



**NIGERIAN LIBRARY ASSOCIATION
NIGER STATE CHAPTER**

2023 CONFERENCE PROCEEDINGS



6TH

**ANNUAL
CONFERENCE
AND AGM 2023**

**T H E M E :
COLLABORATIVE APPROCHES IN CURBING
THE EFFECTS OF NEW MEDIA ON FAKE
NEWS PROPAGANDA**

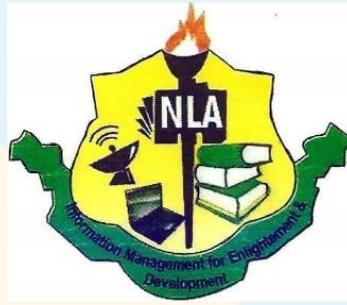


3RD-7TH DECEMBER, 2023



**NEW LECTURE THEATRE, SCHOOL OF SECONDARY
EDUCATION, SCIENCE PROGRAMMES, FEDERAL
COLLEGE OF EDUCATION, KONTAGORA, NIGER STATE.**

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NIGER STATE, NIGERIA.**



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We are delighted to bring out the Maiden Issue of Nigerian Library Association, (NLA), Niger State Chapter's compiled Book of Proceedings. This is a compilation of Papers Presented at the Chapter's 6th Annual Conference held at Federal College of Education, Kontagora, Niger State.

High quality research is leading to corresponding high-quality theories that are finding their place in the real world of application. Nigerian Library Association, Niger State Chapter brings forth an opportunity for researchers in Librarianship Profession to create knowledge for application in emerging issues that will result to massive development in the society. The conference with a theme “Collaborative Approaches in Curbing the Effects of New Media on Fake News Propaganda” was carefully carved out and was intended to provide forum for exchange of ideas among professional colleagues towards finding tenable solutions to current issues in the global information value chain.

I owe a heartfelt thanks to all the article contributors for a very fascinating research output which promised to constantly thrive upon high quality research. Cases published in this issue have gone through internal editorial committee’s review and the comments received from experts have helped to improve upon the quality of work. In this pursuit, I extend my immense gratitude to a very dedicated team of editors for their relentless and untiring efforts in this regard. We are also indebted to our external reviewers who have spared their valuable time despite their tight schedules and contributed immensely towards the success of this publication.

We sincerely hope that the readers will find the research outputs interesting, relevant and intellectually stimulating leading to building up diverse outlook about contemporary issues.

Associate Prof., A.O, Ahmed
Editor-in-Chief



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**WELCOME REMARK BY THE CHAIRPERSON OF THE NIGERIAN LIBRARY
ASSOCIATION (NLA) NIGER STATE CHAPTER AT THE 6TH ANNUAL CONFERENCE
OF THE ASSOCIATION HELD AT THE SCIENCE LECTURE THEATRE, FEDERAL
COLLEGE OF EDUCATION (FCE) KONTAGORA, NIGER STATE
FROM 3RD – 7TH DECEMBER, 2023.**



The Chairman of the Occasion & the Keynote Speaker, Prof Farouk Haruna Rashid, Provost FCE Kontagora and the management team, the Royal Father of the Day, HRH Alhaji Muhammadu Barau

Mu'azu (Sarkin Sudan) Emir of Kontagora, Lead Paper Presenter, Professor Katamba Abubakar Saka, University Librarian, FUT Minna, the Chief Host & the College Librarian, Mallam Samaila B. Mohammed, heads of libraries present, senior professional colleagues, the guests, past and present executives, members of this great Association, the Press Corp/Media Crew, the college community, all participants, ladies and gentlemen.

It is with so much delight and gratitude to Almighty ALLAH that I stand before you as the Chairperson to welcome you to the 6th Annual Conference of the Nigerian Library Association, Niger State Chapter.

The theme of this year's conference is “Collaborative Approaches in Curbing the Effects of New Media on Fake News Propaganda”. As we may be aware, fake news is a growing problem in today's world, and it can have serious consequences. Fake news refers to deliberately fabricated information presented as legitimate news. It often aims to

mislead and manipulate public opinion for various agendas, posing a significant threat to credibility and trust in the media. Fortunately, there are several ways to combat the spread of fake news. According to a study by Stanford University, one of the best ways to counter fake news is to limit person-to-person spread. This can be achieved by increasing awareness of available tools for factchecking, educating children to be analytical early on in life, making media literacy part of the basic education curriculum, and viewing the fight against fake news as a civic and moral responsibility. We believe that at the end of this conference, which includes paper presentations and demonstrations on curbing fake news, we will come out with recommendations and guidelines on how we can reduce the effects of fake news on society and this will be captured in our conference communicate.

Let me also use this opportunity to acknowledge the efforts of my team of Vibrant Executives and the Local Organizing Committee who have been working assiduously despite their tight schedules to ensure the success of this conference. May Almighty ALLAH be with you and reward you all. Thank you for your attention and God bless!

**Dr. Fatimah Jibril Abduldayan (CLN)
Chairperson,
NLA Niger State Chapter.**



A KEYNOTE ADDRESS DELIVERED BY PROF. FAROUK HARUNA RASHEED, PROVOST, FEDERAL COLLEGE OF EDUCATION, KONTAGORA AT THE 6TH ANNUAL CONFERENCE OF NIGERIAN LIBRARY ASSOCIATION, (NLA) NIGER STATE CHAPTER. HELD AT THE SCIENCE LECTURE THEATRE, FEDERAL COLLEGE OF EDUCATION (FCE) KONTAGORA, NIGER STATE FROM 3RD – 7TH DECEMBER, 2023.

PROTOCOL

Please permit me to begin by expressing how delighted I feel, to be approached to offer the Keynote Address at this spectacular event. I write with great joy and candor, to commend the leadership of the Nigerian Library Association (NLA), Niger State Chapter for deeming it fit to choose Federal College of Education Kontagora (FCEKG) as their choice for this year's conference. Their decision for Kontagora, despite the much worries on the state of insecurity that is ravaging this part of the country is truly laudable. Indeed, the Chapter Executive Council must be commended for organizing such a thoughtful conference at a time I consider to be a critical juncture for the information industry, not only in Nigeria, but across the African continent and indeed the globe.

When the leadership of the Niger State Chapter of the NLA approached me to deliver the Keynote Address, I did not hesitate in accepting the invitation for two reasons. First is my inseparable attachment to my very amiable and caring wife, who happens to be a librarian by both training and practice. Her passion for the profession has made me to see myself as a librarian. Right from when I was the Provost of the College of Education in Minna, she has always made sure that I participate in their programs. Interestingly, her professional support to my academic sojourn has constantly propelled me to achieve many academic feats.

The second is the theme for the conference: *“Collaborative Approaches in curbing the effects of New Media and Fake News Propaganda”*, which clearly appears to be timely and quite inspiring especially because of its immense relevance in today's dynamic information landscape. You would all agree with me that when we delve into the concepts of new media and fake news, there is a tendency to center the discourse on the machinations and intrigues of externally-generated vulnerabilities and external adversaries. While the term 'new media', often referred to as digital media is hard to define using a single, uniform definition because the term evolved with the development of technology, it is a concept that usually takes definite form when a comparison is made between the old and new mediums of communication.

Contextualizing the concept in the digital era for example, new media are seen as those electronic communication channels that have triumphed over traditional media like radio, recordings, and paper books, thereby paving better ways for instant communication. New media has made profound impact on the dissemination of information. They have undoubtedly, paved way for the rise of digital platforms, thereby transforming the way we access, consume, and share information. Few examples of new media are social media platforms, blogs, and online news outlets that have democratized information dissemination, providing a voice to the masses. Though, the democratization they brought came with some challenges, chief among them being the rise of fake news propaganda.

In other words, false narratives, misinformation, disinformation and carefully crafted propaganda are major threats not only to the credibility of information but also, to the very fabric of our social discourse. In other words, they have the potential to undermine the very foundations of informed decision-making. In an era where information flows ceaselessly and boundaries between fact and fiction blur, collaborative approaches are paramount to safeguarding the integrity of our information landscape and, by extension, the foundations of our collective peaceful existence.

However, what exactly could be the reason why some people engage themselves in fake news and propaganda activities? Truth remains that, a complex interplay of individual, societal, and contextual factors are the reasons. Quite often, when people share or interact with online information, they are influenced or persuaded by the originators of that information. This is especially true because when sharing information on social media occurs, it is likely to be spontaneous and rapid, rather than being a considered action that people spend time deliberating over. While some people engage in fake news propaganda to promote political ideologies or to acquire financial/economic gains, others do so to popularize certain social and religious beliefs, or to achieve certain strategic goals. Sadly, the consequences usually make the truth hard to find, and could be the leading sources of danger to personal security. They all unfold in intricate and multifaceted ways that leaves some lasting negative impact on individuals, societies,



and institutions. They penetrate all levels of the social sphere such as religious, political, and traditional and thus inhibit collective national development.

But, how do we address the malaise? Attempting to combat the consequences/effects of new media and fake news propaganda requires a unified and collaborative approach to be instituted. The approach shouldn't be a mere strategic option but a necessity especially because no single entity – be it government, libraries, the media, or civil society can address the problem of fake news propaganda in isolation. Partnerships that transcend traditional boundaries must be forged, that would work harmoniously to fortify our information ecosystem.

To achieve these, the government has to play a crucial role in enacting robust regulatory frameworks and policies that would promote media literacy, ensure transparency in information dissemination, limit the spread of disinformation, and hold purveyors of fake news accountable. Also, the media, being the Fourth Estate of the realm must put hands in gloves with factchecking organizations to ensure that accurate information is shared.

In addition, technology also has a role to play especially since innovations like artificial intelligence, machine learning, and blockchain technology can be harnessed to detect and counter the spread of fake news while libraries and librarians have to share ideas on, or perhaps, play active roles in this struggle especially since fake news has, among other consequences, exacerbated divisions within our social fabric, deepened polarization in our political landscape, and fueled widespread social resentment.

That is why I see fake news propaganda as a serious problem that is beyond the issue of climate change or even terrorism. Unfortunately, to distinguish facts from fiction has never been an easy task especially because falsehoods spread faster than truths in the age of social media. Undoubtedly, it is a corrosive social vice that demands urgent attention and concerted efforts to mitigate its destructive impact on the integrity of information, public discourse, and the cohesion of our communities.

Quite interestingly, librarians are custodians of knowledge and guardians of truth. They have a pivotal role to play in addressing the issues that surround fake news and misinformation and the theme for today's discourse underscores the importance of collaborative

efforts in navigating the complex terrain of combating fake news propaganda.

It calls for a unified approach that involves libraries and librarians, educational institutions, media organizations, and the broader community. For the librarians, they have the expertise in information literacy, and are well-positioned to lead initiatives that promote critical thinking and discernment. In other words, they have all it takes to empower their patrons with the requisite skills to evaluate sources, verify information, and navigate the ocean flow of information that is available online.

On a conclusive note, addressing the challenges posed by new media and fake news propaganda demands a united front. As we engage in discussions and collaborative initiatives over the course of this conference, I would remind us all to always reaffirm our commitment to the principles of truth and accuracy in our daily dealings. Let our actions reflect the understanding that, in the face of fake news, misinformation, and propaganda, collaboration is not merely beneficial but imperative. With the illustrious lineup of faces here this morning, I have much conviction that this conference would be a very wonderful and historic event. I believe our presence is a reflection of our shared commitment to advancing one of the vital roles of librarians in addressing a debilitating challenge of the new media era. We all have to acknowledge that the battle against fake news propaganda is not the responsibility of a single entity but a collective duty that requires collaboration, innovation, and sustained commitment. Together I trust that we can fortify the foundations of truth and ensure that libraries remain beacons of reliable information in the digital era. As deliberations unfold, let us leave here with a shared commitment to building a future where the free flow of accurate information prevails over the insidious spread of falsehood. It is only through doing so that we can forge a path toward a more informed, resilient, and democratic society.

May this conference be a catalyst for positive change.

Thank you.

Prof. Farouk Haruna Rasheed,
Provost, Federal College of Education, Kontagora,
Niger State.



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IMPACT OF DISINFORMATION AND FAKE NEWS ON THE PROLONGED STRIKE BY ACADEMIC STAFF UNION OF UNIVERSITIES (ASUU) AND THE ROLE OF LIBRARIANS IN NIGERIAN UNIVERSITIES.

BY

**Dr. Fatimah Jibril Abduldayan⁽¹⁾, Samson Okpanachi Abu⁽²⁾, Rabi Shehu Ahmed⁽³⁾, Mary
Andrew Gomna⁽⁴⁾, Dr. Miriam Salubuyi⁽⁵⁾, Dr. Prisca Oluchi Chuks-Ibe⁽⁶⁾**

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ABSTRACT

Information literacy skill is essential for everyone especially at this age of information overload where it is often difficult to sieve the truth out of the numerous information dissemination channels available on the Internet. Librarians and libraries are at the forefront of ensuring that only should accurate, timely, and reliable information is offered to their users. However, the scourge of disinformation and fake news has created a huge gap which libraries and librarians are expected to fill. The study examined the impact of disinformation and fake news on the prolonged Academic Staff Union of Universities (ASUU) strike in Nigerian universities. Secondary data was gathered from the report by ASUU National executives and Government officials from the Ministry of Education and Labour at the Federal Capital Territory, Abuja. Also, reactions from Nigerian students to some of the information on the Internet was mined from Twitter. Content and thematic analysis was done on the gathered data using the Braun & Clarke thematic analysis approach. The findings of the study provided a framework that can be adopted to fill information and communication gap between the university union, the government, and Nigerian students in order to limit the effect of disinformation and fake news on the public and the Nation at large. Also, the result of the study showed the reports from Government officials, Academic Staff Union of University and students' perspectives. The study recommended that libraries should have official social media handle where current information be disseminated regularly.

Keywords: ASUU; Disinformation; Fake news; Nigeria; Social Media.

Introduction

Disinformation episodes have been well documented much before the invention of the Internet, with the term “fake news” being commonly used from the end of the 19th century. Even if these phenomena were nothing new, these issues have been recently taken into serious consideration at both scientific and political levels, so that many national and supranational institutions can consider the related technical and ethical problems. For example, the Council of Europe released a report in 2017 (Wardle & Derakhshan, 2017) pointing out that information pollution (and its variants such as misinformation, disinformation, and malinformation) is seen as a serious risk for democracies, and its role in manipulating the public discourse is a problem worth investigating. We need to understand, among other things, if it can be linked to declining trust in evidence-based journalism, to the growing popularity of news outlets that promote low-quality information, and to a measurable impact of computer-assisted devices, such

as bots, that contribute significantly to a self-feeding diffusion process that could amplify the virility of fabricated content. This has serious implications for public discussions regarding different topics, from the ASUU strikes to political party propaganda.

The Academic Staff Union of Universities (ASUU) has been on strike indefinitely because Nigeria's higher education system has been plagued by persistent issues. The problems include a lack of funding and infrastructural facilities, poor and incoherent remuneration, non-compliance to agreements by the government, delay in reimbursements of university staff salaries, and political meddling in education. On February 14, 2022, ASUU initiated a nationwide strike at government-owned universities scheduled for one month to implement the 2009 deal with the government. People's thoughts and feelings about the ongoing strikes have been flowing freely into social media platforms as a direct consequence of the proliferation of these events. Information is sent digitally from user to user in today's



fast-paced environment, which might affect how other users interpret a specific occurrence (McGregor, 2019). The impact of disinformation and fake news on the prolonged ASUU strike cannot be over-emphasized as different media outlets and social media platforms disseminated different information on the same subject matter which in turn created confusion in the mind of the society. For instance, the Minister of Labour said the Federal Government charged ASUU to the industrial court, while the Federal Government said they did not charge ASUU to the industrial court. In the same vein, the Minister of Education said that ASUU is not cooperating with the Federal Government in resolving the lingering issue thereby painting the union as ‘selfish’ to the public, whereas the 2009 agreement that contains improved salary structure and payment of backlog of allowances were yet to be implemented.

Our case study leans towards understanding the role of librarians in selecting and filtering disinformation, even though we are aware that applying a single label to such complex phenomena can be misleading. Fake news-related issues encompass the learning ecosystem, educational industrial action, and the participation of libraries in those processes (Rapti, *et. al.*, 2022). Librarians cannot be neutral information doctors prescribing a mere method but rather be an interventionist in the media ecology for democratic purposes. It is not a simple one-to-one correspondence of good information that equals better democracy, it is the signals we send with our spaces and services (physical and virtual) that are important. Libraries will also need to revisit and re-evaluate their position of neutrality regarding information access and collection development to a position that reflect their strong opposition to fake news (De Paor & Heravi, 2020). Libraries should help to counter fake news both through specific educative actions aimed at it and by being broadly educative institutions with a coherent notion of their role and relationship to informational discernment in a democratic society.

Hence, the aim of the study is to examine disinformation, fake news, and the prolonged Academic Staff Union of Universities (ASUU) strike in Nigeria, as well as the role of librarians in the management of information in media spaces.

Conceptual Review

ASUU: Historical Appraisal

The acronym “ASUU” stands for the Academic Staff Union of Universities. It was founded in 1978; ASUU is a prominent trade union of Nigerian University Academic Staff which is affiliated to Nigeria Labour Congress (NLC). Historically, ASUU is born from the

then “NAUT” that is, Nigerian Association of University Teachers which was formed in 1965 covering academic staff in all federal and state universities in the country. From her inception, ASUU had embarked on a number of industrial actions in an attempt to mitigate against unfair treatments occasioned by the government on her members. In actuality, her active struggle began in the 1980s during the time when the nation suffered intense heat from the then military regime. The union was active in struggles against the military regime during the 1980s. In 1988, the union organized a National Strike to obtain fair wages and university autonomy. As a result, the ASUU was proscribed on 7 August 1988 and all its properties seized. It was allowed to resume in 1990, but after another strike was banned on 23 August 1992. However, an agreement was reached on 3rd September 1992 that met several of the union’s demands including the right of workers to collective bargaining. The ASUU organized further strikes in 1994 and 1996, protesting against the dismissal of staff by the Sani Abacha military regime. This realistic provision stemming out of nation’s third republic is essentially the foundational basis of ASUU. In growth however, the new democratic dispensation that began in 1999 saw further militating against FGN’s oppressiveness on some of the rights and privileges of university workers, as a result, from 1999 till date, the ASUU union have embarked on five major strikes; 2007, 2013, 2018, 2020, and 2022 respectively. In all these years however, the union had recorded series of profitable results which are in effect beneficial to members of the union, university establishments all over the nation, the educational sector in general and the society at large.

Disinformation and Fake news

The term “disinformation and fake news” has become a buzzword; the concept goes back a long time in history, even before the time of the printing press. False and fictional stories have always been part of society whether for the purpose of entertainment, politics, malice, or business and this has continued to the internet age (Burkhardt, 2017). The author further gave examples of “fake news” as satirical and fictional accounts produced by individuals to discredit one another or simply for the purpose of amusement. This may indicate that the concept around the phrase “fake news” has not changed in its function but has changed in its nature and how it is now being circulated. The definition of “fake news” is complex, transitional and often misconstrued as in recent years it had direct political affiliation. However, the term itself is often used to represent a broader landscape false or warped



information, which could be intentional (disinformation) or un-intentional (misinformation). Lim (2020) proposed a typography of definitions for classification of terms under the broad umbrella of “fake news”. The author arranges these definitions into two categories – misinformation and disinformation. Misinformation is positioned at one end of the scale and defined as the inadvertent sharing of false information while disinformation sits at the opposing end and constitutes as the deliberate creation and sharing of information known to be false (Lim, 2020). Seven definitions of fake news exist within these categories: Satire or Parody, Misleading Content, False Connection, False Context, Imposter Content, Manipulated Content and Fabricated Content (Lim, 2020). The scale helps differentiate the various definitions of information that constitute as “fake news”. Rochlin (2017) argued that news is being upsold on the notion of opinion as opposed to fact. The author further discussed the emergence of “selected exposure” and “confirmation bias” which claims that people tend to search for information that reaffirms and compliments their pre-existing views. Therefore, if fake news resembles an ideology or popular worldview it will be shared and circulated without being verified.

Social media

The term “Social Media” has been defined in different ways by its users. For instance, Kaplan (2015) defines social media as “a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content”. It includes web-based and mobile based technologies that are used to turn communication into interactive dialogue among individuals, organizations, and communities. Typical examples of social media platforms include websites such as Facebook, Twitter, Flickr, YouTube and the interactive options on these websites, such as the “retweeting” option on Twitter. These instruments are referred to as media because they are tools which can also be used for the storage and dissemination of information. However, unlike the traditional media like Television and Radio, most of the social media tools allow their users to interact as “re-tweeting” on Twitter and “comment” options on Facebook illustrate.

Spohr (2017) discussed the influence of social media on fake news by its facilitation of echo chambers and filter bubbles. This means online users are exposed to content based on algorithmic technology that allows individuals to customise their newsfeed so that they are exposed to news and content that they are in agreement with or content shared within their network of friends. This

method of news circulation creates a “bubble” or “chamber” where content is filtered down by personal preference while thoughts, beliefs and opinions are echoed within the user’s online environment. Not only does this method reinforce polarising views but it eliminates entry barriers allowing creators and producers of fake news to manipulate the algorithmic curation to attract users and spread misinformation and fake news stories for political and financial purposes (Spohr, 2017). Further examples in Burkhardt’s (2017) paper showed the influence of technology on the circulation of fake news stories, and how their effects have magnified due to lack of regulation and restrictions that technology permits online. Burkhardt (2017) discussed how the dissemination of news had always been thoroughly regulated and reviewed before reaching the public, whether through newspapers, the radio or television. However, at present, the freedom and unregulated nature of the internet has contributed to the large masses of fake news stories being created and circulated online causing confusion among society. The author also discussed the financial component of fake news that has made it a profitable and effective tool for advertisers and businesses (Burkhardt, 2017).

Librarians and Information Literacy

Information literacy has traditionally been associated with the field of librarianship as it initially emerged from the concept of bibliographic instruction which assisted information consumers with locating and retrieving information. The concept received great attention when the American Library Association (ALA) officially defined the term in 1989 claiming that an information literate individual should recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information (ALA, 1989) as cited in Tewell (2015). In 2004, one of the leading library and information associations in the United Kingdom, the Chartered Institute of Library and Information Professionals (CILIP) developed their own definition for information which centred on knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner. However, in 2018, this definition was reviewed to promote the broader function of information literacy which was applicable to various contexts, from education and the workplace to everyday life. CILIP agreed upon the revised definition as “the ability to think critically and make balanced judgements about any information we find and use”. It empowers us as citizens to reach and express informed views and to engage fully with society (Secker, 2018). The concept has gradually transformed,



providing criteria for individuals to assess information and to ensure credibility and reliability. On a broader scale, information literacy has also been identified as a vital component of proactive citizenship as it enables one to locate, access, retrieve, evaluate, interpret and act on information. This allows one to participate in community affairs, to develop community involvement, and to have an informed opinion about problems occurring locally, nationally and internationally. Information literacy is therefore recognised as a tool for empowerment which provides individuals with the necessary skills and competencies to become informed citizens that actively contribute and engage in their communities and in society.

A multitude of information literacy frameworks and models have emerged within the field of librarianship that are based on a criterion of skills used to inform and educate information consumers. Many of the frameworks were created to educate and teach students of higher education how to locate, evaluate and utilise information ethically. However, broader definitions have arisen due to the issues emerging from the information age including fake news. An example is CILIP's Information Literacy Model which contains eight competencies that an information literate individual should have an understanding of:

- (1) A need for information,
- (2) the resources available,
- (3) how to find information,
- (4) need to evaluate results,
- (5) how to work with or exploit results,
- (6) ethics and responsibility of use,
- (7) how to communicate or share your finding,
- (8) how to manage your findings (Secker, 2018).

The CILIP model forms a one-size-fits-all approach requiring an information literate to demonstrate each competency. While the model presents the basic skills associated with information literacy, it offers a more generalised overview but fails to elaborate on how these skills may be applied to different situations and contexts.

Fake News and Library Initiatives

In light of the ASUU prolonged 2022 strike and the increasing exposure to fake news stories and misleading clickbait, information professionals and librarians have to be positioned at the front lines of the information war. As the literature on libraries and their efforts to combat fake news is at an embryotic stage, initiatives and strategies are gradually emerging within the field. As a result of using methods of library guides, fact-checking websites, information literacy programmes and advocacy, librarians are able to inform and educate the

public about fake news in the form of both misinformation and disinformation to help empower them to navigate successfully through the online world. Research conducted in 2016 by the Stanford History Education Group illustrated how student's ability to evaluate information was extremely weak (De Paor, & Heravi, 2020). The students were required to distinguish between a news item and an advertisement which many failed to do (Fullerton & Kendrick, 2022). In addition, academic librarians have been some of the first in the field to combat these issues through the implementation of instructional programmes, workshops and guidelines. Librarians at Indiana University East of Richmond developed a library "LibGuide" which offers students criteria of questions to ask when investigating the reliability and credibility of a source or piece of information (Banks, 2016). Fake News LibGuides have also been developed in other parts of the world, including Newcastle University in the United Kingdom and University College Dublin and Maynooth University in Ireland. In addition to library guides, some universities have included fact-checking resources and websites to help students verify information accurately (Eva & Shea, 2018). Some of these would include websites such as FactCheck, Politifact. Snopes and The Washington Post Factchecker which have been awarded on their usefulness and effectiveness (Batchelor, 2017). One of the roles of librarians is to provide instructions and to inform communities and the public about fake news. Using information and media literacy, Dallas Public Library held an eight-week training course in community journalism for high-school students (Banks, 2016). Librarians collaborated with reporters from the Dallas Morning News as well as local journalists to inform students about good and bad journalism. As part of the project titled "Storytellers with Borders", journalists taught students how to ask focused questions while librarians described how to use databases to find reliable information (Banks, 2016). Oakland Public Library currently hosts interactive workshops within and outside of the library. Their staff travel to local schools and organisations to help students discern real news from fake news (Eva & Shea, 2018). Other methods that have originally emerged from academic libraries is the CARS and CRAAP tests which present a criterion to which people of all educational backgrounds can utilise to verify information. The CARS method stands for credibility, accuracy, reasonableness, and support and has been used not only in higher level institutions but in schools (Jacobson, 2017). The CRAAP test, developed at Miriam Library at Chico in 2010 is an invaluable resource for patrons looking to



evaluate and identify credible and reliable information (Batchelor, 2017). The literature also highlights how librarians recognise the epidemic of fake news as an opportunity for change as well as for effective action. Librarians have to develop different guidelines, infographics, workshops and programmes to help inform and educate their patrons while also promoting their own professional role as the original fact-checkers and information experts (Eva & Shea, 2018). The American Library Association (ALA) have currently capitalised on the librarian as information shepherd brand in their libraries. Similarly, Finley *et al.* (2017) also discussed fake news as an opportunity for “real librarianship” listing the ways in which libraries can actively participate in the global effort to combat the phenomenon. The authors further stated that the role of librarians is to accurately inform the general public about fake news, and equip them with tools to navigate information sources which focuses on collection development, programming and instruction, and advocacy (Finley *et al.*, 2017). Regarding collection development, it is imperative that access to print resources for news and current events is crucial to ensure that patrons are being informed appropriately. Therefore, a multitude of credible news sources should be made available at both ends of the political spectrum. While quality control is central, librarians must navigate the metaphorical line between selection and censorship in accordance to their traditional values.

Theoretical Framework

The conflict theory

This work is anchored on conflict theory as a basis for analysis. Conflict theory is premised on disorder, disagreement and open hostility among individuals and groups and lack of harmony in system parts. In the perspective of conflict theory, it is struggles over power and resources that are normal and harmonious cooperation that is unusual. Social structure is temporary and often fragile combination of competing social forces. In conflict perspective, the task of the social scientist is to examine the sources of tension among people and groups with different amount of powers, techniques of conflict control and the ways in which the powerful maintain and enlarge their influence on all aspect of the social structure. In the conflict view, the social order at any particular moment is the outcome of struggles among groups of unequal power. The conflict perspective concern with who benefits from any given social arrangement. Conflict within the society is expressed through public protests, industrial conflicts (strikes and lockouts) as in 2022 FGN/ASUU industrial conflicts.

This theory is pertinent and relevant to this work in that it focuses on open disagreement between the Federal Government and the Academic Staff Union of Universities (ASUU) based on unresolved issues contained in the terms of the 2009 FGN/ASUU agreement and the 2012 Memorandum of Understanding (MOU). Whereas, ASUU maintained that the FGN had breached the terms of the agreement, the Federal Government saw nothing wrong repudiating some of the terms of agreement. The relevance of this theory to this work is hinged on disharmony and disequilibrium created among the two factions and the suspension of academic programs in the Nigerian University system for over seven months. We shall further explore the relevant application of this theory to study as we progress in the course of the paper. Another theory that is relevant and pertinent to this discourse is the Authoritarian press theory.

The Authoritarian Media Theory

This theory which was propounded in 1956 by Siebert Peterson and Schuman postulates that the media should do nothing that would undermine established authority or disturb order; the media should always be subordinate to established authority; the media should avoid offence to majority or dominate moral and political values; censorship should be justified to enforce these principles. Unacceptable attacks on authority, deviation from official policy or offences against moral codes should be criminal offences; journalist or other media professionals have no independence within their moral organization. In the authoritarian media theory, whether the ownership was public or private, the system existed to serve the interest of Government in power. Under this system, Government exercise control over the media in various ways.

In Nigeria, during the 2022 ASUU/FGN industrial conflict, Government used cruel and uncivilized methods to ensure that pro-ASUU protests in the country were suppressed and all such pro-ASUU protests were blacklisted from media coverage, especially Government owned media. In some cases, security personnel were drafted to the scheduled venues where ASUU member were to publicise their grievances to allow the Nigerian public understand why her members were on strike. This theory is relevant to this discourse in that Government exercised control and curtailed ASUU activities that were designed to express their views to the public, there was not only restriction to members by the use of instrumentality of the State but freedom of speech and expression by ASUU members was highly curtailed.

Proposed Conceptual Framework

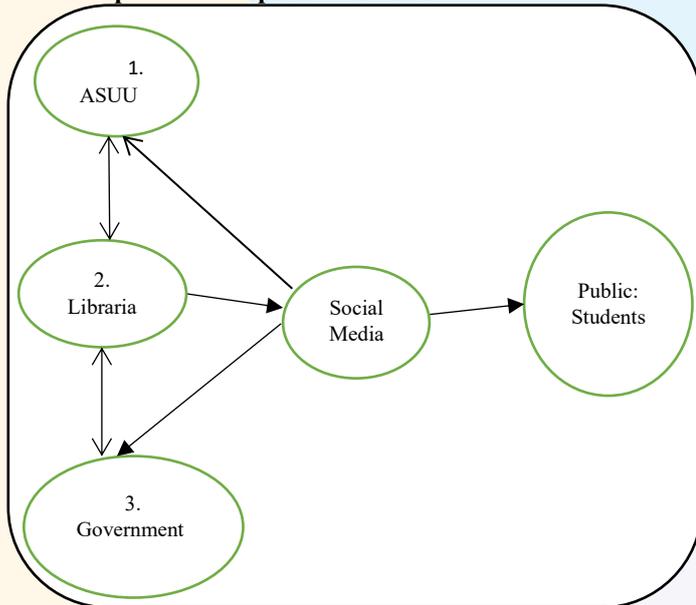


Fig 1.0: Conceptual Framework

Fig 1.0 showed the conceptual framework for handling disinformation by the librarians. The librarians play a key role in filtering and mediating the sources of information before getting to the larger society. Put differently, fake news is generated for certain intent and purpose, thereafter it is being circulated on different media platforms. The effect of disinformation on society if not managed by the information professionals may lead to crises such as protracted industrial strikes as in the case of ASUU in Nigeria. The Librarians access current and accurate information directly from the Government and ASUU and present it on the official social handle of the library where the Government officials, members of ASUU, and the students can access it. This framework will help to mitigate the spread of fake information regarding the dispute between the union and the Government thereby reducing recurrent protracted strike.

Method/Procedure for data gathering and analysis

The study adopted survey research design. Simple random sampling technique was used. Secondary data was gathered and used through reports from ASUU executives and the Government officials involved in the ASUU-related issues. Also, reactions from Nigerian students to some of the information on the Internet was mined from Twitter. Content and thematic analysis was done on the gathered data using the Braun & Clarke thematic analysis approach.

Result

Information from Government perspective

Ume-Ezeoke, (August 18, 2022) reported that in the face of lingering industrial action by the Academic Staff Union of Universities (ASUU), the Minister of Education, Adamu Adamu, has denied getting a directive from President Muhammadu Buhari to resolve the protracted strike in two weeks. During the weekly Ministerial Briefing on Thursday in Abuja, the minister told State House Correspondents that the President instead told him to resolve the issues within the shortest possible time, contrary to what the Minister of Labour and Employment, Chris Ngige, told the media. He insisted that he will not succumb to ASUU's demand for their members to be paid the backlog of salaries withheld within the period of six months that they were on strike, noting that it is the penalty for their action. The minister also disclosed that five of the university-based unions will likely call off their strike within the next one week while that of ASUU remains uncertain.

Oluwafemi (September 7, 2022) reported that Adamu Adamu, minister of education, says Nigerians do not have "good reasons" to be disappointed with the federal government over the lingering strike of the Academic Staff Union of Universities (ASUU). Adamu spoke on Wednesday in an interview on Channels Television. ASUU has been on strike since February 14 over improved funding for universities, review of salaries for lecturers, among other issues. Several meetings between ASUU and the federal government have ended in deadlock, as the strike has entered its 205th day. On Tuesday, the federal government said it can only afford a 23.5 percent salary increase for lecturers of all categories, as well as a 35 percent increase for professors. Speaking on the effort of the federal government, the minister said the federal government has made the "best" offer to ASUU in order to resolve the ongoing strike. "The government has already made an offer. As the minister, I know that the offer the government made is probably the best it can make. You can't do better than your best," he said. Asked if he knows Nigerians are disappointed, the minister said it is not the fault of the federal government that ASUU has not suspended the strike. "If Nigerians are disappointed, I think they don't have very good reasons to be disappointed with the government on this," he said. "Why should they be disappointed? Just tell me in your opinion. How is it the fault of the government and not that of the union? "You can only blame the federal government if it refuses to do what it is supposed to do and make the offer to satisfy their demands. There is no



demand that can be satisfied 100 percent by any government.”

Abdullah, (August 18, 2022) reported that the ongoing industrial action by the Academic Union of Universities may linger, Minister of Education, Mallam Adamu Adamu has said. Mallam Adamu stated this in Abuja on Thursday while briefing newsmen on the activities of his ministry. He explained that ASUU had agreed with the government’s recent offer to them, and also agreed to call off the strike if the Federal Government pay them for the period they had been on strike. The Minister however said the government would not pay them for those months, saying that it simply applied the law relating to their action. He said apart from ASUU, ASUP, NASU, SANU and other striking unions would be called off by next month.

Ukwu (May13, 2022) reported that ASUU Strike: we have reached reasonable agreement with lecturers says Ngige. We have reached some agreements and we hope that by next week, those agreements will be maturing and the different unions will have something to tell their members so that they can call off the strike.

The Nation (September 19, 2022) reported that ASUU strike would have dragged for two years according to Ngige. The ongoing strike by the Academic Staff Union of Universities (ASUU) would have dragged on for two years because of a lack of progress in negotiations, Minister of Labour and Employment, Senator Chris Ngige has said. “If I leave them in education they will stay there two years without progress,” Ngige told his audience at the public presentation of a book which chronicles the labour movement struggles at 40 in the country on Monday. He said he referred the dispute to the National Industrial Court after negotiations between the union and the Federal Ministry of Education had broken down. Ngige said he would have failed in his duties if he didn’t refer the matter to the NICN in line with section 17 of the Trade Dispute Act 2004 after seven months of protracted discussions and negotiations with the union which failed. The Minister noted that the leadership of ASUU does not understand the import of CBA negotiation because they lacked the nutrients of labour unionism. He said: “We have to counsel our brothers on negotiation. No negotiation is forced. You cannot say it is either you give me 200 per cent or I will continue my strike. There are laws guiding strikes. There are ILO principles on the right to strike. Nobody can take it away. “Nigeria is respected in ILO. Some people said the Federal Government took ASUU to court. No. I referred the matter after seven months of protracted discussions and negotiations that failed.” Ngige recalled that he conciliated the dispute twice, first

on February 22, one week after the commencement of the strike and some agreements were reached, and he brought everybody back on March 1 for another conciliation. According to him, the only thing left was going back to the Federal Ministry of Education for the renegotiation of the 2013 agreement. “Some people are talking about the 2009 agreement. The 2009 agreement was renegotiated in 2013/2014 with the administration of former President Goodluck Jonathan. It is an anathema to use the 2009 agreement. “What is left is the renegotiation of their conditions of service, which is their right. It should be done but they are negotiating it under the principle of offer and acceptance and it broke down irretrievably there at the Federal Ministry of Education. That Kick-started Section 17 of the Trade Dispute Act whereby the Minister of Labour and Employment, whoever it is, if you don’t transmit according to the dictates of Section 17, TDA, 2004, Laws of the Federation of Nigeria, you would have failed in your function. “Therefore, I had to transmit,” the Minister said. Ngige, however, said the transmission does not mean that the matter cannot be settled out of court. He said either of the parties involved, the Federal Ministry of Education and ASUU could approach the NICN for an out-of-court settlement. The Minister maintained that Nigeria must be guided by laws and nobody should use the dispute to harangue anybody. He recalled that ASUU was at the stage of collective bargaining agreement (CBA) negotiation with their employers, the Federal Ministry of Education when they embarked on strike.

Olisah, (April 4, 2022) reported that the Minister of Labour and Employment, Dr. Chris Ngige, has accused the members of the Academic Staff Union of Universities (ASUU) of intimidation and bullying. Ngige accused the labour union of threatening to withdraw the certificate of the Director-General of the National Information Technology Development Agency (NITDA) and revoke the professorship of the Minister of Communications and Digital Economy, calling him a fake professor. This was made known by Ngige when he appeared as a guest on a Channels Television programme, Politics Today, on Thursday, where he described such actions as against labour negotiations. Ngige, who was a former governor of Anambra state said that he believes that the calling off of the strike depends on ASUU and urged them to come down from their high horse as well as to be considerate.

ASUU perspective

ASUU NEC meeting in University of Lagos which held in 2022 concluded that the Government has failed to fully implement the Memorandum of Action it signed



with the Academic Staff Union of Universities (ASUU) on 23rd December, 2020; given that the draft report of the Renegotiated 2009 FGN/ASUU Agreement has been submitted for finalization for more than nine months; and noting that the forceful payment of ASUU members' salaries and emoluments with the Integrated Payroll and Personnel Information System (IPPIS) and non-adoption of the University Transparency and Accountability Solution (UTAS) have continued to shortchange our members, NEC resolved to embark on a four-week roll-over total and comprehensive strike action beginning from Monday, 14th February 2022.

Similarly, ASUU strike bulletin (3) asserted that the pronouncement by Government that N92 billion has been paid to ASUU as Earned Allowance is misleading, aimed at deceiving the public, and causing confusion. The truth is that there is a balance of two tranches amounting to N40 billion only yet to be paid.

The ASUU strike bulletin (4) showed members should completely disregard the press release by NITDA. The report is completely different from the report of its Technical Team that tested UTAS. The union asserted that UTAS was subjected to series of tests in the presence of other observers from agencies of government as stakeholders. The NITDA Technical Team scored UTAS 99.3% before and after remediation. However, there were false information on the social media negating the actual score.

Finally, ASUU strike bulletin (5) asserted that the agents of government are redoubling their efforts at misinforming, misleading and twisting facts relating to union struggle to the Nigerian public, particularly our students and their parents. The union emphatically stressed that it is aimed at dividing the union and sowing the seed of hatred against the patriotic struggle.

Tolu-Kolawole (August 18, 2022) reported that the Academic Staff Union of Universities on Thursday said it "had no words" for the Minister of Education, Adamu Adamu. The PUNCH reports that Education minister during the 47th Session of the State House Ministerial Briefing organised by the Presidential Communications Team at the Aso Rock Villa, Abuja said ASUU should compensate students for the period wasted. Adamu had also said the government would not pay the university workers for the time lost.

Daily trust (august 27, 2022) reported that the Academic Staff Union of Universities (ASUU) has called on Nigerians to hold the Minister of Education, Adamu Adamu and the Federal Government responsible for the prolonged strike. The union said that the government is not sincere in dealing with them, moreso, all the Federal Government is telling the people about their

negotiations is not the truth. The professor further said that recently, Adamu Adamu had also said that whatever he wrote on ASUU, he had totally believed in it, even now that he is a minister. He said, "You may recall that when asked to make his comments on ASUU's submission to President Buhari on Tuesday, the 9th of January, 2020, Adamu Adamu said he totally agreed with what ASUU presented, upon which note President Buhari handed him ASUU's document and directed him to come up with a proposal for an amicable solution. "For the same Adamu Adamu to now lead his colleagues, the other ministers, to misrepresent facts and mislead the good people of Nigeria against ASUU is rather unfortunate. It is the highest level of unpatriotic disservice a minister would do to his nation, particularly in a sector like education which is the backbone of the development of any country. The ASUU Zonal Coordinator continued, "If this is the way to end the ASUU strike, ASUU-Bauchi Zone is taking exception to it and assuring Adamu Adamu that he is wrong; he has rather succeeded in undermining the future of Nigerian youths and Nigeria. If it would take him six (6) months to only come up with this deceit as a solution to the strike, we then have the right to ask whether he really was serious with education or stage-managing it. "It has now come to bear, that the minister had all along been deceiving everybody since 2017, as far as ASUU's agitations in the tenure of this government are concerned. We want the general public to know that the Federal Government through Adamu Adamu did NOT approach ASUU with any reasonable and acceptable solutions to the issues in the contention that led to the current strike." Abubakar said another complicit minister in the negotiations was the Minister of Labour and Employment, Dr Chris Ngige, who abandoned the negotiations, and then later began pursuing a presidential bid where he went and 'gave' N100 million to buy nomination form, only for him to later withdraw and forfeit the money.

Olisah (June 23 2022) reported that the Academic Staff Union of Universities (ASUU) has maintained that they have not received any official invitation from the Federal Government for the earlier announced meeting with the government team aimed at resolving the areas of disagreements and calling off the strike.

Students' comments on ASUU strike on Twitter

"Gbajabiamila Deceived Us To Call Off Strike" —
ASUU says

Comment by Emmanuel Inaya "Una nor just get senc
o asuu for d way the country b una DE DER de make
noise"



Comment by Ibrahim Jesse. *“This handsome man cannot deceive someone because he has human feelings and he understand it was affecting the students....Talk another story again 😊😊”*

Comment by Vivian Onyeka *“Lol look for another story, we all know y'all are trying to get engagement”*

Comment by Donald Daniel Thompson *“Let them go for indefinite strike. Because there is increment of school fees too much”*

Comment by Alabi Tioluwani Stephen *“Be like say God won punish all you these Asuu people...”*

Comment by Daniel *“So with this information are we meant to start crying? Ahbi you people want to start what won't be easily settled”*

#AsuuStrikeUpdate

"For the record, at no point did the Speaker of the House of Representatives Femi Gbajabamila commit to offset the arrears of salaries owed to union members for the time they were on strike,"— Reps replies

Comment by Oyejide Kehinde *“I am sorry but this is shameless. Are you saying ASUU or number 4 man is going back on their words?”*

The Academic Staff Union of Universities (ASUU), the Federal University Lokoja (FUL) Branch, has called for the sack of the Minister of Labour and Employment, Chris Ngige as well as the Minister of Education Adamu Adamu over their incompetence
30th November.2022

Comment by riastorm79 *“I swear, it's insane what our government has ruined our education to. I'm still learning the 1982 policy for some subjects in school and maybe it's niajas grandchildren (not my own) that will use 2022's new scheme and policies, I want to rant more but make I just end it here”*

Comment by Chukwuemeka *“Asuu and government when will this strike stop, keep hearing of this since I was born, education doesn't make any sense in Nigeria again.”*

The National Executive Council (NEC) of the Academic Staff Union of Universities #ASUU will be meeting on the 1st of August 2022. They are

considering an indefinite strike this time around, and not the usual roll-over warning strike.

