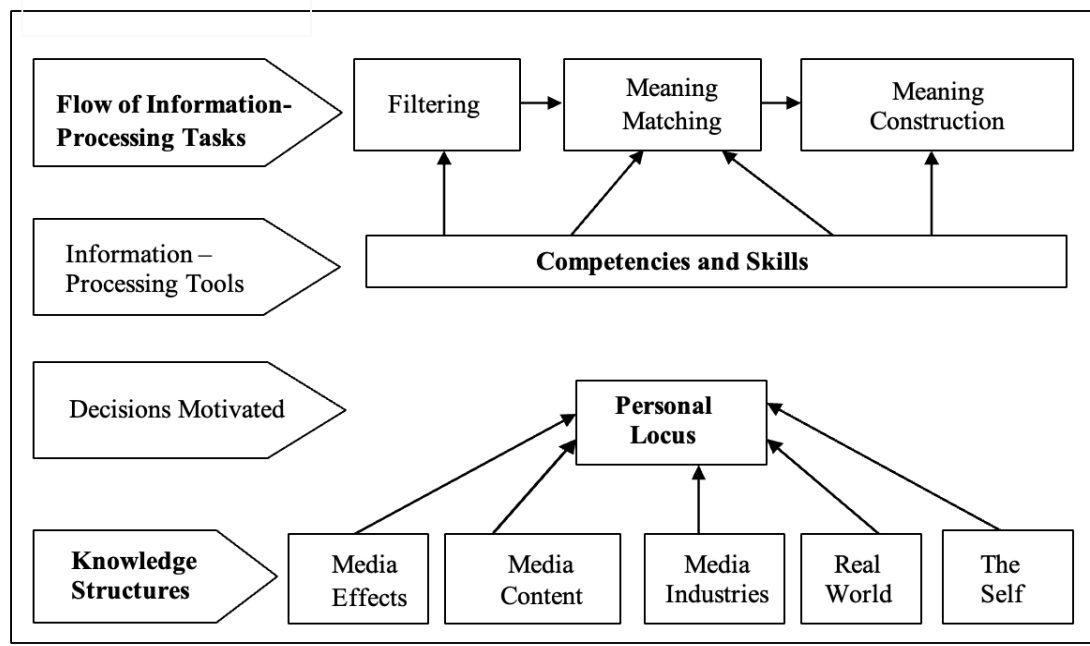
Figure 1: Cognitive Model of Media Literacy (Potter, 2004)

The Cognitive Model of Media Literacy, as outlined by Potter (2004), comprises four key components: *knowledge structures, personal locus, competencies* and *skills,* and *information processing tasks*. These components form an interconnected system within media literacy. Each component possesses its own strengths, and weaknesses in any one component can compromise the entire system. Moreover, factors supporting each component also contribute to enhancing its strength (Kong et al., 2021; Panayo & Tolentino, 2024). At the core of media literacy lies knowledge structures, which encompass five essential factors: media effects, media content, media industry, the real world, and self-awareness. By building upon these factors, individuals are equipped to navigate information more diligently and thoughtfully. This heightened awareness fosters the development of decision-making skills, particularly in information retrieval, processing, and interpretation, tailored to their personal objectives (Li et al., 2020; Cho et al., 2024; Panayo & Tolentino, 2024).

The cornerstone of media literacy lies in knowledge structures, comprising five essential elements: media effects, media content, media industry, the real world, and oneself. These elements collectively form the basis for processing information, fostering carefulness and awareness in individuals. Through the construction of these factors, individuals develop decision-making skills, particularly in information retrieval, analysis, and interpretation, aligning with their objectives. Information stands as the most crucial element within knowledge structures. However, not all information contributes to knowledge construction. Individuals must possess informational literacy to discern the credibility of information sources. Potter (2004) highlights that individuals with low media literacy levels acquire only basic information, addressing solely the "what" questions. True literacy emerges when individuals can delve into the "how" and "why" aspects of information, building upon a clear understanding of the "what" question. A robust knowledge structure is evident when individuals possess comprehensive knowledge and information on a given topic.