July 2022

Comment by fidelis okoi *“But let the federal government also understand that if nothing happens to end the ASS STRIKE we the Nigeria student will also stand by our grands and there will be no elections comes 2023”*

Comment by mai Rocky *“Inside strike another strike go dey”*

Comment by dewany *“This is terrible huh indefinite strike? How about the five months of no studies? FG are not helping matter at all. Kept everyone at home. This is horrible, cruel and any word to define wickedness”*

Impacts of ASUU

ASUU is an organised trade union of intellectuals seeking not only the socio-political and economic welfare of her members equally effects their keen interest in promoting the cause of university education in the country as well as the entire good of Nigeria and Nigerians therein. Since her birth in 1978, ASUU have never stops to struggle for the reforming of education in Nigeria which is as a matter of fact is in a dire need of such likely, benevolent and indispensable effort. ASUU' main points of struggle have been for adequate funding, improved salary package, autonomy and academic freedom in order to curb brain drain and ensure the survival of the university system. Consistent failings have however been occasioned by government's frustrating attitude towards the growth of the academic sector. Notwithstanding this stamped barrier, ASUU has however been of social impact and this has come to effect through the nozzle of her untiring fights. In actuality, it is within space to thence inform that the effect of ASUU struggle has seen several bright lights. As a matter of fact, each and every of her strike actions is nothing but a clarion call to the FGN to fulfil her obligations in aptly funding university institutions, overhauling crippling and already dead university facilities as well as ensuring proper salary structure for university staff. Of a truth, at the closure of each of these strikes, it is pointy to inform that if not all, a large ambit of these demands was met by the FGN and this is in effect for the benefit of all and sunder. It is however yet a surprise to align to the fact that despite these progressive achievements following ASUU's resilient efforts, people still think less of the union.



This could however be as a result of the direct effect of the ASUU strikes upon the students, parents, traders and business person around university community and other affected stakeholders. Their calls are to an extent understandable because, strikes can be negative towards their interest. For a student, his academic calendar is disrupted, hence, his graduation is delayed, for a parent, more expenses would be to his detriment binding on him due to a protracted academic agenda meanwhile, traders and business persons grumbles because such unplanned breaks due to strikes sends their customers far apart against thus, they suffer poor financial returns. Whilst these grumblings, the gun shots of strikes fired up by ASUU is yielding fatly as FGN appears to only pay sensible attention when there is an industrial action. In conclusion however, considering all that has been put forward in this column and in reliance to some critical mindedness, it is thus apt to resolve that ASUU as a body is very impactful in the Nigerian society especially within the framework of her regular strikes. This scenario works in the model of cause and effect; action lead to strikes and strikes lead to positive results. In contrast, silence leads to nothing and nothing is to no end. Therefore, whether people grumble during strikes or not, strike actions occasion results at the end of the day which is in effect transporting to the good of the entire populace and to the development of the nation.

Conclusion

The impact of disinformation and fake news on the prolonged academic staff union of university strikes in Nigerian universities is a complex and multifaceted issue. Throughout the strike periods, disinformation and fake news have played a significant role in shaping public perception, exacerbating tensions, and hindering the resolution of the disputes. One of the key consequences of disinformation and fake news is the distortion of facts and narratives surrounding the strikes. False or misleading information, often spread through social media platforms, can easily fuel misinformation and misinterpretations among the public. This can lead to a polarized environment where different stakeholders hold divergent views and are less willing to engage in constructive dialogue. Furthermore, disinformation and fake news can create a sense of distrust and skepticism towards the academic staff union and the university administration. The spread of false information can undermine the credibility and legitimacy of the parties involved, making it even more challenging to find common ground and negotiate fair resolutions. It can also contribute to the erosion of public confidence in the higher education system as a whole. The use of disinformation and fake news as a tool for manipulation

and influence is a concerning trend in the context of university strikes. Various actors, including external entities, political interests, or even internal factions, may exploit disinformation to advance their agendas, further complicating the resolution process and impeding the restoration of normalcy in Nigerian universities.

Addressing the issue of disinformation and fake news requires a multi-faceted approach. It involves promoting media literacy and critical thinking skills among the public to enable them to distinguish between reliable sources and misinformation by librarians. Educational campaigns and awareness programs can play a vital role in empowering individuals to become responsible consumers and sharers of information. Collaboration between stakeholders, including academic staff, university administrators, librarians, students, and the government, is crucial in countering the effects of disinformation. Open and transparent communication channels should be established, allowing for accurate information dissemination and proactive debunking of false narratives. Fact-checking organizations and independent media can also play a vital role in verifying information and providing accurate reporting.

In conclusion, the prolong strikes by academic staff union of university strikes in Nigerian universities has been significantly impacted by the spread of disinformation and fake news. These phenomena have hindered the resolution of the strikes, perpetuated mistrust among stakeholders, and distorted public perception. Combating disinformation requires a concerted effort from various actors to promote media literacy, foster open communication, and ensure the availability of reliable information sources. By addressing the issue of disinformation, Nigerian universities can work towards more constructive dialogue, effective negotiation processes, and a stronger higher education system.

Recommendations

1. There should be information literacy campaign by libraries
2. The libraries should endeavor to access information from Government official and ASUU documents and disseminate accordingly.
3. The libraries should provide official handles where government officials, ASUU and students can access reliable and accurate information resources.

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THE ROLE OF LIBRARIES IN THE SEARCH FOR TRUTH AND DISPARAGING THE SPREAD OF FAKE NEWS IN THE DIGITAL AGE

BY

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ABSTRACT

In the ever-evolving landscape of the digital age, the proliferation of fake news has no doubt, kept on posing as a formidable challenge to the quest for truth. This paper delves into the role that libraries can play in mitigating the impact of fake news in the digital age. In the process, the nature of the digital age was adequately conceptualized and the concepts of misinformation, mal-information and disinformation as elements of fake news propaganda were adequately explored. Also, some possible reasons why some people engage in fake news, few examples of fake news propaganda that happened in Nigeria, and the consequences of fake news to our collective wellbeing were explained. The paper concludes by advocating for comprehensive media literacy programs and collaborative approaches to mitigate the fake news malaise because individual efforts in addressing the issue are limited.

Key words: Libraries, misinformation, mal-information, disinformation, fake news and, digital age.

Introduction

Throughout history, libraries are known to be foundational pillars of knowledge and information dissemination, serving as vital repositories that encapsulate the collective wisdom of societies. Traditionally, their services have been to preserve and provide access to a vast array of information that could be found in books, manuscripts, and other printed materials to all members of society regardless of all forms of stratification. Within the contemporary scenario, their services have been expanded because they have seamlessly adapted to technological advancements, thereby evolving into dynamic information hubs, courtesy of the advent of Information and Communication Technologies (ICTs). In other words, libraries are no longer confined to physical spaces with hard bound books displayed on shelves. They have expanded their reach through digital platforms, ensuring that the benefits of knowledge are accessible to a global audience via e-books, online databases, and other electronic devices that democratize information access on an unprecedented scale. Though adapting to technological trends to enhance productivity and user satisfaction is a welcome development that spans across many fields, issues of misinformation, mal-information, and disinformation

being elements of fake news propaganda sprouted and became issues of serious concern to the Library and Information Science (LIS) and allied domains. While the dissemination of information became more instantaneous and widespread than ever before, misinformation and disinformation began to spread like wildfire.

However, libraries are known to be strong actors in fostering media/ information literacy and guiding individuals towards reliable sources of information in various formats. In the rapidly evolving landscape of the digital age where people grapple with the proliferation of information, the role of libraries stands as a steadfast beacon in the search for truth and as a bulwark against the pernicious spread of fake news. Hence, this paper delves into the multifaceted role of libraries in the search for truth and disparaging the spread of fake news in the digital age. In other words, the paper focuses on highlighting how libraries can continue to be beacons of truth and reliable sources of information in an era where the veracity of information is constantly under scrutiny.

Understanding the Digital Age

The present society in which we find ourselves is termed the "digital age". It is an age that is marked by the widespread use and integration of digital technologies like computers, smart phones, e-books, digital music,

social media, drones, and guided missiles among others in various aspects of our daily lives. These technologies have drastically changed almost every aspect of our lives, including communications, education, entertainment, travel, banking, amongst others.

In the view of Tella, Quardri, Bamidele, and Ajiboye (2020), the digital age, otherwise referred to as the information age, a historic period in the 21st century characterized by the rapid shift from traditional industry that the industrial revolution brought through industrialization, to an economy based on information technology. For Wang and Torrisi-Steele (2016), the digital age, sometimes referred to as the information age, or computer age, the concept captures the ubiquitous nature of computing and the prolific use of technology in almost all aspects of human activity such that digital interaction is a defining characteristic of human activity. However, El-Kalash, Abubakar & Abubakar (2023) contends that the digital age marks a significant shift from the industrial/ analog era to an era where digital technologies play a central role in shaping how information is created, accessed, and shared.

Misinformation, Mal-information and Disinformation: What are they?

The concept of misinformation, mal-information and disinformation are relative but distinctive concepts that refer to a range of ways in which sharing information causes harm, intentionally or unintentionally – usually in relation to the promotion of a particular moral or political cause or point of view (Wardle & Derakhshan, 2017). Social media, blogs, and other online platforms serve as breeding grounds for the trio of misinformation, mal-information and disinformation, being elements of fake news propaganda. Quite unarguably, the ease of sharing information online is what facilitated misinformation; mal-information; and disinformation to thrive, making it a pressing concern to information professionals. The concepts are explained below:

- **Misinformation:** It refers to any form of erroneous or incorrect information that may mislead or confuse individuals if it is disseminated, exchanged, or communicated. As defined by the City University of New York (2023), misinformation is the sharing of inaccurate and misleading information in an unintentional way. Similarly, the American Psychological Association (APA) (n.d.) sees misinformation as false or inaccurate information - getting the facts wrong. Examples of misinformation are insults, rumors, and pranks. This can happen through a number of ways, such as hearsay, exaggerated reports, erroneous data, or misleading statistics. It can be

argued that misinformation is information that is erroneous but is being spread by someone who believes it to be true. A variety of outlets, including social media, traditional media, word-of-mouth, and online forums, can be used to misinform unsuspecting persons with false information, usually on an assumption that it is true.

- **Mal-information:** This entails the intentional spread of information that is true but presented in a misleading or harmful way with the purpose of causing harm, discrediting individuals or entities, or manipulating public opinion. According to Wardle and Derakhshan (2018), mal-information is information that is based on reality, but used to inflict harm on a person, organization or country. Unlike misinformation, which involves spreading false or inaccurate information, mal-information involves sharing true information but with a malicious intent. A good example is exposing someone who was seen cheating in an examination hall to a group of friends after the exam. Such an act is purely without public interest justification. Though the message is true, it is narrated or publicized with the intent to harm, rather than to serve the interest of the public. Such information violates a person's privacy, without public interest justification.
- **Disinformation:** It refers to the intentional or deliberate effort to distort the truth via creating and spreading a false narrative with the intention of misleading, deceiving, manipulating or influence public opinion. This can be achieved through false news stories, fabricated images or videos, and the dissemination of misleading data. According to Karlova and Fisher (2012), disinformation is information that is false, and the person who is disseminating it knows it is false. It is a deliberate, intentional lie, and points to people being actively disinformed by malicious actors.

Nonetheless, while the above terms are frequently used interchangeably to connote fake news, it is crucial to observe the blurry lines between misinformation, mal-information, and disinformation because the purpose of the information is what makes the difference. While misinformation is the dissemination of inaccurate information, mal-information is the sharing of true information with negative intent and disinformation is intended to intentionally mislead the listener, reader or public, depending on the circumstance.

Possible Reasons Some People Engage in Fake News Propaganda



Quite often, when people share or interact with online information, they are influenced or persuaded by the originators of that information. This is especially true because when sharing information on social media occurs, it is likely to be spontaneous and rapid, rather than being a considered action that people spend time deliberating over (Buchanan, 2020).

Due to the complex interplay of individual, societal, and contextual circumstances, various reasons abound on why some people spread fake news propaganda. Their reasons may be motivated by a desire to pool attention or large followership, sway public opinion, undermine opponents, or sow doubt. Though, the quick distribution of false information especially on social media makes it easy for such information to proliferate, and the anonymity it affords lets bad actors to disseminate such information without any fear of consequence. More so, the digital age presents serious difficulties to information integrity due to the spread of false narratives and the pursuit of clickbait for advertising revenue. However, the following could be said to be the major reasons some people engage in fake news propaganda:

- a. **To promote political ideologies:** This entails the use of misinformation to sway public opinion in favor of certain political or social views. By doing so, public opinion is being manipulated, opponents can easily be undermined, political interests could be advanced or political power maintained.
- b. **To acquire financial/economic gains:** This could occur through a number of strategies, including stock market manipulation to incite panic or excitement in the financial markets, paid disinformation campaigns by interest groups, or other state actors to sway public opinion or influence elections, selling sensational stories to draw attention and increase sales, and clickbaiting and ad revenue practices that involve writing articles with sensationalized content to attract clicks and views.
- c. **To popularize certain social and religious beliefs:** This also contributes to the spread of fake news and propaganda because propagators may use misinformation to reinforce specific social or religious ideologies, thereby influencing behaviors and attitudes within a community.
- d. **To achieve certain strategic goals:** Some individuals and groups engage in misinformation, mal-information or disinformation to sow discord among friends, communities or nations. They intentionally create false news or propaganda to shape narratives that would influence the

perception of other events, persons or nations, to suit their agendas.

The above reasons are results of several factors including the ease at which anyone with internet access can create and disseminate content, the speed at which information is shared through digital platforms, and the absence of information gatekeepers that would checkmate whatever is being submitted before it gets to the public. As a result, it becomes difficult to regulate and fact-check the vast amount of content that is generated and disseminated per second on a daily basis. Hence, understanding these multifaceted drivers is crucial for developing effective countermeasures against the spread of fake news, propaganda.

Few examples of Fake News Propaganda that happened in Nigeria

One good example of a false narrative was in July 2018, when a video clip of a lady that was dressed in traditional Muslim attire was aired on the Christian Arise Network, training with an AK-47 rifle. Later, the picture was shared on various WhatsApp groups in Nigeria; with the caption “Fulani’s teaching their wives how to handle a gun...” The post was shared in the context of inter-communal violence between Fulani herders and pastoralists, which has been raging in northern Nigeria since the 1990s.

In a bid to analyze the issue, Bukarti (2018) averred thus:

“Christian conspiracy theorists allege the problem is a product of Muslims’ attempts to Islamize Nigeria, describing the Fulani herders as “a Jihadi or occupation force”, their Muslim counterparts claim that the whole thing is staged by Christians to give Muslims a bad name and deny them access to land and water. Complicating this are accusations and counter-accusations of conspiracy, complicity and complacency over the issue between the ruling and opposition parties. This has only increased in the run-up to Nigeria’s 2019 general election.

While many Nigerians would be alarmed by such posts, the narrative attached to the clip was to misinform the public. The video was actually taken and uploaded on YouTube in a different country. The people in the video spoke neither Hausa nor Fulfulde, the languages spoken by people accused in the post. They sounded like native Arabic speakers from far away Sudan.

Another popular instance of fake news propaganda was during the Ebola outbreak in year 2014. In certain parts of Nigeria, information broke like wild fire for people



to pray over hot salt water, bath with it and drink a little, to prevent being affected with the virus. Interestingly, many people called their loved ones at odd hours to engage in the ritual. In some cases, town criers walked down many Nigerian streets instructing people to bathe with hot salt water irrespective of religion. That time, salt became very scarce and its price shot up. In fact, the situation led to many deaths as a result of drinking an excessive amount of salt water. Such kinds of misinformation spread like wildfire because it is so easy to forward them to multiple groups through a variety of messaging apps. The above examples, alongside other similar false reports are dangerous exaggerations or distortions of true stories, which are more difficult to spot.

However, efforts to combat fake news should involve targeted initiatives to enhance media literacy, promote critical thinking skills, and raise awareness about their dynamics in the digital age. More so, addressing the root causes of misinformation, fake news and propaganda include economic disparities, political polarization, and the lack of access to reliable information, which are critical elements in the building of a more resilient society.

Consequences of Fake News Propaganda

All kinds of fake news have much dire consequences on a global scale. In 2017 for instance, the MIT Sloan Office of Communications (2023) averred that false information on Facebook was implicated in genocide against the Rohingya minority group in Myanmar, and in 2020 at least two dozen people were killed in mob lynching after rumors spread on WhatsApp in India. With the above examples, it is clear that the trio of misinformation, mal-information and disinformation, being elements of fake news propaganda can have serious negative consequences at both the individual, institutional and societal levels.

Peoples Bank (2021) stated that fake news, or information disorder, makes the truth hard to find, and can also be one of the leading sources of danger to personal security. They all unfold in intricate and multifaceted ways that leaves some lasting negative impact on individuals, societies, and institutions. Sometimes, they exacerbate communal tensions by causing reprisals and counter-reprisals in some instances because the information they dish out are often widely believed by the populace. They penetrate all levels of the social sphere such as religious, political, and traditional and thus inhibit collective national development.

Among other consequences, fake news propaganda has exacerbated divisions within our social fabric, deepened

polarization in our political landscape, and fueled widespread social resentment. In fact, Americans consider “made-up news” to be a bigger problem than climate change, racism, or terrorism (Pew Research Center, 2019). Funnily, discriminating facts from fiction has never been straightforward especially because falsehoods spread faster than truths in the age of social media (Vosoughi, Roy, & Aral, 2018). Undoubtedly, it is a corrosive social vice that demands urgent attention and concerted efforts to mitigate its destructive impact on the integrity of information, public discourse, and the cohesion of our communities.

Imagine a scenario where sensational headlines and fabricated stories flood the media landscape. People, bombarded with misleading information, find themselves caught in a web of distorted realities. The consequences are profound, reaching beyond mere misinformation or disinformation. Public opinion becomes a battleground, manipulated by those who seek to profit or wield influence. Trust in media and institutions wanes, and a society, once bound by a shared understanding of facts, begins to fray at the edges. In the worst cases, social harmony gives way to unrest fueled by narratives that are divorced from truth.

Conclusion

Libraries and librarians have great roles to play in taming the issue of fake news propaganda especially because the malaise requires a multifaceted approach since individual efforts in addressing the problem is limited. In addition, media practitioners, tech companies, educators, and policymakers need to collaborate, to emphasize information-sharing, joint research, and resource pooling, to limit the spread of fake news propaganda. More so, comprehensive media literacy programs and incorporating critical thinking skills into education at all levels would go a long way in helping individuals to critically evaluate information and fact-check before they spread information.

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THE ROLE OF PUBLIC LIBRARIES IN THE FIGHT AGAINST FAKE NEWS IN NIGERIA

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ABSTRACT

The paper examined the role that public libraries play in addressing the menace of fake news in Nigeria. In recent years, the dissemination of fake news through various media channels has posed a significant threat to the country's social and political landscape. Public libraries as trusted institutions for information dissemination and literacy promotion, have the potential to serve as pivotal agents in combating the spread of fake news. The paper emphasized various roles played by public libraries in combating the spread of fake news such as providing access to credible information resources, offering information literacy programs and collaborating with various organizations. The paper highlights the challenges faced by public in actively fighting the menace of fake news to include lack of fund, rapid spread of fake news in the digital era and librarians lacks training on how to identify and checkmate the spread of fake news. The paper concludes by emphasizing that librarians need to be trained to identify and address the menace of fake news

KEY WORDS: Fake news, Fight, Information, Public Libraries and Role

Introduction

Information plays a paramount role in the development and progress of an individual and society at large. Information empowers individuals in a society by expanding their knowledge which enables them to make informed decisions. Also, for nations, information serves as a foundation for effective governance, policy formulation, national security, economic development, and social cohesion. Isachenko, (2018) mentioned that information is one of the basic values of modern society. The author also stressed that information is the major factor that enhances the economic well-being of a society.

As a result of the importance of information to people and society at large, it becomes necessary that citizens have access to accurate, timely, and relevant information for personal growth, decision-making, education, innovations, and economic growth. Despite the importance of information to individual and society, there has been widespread fake information or fake news. The term fake news can be defined as misleading information presented as reliable news. Aboyade et al. (2022) view fake news as fabricated information that mimics media content deliberately created and circulated with the intent to deceive.

There are several factors responsible for the spread of fake news in Nigeria such as political affiliation, lack of

media literacy, religious factors, lack of digital skills, poor reading culture, social media and digital platforms, fun, and high illiteracy rate. Also, Otulugbu (2020) stressed that monetary gains, sake of relevance, and inadequate guidelines regulating the use of the Internet are also factors that facilitate the spread of fake news. Fake news can be disseminated using various media such as traditional media, social media, and websites.

There have been various instances in Nigeria when fake news was circulated. For example, The Guardian Newspaper (2023) reported that in 2019, false information was spread that President Muhammed Buhari, had died and had been replaced by a clone from Sudan. According to the writer this information caused panic and confusion among huge segments of the populace. Fake news is thriving in Nigeria as a result of the evolution of Information Communication Technology, mobile phones, high illiteracy rates, unhealthy political and industry rivalry, pornification of online news outlets, and low level of digital literacy. The consequences of fake news on the society are enormous. According to the University of Victoria Library (2023), the spread of fake news can have both personal and academic consequences such as calling into question the credibility of information sources, providing false misleading information that is used to make a decision,



confirming biases, and leads to lack belief in scientific findings. In an ideal situation, citizens as expected to be equipped on how to identify fake news and their sources, unfortunately, this is not the situation. Young (2020) opined that many citizens do not yet have sufficient skills to navigate the flood of information they access to know if such information is true or false. To combat this issue of fake news and its consequences. It becomes imperative that relevant stakeholders such as telecommunication companies, the media, teachers, information providers, and libraries have a responsibility to address the menace of fake news.

A public library serves as a place where valuable and equitable information is provided and accessed. Public libraries have emerged as crucial institutions in promoting information literacy and curbing the spread of fake news in Nigeria. Public libraries can curb the spread of fake news through the provision of extensive resources, information literacy programs, and collaboration with schools and communities. This paper therefore examines the role of public libraries in Nigeria in curbing fake news.

Historical Background of Fake News

The history of fake news can be traced back to ancient times. Throughout history, fake news has been used to advance certain agendas. Posetti and Mathews (2018) mentioned that in Circa 44 BC during the Roman Empire, there was Octavianus's propaganda campaign against Anthony to spear Antony's reputation. Furthermore, the invention of the Gutenberg printing press in 1439 dramatically amplified the dissemination of misinformation and it ultimately delivered the first large-scale news Hoax called The Great Hoax of 1835. The invention of printed papers made it easier for individuals and organizations to spread false information. Also, the arrival of the internet in the late 20th century which was closely followed by the invention of social media in the 21st century dramatically multiplied the spread of fake news. (Posetti and Mathews, 2018).

The term "fake news" is made up of two words fake which means something that is a fact but is expected to be taken as a fact; and news which means information about events and ideas. The phrase fake news was coined in the year 2016 when BuzzFeed's media editor, Craig Silverman noticed a completely made-up story that seemed to originate from one small Eastern European town. He and a colleague started to investigate and shortly before the US election they identified at least 140 fake news websites that were pulling in huge numbers on social media during the US presidential election This event began the modern phase

of misinformation which is popularly referred to as fake news (Wendling, 2018).

Types of Fake News

There are different types of fake news. These include:

Satire or Parody: These are articles or stories whose main aim is to be humorous but it is mistaken as real news. According to Low, *et al.* (2022) satirical is factually incorrect but the intent is not to deceive but rather call out, ridicule, or expose behavior that is shameful and corrupt. A contemporary example of satire would be many comedy skits – especially the ones in which popular actors impersonate famous politicians, thereby raising a laugh at the latter's expense but usually doing it in a relatively gentle way, in which everyone is on the joke together including the person being caricatured.

Misinformation: This refers to false or inaccurate information that is spread without the intention of deceiving the receivers of the information. Misinformation could be a result of misunderstanding, rumors, and outdated information. Budak *et al.* (2019) view misinformation as factual inaccurate, distorted, and contextual information to shape biased narrative. For instance, the World Health Organisation (2020) acknowledged that the new coronavirus pandemic was followed by an infodemic and tsunami of misinformation.

Disinformation: This is intentionally false or misleading information that is spread with the main intention to deceive or manipulate people. Disinformation has been defined by McGonagle (2017) as information that has been deliberately fabricated and disseminated to deceive and mislead others into believing falsehoods or doubting verifiable facts; it is disinformation that is presented as or is likely to be perceived as news. People who spread disinformation use various strategies and methods such as the selective deployment of facts, use of unsourced content and false visuals, undermining of facts, creation of confusion, misattribution of quotes, and promotion of conspiracy theories, all of which led to serious consequences (Hassan, 2023). There have been several instances of disinformation in Nigeria. For example, it was widely circulated that ex-President Mohammed Buhari would take another wife in October 2019 and to validate this rumor, invitation cards were also distributed. ((Edwin and Yalmi, 2019).

Propaganda: Propaganda is information that is circulated to deliberately spread and promote a political agenda by using biased or misleading tactics Lewan. Hundeyin (2021) stressed that During Germany's 3rd Reich, propaganda minister Joseph Goebbels famously



remarked, "If you tell a lie big enough and keep repeating it, people will eventually come to believe it." This propaganda technique, which was successfully trialed during the 1930s and 1940s using the German population as Guinea Pigs, later found its way across the Atlantic into Africa where it became the mainstay of dictatorship after the dictatorship.

Clickbait: These are sensationalized headlines or articles that are designed to attract attention and generate clicks, often at the expense of accuracy or truth. According to the University of Oregon (2023), clickbait pieces are articles that feature headlines designed to get people to click on them often by presenting misleading information about what the work is about. Clickbait does not necessarily circulate fake news as the type of headline or accompanying posts can be technically true but never the less misleading.

Manipulated images: Manipulated images are another type of fake news. Manipulated images are visual misinformation created through images or video editing software, altering the context to mislead viewers. Juan-Jose and Vaillez (2022) noted that video images are rapidly gaining ground because the content can be easily adulterated which leads to fake news.

Pseudoscience: According to Media Literacy for Citizenship (2023) pseudoscience is purveyors of greenwashing, miracle cures, anti-vaccination, and climate change denial.

The Role of Public Libraries in Combating Fake News

Public libraries in Nigeria provide spaces and information resources where everyone is welcome to acquire and obtain their information needs regardless of their political or religious affiliation, sexual orientation, status, gender, educational qualifications, tribe, and profession. As one of the key institutions that is saddled with the responsibility of disseminating information, and knowledge and promoting intellectual freedom, public libraries are expected to be at the forefront in fighting against fake news.

Librarians can serve as guides and resources themselves. They are expected to help users navigate through the vast amount of information available and provide support in finding reliable information. Public libraries are expected to be able to identify trustworthy information sources. These include the utilization of fact-checking sites and library subject guides Madukwe (2023) pointed out that public libraries should be at the forefront in educating the general public about fake news because public libraries are in the business of acquiring unique skills to assist users by evaluating all kinds of information in whatever medium it

It is the responsibility of public libraries to educate the general public in Nigeria on how to search for information from credible sources in both traditional and digital media. The Wall Street Journal reported that a Stanford University study of nearly 8,000 students found that 82 percent of middle schoolers were unable to differentiate between "an ad labeled 'sponsored content' and a real news story on a website (Aggey,2023). Public libraries are also well-positioned to provide. Public libraries are expected to offer information literacy programs to educate users on how to critically evaluate information. These programs can teach patrons how they can assess the information that they encounter, encouraging patrons to think critically about sources, fact-checking, and identifying biases.

Equally, public libraries are expected to play crucial role in the curbing of fake news by providing online resource evaluation services. Public libraries can create online and offline guides that provide tips and tools for evaluating the credibility of information sources. There are ready-made tools that librarians can utilize in differentiating between reliable and unreliable information. Examples of such tools include: the Washington Post fact check and the currency, relevance, authority, accuracy, and purpose checklist (CRAAP) could be utilized in identifying fake news. comes.

Public libraries can curb the menace of fake news by carefully selecting, acquiring, processing, and disseminating information resources from reputable publishers, organizations, and authors. This is achievable when public library management acquires materials that have been fact-checked, peer-reviewed, or obtained from trusted sources. According to Rashid (2023), libraries meticulously select materials from reputable publishers, databases, and academic journals, ensuring access to accurate information for patrons. This curation process is based on quality, authenticity, and reliability.

Empirical Review on Various Initiatives in Curbing Fake News

There are various approaches in curbing fake news. Apuke, *et al.* (2022) carried out a study on the effect of fake news awareness as an intervention strategy for motivating news verification behavior among social media users in Nigeria. Findings from the study revealed that fake news awareness was found to be an effective intervention strategy used to intensify the urgency and need to verify news before sharing.

Barakat *et al.* (2021) utilized an empirical approach to understand users' fake news identification on social media. The findings of the study revealed that expertise in social media use and verification behavior have

positive impact on fake news identification. While trust in social media as an information channel decreases this identification behavior.

Kim, *et al.* (2021) carried out a systematic review on fake news research through the lens of news creation, consumption, research efforts, challenges and future direction. The authors recommended the following approaches to counter fake news: developing a computational model that considers the characteristics of news consumption environment, understanding the diversity of news consumption through modern models and increasing consumers' awareness of the characteristics and impacts of fake news by providing access to reliable information and education.

Equally, Ng, *et al.* (2021) investigated the effect of platform intervention policies on fake news dissemination and survival in China. Findings from the study revealed that, fake news is disseminated in a less centralized and more dispersed manner and survives for a shorter period after a forwarding restriction policy is implemented.

Also, Rubal *et al.* (2022) carried out a study on the use of critical media and Information literacy to Combat Misinformation: in this study, 55 research articles out of 2077 articles from the year 2010 to 2020 were incorporated from three databases – Sage Journals, Science Direct, Taylor and Francis, for quantitative and thematic analysis. The findings from the study revealed that critical media, information, technological advancements and Governmental regulations on fake news spread can combat the spread of fake news.

Revez (2021) carried out a systematically review of the literature to identify the most recent library practices in the fight against fake news. After the extraction, with a final set of 27 documents, a multi-step qualitative analysis and a categorization were developed. Findings showed that most studies emphasized that libraries fight against fake news are mainly focused on providing information literacy instructions.

Strategies for Curbing the Menace of Fake News

To successfully curb fake news, public libraries must employ various strategies. The first strategy that a public library should utilize is to provide and promote reliable sources of information. This can be achieved by ensuring that the public has access to current and reliable information in various formats. It is not enough to provide these information resources; users must also be aware of the resources. The provision of current information resources is an indispensable tool in fighting the menace of fake news rural dwellers in Nigeria may not have access to reliable and current information resources. Information resources can be

promoted through displaying them. physically and virtually (websites and social media} By providing and promoting reliable information sources libraries can help users distinguish between reliable and unreliable information.

Secondly, public library management should conduct a survey to assess public attitudes and beliefs about fake news. Conducting surveys can enable libraries to gather data on the impact of fake news on their host community. Data gathered can be helpful to the library, researchers, policymakers, and educators working on strategies for curbing fake news. Surveys on citizens' attitudes and beliefs about fake news help public libraries tailor their programs and understanding to meet the information needs of users.

Typically, gathering data involves analyzing the spread and impact of fake news, identifying the sources and motivations behind it, and developing interventions to counteract its effects. This often involves conducting surveys, experiments, and content analysis research to better understand the prevalence and impact of fake news, as well as the factors that contribute to its dissemination. The use of surveys to understand the depth and effects of fake news by public libraries has some limitations such as limited sample size may lead to biased or incomplete results, difficulty in measuring the impact of fake news on society and the data collected may not capture the full complexity of the problem.

Another strategy to combat fake news by public libraries is organizing information literacy programs for various groups such as: skilled and unskilled workers, children, vulnerable citizens, and students. Information literacy programs could include organizing workshops, training, and educational initiatives aimed at equipping individuals. The use of information literacy as a tool to fight fake news has some challenges, such as a lack of education on information literacy skills and, the rapid spread of fake news makes it difficult for information literacy efforts to keep up with the constant influx of new fake information, some people believe any information that confirms their bias and misinformation from trusted sources. Sullivan (2019) stated that librarians were vague about the precise nature of the problem of fake news, solutions and lack specificity.

Equally, for public libraries to effectively combat fake news there is a need to collaborate with various groups such as government agencies, educational institutions, and community organizations. Collaborating with groups, libraries can pool resources, access expertise and extend the reach of their strategies in combating fake news may lead to a more comprehensive and impactful response to fake news. Banks (2016)



advocated that libraries should collaborate with journalists to increase media literacy. Using collaboration with organizations as a strategy to fight fake news in Nigeria by public libraries can have a few potential issues. Examples of such issues include public libraries excessively relying on external organizations for the provision of resources, public libraries having to align with the agenda of the organization, conflict of interest, and limited resources.

Furthermore, public libraries can provide fact-checking services to verify the accuracy of any information. This can be achieved by employing trained professionals collaborating with fact-checking organizations or visiting fact-checking websites such as Politifact, factcheck.org, Washington Post fact checker, snopes, fact check from Duke Reporters' Lab, and flack check. Also, there are also other tools to check pictures such as google reverse. One of the disadvantages of using fact-checking websites to verify information is that they have limited reach. The implication of this is that even if accurate information is available on various fact-checking websites, it may not be visible to many people especially those that do not have access to the Internet. Lastly, public libraries should be at the forefront of debunking any fake news they come across. With this, they will be able to contribute to a more informed society and help individuals to make better-informed decisions. Issues such as lack of limited resources, lack of expertise, the rapid spread of fake news, resistance to change by citizens, and limited reach may affect the use of debunking fake news as a weapon to fight fake news in Nigeria by public libraries.

Challenges in Curbing Fake News

In curbing the menace of fake news public libraries in Nigeria may face the challenge of limited financial resources which may make it difficult for public library management to implement a comprehensive program that will address the issue of fake news in their community. Aondohemba (2017) noted that the funding and financial allocations to public libraries have remained poor for decades. Public libraries need adequate resources such as current information resources, Internet facilities to run various services, pay and hire personnel.

The rapid spread of fake news in the digital era. is another issue that may be faced by public libraries in fighting the menace of fake news. Andermann (2023) stressed that the equalization of access to information through advancement in technology has made it easier than ever for people to discover, consume, and share knowledge. Yet these same factors may result in public

libraries struggling to monitor and counter the volume of fake news in society.

Another problem that may be faced by public libraries in fighting the spread of fake news is how to maintain neutrality and intellectual freedom. Public libraries are expected to uphold intellectual freedom by providing access to a variety of information resources. However, this function may be difficult to achieve if they are to censor or restrict any information especially if it has not been proven to be false.

Also, many public libraries staff lack adequate training on how to identify and address fake news effectively. The consequences of the lack of adequate training of librarians in curbing the spread of fake news are enormous. They include: a lack of skills to identify and evaluate fake news may result in the inclusion of unreliable sources of information in the library and their host community, may not be able to properly educate users on how to identify fake news, and may also lead to the spread of fake news.

Furthermore, poor Collaborative efforts between libraries and other information organizations is another challenge hindering effective strategies in curbing the menace of fake news. Public libraries are expected to collaborate with government agencies and private organizations to address the menace of fake news by providing accurate information to the various communities in Nigeria.

Also, language, religion, and cultural barriers may be a challenge in fighting the spread of fake news in Nigeria. Nigeria is a diverse nation with many languages and cultures. Citizens spread fake news in different languages, religions, and cultures. Public libraries in Nigeria may find it difficult to address fake news as a result of diverse communities in Nigeria.

Conclusion

Public libraries are crucial in fighting fake news by providing accurate and reliable information, collaborating with various organizations and educating citizens on how to evaluate sources. To effectively combat fake news, librarians need to be trained to identify and address it.

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COLLABORATIVE STRATEGIES TO COUNTER THE INFLUENCE OF EMERGING TECHNOLOGIES IN FAKE NEWS PROPAGATION

BY

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ABSTRACT

This paper examines the increasing danger posed by fake news, which are made easier to spread through technologies, like deepfakes AI generated content and social media. It delves into the consequences of these technologies on the dissemination of news and explores collaborative approaches that can be used to minimize their negative impacts. By drawing from studies this paper presents an analysis of how emerging technologies contribute to the proliferation of fake news while also providing practical strategies for addressing this crucial issue. The paper emphasizes the importance of cooperation among stakeholders such as researchers, educators, policymakers and technology companies, in combating the threat posed by fake news in the digital era.

Keywords: Misinformation, Fake News, Deepfakes, Ai-Generated Contents, Social Media

Introduction

The fast spread of information in the digital age has ushered in a time of unmatched access to knowledge and communication. However, this increased connectedness has also resulted in a worrying development, the spread of bogus news. A serious threat to the integrity of information ecosystems around the world is posed by fake news, which is defined as information that is willfully inaccurate or misleading yet is presented as news. Although the idea of fake news is not new, the digital era has increased its influence. Misinformation has now spread to social media platforms, news websites, and even traditional media channels, when it was formerly only found in tabloids and rumors. False information is a major problem for people and institutions because of how much of it there is and how quickly it can spread.

According to Allcott, H., and Gentzkow (2017), Fake news has several different antecedents. It can come from a variety of places, including persons with ideological motivations, companies looking to make money, and even state-sponsored disinformation campaigns. Also, fake news has been connected to escalating political polarization, declining institutional trust, public health concerns, and even violent acts. The effects go beyond personal belief systems and have an impact on how societies are built and the functions of democracies (Pennycook, G., et al. 2020).

Diakopoulos, N., et al. (2018) opined that the landscape of fake news has become more complex as a result of

new technologies like deepfakes and AI-generated content. It is becoming more difficult to distinguish fact from fiction as a result of these technologies' ability to produce phony content that is genuinely realistic. Addressing fake news requires collaborative efforts involving governments, tech companies, media organizations, educators, and individuals. Bay, A., Drezner, D. W., & Farrell, H. (2020) was of opinion that all these stakeholders must work together to implement strategies that encompass media literacy, content moderation, technological innovations, and ethical considerations.

Emerging Technologies and Fake News

Over the years there has been a significant transformation, in the media and how information is shared. This transformation has been driven by advancements in technology. While these technologies bring capabilities they have also led to an increase in news and misinformation which poses a big challenge to the reliability of information. The emergence of deepfakes AI generated content and the dynamics of media have intensified the struggle against news. These technologies raise issues related to trustworthiness, authenticity and verifying information in today's era. It is clear that addressing the impact of these emerging technologies is crucial, to combatting the spread of news (Burkhardt, J. M., 2017).

The following are the examples of technology that have facilitated the spread of fake news:



❖ **Deepfakes:**

Deepfakes are a category of synthetic media generated by deep learning algorithms. These algorithms analyze and manipulate existing audio, video, or image data to create highly convincing, but entirely fabricated, content. Deepfakes represent a significant advancement in artificial intelligence and machine learning. They are created using deep learning algorithms that can seamlessly superimpose one person's likeness onto another's face and body, enabling the creation of highly convincing, but entirely fabricated, audio and video content (Dewan, 2019).

A study by Farid (2019) underscores the severity of the threat posed by deepfakes, emphasizing that these creations "pose an unprecedented threat to the trustworthiness of visual media." The potential for malicious use of deepfakes in spreading misinformation is immense. They include:

1. **Political Manipulation:** Deepfakes can be used to create fabricated videos of politicians, world leaders, or public figures making false statements, thereby influencing public opinion and elections.
2. **Character Assassination:** Individuals can fall victim to character assassination through manipulated videos that falsely depict them in compromising or illegal situations.
3. **Identity Theft:** Criminals can use deepfake technology to impersonate individuals for financial or reputational gain.
4. **Erosion of Trust:** As deepfake technology becomes more sophisticated, it becomes increasingly difficult to discern authentic content from manipulated content, eroding trust in media and institutions.

❖ **AI-Generated Content**

AI-generated content refers to text, images, videos, and other media created by artificial intelligence systems. These systems employ techniques such as natural language processing (NLP) and generative adversarial networks (GANs) to generate content that mimics human-created content.

Research by Karras et al. (2019) underscores the advancements in AI, highlighting the remarkable capabilities of models like GPT-2 in generating coherent and contextually relevant text. This capability has sounded alarms about the automated generation of fake news articles, social media posts, and comments.

AI-generated (AL) content in the context of fake news includes:

1. **Automation:** AI-generated (AL) content allows for the automated creation of vast amounts of fake news content. News articles, blog posts, comments,

and even social media posts can be generated at an unprecedented speed and scale.

2. **Personalization:** AI can analyze user data and behavior to tailor fake news content. This personalization increases the likelihood of individuals engaging with and believing the false information, as it aligns with their existing beliefs and preferences.
3. **Difficult Detection:** AI-generated content can be challenging to detect because it often closely mimics human-generated content in terms of writing style, tone, and relevance. Traditional methods of content analysis may struggle to distinguish between genuine and AI-generated news.
4. **Spam and Disinformation Campaigns:** Malicious actors can employ AI-generated content in spam campaigns or orchestrated disinformation efforts, further complicating efforts to combat fake news.

❖ **Social Media**

Social media platforms are crucial in the dissemination of false information. Although social media platforms are not technologies in and of themselves, they greatly aid in the quick spread of erroneous or misleading information. Social media platforms' structural layout and algorithmic operation are key factors in this issue.

A study by Vosoughi et al. (2018) experimentally demonstrates the alarming pace at which fake news spreads compared to real news on Twitter. Their findings reveal that false information propagates six times faster than accurate information and tends to be more novel and evocative, making it inherently shareable. Moreover, the study highlights the "echo chamber" effect, where users are exposed predominantly to content that aligns with their preexisting beliefs, intensifying the dissemination of fake news (Sunstein, 2017).

These social media platforms provide a fertile ground for the dissemination of false or misleading information due to their unique features:

1. **Virality:** Social media's design encourages the rapid sharing of content. Fake news stories can go viral within hours, reaching millions of users before fact-checkers can respond.
2. **Echo Chambers:** Social media algorithms prioritize content that aligns with a user's existing beliefs and preferences. This can create echo chambers where users are exposed to information that confirms their biases, making them more susceptible to fake news.
3. **Verification Challenges:** Many users do not engage in critical information verification before sharing content. The ease of clicking "share" or "retweet"



without fact-checking contributes to the spread of misinformation.

4. **Anonymity and Pseudonymity:** Some individuals exploit the anonymity and pseudonymity provided by social media platforms to disseminate fake news without accountability. This anonymity can make it difficult to trace the origins of false information.

The Implications of Fake News

The consequences of fake news extend across multiple domains, profoundly affecting individuals, society, and democratic institutions. The implications of fake news are broad and profound, affecting individuals' beliefs, behaviors, and the functioning of democratic societies.

Fake news, which refers to deliberately fabricated or misleading information presented as factual news, has far-reaching implications for individuals, society, and democracy. The following are the multifaceted implications of the spread of fake news:

1. **Misinformation:** Fake news spreads false information that can mislead and deceive individuals. This can lead people to make ill-informed decisions, whether it's about health, politics, or other important matters.
2. **Erosion of Trust:** Fake news erodes trust in traditional media outlets and even in information sources in general. When people can't trust the information they receive, it undermines the credibility of all news sources.
3. **Polarization:** Fake news often reinforces existing beliefs and biases, contributing to political and social polarization. People may only consume information that aligns with their views, making it difficult to find common ground and engage in constructive dialogue.
4. **Damage to Reputations:** False information can damage the reputation of individuals, organizations, or even entire communities. This can have long-lasting consequences, both personally and professionally.
5. **Manipulation of Public Opinion:** Fake news is sometimes used strategically to manipulate public opinion, influence elections, or promote specific agendas. It can be a tool for those with nefarious intentions to shape public perception.
6. **Crisis Amplification:** In times of crisis, such as natural disasters or health emergencies, fake news can spread panic, confusion, and misinformation. This can hinder effective response efforts and put lives at risk.
7. **Economic Consequences:** Misinformation can harm businesses and industries. For example, false

reports about product safety can lead to a loss of consumer confidence and decreased sales.

8. **Legitimacy Challenges:** The prevalence of fake news can lead people to question the legitimacy of democratic institutions and processes, such as elections and the media. This can undermine the foundation of a democratic society.
9. **Impact on Public Health:** During health crises, fake news can lead to the spread of dangerous health advice or conspiracy theories, potentially putting public health at risk.
10. **Censorship Concerns:** The fight against fake news can sometimes lead to concerns about censorship or restrictions on freedom of speech. Striking a balance between combating misinformation and protecting free expression is a complex challenge.
11. **Cyber security Risks:** Fake news can be used as part of cyber-attacks or disinformation campaigns by state actors or malicious groups, which can have national security implications.
12. **Media Literacy Challenges:** Addressing fake news requires improving media literacy among the public. It's crucial for individuals to develop critical thinking skills and be able to discern credible sources from unreliable ones.
13. **Global Consequences:** Fake news is not confined by national borders; it can have global consequences. False information can exacerbate tensions between countries or contribute to international misunderstandings.

Case Studies: The Real-World Impact of Fake News

The impact of fake news extends beyond theoretical discussions, as it has been observed in numerous real-world instances. They include:

1. Pizzagate: A Conspiracy Theory Gone Awry

In 2016, the Pizzagate conspiracy theory gained traction on social media platforms. It alleged that a Washington, D.C. pizzeria was the center of a child sex-trafficking ring involving prominent political figures. The theory was fueled by fake news articles and rampant misinformation.

The consequences of Pizzagate were dire. The Aleem, Z. (2016), narrated the truth behind the conspiracy, "In December 2016, an armed individual entered the pizzeria, believing he was rescuing child victims. This incident underscores the potential harm that can result from the spread of fake news and its influence on vulnerable individuals."



2. The Momo Challenge: A Viral Hoax with Global Consequences

The Momo Challenge, which surfaced in 2018, involved a terrifying image of a grotesque sculpture and alleged messages encouraging self-harm and suicide. This hoax quickly spread across social media, causing widespread panic among parents and guardians.

Gallagher, J. (2019) while investigations later revealed that there was no evidence linking the Momo Challenge to any suicides, the panic it generated demonstrates the power of fake news to induce fear and misinformation.

3. COVID-19 Misinformation: A Global Infodemic

The COVID-19 pandemic has been plagued by a deluge of fake news and misinformation, ranging from false cures and treatments to conspiracy theories about the virus's origins. This infodemic has had tangible consequences on public health.

A notable example is the widespread promotion of hydroxychloroquine as a COVID-19 cure, driven by misinformation. This led to shortages of the drug for individuals who needed it for legitimate medical reasons, as well as potentially harmful self-medication practices (Pennycook, G., & Rand, D. G., 2020).

4. The Capitol Insurrection: Fake News Fuels Violence

The storming of the United States Capitol on January 6, 2021, was fueled in part by false claims of election fraud. These claims were disseminated through social media and amplified by misinformation (The New York Times, 2021).

The events at the Capitol underscore the dangerous real-world consequences of fake news when it is used to incite violence and undermine the democratic process.

5. Vaccination Misinformation: A Threat to Public Health

The proliferation of vaccine misinformation has led to declining vaccination rates in some areas. The Wakefield MMR vaccine hoax, which falsely linked the MMR vaccine to autism, is a seminal example.

This case study by Deer, B. (2011) highlights the enduring impact of fake news on public health, as declining vaccination rates have led to outbreaks of preventable diseases.

Challenges and Ethical Considerations in Combating Fake News

Combating fake news is a pressing issue in today's digital age, as misinformation can spread rapidly and have far-reaching consequences. However, addressing this problem is not without its challenges and ethical considerations

Challenges in combating Fake News

The following are the challenges faced while combating fakes news:

1. **Volume and Speed of Information:** The sheer volume of information shared online, coupled with the speed at which it can spread, makes it challenging to identify and debunk fake news in a timely manner.
2. **Filter Bubbles and Confirmation Bias:** Social media algorithms often expose individuals to content that aligns with their existing beliefs, reinforcing confirmation bias and making it difficult to counter fake news that fits within these preconceived notions.
3. **Technological Advances:** Advancements in technology, such as deepfake videos and AI-generated text, have made it increasingly difficult to discern real information from fake content.
4. **Lack of Media Literacy:** Many people lack the necessary media literacy skills to critically evaluate the information they encounter online, making them more susceptible to fake news.
5. **Freedom of Expression:** Striking a balance between combating fake news and preserving freedom of expression is challenging. Overzealous censorship or content removal can infringe on individuals' rights to express their opinions.
6. **Source Credibility:** Establishing the credibility of sources is complicated in an era when anyone can publish content online. Distinguishing between trustworthy and unreliable sources is not always straightforward.
7. **Legal Frameworks:** Developing and enforcing legal frameworks to combat fake news without infringing on free speech rights is a complex task, often involving debate over where to draw the line.
8. **International Jurisdiction:** Fake news often crosses international borders, making it difficult to enforce regulations consistently on a global scale.

Ethical Considerations in Combating Fake News

The following are the ethical considerations in combating fake news:

1. **Striking a Balance Between Censorship and Free Expression:** Finding the equilibrium between the imperative to counter fake news and the values of free speech and open dialogue represents a core ethical deliberation. Decisions regarding content removal and regulation should meticulously weigh these principles.
2. **Transparency:** Ethical concerns arise around how platforms and authorities handle fake news.



Transparency in algorithms, content moderation policies, and fact-checking processes is essential to maintain public trust.

3. **Impartiality and Bias:** Those responsible for fact-checking and content moderation must be impartial and avoid biases. Ensuring that fact-checking is objective and not influenced by political or ideological leanings is crucial.
4. **Privacy:** Collecting and analyzing data to combat fake news can raise privacy concerns. Striking a balance between privacy rights and the need for effective solutions is an ethical dilemma.
5. **Collateral Damage:** Actions taken to combat fake news can inadvertently harm innocent parties, such as legitimate news outlets or individuals unfairly accused of spreading misinformation.
6. **Accountability:** Holding individuals and entities accountable for spreading fake news without resorting to vigilantism or harassment is a complex ethical issue. Legal and ethical mechanisms for addressing accountability must be in place.
7. **Education and Media Literacy:** Promoting media literacy is an ethical imperative. Ensuring that individuals have the tools to discern fake news from real information helps empower them to make informed decisions.
8. **Global Perspective:** Fake news is a global issue, and ethical considerations must transcend national boundaries. Cooperation and ethical standards in combating fake news should be established internationally.

Conclusion

The proliferation of fake news in the digital age presents a multifaceted challenge with profound implications for individuals, society, and democratic institutions. The origins of fake news are diverse, ranging from ideological motivations to profit-seeking endeavors and even state-sponsored disinformation campaigns. This research paper has shed light on the alarming role of emerging technologies, such as deepfakes and AI-generated content, which have added a new layer of complexity to the fake news landscape. These technologies not only enable the creation of convincing fake content but also make it increasingly challenging to discern fact from fiction.

However, Addressing the issue of fake news requires a collaborative effort involving governments, tech companies, media organizations, educators, and individuals. Strategies must encompass media literacy, content moderation, technological innovations, and ethical considerations. Balancing the imperative to combat fake news with the preservation of freedom of

expression is a complex ethical dilemma, and transparency, impartiality, and accountability are crucial in this regard.

The real-world impact of fake news has been observed in various case studies, from the dangerous consequences of the Pizzagate conspiracy theory to the panic induced by the Momo Challenge. COVID-19 misinformation has had tangible effects on public health, while false claims of election fraud fueled violence at the U.S. Capitol. These instances underscore the urgent need to address the issue comprehensively and ethically.

While combating fake news is fraught with challenges, it is imperative to promote media literacy and critical thinking skills among individuals. Moreover, international cooperation and ethical standards are essential to tackle fake news effectively in a globalized world. In the face of these challenges and ethical considerations, it is clear that addressing fake news is not only a technological or regulatory issue but also a matter of societal responsibility and ethical vigilance in the pursuit of a more informed and trustworthy information ecosystem.

Future Directions and Recommendations

As the battle against fake news continues, it is essential to consider future directions and formulate recommendations to effectively combat this pervasive issue. Addressing fake news in the digital age requires a multi-pronged approach, involving media literacy education, technological innovations, digital literacy, international collaboration, ethical content moderation, and balanced regulatory frameworks. By adopting these recommendations and staying vigilant in the face of evolving challenges, we can strive toward a more resilient and truthful information ecosystem.

1. **Enhanced Media Literacy Education:** Enhanced Media Literacy Education should involve curriculum integration within educational institutions, ensuring comprehensive media literacy education is integrated from an early age. This approach equips future generations with critical thinking skills to navigate the digital landscape, while also emphasizing the importance of lifelong learning. Media literacy programs should extend beyond formal education, providing continuous learning initiatives and accessible resources for adults to ensure that all segments of society can critically evaluate information.
2. **Technological Innovations:** Technological innovations can play a pivotal role in combating misinformation and enhancing the authenticity of digital content. Continued research and



development in AI-powered fact-checking can significantly improve the efficiency of identifying and debunking fake news. Additionally, exploring the application of blockchain technology for content verification holds promise in ensuring the integrity of digital content by preventing its manipulation. These technological advancements represent essential tools in the ongoing battle against misinformation and the preservation of trustworthy information in the digital age.

3. **Strengthening Digital Literacy:** Strengthening digital literacy requires a multi-pronged approach. Tech companies should invest in developing user-friendly tools and browser extensions that assist individuals in critically evaluating the credibility of online content. Additionally, promoting cyber hygiene practices, such as source verification and password security, is crucial in empowering individuals to protect themselves from online misinformation, forming a foundation of cyber hygiene practices for a safer digital environment.
4. **International Collaboration:** International collaboration is essential in the fight against fake news. This involves expanding and supporting global fact-checking networks like the International Fact-Checking Network (IFCN) to foster international cooperation and enhance the credibility of information. Moreover, encouraging diplomatic efforts among nations to share best practices and coordinate responses to cross-border misinformation threats is instrumental in curbing the spread of fake news. By working together on a global scale, we can create a more resilient defense against misinformation.
5. **Ethical Content Moderation:** Effective ethical content moderation in the digital age necessitates several key strategies. Tech companies should prioritize transparency and accountability, ensuring that content moderation algorithms and practices are transparently communicated to the public to mitigate concerns about bias and censorship. Additionally, the establishment of independent oversight bodies is crucial. These bodies can provide an extra layer of scrutiny to ensure that content moderation decisions align with ethical and democratic values, offering a safeguard against undue influence and fostering trust in online platforms."
6. **Ethical Journalism and Media Accountability:** Fostering ethical journalism and media accountability requires a multifaceted approach. Media organizations should prioritize ongoing

ethics training for journalists to ensure the upholding of ethical reporting standards and to resist the temptation to sensationalize or amplify fake news. Additionally, collaborative fact-checking initiatives between media outlets can significantly promote accurate reporting. By investing in these practices, media entities can play a pivotal role in preserving the integrity of journalism and combating the spread of misinformation, ultimately contributing to a more informed and responsible media landscape.

7. **Regulatory Frameworks:** Creating effective regulatory frameworks for addressing the challenges of misinformation involves a nuanced approach. Governments should prioritize crafting balanced legislation that specifically targets the spread of fake news while safeguarding free speech rights. In addition, establishing regulatory bodies with independent oversight becomes essential to ensure that legal measures are implemented transparently and ethically. This comprehensive strategy aims to strike a delicate balance between curbing misinformation and upholding fundamental democratic principles, ensuring that regulatory efforts effectively combat the spread of fake news without compromising essential freedoms.

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COLLABORATIVE APPROACHES IN CURBING THE EFFECTS OF NEW MEDIA ON FAKE NEWS PROPAGANDA

BY

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ABSTRACT

The world is being filled with information of different forms due to the introduction of Information Communication Technology (ICT) coupled with the various social media platforms known as new media. The increase in use of new media has raised concerns in several ways on its implications to increase the spread of fake news in society. Its existence brought about the change of society to be virtual in all aspects of life. The paper argued that the reproduction of new media technologies has led to the dissemination of fake news. The study also revealed that new media technologies is being used to spread fake news and misinformation in various aspect of people's life. The paper, examined the role of librarians as information scientists. and concluded by charging librarians to develop the skills necessary for quality information delivery in the era of information overflow. The study recommended that government should provide sufficient fund and equipment for libraries, and then libraries should use new media appropriately to provide relevant and timely information to their users. Libraries and technology companies should educate people on the mechanism of facts checking so that they can identify false and misleading information.

Keywords: *New media, Library, Library programmes.*

Introduction

Technology plays a very important role in the dissemination of information, whether it is reliable or fake. New media is a term that reflects the emergence of digital, comprising of networked information and communication technologies (ICTs) in the later part of the 20th century. Such technologies that are referred to as “new media” are digital, often having characteristics of being manipulated, networkable, comprehensible, dense, interactive and impartial, (Ekpemo & Igbozuruike, 2018). These digital information and communication technologies comprises of smart phones, tablet computers, and other mobile devices capable of accessing the Internet. Kelvin, Felix, Ojo, and Tseguy (2020) define new media as the digital media that can be found on the new devices, such as news app, blogs and websites, social media postings and chats, feeds, online newspapers and magazines, flash animations videos and podcasts. Ekpemo and Igbozuruike (2018) state that: What is new about the new media is that they are digital, they are linked and cross linked with each other and the information they mediate is very easily processed, stored, transformed, retrieved, linked and perhaps most radical of all easily searched for and accessed. This has made it easy for

people that engage in disseminating fake news through the new media to have huge audience that get access to that kind of news and become a victim of misinformed and end up being misled. There has been series of information disseminated through different media ranging from the radio, television, newspapers, internet social media and man to man. This information keeps coming in form of news, but what comes to one's mind is how genuine and tangible are this news. It is not an exaggeration that in every situation, there are individuals that thrive on fake news and propaganda. These individuals engage in such act sometimes for personal gains. They always like to take advantage of situations especially trending on matters of great concern to people and blow it to suit their needs. Therefore, libraries as considered to be the store house of knowledge, which collects, preserves and disseminate information should then try to use this opportunity of new media existence in order to change its negative impact on society through its educating programmes. This is because the success of any library services and its proficiency in supporting the research and learning is defined by the accurate and well-timed information provided to its users. Thus, dissemination of such information is done via various media which has



the ease of its access for the users. Therefore, due to the negative impact of new media in the society, the study tends to provide a highlight on the ways that libraries can employ to change the negative impact of new media through its outreach programmes.

What is New Media?

New media was viewed by Nnamuo and Nwafor (2019), as all platforms powered by the Internet which find its base on the emergence of the new information and communication technologies. They listed the new media forms to include: social networking sites like *Facebook, YouTube, WhatsApp, 2go, WeChat* etc., mobile/cell phones, wikis, blogs, online newspapers, webcasts, video streaming among many others. However, in contrast to ‘old media’, which includes newspapers, magazines, books, television and other such non-interactive media, new media is comprised of websites, online social platforms, online communities, online forums, blogs, internet telephony, web advertisements, and online education. There are numerous forms of new media including those mentioned above and others including Websites, Video ads, Widgets Really Simple Syndication (RSS) Feeds, Podcasting, Bogs, Social Networking among others, which are discussed in (West Norgonwa University P.I Reed School of Journalism, 2008). The new media are quite unique kind of technologies with their numerous benefits as well as disadvantages. The power they wield, the anonymity they possess and allow, make them easy tools for the spread of fake news and propaganda messages. The new media are highly interactive platforms, ubiquitous and have multiplicity of use and open-ended character. That serves as the propeller that moves fake news business. Those whose preoccupation is to mislead people to take negative actions find the new media tool useful to perpetuate such acts. In the areas of news gathering, processing as well as dissemination, the new media is performing remarkable tasks that libraries need to take part.

Libraries and their programmes to change negative impact of new media

The word ‘library’ seems to be used in so many different aspects now, from the brick-and-mortar public library to the digital library. All libraries are changing and dynamic where librarians help people find the best source of information whether it’s a book, a web site, or database entry. A library is a collection of resources in a variety of formats that is organized by information professionals or other experts who provide convenient physical, digital, bibliographic or intellectual access and offer targeted services and programs with mission of educating a variety of audiences and the goal of

stimulating individual learning and advancing society as a whole (Chicago: ALA,2010). This comprehensive definition of library covers all aspect of library including tools, services and likes and reflect not only manual aspect but employing ICTs. The introduction of information communication technology (ICT) and utilization by individuals in societies has brought numerous changes in the way information is communicated. Zapata (1994) opined that access to information through libraries empowers citizens. Librarians and Libraries are active agents in societal change by bridging the gap between fake information and citizens.

In this digital era, librarians as the representative of their libraries should make use of online collaborative environment for building up a collection and then disseminating the information according to user’s requirement. Social networking sites would help them in promoting the various services, resources, activities and events of a library. Onoyeyan and Adeshina (2014) quoting Matoksi (2004) said librarians could provide information about all sort of issues and act as a focal point for citizens by hosting local forum where people can talk through problems. The author further expressed that information and communication technology (ICT) has great potential to help to bridge the gap of ignorance and misinformation in developed and developing countries. Echezona AsoGwa and Asadu (2010) acknowledged that people are ignorant because they are not aware of available resources and services in the library but also because they do not obtain adequate information on the services and resources available. Librarians play a fundamental role in closing the gap of ignorance and misinformation (including fake news) in the society by the services they offer, which help to create opportunities for learning, support literacy and education. The International Federation of Library Associations (IFLA) designed a model to critically scrutinize the information to detect misinformation.

The model functions, as shown below:

Step 1: Considered the source of information. Click away from the story to investigate the site, its mission, and its contact information.

Step 2: Read beyond. Headlines can be outrageous to get a click. Therefore, it is important to consider the whole story.

Step 3: Check the author: It is essential to do a quick search for the author. Is the author credible and real?

Step 4: Supporting source. The reader needs to click on all available links to determine if the information is given actually supports the story.



Step 5: Check the date: Reporting old news and stories does not mean they are relevant to current events.

Step 6: Verify if the news is a joke: If the news is too outlandish, it is important to ascertain that the news is not satire. Therefore, investigate the author and the site to be sure.

Step 7: Check your biases: Considered if your own belief could affect your judgement.

Step 8: Ask the expert: Ask a librarian and consult a fact-checking site.

Librarians are at the forefront in the fight against misinformation, ignorance, fake news, etc. According to White (2012), librarians help to ensure an authentic record of knowledge is created. In other words, it would be not easy to advance in research and human knowledge without librarians. Gbaje and Okojie (2010) emphasized that knowledge is a vital component of every human endeavour. Access to correct information is essential because it helps to bridge the gap between ignorance and misinformation (including fake news) and enhance creativity and productivity. Gbaje and Okojie (2010) also emphasized that the goal of access to knowledge is to improve access to the following component of the knowledge economy,

- 1) Access to human knowledge;
- 2) Access to information;
- 3) Access to knowledge embedded well; and
- 4) Access to tools for producing knowledge –embedded well.

Consequently, Onoyeyan and Adeshina (2014) suggested ways by which librarian can alleviate the challenge of misinformation (including fake news) and ignorance, which include:

- Raising awareness on the issue
- Provision of relevant information in appropriate language and formats
- Establishing strong library programmes
- Partnership with other agencies in promoting change agent
- Establishing libraries or information centres rooted in local communities.

Ogah (2009) posits that websites can also be used for services such as current awareness, acquisition, exchange of information and answering of users queries and that the availabilities of resources have necessitated librarian to provide current awareness activities in keeping users abreast of new sources and other development. New media (which include social media) has not only negative impact but also has positive impact when its used appropriately, therefore, Libraries can make use of new media to change that negative impact to positive through its programs that include

Current Awareness service, Selective dissemination of information, knowledge sharing, user orientation, storytelling and likes.

Library Programmes and New media

The below mentioned new media tools are tools through which library programmes can take place and it will help the libraries deliver their services effectively which is one of the positive impacts of new media;

- **MySpace:** - Here, library users or the librarians could use html to customize their profile and they can add new graphics and videos on it.
- **Face book:** -With the help of Face book, library users can be informed with different Up-coming events and share the information about their new arrivals and editions of books. Face book mainly helps in marketing of services and products. Photo can be tagged through the use of it. Ask-A – Librarian service can be exploited by using it.
- **Twitter:** - Twitter is a free social networking used to send and read messages known as tweets. At present librarians share all kinds of news regarding the library through the use of twitter. Librarians can highlight new materials, new groups, meetings and more with some of these suggestions through twitter.
- **LinkedIn:** - It is a professional networking site. It could be used by the librarians to create professional connections and to market library services among other library professionals spread all over the world and it could also be used to share their ideas and professional experiences.
- **WEB 2.0:-** The term was coined by Darcy DiNuccie in 1999 and the term was popularized by Tim O'Reilly⁴. The term includes weblogs, wikis and syndications. It is nearly synonymous with social media.
- **Blog:** - Libraries can use Blogs to keep their users aware with the latest developments in the field of library related matters . Blogs can be subscribed through RSS feeds. Blogger and Word Press are the examples of blog. In addition to this, blog can be used as Notice Board, Latest arrival, Current Awareness Service, User Orientation Programme can be uploaded.
- **Wikis:** - The most recognized wiki is Wikipedia. A few other wiki services are wikia, wiki how, wiki dot, Wikimedia, wiki news, PB works. Wikis can be used for Collaborative work, Publication of historical photos and information, Building relation between librarian and user
- **Ajax:** - Ajax, part of web 2.0, is one tool of choice for creating interactive pages with easily changeable components. In libraries web pages can update frequently with new



messages with the help of Ajax without reloading the entire browser page.

- **Mashups:-**It is hybrid of different social media. The users are allowed to edit OPAC data and metadata and create a user driven catalogue.
- **IM (Instant Messaging):-** Users can chat with the librarian through *IM*, an online communication service which is used for reference service and voice chat. Here, co-browsing, file sharing, screen capturing and data sharing; etc. are also possible. It is generally communicated through SMS via mobile phone.
- **YOUTUBE:** - Libraries can also advocate their different programmes, conferences, workshops, seminars, Virtual conferences by uploading their videos on the YouTube.
- **FLICKR:** - it is an online image sharing service. Sharing and uploading picture of library events and services which are possible for libraries by using Flickr.
- **Really Simple Syndication (RSS) :** is a collection of web feed formats for publishing frequently updated works, became popular as web users need not to browse frequently the new entry in their preferred website. Feed reader or feed aggregator is needed to read RSS feed. The popular feed readers are blog lines, Google reader, feed demon, etc. In the domain of LIS, RSS may be used for marketing the library services among distance learners, dissemination of updated news to the web user, Selective Dissemination of Information, Sending news to the users according to their area of interest, library news, events, orientation, etc.
- **Social Bookmarking and Tagging:** - Social bookmarking is a method for the users of internet to store, organize, search the bookmarks of the web pages on the net with the help of user-driven metadata popularly known as **tagging**. Libraries can use social bookmarking web sites to tag and develop online catalog of library resources. Delicious is an online social bookmarking service which store and share the large number of web bookmarks. Other notable bookmarking services are Cite Ulike, Diigo, Google Reader, folkd, etc.
- **Librarian 2.0:-** In September 2005, Michale Carey used the term —**Library 2.0** in his personal blog Library Crunch .When —Web 2.0 is combined with library services, it is renamed as —Lib 2.0 where web users can create the content and services they view within the library's web-presence, OPAC, etc.
- **Vodcasting:-** Vodcasting is a series of digital media files which delivers videos according to the demand of

web users and needs high speed internet connectivity. Library can utilize it for; uploading the database of issue-return of documents, Giving guidelines on the use of library catalogue, library premises, etc.

Podcasting: provides the end user to play the recorded intellectual output online without any additional software and also to download for future use. It may be utilized for story hours for children, library user orientation programme, marketing of library services, Music and audio book collections, providing library staff details on podcasting with their job profile.

(IJODLS)

Conclusion

The rights of expression give individuals the freedom to air their views and publish whatever they like and believe. However, the advent of social media (as a form of new media) and its swift growth has had its impact on almost all fields now including libraries. The libraries and the librarians in this contemporary era have a challenging role, which caters for information requirements of users who are gadget freaks and technology smart. Libraries and librarians play a crucial role in ensuring that the right information gets to the citizens to create an informed society. Therefore, government at all levels should ensure that libraries are well funded and equipped. Librarians, on the other hand, should develop the necessary skills for quality information delivery in the era of information overflow. However, both Libraries and technology companies should educate people on the mechanism of facts checking so that they can identify false and misleading information

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SOCIETAL TRANSFORMATION AGAINST FAKE NEWS THROUGH INFORMATION LITERACY PROGRAMMES: SURVEY OF ADAMAWA CENTRAL SENATORIAL ZONE.

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ABSTRACT

This empirical research investigated Societal Transformation Against Fake News Through Information Literacy Programmes: Survey of Adamawa Central Senatorial Zone. As part of the study, objectives of the study were reasons, dangers and ways forward on eradicating fake news so as to achieve the aims of the research questions, various authors and scholars were reviewed in the literature review, objectives of the study were to find out the reasons for spreading fake news, its dangers and how to educate people to tackle the fake news. Methodology of the study was survey research where questionnaire was designed to extract information from the respondents. Sample size for the study was 60 library staff and 100 members of the host community which is 100% of the total population. Critical analysis was undertaken which give birth to major findings of the following: reasons for spreading fake news, perceived dangers of fake news to the society and ways on how library staff can help to educate the society to identify fake news. Finally relevant recommendation was provided as measures to eradicate those confronting challenges which includes: libraries should organize sensitization programs like conferences, seminars and online classes for social media users on how to detect, identify and expose fake news to the teeming society.

Key words: Academic libraries, fake news, social media, information literacy, fact checking

Introduction

Fake news is thought to present a serious threat to the community and country at large. In 2015 general elections in Nigeria many fake news were circulated in various cities in order to scare people away from coming out to cast their votes. For example, in Gombe state helicopters hover above a community and throwing flyers with fake news telling people of the impending dangers a head when they come out to vote by saying that Boko Haram will attack them. This flyer was verified to be fake news by un-known political opponent.

According to (De Paor, et al 2020). Fake news and the spread of misinformation and disinformation, has become the centre of discussion within many fields, it has become of increasing concern for those in the field of librarianship and information science. Librarians have always been considered to be the traditional gatekeepers and fact-checkers of the information world providing reliable, unbiased, and verifiable information to the public. They have traditionally valued equal access to information and recognised the importance of people's ability to think independently and critically for producing an effective and functioning democratic society. However, due to increasing speed and quantity

of information produced online and the abandonment of truth and fact within society, their role is being challenged. As librarians can no longer compete with the masses of misinformation being circulated on daily basis, their role is shifting from fact-checker to educator. Fake news refers to false information that has been created in a way that makes it look like a trustworthy news report. For example a fictional piece of information can help certain political parties or figures validate their opinions, and can be used to convince people to vote for them. This daunting situation has exacerbated by the increasing frequency of sophistication of fake news. Fake news is deliberate, publicly published disinformation/hoax/ lie purported to be real news and published by established news media or social media. News may be faked by lies, doctored content (eg., photo editing, misleading statistics), content that is misleading or taken out of context, counterfeit sources and false attributions (E-Safety commissioner, 2023). Fake news is considered to be one type of misinformation and may be created for several reasons either to mislead for fun, out of passion or strong belief to gain power or influence, or to get richer. (Farmer, 2019).



Objectives of the study

1. To find out the reasons for spreading of fake news.
2. To investigate the perceived dangers of fake news to the society.
3. To find out ways on how libraries can educate the society on identifying fake news.

Research question

1. What are reasons for spreading fake news?
2. What are the perceived dangers of fake news to the society?
3. What are the ways on how library staff can help to educate the society to identify fake news website?

Literature Review

According to Idoniboye-Obu, et al (2021), fake news comprises of two words, 'fake' which means something not sincere or genuine but meant to be acknowledged as sincere or genuine; while 'news' surmises information about existing or current incidents. Hence fake news is information that is not sincere or genuine but published and expected to be perceived as being sincere or genuine. It is fictitious content intentionally created and disseminated with the intent to trick or mislead the general public. Fake news is viewed as news articles that are intentionally and verifiably false and could mislead readers. (Otulugbu, 2020). According to Dictionary.com (2023), fake news or false news stories are often of sensational nature, created to be widely shared or distributed for the purpose of generating revenue, or promoting or discrediting a public figure, political movement, or company. According to Cornell University Library (2023), Fake news" is fabricated information that mimics news media content in form but not in organizational process or intent. fake-news outlets, in turn, lack the news media's editorial norms and processes for ensuring the accuracy and credibility of information. Fake news overlaps with other information disorders, such as misinformation (false or misleading information) and disinformation (false information that is purposely spread to deceive people). Generally speaking, fake news is a false narrative that is published and promoted as if it were true. Historically, fake news was usually propaganda put out by those in power to create a certain belief or support a certain position, even if it was completely false. Social media has now created an environment where anyone with an agenda can publish falsehoods as if they were truths. People can be paid to post fake news on behalf of someone else or automated programmes, often called bots, can publish auto-generated fake news. The motivations as to why people create and distribute fake

news are as numerous as there are individual opinions (Peoples bank, 2019).

Causes of fake news

In an attempt at stating clearly the causes of fake news in Nigeria as well as the world at large, so many factors come into consideration, but for the sake of emphasis, this piece include but not limited to the following: (Otulugbu, 2020)

1. **Monetary gains:** this is about the major reasons for the creation and spread of fake news today. Basically, all other reasons are means tilting towards this end, this is why Jestin Coler, who formerly owned the fake media conglomerate *Disinfomedia*, was once known to have stated that when he ran his company, he once had to employ about 20 to 25 writers making up \$10,000 to \$30,000 per month just from advertisements. A close look at this has shown that this is about the same story with that which is obtainable in the Nigerian media market.
2. **Social:** More so, some media outlets have indulged in fake news simply for the sake of significance, this is a major feature of the social media in Nigeria where persons and organizations go any length just to be "verified". To do so, they fill their spaces with anything, irrespective of how credible it is or not as long as such information say stories or advertisement that can attract enough viewers to their space.
3. **Political:** Another factor that aids the spread of fake news is in states with government authorities that are unfriendly, which have over the years been known for creating and spreading fake news, especially during events such as an election where certain information is in the custody of the government only.
4. **No regulatory laws:** The loose nature of the guidelines regulating the internet is one factor which is also responsible for the spread of fake news. When the internet was made reachable for the general public in the 1990's it was done for the chief purpose of seeking and accessing information. But with the advent of fake news in the internet, obtaining credible information has become difficult. Since there are really no stringent rules on the internet, fake news has become rampant with the use of news-sites that are falsified, which they do by creating catchy news or gossips, pretending to be reliable sources.

Fighting fake news

As a culture that values and promote truth, some fake news require action on the part of individuals, policy makers, libraries, and media. Librarians can lead the fight against fake news, misinformation, disinformation, and other tactics that undermines access



to accurate information. Fake news can be fought using the following means: (Sadiku, 2018),

1. **Media literacy enlightenment:** This is the ability to think critically about the information you consume. It is part of being an informed and critical thinker. It includes the ability to distinguish between fact and opinion. While facts are accurate reports of what exist, opinions are an interpretation of the events or fact from the individual’s point of view.
2. **Fact-checking network:** The international fact checking network (IFCN) was launched in 2015. It supports international collaborative in fact-checking. Intermediaries such as google and Facebook may be required to take action for misleading content.
3. **Algorithm:** Artificial Intelligent (AI) and other algorithms are known for detecting fake news. Since algorithm is used in spreading fake news, it can also be part of the solution. They can help detect questionable news and curb the propagation of fake news. Advanced algorithm can generate “believable” false information automatically. A simple artificial intelligence algorithm (such as naive Bayes classifier) may be used for the detection of fake news.
4. **Arbiters:** There are three kinds of arbiters: social, legal, and economic. 1) Social arbiters include the press, academics and activist, 2) legal arbiters may be law enforcement agencies and government agencies that enforce rules and regulations on fake news, 3) economic arbiters may be commercial organizations such as Facebook, twitter, etc.
5. **Sensitization programmes:** In advocating for media literacy education, libraries should educate the society on how to detect fake news. The following ways to detect bad information includes: 1)consult information expert, 2)readout the captions, 3) stay away from unverifiable information, 4) evaluate information source, 5) inspect the proof, 6) look out for forged pictures.

Methodology

Design of the study

The study adopted a survey research design through the use of quantitative research method. A survey research design is used because of the diverse opinions, emotions and experience of the respondent which may not be provided for by other designs (Mohsin, 2016).

Area of the study

This study is limited to Girei, Yola north and Yolasouth local government academic libraries which comprises all academic libraries (AUN, MAU, SPY, FCE, College

legal studies, and School of Nursing) found in this federal constituency.

Population and sample technique

The population of the study includes the academic library staff and some members of the library’s host community. The researchers adopted the stratified random sampling technique to select 60 Librarians from academic libraries and 100 community members from the host community’ giving a total of 160 respondents which is made up of two strata; 80 males and 80 females.

Instrument

The instrument for data collection is questionnaire which was titled; “Transforming the society against fake news through information literacy programmes: experience of academic libraries in Girei, Yola north and Yola south Federal constituency”

Method of data collection

Data collected was analyzed by the use of Statistical Percentage for Social Software 20.0 (SPSS)

Results

Tables were used to present the results of this study according to the research questions

Research Question 1: What are reasons for spreading fake news?

Table1: Reasons for reasons for spreading fake news.

S/N	Reasons for spreading fake news	Respondents	Percentage %
1.	Economic: Companies and individuals spread fake news trying to improve their economic standing and influencing consumers and demand,	58	36%
2.	Politics: politicians display their motives in other to upgrade their own image, damaging their competitors’ image, and influencing public opinion.	55	34%
3.	Social: Habitual sharing of misinformation for personal recognition by followers	4	3%
4.	Legislation: No defined regulating laws that will held the promoters responsible of their actions	43	27%
	Total	160	100%

Table 1 shows that 58 respondent representing 36% of the sample population are of the view that Economic: Companies and individuals spread fake news trying to improve their economic standing and influencing consumers and demand, 55 respondent representing 34% of the sample population are of the opinion that politicians display their motives in other to upgrade their own image, damaging their competitors’ image,



and influencing public opinion, 43 respondents representing 27% of the sample population however indicated that no defined regulating laws that will held the promoters responsible of their actions while 4 respondents representing 3% of the sample population indicated that Habitual sharing of misinformation for personal recognition by followers for socialization purpose. By implication, majority of the respondent indicated that the economic interest of people push them to create and spread fake news in other to promote their businesses.

Research question 2: What are the perceived dangers of fake news to the society?

Table 2: Perceived dangers of fake news to the society

S/N	Dangers of fake news to the society	Respondents	Percentage %
1.	Physical risk: exposing person's wealth will put the person in danger to criminals	10	6%
2.	Changing of believe: this will change community's ways of life either socially, politically, or psychologically	19	12%
3.	Cyber-fraud: using of technological equipment for fraudulent activities in people's bank accounts	50	31%
4.	Legal action: no legal consequences on fake news	6	4%
5.	Civil un-rest: innocent people will be killed as a result of misinformation	75	47%
	Total	160	100%

Table 2 shows that 75 respondent representing 47% of the sample population see spreading of fake news is very fast in igniting civil unrest and public disturbance, 50 respondent representing 31% of the sample population indicated that using of technological equipment for fraudulent activities in people's bank accounts is more dangerous, 19 respondent representing 12% of the sample population agreed that changing of believe will change community's ways of life either socially, politically, religiously or psychologically, 10 respondent representing 6% of the sample population indicated that exposing person's wealth will put the person in danger to criminals, 6 respondent representing 4% of the sample population agreed that lack of legal consequences on fake news pose as a dangerous phenomenon. By implication majority of the respondent are of the opinion that civil disturbance is more dangerous because it will lead to killings of innocent

lives in the society, if fake news was spread on religious or ethnic dimension.

Research Question 3: What are the ways on how library staff can help to educate the society to identify fake news website?

Table 3: ways on how libraries can help to educate the society to identify fake news.

S/N	Educating the society to identify fake news	Respondents	Percentage %
1.	Using of literacy education to identify fake news on social media and others	50	31%
2.	Training the society on how to use of technological equipment like algorithm and arbiters	30	19%
3.	Educating people on how to apply the use of international fact-checking network	73	46%
4.	Use of Media literacy enlightenment	7	4%
	Total	160	100%

Table 3 shows that 73 respondent representing 46% of the sample population are of opinion that Using international fact-checking network is more reliable in identifying fake news, 50 respondent representing 31% of the sample population indicated that Using of news literacy education to identify fake news on social media and others much acceptable, 30 respondent representing 19% of the sample population indicated that Employing the use of technological equipment like algorithm and arbiters will go a longways in detecting fake news if the society were train on how to use them, 7 respondent representing 4% of the sample population indicated that Use of Media literacy enlightenment is more reliable in detecting fake news. By implication majority of the respondent are of the opinion that employing the use of international fact-checking network will be much better in educating the society to detect and combat fake news.

Discussion of findings

Research revealed that the economic gain of people make them to become inhumane where they can go to any length to see that they satisfy their interest (political, business, ethnic and religion) which in turn will put them or the entire society in danger. For example, fake news on the death of former president Muhammad Buhari, a claim by Nnamdi Kanu of IPOB that Buhari was clone were all spread to gain political advantage. The study revealed that civil unrest or disturbance caused by fake news platform can cause the destruction of lives and property of millions of citizens in a society. For example, in Rwanda 1994, they killed about half



their population in 90 days because of political advantage and ethnic affiliation (Hutu and Tutsi). Lastly the study revealed that educating the society on how to apply new technology gadgets will go a long way in fighting and eradicating fake news.

Summary of findings

The summary of the findings includes:

- The economic interest of people pushes them to create and spread fake news in order to promote their businesses.
- The study revealed that civil disturbance is more dangerous because it may lead to panic, and killing of innocent citizens in the society, especially if fake news is spread on religious or ethnic dimension.
- Employing the use of international fact-checking network will be much better in educating the society to detect and combat fake news. This is in line with the findings of Sadiku, (2018). As a culture that values and promote truth, some fake news require action on the part of individuals, policy makers, libraries, and media. Librarians can lead the fight against fake news, misinformation, disinformation, and other tactics that undermine access to accurate information such as *Media literacy enlightenment, Fact-checking network, Algorithm, Arbiters and sensitization program*.

Conclusion

In the 21st century, most information users receive and share online information through social media whereby fake information can reach millions of users within a blink of an eye. Fake news is any information that is intentionally shared or disseminated to large audience or target society for purpose of either creating chaos, reducing someone's personality, or achieving political and economic gains at the detriment of others. Social media platform has become the biggest avenue of creating fake news in the world today because one cannot do without using online network sites such as Facebook, twitter, Tiktok, Instagram, Whatsapp, Youtube, Myspace and other networking sites. Therefore, there is need for information managers (libraries) to lead the fight by educating members of the community to learn and know how to detect and do away with fake news.

Recommendation

To bundled fake news in the society and improve the utilization of fake news on social media for bad purposes, the researchers made the following recommendation :

1. Libraries should organise sensitization programmes like conferences, seminars and online classes for social media users on how to detect, identify and expose fake news to the teeming society.
2. Libraries and other information service providers should ensure that people have access to quality and reliable information through the provision of fake news detectable websites.
3. Libraries should engage media houses for enlightenment of social media users, media houses both print and non-print for the dangers that will be fall on the society by posting, printing or airing of fake news on their platform.
4. Libraries should inform or enlighten the general public to engage their leaders in the legislative chambers to propose a bill (life imprisonment) in order to regulate fake news.

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INFORMATION LITERACY PROGRAMS: CATALYSTS FOR COMBATING MISINFORMATION IN NIGERIAN SOCIETIES

BY

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ABSTRACT

This study explores information literacy programs as catalysts for combating misinformation in Nigerian societies. The study discussed issues relating to the concept of information literacy and its importance in combating misinformation in Nigerian societies. Information literacy is the ability to recognize when information is needed, and the skillset to locate, evaluate and effectively use the needed information. To combat the spread of misinformation in society, libraries offer various information literacy programs, such as library orientation, research skills workshops, and digital literacy training. Misinformation is false or misleading information that is spread unintentionally, often through social media channels. It can have adverse effects on society, including creating tension and confusion, damaging reputations, and hindering the work of journalists. Information literacy programs can act as a tool to combat misinformation by equipping individuals with critical thinking skills, verification skills, and an understanding of bias and objectivity. These programs also promote responsible information sharing and ethical considerations. By instilling a mindset of continual learning and adaptability, information literacy programs contribute to creating a well-informed and resilient society in the face of misinformation.

Keywords: Misinformation, Fake News, Information Literacy, Information Literacy Programs, Nigerian Society.

Introduction

In order to obtain current and timely information that meets their information demands, today's information consumers must overcome hitherto unheard-of obstacles (Ebhonu & Onobrakpor, 2021). Accessing reliable and trustworthy information is a difficult task for the general public in society because of the multitude of options accessible for news consumption nowadays, including the numerous internet and social media sources (Kanozia et al., 2022). On social media, bogus news spreads more quickly than legitimate news, according to Vosoughi et al. (2018). It highlights the alarming reality that individuals are exposed to bogus news on the internet more often than reliable news.

The American Psychological Association (2022) defines misinformation as incorrect or false information, or presenting the facts incorrectly. Tandoc et al. (2018) claimed that the term "fake news" is no longer unique and encompasses a range of typologies, including news satire, manipulation, fabrication, and propaganda. According to Ebhonu and Onobrakpor (2021) stated that fake news are hoax-based narratives that spread hearsay, rumors, and false information. According to Corbu et al. (2020), fake news has the

potential to negatively impact society as a whole because it can polarize people, stifle societal tensions, and even divert people's attention from more pressing problems that require urgent attention. Fake news now poses a threat to the social and democratic lives of the average person in three main ways: (1) it misinforms citizens; (2) it expands echo chambers so that people can continue to live in their misinformed worlds; and (3) it incites anger and feelings in the general public who consume false information, which has the potential to destroy social harmony over time.

Although the dissemination of false information and fake news has become a hot topic in many disciplines, information scientists and librarians are becoming more and more concerned about it. It has long been believed that librarians are the traditional gatekeepers and fact-checkers of the information world, giving the public access to trustworthy, objective, and verifiable information (Paor & Heravi, 2020). Historically, they have placed a high priority on information equality and acknowledged that a healthy democratic society depends on people's capacity for independent and critical thought. But their job is being challenged by the speed and volume of information generated online, as



well as by society's rejection of reality and fact. According to Paor and Heravi (2020), librarians' primary function is changing from fact-checker to educator since they are unable to keep up with the massive amount of false information that is spread on a daily basis.

As a result, librarians are focusing on teaching the public through information literacy programs in an effort to counteract the threat of fake news. One of the most practical and successful strategies for resisting false information is information literacy (Batchelor, 2017). The body of recent research highlights the value and promise of critical thinking abilities in the fight against false information, and it acknowledges librarians as the experts in imparting these abilities (Eva & Shea, 2018).

Concept of Information Literacy

Information literacy has historically been linked to the field of librarianship because it first arose from the idea of bibliographic education, which helped information consumers locate and retrieve content. When the American Library Association (ALA) officially defined the term in 1989, it garnered a lot of attention. The ALA claimed that an individual who is information literate should be able to identify when information is needed and possess the skills necessary to locate, assess, and utilize that information effectively (ALA, 1989 as cited in Paor & Heravi, 2020). According to David (2016), information literacy is a collection of skills requiring people to "identify when information is needed and have the ability to locate, evaluate, and use the needed information effectively." Additionally, Pullinger (2018) described information literacy as the capacity for critical thought and the ability to reach well-informed conclusions about any material accessed or found. It gives every member of the community the ability to communicate their opinions with knowledge and to actively participate in it.