Individuals with low levels of literacy are more likely to unquestionably accept the meanings constructed and dictated by the media. Such individuals often possess shallow and disorganised knowledge structures, resulting in limited perspectives and an inability to

interpret media messages deeply. Conversely, individuals with high literacy levels have more extensive knowledge structures and perspectives, enabling them to effectively select and interpret messages (Potter, 2004; Sabrina, 2019; Gasa & Amalia, 2021). In fact, an individual who possesses a strong personal locus, along with well-established knowledge structures, should have no difficulty finding alternative messages and seeking out new information (Mrisho, Bulendo & Dominic, 2023). In the context of this study, the cognitive model of media literacy (Potter, 2004) serves as the theoretical framework for assessing the media literacy level of the low-income community in connection with the fly-poster phenomenon. However, given that this theory pertains more broadly to media, another model, the model of advertising literacy (Malmelin, 2010), was also incorporated to complement and offer a more targeted perspective.

Advertising Literacy

The conversation surrounding advertising literacy has spanned several decades and continues to be a subject of contemporary discourse. Advertising literacy, conceptualised as a component within the broader framework of media literacy, is instrumental in deciphering the intricacies of media creation and consumption. As highlighted by Livingstone and Helsper (2006) and Nelson (2016), understanding advertising literacy entails recognizing the processes involved in media production, as well as comprehending the behaviours of both communicators and recipients within the media ecosystem. Moreover, van Reijmersdal and Rozendaal (2020) emphasise that advertising literacy enables individuals to discern the persuasive strategies employed in media messages and their underlying objectives.

The advertising literacy model (Malmelin, 2010) offers a structured framework for understanding the essence of advertising literacy and its conceptualization into a tangible model. In an article titled *"Exploring the Dimensions of Advertising Literacy,"* published in 2010, Malmelin conducted a thorough investigation into the concept of advertising literacy. The primary objectives of the study were to advance the understanding of advertising literacy, propose a novel model for its comprehension, and critically examine its definition. The study underscored the significance of elucidating and refining the concept of advertising literacy, emphasizing its intrinsic connection to media literacy. Furthermore, the study contended that existing efforts to conceptualise and model advertising literacy have remained stagnant. It advocated for a broader perspective on advertising, suggesting that it should be regarded not solely as a phenomenon but also as a dynamic concept that evolves over time. This perspective justifies the adoption of inclusive definitions that can capture the diverse manifestations of advertising.

The model as shown in Figure 2 introduced four dimensions and segments of advertising. These dimensions, namely ***informational literacy, visual/aesthetic literacy, rhetorical literacy***, and ***promotional literacy***, provide a comprehensive framework for assessing individual consumers' advertising literacy skills. The proposed model serves as a valuable tool for evaluating consumers' ability to comprehend advertising messages effectively. The significance of this model is evident from three perspectives: media education and research, consumer comprehension, and implications for advertising and visual communication planners and designers to prove that advertising literacy is fundamentally a skill that involves observation and recognition, where consumers are tasked with identifying various forms of advertising and commercial communications. All dimensions within the model mutually strengthen each other and are interconnected in defining advertising literacy.
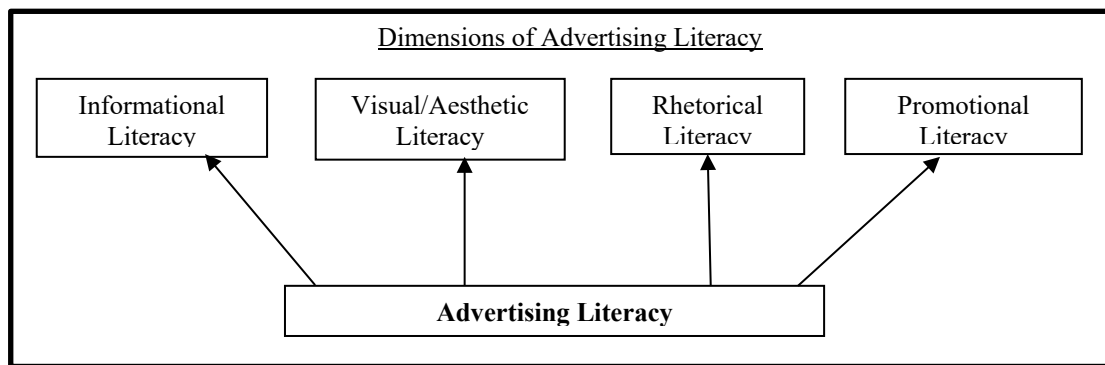
Figure 2: The Model of Advertising Literacy (Malmelin, 2010)