As a result, information literacy is acknowledged as an empowerment tool that gives people the knowledge and abilities, they need to become educated citizens who actively participate in and contribute to their communities and society. Andretta (2005) explores the evolution of the notion of information literacy in her book, highlighting how it was brought about to meet the demands of the information society and the information overload and consumption that resulted from the swift growth of technologies. Andretta highlights the importance of information literacy's analytical and critical thinking abilities in assisting information consumers in spotting reliable sources and disproving false information. Within the discipline of librarianship,

a plethora of frameworks and models for information literacy have arisen. These models are based on a set of abilities that are used to enlighten and educate information users (Paor & Heravi, 2020).

Numerous frameworks were developed with the intention of instructing college students on how to find, assess, and use knowledge in an ethical manner. Broader meanings, however, have emerged as a result of problems brought forth by the digital era, such as fake news. As an illustration, consider the eight abilities listed in CILIP's (2018) information literacy model, which a person studying information literature should be familiar with:

- ✓ The need for information;
- ✓ The information resources available;
- ✓ How to find information;
- ✓ The need to evaluate results;
- ✓ How to work with or exploit results;
- ✓ Ethics and responsibility of information use;
- ✓ How to communicate or share findings; and
- ✓ How to manage findings from information.

Types of Information Literacy Programs

Numerous information literacy programs are available at libraries, aimed at assisting patrons in acquiring the abilities required to locate, assess, and utilize information efficiently (Yadav, 2013). Higher education institutions' libraries can offer information literacy instruction in a number of ways, including workbooks, online tutorials, stand-alone courses, course-integrated instruction, and course-related instruction. Yadav (2019) however highlighted some common types of information literacy programs available to people in the society through libraries as:

✓ **Library Orientation:** These programs introduce library users to the library's resources, services, and physical layout. They cover topics such as how to navigate the library's catalog, locate materials, and use library equipment.

✓ **Research Skills Workshops:** These workshops focus on developing research skills, including identifying appropriate sources, formulating research questions, using databases effectively, evaluating information for quality and relevance, and citing sources properly.

✓ **Database Training:** Libraries often provide training sessions specifically tailored to using various online databases and research tools. These sessions teach users how to search databases effectively, refine search results, and utilize advanced features.

✓ **Internet and Digital Literacy:** These programs aim to enhance users' understanding and skills in navigating the internet and using online resources



responsibly. Topics covered may include evaluating online sources, understanding search engines, avoiding plagiarism, and protecting personal information.

✓ **Information Evaluation:** Programs focused on information evaluation educate users on critically assessing the reliability, credibility, and bias of sources. Participants learn to distinguish between reputable and questionable information, identify potential misinformation or propaganda, and make informed judgments.

✓ **Digital Literacy for Specific Audiences:** Libraries often offer specialized programs tailored to specific audiences, such as children, seniors, or job seekers. These programs address specific digital literacy needs, such as online safety for children, basic computer skills for seniors, or job search strategies.

✓ **Media Literacy:** In an era of widespread misinformation and fake news, libraries may conduct programs on media literacy. These programs teach users how to analyze and evaluate news sources, understand bias, recognize propaganda techniques, and critically consume media.

✓ **Information Privacy and Security:** With the growing concerns about privacy and online security, libraries may offer programs to educate users about protecting their personal information, using secure online practices, and understanding privacy settings on social media platforms.

✓ **Lifelong Learning:** Libraries promote lifelong learning and may offer programs on a wide range of topics, including financial literacy, health information literacy, science literacy, and more. These programs equip users with the skills to locate and evaluate information in specific domains.

It is however worthy of note that the availability and specific types of information literacy programs may vary depending on the library and its resources.

Concept of Misinformation

Misinformation, as defined by the College of Staten Island Library (2016), is the accidental dissemination of false and misleading information. In other words, inaccurate information that is not meant to hurt others is represented by misinformation. For instance, those who disseminate misleading information on social media under the guise of being helpful may not be aware that it is untrue. Furthermore, misinformation is defined as inaccurate or misleading information in the 2020 Merriam-Webster Dictionary. It is not the same as disinformation, which is false information that is spread on purpose. False information, commonly known as false news, can propagate via a number of

venues, including social media, traditional media, word-of-mouth, and internet ones.

In a 2017 New York Times article, Leonhardt and Thompson gave a clear-cut but accurate definition of fake news as a form of propaganda and misleading journalism made up of intentional misinformation that is disseminated through online social media platforms or traditional media outlets (print or online). Similarly, misinformation was described by Turcilo and Obrenovic (2020) as inaccurate information that was not produced with the purpose to harm. Social networking platforms have emerged as a prominent conduit for the dissemination of propaganda and false information in the so-called information age. Compared to traditional media, misinformation spreads more quickly on social media due to the lack of regulation and screening procedures before publishing (Ebhonu & Onobrakpor, 2021). In support of this, Tandoc *et al.* (2018) went into further detail by outlining the many categories of fake news, which include news satire, news parody, fabrication, manipulation, advertising, and propaganda. In conclusion, fake news can be defined as stories that are simply made up and contain false information with the intention of either profiting from the creation of humorous material or propagandizing or influencing the political opinions of the audience.

Properties of Misinformation

Wardle and Derakhshan (2018) linked fake news and misinformation to specific characteristics and topics. These properties according to Waedle & Derakhshan are:

✓ **False Connection:** When images or captions don't correspond with the material, that's an example of a misleading connection. Clickbait headlines are a prime example of this kind of content. Editors are under more pressure to create attention-grabbing headlines in order to get readers to click through, even if, after reading the piece, they feel misled. This can also occur when an impression is given through images or captions - especially on Facebook - that are not supported by the content. However, false images and descriptions can be particularly misleading when users browse through their social media feeds without actually clicking through to articles, which is something that happens frequently.

✓ **Misleading Content:** This kind of content occurs when facts are used deceptively to frame situations or people in particular ways through photo editing, quotation or statistic selection, or cropping. (Entman *et al.*, 2009 as referenced in Ebhonu & Onobrakpor, 2021) This is known as Framing Theory. Rappler.com has revealed a few cases. Because individuals are less inclined to be skeptical of images,



visuals are especially effective in spreading false information. This also applies to native advertising, or paid content that appears to be editorial but isn't clearly marked as such.

✓ **False Context:** The fact that authentic content is frequently observed being re-circulated outside of its original context is one of the reasons the term "fake news" is so useless. For instance, a picture taken in Vietnam in 2007 that was shared again seven years later under the pretense that it was a photo taken in Nepal during the 2015 earthquake (Pham, 2018).

✓ **Imposter Content:** When journalists' bylines appear next to items they did not write, or when an organization's emblem appears in photos or videos they did not make, these are legitimate concerns. For instance, prior to the 2017 Kenyan elections, BBC Africa learned that a film featuring a photo-shopped BBC logo and strap line had been made and was making the rounds on WhatsApp (UNESCO, 2018). As a result, BBC had to create a film, which they posted on social media to alert people to the fake footage.

✓ **Manipulated Content:** When real stuff is twisted to trick, it's called manipulated content. In one instance, a South African example presents photoshopped images of Huff Post Editor-at-Large Ferial Haffajee sitting on businessman Johan Rupert's lap to suggest a personal connection (Haffajee, 2017).

✓ **Fabricated Content:** This can appear in a variety of formats across several media platforms, such as textual articles, photos, videos, and audio files. The main reasons people create fake content are frequently to attract attention, disseminate false information, or further a specific purpose.

Factual, trustworthy, and genuine information is what matters. Any information disseminated by a prominent figure, group, or individual influences society and the wider world. Inaccurate information has the potential to cause unnecessary confusion, deceit, and manipulation. It can even spark instability in that culture and around the globe. According to Kumar and Shah (2018), those who absorb erroneous information suffer significant long-term effects. Although false information has always existed, new technology has made it possible for it to change and disseminate faster and farther. Even if false assertions are now viewed and defined differently, they are nonetheless harmful. The following are a few instances of untrue statements that have been made in Nigerian and international media.

Misinformation and Its Effects on Nigerian Societies

The Minister of Information and Culture, Lai Mohammed, is cited as saying that "the global epidemic of fake news is already having far reaching

repercussions across the world." Misinformation and fake news are lies that are spread for selfish reasons, and like all lies, they cause some degree of pain to the people to whom they are framed (Otulugbu, 2020). We don't have a better story in Nigeria, where fake news isn't just a social media problem. On July 5, 2018, the top page headline of the national daily stated, "Court orders National Assembly to begin impeachment of Buhari." That news, which unnecessarily strained political relations, was merely a rewording of the following ruling from the Presiding Judge of the Federal High Court in Oshogbo: "The applicants are hereby granted leave to issue and bring an Application for the order of Mandamus to compel 1st to 3rd Respondents to start impeachment proceedings against the 4th Respondent, the president of the Federal Republic of Nigeria."

Over the years, the herders/farmers conflicts in Nigeria have been exacerbated by the spread of misinformation. The British Broadcasting Corporation (BBC) highlighted the significant role of fake news in intensifying these crises. The BBC reported that the circulation of false information on social media is a major contributing factor to the escalation of tensions between farmers and herdsmen in Nigeria. Specifically, the report emphasized that fabricated images shared on social media, falsely depicting inter-communal violence, are adding fuel to an already volatile situation in Nigeria. One such instance involved a misleading story that gained traction on social media platforms in Nigeria, falsely claiming that Fulani herdsmen ambushed and killed five students from the College of Education at Gidan Waya in the Southern part of Kaduna. Significant Nigerian news outlets also reported in 2018 that Danladi Ciroma, the head of the Miyetti Allah Cattle Breeders Association, claimed the Plateau attacks were revenge for the loss of 300 cows. They even quoted Ciroma as saying, "Since these cows were not found, no-one should expect peace in the areas." However, Mr. Ciroma refuted these claims before the media outlet reportedly issued an apology (Asadu, 2018).

Additionally, Otulugbu (2020) found six significant fake news outbreaks with grave negative ramifications throughout Nigeria based on an analysis of seven articles; Claims of underage voting in elections and other misleading stories (2015 presidential election), President Muhammadu's death in 2017 and his marriage saga in 2019, the Ebola "cure" that kills two (2014), fake Facebook posts that intensify regional and religious crises (2012, 2018), and fake photos and news that exacerbate tensions between the herdsmen and farmers conflict (2019) are just a few examples of the stories that



were plotted to cause an increase in polio cases. 5G mobile broadband technology, which will replace 4G LTE connections with better internet connectivity and improve faster downloads and other internet activities, has been connected to the cause of the 2020 pandemic (Covid-19). Conspiracy theories for 5G claim that radio frequency radiation from the recently created network can harm DNA, cause cancer, and hasten the aging process. Additionally, they claim that the network can interfere with cell metabolism, impair the immune system, and cause stress proteins that can cause various diseases, including the corona virus. Indeed, a well-known Nigerian bishop protested against the rollout of the 5G network in Nigeria by taking to social media (Otulugbu, 2020).

Despite the lack of evidence linking 5G networks to the Corona virus outbreak, purveyors of false information published articles online implying a clear causal connection between the two. In the end, it is evident that fake news often causes anxiety, confusion, and, depending on the individual or organization, even a suicidal ideation. On the other hand, it undermines the efforts of serious media coverage, making it more challenging for journalists to cover important news stories.

Information Literacy Programs as a Tool for Combating Misinformation in the Society

Information literacy programs become indispensable in today's information-rich environment. They are carefully crafted to equip people with the knowledge and skills needed to assess and navigate the vast amount of information that is available in today's society (Paor & Heravi, 2020). These tools serve as a crucial barrier against the widespread danger of false information, enabling individuals to make well-informed decisions. Information literacy programs help people develop critical thinking skills so they can effectively evaluate the reliability of sources and discriminate between trustworthy and untrustworthy information (Anyaku & Osuchukwu, 2022). Programs for information literacy can serve as catalysts for the development of a citizenry capable of actively participating in the building of an informed and resilient society, as well as navigating the complexity of the information age. Thus, information literacy initiatives can assist members of Nigerian society in the following ways:

✓ **Critically Evaluation of Sources:**

Information literacy programs teach individuals how to critically evaluate the credibility of sources (Indeed Editorial Team, 2023). Participants learn to assess the reliability, authority, and objectivity of information,

helping them discern trustworthy sources from those that may spread misinformation.

✓ **Verification Skills:** Participants in information literacy programs develop skills in fact-checking and verification (Tompkins, 2020). They learn how to cross-reference information, check for primary sources, and assess the accuracy of claims. This enables individuals to verify the authenticity of information before accepting and sharing it.

✓ **Understanding Bias and Objectivity:** Information literacy programs educate individuals about the presence of bias in information sources (Burkholder & Phillips, 2022). Participants learn to recognize different types of bias and understand how it can impact the presentation of information. This awareness helps them approach information with a critical mindset and consider multiple perspectives.

✓ **Digital Literacy and Online Searching:** In the digital age, misinformation often spreads through online platforms. Information literacy programs teach digital literacy skills, including effective online searching and evaluating the reliability of websites (Moghadami *et al.*, 2021). Participants become adept at navigating online spaces and identifying trustworthy information sources.

✓ **Media Literacy:** Understanding the role of media in shaping public perception is a key component of information literacy (McNulty, 2021). Participants learn to analyze media messages, recognize sensationalism, and question the motives behind certain narratives. This critical approach helps combat the spread of misinformation through traditional and social media channels.

✓ **Responsible Information Sharing:** Information literacy programs emphasize responsible information sharing. Participants learn to verify information before sharing it with others and to consider the potential impact of spreading misinformation. This encourages a more responsible and ethical use of information.

✓ **Ethical Considerations:** Participants in information literacy programs explore the ethical implications of information use (Ozor & Toner, 2022). This includes understanding the importance of honesty, integrity, and transparency in information dissemination. By promoting ethical behavior, these programs contribute to a culture that values accurate and reliable information.

✓ **Continual Learning and Adaptability:** Misinformation evolves, and new forms of it emerge regularly. Information literacy programs instill a mindset of continual learning and adaptability



(Vellaichamy, 2013). Participants are encouraged to stay informed about changes in information landscapes, digital technologies, and media environments.

✓ **Community Engagement:** Information literacy programs often foster community engagement. Through workshops, discussions, and collaborative projects, participants learn from each other and share insights. This community-oriented approach helps build resilience against misinformation by creating networks of informed individuals.

✓ **Empowering Individuals as Critical Thinkers:** Ultimately, information literacy programs aim to empower individuals as critical thinkers (Ranaweera, *n.d.*). By equipping them with the skills to analyze, evaluate, and use information effectively, these programs enable people to navigate the complex information landscape with confidence and discernment.

Overall, information literacy programs serve as a valuable tool for combating misinformation in society by fostering critical thinking, verification skills, and a responsible approach to information use. These programs contribute to creating a more informed and resilient public that can actively participate in a knowledge-driven society.

Conclusion

Information literacy programs are essential tools for promoting critical thinking, fact-checking, and responsible information sharing. They enable individuals to evaluate sources, recognize bias, and understand the potential impacts of spreading misinformation. In the Nigerian context, information literacy programs are crucial for combating the pervasive spread of misinformation, which has often led to confusion, tension, and even violence in the society. By cultivating a population equipped with the skills and competencies to navigate the complexities of the information age, information literacy programs can contribute significantly to the construction of a well-informed and resilient society in Nigeria. Without access to reliable and accurate information, individuals may make misguided decisions that have detrimental consequences on themselves and society as a whole.

Therefore, promoting information literacy through various programs can help combat the spread of misinformation in Nigerian society. Libraries, as institutions at the forefront of promoting information literacy, need to continue to adapt and develop new programs to meet the changing information landscape. These programs should target different demographics and address specific information needs, such as media literacy, internet and digital literacy, and ethical

considerations when sharing information. Giving people the tools they need to assess information critically and make sense of the abundance of it accessible will enable them to become engaged, knowledgeable citizens who benefit both their local communities and society at large.

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TRANSFORMING THE SOCIETY AGAINST FAKE NEWS THROUGH INFORMATION LITERACY SKILLS

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ABSTRACT

Fake news and its intrusion in very spheres of our life makes it pertinent for librarians to acquire sufficient skills and abilities as possible to be able to differentiate between reliable and fake information, The present paper examines the various information literacy skills that the 21st century librarians are expected to acquire in transforming the society against fake news. Examples of such skills include: ability to recognise, collect and organise reliable information, ability to undergo advance literature search, ability to scrutinize information sources and ability to dissemination reliable information. The paper also emphasized that libraries should employ the use of advocacy, revisiting and evaluating library values, collaboration and refraining information literacy as methods to utilize in the fight against fake news.

Keywords: Clientele, Fake News, Librarians, Information, Literacy Skills and Societies

Introduction

The term “fake news” has become a buzzword, the concept goes back a long time in history, even before the time of the printing press. False and fictional stories have always been part of society whether for the purpose of entertainment, politics, malice, or business and this has continued to the internet age (Burkhardt, 2017). Burkhardt (2017) refers to various examples of “fake news” dating as far back as 554 A.D, when Procopius of Caesarea — a historian of Byzantium — used false stories to discredit the emperor Justian. She defines earlier examples of “fake news” as satirical and fictional accounts produced by individuals to discredit one another or simply for the purpose of amusement. This may indicate that the concept around the phrase “fake news” has not changed in its function but has changed in its nature and how it is now circulated.

The definition of “fake news” is complex, transitional and often misconstrued as in recent years it had direct political affiliation. However, the term itself is often used to represent a broader landscape of false or warped information, which could be intentional (disinformation) or un-intentional (misinformation). Wardle (2017) proposes a typography of definitions for classification of terms under the broad umbrella of “fake news”. She arranges these definitions into two categories – misinformation and disinformation. They each sit on a scale that is measured on the intent to deceive. Misinformation is positioned at one end of the scale and defined as the “inadvertent sharing of false

information” while disinformation sits at the opposing end and constitutes as “the deliberate creation and sharing of information known to be false” (Wardle, 2017).

To better understand and define ‘Fake News,’ it is important to understand the differences between mis-information, dis-information, and mal-information. Mis-information is “false information created without intention to cause harm,” dis-information is “false information created with the intention to cause harm,” and mal-information is “factual information leaked and shared to cause harm” (Wardle & Derakhshan, 2017). Researchers Dahri & Richard (2018) conducted a case study to further elaborate the lack of this universal definition, the simplicity behind creating ‘Fake News,’ and how this negatively impacts readers by conducting a series of engaging information literacy exercises. Interestingly, in the case study Dahri & Richard (2018) most closely relate and define ‘Fake News’ as mis-information, and not dis-information, leading to another discrepancy in solidifying any definition. However, defining ‘Fake News’ as “mis-information” or “dis-information” is not an end point of the concept, but a starting point.

Depending on the type of information, opinion of a reader, and method of communication, ‘Fake News’ could easily fall into all three cognitive dimensions of behavior for ‘Fake News’. Not only does the American Library Association (ALA) fail to emphasize how ‘neutrality’ fits into librarianship, but they also fail to



describe how 'Fake News' fits as well. Respondents from the Scott & Sanders study agree that 'neutrality' has a place in librarianship, and is best defined as "being objective in providing information" (Scott & Sanders, 2021).² Instead, the ALA values intellectual freedom and "the right of library users to read, seek information, and speak freely as guaranteed by the First Amendment. Intellectual freedom is one of the core values of the library profession; it promotes access to information and guides the defense against censorship" (ALA, 2017). The problem is that the ALA's value of intellectual freedom (as opposed to 'neutrality') and principles of the Library Bill of Rights (ALA, 2009) do not pose a threat to the censorship of 'Fake News', especially when its definition remains unclear. As seen in the ALA First Amendment and Censorship document, "[o]nly that expression that is shown to belong to a few narrow categories of speech is not protected by the First Amendment. The categories of unprotected speech include obscenity, child pornography, defamatory speech, false advertising, true threats, and fighting words" (ALA, 2021). The First Amendment continues to provide protection for people who promulgate 'Fake News.' Therefore, despite lack of a definition, librarians clearly value neutrality and objective information, and are put in a precarious position regarding how they respond to 'Fake News' in resource curation and information literacy instruction - especially when librarians also value the fundamental philosophies of intellectual freedom provided by the ALA. In other words, it is increasingly difficult to value intellectual freedom while also offering professional reference judgment when the resources presented contain objectively false information.

Information literacy is the ability to recognize when information is needed and the competency to locate, evaluate, and use that information effectively. In a world overflowing with vast amounts of information available at our fingertips, it is crucial that individuals develop the skills to discern the quality, relevance, and credibility of the information they encounter. This goes beyond the traditional notion of just "finding information," encompassing a broader understanding of critical thinking and discernment. Knowing how to use various tools and resources, from traditional library catalogs and databases to internet search engines, to locate the required information. Being able to critically assess the credibility, relevance, authority, and accuracy of sources. This includes recognizing biases, understanding peer-review processes, and discerning the difference between facts, opinions, and propaganda.

Recognizing and respecting intellectual property rights, including correctly citing sources and avoiding plagiarism. Understanding Economic, Legal, and Social Aspects: Being aware of issues related to freedom of information, digital rights management, net neutrality, and other challenges in the digital age. Effectively incorporating the gathered information into one's knowledge base and using it for specific purposes, such as problem-solving or decision-making. In today's knowledge-based society, information literacy is foundational for Students can research effectively, understand and evaluate sources, and produce well-informed papers and projects.

Information Literacy

According to the American Library Association Final Report of the American Library Association Presidential Committee on Information Literacy, Chicago: American Library Association, 1989, "Information literacy is a set of abilities requiring Individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information." According to The Chartered Institute of Library and Information Professionals in the UK (CILIP) "Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner."

The Society of College, National and University Libraries (SCONUL) define Information Literacy as: "Information literate people will demonstrate an awareness of how they gather, use, manage, synthesize and create information and Data in an ethical manner and will have the information skills to do so effectively" The world is flooded with information these days, and its magnitude is going to increase exponentially in near future. The concept of information literacy stems from information retrieval and extends to evaluating, organizing, and using it effectively and efficiently to develop new understanding. In view of the present challenges and complexities of ICT, it is clear that university librarians and other library staff will need to use ICT to fulfill their professional responsibilities in the changing scenario. Therefore, it is essential that they develop both traditional literacy skills and fundamental computer literacy skills. The librarians are required to have managerial abilities in order to change their libraries from traditional "control-oriented" to modern "value-driven" and user-oriented information centers.

Information Literacy Skills

Fundamental skills in information literacy crucial for today's workforce



The initial phase of any data comprehension journey is to pinpoint your information requirement. This entails recognizing the objective, boundaries, and backdrop of your informational dilemma or inquiry. You should elucidate what knowledge you currently possess, what insights you seek, and the standards you will employ to judge the information. Accurately determining your data requirement assists in narrowing down your exploration, conserving effort, and sidestepping unsuitable or untrustworthy references. To effectively find the information you need, it's essential to utilize the right tools and approaches. The most suitable sources, such as books, scholarly journals, online databases, websites, or other media, should be chosen based on the specifics of your inquiry. Additionally, harnessing effective search methodologies like keyword optimization, use of operators, applying filters, or exploring advanced search functionalities can be beneficial. It's key to approach this process with an adaptable, imaginative, and tenacious mindset since it might be necessary to adjust or widen your search depending on the outcomes you receive.

When you've gathered information, it's vital to scrutinize it with an unbiased and discerning eye. Check the information's pertinence, precision, credibility, timeliness, and any potential biases, ensuring it aligns with your intended purpose and audience. By critically assessing the information, you can sidestep pitfalls like misinformation, disinformation, or false reports, and guarantee that your references are reliable and authentic. Now, with the data you've collected, you should address your question or tackle your challenge. This involves blending, dissecting, deciphering, and practically utilizing the information. It's equally important to recognize and credit the origins of your data, ensuring accurate citations in the required style and structure. By handling information with integrity and prudence, you steer clear of issues like plagiarizing, violating copyrights, and other potential legal or scholastic concerns.

Skills required to be information literate require an understanding of:

- ❖ Recognizing the necessity for data or insights.
- ❖ Being aware of available sources.
- ❖ Methods for sourcing data.
- ❖ Importance of scrutinizing the obtained data.

- ❖ Techniques to utilize or leverage obtained results.
- ❖ Moral and accountable use of information.
- ❖ Techniques to disseminate or relay conclusions.
- ❖ Strategies to organize and store acquired data.

Existing Information Literacy Methods/Guidelines that Should Address 'Fake News' in The Society

Information literacy instruction is needed to properly educate individuals how to locate, evaluate, and use information effectively. While information literacy instruction has embraced self-sufficiency of its users, it also needs to consider how 'Fake News' plays into its models and guidelines. Notable existing information literacy related models/guidelines include: the ALA Framework for Information Literacy document, which allows for the focus of new attention on the changing information ecosystem when updated in 2012 (ALA, 2016), the Association of College and Research Libraries (ACRL) Seven Roles and Strengths of Teaching Librarians document which intends to continue to serve as a bridge to the Framework for Information Literacy for Higher Education document (ALA, 2017), and an information literacy instructional method known as the Big6 aimed at teaching information literacy to students grades K-12 (Wolf, 2003). These methods/guidelines emerged as critical and official responses to the pressing need of the "Information Age," and the need to combat information overload and avoid disinformation (Valenti & Lund, 2021). However, none of these models or guidelines mention 'Fake News,' or provide any guidance with how to grapple with false information - only the overload of general information.

Librarians and information seekers would benefit from the inclusion of 'Fake News' into models and guidelines listed in order to improve information literacy and information literacy instruction. It is equally important to ensure that the term is embedded into modern MLIS curriculum so librarians are able to provide relevant information literacy instruction in the "Post-Truth Era," an information environment that has only gotten worse and harder to navigate with 'Fake News' posing real threats with incorrect evaluation and usage (Cooke, 2018). However, while censorship would be a positive step forward, incorporation of the term in information literacy models and guidelines is not enough.



The image described many different means of podcasting the fake news in the society.

❖ Advocacy

A call for advocacy is essential in helping librarians make significant and valuable contributions to the widespread problem of fake news. While librarians cannot stop the influx of unregulated information online or change the way people are creating and circulating information, they can offer some guidance. One of the first and foremost duties of the library is to facilitate a place of trust for their users. Fear and distrust are some of the primary reasons why people have changed their information searching behaviours that have left them vulnerable to fake news, especially disinformation. As public libraries are positioned at the centre of communities, they have the opportunity to promote themselves as safe and inclusive spaces where people can feel confident and reassured about the information provided. This is one approach that public libraries should consider as part of their overall strategy to help counter the post-trust culture that is fueling the spread of fake news.

❖ Revisiting and re-evaluating library values

Libraries will also need to revisit and re-evaluate their position of neutrality regarding information access and collection development to reflect their strong opposition to fake news. As fake news functions to misinform and deceive, it stands in contrast to the ethos of libraries which is to build and serve an informed and democratic society. Public libraries in particular have a duty and responsibility to ensure that the public are being provided with credible, trustworthy and balanced information. However, this task will prove difficult for librarians as the definition and concept of fake news is not a clear cut. With the conflict between fact and popular opinion becoming a common concern in mainstream media, libraries worldwide will need to consult and revise their policies around ethics, regulation and censorship and decide how they might protect their communities against fake news and who will make these decisions without jeopardizing their neutrality.

❖ Collaboration

While public libraries are currently making concerted efforts to inform and educate their patrons on fake news, collaboration is necessary to ensure that these strategies and efforts are being recognised and acknowledged at a level where progress, development and investment can occur. Public libraries should continue to embrace the topical nature of fake news and collaborate with local schools, organisations and community groups to help reach out to wider audiences. Positioned within the public sphere, public libraries have the opportunity to collaborate and communicate with a multitude of patrons, county councils, and politicians to further educate and inform the public about the dangers associated with fake news and encourage people, particularly those in power to take action against it.

❖ Re-framing information literacy

Lastly, we must acknowledge the difficulty librarians have experienced advocating for information literacy instruction. As new and contemporary frameworks such as meta literacy have evolved and emerged over the last decade, it may be an appropriate time for information professionals and librarians to consider utilizing and promoting these frameworks that may be more accepted and adopted by those working outside the field of LIS. While information literacy provides a foundational model of skills-based approaches, it may be insufficient for the revolutionary social and technologies currently prevalent online.

Conclusion

From what has presented in this paper, it is apparent that fake news is a complex and changing phenomenon that is having a direct impact on society. It is further apparent that librarians hold a strong position in society through information literacy program, whether in the communal or academic sphere that provides them with the opportunity to make a difference and contribute to this information epidemic. In the following we provide a list of recommendations that should be considered and discussed when deliberating ways in which information literacy can help combat fake news and prepare society for the future.

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ACADEMIC LIBRARIANS' PERCEPTIONS OF DIGITAL MEDIA LITERACY SKILLS AND FAKE NEWS AWARENESS IN KWARA STATE

BY

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ABSTRACT

The impact of fake news has been catastrophic for both developing and developed nations, including those in Africa. Digital literacy equips individuals with the ability to access accurate information and comprehend the ethical principles surrounding it. For digitally literate individuals, mastery of cognitive skills, effective use of technological tools, easy access to information and documents, and adherence to ethical rules are essential skills. For centuries, academic librarians have served as intermediaries between users and the information they need, fulfilling the roles of gatekeepers and protectors of information. This study aims to examine the perceptions of academic librarians about digital media literacy skills and fake news awareness. A correlational research design was used to investigate the study with 80 academic librarians from selected academic libraries in Kwara State comprising the research group. The opinions of librarians were gathered through a questionnaire and analysed using both quantitative methods. The study revealed that academic librarians held positive views on digital literacy skills. The study also found that there is a significant correlation between DMLS and fake news awareness. Based on these findings, recommendations were made, including the need for libraries and librarians to collaborate in teaching information and media literacy to their users, communities, and society as a whole.

Keywords: Academic Librarian, Academic Library, Digital Literacy, Fake News, Fake News Awareness

Introduction

The current era is inundated with fake news, misinformation, and disinformation. This issue has become an acute problem that has infiltrated every aspect of society. It stems from the larger challenges faced by individuals in today's information-rich world. Fake news is a global concern that has existed since the time of the Roman Empire (Farmer, 2019). For instance, during the meeting between Antony and Cleopatra, a propaganda campaign was orchestrated to tarnish Antony's reputation (Bulugu & Julius, 2022). Anwar (2021) observed that, while propaganda has been used for centuries, technologies to spread false information have never been so effective. According to Negi (2018) in the World Economic Forum, one of the major challenges confronting the world today is the spread of fake news via social media networks. The phenomenon of fake news (FN) has had devastating consequences on developing and developed countries, including those in Africa. In their comparative study of Kenya and Nigeria, Chakrabarti et al. (2018) aimed to identify the underlying causes of the spread of FN without verification and assess the extent to which people are aware of its negative impact. The authors discovered that individuals in both countries are cognizant of the

damaging consequences associated with sharing fake news. However, the study found no evidence of malicious intent behind the sharing of such false information. Instead, respondents relied on their social networks to verify the authenticity of news, instead of consulting legitimate news sources or online fact-checkers. Chakrabarti et al. further revealed that respondents often overestimated their ability to identify fake news and relied on mental shortcuts that were not always adequate in determining the accuracy of information. This can lead to misinterpretation and propagate false narratives.

Herrero-Diz and López-Rufino (2021) analyzed data collected from eight (8) focus group discussions and an online news consumer survey to assess the audience's perception of fake news. The data was gathered during the first half of 2019 from respondents in Spain, the United States, the United Kingdom, and Finland. The study found that respondents regarded poor journalism, propaganda, and different forms of advertising as typical examples of fake news. Additionally, most participants disclosed that they relied on consistently reliable news media sources to verify the credibility of the information they received. Al Zou'bi (2022) conducted two experiments to evaluate whether



nudging individuals to consider the accuracy of a news item can enhance their decision-making regarding what to share on social media. The findings from the two studies revealed that participants who did not receive any prompt to consider accuracy before sharing had a considerably lower ability to differentiate between true and false content when selecting what to share on social media. On the other hand, those who were prompted or reminded about accuracy significantly increased their level of discernment, with their subsequent intentions to share being almost tripled. These findings indicate that media and information literacy play a crucial role in helping individuals become more conscious of the accuracy of information before sharing it. There has been extensive research attention focused on fake news, disinformation, and misinformation, especially in the political arena. However, there is a lack of literature on academic librarians' opinions on digital media literacy skills (DMLS) and fake news awareness. To address this gap, this study adopts an experimental design, this study aims to examine the perceptions of academic librarians about digital media literacy skills and fake news awareness. This study contributes to scholarship on fake news and DMLS. It intends to bring academic librarian's perspectives to bear on debates over how best to be aware of and respond to misinformation, within the context of other harmful online content.

Research Questions

- i. What is academic librarians' perception of digital media literacy skills (DLMS)?
- ii. What are the contributions of DMLS to academic librarians' exposure?
- iii. Is there a correlation between DMLS and fake news awareness?

Hypothesis

H01: There is a significant correlation between DMLS and fake news awareness

Literature Review

Concept of Fake News

Fake news is a type of misinformation that can be created for several reasons, such as to mislead, for fun, out of passion or strong belief, to gain power or influence, or to get richer. It can take the form of deliberate, publicly published disinformation, hoaxes, or lies presented as real news by established mass media or social media. EAVI, a European Commission for Media Literacy, identified several types of misleading news, including clickbait, systematic information campaigns, sponsored content, partisan content, satire, pseudoscience, and conspiracy theories (Ebhone & Onobrakpor, 2021). Misinformation can be weaponized into fake news, and it can include lies and yet be

presented as legitimate news stories. Fake news is not new, but it has now expanded its reach through timely distribution via the Internet. It has been the catalyst for political manipulation, a rise in diseases, and killings. When people believe fake news, they are misinformed and may make poor decisions. This ultimately leads to frustration, polarisation, confusion, fear, distrust, cynicism, and withdrawal, which hinders society from making wise decisions and solving social issues (Theodora, D2022). Fake news is believed and shared for various reasons, including a lack of logical skills and the desire to confirm one's existing knowledge base. Cable television channels do not provide balanced news coverage, leading to a "filter bubble" phenomenon where people only hear news that reinforces their beliefs (Anyanwu, 2022). Social media allows people to share news that confirms their pre-existing beliefs, often without fact-checking. To counter fake news, people should acknowledge and respect different viewpoints and reframe the news to find common ground.

Menace of Fake News in Nigeria

The rapid spread of false information through instant messaging services has become a major source of misinformation. Platforms like WhatsApp, Facebook, Twitter, Instagram, and Telegram can quickly disseminate false information about jobs, scholarships, security, food, politics, health, and religion. These messages can be forwarded to thousands of people in a matter of seconds, making it difficult to verify their accuracy before they have already caused harm. For instance, a picture of a woman who is presently doing the rounds on WhatsApp erroneously claims that she is a child trafficker in Lagos. False claims are becoming more prevalent due in part to citizen journalism, where there is a fierce rivalry to disclose information first. Misinformation is becoming more prevalent and has a wider audience because of social media's introduction and users' capacity to create original material. According to Anyanwu (2022), false claims have the potential to spread quickly and appear genuine, emphasising the need for timely verification.

According to a study by Soyemi and Inazu (2022), the rise in polio cases in Nigeria between 2002 and 2006 was partly due to unfounded claims and rumours about the polio vaccine. Political and religious leaders in Kano, Zamfara, and Kaduna alleged that the vaccine contained harmful substances, such as carcinogens, HIV, and anti-fertility drugs, without providing any evidence. These claims led to a suspension of immunisation programmes, allowing the disease to claim more lives (Anyanwu, 2022). Also, during the Ebola pandemic in 2014, a false text message went viral,



suggesting that individuals could prevent contracting the disease by swimming in and consuming massive amounts of salt water. Vanguard News reports that two people lost their lives and twenty people were hospitalised as a result of consuming too much salt water (Anyanwu, 2022).

False accusations are unfortunately all too common in Nigerian politics, and fake news only exacerbates the problem. One example of this is the claim of underage voting in the 2015 presidential election in northern Nigeria. After the polls closed, allegations emerged that the Independent National Electoral Commission had allowed minors to cast ballots, causing public outrage and opposition protests. According to a report in the Vanguard Daily (Anyanwu, 2022), the electoral commission maintains that these claims are unfounded. Similarly, in 2017, during military operations in southeast Nigeria, the Nigerian Army began providing free medical care, including polio vaccinations. However, rumours spread that the army was injecting students with the monkeypox virus in schools. This sparked widespread fear, prompting the closure of some schools and concerned parents rushing to pick up their children as students fled their classrooms (Anyanwu, 2022).

Another example of fake news was a bogus Facebook post that triggered a regional crisis. According to the post, as reported by Soyemi and Inazu (2022), false information spread on Facebook sparked an interethnic conflict in Plateau State, central Nigeria. An explicit photo of a decapitated infant, slain in Congo-Brazzaville in 2012, was circulated, along with the claim that the Fulanis were responsible for the Berom massacre in Jos in 2018. According to media reports, Berom youths retaliated by attacking Fulani men in the streets, and authorities believe the attacks were influenced by the Facebook post. The same image has been used to inflame deadly situations in other parts of Africa (Soyemi & Inazu, 2022). Another fake news story that spread through social media was the image that inflamed tensions between farmers and herders. In Nigeria, false allegations based on manipulated photographs have exacerbated the conflict between farmers and herders.

The BBC report "Fake News and Nigeria's Herder Crisis" (2018) states that a graphic image of a woman lying in a pool of blood went viral on Twitter during a violent altercation between herders and farmers that resulted in over 200 deaths. The image implied that the woman was one of the victims, and it was re-tweeted by hundreds of people, many of whom expressed outrage in response. A fact check revealed, however, that the

photograph had previously been used in a 2011 article on domestic abuse in Nigeria. In addition, the BBC report identified another photograph of six alleged victims of the herder-farmer conflict. After some research, it was discovered that the photograph depicted a traffic collision in the Dominican Republic (Anyanwu, 2022).

Need for Digital Media Literacy Skills (DLMS)

DMLS encompasses the ability to comprehend and utilize digitized information, including multimedia. It involves proficiency in media, information communicative literacy, and creative competence. Unfortunately, many students today lack adequate information literacy skills, struggling to differentiate between credible and unreliable sources of information. To combat this issue, school librarians can collaborate with teachers to implement various methods of information literacy instruction. With the rise of digital technology, the traditional role of librarians as gatekeepers and guardians of information has been disrupted. According to Obinyan and Ugwuanyi (2022), librarians are now considered knowledge workers who need to hold a DMLS in order to find, obtain, share, and arrange various knowledge tools. The capacity to locate, comprehend, evaluate, and analyze information using digital technology is essential. School librarians can work together with teachers to tackle the problem of information literacy skills among students (Tekoniemi et al., 2022). Adjusting ranking algorithms to promote more accurate information could help in mitigating the impact of fake news. Librarians are natural allies for educators in helping students become critical news consumers. They can guide users to locate authentic information and play a crucial role in enabling users from different backgrounds to become critical and authentic news consumers. Librarians can provide various procedures for patrons to evaluate sources, facts and context critically. To help patrons distinguish between real and fake, librarians should organize information literacy sessions, prepare research guides, and provide links to resources for fact-checking (Chukwueke & Idris, 2023).

Librarians as Promoters of DMLS

Academic librarians have traditionally played a crucial role in facilitating the connection between users and the information they seek. They have acted as gatekeepers and guardians of information, and their role has been highly valued for centuries. As knowledge workers, their professional lives and futures depend on DMLS. It has evolved over the years, with today's standards demanding the ability to find and share information effectively on both computers and mobile devices. It



involves the capacity to locate, organize, understand, evaluate, and analyze information using digital technology and a working knowledge of current technology and how it can be used. Moreover, DMLS requires an awareness of the technological forces that impact culture and human behaviour. The onset of the knowledge economy has disrupted the traditional role of librarians. Anyaoku and Osuchukwu (2022) predicted that knowledge would become the key commodity of future economies, overtaking labour, natural resources, and capital. Libraries have become the centre of resource-based learning, and librarians' jobs are evolving as education paradigms shift. The transition from text-based learning to learning based on resources has increased the use of library materials and the demand for a wider range of print and non-print media resources.

According to Farmer (2019), librarians are natural allies for educators in helping students to become critical news consumers. Librarians with their inherent trait for carrying out in-depth research before concluding can add value to users to find out authentic information. Librarians are skilled in determining credible sources. They can help patrons to learn the skills to evaluate the information they encounter every day whether through print or online resources. They can provide various procedures to enable patrons to critically assess sources, facts, and context. Librarians can play a critical role in helping users of any background, irrespective of age, or educational status to become critical and authentic news consumers. A positive impact of the current uproar of fake news should act as the precursor of the need for information literacy as a key skill to identify credible news on the web and traditional publications. An information and media literacy skill enables users to identify fake news and helps them to judge and evaluate which part of the information is factually correct. In the plethora of information, users should also have critical thinking to analyze and evaluate the information (Ebhonu & Onobrakpor, 2021). To help patrons distinguish between real and fake, librarians should conduct information literacy sessions, prepare research guides and provide links to resources for fact-checking. These will help patrons to recognize credible, reliable and trustworthy information using library resources and databases. These skills enable them to evaluate print or digital information resources in terms of reliability, validity, and accuracy, which is free from any type of bias.

Methodology

This study was designed using a correlational approach and included a total population of 80 librarians who

work in academic libraries within Kwara State. The participants targeted in this study included library staff with degrees in library and information science, including HND/bachelor's, master's, and PhD degrees, who were either progressing with the academic librarian cadre or the non-academic (library officer) cadre. The sample consisted of both male and female academic librarians, and a random sampling technique was used to select the sample.

The questionnaire used in the study, titled "Academic Librarians' Perception of DMLS and Fake News Awareness (ALPDLFNA)," was personally designed by the researcher after a thorough review of the related literature. The questionnaire consisted of two sections, A and B, with Section A focusing on obtaining demographic data from the respondents, such as gender, marital status, educational qualifications, and years of experience. Section B consisted of items on academic librarians' perceptions towards DMLS and fake news awareness. The questions in Section B required the participants to indicate their level of disagreement or agreement with the items on a 5-point Likert-type scale format of Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, and Strongly Agree-5. To ensure that the instrument for data collection measures what it is intended to test, the questionnaire was validated by three experts from the University of Ilorin.

To determine the reliability of the instrument, a test-retest approach was used. The instrument was administered to forty respondents, and after a three-week interval, the instrument was re-administered to the same forty respondents. The two sets of scores were correlated using Pearson's Product Moment Correlation formula, which revealed a coefficient of 0.76 and was deemed sufficient to carry out the study. The average point is $1+2+3+4+5=15/5=3.0$. Hence, the mean for decision-making will be 3.0. Scores of 3.0 and above will be considered positive, while scores below 3.0 will be considered negative. The analysis of quantitative data was done in line with the research questions. Percentages were used to analyse the demographic data of the respondents, while means score was used for the descriptive data. The hypothesis was tested using Pearson Moment Correlation Coefficient (r) and t-test at 0.05 level of significance. All the statistical methods were carried out through the use of Statistical Product and Service Solution (SPSS) version 20.

Results

In the study, 80 academic librarians from various academic libraries in Kwara State participated. An equal number of questionnaires were sent out to the respondents, and all 80 were returned and well-

answered, representing a response rate of 100%. Below is Table 1, which presents the demographic information of the participants (N = 80).

Table 1: Demographic Information of the Participants (N = 80)

Variables	Frequency	Percentage
Gender of the respondents		
Male	37	46.2
Female	43	53.8
Marital status		
Married	50	62.5
Unmarried	30	37.5
Qualification of the respondents		
HND/BSC	42	52.5
PGD/MSC/PHD	38	47.5
Years of experience		
Less than 10	47	58.8
Above 10	33	41.2

According to the findings presented in Table 1, it was observed that over half of the participants, specifically 43 (53.8%), were female librarians, while the remaining 37 (46.2%) were male librarians. Additionally, it was noted that out of the total respondents, 50 (62.5%) were married, and the remaining 30 (37.5%) were unmarried at the time of the research. The data in Table 1 also indicated that 42 (52.5%) of the librarians held HND and BSc certificates in Library-related courses. However, the table further revealed that the majority of the librarians, specifically 47 (58.8%), had worked for less than 10 years, while the remaining 33 (41.2%) had worked for over a decade.

Section B: Descriptive analysis of the research questions

Question 1: *What is your perception of DMLS?*

Table 2: Mean Score showing the Academic librarian Perceptions of the Concept of DMLS (N = 80)

s/n	Concept of DMLS	X	Dec
1	DMLS enables the effective use of technological tools.	3.45	Positive
2	DMLS ensures compliance with ethical rules in the execution of informatics processes.	3.75	Positive
3	DMLS enables the effective use of social media.	3.53	Positive
4	DMLS enables the acquisition, interpretation, evaluation, and sharing of information.	3.55	Positive
5	DMLS enables individuals to communicate quickly and accurately.	3.55	Positive
6	DMLS allows the analysis of cases, facts, and issues from different perspectives.	3.53	Positive
7	DMLS facilitates access to accurate information.	3.42	Positive
8	DMLS makes it easier to generate new information.	3.46	Positive
9	DMLS facilitates the holistic analysis of information.	3.36	Positive
The grand mean = 3.51			

According to Table 2, the respondents provided positive feedback for all the items. The grand mean for all respondents on the ALPDLMFN statements was 3.51. This shows that the majority of respondents' perception of DMLS is positive. A higher score indicates a more positive attitude towards DMLS.

Question 2: *What are the contributions of DMLS to academic librarians' exposure?*

Table 3: Mean Score showing the academic librarians' perception of the contributions of DMLS to their exposure (N = 80)

s/n	Contribution of DMLS Skill to the Students	X	Decision
1	DMLS increase my cognitive skills	3.45	Positive
2	DMLS skill contributes to my critical thinking	3.75	Positive
3	DMLS enable me to engage with technology.	3.53	Positive
4	DMLS makes it easier for me to access reliable information.	3.55	Positive
5	DMLS skill improves my effective virtual communication skills	3.55	Positive
6	DMLS skill enables me to become a conscious internet users.	3.53	Positive
7	DMLS skill enables me to use both traditional and social media effectively.	3.42	Positive
8	DMLS skill provides me with the ability to interpret, analyze, and reproduce information.	3.46	Positive
9	DMLS skill provides me the operational and technical knowledge and skills.	3.36	Positive
10	DMLS skill enables me to use digital media for educational purposes.	3.30	Positive
The grand mean = 3.49			

Based on the results in Table 3, it appears that all respondents provided positive feedback for the items surveyed. The grand mean for all statements in the ALPDLMFN was 3.49, which falls between response numbers 3 and 3.5. This shows that the majority of respondents' perception of the contributions of DMLS to their exposure is positive.

Question 3: *Is there a correlation between DMLS and fake news awareness?*

Table 4: Mean Score showing academic librarians' perception of the correlation between DMLS and fake news awareness (N = 80)

s/n	Items statement	X	Decision
1	I only accept information that aligns with my viewpoints	3.22	Agreed
2	I critically evaluate information based on facts, not on opinions and beliefs	3.10	Agreed
3	I tend to set aside my emotions when judging	3.08	Agreed



	the credibility of information		
4	I tend to rely on my intuition when evaluating information	3.55	Agreed
5	I turn to my colleagues and acquaintances in my social network to keep updated	3.53	Agreed
6	I connect with a community of like-minded people	3.55	Agreed
7	I approach viral news with some scepticism	3.53	Agreed
	Grand mean	3.37	

According to Table 4, the respondents provided a positive response to all items. The grand mean across all respondents for the ALPDLMFN statements was 3.37. This shows that the majority of respondents tend to accept information that aligns with their beliefs and viewpoints while only a minority critically evaluate information based on facts, set aside their emotions when judging the credibility of information, and approach viral news with some skepticism.

Hypothesis Testing

There is a significant correlation between DMLS and fake news awareness

Table 5: Summary of PPMC analysis of the significant correlation between DMLS and fake news awareness

DMLS	Pearson Correlation
	Sig. (2-tailed)
	N
FN awareness	Pearson Correlation
	Sig. (2-tailed)
	N

** Correlation is significant at the 0.01 level (2-tailed). In Table 5, a Pearson correlation coefficient was performed to evaluate the correlation between DMLS and fake news awareness. From the result, there was a significant but positive correlation between DMLS and fake news awareness, $r([67]) = [.3]$, $p = [< .001]$. This result indicates that there is a significant correlation between DMLS and fake news awareness. Thus, confirming the research hypothesis that there is a

significant correlation between DMLS and fake news awareness.

Discussion of Findings

The purpose of this study was to explore the views of academic librarians on the correlation between DMLS and fake news awareness. All of the school librarian respondents presently knew about fake news with about half of them articulating the full description of fake news. The remaining respondents identified partial aspects of fake news as being misleading or deceitful, missing verifying resources, or aiming to sell or otherwise influence. Through interviews, academic librarians expressed that DMLS is crucial for the effective use of technological tools, compliance with ethical rules in IT transactions, and access to accurate information. The librarians highlighted the importance of DMLS in social media use, information retrieval, interpretation, evaluation, and sharing. They also emphasised that DMLS enables fast and accurate communication. Previous research such as **Negi (2018)** has indicated that digitally literate individuals can actively access, analyse, interpret, and add to digital information to solve problems.

Furthermore, the study revealed that a significant proportion of academic librarians expressed attitudes towards information sharing that contributed to the proliferation of fake news. This is exacerbated by their proclivity to trust news on social media without verifying its veracity. According to Theodora (2022), many users do not take the time to investigate the facts before sharing information, which can further propagate unsubstantiated news. One strategy to identify fake news on social media is to consider the identity and background of the person posting the story. In addition, the study revealed that individuals surrounded by homogeneous information are more likely to rate fake news as true compared to those exposed to opposing viewpoints. Librarians, for example, may become isolated intellectually in their information bubble due to less exposure to conflicting viewpoints (Bulugu & Julius, 2022). This can reduce the heterogeneity of their perceived public debate, which limits their exposure to conflicting arguments. Therefore, it is important for librarians to remain open to diverse viewpoints and to encourage their users to question the accuracy of information found on social media.

Conclusion

The advent of digitalization has resulted in the gradual transformation of social life into digital life. The impact of technology and its products has been felt across various sectors, including the economy, health, service, and education sectors. Consequently, DMLS has



become increasingly important, with educational institutions adopting digitalization at all levels. Traditional classroom courses are inadequate to address these advancements. Therefore, there is an urgent need for steady, systematic, and consistent educational systems that can keep up with the times and even surpass them. The content of lessons in schools must be tailored to meet these demands.

Recommendations

In light of the detrimental impact that fake news has had on societies worldwide, researchers have put forth the following recommendations:

1. Academic librarians in Kwara State should endeavour to teach information and media literacy not only to their users but also to the general public. This can be achieved through training, public webinars, and the creation and circulation of relevant infographics and flyers on social media. These efforts will equip users and the general public with the necessary skills needed for effective information analysis.
2. Librarians should adopt the 3Ds approach, which involves not only detecting fake news but also documenting and debunking it immediately. The role of librarians in verifying information and fact-checking should be intensified without any bias, ensuring that the authenticity of information materials is ascertained before they are disseminated.
3. The federal government, through various information agencies, should make an effort to verify the credibility of authors and publishers of information before allowing the distribution of any materials.
4. Media regulatory agencies, such as the Nigerian Press Commission, should enforce media professionalism among media houses and professionals to avoid using them as instruments for the spread of fake news, particularly by the elite and political class.

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ETHICAL AND LEGAL ISSUES OF INFORMATION SYSTEMS AND FAKE NEWS DISSEMINATION IN ORGANISATION

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ABSTRACT

Today, we live in a rapidly changing, extremely turbulent and complex world that is radically different from the ages back. Alongside these changes, managers in organisations utilise information and being an integral component of their work, to enable them offer salient services to their customers. Hence, this paper aim to offer a clear insight to what information is at the level of individual users of information. There are two useful perspectives to consider on information management in organisations. The first comes from the field of information and communication, while the second has its roots from management. The paper discusses the concept of information, information systems, ethical and legal issues of information systems; and fake news. It is expected that the information professionals will use policy, education and training, and technology to protect information and systems. However, many information professionals understand the technology aspect of protection but underestimate the value of policy. Among others the paper recommends policy implementation, education and training to guide organisational citizenship behaviour within the organisations to limit fake news dissemination and sustain organisational performance.

Keywords: Information, information systems, ethical and legal issues, fake news

Introduction

The information sphere is a constantly expanding area of human activity associated with the production of new information products, services and technologies. Today, the information sphere includes not only research and information centers, networks, libraries and archives, but also office systems, mass media, educational, electoral and information technologies, which generally form the industry that creates, stores, process and distribute information in all areas of human activity. This is also confirmed by the formation of the information society – a society whose members interact with each other and the environment mainly through highly specialized communication channels, the purpose of which is data transmission.

In today's globalized world, Abdurakhmonora *et al.* (2021) submitted that the process of globalization affects human existence and sustainability, which in turn, is characterized by the development of international economic relations, information technology and science and technology. Globalization

imposes new requirements on the rapid development of production and the training of appropriate personnel. This is due to the fact that the development of the economy is inextricably linked with the training of qualified personnel.

The Need for Information Ethics and Legal Knowledge

The demand for information and communication specialists in Nigeria will continue to grow in the future; today, education, as in almost any field of human activity is widely represented by unified and special information systems and technologies that are used to solve various tasks in specific areas and activities. There is a demand for effective use of it, which is clearly associated with the principles and methods inherent in the exact sciences, based on strict formalization – the methodological basis of quantitative assessments, evidence and inference of solutions.

As we know, the development of human life leads to new discoveries; in the process of creating innovations, a person faces various obstacles, and new inventions



appear as they are overcome. But it is clear from life experience that new discoveries are often made in the process of solving a problem. We are absolutely right when we say that the computer is one of the greatest inventions of the twentieth century. In accordance with the requirements of the times, computer technology has advanced significantly. It is against this standpoint that this paper will adopt conceptual reviews to discuss the meaning of information and information systems, ethical and legal issues, as well as the meaning of fake news as it affects the true situations of events, actions and control measures in organisational setting.

Information Service Delivery in Organisations

Information service delivery in organisation involves individuals who have expectations of the information and communication science professionals as to how they relate and behave towards the users, colleagues, their organisations and entire society. A visible outcome of the recent trends in information service is that on daily basis, professional and technological developments create more serious challenges and opportunities to draw on for the organisations and information professionals. The challenges have necessitated drastic changes in legal knowledge and ethical skills acquisitions for older and new employees to enable them improve on their capabilities. Organisation and information science professionals need to adapt, embrace the current changes and still be effective and survive or else become redundant. Therefore, the professionals' burden of being held to a heightened standard of care, if not well aligned with appropriate skills, poses challenges to information service delivery.

The demand for the Internet is growing day by day. As a result, tremendous changes are taking place in the field of information and communication. In today's dangerous world, malicious information, destructive ideas, and immorality spread over the Internet affect every person in today's generation. In recent years, there has been an increase in the number of Internet hackers and malicious users of the global network Yahoo (2016). At all stages of its development, society has developed and applies ethical rules; it is well known that information is essential for human development. Therefore, information is the fourth important element and is increasingly becoming a strategic resource, productive force and valuable product in an economy. Information is a concept that obeys on ethicality and legality.

Communication and information science professionals, as providers of information, require awareness of the growing complexity in legal and ethical issues and

values which manifests through the relationship between the professional duties and the society. The values are often embedded in the numerous concepts of information and professional ethics. Knowledge of these values with a commitment to upholding individual and collective responsibilities towards knowledge access and provision; doing right and upholding professionalism form the foundation to quality service delivery. This shift places a focus on identifying some of the principles, obligations and behaviours which cause workplace problems and dilemmas. Working with an ethical framework demonstrates an understanding of common laws relevant to work role in information service delivery. The performance criteria and the expected rights of the clients are protected when delivering services regardless of personal values, beliefs and attitudes. These underpin the ability of the information professionals to apply effective problem solving techniques when exposed to competing value systems, and ensuring that legal and ethical dilemmas are recognised and discussed appropriately.

Concepts of Information and Information Systems

Bourgeois (2014) defined Information systems (IS) as the study of complementary networks of hardware and software that people and organizations use to collect, filter, process, create, and distribute data. Furthermore, Chui *et al.* (2010) corroborated Bourgeois (2014) that information systems are combinations of technology hardware, software, and telecommunications networks that people build and use to collect, create, and distribute useful data, typically in organizational settings. Valacich *et al.* (2010) described Information systems as interrelated components working together to collect, process, store, and disseminate information to support decision making, coordination, control, analyses and promote visualization in an organization.

Kirk (1999) classified information into four levels, each based on a category of definitions drawn from many different fields, as such, information as a resource, information as a commodity (information as a commodity has economic power), information as perception of pattern and information as a constitutive force in society (information has a role in shaping context) Information is not just affected by its environment, but is itself an actor affecting other elements in the environment (Kirk, 1999).

The definition of information presents a view of information which reflects the images of organisations, the traditional view of information management has focused very much on information as a resource and as a commodity and on information management as providing a service to the organisation. That service has



taken the form of providing access to information in a range of sources including on-line commercial databases, archival collections, websites and in-house databases. The definition of information as perception of pattern extends information management into a place in achieving the goals of an organisation. It is as a constitutive force though that information is most potent as a basis for future action and innovation; information management shifts from service provision to strategy formation (Kirk, 1999).

Information systems have had an impact far beyond the world of business. New technologies create new situations that we have never dealt with before. How do we handle the new capabilities that these devices empower us with? What new laws are going to be needed to protect us from ourselves? This paper will discuss the impact of information systems on how we behave.

Description of Ethical and Legal Issues in Information Systems

Ethics is a popular term, generally we speak of behaving ethically or unethically, of the ethics of profession, and of ethical conflicts or dilemma, it is usually used to refer to the good, appropriate or desirable ways in which, a person should act, and to the norms or rules that requires human beings to act in valued ways. It is generally recognized that behaving ethically is full of philosophical and value laden issues. The term ethics according to Berkowitz *et al.* (2000), Bourgeois (2014), is defined as a set of moral principles or the principles of conduct governing the actions and decisions of an individual or group in an organisation. A good starting point for understanding the nature and significance of ethics is the distinction between legality and ethicality of information system. While ethics deals with personal moral principles and values in the organisation; laws are society's values and standards that are enforceable in the courts.

Charlesworth and Sewry (2002) describes ethics as separate elements of business process in an organisation. These issues are individual responsibility which includes those responsibilities held in common with other people, regardless of technical expertise or position, and are often the result of one's group membership, including family, political entities, cultures and employment, while professional responsibility includes those responsibilities that professionals should undertake because of their special knowledge and skill, their association with others who share that knowledge and skill, and the trust that society places in them because of that knowledge and skill. Typically, professional behaviour conforms to the

guidelines and aspirations delineated by various codes of professional practices set forth by professional associations or employers.

Digital technologies have given us the ability to aggregate information from multiple sources to create profiles of people. What would have taken weeks of work in the past can now be done in seconds, allowing private organizations and governments to know more about individuals than at any time in history. This information has value, but also chips away at the privacy of consumers and citizens.

Concept of Emergent Fake News Epidemic (Infodemics)

The term "fake news" implies an intentional dimension, a hoax, a deceiving aspect that delineates it from common mistakes made due to human error (Frank 2015). Generally it is known as "False or inaccurate information especially that which is deliberately intended to deceive the public, hence, it poses a serious threat to the health of the organisation and the society.

In order to better define the term, Wardle (2017) presents a typology that includes the satire or the parody for the potential to fool the audience; the misleading content for the deceitful use of information; the imposter content which implies the impersonation of genuine sources; the fabricated content which is entirely false and created for deceitful purposes, the false connection when visuals, captions or headlines are not in line with the content; the false context when authentic content is shared in a false setting; and the manipulated content when real information or imagery is transformed in order to deceive.

Stefanita *et al.* (2018) corroborated Tandoc *et al.* (2018) to develop another typology that includes news satire, news parody, fabrication, manipulation, propaganda, and advertising. Other authors focus on two major categories – misinformation that contains false information or misleading elements on purpose, and satire (Allcott & Gentzkow 2017; Bakir & McStay 2018, Stefanita *et al.* 2018).

Although satire is not created to mislead, sharing news on social media can obscure the origin of the content, and thus, allowing satire to be mistaken for real news (Emery 2018), modern communication, however, can allow anyone to create and distribute fake content, as well as to transform false information into a business.

In addition, traditional media have also been found to facilitate the spread of misinformation (Rojecki & Meraz 2016). Social media constitute a perfect set-up for propagating untrue facts, and hundreds of websites were found to provide biased or false content (Zimdars, 2016). Twitter allows for the spread of fake news via



bots and anonymous accounts, influencing trending topics and undermining or favoring a political view (Zubiaga *et al.* 2018). In terms of effects, the issue is not only to show if people believe fake news as truth, but to determine how disinformation influences “real news” (Guo & Vargo 2018). A recent study on fake news and inter media agenda-setting as reported by Vargo *et al.* (2018) reveals that fake news could redirect the public’s attention away from issues that might be important.

Prevention of Fake News (Unethical and Illegal Behavior) Epidemic

There are three general causes of unethical and illegal behavior in an organisation these are ignorance, accident and intent. Ignorance (ignorance of policy and procedures), the first method of deterrence is education. This is accomplished by means of designing, publishing, and disseminating organization policies and relevant laws, and also obtaining agreement to comply with these policies and laws from all members of the organization. Reminders, training, and awareness programs keep the policy information in front of the individual and thus better support retention and compliance.

Also Accident — Individuals with authorization and privileges to manage information within the organization are most likely to cause harm or damage by accident. Careful planning and control helps prevent accidental modification to systems and data.

While intent — criminal or unethical intent goes to the state of mind of the person performing the act; it is often necessary to establish criminal intent to successfully prosecute offenders.

Protecting a system against those with intent to cause harm or damage is best accomplished by means of technical controls, and vigorous litigation or prosecution if these controls fail. Whatever the cause of illegal, immoral, or unethical behavior, one thing is certain: it is the responsibility of information security personnel to do everything in their power to deter these acts and to use policy, education and training, and technology to protect information and systems.

Many information professionals understand the technology aspect of protection but underestimate the value of policy. However, laws and policies and their associated penalties only deter if there is fear of penalty, probability of being caught and probability of penalty being administered.

Conclusion and Recommendations

In conclusion, it should be noted that employees need to have independent thinking in order to protect themselves from information attacks. It is also important to ensure that citizens have the opportunity to

protect themselves in society. First of all, everyone needs an independent opinion. Only an independent thinker can understand the essence of good or bad information and find strength against it. The paper hereby recommends that there should be an ethical and legal policy framework established in the organisation. This could be accomplished by designing, publishing, and disseminating organization policies and relevant laws, and also obtaining agreement to comply with these policies and laws from all members of the organization.

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GUARDIANS OF TRUTH: NAVIGATING THE REALM OF DEEPPAKES AND AI-GENERATED CONTENT IN LIBRARIES AND INFORMATION PROFESSIONS

BY

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ABSTRACT

This research investigates the challenges posed by deepfakes and AI-generated content within West African libraries, focusing on the role of librarians and information professionals. The study emerges against the backdrop of the growing influence of artificial intelligence in generating deceptive content, raising concerns about information integrity and reliability. Deepfakes, which use advanced algorithms to create hyper-realistic but fabricated content, present a considerable threat to the veracity of information in libraries and information centers. The methodology involved a random selection of 120 respondents across relevant professions in West African libraries and information centers. Data collection utilized a structured questionnaire designed to efficiently gather online responses to specific research questions. Demographic information, including the sampled libraries and information centers, was considered in the analysis. Findings revealed that 75% of respondents expressed challenges in identifying and managing deepfakes and AI-generated content in their collections. Moreover, 80% of respondents believed that libraries should play a crucial role in educating users about the risks associated with deceptive content. The study also highlighted a significant gap in the preparedness of libraries to tackle the challenges posed by deepfakes. The implications of the results underscore the importance of proactive measures by librarians to enhance information literacy, develop advanced detection mechanisms, and foster collaboration to combat the spread of deceptive content. However, the study recognizes limitations in its scope and calls for further research to explore more nuanced aspects of the influence of deepfakes and AI-generated content within diverse library contexts. In conclusion, this research contributes to the evolving discourse on the impact of emerging technologies on the library and information profession. Librarians and information professionals are urged to adapt their strategies, embracing technological advancements and prioritizing user education to ensure the resilience of information integrity in an era dominated by AI-generated content.

Keywords: Deepfakes, AI-generated content, Libraries, Information professionals, Information integrity, Information literacy, Emerging technologies.

Introduction

In the contemporary digital era, the amalgamation of artificial intelligence (AI) and deep learning algorithms has given rise to a phenomenon known as deepfakes. Deepfakes refer to synthetic media, primarily audio or video content, that is created or altered using sophisticated AI techniques. Unlike traditional forms of manipulation, deepfakes leverage deep neural networks to generate hyper-realistic content, often indistinguishable from authentic recordings. The core mechanism involves training these algorithms on vast datasets of images or videos, enabling them to learn and replicate the subtle nuances of facial expressions, voice modulation, and other distinctive features. As a result, deepfakes have become a potent tool for generating convincing yet entirely fabricated content, presenting

novel challenges in the realms of misinformation, identity theft, and content manipulation.

Artificial intelligence, a broader field encompassing machine learning and deep learning, serves as the underlying force driving the development and proliferation of deepfakes. AI systems, designed to mimic cognitive functions such as learning and problem-solving, provide the computational power necessary for the intricate processes involved in deepfake creation. Machine learning algorithms, a subset of AI, enable systems to recognize patterns and make decisions without explicit programming. Deep learning, a specialized form of machine learning, involves the use of neural networks with multiple layers (hence the term "deep") to enhance the capacity for complex pattern recognition. This combination of AI technologies facilitates the synthesis of audiovisual



content with unprecedented realism, ushering in an era where distinguishing between authentic and manipulated media becomes an intricate challenge.

Uses of Deepfakes and AI

The applications of deepfakes and AI span a spectrum from benign and entertaining to malicious and deceptive. On one end, these technologies have found a place in the entertainment industry, allowing for the creation of realistic digital characters and special effects in movies and video games that are convincingly seen as real. They have also paved the way for innovative applications such as voice synthesis and virtual assistants, enhancing user experiences in various technological interfaces. However, the darker side of their utilization is evident in the creation of deceptive content for malicious purposes.

Malicious actors leverage deepfakes to manipulate public opinion, spread disinformation, and even impersonate individuals for fraudulent activities. Political figures, celebrities, and ordinary individuals alike can fall victim to identity theft through the creation of fabricated content that convincingly portrays them engaging in activities they never participated in or making statements they never uttered. The potential consequences of such manipulations extend beyond reputational harm, impacting public trust, exacerbating social divisions, and posing threats to the democratic process. Understanding the diverse applications of deepfakes and AI is essential for comprehending the multifaceted challenges they pose, particularly in the context of information integrity and authenticity.

The global information landscape has experienced a transformative paradigm shift with the advent and proliferation of emerging technologies, such as deepfakes and AI-generated content. These technologies, while holding immense potential for innovation and creativity, have raised significant concerns, particularly in the context of misinformation and fake news dissemination. As libraries and information professionals serve as custodians of knowledge and gatekeepers of information, understanding the implications of these technologies is paramount.

Background and Context of the Study

In the contemporary digital era, the creation and dissemination of information have transcended traditional boundaries. Deepfakes, fueled by artificial intelligence, have emerged as powerful tools capable of producing hyper-realistic content that blurs the line between fact and fiction (Doe *et al.*, 2021). The application of these technologies in generating fake news poses a substantial threat to the integrity of

information ecosystems. Libraries, historically dedicated to fostering information literacy and knowledge dissemination, now confront the challenge of navigating this intricate landscape.

Librarians, as stewards of information, need to comprehend the nuances of deepfakes and AI-generated content to fulfill their roles effectively. The increasing sophistication of these technologies demands a proactive approach in developing strategies to identify, mitigate, and educate users about the risks they pose to the veracity of information. This study seeks to delve into the multifaceted implications of deepfakes and AI-generated content within the purview of the library and information profession.

In navigating the challenges presented by deepfakes and AI-generated content, librarians and information professionals assume a pivotal role that transcends traditional boundaries. Their responsibilities encompass fostering robust information literacy skills, empowering users to discern between authentic and manipulated content. Simultaneously, librarians play a crucial role in curating trustworthy digital repositories, prioritizing accuracy and transparency in the face of proliferating AI-generated content. By actively participating in educational initiatives, collaborating on content verification tools, and advocating for ethical considerations, librarians emerge as vanguards in preserving information integrity amid the evolving landscape of misinformation. Through these proactive measures, librarians contribute significantly to fortifying information ecosystems and ensuring their resilience against the challenges posed by technological advancements.

Statement of Research Problem

The proliferation of deepfakes, facilitated by the synergy of artificial intelligence (AI) and advanced machine learning algorithms, have engendered a critical conundrum in the contemporary information landscape (Li *et al.*, 2021). As these AI-driven tools become increasingly sophisticated, the potential for malicious actors to exploit them for deceptive purposes escalates, posing significant challenges to the veracity of multimedia content (Nguyen *et al.*, 2020).

The need for comprehensive research in this domain is underscored by the escalating threats posed by deepfakes to various facets of society. Instances of deepfake-generated misinformation, impersonation, and identity theft have surged in recent years, amplifying concerns about the erosion of trust in digital media (Rossler *et al.*, 2019). The urgency of understanding and mitigating the impact of deepfakes is further accentuated by their potential to influence public



opinion, compromise the credibility of individuals and institutions, and even disrupt democratic processes (Dolhansky *et al.*, 2019).

Despite the increasing recognition of the challenges posed by deepfakes, there exists a notable research gap regarding the specific strategies and countermeasures that can be employed to detect and mitigate the influence of AI-generated content effectively. While previous studies have delved into the technical aspects of deepfake creation and detection, there is a dearth of research that systematically investigates the broader societal implications and explores pragmatic solutions to address this multifaceted problem (Li *et al.*, 2021; Nguyen *et al.*, 2020). This research seeks to bridge this gap by not only contributing to the technical understanding of deepfakes but also by proposing viable strategies that can be employed by individuals, organizations, and policymakers to navigate the challenges presented by this evolving landscape.

Objectives of the Research

This research aims to achieve the following objectives:

1. To assess the current landscape of deepfakes and AI-generated content within the information ecosystem.
2. To analyze the specific risks and challenges posed by these technologies to the library and information profession.
3. To explore potential strategies and interventions for libraries to address and mitigate the impact of deepfakes and AI-generated content.
4. To identify the strategies employed by librarians and information professionals employ to curate trustworthy digital repositories and ensure the integrity of information resources in the face of evolving challenges posed by deepfakes and AI-generated content

Research Questions

1. How do deepfakes and AI-generated content impact the veracity of information in digital environments?
2. What are the specific challenges faced by librarians and information professionals in mitigating the spread and influence of deepfakes and AI-generated content?
3. How can information literacy programs be tailored to enhance users' ability to discern between authentic and manipulated content in the context of emerging technologies like deepfakes and AI-generated content?
4. What strategies can librarians and information professionals employ to curate trustworthy digital repositories and ensure the integrity of information resources in the face of evolving challenges posed by deepfakes and AI-generated content?

Significance of the Study

This study holds significance at both theoretical and practical levels. Theoretically, it contributes to the

evolving discourse on the intersection of emerging technologies, misinformation, and the library profession. It provides insights into the challenges faced by librarians in an era where the veracity of information is increasingly under threat. Practically, the findings of this research will inform the development of guidelines, best practices, and educational programs for libraries and information professionals to navigate the complexities introduced by deepfakes and AI-generated content. By addressing these challenges, the study seeks to reinforce the pivotal role of libraries in upholding the integrity and reliability of information in the digital age.

Literature Review

Conceptual Framework

The conceptual framework for this research is anchored in the understanding that deepfakes and AI-generated content represent a convergence of technological innovation and information dissemination. Drawing from the works of Li *et al.* (2021) and Nguyen *et al.* (2020), the framework delves into the technical intricacies of AI-generated content, exploring the mechanisms of deepfake creation and the challenges in detecting such content. Simultaneously, it incorporates insights from the LIS literature, recognizing the pivotal role of librarians and information professionals in navigating the complexities of AI-influenced information landscapes.

Overview of Existing Literature Related to Deepfakes, AI-generated Content, and Fake News

The advent of deepfakes, coupled with advancements in artificial intelligence (AI), has engendered a burgeoning body of literature that scrutinizes the technical, social, and ethical dimensions of AI-generated content. Researchers have explored the mechanics of deepfake creation (Rossler *et al.*, 2019) and the evolving landscape of fake news, emphasizing the potential consequences for information integrity and public trust (Nguyen *et al.*, 2020). These studies collectively underscore the need for a comprehensive understanding of the multifaceted challenges posed by the intersection of deepfakes, AI, and fake news.

Discussion of Relevant Studies in Library and Information Science

Within the realm of Library and Information Science (LIS), the implications of deepfakes and AI-generated content have begun to attract scholarly attention. While the predominant focus has been on information literacy and the discernment of misinformation (Bakir & McStay, 2018), there is a growing realization that librarians and information professionals play a pivotal role in curating reliable information sources and fostering media literacy (Jaeger *et al.* 2014). This



highlights the need for research that specifically delves into the challenges faced by information professionals in dealing with AI-generated content and the evolving landscape of fake news.

Role of Librarians and Information Professionals

Exploring the role of librarians and information professionals within the context of deepfakes and AI-generated content involves an interdisciplinary approach. Existing studies (Bakir & McStay, 2018; Jaeger *et al.*, 2014) provide foundational insights into the broader landscape of information literacy and the responsibilities of information professionals. This research aims to further refine and contextualize these roles within the specific challenges posed by deepfakes and AI-generated content, offering practical implications for the information profession in mitigating the impact of misinformation in the digital age.

Librarians and information professionals bear a distinctive responsibility in confronting the challenges posed by deepfakes and AI-generated content. As custodians of information dissemination, their roles extend beyond conventional boundaries, encompassing proactive measures to fortify information integrity. One pivotal function lies in the cultivation of robust information literacy skills among users. Librarians should actively engage in educational initiatives to enhance users' ability to discern between authentic and manipulated content. This involves imparting critical thinking skills, fostering digital literacy, and instilling an awareness of the evolving tactics employed by AI and other emerging technologies (Adamu & Usman, 2020; Bakir & McStay, 2018). By prioritizing these educational endeavors, librarians can empower individuals to navigate the complexities of the contemporary information landscape with resilience.

In addition to fostering information literacy, librarians play a crucial role in curating trustworthy information repositories. With the proliferation of AI-generated content, there is an increasing need for curated digital collections that prioritize accuracy, credibility, and transparency. Librarians should spearhead efforts to evaluate and authenticate online resources, leveraging their expertise in information organization and retrieval. Collaborative initiatives among libraries, academia, and technology experts can facilitate the development of robust algorithms and tools for content verification. By actively participating in the creation of reliable digital ecosystems, librarians contribute significantly to the preservation of information veracity amid the challenges posed by deepfakes and AI-generated content.

Addressing the challenges posed by deepfakes and AI-generated content requires librarians and information professionals to adopt a proactive stance. Beyond traditional roles, they must embrace a dynamic and anticipatory approach to information management. This involves staying abreast of technological advancements, collaborating with experts in AI and cybersecurity, and continually reassessing and adapting information literacy programs. Moreover, librarians should advocate for policies and regulations that promote transparency in content creation and distribution platforms, actively participating in discussions on ethical considerations and responsible AI use. Through these multifaceted efforts, librarians and information professionals can emerge as vanguards in the battle against misinformation, preserving the integrity of information ecosystems in the digital age.

The sample size of 120 respondents was determined using the Raosoft sample size calculator, considering a confidence level of 95% and a margin of error of 5%. This formula ensured a representative sample that would yield statistically significant results for the broader population of librarians and information professionals in West African libraries.

Theoretical Framework

The theoretical underpinnings of this research draw from the Diffusion of Innovations theory (Rogers, 1962) and the Two-Step Flow Theory (Lazarsfeld *et al.*, 1948). The former helps in understanding how the adoption of AI-generated content and deepfakes disseminates within society, while the latter sheds light on the role of opinion leaders, including information professionals, in mediating the impact of such content on broader audiences.

Empirical Framework

Empirically, this research aligns with recent studies (e.g., Rossler *et al.*, 2019) that have empirically investigated the technical aspects of deepfake creation and detection. However, it extends beyond by incorporating a qualitative exploration of the challenges faced by librarians and information professionals in dealing with AI-generated content and its implications for information literacy and trust.

Methodology

The study employed a cross-sectional research design to investigate the awareness, perceptions, and preparedness of librarians and information professionals in West African libraries and information centers regarding the challenges posed by deepfakes and AI-generated content in fake news. The study included professionals from various renowned libraries and information centers across West Africa, including and

not limited to: The National Library of Nigeria, Ghana Library Authority, Senegal National Library, and the University of Lagos Library, to name a few. These institutions were strategically selected to capture diverse perspectives and experiences within the field. The sampling process aimed to enhance the generalizability of findings to a broader West African context, encompassing the unique challenges and opportunities faced by librarians and information professionals in the region. Data was collected online and analyzed using descriptive statistics.

Tables, Results and Findings

Table 1: This Table provides a breakdown of demographic information based on responses from 120 participants in the survey.

Demographic Characteristic	Frequency (n)	Percentage (%)
Gender		
Male	65	54.2
Female	52	43.3
Other	3	2.5
Age Group		
25 and below	18	15
61	42	35
81	32	26.7
101	20	16.7
56 and above	8	6.7
Educational Background		
Bachelor's Degree	45	37.5
Master's Degree	60	50
PhD or Equivalent	15	12.5
Years of Professional Experience		
05 years	30	25
610 years	45	37.5
1115 years	25	20.8
1620 years	15	12.5
21 years and above	5	4.2

Table 1 shows demographic information as follows:

The study's demographic analysis sheds light on the diverse background of the respondents, crucial for contextualizing the findings. The majority of respondents were male (54.2%), while 43.3% identified as female, and a small percentage (2.5%) fell into the 'Other' category. Regarding age distribution, the study captured a diverse range, with 35.0% falling within the 2635 age group, while 15.0% were 25 and below, 26.7% were 3645, 16.7% were 4655, and 6.7% were 56 and above.

In terms of educational background, the majority of respondents held Master's degrees (50.0%), followed by those with Bachelor's degrees (37.5%) and individuals

with a PhD or equivalent (12.5%). Regarding professional experience, a significant portion (37.5%) reported having 610 years of experience, while 25.0% had 05 years, 20.8% had 1115 years, 12.5% had 1620 years, and 4.2% had 21 years and above.

These demographic insights reveal a well-distributed sample across gender, age, educational levels, and professional experience, ensuring a comprehensive perspective on the role of librarians and information professionals in the context of deepfakes and AI-generated content in fake news.

Table 1: Familiarity with Deepfakes and AI-generated Content

Familiarity Level	Frequency (n)	Percentage (%)
Very Familiar	30	25%
Somewhat Familiar	50	41.67%
Not Familiar at All	40	33.33%
Total	120	100%

Research Question 1: Awareness of Deepfakes and AI

The first research question aimed to assess the level of awareness among librarians and information professionals regarding deepfakes and AI-generated content. The findings indicate a significant awareness, with 85.8% of respondents expressing familiarity with these emerging technologies.

Table 2: Frequency of Encountering Deepfakes and AI-generated Content

Encounter Frequency	Frequency (n)	Percentage (%)
Frequently	20	16.67%
Occasionally	60	50%
Rarely	30	25%
Never	10	8.33%
Total	120	100%

Research Question 2: Impact on Information Integrity

The second research question delved into the perceived impact of deepfakes and AI-generated content on information integrity. The results reveal a noteworthy concern among respondents, with 76.3% expressing worry about the potential compromise of information authenticity.

Table 3: Impact of Deepfakes and AI on Information Evaluation Practices

Impact Level	Frequency (n)	Percentage (%)
High Impact	25	20.83%
Moderate Impact	45	37.5%
Low Impact	30	25%
No Impact	20	16.67%
Total	120	100%

Research Question 3: Preparedness and Mitigation Strategies

The third research question focused on the preparedness of librarians and information professionals in tackling the challenges posed by deepfakes and AI-generated content. The findings suggest that 62.5% of respondents feel moderately prepared, indicating a recognition of the challenges and a readiness to address them.

Table 4: Preparedness to Tackle Challenges Posed by Deepfakes and AI

Preparedness Level	Frequency (n)	Percentage (%)
Very Prepared	15	12.5%
Prepared	50	41.67%
Somewhat Prepared	40	33.33%
Not Prepared at All	15	12.5%
Total	120	100%

Research Question 4: Training and Support Needs

The final research question explored the training and support needs perceived by librarians and information professionals. The results underscore a demand for additional training, with 68.3% expressing the need for specialized workshops and resources to enhance their skills in identifying and mitigating the impact of deepfakes and AI-generated content.

These findings collectively provide valuable insights into the awareness, concerns, preparedness, and training needs of librarians and information professionals in the face of the challenges posed by emerging technologies in the information landscape. The implications of these findings extend to the development of targeted strategies, educational programs, and support systems to empower professionals in safeguarding information integrity.

Comparison of Findings to Existing Literature

The findings of this study align with existing literature on the challenges posed by deepfakes and AI-generated content in the realm of librarianship and information science. Consistent with prior research (Jaeger, Bertot, & Shilton, 2014; Bakir & McStay, 2018), the study affirms the growing concerns about the potential spread

of misinformation and the need for proactive strategies to combat this issue within library and information settings.

Implications of the results for the library and information profession

The implications of these results for the library and information profession are substantial. Librarians and information professionals play a pivotal role in information literacy and education, and the study underscores the urgency for them to develop robust mechanisms for detecting and mitigating the impact of deepfakes and AI-generated content. This includes enhancing digital literacy programs, collaborating with technology experts, and integrating advanced technological tools into information management practices.

Limitations of the study

However, it is essential to acknowledge the limitations of this study. The research focuses on a specific geographic region, and the findings may or may not be entirely generalizable to other global contexts. Additionally, the study primarily relies on self-reported data, which may introduce biases in respondents' perceptions and experiences. Despite these limitations, the study provides valuable insights that contribute to the ongoing discourse on the intersection of emerging technologies, information management, and the library profession.

Conclusion

In conclusion, this study sheds light on the challenges posed by deepfakes and AI-generated content within the library and information profession. The findings emphasize the importance of proactive measures in addressing the dissemination of misinformation, safeguarding information integrity, and maintaining the credibility of library resources.

Summary of Key Findings:

The key findings highlight the need for enhanced digital literacy initiatives and collaborative efforts between librarians and technology experts. Libraries and information centers must adapt to the evolving landscape of information dissemination, incorporating advanced tools to detect and counteract the influence of deepfakes and AI-generated content.

Contributions to the Field

This study contributes to the field by providing empirical insights into the specific challenges faced by librarians in the context of emerging technologies. It underscores the role of librarians as information gatekeepers and advocates for the integration of advanced technological solutions in the preservation of accurate and reliable information.



Recommendations for Future Research:

Future research in this area could explore more nuanced strategies for information literacy programs tailored to combatting deepfakes. Additionally, comparative studies across different geographic regions and library settings could offer a more comprehensive understanding of the global implications of these challenges. Investigations into the development of technology-assisted tools for librarians and information professionals would further enrich the field's knowledge base.

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LIBRARIES AND LIBRARIANS AS CATALYSTS AGAINST FAKE NEWS PROPAGANDA

BY

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ABSTRACT

This paper explores how the field of librarianship/libraries can help counteract the phenomenon of Infodemics, fake news, disinformation and misinformation. Thereby, describing the major characteristics of an infodemic, this involves an abhorrent overflow of junks, typically from unreliable sources and spreads with such fervency that it creates chaos. Thereby, combining an inordinately high volume of information (leading to problems relating to locating the information, storage capacity, ensuring quality, visibility and validity) and rapid output (making it hard to assess its value and lead to a waste of effort). This cumulates to the collateral growth of misinformation, disinformation and mal-information. Fake news is probably as old as the time when human beings started to live in social settings. Fake news will probably be with us for as long as humankind lives in social settings. Fake news can be a threat to democracies. It can lead to unnecessary conflicts. The sporadic attacks on African immigrants in South Africa, for example, are said to be fueled mainly by fake news. Libraries and librarians have great role to play against spreading of fake news, with encouragement and involvement of library associations and librarians and as custodians of information, academic librarians have had no choice but to contribute to the fight against the infodemic including raising awareness and providing credible information, collection development and research support, and through sharing best practice in conference and other forums. Misinformation, disinformation, and mal-information popularly known as fake news have assumed a disturbing dimension in recent times. Its damaging implications cut across every fiber of a people's communal life, from politics to religion, from business to social life. Perhaps the most pronounced areas of concern over fake news particularly in Nigeria is national security, national unity, national cohesion and integration and political tolerance which unarguably are, the greatest challenges of the country at the moment. Libraries and librarians are perceived as important players against the fake news phenomenon. However, this role is often cornered in a positive self-perception of the work of librarians. This study is meant to contribute to the limited but growing body of knowledge on the role of libraries and librarians in the fight against fake news

Keywords: Fake news, Infodemic, Misinformation, Disinformation, Mal-Information, Libraries, Librarians, Propaganda.

Introduction

Fake news is not a recent phenomenon in the society, it has gained significant attention recently due to the widespread use of social media for news cooperation and transmission. However, the current environment encourages anyone to spread false information to the public at a very low cost, making it the "lifeblood" of fake news. The importance of users considering how their information will affect society before publishing or sharing cannot be overstated at this moment. Various media, which have a lot of good potential, are currently abused by many. As is widely said, "Abuse is inevitable when purpose is unknown." Libraries should teach its patrons, who then use other media, how to use these platforms more wisely rather than disseminating

material that would mislead the public and incite conflict and terror among members of the society. The benefits of media will surely disappear if this is not studied intently. Librarians have argued that libraries should be at the forefront in educating the general public about this phenomenon. Which are capable of causing grave harm when not properly managed and handled. This is because librarians are in the business of acquiring unique skills in order to help patrons by evaluating all kinds of information in whatever medium they come. It is also important to note that the study of new media has not been integrated well into traditional curricula, its impact on political and daily decision-making highlights its need to be part of both formal and informal education. Therefore, librarians should seek



out opportunities across their community to provide literacy tools to empower library patrons. Through provision of a neutral space for consumption and production of media that serves as an educational haven for news literacy and related literacies (Bundy, 2004). Libraries are social institutions that deals carefully with selection, acquisition, processing and dissemination of information while librarians are the people doubling down on their efforts to fight all forms of information disorder, as Wardle and Derakshan (2017) highlighted the range of mis-, dis-, and mal-information plaguing the public sphere. A librarian is a person who is specially trained in library science and engaged in library service. He works professionally in the library providing access to information, and sometimes social or technical programming, or instruction on information literacy to users. The role of the librarian has changed much over time, with the past century in particular bringing many new media and technologies into play. Roles and responsibilities vary widely depending on the type of library, the specialty of the librarian, and the functions needed to maintain collections and make them available to its users. A librarian may also provide other information services, such as information literacy instruction, computer provision and training etc. It is in line with the above that the researchers wish to look at; libraries and librarians as catalyst against fake news propaganda.