Super Smart Society

In the context of a "super smart society," characterised by advanced digital technologies and interconnectedness, media and advertising literacy play indispensable roles in realizing the full potential of such a society. Media literacy equips individuals with the critical thinking skills necessary to navigate the vast array of digital media platforms and content, ensuring they can effectively engage with and harness the benefits of emerging technologies (Livingstone, 2004; Hobbs, 2022). This capability becomes even more crucial in a super smart society, where the volume and complexity of digital information are amplified. Similarly, Naderer and Opree (2021) insights on advertising literacy emphasise the importance of understanding and critically evaluating advertising messages in a highly digitised and data-driven advertising landscape. In a super smart society, where targeted advertising and personalised content are ubiquitous, advertising literacy becomes essential for individuals to make informed choices amidst a deluge of commercial messages. Moreover, as highlighted by Hobbs (2022), media literacy promotes diversity and inclusivity, critical attributes for fostering innovation and collaboration in a super smart society where digital technologies have the potential to connect people from diverse backgrounds and cultures. By cultivating media and advertising literacy skills, individuals can actively participate in and contribute to the development of a super smart society, leveraging digital technologies for positive social, economic, and cultural outcomes. A shift in objectives and the establishment of new goals are imperative for fostering harmony within both society and the economy. Responsible consumers play a pivotal role as key agents driving the promotion of such harmonious societal and economic dynamics (Bobbio, 2022).

In relation to this study, the readiness of the low-income community to transition into a "super smart society" is contingent upon various factors. While individuals within this demographic may possess high levels of digital literacy and adaptability, persistent socioeconomic challenges may hinder their full participation. Addressing barriers such as access to technology, education, and economic resources is essential to ensure equitable inclusion and readiness for embracing the complexities of a super smart society. Therefore, concerted efforts are needed to empower and support the low-income community in navigating the transition towards a more technologically advanced and digitally integrated society (Neesa Ameera et al., 2022; Sa et al., 2021).

METHODOLOGY

The Malaysian population is categorised into three household income groups: Bottom 40% (low-income), Middle 40% (M40), and Top 20% (T20). According to the Ministry of Housing and Local Government (2020), the low-income category includes households with an average monthly income of less than RM4,360, encompassing those with monthly incomes below the Poverty Line (Pendapatan Garis Kemiskinan or PGK), which is currently set at RM620.00 per month. The total population of Malaysia in 2019 was approximately 32.58 million, with Kuala Lumpur alone estimated at 1.78 million.

To represent the low-income (Bottom 40%) group, respondents from the Public Housing Program (PHP) in the Klang Valley, Kuala Lumpur, were chosen. The PHP is a government initiative for squatter resettlements, catering to the needs of the low-income community. A total of 574 respondents from five locations under the PHP in the Klang Valley, Kuala Lumpur, were selected. The Ministry of Urban Wellbeing, Housing, and Local Government (2017) reports that the total PHP resident population in Malaysia is 60,291, with 30,276 residing in the Federal Territory of Kuala Lumpur.

In the context of this study, an instrument was developed based on the theory of media literacy (Potter, 2004) and an advertising literacy model (Malmelin, 2010) to assess the literacy of the low-income community. The Media Literacy Theory (Potter, 2004) posits the importance of being media literate in today's media-driven world due to the abundance of media information. According to Potter (2004), a media-literate individual should fulfil four dimensions: i) knowledge structures, ii) personal locus, iii) competencies and skills, and iv) information processing, with each dimension equally crucial in measuring an individual's media literacy.