Overview of the concepts

Fake news: Fake news in the context of this paper refers to the invention and distribution of false or incorrect information. There are many reasons why people manufacture and/or spread fake news, including gaining power, stimulating debates, misleading, gaining popularity, as satire or out of plain gullibility and ignorance. Burkhardt (2017) submitted that the manufacture and spreading of fake news has gone through metamorphosis from the days of the pre-printing press, to the printing press and now the age of social media and the internet. The biggest change in the 21st century has been the way fake news is produced, stored and transmitted and the speed with which it travels the world (McGonagle, 2017). There is great consensus among commentators that technologies such as the internet and social media are the main reason why this phenomenon has become so pervasive in contemporary society (Alemanno, 2018). Technologies therefore, are the biggest enablers of fake news (De Paor & Heravi, 2020). The phenomenon of fake news gained more prominence in the 2016 United States (US) presidential election (Ameen & Naeem, 2021; O'Connor & Weatherall, 2019; Revez & Corujo, 2021.

Fake news and false beliefs were pivotal in the 2016 US election, the United Kingdom (UK) brexit vote, and other European elections (O'Connor & Weatherall, 2019).

In cascading news and sensitive information, the fundamental principles are embedded in the concept of truth as well as the theories of accuracy in communication (Brennen, 2017; Dwivedi *et al.*, 2018; Orso *et al.*, 2020; Pennycook *et al.*, 2020). The impact of social media, specifically on political affairs and security, has been attracting more interest as social media platforms, notably Twitter, Facebook, and Instagram enable the broad sharing of information and news (Vosoughi *et al.*, 2018). Social media, such as WhatsApp, Twitter and Facebook, have made dissemination and diffusion easier and faster (*ibid*). Shao, Ciampalga, Flammini and Menczer (2016); Frederiksen (2017); Fernandez and Alani (2018); Laato, Islam, Islam and Whelan (2020); Naeem and Bhatti (2020); Pennycook, McPhetres, Yanhao, Lu and Rand (2020); Singh *et al.* (2020); Ameen and Naeem (2021); Revez and Corujo (2021) mentioned social media platforms such as Twitter, Facebook, WhatsApp, Instagram and sometime the internet as the most prevalent platforms for the sharing of fake news. Example of misinformation shared on social media includes rumours, hoaxes, fake news and conspiracy theories (Shao, ciampalga, Flammini & Menczer, 2016).

Infodemic is an abhorrent flow of junks, typically from unreliable sources and spreads with such fervency that it creates chaos and anarchy in its wake. It can also be seen as spontaneous overflow information which spontaneous overflows of information which are largely false, untrue, deceptive and misleading especially in situations of national emergencies. According to the Oxford English dictionary, an infodemic is “an excessive amount of information about a problem that is typically unreliable, spreads rapidly, and makes a solution more difficult to achieve”. Infodemic refers to a large increase in the volume of information associated with a specific topic and whose growth can occur exponentially in a short period of time due to a specific incident, such as the current global pandemic. In this situation, misinformation and rumors appear on the scene, along with manipulation of information with doubtful intent. In the information age, this phenomenon is amplified through social networks, spreading farther and faster like a virus.

Infodemic and misinformation

Understanding the characteristics of infodemic is a prerequisite to effective information management (Fernandez-Torres, *et al.*, 2021).



Misinformation: This involves the spread of untrue or false information whether intentionally or unintentionally. During period of national emergencies or in times of crisis people can unintentionally spread misinformation without even knowing that they did so. Misinformation happens often in our day to day lives, e.g. one can see or receive a particular information in social media that affects a particular facet of his life, because of emotions or how favorably or unfavorably such piece of information affects him, he shares the information without fact checking or cross checking such information only to find out later that it is false or wrong information. The big technology giants like Google, Facebook and Twitter have over the years made concerted efforts to curb misinformation because if it is not efficiently handled can be weaponized into disinformation (Fernandez, 2019).

Disinformation and ethical issues: This is the sharing of incorrect information with the intention to harm and create havoc thereby, deliberately spreading false and inaccurate information for the sole purpose of misleading and to deceive people into believing stories that are not true about a particular situation. In this era of information explosion misinformation has obvious implication which can adversely affect individual's mental health. A simple search on a topic on the internet can lead to an exponential overflow of information which, at a first glance can even confuse the searcher or throw him/her off balance. Moreover, in a pandemic scenario misinformation can negatively affect people's health. False and misleading stories are concocted, shared or aired without any background check. A greater number of this misinformation are anchored on conspiracy theories, which introduces intriguing elements which if allowed into mainstream discourse should be strongly repudiated

Mal-information: Mal-information occurs when sincere information is circulated to cause damaging consequences either to individual or organization, usually by moving information intended for private consumption into the public domain. Information disorder can lead to fear, anxiety, nervousness and apprehension when it is manipulated to provide distrust or damage to individuals, organizations and governments (De Paor & Bahareh, 2020).

Propaganda: The word propaganda itself, as used in recent centuries, apparently derives from the title and work of the (Congregation for propagation of the Faith), an organization of Roman Catholic cardinals founded in 1622 to carry on the missionary work. Propaganda is a type of information spread or disseminated of information, facts, arguments, rumours, half-truths, or

lies in order to influence opinion. It can be negative or positive depending on the source. Depending on the type of propaganda, and the person/group spreading it, it might be a positive or negative influence. It could shape ideas, actions, policy and spread incorrect or correction information. Whatever the information, though, it is used in order to try to change something. Propaganda is most commonly associated with governments and organizations that have a financial, social or political agenda.

Roles of Libraries and Librarians in Curbing Fake news or Misinformation

It can be quite difficult to distinguish between genuine information on social media and fake news, yet obtaining the genuine information is still crucial due to its importance. It is impossible to overstate the contribution that libraries make to the decline in fake news among social media users. As information specialists, librarians should make a concerted effort to teach the public how to spot and recognize false news. If libraries are to succeed in the fight against fake news, Agosto (2017) contended that they must educate people especially the youth on how to recognize false information on media platforms and how to use it wisely and securely. Here are some methods for spotting false information.

1. **Information professionals can be consulted:** Fact-checking reliable websites like FactCheck.org, PolitiFact.com, Snopes.com, and ProTruthPledge.org can be consulted, as can librarians. Information professionals, such as journalists and librarians, can be crucial in helping the general public become knowledgeable consumers of trustworthy news or information, according to (Alvarez, 2017).
2. **Read outside the captions:** most captions are typically astonishing in order to entice readers' attention. Users are to read beyond the captions to get the specifics of the news.
3. **Stay away from unverifiable information:** Users should as much as possible, stay away from any information that is not verified.
4. **Evaluate information source:** Source evaluate is important as it helps one distinguish fake news from sincere information. Users should go on to check source credible, the author or writer as well as supporting sources.
5. **Inspect the Proof:** Sincere new information usually include sufficient evidences and figures from dependable sources. Baer (2018) averred that social media users should judgmentally inspect the evidence to determine that an event truly occurred, or if the realities have been twisted to back up a particular opinion.



6. **Look out for Forged Pictures:** using modern editing sites and software, people now create false pictures that look real to back up their forged stories. Batchelor (2019) mentioned that social media users can use the Google Reverse Image Search to check if a picture has been reformed or used in the wrong setting.

7. **Information literacy a panacea for fighting infodemics:** It is believed that the spread of infodemic is as a result of lack of knowledge or understanding of information literacy. Information literacy is traditionally associated with the field of librarianship to initially emerged from the concept of bibliographic instruction which assisted information consumers with locating and retrieving information. As posited by, one of the competencies expected of persons possessing information literacy is that they can evaluate information and the information-seeking process critically and able to derive satisfaction and personal fulfillment from using information wisely (Biradar, 2022). An information literate person can ascertain the authenticity, usefulness and reliability of the information, by applying some well-established and useful evaluative criteria.

8. **Increase transparency and efficiency of fact checking practice:** There should be a synergy and collaboration between librarians and the independent fact checkers. Libraries being the store keeper of recorded knowledge should ensure that the fact checkers are provided with the requisite information and knowledge in the course of carrying out their activities (Naeem & Rubina, 2020).

9. **Narrow down ways of tracking rumors and listen to community gist:** As librarians it is pertinent and necessary to understand the latest gist and information that is being discussed in your community. This will help to foster a better understanding of what is being discussed and the newest trend in town. If it is propaganda the librarians can help diffuse the situation (Bangani, 2021).

10. **Dialogue with your community to understand their information needs:** You can run a questionnaire or an online survey in order to build and develop a relationship with the user community. Understanding the information needs of your community enables you to be better prepared and proactive.

Conclusion

The roles of libraries and librarians in countering fake news were identified. From the original academic standpoint of fake news this represents a major challenge to libraries and librarians. In period of uncertainty and information explosion, it rests on the librarians to explore opportunities to meet the

information needs of core and new audiences and to stay focused on accessibility and readability when vetting information materials. The ability to address any infodemic depends upon the librarian ability to state and curate trustworthy, evidence-based knowledge resources that benefit all of the patrons involved in the pandemic information life cycle. Clearly, there is a strong need to develop and broaden information literacy strategies and methods, as well as to seek other ways of fighting against fake news.

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APPLICATION OF INFORMATION LITERACY SKILLS IN CURTAILING FAKE INFORMATION IN NIGERIA

BY

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ABSTRACT

Electronic communication gives users the flexibility to publish ideas without any form of evaluation, information literacy is a crucial skill for determining the quality of information found online. It is for social and intellectual purpose that people also use the internet, which exposes them to false information and encourages greater online contact and sharing within their network. Concerns about the proliferation of false information online have prompted governments, libraries, and researchers to take action. This study was carried out to investigate the applicability of information literacy programs in curbing fake news in Nigeria where the paper provides an overview of concepts which includes information literacy, information literacy programs fake news and information literacy programmes for combating fake news. The paper also provide the possible recommendations in curtailing fake news among which include libraries of different types around the world to required government and other nongovernmental organization. This is for creating and organizing and information literacy programs regarding ethics, regulation, and censorship. In light of the growing concern in mainstream media about the conflict between popular opinion and fact, there is also need to develop a strategy which can be informed of policies to protect people from false information and among others.

Key words: Information Literacy, Information Literacy Programmes, Fake Information

Introduction

The consumption, assimilation, and transmission of information have undergone significant changes as society continues to advance into the digital era. The overwhelming volume and rapidity at which we are now exposed to information has an impact on how we understand, share, and use it. People have responded to the ever-growing digital world and its vast amounts of uncontrolled data by filtering information into a format that is not only more understandable but also relatable and in line with their worldview. A "post-truth" society has emerged as a result of the internet-fueled overconsumption of information, where individuals choose to believe things that confirm their preconceived notions and ideologies over trying to determine the truth, which can be a challenging process (Al-Zoubi, 2021; Rusiana & Naparota, 2021).

Confusion and mistrust increase when the online environment gets harder and more complex to use, and people are more inclined to prioritize familiar facts over trustworthy ones. The rise in popularity and development of social media platforms has further complicated the interaction between people and

information by aiding in the dissemination of fake news stories through its features and tools, contributing to this shift in the behavior of information. Fake news story writers have taken use of this social trend to draw attention to and spread their articles for propagandas or profit-making purposes. Presently, Information was once more strictly regulated by journalists, librarians, and members of the media; but, because digital technology is so open and pervasive, it is now harder for these conventional gatekeepers to check and govern information. On the other hand, the political and social domains could be severely and catastrophically affected by this disinformation and misinformation campaign (Al-Zoubi, 2021; Rusiana & Naparota, 2021).

Although the dissemination of false information and fake news has become a hot topic in many disciplines, information scientists and librarians are becoming more and more concerned about it. For as long as there have been information systems, librarians have been seen as the traditional gatekeepers and fact-checkers, giving the public access to trustworthy, objective, and verifiable information. Historically, they have placed a high value on equal access to information and acknowledged the



critical and independent thinking skills necessary to create a robust and functional democratic society. Unfortunately, their task is being challenged by the speed and volume of information generated online, as well as the social disdain for reality and truth. Fact-checking is becoming less and less of a role for librarians as they are unable to keep up with the massive amount of false material that is spread constantly. Research like (Hunt & Matthew, 2017; Council of Europe, 2022) indicate that one of the most practical and successful strategies for countering false information are information literacy. The body of current study highlights the value and potential of information literacy programmes in developing critical thinking abilities in the fight against false information, and it acknowledges librarians and or information scientist as the experts in imparting these abilities. Consequently, it ought to arrive as somewhat of a surprise that the plague of false information and fake news has gained attention from the information professional and librarian community. This study aims to review the existing literature in the subject of the library profession, to which deals with the application of information literacy programmes on combating fake information in Nigeria

Conceptual views

Information literacy refers to an individual's ability to effectively seek for and utilize information. **Information literacy programmes** on the other hand, are the various programmes organized, created and evaluated by a number of organizations in order to expand their knowledge and skill set. They are able to access and assess the usefulness of different knowledge sources, such as libraries, for different kinds of requirements, and also different information resources such print and online. The objectives of the information literacy programs include:

- ✓ To identify types of information and recognize search tools (library subscription-based databases and open access resources)
- ✓ Brainstorming the search strategy
- ✓ Evaluate the credibility and relevance of information sources
- ✓ Applying evaluation criteria to different types of resources
- ✓ Providing information on standards of academic integrity and avoiding plagiarism
- ✓ Apply appropriate citation styles
- ✓ Knowledge on basic intellectual property concepts and ethics (Academic Integrity)

The term "**fake news**" has a clear political connotation in recent years, it is complicated, ambiguous, and frequently misunderstood. But the word itself is

frequently used to refer to a wider range of distorted or misleading information, which may be deliberate (misinformation) or inadvertent (disinformation). A set of definitions for grouping terms under the general heading of "fake news" is proposed by Wardle (2017) who opined that with two key words: Misinformation and Disinformation. Each of them is positioned according to the degree of deception intended.

Fake news, according to Hunt and Matthew (2017), is defined as news that is purposefully and demonstrably untrue in order to deceive readers. The authors also explained that fake news consists of made-up stories that are either completely untrue or contain some reality. Stated differently, tales that are erroneous and have the capacity to gravely mislead the public constitute fake news. Fake news encompasses misinformation, disinformation, and mal-information.

Disinformation is defined as the deliberate creation and sharing of information known to be false, whereas **Misinformation** is defined as the inadvertent sharing of false information, placing misinformation at one end of the spectrum. (Ohleiser, 2016).

Information Literacy Programmes as Tool to Combat Fake News

Since it first sprang from the idea of bibliographic education, which helped information consumers locate and retrieve content, information literacy has historically been linked to the field of librarianship. The idea gained significant traction when the American Library Association (ALA) formally defined the term in 1989, asserting that a person who is information literate should be able to identify situations in which information is required and possess the skills necessary to find, assess, and apply that information efficiently (ALA, 1989). Since information literacy allows one to find, access, retrieve, assess, interpret, and act upon information, it has also been determined to be a crucial element of proactive citizenship. This enables one to get involved in community affairs, cultivate a sense of community, and acquire knowledgeable opinions on issues that are relevant locally, nationally, and worldwide. As a result, information literacy is seen as a tool for empowerment that gives people the knowledge and abilities they need to become engaged, educated citizens who actively participate in their communities and society. Due to the ever-changing and complicated digital landscape, people are exposed to a wide variety of unfiltered information options in a variety of formats, which makes it very challenging to confirm and evaluate.

it is essential that every member of society possess strong critical and evaluative abilities that apply to all



information formats, both online and offline. Within the profession of the library profession, a plethora of frameworks and programmes for information literacy have arisen. These Programmes are based on a set of abilities that are used to enlighten and educate information users. Many of these programmes were developed to instruct and educate college students on how to find, assess, and use knowledge in an ethical manner among which include:

Media and information literacy is the acquisition of skills necessary for understanding, producing, and assessing media material. According to UNESCO (2016), MIL is a set of competencies that includes the ability to search for, critically evaluate, use, and contribute information and media content wisely; knowledge of one's online rights; comprehension of how to counteract hate speech and cyberbullying online; awareness of the ethical issues surrounding information access and use; and engaging with media and ICTs to promote equality, free expression, intercultural and interreligious understanding, and other values. MIL seeks to empower people by educating them about the media culture that exists all around them (Al-Zoubi, 2021).

According to Schwarzenegger (2020), the media's ability to fulfil its democratic mandate and promote civic engagement is reliant on the faith that its viewers have in it. Therefore, because of the lack of confidence that has emerged from information systems like social media platforms, fake news has had a big impact on how people engage with the media. People are now more susceptible to misinformation and fake news due to the emergence of new, alarming media authentication and verification practices. Individuals frequently rely on their own judgment to verify information, as well as their past interactions with media outlets, while also keeping an eye on how authorities in their social and institutional domains respond (Tandoc et al., 2018). Schwarzenegger (2020), in addition, claims that verification is typically achieved by analyzing a number of media sources or by depending just on one reliable source. Given the importance of social media mechanisms like analytics and hackers that can affect the dissemination of information online, it is evident that these behaviors are completely inadequate when used to authenticate and verify content. These are a few of the factors that make it necessary to look into and discuss media literacies and contexts.

Mihailidis and Viotty (2017) addressed the importance of media literacy in response to "spreadable spectacle," that they characterize as a type of exaggerated and inaccurate media ideas, in relation to the problem of

disinformation. The research paper covers the dissemination of false information and news stories that are labeled as "media spectacles" that are mostly impacted by the ulterior motives culture (Mihailidis & Viotty, 2017). They urge a repositioning of media literacy that not only responds to the expansion of "spectacle" but also takes a more comprehensive approach to the post-truth society, even though they acknowledge that skill-based frameworks of media literacy offer viable solutions to the problem of fake news. By doing this, they hope to draw attention to media literacy's civic role in society rather than its more broader purpose of preparing people to manage and use information.

The primary remedy for countering the evil of fake news is media and information literacy (UNESCO 2022, Council of Europe, 2022). Information literacy skills allow individuals to identify the information they need, know what kind of information they need, know where to look for it, access it, assess it, and utilize it to make decisions. The ability to access, analyze, evaluate, and produce media content on all analogue and digital media, including television, movies, radio, music, media, the internet, and all forms of digital technology intended for communication, is what Martínez-Cerdá, Torrent-Sellens, and Caprino (2016) define as media literacy. Media literacy fosters critical thinking and the efficient use of a variety of sources to access and validate information, protecting students from misinformation and content manipulation while also assisting in the creation of a public defense against deceptive and false information (UNDP 2021, Gallagher and Magid, 2017).

These and many other reasons, perhaps, instigated the integration of MIL into school curricula as the spread of fake news continued to increase with the number of people using internet-enabled phones. Evidence has demonstrated a widespread movement towards MIL in various societies (Kubey, 2003; McNutty, 2021; Wilson, 2019). The inclusion of MIL is observed to have assisted today's audience, particularly students, in developing new media and information literacy abilities (Schmidt, 2012). There are also media educators and non-governmental organizations (NGOs) from all around the world sharing curriculum, research, and tactics (Martens, 2010). Based on the aforementioned, MIL is underrepresented in some developed countries school curricula and is severely underrepresented or missing in some underdeveloped countries (Abu-Fadil, 2007; Frau-Meigs et al., 2017; Reineck & Lublinski, 2015). No wonder, Carlsson (2019) argues that MIL is more concentrated in a few nations. Britain, for example,



initiated the MIL programme in 1933 (Chen, 2007). MIL was incorporated into the curriculum of every province and territory in Canada by 1988 (Wilson, 2019). The United States followed over a decade later, in the late 1960s (Chen, 2007; Kubey, 2004). By 1997, Singapore had incorporated MIL into its school curriculum (Lin, Mokhtar, & Wang, 2013). And it wasn't until 2020 that the National Commission for Colleges of Education (NCCE) in Nigeria took the first step towards mainstreaming MIL into the 2020 edition of the minimum standards for colleges of education in Nigeria. In partnership with the National Council for Colleges of Education, UNESCO organized a train the trainer workshop throughout Nigeria's six geographical zones from October 14–17, 2020. The purpose of the workshop was to instruct teacher educators on how to effectively present the material of the new general studies education course, MIL.

Instructional programmes have also developed in response to the fake news crisis. In reaction to the challenge of fake news, educational initiatives have also been launched. In 2017, a one-credit course titled "Fake News, Lies and Propaganda: How to sort Fact from Fiction?" was introduced by the University of Michigan Library (Eva & Shea, 2018). Although the response is still pending, a university librarian said that rather than dictating whether or not information is accurate, students will learn how to create their own perspectives about it while recognizing prejudice and subjectivity (Dollinger, 2017). Similarly, the University of Washington introduced "Calling Bullshit: Data Reasoning in a Digital World," a one-credit course that proved so popular that it was later extended to three credits (Eva and Shea, 2018).

Additionally, the Cornell University Library launched a series of workshops aimed at teaching students how to recognize reliable news sources. Given the value of these abilities for assignments and research, some professors rewarded their attendance at the workshops with extra credit (Lefkowitz, 2017). While librarians in academia were originally primarily responsible for training and the educational process, public libraries are starting to use some of similar techniques to educate the public and communities about false information. The Dallas Public Library provided high school students with an eight-week community journalism training course using information and media literacy (Banks, 2016). Librarians worked with local and Dallas Morning News writers to educate kids about the differences between quality and poor journalism. As part of the "Storytellers with Boarders" project, journalists instructed students on how to inquire with

targeted questions, and librarians provided guidance on how to use databases to locate trustworthy sources of information (Banks, 2016). Currently, interactive workshops are held both within and outside Oakland Public Library. To assist children in separating fact from fiction, their employees visit nearby schools and organizations (Eva and Shea, 2018).

Other methods that have originally emerged from academic libraries is the CARS and CRAAP tests which present a criterion to which people of all educational backgrounds can utilise to verify information. The CARS method stands for credibility, accuracy, reasonableness, and support and has been used not only in higher level institutions but in schools (Jacobson, 2017). The CRAAP test, developed at Miriam Library at Chico in 2010 is an invaluable resource for patrons looking to evaluate and identify credible and reliable information (Batchelor, 2017). In their discussion of fake news as a chance for library and information science profession, Finley et al. (2017) include a list of ways that libraries might actively take part in the international effort to battle the epidemic. They emphasize collection creation, programming and education, and advocacy, and believe that the job of librarians is to accurately inform the general public about fake news, and equip them with tools to navigate information sources (Finley et al., 2017).

As academic libraries already hold a position in implementing information literacy programmes and workshops, Finley et al. (2017) emphasize how public libraries must think more creatively when developing similar services as they are serving a variety of users. Lastly, advocacy is outlined as a key component for how librarians can advocate for themselves as well as the skills that are needed to help inform the public about fake news, including misinformation and disinformation. Finley et al. (2017) stress the importance of advocacy within political, administrative and civic spheres as well as within the public sphere. Legislators, policy makers, business leaders and citizens must be aware of the librarian's vital role within the field of public education and active citizenship (Finley et al., 2017).

Meta Literacy is another way to combat fake information to the society. According to Mackey and Jacobson (2011), the word includes media literacy, digital literacy, visual literacy, cyber literacy, transliteracy, and information fluency. It was first used in 2011. Information literacy, according to the authors, is still crucial, but it has to adapt to the demands of the information society. In response to the innovations of social media and online communities, information



literacy is being reframed as a metaliteracy, challenging the usual conception of the term. Thus, the concept of meta literacy relates specifically to the abilities required for the management and utilisation of knowledge in online contexts that are interactive and collaborative.

According to Mackkey and Jacobson (2011), the six considerations that make up the Meta literacy framework are: recognizing and comprehending dynamic information formats; evaluating content; creating, producing, and sharing content; and comprehending ethical aspects of privacy and content ownership. Two distinct components that address the assessment of dynamic content and user-generated content address the problems that are growing on the internet, specifically the difficulty in distinguishing reliable sources and the tendency to prioritize opinion over fact. Therefore, the idea of Meta literacy is particularly relevant to the problem of fake news because it encourages people to be aware of the internal processes and mechanisms involved in the distribution, engagement, and dissemination of information online in addition to being able to track down, recognize, assess and regulate information.

Conclusion and Recommendations

The study concluded that information literacy programmes are among the requisite for curbing fake information to the society. These programmes equipped individual with different skills that allow them to identify, locate, access, assess and use the relevant information. Council of Europe (2022) explained that information literacy programmes are the main team activities of information professionals that have been offered for equipping different library users regardless of its types with media and information literacy skills to retrieve and critically evaluate information for quality and accuracy. It is based on this, the paper recommended the followings:

1. The libraries of different types around the world to required government and other nongovernmental organization in creating and organizing and information literacy programmes regarding ethics, regulation, and censorship in light of the growing concern in mainstream media about the conflict between popular opinion and fact.
2. Literacy programmes need to give due attention by government at level to ensure that citizens are well equipped with the necessary information skills so as to be able to different between what is fake information and genuine one.
3. There is a need of collaboration between federal ministry of information and state level with

information institutions to actively participate in ensuring that the citizens are information literates

4. There is also need to develop a strategy which can be informed of policies to protect people from false information and among others.

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ASSESSING THE IMPACT OF MEDIA LITERACY PROGRAMS IN MITIGATING THE Pervasiveness OF FAKE NEWS IN NIGERIAN SOCIETY

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ABSTRACT

This study critically examined the pervasive impact of fake news in Nigeria and the efficacy of media literacy programs in mitigating its societal repercussions. The primary objective is to assess the challenges of addressing the pervasiveness of fake news through the adoption of media literacy programs and to explore the pivotal roles such initiatives play in curbing the societal impact of misinformation. Employing a literature review methodology, the research delves into recent academic works, policy documents, and initiatives related to fake news, media literacy, and their intersection in the Nigerian context. Extant literature revealed the detrimental effects of fake news on trust, political stability, public health, and the economy. The literature underscores the proactive integration of media literacy programs into formal education, the promotion of digital literacy, and community engagement as crucial strategies. The study concluded by emphasizing the need for continuous adaptability of media literacy programs, addressing digital divides, and fostering government support. The study Recommended that strengthening integration into formal education, expanding digital literacy initiatives, promoting community-based media literacy, ensuring adaptability and continuous training, addressing digital inclusion, supporting fact-checking initiatives, providing insights for policymakers, educators, and organizations engaged in media literacy efforts and fostering international collaboration would help in combating fake news in Nigeria.

Keywords: Fake News, Media Literacy Programs, Mitigating, Pervasiveness and Nigeria

Introduction

In this contemporary information age, the proliferation of fake news has emerged as a formidable global challenge, exerting profound effects on societies, politics, and public discourse. The advent of digital technologies and social media platforms has accelerated the dissemination of misleading and often malicious information, creating an environment where discerning between truth and falsehood becomes increasingly intricate (Wardle and Derakhshan, 2017). This phenomenon is not isolated but resonates on a global scale, posing threats to the very foundations of democratic societies and challenging the credibility of traditional news outlets (Tandoc *et al.*, 2018).

In the African context, the impact of fake news is particularly pronounced, magnified by diverse socio-political landscapes and historical contexts. As nations across the continent grapple with the consequences of misinformation, the role of information literacy programs in mitigating the influence of fake news has garnered heightened attention. The African experience underscores the urgency of equipping individuals with the skills to critically evaluate information sources,

discern misinformation, and actively participate in the digital information ecosystem (Njenga and Fourie, 2020).

Statement of the Problem

Nigeria, as the most populous country on the African continent, stands at the forefront of this global challenge. The Nigerian media landscape, like many others, has been reshaped by the digital revolution, with online platforms becoming significant conduits for information dissemination. The surge of misinformation in Nigeria has tangible societal implications, affecting public opinion, political discourse, and even contributing to incidents of violence (Igunza, 2019). The role of information literacy programs in Nigeria becomes pivotal, as they have the potential to empower individuals with the skills needed to navigate the information landscape adeptly. However, despite the recognized significance of information literacy in mitigating the impact of fake news, a critical examination of the efficacy and reach of existing programs in Nigeria is warranted to assess the actual impact of information literacy initiatives in the Nigerian context and to identify potential gaps or challenges



hindering their effectiveness. To address this situation, the paper examines the extent to which information literacy programs succeed in mitigating the pervasiveness of fake news in Nigerian society, thereby contributing nuanced insights to the global discourse on combating misinformation.

Literature Review

Concept of Fake News

The concept of fake news has evolved into a prominent and complex issue in the contemporary media landscape, eliciting extensive scholarly debate. At its core, fake news refers to intentionally false information presented as genuine news, often disseminated through digital platforms, social media, and online news outlets (Wardle and Derakhshan, 2017). This critical review seeks to unpack the multifaceted nature of the term, exploring its implications, challenges, and the scholarly discourse surrounding it. One major challenge in understanding fake news lies in its inherent ambiguity. The term has been used broadly to encompass various types of misleading information, from satirical content to deliberate disinformation campaigns (Tandoc *et al.*, 2018). This broad categorization poses challenges in developing effective strategies to combat fake news, as interventions must navigate the nuanced differences between misinformation, disinformation, and satire. Moreover, the rapid dissemination of information through digital channels has amplified the reach and impact of fake news (Pennycook and Rand, 2018). The viral nature of false information on social media platforms creates an environment where falsehoods can spread faster and wider than corrections, contributing to the challenges of addressing and correcting misinformation (Vosoughi *et al.*, 2018).

Scholars have also critiqued the terminology itself, arguing that the term "fake news" oversimplifies a complex issue. It can be misleading, as it implies a binary classification of information as either true or false, whereas misinformation often exists on a spectrum with varying degrees of accuracy (Zollmann and Gollub, 2017). This oversimplification may hinder nuanced discussions about the nature of misleading information. Additionally, the socio-political implications of fake news cannot be understated. Fake news has been weaponized to manipulate public opinion, influence elections, and sow discord within societies (Wardle and Derakhshan, 2017). The use of misinformation as a political tool raises questions about the role of information integrity in maintaining democratic processes.

While the concept of fake news has become a focal point in contemporary discourse, its broad definition, the

challenges of combating its spread, and its potential for political manipulation underscore the complexity of the issue. The scholarly debate surrounding fake news necessitates a more nuanced understanding of the various forms of misleading information and the development of strategies that address the root causes and socio-political contexts in which misinformation thrives.

Forms and Sources of Fake News

Fake news, in its diverse manifestations, permeates contemporary information ecosystems, posing challenges to information consumers and society at large. The forms and sources of fake news are multifaceted, reflecting a range of intentions, from malicious disinformation campaigns to inadvertent misinformation.

Forms of Fake News:

a) Misinformation: Inadvertent dissemination of false information is a common form of fake news. This can include errors, misinterpretations, or unverified claims presented as factual (Vosoughi *et al.*, 2018). An example in the Nigerian context is the circulation of health-related misinformation, such as false remedies for diseases.

b) Disinformation: Deliberate creation and spread of false information with the intention to deceive characterize disinformation. Political contexts often see the intentional spreading of misleading narratives to manipulate public opinion (Wardle and Derakhshan, 2017). Nigerian elections have witnessed instances of disinformation campaigns aimed at influencing voter perceptions.

c) Satire and Parody: Content produced for comedic purposes can be misconstrued as factual, leading to the spread of satirical or parody content as genuine news. In Nigeria, satirical stories from platforms like the Onion-like websites can sometimes be misunderstood as real news.

d) Manipulated Content: Visual and audio manipulation techniques contribute to the creation of deceptive multimedia content. Deepfakes and image manipulation can be used to create misleading narratives. Nigeria has witnessed instances of manipulated images or videos circulated to influence public sentiment.

Sources of Fake News

a) Social Media Platforms: The democratization of content on platforms like Facebook, Twitter, and WhatsApp has facilitated the rapid dissemination of fake news. In Nigeria, false information often gains traction through social media channels, contributing to its wide spread (Allcott and Gentzkow, 2017).



b) Mimicking Legitimate News Outlets: Perpetrators often imitate credible news organizations, adopting similar formats and visual styles to lend an air of authenticity to their fake news stories. This mimicry makes it challenging for consumers to discern credible sources.

c) Closed Messaging Apps: Closed messaging apps like WhatsApp, where content is shared within closed groups, contribute to the challenge of tracking and debunking fake news. False information can circulate widely within closed networks before reaching the broader public (Olteanu *et al.*, 2019).

d) Political Actors: Politically motivated entities or individuals may engage in the deliberate spread of fake news to advance their agendas. This can include false narratives designed to damage the reputation of opponents or sway public opinion in a particular direction (Pennycook and Rand, 2018).

Understanding the various forms and sources of fake news is crucial for developing effective strategies to counteract its impact. In Nigeria, as in many other contexts, a holistic approach involving media literacy, fact-checking initiatives, and platform accountability is essential for mitigating the influence of fake news on public discourse.

Detrimental Evil of Fake News in Nigerian Society

Fake news has emerged as a pervasive and detrimental force in Nigerian society, influencing public opinion, political landscapes, and even contributing to social tensions. The consequences of the spread of misinformation are multifaceted, impacting various facets of Nigerian life. One significant effect is the erosion of trust in information sources. The circulation of false information erodes the credibility of news outlets, making it challenging for citizens to distinguish between accurate and misleading content (Tandoc *et al.*, 2018). This erosion of trust can contribute to a climate of skepticism, hindering the public's ability to make informed decisions.

Furthermore, fake news has been identified as a catalyst for social and political discord in Nigeria. During election periods, the intentional dissemination of false information, often with political motivations, can polarize communities and contribute to heightened tensions (Wardle and Derakhshan, 2017). Instances of fake news leading to real-world violence have been documented, underscoring the tangible and dangerous impact misinformation can have on social harmony (Igunza, 2019).

Misinformation regarding health-related issues, especially during events like the COVID-19 pandemic, can have severe consequences. The spread of false

remedies, conspiracy theories, and inaccurate information about the virus can undermine public health efforts and contribute to the exacerbation of health crises (Ahmed *et al.*, 2020). This highlights the urgency of addressing the detrimental effects of fake news in the context of public health communication.

The economic consequences of fake news also warrant attention. The dissemination of false information can impact investor confidence and disrupt economic activities. For instance, false reports about the state of the economy or misleading investment advice can contribute to financial instability, affecting businesses and individuals alike (Pennycook and Rand, 2018).

Addressing the detrimental impact of fake news in Nigeria requires a multifaceted approach. Media literacy programs can play a crucial role in equipping citizens with the skills to critically evaluate information sources and discern the credibility of news. Fact-checking initiatives, both by media organizations and independent entities, can contribute to debunking false information and holding purveyors of fake news accountable (Vosoughi *et al.*, 2018). Additionally, platform accountability measures are essential to curb the wide spread of false information on social media platforms (Allcott and Gentzkow, 2017).

The detrimental effects of fake news on Nigerian society are far-reaching, affecting trust, social cohesion, public health, and economic stability. Addressing this issue requires collaborative efforts from media organizations, government institutions, and technology platforms to implement strategies that enhance media literacy, promote fact-checking, and mitigate the impact of misinformation on various aspects of Nigerian life.

Concept of Media Literacy

Media literacy is a term that has evolved alongside the dynamic landscape of media and communication. A comprehensive understanding of media literacy involves critically assessing various definitions and their applicability, particularly in the context of a country like Nigeria. One common definition posits media literacy as the ability to access, analyze, evaluate, and create media content (Hobbs, 1998). This definition underscores the multifaceted nature of media literacy, emphasizing not only consumption but also the critical production of media. In the Nigerian context, media literacy would involve equipping individuals with the skills to navigate the diverse media landscape, ranging from traditional outlets to the rapidly expanding digital platforms. Given the prevalence of misinformation in Nigeria, media literacy becomes essential for discerning between credible and misleading information (Tandoc *et al.*, 2018).



Consequently, Aufderheide and Firestone (1993) asserted that media literacy is a set of competencies that enable individuals to engage with media in a critical and informed way. This assertion emphasizes the active engagement of individuals with media content, encouraging them to question, analyze, and interpret messages. In Nigeria, where media plays a crucial role in shaping public opinion, media literacy involves empowering citizens to critically engage with news, advertisements, and other forms of media that influence societal perceptions.

However, the evolution of media and the advent of digital technologies have prompted scholars to revisit and expand these definitions. Jenkins (2006) introduces the concept of "new media literacy," which includes skills related to participation, collaboration, and distributed cognition. In Nigeria, where social media platforms are integral to public discourse, new media literacy becomes crucial for individuals to actively contribute to digital conversations and understand the implications of participatory media.

Despite these valuable perspectives, critiques of media literacy definitions include concerns about their broad and sometimes vague nature. Buckingham (2003) argues that media literacy is often framed in overly optimistic terms, assuming that individuals can easily acquire the necessary skills. In the Nigerian context, where access to education and information resources can be uneven, ensuring that media literacy is practical and accessible becomes a key challenge (Njenga and Fourie, 2020).

Moreover, the dynamic nature of media requires constant adaptation of media literacy definitions. The rise of deepfakes, for example, challenges traditional notions of media authenticity and truth. In Nigeria, where political deepfakes could potentially influence public perception, media literacy needs to evolve to include the skills to navigate this emerging landscape (Pennycook and Rand, 2018).

A critical review of media literacy definitions underscores the need for adaptable and practical frameworks that address the evolving media landscape. In the Nigerian context, media literacy is not just about navigating traditional media but also about understanding and participating in the digital sphere. Definitions should be refined to consider the socio-economic context, digital advancements, and the specific challenges posed by misinformation in regions like Nigeria.

Media Literacy Programs in Nigeria

Media literacy programs in Nigeria have become increasingly crucial in response to the challenges posed

by the evolving media landscape, the surge in misinformation, and the growing role of digital platforms in shaping public discourse. These programs aim to equip individuals with the necessary skills to critically engage with media content, navigate digital information, and distinguish between credible and misleading sources.

One prominent initiative is the "Media and Information Literacy for the Youth in Nigeria" project, launched by UNESCO in collaboration with the National Commission for UNESCO Nigeria and the Nigerian Educational Research and Development Council (NERDC). This project seeks to integrate media and information literacy into the national education curriculum, emphasizing the development of critical thinking skills and the ability to critically evaluate media content (UNESCO, 2017). This is a significant step in embedding media literacy principles within the formal education system in Nigeria.

Non-governmental organizations (NGOs) in Nigeria have also played a vital role in promoting media literacy. The Paradigm Initiative, for instance, has implemented programs such as the "Digital Rights and Inclusion Learning Lab" aimed at training young people on digital rights, online safety, and media literacy. These initiatives recognize the importance of empowering individuals, particularly the youth, with the skills to navigate the digital landscape responsibly (Paradigm Initiative, n.d.).

The introduction of media literacy into the Nigerian educational system is gaining traction. The Nigerian Educational Research and Development Council (NERDC) has incorporated media literacy into the revised Basic Education Curriculum. This integration is designed to expose students to critical thinking about media messages from an early age (NERDC, 2014). This proactive step acknowledges the role of education in fostering media literacy as a foundational skill.

Digital literacy programs in Nigeria often encompass media literacy components. For instance, the "Digital Literacy Nigeria" initiative by the National Information Technology Development Agency (NITDA) aims to enhance digital skills, including the ability to critically assess online information. Recognizing that digital literacy goes hand-in-hand with media literacy, these programs contribute to a more comprehensive approach to navigating the digital landscape (NITDA, 2019).

Despite these initiatives, challenges persist. The digital divide in Nigeria poses a barrier to the effectiveness of media literacy programs, as not all segments of the population have equal access to digital technologies and online resources (Njenga and Fourie, 2020). Moreover,



the rapid evolution of digital media requires continuous adaptation of media literacy programs to address emerging challenges such as deep fakes and algorithmic biases (Pennycook and Rand, 2018).

Media literacy programs in Nigeria are making significant strides, both within the formal education system and through the efforts of NGOs and government agencies. The integration of media literacy into education curricula and digital literacy initiatives reflects a recognition of the importance of empowering individuals with the skills to navigate the complex and ever-changing media landscape in Nigeria.

The Role of Media Literacy Programs in Curbing the Societal Impact of Fake News

Media literacy programs play a pivotal role in mitigating the societal impact of fake news by equipping individuals with the skills necessary to critically evaluate and navigate the complex media landscape. Below are key aspects of their role, supported by relevant citations:

a) Enhancing Critical Thinking: Media literacy programs contribute to the development of critical thinking skills, enabling individuals to question, analyze, and evaluate the information they encounter (UNESCO, 2017). By fostering a critical mindset, individuals are better equipped to discern the veracity of news sources, reducing the likelihood of falling victim to misinformation (Tandoc *et al.*, 2018).

b) Promoting Source Evaluation: Media literacy initiatives emphasize the importance of assessing the credibility of information sources. Individuals are trained to scrutinize the reliability of news outlets, fact-check claims, and discern between reputable journalism and sensationalism (Hobbs, 1998). This source evaluation is critical in preventing the inadvertent spread of false information.

c) Encouraging Digital Literacy: In an era dominated by digital platforms, media literacy programs often encompass digital literacy components. These programs help individuals navigate online spaces, understand the algorithms that shape content distribution, and recognize the potential for manipulation on social media platforms (NITDA, 2019). Digital literacy is integral to resisting the influence of fake news in the online realm.

d) Empowering Active Media Consumers: Media literacy is not just about being passive consumers of information but about active engagement. Programs encourage individuals to participate in discussions, fact-check information, and contribute to the creation of accurate content (Jenkins, 2006). This empowerment reduces the impact of misinformation by creating a more informed and vigilant public.

e) Integration into Formal Education: The integration of media literacy into formal education, as seen in initiatives by UNESCO and national education bodies, ensures that young people are exposed to critical media literacy skills early on (NERDC, 2014). Early education in media literacy creates a foundation for a more discerning and media-savvy generation.

f) Addressing Digital Divides: Media literacy programs can help address digital divides by providing equitable access to information and skills. Bridging the gap in digital literacy and access ensures that a broader segment of the population is equipped to navigate the digital landscape, reducing vulnerability to misinformation (Njenga and Fourie, 2020).

g) Community Engagement and Collaboration: Beyond individual skills, media literacy programs often emphasize community engagement and collaboration. By fostering a culture of shared responsibility for media literacy, these programs create networks of individuals actively involved in combating fake news at the community level (UNESCO, 2017).

Media literacy programs are instrumental in curbing the societal impact of fake news by cultivating critical thinking, promoting source evaluation, encouraging digital literacy, empowering active media consumers, integrating into formal education, addressing digital divides, and fostering community engagement. These programs represent a proactive and comprehensive approach to building resilient societies against the challenges posed by misinformation.

Conclusion

Navigating the pervasive challenge of fake news in Nigeria demands a multifaceted approach. The critical reviews of fake news underscore its detrimental impacts on societal trust, political stability, public health, and economic well-being. However, the adoption of media literacy programs emerges as a promising strategy. Initiatives such as UNESCO's involvement in integrating media literacy into the national education curriculum and the Paradigm Initiative's efforts in digital rights and inclusion learning exemplify positive strides. These programs play a crucial role in fostering critical thinking, promoting source evaluation, and empowering active media consumers. Yet, challenges persist, particularly in addressing digital divides and adapting to the rapidly evolving media landscape. Despite these challenges, the proactive integration of media literacy into formal education and digital initiatives offers a pathway towards cultivating a more discerning and resilient society in Nigeria against the adverse impacts of fake news.



Recommendations

Based on the literature reviewed, the following recommendations were made:

1. Media literacy programs should be further integrated into formal education curricula at all levels. This includes continuous collaboration between educational bodies and organizations involved in media literacy initiatives to ensure a comprehensive and sustained approach.
2. There should be an expansion of digital literacy initiatives, reaching both urban and rural areas. This includes targeted programs to enhance skills in navigating online spaces, understanding algorithms, and recognizing potential manipulations on social media platforms.
3. Community-based initiatives, workshops, seminars and awareness campaigns should be encouraged in collaboration with local leaders, NGOs, and community organizations to foster a culture of media literacy and responsible information sharing.
4. Training programs for educators, media professionals, and the general public should be ongoing to keep abreast of emerging challenges such as deep fakes and algorithmic biases.
5. Efforts should be intensified to address digital inclusion and strategies to increase access to digital technologies, particularly in marginalized communities.
6. Fact-checking initiatives should be encouraged and supported through collaboration between media organizations, fact-checking entities, and educational institutions to enhance the dissemination of accurate information.
7. Governments should actively support and regulate media literacy programs by creating policies that endorse media literacy in education, providing financial support to initiatives, and implementing regulations that hold purveyors of misinformation accountable.
8. There should be collaboration with international organizations in sharing best practices on media literacy, facilitating knowledge exchange, and adapting successful strategies to the Nigerian context.