Research Instrument

The development and validation of the research instrument (questionnaire) were based on dimensions derived from two theories: the theory of media literacy (Potter, 2004) and the advertising literacy model (Malmelin, 2010). To assess the reliability of the research instrument, Cronbach's alpha was employed as a statistical treatment to establish a reliability coefficient (Lee & Montague, 2015; Arke et al., 2009; Bann et al., 2012; Primack et al., 2006; Radhakrishna, 2007; Neesa Ameera & Mohd Nor Shahizan, 2019). The reliability analysis of the constructs within the instrument used for this paper, as shown in Table 1 below, indicates that all constructs are deemed reliable.

Table 1: Reliability analysis of research instrument

Theory	Constructs/Items	Cronbach Alpha Value (α)
Theory of Media Literacy (Potter, 2004)		
	Knowledge Structures	0.752
	Personal Locus	0.777
	Competencies and Skills	0.767
	Information Processing Tasks	0.725
Advertising Literacy Model (Malmelin, 2010)		
	Informational Literacy	0.779
	Visual / Aesthetic Literacy	0.730
	Rhetorical Literacy	0.782
	Promotional Literacy	0.755

The items constructed in the questionnaire consist of 98 items of questions divided into 10 sections. Section A: Demographic and background of the low-income community; Section B: Fly Posting as an advertising medium; Section C to Section F; the media literacy skills abstracted from the theory of media literacy (Potter, 2004); Section G, H, I, and J: the dimensions of advertising literacy (Malmelin, 2010). Each section and the objectives are explained in Table 2.

Table 2: Survey (Questionnaires)

Section	Section Names	Number of Items	Objectives
A	Demographic	10	To obtain demographic data and background information of the low-income community
			The knowledge of the low-income community in relation to the consumption of fly posting.
			The low-income community's knowledge on media
			The low-income community's personal locus when dealing with information from the media
			To identify whether the low-income community acquire media literacy skills
F	Information	10	The low-income community skills in filtering, meaning matching and meaning construction
G	Informational Literacy	8	To identify the informational literacy skills
H	Visual/Aesthetic Literacy	8	To identify visual literacy skills
I	Rhetorical Literacy	8	To identify the rhetorical literacy skills
J	Promotional Literacy	8	To identify the promotional literacy skills

FINDINGS

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Descriptive Analysis

Table 2: Low-income demographic background analysis

Demographic	Details	Frequency (F)	Percentage (%)
Age	Below 20 years old	68	11.8
	21 – 30 years old	175	30.5
	31 – 40 years old	108	18.8
	41 – 50 years old	117	20.4
	Above 51 years old	106	18.5
Education	High School (SPM/SPVM)	232	40.4
	Middle School (SRP/PMR)	104	18.1
	Diploma	79	13.8
	Others (e.g. Primary Schools, Certificate, Degree)	238	27.7
Occupation	Private Sector	175	30.5
	Unemployed	106	18.5
	Self-Employed	108	19
	Government Sector	68	12
	Others (e.g. Retiree)	117	20
Monthly Income	Below RM3000	468	71.6
	Above RM3001	106	28.4

Table 3: Low-income and digital technologies

Digital Technologies	Item Details	Percentage (%)
Digital Device	Smart Phone	79.6
	Tablet (e.g. iPad)	8.7
	Laptop	12.9
Social Media	WhatsApp	76.1
	Facebook	56.6
	YouTube	31.4
	Others (e.g., Online portal, Line)	10.6
Internet	Daily Internet Consumption (Less than 6 hours)	61.7
Technology Updates	Awareness on Digital Technology Updates (e.g., new apps, new device, software)	92.2

The analysis reveals that despite the low educational background and limited monthly income of the low-income community, they have demonstrated the ability to adopt and adapt to digital technologies. Particularly, the adoption of smartphones appears to be a necessity among this group, as smartphones are designed to be the most convenient technological device, leading to a significant shift in cultural norms and societal behaviours. Smartphones are justified as a vital hub due to the multitude of applications available that serve various purposes in daily life. These apps span categories such as communication, entertainment, informational, social media, educational, or utility, each serving distinct purposes.

Scholars have stated that the smartphone has become a pacifying technology since it can influence societal behaviour, lifestyle trends and communication patterns (Bort-Roig et al., 2014; Melumad & Pham, 2020). The fast growth in the use of smartphones among the low-income community has been justified in the study. There is an increasing reliance on smartphones among people with lower incomes, which significantly impacts their behaviours and interactions with various markets and lifestyle choices. To understand this relationship and the fundamental processes behind it—specifically, how such technologies affect consumer behavior and product markets — a detailed study or research is necessary (Campbell-Grossman et al., 2018; Vaithilingam et al., 2022).

Findings from the study revealed that the low-income community is active on social media apps, specifically WhatsApp. Vander (2019) and Nawi et al. (2020) stated that in today's digital era, access to social media or text messaging programs is greater for the low-income group. One of the most common text messaging applications, WhatsApp, a versatile instant messaging application that enables users to communicate through text, voice messages, and video conference calls, stands out as the most actively utilised application within the low-income group. This popularity is attributed to its capacity for local and international communication. The high awareness (92.2%) of digital technology updates and the widespread use of communication technology demonstrate the pervasive influence of technology in the lives of the low-income community. The extracted indicators from the theories were utilised to gauge the advertising literacy of the low-income community concerning the consumption of fly posters, with the literacy level assessed through mean scores (Mohd Hasril et al., 2016). It was then found that based on the dimensions tested, the findings justified that the low-income community is indeed highly advertising literate. The findings align with the 21st-century skills demand, which necessitates society to possess the abilities and skills to assess, analyze, evaluate, and be critical analysts of the various media available today (Jones-Kavalier & Flannigan, 2006; Jenkins et al., 2009; Stibbe, 2009; Potter,

2004; Potter, 2015; Li et al., 2020; Mrisho et al., 2023). Consequently, this paper demonstrates that the low-income community has appropriately met these requirements. In the context of the prevalence of fly posters in the neighbourhood, the study affirms that the low-income community is advertising literate, capable of making intellectual judgments, and decisions regarding purchases after engaging with this specific medium. Table 4 below illustrates the mean scores for each dimension.

Table 4: Mean score (Literacy level) of the low-income society

Variable	Mean	Literacy Level	Standard Deviation
Theory of Media Literacy *(Potter, 2004)*	*4.195**	*Very High*	
Knowledge Structures	4.104*	Very High	0.595
Personal Locus	4.234*	Very High	0.612
Competencies and Skills	4.205*	Very High	0.731
Information Tasks	4.235*	Very High	0.687
Advertising Literacy Model *(Malmelin, 2010)*	*3.468**	*High*	
Informational Literacy	3.128*	High	0.799
Visual Literacy	3.143*	High	0.500
Rhetorical Literacy	3.705*	High	0.726
Promotional Literacy	3.899*	High	0.607

N=574
*Mean scores: 1.00-2.00 (Low), 2.00-3.00 (Average), 3.00-4.00 (High), 4.00-5.00 (Very High)
Source: Mohd Hasril et al. (2016)

Given that being media literate is deemed a crucial skill in the contemporary era, the level of literacy is influenced by technological factors, acknowledging technology's substantial role in literacy development, as recognised by literacy scholars (McKenna et al., 2013, Potter, 2015). Technologies play a vital role in fostering intellectual communities, as literacy, media, and technology collectively assist individuals in comprehending current media trends and the dynamic nature of the world (Potter, 2015; Poore, 2011; Parry et al., 2016; Li et al., 2020). Interestingly, the adeptness of the low-income community in adopting technologies has the potential to contribute to the digital economy (Hazita et al., 2014). Parry et al. (2016) even coined the term 'literacy-media-technology' to elucidate the interconnectedness of technological factors with literacy and the media.