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LIBRARIES AND LIBRARIANS' ROLES IN COUNTERING FAKE NEWS AND MISINFORMATION ON SOCIAL MEDIA IN NIGERIA

BY

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ABSTRACT

Social media have enabled individuals, businesses, organizations and governments to communicate and interact on different topics. The freedom to self-generate and produce information without formal fact checking mechanisms lead to circulation of inaccurate and false information known as misinformation. It is against this backdrop that, this paper examined the role of Nigerian libraries and librarians in countering fake news and misinformation on social media. The paper pictured social media as the root source and lifeblood of fake news in the nation as users are allowed to publish and share news at little cost, highlighting that most social media users do not think of the effects of their content on the society before publishing and sharing. The paper discussed about misinformation and fake news on social media, the rationale for misinformation on social media, instances of fake news in Nigeria and the consequences of misinformation on social media. The paper equally adapted IFLA model to detect and evaluate misinformation on social media and the role of libraries and librarians in managing misinformation on social media. Conclusively, the paper suggests the way forward by which libraries and librarians can counter fake news and misinformation on social media.

Keywords: Fake News, Librarians, Libraries, Misinformation and Social Media.

Introduction

Social media also known as web 2.0 has infused every sphere of our lives. It has become one of the most essential parts of our daily life as it enables libraries, organisations as well as government to interact with great number of clients or people. Social media is the quickest, fastest and easiest means of sharing information and receiving feedback from a large population in the 21st century as it provides an inexpensive two-way information sharing opportunity among users. It has become very popular amongst students, young and old people because of its lively benefit of content creation and communication. Remarkably, people from all walks of life use social media to share news, advertise their products and even reach their loved ones. Okoro *et al.* (2018) posited that news is very important because it keeps the public informed of happenings and occurrences around them and beyond their immediate environment.

As at August 2022, an estimated 3.96 billion people use social media globally and 31.1 million were in Nigeria (Statista, 2022). The author further posited that this number is up to 3.6 billion in 2020 and 28 million users are from Nigeria as at July 2020 and the figure is expected to increase to 4.41 billion in 2025. This figure encompasses

individuals, businesses, organizations and government and her agencies.

Social media is used for communication, interactivity, collaboration, relationship building, socialization, information seeking and sharing. Humans have shown an inherent and innate tendency to share information, social media has further liberated the communication process, leading to the uncontrolled dissemination of information artefacts about ourselves, experiences, and by extension, the other people we come in contact with, regardless of medium (Irenea, 2017). The interactions and our own desire for company, approval and need for each other leads to the generation and diffusion of so much information which if not checked could be loaded with bias and ultimately lead to misinformation. This is furthered by the nature of social media use in Nigeria, given the freedom it affords individuals and groups to create, accumulate and circulate information without any fact-checking mechanism (Apuke and Omar, 2020).

Misinformation on social media cuts across all strata of society (Apuke and Omar, 2020). The outcome of misinformation includes fear, confusion, anxiety, unrest, destruction of life and property, distortion of truth, failure of health intervention and frustration of government intermediation programmes. These outcomes stimulated concern of governments, information professionals, social media service providers and general



society Government should constitute law enforcement agency that will combat misinformation. On the other hand, social media providers deploy automated systems such as artificial intelligence and fact checker organizations while information professionals instruct on media and information literacy. Each tactic has been criticized, different countries deployment varies in degree and action. It is crucial to combat misinformation on social media because; individuals, businesses, organizations and governments use information from social media. Differently people utilize it as reliable information source (Wiles-Rose, 2018 and Kim, 2015). For example, social media users seek and communicate information on different topics from formal to informal covering politics, health, education, research findings, advertisement, entertainment, gossips, sports to news. Appel *et al.* (2020) opined that information sharing is the major activity that people and industries engaged on in social media. Examples of social media are social networking sites (Facebook, WhatsApp and WeChat); Microblogging sites (Twitter) and Blogs (Wikipedia).

Concept of Social Media

Manning (2014) describe social media as an interactive platform that supports growth with digital media and technologies. Oh and Syn (2015) defined social media as a community where discussion take place among individuals established on collective shared interests for creating multifarious activities such as posting, commenting, sharing and expressing of thoughts or ideas. Similarly, Khoo (2014) describe social media as an Internet application that foster social communication either directly or indirectly in real time or non-real time among individuals. Social media enable information sharing, consumption and creation with other individuals such as on Facebook and Twitter (Kross *et al.*, 2020). Social media is also a collection of software- based digital technologies, usually presented as apps and website that provide users with digital environments where they can send and receive digital content or information over some type of online social network (Appel *et al.*, 2020). They further described social media as a technological driven platform but not totally built on technological ecosystem but promotion of distinctive behaviours and interactions established on networks of actors. Deductively, social media are built on web and mobile applications that enables individual to self-create content that stimulate interaction, sharing and connection.

Concept of Misinformation

Extant literature used misinformation and fake news interchangeably (Cheng and Chang, 2019). Wardle and Derakhshanm (2017) opined that misinformation is broader than fake news. They state that fake news is one of the subsets of misinformation; known as fabricated information. The authors define misinformation as a false information distributed without deliberate act to harm. Klepper (2020) describe misinformation as a sincere mistake or misunderstanding of facts. Likewise, Chen and Chang (2019) define misinformation as peoples'

shared belief of information assumed to be factual without clear evidences or experts' opinions. Lazer and Zittrain (2018) stated that it is produced with certain motives to deceive or mislead for economic gains while Chen, et al., (2015) describe misinformation as the information that is refuted. Therefore, misinformation could be an information that is unverified before it is shared with the motive to cause destruction.

Concept of Fake News

Factually, the catchphrase "fake news" comprises two words; 'fake' which infers something not sincere or genuine but meant to be acknowledged as sincere or genuine; while 'news' surmises information about existing or current incidents. Hence, fake news is information that is not sincere or genuine but published and expected to be perceived as being sincere or genuine. It is a fictitious content intentionally created and disseminated with the intent to trick or mislead the general public. Sadiku *et al.* (2018) asserted that fake news is fabricated information deceptively presented as true. It consists of news designed to increase readership, internet click revenue and online sharing. It is published with the intent to misinform in order to harm an agency, rival or person. In support of the above assertion, Madu *et al.* (2019) stated that fake news is a medium through which social vices like hate speech is circulated to fuel political tension, ethno-religious conflict, character assassination, tribal sentiment and corporate deformation. Okoro *et al.* (2018) postulated that fake news entails fabricated news articles that are deliberately and verifiably false and could deceive readers. For better understanding of the catchphrase "fake news" it is essential to explore the idea of Claire Wardle cited in Ogbette *et al.* (2019), who identified the types of fake to include:

1. Satire or Sarcasm-no intention to cause damage, but has the power to fool;
2. Dishonest Connection-when headlines and illustrations presented do not support the content;
3. Imposter Content-when sincere sources are impersonated with untrue and made-up sources;
4. Manipulated Content-when sincere information or pictures are manipulated to deceive;
5. Fabricated Content-when information content is 100% false, deliberately designed to deceive and cause harm.

It is interesting to note that fake news appears in various forms and could be seen as information that has been consciously fabricated, published and circulated with the aim to deceive and misinform others into trusting falsehoods or doubting confirmable facts.



Instances of Fake News on Social Media and its Effects

Fake claims that drinking of Cow urine and alcohol cured Corona virus: The sudden outbreak of the coronavirus pandemic been accompanied by fake news emerging from different social media outlets led to the death of many. According to Naeem *et al.* (2020), as the virus spread around the world, there was a serious misinformation on social media about its transmission, treatment as well as prevention. It was published and shared by several social media users that Coronavirus can be transmitted via houseflies or mosquito bites. Also, drinking of cow urine, hot water, or alcohol was recommended as confirmed cure for COVID-19. The rumour from social media sites that neat alcohol and cow urine cured COVID-19 resulted to hundreds of deaths (Trew, 2020 cited in Naeem *et al.*, 2020).

Bathing and drinking of saltwater as a preventive measure and cure for Ebola virus: During the Ebola outbreak in 2014, a fake information on social media claiming that people could avoid contacting the virus by bathing and drinking saltwater went viral. Below is the information According to Apuke and Omar (2020).

“Please ensure that you and your family members and all your neighbours’ bath with saltwater before daybreak today because of Ebola virus which is spreading through the air”

Friends and family members shared this unconfirmed message on different social media sites, this unverified information left many dead and hospitalised as many Nigerians suffer hypertension which could also be triggered by extreme intake of saltwater.

Claims of under-age voting in Northern part Nigeria: After the 2015 presidential elections, insincere reports emerged that the Independent National Electoral Commission (INEC) had determined that under-age youth in the Northern part of the country had voted in the elections. Apuke and Omar (2020) are of the view that the claim caused a serious chaos among the opposition parties. Nevertheless, the Vanguard Newspaper reported that INEC, which supervised the elections, produced realistic confirmation that deflated the claims. McGonagle (2017) cited in Apuke and Omar (2020) confirmed that elections in Nigeria are categorised with violence resulting to the destruction of lives and properties and this is often prompted by misinformation. This infers that some of the conflict, societal fright and political aggression experienced during Nigerian elections are triggered by fake news on social media.

President Muhammadu Buhari’s death in 2017: Madu *et al.* (2019) stated that a major instance of fake news that conquered Nigeria's social media platform was the rumoured death of President Muhammadu Buhari in 2017. According to the Madu *et al.* (2019), rumours circulated that President Muhammadu Buhari had died during one of his long-lasting absences from Nigeria in 2017 on medical grounds and that he had been swapped by a clone called Jubril from Sudan. The fictional death of President Mohammedu blow out like wildfire on Twitter, Facebook, Instagram and WhatsApp, that he had to speak on the matter at a news conference (News Wires, 2019).

Rationale for Misinformation on Social Media

Making sense of the rationale for misinformation on social media based on extant literature – empirical, content analysis, literature review or scoping reviews have highlighted, educational, psychological, sociological and economic factors. For instance, Talwar *et al.* (2019) studied 1,022 WhatsApp users in India, the study found that trust of online information, self-disclosure, Fear of Missing out (FoMo) and social media fatigue were associated with sharing fake news. Though a significant finding is that personal information disclosure was not linked with intention to authenticate information before sharing. This was attributed to individual’s awareness of the consequences in distribution of unverified information on reputation. In addition, humans spread misinformation based on altruism (Chadwick and Vaccari, 2018). In other not to circulate misinformation critical thinking skills is needed for information evaluation. However, studies revealed that information literacy skills among majority was poor or below average, and this has resulted in the unbridled circulation of misleading or inaccurate information due to factors linked to the almost nonexistent information literacy skills, (El Rayess *et al.*, 2019). Emotions were blamed for the sharing of information which could be positive and negative. According to Rime’s social sharing theory of emotions, it states that people engage in it, to attain two goals or aspirations: Firstly, to satisfy socioeconomic needs based on interaction gotten from other individuals in form of support, thus to validate feelings and normalize experience and secondly for cognitive needs or to acquire knowledge on social media (Kross *et a.,l* 2020). Moreover, Zhang and Zhou (2020) reported that people shared misinformation to meet personal integrative needs, in order to enhance self-image and boost self-identity. Similarly, Allcott and Gentzkow (2016) averred that social media is use to gain monetary values and attain political ideologic. Apuke and Omar (2020) carried out study on 152 Facebooks and WhatsApp’s users in Nigeria on motivation for sharing fake news during the COVID-19 pandemic. It was found that altruism, self-promotion, instant information sharing and socialization were top of the reasons attributed for the sharing of misinformation on social media. Furthermore, social media use for entertainment did not influence intention to share misinformation on social media. In



a related study, Islam *et al.* (2020) reported that entertainment and self-promotion were factors that motivated sharing of misinformation on COVID-19. Laato *et al.* (2020) examined Bangladesh social media users comprising of students and faculty members in university, the finding revealed that information factors of online trust and information overload led to unverified information being shared during the COVID-19, and males shared more because they did not verify unlike the females. They claimed that during crisis the rate of seeking information increases led to information overload. People anxiety about the influence of the disease on their health did not result to sharing or dissemination of misinformation.

More so, Zhang and Zhou (2020) conducted a study on how sharing (health-risk information) health risk message on social media is instigated by fear and threat message, self-efficacy and image enhancement could influence intention to share misinformation. The study showed that messages with fear and threat appeals are likely to be shared. The study equally revealed that emotional cues embedded in message such as visual image stimulates fear resulted in circulation of misinformation on social media. They stated that people shared intentionally with or without putting effort to process information. Chadwick and Vaccari (2018) averred that people shared inaccurate news before they recognize it is false. Misinformation sharing is spread due to inattentiveness to notice flagged cues used on Facebook and Snopes. Geary (2017) carried out research on the use of red and gray colours as cues for warning notice on Facebook versus Snopes fact checking. The study revealed that despite red and gray labels on Facebook, its users did not observe although few observe cues on Snopes. The fast browsing and scanning behaviour of generation prevented them from noticing the different sizes of warning cues too.

Consequences of Misinformation on Social Media

Misinformation on social media have led to a several unpleasant outcomes. Individuals, organizations, businesses and governments experience the negative impact of social media misinformation (Irenea, 2017). For example, in Nigeria during the End SARS protest that lasted for 2 weeks, observably social media played a significant role albeit positively and its attendant negative consequences. According to Obia (2020), the circulation of misinformation during EndSARS protest was blamed for destruction of properties and loss of lives. Misinformation creates fear and anxiety among people and could led to irrational decisions (Laato *et al.*, 2020). Apuke and Tunca (2018) averred the facts that misinformation played a role in influence of decisions during Nigeria 2015 and 2011 presidential elections. They found that some approaches utilized included blackmail, character assassination and hate speech.

Besides, during health crisis, misinformation result to continuous information seeking for health remedies that influences decision and was tagged cyberchondria (Allcott and Gentzkow, 2017). Likewise, debunking of factual treatments, frustration of health

organizations and efforts of government are witnessed (Apuke and Omar, 2020). Eva and Shea (2018) opined that the real effects increase diseases, wars and put lives at stakes. American Library Association (2020) posited that circulation of misinformation on social media COVID-19 lead to racialization, xenophobia and ‘Sinophobia’ (a term used for dislike of Chinese people). The consequence of health driven misinformation on social media also gave birth to terms called ‘Plandemic’ meaning an orchestrated plan. On the contrary, Islam *et al.* (2019) reported that individuals that use social media for self-promotion apply caveat when sharing in order not to ruin personal reputation. Apart, individuals depend on media organizations for current happenings but with misinformation, there is skepticism and doubt (Lewandowsky *et al.*, 2017). Empirical research findings were discredited with misinformation especially with conspiracies and propaganda theories (Farell *et al.*, 2019). Individuals refute authentic and credible information because their assumption is that all information on social media is inaccurate (Wiles-Rose, 2018). In other words, it can distort facts and truthful information which can result to agitation and apparently can increase search (Ostman, 2020). The consequence of misinformation based on perception of the respondents’ from Yobe and Borno state in Nigeria includes crippling political tension, freedom of information, public chaos and censorships (Wilson and Umar, 2019).

The Roles of Libraries and Librarians in Managing Misinformation on Social Media

Libraries have from time immemorial been construed as access points to reliable, credible and organized information that are ready for use as well as reinventing themselves to now serve as portals to online resources through subscribed databases and internet sources. The emergence of misinformation in information and knowledge driven societies have resulted to new challenges with social media deployed as an information source. Also, libraries as universities of the people, providing ‘free access’ to technology for equal access to online information/services, promote literacy and lifelong learning. As libraries have also joined the social space in order to reach more of their patrons, they have a major role to play in curbing the spread of misinformation. Libraries must work with other agencies of government, and the people work out how to stop the spread of poor information, particularly with the impact of social media (Chuks-Ibe *et al.*, 2020). Libraries and librarians need support in the fight against misinformation because; as information centers and information professionals they teach, create awareness and build capacity to support social, political and economic sustainable development policies. Information is at the center of misinformation and librarians teaches information literacy skills which is being advocated for combating the phenomena.

Libraries and librarians have contributed in different ways to support fight against misinformation on social media. For instance, Osuigwe (2019) stated that media and information literacy is necessary to support the social media users with self-regulations.



Chen *et al.*, (2015) asserted that librarians' despite criticism of social media use are aware of its benefits and dangers especially regarding spread of misleading information. In line with that a number of contributions to support the campaign and create awareness of its impacts and proffer solutions is evidence globally. For instance, IFLA produced an infographic to support libraries and the general public on how to identify misinformation (ALA, 2020). The COVID-19 pandemic further exposes the need for librarians to step up in these regards, with support of zoom conference applications, different workshops, talks and roundtable discussion have been organized. Prior to the shutdown, the American Library Association organized training for librarians and provide links to resources via their websites to equip LIS professionals. Other methods that have been advocated is the information literacy skills, these have led to the need to revised or update the conventional information literacy that focus on steps or standards to that which encompasses library use, database, bibliographic, websites but also social media tools. The need is that social media is quite unique and present three major functions that distinguished from other sources. Firstly, users are creator and not consumers, secondly, social media users are distributor and thirdly they broadcast information without any formal check mechanisms. Other aspects are the documentation of how information literacy could support in evaluation of misinformation on social media. The various solutions and approaches have shown the role libraries/librarians as a stakeholder in information industry is playing, the need for capacity building and upscaling of librarians' skills especially in analytical and critical thinking, requires a review of the conventional LIS curriculum and the information literacy models (Sullivan, 2019). It implies that the role of libraries is more of awareness and training.

The International Federation of Library Associations (IFLA) designed a model to critically scrutinize the information to detect misinformation. The model functions as shown below:

- Step 1: Considered the source of information. Click away from the story to investigate the site, its mission, and its contact information.
- Step 2: Read beyond. Headlines can be outrageous to get a click. Therefore, it is important to consider the whole story.
- Step 3: Check the author: It is essential to do a quick search for the author. Is the author credible and real?
- Step 4: Supporting source. The reader needs to click on all available links to determine if the information is given actually supports the story.
- Step 5: Check the date: Reporting old news and stories does not mean they are relevant to current events.
- Step 6: Verify if the news is a joke: If the news is too outlandish, it is important to ascertain that the news is not satire. Therefore, investigate the author and the site to be sure.

Step 7: Check your biases: Considered if your own belief could affect your judgment.

Step 8: Ask the expert: Ask a librarian and consult a fact-checking site.

Conclusion

Social media has become a major source of information sharing diffusion in today's society. The impact and power social media carries is evident in its nature. It has a crucial edge in its ability to spread misinformation as well as authentic information at dizzying speeds as news, issues, happenings, and so on, can trend and reach global audiences within minutes. Misinformation has remained a major concern in many societies, nevertheless, it can be surmounted with the right tooling of the people and strategic partners managing the information space who are armed with the right information at all times. This is a germane concern because of the current emotional states of the people and society. It is pertinent to have the skills on how to flag or report misinformation. Although the used of algorithms and fact checkers have supported setbacks and are visible as revealed in the COVID-19 shut down. Thus, while government regulate misinformation through censorship, suspension as in some situation and incarceration, it has resulted to violation of human rights, especially expression and access. On the other hand, libraries/librarians have a major role to play as they provide people with equitable access and build competence in interaction with information landscape, thus more innovative is required from them in these regards.

The Way Forward

1. The need for a comprehensive training for all category of librarians is require as need for supporting peoples on how to identify misinformation is beyond the academic setting. The need to translate materials to local languages or dialects are required.
2. Librarians have to embrace and accept that library clientele deployed social media as information and news sources, which demands a comprehensive education of how it operates and why people fall for misinformation.
3. Libraries should not just advocate but add value by creating innovative solutions like making mobile applications to help people learn how to identify misinformation on social media.
4. The Librarians' Registration Council of Nigeria, (LRCN), and Nigerian Library Association (NLA) and its chapters should collaborate with other key players especially the media and broadcasting houses in tackling misinformation, fake news, propaganda and all its forms due to the precarious nature of Nigeria's unity and escalating insecurity.

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INFORMATION LANDSCAPE OF THE FUTURE: A CASE FOR STRENGTHENING THE ROLES OF SUBJECT LIBRARIANS IN NIGERIAN UNIVERSITY LIBRARIES

BY

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ABSTRACT

This paper examined the rapidly shifting information landscape confronting the academia, and anticipates the challenges that lie ahead of Nigerian university libraries. By highlighting the unique skills of subject librarians; as information managers and bridge builders, the paper aimed to contribute to the discourse on strategies for alleviating the effects of information overload and ensuring the optimal utilization of information resources in Nigerian university libraries. This study used a literature-based approach and explores the information landscape of the future and its associated challenges that could affect access and service delivery in the Nigerian university libraries. Therefore, based on a systematic analysis and review of literature, the study brought to limelight indispensable roles and responsibilities of subject librarians in academic libraries in Nigeria, and the possible impact of their professional duties on library services, collections development, users' engagement, and general library operations. The concept of information landscape as well as the information overload, and their implications in the academia, particularly to users of the university libraries in Nigeria were discussed. The paper also explores the evolving responsibilities and expertise required for strengthening the roles subject librarians in alleviating the challenges of information landscape for academic success. Furthermore, some of the ways for strengthening the roles of subject librarians in Nigerian university libraries were highlighted. In conclusion, some insights into how subject librarians' evolving roles and their expertise can be harnessed to manage the complexities of information landscape were recommended.

Keywords: Information Landscape, Information Overload, Subject Librarians, Nigeria University Libraries.

Introduction

The advances in information and communication technologies (ICTs) is increasingly making tremendous impact on the traditional functions of libraries and the roles of librarians. The libraries are generally affected by continuous changes and trends in the acquisition, organization, preservation, and mode of access to information resources. The library service delivery systems are also changing due to changes in learning and research behaviours of users. In other words, libraries, especially those offering services to the academia like university academic community, are faced with complexities of information overload. In the university library context, information overload can simply be regarded as a situation whereby a user is confronted with increasing volume of information, especially from the digital format. Thus, choosing the right information to satisfy a particular need often becomes very difficult, especially among the university undergraduates. The issue of information overload can be associated with proliferation of information outlets in both print, digital and online formats. In the case of

online information resources, there is always excessive quantity of the information being created for users to access. Moreover, the creation of online information resources has been so easy to the extent that identification of quality sources has become another very difficult task for library users. According to Arnold, Goldschmitt and Rigotti (2023) digitization activities at workplaces and private life is making large quantities of information available in digital formats, which results into information overload.

The non-availability of information resources may not be as serious when compared to experiences of previous decades of existence of university education in Nigeria. Today, it is the rapidly growing information landscape that is making the library physical and virtual spaces so complex and unfriendly, especially for beginning researchers in the academia. Hence, the roles of the subject librarians need to be strengthened continuously for enhancing user services. The collection of information resources in both print, non-print and digital/online formats require coping strategies for effective delivery of library services. The huge and



overwhelming proliferation of information and information sources have become a major inhibiting factor for effective reference and information services (Mole, 2023). This means that the library information environment is significantly and continuously becoming complex for offering satisfactory user services. The consequences of information overload is that, students of higher educational institutions are faced with hindrance of access to helpful information resources for their academic work (Zimmerman, 2020). The objective of this paper therefore, was in two-fold: first, is to delineate the challenges of information landscape that lie ahead for Nigerian university libraries, and secondly, to underscore pivotal roles that subject librarians can play as catalysts for change in navigating the information landscape. The paper will contribute towards advocating that academic libraries thrive in the dynamic and multifaceted information landscape of the future. This study used a literature-based approach and explores the information landscape of the future and its associated challenges that could affect access to resources and service delivery to users of Nigerian university libraries. Therefore, based on a systematic analysis and review of literature, the study will provide insight on nature of information landscape, and brought to limelight the roles and responsibilities of subject librarians in academic libraries in Nigeria. The possible impact of librarians' professional duties on library services, collections development, users' engagement, and general library operations will also be highlighted.

The Concept of Information Landscape

Over the years, several studies were conducted regarding the construct of information. According to Savolainen (2021), through the studies conducted, the following information constructs were identified, namely: Information Environment (Lievrouw, 2001), Information Grounds (Pettigrew, 1999), Information fields (Johnson, 2003), Information Horizon (Sonnenwald, 1999), Information Landscapes (Lloyd, 2006), Information Space (Cisek and Krakowska, 2019), Immediate Information Spaces (Hartel and Thomson, 2011), Information Worlds (Jaeger and Burnett, 2010), and Small World (Chatman, 1996). However, Savolainen asserts that some of the constructs were just mere analogy or conveying metaphorical meanings. For example, Savolainen noted that, Information Environment and Information Worlds are metaphorical and lack clear meanings. Furthermore, Savolainen pointed out the concept of information landscape as propounded by Annemaree Lloyd, has become popular in the field of

information literacy and information management practices. Information Landscapes refer to contexts of information practices that is embedded in everyday spaces as part of the broader information environment (Lloyd and Wilkinson, 2016). These scholars argued that a person can be information literate by developing workplace subjectivity that enables him/her to access an information environment. This implied that a library user should engage with information landscape valued by the society and also reflects his information needs. Thus, information landscape in the context of this paper is homogeneous in that it combines the library as information environment and the information ecology as well.

In view of the above background, it is clear that information landscape encompasses the different information sources that an individual uses in his or her workplace, libraries, study, and research situations. In other words, as the information needs of individual differ, so also their information landscape. In the academic library context, the information landscape varies because of the individualized nature of information needs of users, which is usually informed by their areas of study. Hence, there are different sources of information that constitute the university library information landscape. For example, while some sources of information are online, others are in print format or other media. As the information landscape keeps on shifting rapidly, so also the challenges of information overload will continue to confront the academic community in the university.

There is no doubt that technology is transforming the information landscape, thereby making librarians to be fully committed to reinvigorating the approaches to customer services. According to Arnold, Goldschmitt and Rigtti (2023), as we live in an era of information and knowledge society, library users are exposed to different methods and interventions to handle information overload effectively. These methods include strategies for using Boolean operators (“AND”, “OR” and “NOT”) to search for databases. Software for management of information overload and the use intervention strategies in form of orientations and training workshops are also very helpful in reducing the challenges of information overload. Information literacy is another well-known intervention approach towards reducing the challenges of information overload. However, it is not an overstatement to state that the information universe is getting so saturated every day, to the extent that the information landscape is beyond library users' horizon. For example, the characteristics of library users, particularly the



undergraduates, the channels through which the information resources are being accessed as well as the technologies that are involved in managing the information resources, are part of the serious challenges hindering effective use of university libraries in Nigeria. This means the quantity, the quality, and relevance of information sources are difficult to be determined by most of the users. Studies have shown that due to influence of technology that resulted into information overload, libraries are struggling to remain a major source of access to information (Isibor, Elisha & Unobe, 2016). Hence, it has become imperative for Nigerian university libraries to focus attention towards the new roles of subject librarians for addressing the current and future challenges of the information landscape as it relate to the academia.

An Overview of Challenges of the Information Landscape

In the rapidly evolving landscape of information dissemination, Nigerian university libraries find themselves at the centre of challenges that demand a strategic and responsive approach. As we look forward to the future, the dynamics of information generation, access, and utilization are undergoing profound transformations, posing new hurdles for university libraries. It is pertinent for stakeholders to focus at unravelling the complexities associated with the challenges of information landscape of the future within the context of Nigerian university libraries, with a particular emphasis on the indispensable role of subject librarians. According to Behera (2019), as library users are becoming smart every day on how to use technology for accessing information, they still encounters problems in getting quality information that match their needs. In addition, such users are unaware of information ethics, and this situation make the role of subject librarians very crucial. Similarly, Salawu (2019) asserted that present generation of academic library users, particularly at undergraduate level, are very smart in using ICTs, but they are still finding the information search process intimidating. So as a result of this limitation in users' capabilities to seek for quality and relevant information, they end up using trial and error approach to satisfy their needs. The trial and error method of searching information is of course time consuming and can hardly give good results. The library managers and other stakeholders should note that, as the information landscape expands progressively, many challenges are likely to emerge and hinder access to information resources for users' satisfaction. These challenges that will continue to serve as hindrance to accessing and utilizing information resources will

continue to make the roles and responsibilities of subject librarians very indispensable for academic success of students.

In fact, the digital era has ushered in unprecedented opportunities for knowledge acquisition and research activities. Similarly, the digital era has also given rise to information overload, shifting paradigms in scholarly communication, and increasing demands for specialized expertise. It is against this backdrop that the role of subject librarians will continue to emerge as expert information managers and bridge builders between the information environment and its users. In other words, the subject librarians should be uniquely strengthen to manage the complexities of the evolving information landscape effectively, and to address the changing information needs and seeking behaviour of academic communities. Igwela and Opera (2020) reported that, in Nigeria, even at postgraduate level students and other researchers do encounter challenges of information overload. Thus, the situation makes it very difficult for them to seek and use information due to inadequate skills of both staff and the students.

The consequences of present and anticipated challenges of the information landscape on academic activities cannot be overemphasized. These challenges are very much associated with information overload and changing research paradigms. As such there is a compelling case for the augmentation of subject librarianship in Nigerian universities. This means that, the information landscape is characterized by information overload with associated negative effect on research productivity. A study by Abowha (2022), reveals that research difficulty, duplication of research, and decreases in decision accuracy, are some of the issues of the information overload. Abowha further noted that, information overload has the potentials to improve the quality of research, broaden knowledge, and provides opportunities for choice of sources of information, but on the other hand, librarians are faced with major challenges of ICT skills, information retrieval skills, and insufficient training education.

There is no doubt that, the challenges of ICT skills and accessibility to library resources and services will be dominant in information landscape of the future. The emerging technologies that presently facilitates creation, production and dissemination of information resources in a faster and easier manner, will also continue to make the information environment more complex. This implied that university libraries will be witnessing rapid increase in the amount of information to acquire, manage and disseminate to its users. Despite the gradual decrease of print materials, academic



libraries will also be confronted with more and more multiple sources of information. In this situation, the major challenges will be identification, evaluation, choosing, retrieval, access and ethical use of relevant information resources. Furthermore, the value of the sources of information will increasingly become a major challenge to university libraries because of the proliferation of various channels of publishing scholarly works. Bedford (2015) asserted that, the information landscapes of some disciplines may be more complex, and that generally three factors are major challenges affecting the landscape in the specific academic programmes a university offers. These factors are: (i) information awareness; (ii) information use and access; and (iii) information valuation.

The challenges highlighted above, can be addressed by reinforcing the presence and responsibilities of subject librarians. Therefore, it is imperative that the university libraries should focus on the indispensable roles of subject librarians. Their expertise needs to be harnessed to overcome the challenges of information landscape of Nigerian university libraries, presently and into the future.

The Roles and Responsibilities of Subject Librarians in Navigating Information Landscape

From the foregoing discussion, it is clear that, the expertise of subject librarians, which spans diverse subject domains, positions them as key stakeholders in not only managing the huge information resources but also in fostering a conducive environment for academic success. Therefore, the subject librarians in Nigerian Universities have very significant roles to play towards assisting the academic community in navigating the complex information landscape. Subject librarians are traditionally known as professional librarians with academic qualification and experience in a specific subject or discipline. Their important roles include helping library users in conducting research, creating guide for accessing quality information resources, and collaboration with faculty for making good selection of materials, promoting the use of the materials, and support for group work within the library physical space. According to Bedford (2015), academic disciplines should have a well-managed information channels that covered primary, secondary and tertiary sources of information, targeted search capabilities, subject-specific management tools and service delivery system. This implied that the subject librarians have the responsibility to empower students, faculty and researchers for academic success and accomplishments. As stated by Pinfield (2001), the roles of subject librarians can be specifically identified to include: i.

ii. serving as liaison officers with library users; ii. agent of advocacy of the collections; iii. dealing with user enquiries in his or her subject area; iv. working with ICT technical staff; v. selecting electronic library materials relevant to a particular discipline; vi. carrying out more information literacy training; vii. having greater involvement in the implementation of educational project, team work and other group activities.

Furthermore, rapid advances in ICTs, availability of information resources in different formats, pressures due to expanding higher education system, and the continuous rise in student enrollments have also posed greater challenges that require active roles of subject librarians in all academic libraries. Similarly, in a study on the need for subject librarians in Ghana, Agyen-Gyasi (2008) identified some of the ways the students can be assisted for academic success. These ways include having subject librarians as liaison staff with the faculty and users, selection for user-centred collection development, monitoring the usage and evaluation of information materials, selection of e-resources, managing digital portals and carrying out information literacy instructions. Therefore, managers of university libraries in Nigeria need to strengthen the roles and responsibilities of subject librarians in their respective institutions. This is necessary because subject librarians are expected to possess the knowledge, skills and competencies that can enable them to make selection of information resources of good quality and relevant in meeting users' needs. In other words, searching, identifying, evaluation and retrieving information will increasingly require a combination of broader knowledge of a particular discipline and professional competency of subject librarians. Hence, without these prerequisite requirements, the subject librarians can hardly thrive in the information landscape of university libraries in Nigeria.

Recommendations

Based on the discourse of this paper, the following recommendations are made as proposed strategies for strengthening the roles of subject librarians in Nigerian university libraries:

- i. consideration should be given to knowledge of subject background in the recruitment process of librarians.
- ii. Subject librarians should be involved in development of course materials or learning modules and other research activities. This will prepare them to tailor library services towards meeting subject specific information needs of users.
- iii. Subject librarians should focus attention on personalization and customization of library services



as a strategy for meeting specific information need their clientele.

- iv. Subject librarians should be engaged in collaboration activities with faculties and other subject specialists. This will help them keep up to date in the key subject areas of their duties.
- v. Subject librarians should be proactive in working with scholarly communication experts. This will help towards accessing quality information resources for the benefits of their clientele.

Conclusion

In conclusion, the paper attempts to examine the information landscape and its challenges confronting the Nigerian university libraries, presently and in the future. The challenges of information overload that are influencing the complexities of information landscape were discussed. The indispensable roles and responsibilities of subject librarians were also discussed. These roles and responsibilities centred on providing support for effective teaching, learning and research activities in specific subjects areas. In addition their general professional duties, subject librarians should have deep knowledge of an academic discipline. The paper therefore, make recommendations by proposing strategies for strengthening the role of subject librarians in Nigerian university libraries as panacea to the present and future challenges of the information landscape. In addition to ICTs integrations and professional services offered, it is also very crucial that university libraries aligns adequately with evolving information landscape. This alignment can be achieved by ensuring that significant steps are taken to strengthen the roles and responsibilities of subject librarians.

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TRANSFORMING SOCIETY AGAINST FAKE NEWS THROUGH INFORMATION LITERACY PROGRAMS

BY

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ABSTRACT

This paper explores the critical role of information literacy programs in combating the pervasive issue of fake news within society. As misinformation continues to spread rapidly through various media channels, it becomes imperative to develop comprehensive strategies that empower individuals to critically evaluate and navigate information. The paper reviews existing literature on fake news, information literacy, and their intersection, highlighting the need for targeted educational initiatives. Drawing on examples from successful information literacy programs, the paper proposes a framework for implementing effective interventions to enhance societal resilience against fake news.

Keywords: Fake news, information literacy, misinformation.

Introduction

The proliferation of fake news poses a significant threat to the democratic fabric of societies worldwide. With the rise of digital media, misinformation spreads rapidly, influencing public opinion, and eroding trust in reliable sources. Information literacy, defined as the ability to evaluate, analyze, and use information critically, has emerged as a crucial tool in addressing this challenge.

Causes and Consequences of Fake News

Fake news has the potential to undermine democratic processes by shaping public opinion based on false information. Manipulative narratives can sway elections and contribute to the erosion of trust in political institutions. Fake news refers to intentionally false or misleading information presented as genuine news. It has become a prominent issue in the digital age, primarily due to the ease with which information can be disseminated through online platforms. The origin of fake news can be traced back throughout history, but in the contemporary context, several factors have contributed to its proliferation, especially in the digital age.

1. **Digital Revolution:** The advent of the internet and the rise of digital technologies have revolutionized the way information is disseminated. While this has democratized access to information, it has also created an environment where anyone can easily publish content. This lowered barrier to entry has

paved the way for the rapid spread of misinformation.

2. **Social Media:** The rise of social media platforms has played a pivotal role in the spread of fake news. These platforms prioritize content that generates engagement, often without thorough vetting of information. The virality of fake news on platforms like Facebook and Twitter has contributed to its widespread dissemination, reaching audiences far beyond traditional media channels.
3. **Confirmation Bias:** Human cognitive tendencies, such as confirmation bias, contribute to the creation and propagation of fake news. People may be more inclined to believe and share information that aligns with their existing beliefs and values. This tendency creates echo chambers where individuals are exposed to reinforcing, sometimes inaccurate, information.
4. **Economic Incentives:** Clickbait and sensationalism driven by economic incentives play a role in the creation of fake news. Online platforms often rely on advertising revenue, and content that attracts more clicks or views is prioritized. This has led to the creation of sensationalized or misleading headlines to capture attention, even if the content itself lacks accuracy.
5. **Political Manipulation:** Fake news is frequently used as a tool for political manipulation. State actors, political campaigns, or interest groups may



disseminate false information to influence public opinion, sow discord, or undermine their opponents. This tactic has become especially prevalent in the age of information warfare.

6. **Lack of Media Literacy:** Insufficient media literacy education contributes to the spread of fake news. Many individuals may not possess the critical thinking skills necessary to evaluate the reliability of information sources. In the absence of media literacy, people are more susceptible to believing and sharing misinformation.
7. **Information Overload:** The sheer volume of information available online has led to information overload for many individuals. In this overwhelming landscape, people may be less discerning about the accuracy of the content they encounter, inadvertently contributing to the circulation of fake news.
8. **Algorithmic Filtering:** The algorithms used by social media platforms and online news aggregators can inadvertently contribute to the spread of fake news. Algorithms designed to maximize user engagement may prioritize sensational or emotionally charged content, regardless of its accuracy, reinforcing the echo chamber effect.
9. **Psychological Manipulation:** Techniques of psychological manipulation, such as the use of emotionally charged language or images, contribute to the effectiveness of fake news. Content creators may exploit emotions to capture attention and elicit strong reactions, further amplifying the spread of misinformation.

Understanding the origins of fake news requires consideration of technological, psychological, and societal factors. Addressing this complex issue involves a combination of media literacy initiatives, responsible journalism, platform moderation, and public awareness campaigns to foster a more discerning and informed digital society.

Societal Consequences

The consequences of fake news are extensive and can affect various aspects of society, including politics, public opinion, and social cohesion.

1. **Erosion of Trust:** The most significant consequence of fake news is the erosion of trust in media and information sources. When people are exposed to misinformation, it becomes challenging for them to differentiate between credible and unreliable news outlets. This erosion of trust can lead to a general skepticism towards information, hindering the public's ability to make informed decisions.

2. **Impact on Democracy:** Fake news can have profound effects on democratic processes. In the realm of politics, false information about candidates or issues can influence voters, potentially swaying election outcomes. Manipulative narratives and misinformation campaigns can undermine the integrity of democratic systems by distorting public perception and decision-making.

3. **Polarization:** Fake news often contributes to the polarization of society by reinforcing existing beliefs and biases. People exposed to information that aligns with their views may become more entrenched in their opinions, leading to increased divisions within communities. This polarization can hinder constructive dialogue and compromise, essential elements of a healthy democratic society.

4. **Public Safety and Health.** In the context of public health, fake news can have serious consequences. Misinformation about medical treatments, vaccines, or health crises can lead individuals to make decisions that jeopardize their well-being. During a public health emergency, the rapid spread of false information can impede efforts to control the situation and protect the population.

5. **Economic Impact:** Fake news can also have economic consequences. Rumors or false information about businesses, financial markets, or economic policies can lead to fluctuations and instability. Investors and consumers may make decisions based on inaccurate information, impacting economic stability and growth.

6. **Cybersecurity Threats:** Fake news is often used as a tool in cyber warfare and disinformation campaigns. State-sponsored actors or malicious entities may spread false information to create confusion, manipulate public opinion, or destabilize other nations. This poses a significant threat to global cybersecurity and geopolitical stability.

7. **Social Media Amplification:** The rapid dissemination of fake news is amplified by social media platforms. Algorithms designed to maximize engagement can inadvertently contribute to the spread of sensational and false information. Viral fake news can reach a wide audience within a short period, making it challenging to control and correct.

8. **Legal and Ethical Concerns:** The spread of fake news raises legal and ethical concerns. Individuals and organizations harmed by false information may pursue legal action, but the nature of the internet can make it difficult to hold responsible parties accountable. Ethical considerations also come into play as content creators and platforms grapple with the responsibility of curating and moderating information.



Addressing the consequences of fake news requires a comprehensive approach involving media literacy education, technological solutions, responsible journalism practices, and collaboration between governments, technology companies, and the public. As technology continues to evolve, staying vigilant against the impact of fake news remains crucial for the well-being of societies worldwide.

The Role of Information Literacy in Combating Fake News:

Information Literacy

Information literacy encompasses a range of skills, including critical thinking, media literacy, and fact-checking, which are essential in navigating the complex landscape of information dissemination. Information literacy refers to the ability to access, evaluate, use, and communicate information effectively. It involves a set of skills, knowledge, and attitudes that enable individuals to navigate the information landscape, critically assess the credibility of sources, and make informed decisions. Information literate individuals can not only locate and retrieve relevant information but also analyze and synthesize it to solve problems, make decisions, and contribute meaningfully to their communities. In a rapidly evolving digital age, information literacy is crucial for individuals to navigate the abundance of information and misinformation available, fostering a society that values critical thinking and well-informed decision-making.

Information literacy comprises several key components, each playing a crucial role in equipping individuals with the skills needed to navigate the complex information landscape. Understanding these components is essential for effectively evaluating, using, and communicating information in today's digital world:

Information Access: This involves the ability to locate and retrieve information efficiently. Information-literate individuals know how to use various sources, databases, and search engines to access relevant and reliable information.

Evaluating Information: Critical evaluation is a central component of information literacy. Individuals need to assess the credibility, accuracy, and reliability of sources. This includes understanding the context in which information is presented and recognizing potential biases.

Information Use: Using information effectively involves applying it to a specific purpose. Information-literate individuals can extract relevant details, synthesize information from multiple sources, and apply it to solve problems or make informed decisions.

Ethical Use of Information: Understanding ethical considerations in information use is crucial. This includes respecting copyright, avoiding plagiarism, and responsibly using and sharing information. Information literacy promotes ethical behavior in handling and disseminating information.

Critical Thinking Information Literacy: This involves developing critical thinking skills. Individuals should question information, analyze different perspectives, and recognize the limitations or potential biases in sources. This critical mindset helps in forming well-founded conclusions.

Media Literacy In the digital age, understanding various forms of media and being able to critically analyze multimedia content is essential. This includes evaluating the reliability of online articles, videos, images, and other media formats.

Lifelong Learning Information literacy is a dynamic skill that extends beyond formal education. Individuals must cultivate a mindset of lifelong learning, staying updated on new information sources, technologies, and evolving information landscapes.

Role of Education as a Factor

Integration of information literacy in Education

From an academic perspective, education plays a crucial role in combating fake news by cultivating critical thinking skills, media literacy, and a discerning approach to information. Here's an overview of the key aspects of the role of education in addressing the challenges posed by fake news:

Critical Thinking Skills: Education fosters critical thinking skills, encouraging individuals to question, analyze, and evaluate information critically. By developing the ability to assess evidence, consider multiple perspectives, and identify logical fallacies, students become better equipped to discern the credibility of information sources.