The individual's interaction with technology is deemed a skill, termed digital literacy, which serves as a life skill and an indicator for measuring the information society (Karpati, 2011; Mohamed et al., 2021). Digital literacy involves the ability to comprehend, analyse, assess, organise, and evaluate information using technologies. The study emphasises that being digitally literate enhances communication skills with society and increases individual efficiency, positioning it as a vital survival skill in today's media-driven world. This set of skills encompasses cognitive, motor, sociological, and emotional abilities, fostering problem-solving and literate individuals (Eshet-Alkalai, 2004; Mrisho et al., 2023). Findings underscore the high relevance of digital literacy, a point significantly supported by a study from Neesa Ameera and Mohd Nor Shahizan (2020), which redefined key concepts of advertising literacy and introduced a new model incorporating digital and emotional literacy.

Table 5: Low-income and digital technologies

Variable	Factor (Income)	Mean	Standard Deviation
Model of Advertising Literacy	No Income*	3.330	.514
	Less than RM1000*	3.390	.539
	RM1001 to RM2000*	3.550	.446
	RM2001 to RM3000*	3.564	.480
	More than RM3001*	3.711	.381

N=574
*The significance level is at $p<0.05$

Digital literacy is not a novel concept in today's digital landscape. Kerkhoff and Makubuya (2021) highlighted that even the low-income group in rural Kenya has embraced the Digital Literacy Program, distributing tablets to schools and promoting innovative teaching methods and digital literacy skills within the community. Thus, the study has met the assumptions above and the one-way ANOVA test was implemented with the objective of comparing the scores by determining if there are any statistically significant differences between the means of more than two groups of the low-income community in determining the level of advertising literacy. In this paper, the one-way ANOVA analysis was applied on the ages, races, levels of education and levels of income of the low-income community, and each section was constructed in the research instrument. The one-way ANOVA test between income of the low-income community and the indicators of Model of Advertising Literacy (MAL-Informational literacy, Visual/Aesthetic Literacy, Rhetorical Literacy, and Promotional Literacy).

H1: There is a significant difference in the mean scores between income and the advertising literacy indicator (MAL-Informational Literacy, Visual/Aesthetic Literacy, Rhetorical Literacy, Promotional Literacy) in measuring the level of advertising literacy of the low-income community and its relation to the consumption of fly postings.

A one-way ANOVA within-groups analysis of variance was conducted to explore the impact of education in determining the level of literacy, as measured by CMML- Knowledge Structures, Personal Locus, Competencies and Skills, Information Processing Tasks. Table 5.22 displays the income of the respondents, which have been divided into five groups according to their monthly income (Group 1: No Income; Group 2: Less than RM1000; Group 3: Rm1001 to RM2000; Group 4: RM2000 to RM3000; Group 5: More than RM3001). The differences shown in mean scores between the groups proved to be quite small despite reaching statistical significance. In terms of post-hoc comparisons, it was indicated through the Tukey C test result that the mean score for Group 1 is M=3.330, SD=.514; Group 2 is M=3.390, SD=.539; Group 3 is M=3.550, SD=.446; Group 4 is M=3.564, SD=.480; and Group 5 is M=3.711, SD=.381. Based on the test results, the study rejects the null hypothesis (Ho) and accepts the alternative hypothesis (Ha), which states that there is a statistically significant difference since the $p<.05$ in the CMML scores for the five income groups: $F_{(4,569)}$ 8.484, $p<0.05$. In order to find out which pairs were different, a follow-up test was conducted to evaluate pairwise differences by conducting post-hoc multiple comparisons. A Tukey's C result found that there is a significant difference between all the groups (Group 1: No Income; Group 2: Less than RM1000; Group 3: RM1001 to RM2000; Group 4: RM2000 to RM3000; Group 5: More than RM3001) in relation to the consumption of fly posters.

The study successfully establishes that the low-income community is highly advertising literate. However, it falls short in explaining why the visual pollutant, fly posters, continues to dominate and contribute to the negative reputation of low-income community neighbourhoods. The conspicuous level of advertising literacy evident within the community underscores an obvious awareness of the prevailing phenomena of fly-posters. However, this heightened awareness paradoxically coincides with a disproportionally minimal response from the low-income community. While a majority of individuals present a keen understanding of the purpose and presence of such advertisements, a distinct minority engages actively with them. This observation suggests a nuanced interplay between heightened awareness and selective engagement within the community, prompting further inquiry into the underlying factors that dictate individual responses to advertising stimuli in public spaces. It is crucial for the low-income community to foster strong social unity, supported by the active involvement and role of the *Persatuan Penduduk* (Residents' Association) to accomplish common missions and visions (Muhammad Adnan Pitchan et al., 2023). Indeed, these components play a vital role in shaping the future trajectory of the low-income community as it moves towards digitalization.

CONCLUSION

The study indicates that traditional factors such as socio-economic status and education no longer exclusively determine an individual's or society's level of literacy. With the ongoing evolution of the media landscape and the rise of a more literate society, scholars foresee a potential resolution to issues like poverty, inequality, and social exclusion (Bach, Shaffer & Wolfson, 2013; Sa et al., 2021). In this context, digital literacy is acknowledged as a crucial competency in an era marked by significant transformations, as it plays a central role in integrating disadvantaged communities into what is envisioned as a 'super smart society' under the framework of Society 5.0. The ongoing evolution of digital literacy encompasses shifts not only in its conceptual definition but also in the breadth of competencies it encompasses and the methodological approaches utilised in its study. Against this backdrop of dynamic change, there emerges a heightened imperative for educational authorities and policymakers to place digital literacy at the forefront of their agendas. Such a strategic focus is essential for ensuring the equitable dissemination of digital literacy initiatives across diverse strata of society. By undertaking this imperative task, stakeholders can effectively champion the cause of digital literacy and facilitate the effective implementation of initiatives aimed at empowering individuals with the requisite skills to navigate and excel in the contemporary digital milieu (Ahsan et al., 2021). As the global shift toward digitalization progresses, it becomes imperative for low-income groups to enhance their grasp of digital literacy, utilizing these skills to collectively navigate and embrace digital technologies. This process entails converting shared interests and concerns into actionable solutions for societal challenges. It is essential to recognise that digital literacy extends beyond individual use of technology; it involves leveraging these skills to benefit society as a whole.

Society 5.0 represents a vision where government, businesses, and academia collaborate to implement advanced technological systems across diverse sectors, aiming to enhance the well-being of humanity (Holroyd, 2022). The Society 5.0 aims to bridge the digital divide and foster an inclusive environment where the benefits of innovation extend to all societal segments, particularly those who are economically disadvantaged. This inclusive approach not only enhances the quality of life for low-income populations but also ensures

that the advancements in technology contribute to a more equitable and sustainable future for humanity as a whole (Mohamed et al., 2021; Holroyd, 2022). The Malaysian government has set a target for Malaysia to achieve developed nation status by 2030. This vision is articulated in the Communications and Multimedia Blueprint (CMB) 2018-2025, which emphasises the importance of digital inclusiveness in creating a population that is adept at utilizing media technologies with the future expected to be characterised by digital innovation, digital transformation, and social unity, these elements become crucial in defining an intelligent society—specifically, the 'super smart society' or Society 5.0. (Mohamed et al., 2023). The future is looking towards developing a smart future that matches the future trends of communication, innovation, sustainable development goals, technological matters such as the Internet of Things, augmented reality, robotics and big data (Fukuda, 2020; Xu, 2021). All these play a significant role towards significant change to the economy and society in the future. The movement towards Society 5.0 is unstoppable, and it is socially expected to be deeply engaged with current and future digital and technological trends (Yikilmaz et al., 2020). It is without a doubt that Japan's "Society 5.0" vision is a significant futuristic societal model which forms the basis of the new "Malaysia 5.0" national strategy vision. The potential of Society 5.0 to transform and uplift low-income populations through inclusive access to technology, ultimately aiming for a balanced advancement where no community is left behind.

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