Media Literacy Education: Formal education provides an opportunity to integrate media literacy into the curriculum. Media literacy education teaches students to deconstruct media messages, understand the techniques used in media production, and recognize potential biases. This knowledge helps individuals navigate the complex media landscape and identify misinformation.

Source Evaluation: Education emphasizes the importance of evaluating information sources. Students learn to distinguish between reliable and unreliable sources, considering factors such as authorship, publication date, and the reputation of the publisher. This skill is crucial in identifying and avoiding fake news.



Research Skills: Educational programs emphasize research skills, teaching students how to conduct thorough and accurate research. This includes using academic databases, libraries, and credible online sources. By honing research skills, individuals are better equipped to find accurate information and verify claims.

Civic Education: Education plays a role in civic engagement by promoting an understanding of the democratic process, the role of the media, and the importance of informed citizenship. Educated citizens are more likely to participate in civic activities, critically evaluate political information, and contribute to a well-informed public discourse.

Ethical Considerations: Education instills ethical considerations in information consumption and dissemination. Students learn about responsible information use, attribution, and the ethical implications of spreading false information. This ethical foundation helps in fostering a sense of responsibility in handling information.

Digital Literacy: In the digital age, education addresses digital literacy by teaching students how to navigate online platforms, understand algorithms, and critically assess information found on the internet. Digital literacy is essential for recognizing the mechanisms that contribute to the spread of fake news online.

Interdisciplinary Approaches: Combating fake news often requires interdisciplinary approaches. Academic institutions can promote collaborations between disciplines such as communication studies, journalism, psychology, and information science to develop comprehensive strategies for addressing misinformation.

Continued Learning and Adaptability: Education instills a mindset of lifelong learning, encouraging individuals to stay informed about evolving media landscapes and emerging technologies. This adaptability is crucial in addressing new challenges associated with the creation and dissemination of fake news.

Empowering Digital Citizenship: Several academic and scholarly perspectives emphasize the importance of integrating information literacy into education, proposing strategies to embed information literacy programs within both formal and informal settings. Scholars highlight the role of information literacy in equipping individuals with the skills needed to navigate an information-rich society.

Cultivating Digital Relationships through Information Literacy

In the digital age, cultivating meaningful relationships has transcended traditional boundaries, extending into

the virtual realm. Information literacy plays a pivotal role in fostering healthy and informed digital relationships. Here's a highlight on the importance of cultivating digital relationships through information literacy:

1. **Navigating Online Spaces:** Information literacy equips individuals with the skills to navigate online spaces effectively. This includes understanding how to find and assess information on social media platforms, forums, and digital communities, contributing to informed and meaningful interactions.

2. **Critical Evaluation of Digital Content:** Information literacy encourages a critical evaluation of digital content, helping individuals discern credible information from misinformation. This skill is vital in online interactions, where the veracity of shared content directly impacts the trustworthiness of digital relationships.

3. **Building Trust:** Trust is a cornerstone of any relationship, and in the digital realm, where information can be easily manipulated, and information literacy becomes instrumental. By honing the ability to verify information sources, individuals can build trust in their online interactions, fostering stronger digital connections.

In conclusion, cultivating digital relationships through information literacy goes beyond technical proficiency. It encompasses critical thinking, ethical behavior, cultural awareness, and effective communication – essential elements for building and sustaining meaningful connections in the digital sphere. As the digital landscape continues to evolve, the importance of information literacy in nurturing positive and informed digital relationships becomes increasingly evident.

A positive correlation was observed between information literacy competence and academic performance.

Increased Confidence in Information Use

Surveys indicated increased confidence among students in their ability to find, evaluate, and use information effectively.

Ethical Information Practices

Instances of plagiarism and improper citation decreased, indicating a greater understanding of ethical information use.

Positive Feedback from Faculty

Faculty reported that students who underwent the information literacy program exhibited stronger critical thinking skills and produced more sophisticated research projects.

Lifelong Learning Mindset:



Students expressed a greater interest in staying informed and adapting to new technologies and information sources beyond the academic setting.

Conclusion

This case study highlights the success of integrating information literacy into the university curriculum as a means of empowering students. By addressing the specific needs of students across disciplines, incorporating digital literacy modules, and collaborating with academic support services, the university successfully cultivated a culture of information literacy, positively impacting academic performance and preparing students for a lifetime of informed decision-making.

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SOCIAL MEDIA SKILLS AND THE ROLE OF LIBRARIANS IN UNIVERSITY LIBRARIES IN NIGERIA.

BY

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ABSTRACT

The study examined the role of librarians in managing new media tools (social media) for promoting library and information resources and services in libraries. Librarians can use new media tools such as social media tools to capture knowledge, collaborate, extend their marketing, give staff and users a voice, and connect the virtual world to the physical world. Librarians must be aware of the disintermediation of traditional media caused by disruptive technologies. To effectively make use of new media tools especially social media, the study revealed that some essentials social media skills are necessary. The study concluded that few librarians make use of the available social media in their libraries to promote library and information services, since many of the libraries do not have a social media platform that could be used by the librarians to connect with library users in libraries. It was however recommended that libraries should create a social media platform that will enable librarians and other library staff to connect and interact with the library users, interact with students and colleagues as well as for keeping track with current trends in the library, while they also need training in managing new media skills required to make use of social media for promoting library and information resources and services.

Keywords: *New media, Social media, Libraries, Managing, Information resources, Library services.*

Introduction

Libraries play a vital role towards achieving the goals and objectives of the its parent body. However, for libraries these days to effectively carried out these roles, the application of new media tools such as social media which is a product of the introduction and use of Information and Communication Technology (ICT) is very important. ICT is now changing the form of promoting library and information resources and services from physical way to virtual means, creating new forms of information, new sources of information and new ways of providing the information. As a mean to achieved these tasks, a new media now called “social media” was developed. Social media are communication tools that people use on computers and smartphones to connect with one another and to share information (The World Book Encyclopedia, 2018). It is a new type of media that makes use of mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, jointly create, discuss and modify user-generated content. While the rise of social media technologies has created new platforms to seek and share information for millions of users worldwide, it has also presented new challenges for libraries in meeting users where they are within social spaces (Mon, 2015). Today, since library users could now search for information needed on the

Web as long as there is Internet connection without any stress, libraries, librarians now face the challenge of attracting users to the library. So, in order for libraries to meet up with the objectives and mission, librarians need o look for ways of managing the new media tools, attracting and creating awareness on the information resources and services available in libraries. More so, that librarians are responsible for a wide range of resources and services, well beyond the typical eight-hour working day (Baro, Ebiagbe, & Godfrey, 2013). With the development of Web applications in libraries which have acquired growing reputation worldwide, it appears that the library must think about promoting its services more regularly through the Internet by employing Web applications to get better access to its users and to promote information services (Islam & Habiba, 2015). As a way out, librarians are now reintegrating, reshaping, redesigning and repackaging resources as a way to manage new media tools and promote their services and information mode (Buriro, Rahoo, Kallhor, Abro, Kallhor, & Halepota, 2018). In some libraries, the library uses new media tools such as Facebook to in form the users or library clients all with reference to key events, new purchased library items available in the library, and also share the links with library web tools. The library uses YouTube to share videos of many events held by the library. Lectures and



conversations organized by libraries on different topics are published by podcasts, according to Bradley (2007) and Huffman (2007) cited by Buriro, et. al(2018). In Nigeria, libraries now create pages on Facebook, by reading blogs, group postings, and message boards, the librarian now becomes an active participant, who is able to manage the new media tools, anticipate and advise patrons on areas of their needs (Quadri & Idowu, 2016), as well as using the facilities to promote library services. In library, promotion is an avenue of informing users on what you do and what you can do which could result to increase in the use of information materials, value in the organization, education of users and changed in the attitudes as well as in the perceptions of users about library services. In essence, librarians desiring to connect constantly with their users with the aim of increasing level of users' satisfaction through promotion by making a social presence using social media like Facebook, MySpace, Microblogging sites like Twitter, blog, Instagram, etc. (Akporhonor a & Olise, 2015).

What is New Media?

New media doesn't necessarily refer to a specific mode of communication. Some types, such as an online newspaper, are also "old media" in the form of a traditional printed newspaper. Others are entirely new, such as a podcast or smartphone app. It becomes even more complicated to define when you consider that as technology continues to advance, the definition continually changes.

New media is any media — from newspaper articles and blogs to music and podcasts — that are delivered digitally. From a website or email to mobile phones and streaming apps, any internet-related form of communication falls under its umbrella.

Examples of New Media

According to PCMag, new media refers to the "forms of communicating in the digital world, which is primarily online via the Internet." The term encompasses all content accessed through computers, smartphones and tablets.

That's in contrast to "old media," which PCMag defines as all forms of communication that came before digital technology, including "radio and TV and printed materials such as books and magazines."

It also constantly changes. As new technology is developed and widely adopted, what is considered "new" continues to morph. Once upon a time, DVDs and CDs were the latest way to watch movies and listen to music. Now, streaming services such as Netflix and Spotify are more popular.

Just a few examples of new media include:

- Blogs
- Mobile apps
- Social media networks

- Streaming services
- Virtual and augmented reality
- Websites

"I think the most important thing to know about new media is that it is always changing," Bord said. "Though this does make it a challenging field because professionals have to be aware of the constant changes in trends and technologies, it also makes it a very exciting and dynamic field to enter."

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Tools Used For New Media:

It covers many tools such as:

- Computer
- Mobile phone
- CD/DVD
- Memory card
- Tablet e.t.c.

New media includes many spaces in the internet environment including social media, new media, shopping sites, official and private institution/organization applications.

Careers in New Media:

Social media specialist:

Social media specialists are experts at representing a company or brand in the public sphere through social media networks such as Facebook, X (formerly Twitter), TikTok, Instagram and more. They create and post content and communicate with customers.

Working in social media requires an ongoing commitment to learning and professional development because the landscape is constantly changing. There are always new tools to discover or new platforms to explore, so it's important to keep upskilling and stay on top of the latest trends.

Social media specialists usually have a bachelor's degree in social media marketing or a related program, and they have familiarity with social media platforms and best practices. If you already have a degree in a different field, you might opt for a graduate certificate in social media marketing to learn the skills you'll need to move into a role as a social media specialist.



Graphic Designer

Because graphic design is performed virtually, the career is inherently tied to new media. However, the digital images graphic designers create have applications throughout new and old media alike.

As a graphic designer, you would be charged with creating visual images using computer software to market products and services and to tell stories. You would work with images and text and decide how they work together to effectively communicate via a website, for example, according to BLS.

Marketing Manager

Marketing managers are executives who plan marketing and advertising campaigns based on market research and analysis and develop strategies to promote products and services to customers. As a marketing manager, you might also be charged with hiring promotions and marketing staff, meeting with clients and collaborating with other executives in a company — including public relations, sales and product development — to coordinate the role of marketing strategies within the larger company goals.

Photographer

Photographers are a good example of a profession that has had to adapt from “old media” as technology evolved. Instead of film and a developing room, photographers today are armed with digital cameras and are adept at working with a wide range of computer software.

Public Relations Specialist:

Public relations (PR) specialists also help maintain and improve a company’s public reputation and image but generally do so by working with media members in person and via press releases and other measures. They can take a lead role in corporate communications, too, including speeches given by company leaders.

Video Editor

Infographic with the text BLS reports 12% growth rate projected for film and video editors and camera operators through 2031. The internet has opened so many doors to create, upload and share video content— with that in mind, the growing opportunities for video editors should come as no surprise. BLS reports a much higher than average 12% growth rate for film and video editors and camera operators from 2021-2031, who earned a median annual salary of \$60,360 in 2021 and typically hold bachelor's degree in a related field.*

Not only do video editors work on the shows and movies you watch on streaming services like Disney+ or Netflix, many work with content creators and influencers on YouTube videos and TikTok reels, too. There are also roles for video editors to work with these platforms and others in the digital marketing world.

Writer

While there are still some opportunities to work in print media, many writers today find work in the digital sphere. In addition to writing online articles, blogs and newsletters, there are growing opportunities in scriptwriting thanks to the internet. That not only includes screenwriting for TV and movies on streaming services but writing for video advertisements, podcasts, YouTube videos and other types of audio or video content.

New Media Skills:

By studying and working in new media, professionals in the field can develop strong and marketable skills that are valuable across a vast range of industries. From writing, editing and design to marketing and public relations, these skills can help you market yourself to too many types of employers to list.

“While studying new media, users will learn theoretical and tactical skills in social media, video, digital marketing, public relations and other areas of communication,” Krueger said. “We look to prepare students to be leaders in their field, which is why we focus on how to strategize and offer consultation to CEOs and C-suite members when given a seat at the table.”

As a professional in this field, you can bring value to a company or organization by applying your technical and soft skills to adapt to an ever-changing digital landscape.

“Students in this area bring know-how in the art of messaging and that intersection with technology,” Krueger said. “As a professor who also works for a large global company, I assure you these are the skills that make communicators succeed out in the field.”

Discover more about SNHU’s online communication degree: Find out what courses you’ll take, skills you’ll learn and how to request information about the program.

*Cited job growth projections may not reflect local and/or short-term economic or job conditions and do not guarantee actual job growth. Actual salaries and/or earning potential may be the result of a combination of factors including, but not limited to: years of experience, industry of employment, geographic location, and worker skill.

Library Services and Information Resources Promoted with Social Media:

The relationship of social media and library this day can be wrapped up using Library 2.0 which is an innovative way of delivering library services through the web and a translation of the principles of Web 2.0 into the design and delivery of library services (Patridge, 2011) cited by Igwe (2017). Popoola and Haliso (2009) regarded library information services as the activities that libraries and their personnel render to meet the information needs of their users which includes: Internet



service, current awareness service, selective dissemination of information, reprographic service, bindery services, indexing and abstracting service, circulation of library information resources, CD-ROM database search, bindery, and word processing rendered to library users. Academic libraries also rendered lending services, referral services, reference services, user education, and others. Other basic services provided by the library to their users, according to Ramesha and Kumbar (2004) include the circulation of reading materials, reading room facility, home lending service, inter-library service, document delivery service, consultation of catalogues/OPACs, etc. Popoola and Haliso believed that if an academic library is to provide effective information services to support teaching and research, it must have adequate information resources. They described library and information resources as those information bearing materials that are in both printed and electronic formats such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CDROM databases, Internet/E-mail, videotapes/cassettes, diskettes, magnetic disk, computers, microforms, etc. It also includes websites, encyclopedias, YouTube, people, books, databases, TV, radio, CD, VCD, and others. Librarians may likely promote these library information services and resources using social media. The motives for librarians to use social media were to promote library services, manage organizational knowledge and receiving instant feedback from users (Zohoorian-Fooladi & Abrzah, 2014). Sahu (2013) stressed that some of the information services rendered by librarians through social media tools are library orientation, new arrival of library resources, reference services, selective dissemination of information (SDI), and customer services. In addition to the use of social media, reference libraries also provide online services via email and instant messenger that is connected to smartphone applications (Taylor & Francis Group, 2014). Moreover, on library services, increases in circulation, account registrations and e-book access became apparent after the creation of displays, physical signs and use of the library Website to promote resources (Jones, McCandless, Kiblinger, Giles & McCabe, 2011). However, Yi (2016) study pointed out that some librarians promote services and resources using a variety of effective promotion techniques such as advertisements, face-to-face events, giveaways, library Website, and library tours, while others make used of promotion techniques such as workshops, published guides, and social media to promote services and resources. In Nigeria, the study conducted by Baro, Idiodi, and Godfrey (2013) revealed that the most frequently used Web 2.0 tool is Facebook and that 66.5% of the librarians in university libraries in Nigeria

use Facebook mostly for online reference services. In order to enhance the effective use of social media for promoting library and information resources and services in the library, Adewojo & Mayowa-Adebara (2016) suggested from their study that academic library management should ensure they acquire and made available Internet facilities for all library staff. There should also be a regular and uninterrupted power supply for staff in the library to enable consistent use of social media tools in disseminating information to users of the library. They also recommended that academic library management should support their staff by persuading them to attend workshops, conferences, and seminars so as to update their skills on all the various social media tools and keep abreast of current technological trend.

Who is a Librarian?

A Librarian is a trained Information Specialist who holds a University undergraduate degree and a Master of Library and Information Science (MLIS) degree. According to Wikipedia, the free encyclopedia defined a Librarian “as a person who work professionally in a library and may hold a degree in Librarianship (known either as Library science or Library and Information science). A librarian is also a specialist in library work, that is, a person who is responsible for a collection of specialized or technical information or materials, such as musical scores or computer documentation. Those (librarians) who are working in academic environment are called “Librarians”. Librarians are responsible for acquiring, organizing, managing and distributing library resources, and ensuring that library provision meets the needs of all its users. Academic librarians are responsible for providing support to academic community and also help its institutions to achieve its mission and vision, that is, the organization objectives.

Social Media Skills of Librarians:

Murphy and Moulaison (2009) described skill as the ability to look ahead, visualize, create, and manage robust library services in full consideration. With this, they pointed out that librarians need to be able to articulate the importance of online social networking sites and their applications for libraries to peers, administrators, and patrons by possessing creative contents skills, evaluating information, interacting skills, teaching skills, searching and navigating skills, flexibility skills, and service providing skills. Kings (2014) highlighted the basic new skills that information professionals need to successfully run social media for their organization as photo and video skills you need to be able to create photos and videos that quickly communicate to your organization’s social media crowd, networking skills, writing skills, web skills, and marketing and promotion skills for sharing the cool stuff that library is doing. Surprisingly, most staff members do not have interest in some of these Information and



Communication Technology (ICT) skills and its application, while members of staff do not enjoy being trained and retrained to acquire ICT skills (Semode, Ejitgha, & Baro, 2017). However, given the abundance of social media platform, librarians who want to market and promote libraries should be good at choosing the best medium for school libraries since every library according to Dowd (2013) as cited by Nduka (2015), would need to choose the platforms and channels that best suit them, and whatever channels they chose must have their goals outlined and embrace the principles that support the interaction with the users.

What is Social Media?

Social media can be defined as “various online technology tools that enable people to communicate easily via the internet to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications (Penzhom, 2015). Social media also includes web-based and mobile technologies used to turn communication into interactive dialogue (Wikipedia.com). According to Wikipedia, the free Encyclopedia, “Social Media” are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social Media platforms, for example Facebook, Twitter, Blogs and Google+, have become a very important part of our day-to-day communication. Massive amounts of information are potentially contained in these networks and search engines are being created to search for relevant information contained in these networks. It is also “a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content”. (A definition by Andreas Kaplan and Michael Haenlein found on Wikipedia) Study found that social media is used by libraries to deliver a blend of:

- Customer service
- News and updates
- Content/ collection promotion
- Dissemination of the institutions’ research output
- Provision of educational tools and resources
- And for building relationships both within and outside of the institution
- Also found shift from using social media as the voice of the institution to being the voice of a librarian within the institution Social media has the potential to facilitate much closer relationship between libraries and their patrons wherever users are based, and however they choose to learn about and access library services and resources. Current usage of social media by the library community generally remains and ad hoc and somewhat experimental, but the uptake of these tools is

accelerating, and they likely play an increasingly important role in library service provision and outreach in the future. Some examples of use of social media in university libraries are: Twitter, Facebook, You Tube, Flickr, e.t.c.

The Reasons for Using Social Media in the Libraries

Librarians have several reasons for using social media in the library and it can be summarized as follows:

- To seek opinion on the library and its services for self evolution and purposes;
- To encourage debate and to instigate an opportunity to respond to library user feedback;
- To reach library users in their homes or ‘virtual spaces’ as today’s modern online library is no longer solely relying on its physical space as an access point;
- To encourage collaboration, for example through collection development and building repositories of collaborative content specific to certain user groups;
- To connect with other librarians and keep abreast of industry news;
- To build a sense of community with both users and also with other institutions and industry contacts, etc.

Advantages of Using Social Media in the Libraries:

There are a lot of advantages and benefits for librarians and libraries on the use of social media in the library and these can be summarized as follows:

- It promotes library services and disseminate news quickly, delivering this information more directly to library users;
- It helps gather feedback to enhance user services;
- The promotion of library holdings via social media can help increase usage of content;
- It requires little training;
- It increases engagement and interactions with the library users;
- It enhances communication both within the library and with other departments, etc.

The Challenges in Using Social Media in the Libraries.

- Social media can require considerable time commitment from library staff;
- It can be a challenge for librarians to use an informal but presentable tone, or deliver social media content in a bilingual or multilingual region;
- Social media can require technological expertise, for example customizing application to provide access to only catalogs;
- Levels of interest in and skills with using social media vary enormously across library staff;
- A library needs to work hard to maintain engagement with library users and attract popularity;
- There are limited funds to support more advanced social media usage/ features and the training that would be required to enable this, etc.

The Role Of A Subject Librarian In Using Social

Media For Advocacy: The role of a subject librarian in using social media for advocacy is that he/she can offer practical advice about how researchers can make their



research output visible to rest of the (scholar) world (Penzhom, 2015). Another role of a subject librarian is to provide both print and non-print (electronic) materials that are relevant to the area of specialization of his/her clientele the right information, in a right format and at the right time. Information professional/librarian can make a significant contribution to increasing digital inclusion of materials in the library.

Librarian should be versatile in all fields of knowledge, in other words, subject librarian should have more knowledge of his/her clients' discipline/ area of specialization;

Librarian should also know which social media is relevant to his/her client discipline/ area of specialization;

Librarian should be aware of current and changing local research interest of his client;

Librarian should have the ability to advise his/her client on current trends on his/ her field, best practice and available options in research publication;

Librarian should be knowledgeable and understand the primary sources he/she would recommend to his/her client.

Librarian should have the ability to advise his/her client on the value and use of mobile technologies.

Conclusion and Recommendations:

The use of new media tools (social media) has absolutely enhanced library services and has provided a new and excellent platform to the library professionals to reach out to their potential library users. The invention and application of social media technologies today have created a new forum which bring about an exchange of user-generated content that gives room to search, connect, interact, create, view, comment and share information over the Internet with library users. Hence this study investigates the use of new media tools (social media) for promoting library and information resources and services. It further looks at the information resources and services that librarians use social media for, and the necessary skills needed to use the social media by the librarians. Some of the challenges to the effective use of social media platforms include poor internet connectivity and lack of regular power supply.

Recommendations

The researchers wish to recommend that:

1. The library management should provide opportunities for training and retraining of librarians in managing new media tools especially social media skills and emerging technologies.
2. The libraries should also provide adequate internet facilities and improve on electricity supply so that the librarians can enjoy more access to the internet

in order to provide effective and efficient services to their users.

3. Library heads must ensure that social media platform is use in their libraries.
4. libraries should create a social media platform that will enable librarians and libraries to connect, move closer to users, and attract more users to library.
5. Libraries should have social media librarians who will manage and control activities on the social media platform created to promote library and information services.

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INFLUENCE OF WEB-BASED INFORMATION SEARCH AND RETRIEVAL PATTERNS ON INFORMATION RESOURCE UTILIZATION AMONG POLYTECHNIC STUDENTS IN NORTH-CENTRAL NIGERIA

BY

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ABSTRACT

The assessment of influence of Web-based information search and retrieval pattern on information resources utilization among students of academic libraries, this paper seeks to find out availability and utilization of information resources, the various web-based information search, retrieval pattern and level of information search and retrieval skills among polytechnic students in North-central Nigeria. Information resources available in academic libraries for students' use, information search and retrieval skills of students in academic libraries, polytechnics to utilize variety of searching methods and strategies when exploring the Web based Information Resources. Polytechnic Librarian should create more awareness on Web based information resources that can benefit their users and their institution. To overcome the barriers of lack of ICT skill on use of web based information search and retrieval skills and slow internet accessibility, the management should adopt strategies that will enhance information search, retrieval and information resources utilization among students in Polytechnic, North central Nigeria. The Polytechnic library should subscribe to more e-journals and online databases which are useful to the Community member and publicize the available resources for the benefit of all. It is very imperative that library should be digitized and networking should be established to share the e resources, since the patrons prefer using web based information resources in carrying out their academic activities.

Introduction

Libraries are established to meet the information needs of clientele. This is achieved through making relevant and current information resources available through acquisition with carefully processed, stored and preserved for user's request. The availability of information resources is a pre-requisite to accessibility and their usage. That is to say, for information resources to be utilized, they must be made available to clientele. Information Resources Utilization is the extent to which users make use of the available information resources and services in the libraries to meet their information needs. The utilization of information resources is how the resources in the library are really utilized for learning, instructing, consultation and community services. Library statistics compiled on daily basis by staff of the library shows the extent by which information resources are utilized. Utilization of library services in all libraries depends largely on the strength and currency of resources.

Utilization of information resources is the extent to which library staff and users consult library materials and benefit from the available resources and services in libraries. Use is the single criterion, which could determine the reason for retaining a document within the collection of a library; and is essential to guide the collection development effort of a library. The use of a

library can be obtained from the demand of its items (Okonoko and Eruvwé, 2021). Utilization of information resources is a pointer to the anticipated academic achievement of students and a major determining factor of the future of students, and the nation at large, as great **achievers** are made from great readers and researchers. Utilization of information resources has the potential of assisting students make better academic progress and keep them ahead of their counterparts who do not utilize information resources in the library (Ebaye and Osim, 2022).

Web -based information resources are basically information sources in electronic format. They are information resources such as e-books, e-journals, e-databases, and e-reference sources that are domiciled in the computer, this implies that they can only be accessed electronically with the aid of Information and Communication Technology (ICT) tools such as computer, mobile phones, tablets, wide area network, and internet services. Salihu & Wole (2021), asserted that web-based resources are the foundation for provision of accurate and timely information for teaching, learning, and research. Web-based Resources have the potential for enhancing learning because they provide vast quantities of information in an easily accessible non-sequential format.



A search pattern is a plan for finding relevant information which is an important step for any information problem solving exercise. Dalrymple (2018) defined it broadly as a conscious approach to decision-making to solve a problem or achieve an objective. Web-based search pattern is a specialized space that help users locate information quickly. In line with this Web-based information search pattern involve the identification of relevant information sources through the use of internet or electronic facilities, examples are bibliographic or full text databases, the internet, selecting search term or other symbol, developing search profile, modifying profile by iterative search strategies which allows effective searching that lead to identification of required information either from a library or information system. Thus, web search pattern should aim at collecting an information in one or more subject area in order to provide it to the user through electronic communication systems. In line with this web-based information search pattern are rare theory, principles and practice of making and using search tactic in electronic format in order to find information that meet the information needs of a user. In other words, steps involved in searching or retrieving information, understanding of the query, Vambara & Bharat (2019). The conceptual analysis of the request translated into the language of the system is search strategy. Knowledge about the nature of organization and exact needs of users are the essentials of good strategy. The following are the kinds of searches:

High recall search: is when the user needs to find out all the relevant items on the stated topic;

High precision search: users need only relevant items; and

Brief search: users want only relevant items as opposed to all relevant items

Information retrieval refers to the process, methods, and procedures of searching, locating, and retrieving recorded data and information from a file or database. Web-based information retrieval is concerned with the storage and accessing of information from the web with the help of search engines and browsers. The web, as a whole, is not well organized and retrieving information from the web is becoming increasingly important because of vast amount of information resources available on it.

Information resources retrieval is concerned with the process of selecting information resources from storage devices or carriers. This process dependent on physical mechanism in library collections or computers/technologies information system designs. The information environment today requires elementary knowledge and understanding of retrieval tools to facilitate access to information. It has become compelling to equip users with knowledge about access tools available to them in order to assist them explore opportunities provided in a new information environment (Afebende and Nna-Etuk, 2019).

Information retrieval skills are the ability and competence of using the various information retrieval

tools to identify, locate and retrieve information resources from a collection. Onah, *et al.* (2020) indicated that information retrieval skills are the skills to seek relevant information of the subject from different sources. The Information retrieval tools skills most needed in this century are internet search skills and strategies, and library catalogue search skills among others. To search the internet effectively the student must possess such skills and competence in the use of Boolean operators, strategic use of search engines, keywords search skills, advance search skills and truncation among others.

While emphasizing on the information retrieval skills of students, Onah, *et al.* (2020), suggested that students can use a single term or a combination of terms but further advised that the combination of terms may be more appropriate to retrieving more relevant results. Some search strategies like use of Boolean logic, truncation and proximity features are useful for retrieval of information. The essence of acquiring information retrieval tools skills is to enhance the identification and utilization of library information resources among users of the library no matter the types, purpose of establishment and user community.

There are various types of libraries and their missions are determined by the parents' organization they are established to serve. Academic libraries are established in academic institutions to provide information resources and services to meet the information needs of the clientele. Libraries established to provide information resources and services to support teaching, learning and research in academic institutions such as universities, polytechnics, colleges of education and monotechnics institutions are referred to as academic libraries. Okonoko and Eruvwe (2020) defined library, as a life expository of the cultural past and sustainers of intellectual activities that anticipates the future. Academic libraries are the focal point for academic activities in higher institutions of learning such as universities, polytechnics, monotechnics and colleges of education (David-West, 2020). Library information resources are essential tools in learning process of any academic community. Students of institution of higher learning need library information resources for learning, research, update of knowledge and personal development. Library information resources are materials or information resources acquired by the library to meet the information needs of their patrons.

The library is regarded as a pillar that holds institution of higher learning. The relevance and value of a library in Polytechnics cannot be over-emphasized considering that any students no matter how brilliant cannot ignore the library. Before an academic library could be declared to be active, it must meet the information, research, recreational and educational needs of the users (Abubakar, 2020).

Hence, information resources ranges from print to non-print resources and are often provided for maximum use. These resources must be carefully selected and organized for effective utilization. In academic



environment and more especially Polytechnics libraries, the information resources must be selected such that the materials cover the various subject areas and the departments in the institution.

Several factors influence how information resources are used in various organizations. In academic libraries Emeahara and Ajakaye (2022), agreed that information demand and utilization are influenced by elements such as research, job performance, examination, leisure/recreation, issue solving, awareness, and education. This means that students of Polytechnic will use information resources to improve their academic performance, either through in-depth research or recreational reading.

Polytechnics as academic institution houses different departments with different fields of study, it is important for the librarians in Polytechnics libraries to select the right types of resources that will be relevant to the information needs of all these users. Nevertheless, it is not enough for the librarians in Polytechnics libraries to select the information resources alone, but they must also create awareness on Web-based information search and retrieval pattern in the library. It is this awareness that will draw the users to easily search and utilize the information resources available in the library. When students make use of information resources, it complements lectures; provide students with knowledge for their academic quests.

Web-Based information resources are information resources in electronic and non-tangible formats. Examples of web -based information resources are e-books, e-journals, e-pamphlets, e-newsletters, e-thesis or project, e-databases and e-reference sources. The web-based information search and web-based information retrieval pattern has a significant role on information resource utilization among Polytechnic students in North-Central Nigeria. Based on this, the research seeks to find out availability and utilization of information resources, the various web-based information search, retrieval pattern and level of information search and retrieval skills among polytechnic students in North-Central Nigeria

Information resources available in polytechnic libraries for students' use

Libraries serve as the positive learning environment for all users in the academic community, to fulfill its mandate of supporting the teaching, learning and research activities of students, staff and other library users in the academic communities. Babadoko, Alhassan and Oyedum (2018) buttressed this point by noting that 'availability of information resources entails carefully selecting, acquiring and also providing means by which users could get necessary information resources needed'. This could be the reason why Okere (2022) opined that the main purpose of the library is to provide information to users for the development of the minds and inquiry. The author further affirmed that these libraries serve as content and knowledge repositories by acquiring, organizing and providing

access to right information resources and services and in the format that is very understandable.

Furthermore, information resources availability according to Ekpang and Ekeng (2021) refer to the numerous media by which information is recorded for students and scholars to help them meet their educational needs. In pursuit of their goals, these resources function as means that expose students to academic accomplishment. In fact, they are expected to support the curriculum and extra-curricular activities that positively contribute to their academic success.

The concept of Web-based information resources is used to mean anything that can provide intellectual stimulation to the user and it includes electronic books, electronic journals, electronic newspapers, electronic thesis and dissertations, electronic conference proceedings, electronic newsletters as well as individuals and objects in the library.

Library resources are those information bearing materials that are both in print and in electronic format. Hamisu (2020) aptly remarked that library information resources can be defined as collections of texts and bibliographic information sources and information technology such as those that support browsing and authoring and communication like computer and the internet. The absence of relevant and up to-date materials will undermine the existence of any academic library. In an effort to ensure availability, the library should provide adequate, current and relevant information resources that cut across all users' discipline. This will support and help realize the goals of the parent institution. The library information resources and services available in academic libraries are, therefore, expected to be able to support teaching, learning and research of all the students in any polytechnics.

However, Ani, Ekeh, *et al.* (2022), argued that availability therefore refers to physical accessibility to information resources in the library. Library and Information resources available in academic libraries include books, reference resources, serial resources, e-resources etc. Library and information resources could be either in print or electronic resources. Print information resources are the conventional information resources like books, dictionaries, directories, journals, handbooks, manuals, encyclopedias, newspapers, magazines, and bulletins. The introduction of Information and Communication Technology (ICT) brought about electronic information resources. Electronic information resources are those digital resources that cannot be read without a technological device, these include electronic journals, electronic books, electronic reference resources, CD-ROMs, e-magazines, and e-newspapers (Onah *et al.* 2020).

Utilization of information resources

The relevance of a library depends on the utilization of its resources. On this note, Aladeniyi and Owokole (2018) maintained that the worth and impact of a library can be felt through the utilization of the various resources acquired by the library. Effective utilization of



the library information resources will no doubt add value to the purposes of any library in a society. Thus, it is imperative that libraries serving academic communities have the broadest possible collections of information resources and other essential materials. The competence to use information materials effectively and resourcefully depends largely on the amount of information/knowledge the librarians possess about the available information resources and how best to explore such. Information utilization entails creation of awareness and provision of means of accessing available information resources for diverse purposes (Eiriemiokhale and Ibeun 2017). To accomplish this, the right information should be accessible to the patrons at the right time in the suitable arrangement.

In reflection to the above, Okwu and Oporum (2021) stressed that libraries are very essential as they enable students to develop their full potential and broaden their horizon, which in turn inspires educational achievement. Library information resources utilization differs from person to person and from one corporate organization to another in accordance with their information needs and other socio-economic imperatives. Different researchers have taken different perspectives on the use of information resources.

Kuburat, *et al.* (2022), described use as the extent to which users use library's resources to meet their information needs. The use of library resources and services could be considered a single criterion that could be used to determine the reason for retaining a document within a library's collection as well as the retention of a service provided in the library; and use is also important in guiding a library's collection development effort. The ultimate goal of library resources is use, because libraries are recognized as social institutions established to identify, acquire, organize, and repackage information resources and make them available to the people for whom the library is established, usually in an environment conducive to the use of the resources which implies that libraries play an extraordinary role in pursuing constructive education.

According to Ani, Ekeh, *et al.* (2022) use of library resources means the total use that library facilities, personnel and information resources are put to utilization is the actual putting into appropriate use of acquired information. Library resources utilization differs from person to person and from one corporate organization to another in accordance with their information needs and other socio-economic imperatives. Need, therefore, is a critical factor in the utilization of library resources. The primary goal of the modern academic library is to provide an effective and efficient combination of printed and non-printed information resources, as well as to integrate the use of these resources for the benefit of the parent institutions that own the libraries. The use of information resources is dependent on how well the resources are selected, processed, and made available for use, as well as the services provided by the library. Academic libraries, particularly polytechnic libraries, must provide access

to information resources, services, and professional support to enable the academic community including students of Polytechnics to make full and accurate use of all library information resources. To encourage more use of information resources of students in Polytechnic libraries, librarians must educate users on how to use Web-based Information Search and Retrieval Pattern to access library information resources not only inside the library building, but also access the information resources remotely.

Extent of information search and retrieval skills

Information search and retrieval skills refer to knowledge of students in academic libraries in finding relevant information or information resources from an information system or libraries. Godwin (2019) defined it broadly as a conscious effort or approach or decision making to solve a problem or achieve an objective. Information search strategies involve the identification of relevant information source, be they bibliographic or full text databases or the internet. He notes that this also includes the selection of search terms and other symbols, developing search profile and modifying profiles by iterative search strategies for possible retrieval of required sources.

To highly explore and utilize information resources, search and retrieval skills are of paramount importance for effective utilization of library information resources. This could be the reason why Ofodu (2019) emphasized that such skills needed by students in Polytechnics Libraries for information search and retrieval include: familiarity with the keyboard and being able to control the mouse properly; improved skills in word-processing techniques, especially file and folder creation, copying items, changing font sizes, shading, saving files and printing documents; improving communication skills especially through Internet browsing and information searching; calculations using Microsoft excel, database design and management. These skills if acquired ought to assist students for information access, retrieval and use.

There is need for acquisition of skills and competence in the utilization of web both library staff and clientele for quality and efficient information service delivery and information search and retrieval by the library staff and library users respectively. The library users need to acquaint themselves with the relevant skills (ICT competencies) to access the needed information (Ofodu, 2019). emphasising more on how web-based information search and retrieval pattern will enhance the utilization of library resources by students of Polytechnics libraries, the researcher identified some web competencies as follows: ICT Basic, Word processing, Database, Internet surfing, Spreadsheet (Excel), Presentation/Computer and ethics/Security ICT Competencies. The use of web is unavoidable for any library user in recent times; it is a driving force for information accessibility and utilization.

Information retrieval skills are the ability and competence of using the various information retrieval tools to identify locate and retrieve information



resources from a collection. Okuonghae and Ogiemien (2020), identified that undergraduates in Nigeria have little skills in the use of the library catalogue and indexes, knowledge of using various information retrieval tools and the effective use of Internet search engines. The Information retrieval tools skills most needed in this century according to Onah *et al.* (2020), are Internet search skills and strategies, and the library catalogue search skills among others. To search the internet effectively the student must possess such skills and competence as in the use of Boolean operators, strategic use of search engines, keywords search skills, advance search skills, and truncation among others.

Concept of web-based information search and retrieval pattern

Most academic libraries have mostly done away with the manual request system, where library clients submitted handwritten request cards. These cards could be hand-delivered, posted, or faxed to the library. On receipt by the library, they had to be recorded, scanned, and captured into the workflow system called workflow. According to Caroline and Adewole (2018) an effective library system is an essential requirement for research and development in every field of study. Scientists and researchers need to know about the information tools and resources available for better utilization of information. This means that, the introduction of online requests in the library has contributed positively to the speedy receipt and processing of information resource requests. It also reduced human errors on the part of library staff, who might misread or misinterpret the requests and deliver incorrect information resources. However, human errors or inaccuracies on the part of the library staff still happen, because some of the remote clients who are affected by the digital-divide are still using handwritten request cards to request information resources (Tinyiko, 2021).

One of the best examples of information retrieval system (IRS) is library system where information is stored, processed, organized and retrieved on demand of its users (Vambara and Bharat, 2019). The increasing student's intake into the Polytechnics, coupled with advanced Information and Communication Technology (ICT) development each day has created a new kind of library users demanding more efficient library services, there is need therefore for Polytechnic libraries to promote and provide quality information resources and services that meet the needs of students and motivate them to use the web-based Search and Retrieval Pattern more. This is why Caroline and Adewole (2018) emphasized that libraries often provide facilities to access electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. Therefore, they are extending services beyond the physical walls of a building, by providing material accessible using electronic means, and by providing the assistance of librarians in navigating and analyzing tremendous amounts of information with a variety of digital tools.

The kinds of information retrieval system libraries and information centers according to Vambara and Bharat (2019) are:

i. Offline Search: In offline search, users can get the required information with or without the help of computer and internet for example: libraries, and CD-ROM.

ii. Online Search: It means the search of a remotely located database through interactive communications with the help of computer and communication channel. Online databases can be access through vendor or directly. For example: OPAC, Databases, and Internet. Vambara and Bharat (2019), further highlighted requirements and features of Web-Based Search system as: Workstation or computer, Internet connection (dial up or broadband), Internet service provider such as VSNL, Search software and Storage of information (in-house collection or databases). While features of online search system include Coverage and sources of information, Indexing mechanism, Vocabulary control, searching facilities, ranking techniques, search modifications and online search systems.

These services can be enhanced by the use of appropriate information technology (IT). It has made it possible to handle information in a variety of forms. One of the important benefits of the application of IT to information organization that directly affects library users is the Online Public Access Catalogues (OPAC). This according to Jeremiah and Drisu (2019), is a detailed list of holdings of a particular library or group of libraries or a database and to which users have direct access. He further reiterated that, a library with IT services has enormous potentials in the management of vast resources available in the library. Access to these resources is facilitated and the rising needs of library patrons can then be met effectively and efficiently.

Information retrieval tools are the information organization systems developed for the organization and bibliographic control of information resources. It includes those tools that help a library user easily identify and retrieve an information resource of interest. Information retrieval tools also enable the librarians or information professionals to easily take inventory of the holdings of a particular library or information center (Aina, 2004 cited in Onah, *et al.*, 2020). Information retrieval tools include library catalogue neither Online Public Access Catalogue (OPAC), card catalogue, microform or computerized catalogue, indexes, abstracts, bibliographies, directories, internet search engines, nor other in-house created information retrieval tools.

Libraries especially academic libraries, the retrieval of information resources can also be eased through indexing and abstracting. The process of preparing a list which specifies and indicates the information contents or topics in a document or group of documents is called Indexing. It is a detailed alphabetical listing of topics, names of persons, ideas and places as treated in information resources giving enough information about each item to allow for it to be identified and consulted.



Jeremiah and Drisu (2019), admits that indexing is a technique adopted by the indexer or librarian to enable readers have access to, as many publications as are available in their field of interest without much constraint. An ideal resource organization practices enhances abstracting services thereby making information resources available to the library patrons. Abstracting on the other hand, is the process of condensing information content of the important parts of the original recorded knowledge, publication or articles and presenting this information content with its descriptive elements using the language of abstracting or indexing.

Information Retrieval (IR) is the science of searching for information in documents, searching for documents themselves, searching for metadata which describe documents, or searching within databases, whether relational stand-alone databases or hypertext networked databases such as the Internet or World Wide Web or Intranets, for text, sound, images or data. Information retrieval is the process of searching some collection of documents, in order to identify those documents which, deal with a particular subject. Any system that is designed to facilitate this literature searching may legitimately be called an information retrieval system (Agboola, 2019). It is very imperative to note that a tertiary institution library is a place user's visit with the primary aim to consume information.

Search strategy is not only to locate or search for information; it is also the study of the theory, principle and practice of making and using search strategies and tactics. In information retrieval process students need to construct a search string which is a combination of keywords, truncation symbols and Boolean operators which must be entered into the search box of an electronic library resource, online database or an internet search engine as a search tool (Ilo and Nkiko, 2021). The search engine is a web-based tool or software system that is used to locate and retrieve information on the web. They are primarily used to conduct web searches in a systematic way using the supplied web search query. Examples of search engines include Google, Microsoft Bing, Yahoo, Ask.com, Duck Duck Go, Alta Vista, and Lycos.

However, when a query is made on the search engine, the search engine searches the Internet for content by looking over the code/content for each URL. They then store and organize the content found during the crawling process. After which, they rank the document according to their relevance to the research query. Consequently, it can be said that the search engine performs three main tasks when a query is entered. The tasks include crawling, indexing and ranking of results/documents. Each of these tasks is essential in web information retrieval process on the World Wide Web (Ilo and Nkiko, 2021).

In searching for information on the web Ilo and Nkiko (2021) submitted that, there are two main classes namely; the known item search and the unknown item search. The known item search is conducted when the

information seeker knows the item she/he is looking for, while the unknown item search is carried out when the information seeker is unaware about the availability of the information he/she seek. The authors further noted that unknown item search, the user may have some information such as the title of the work, the name of the author, the International Standard Book Number (ISBN) etc. However, in web searching, there are different approaches or search strategies to ensure information are easily retrieved from the web. Among the search strategies are:

- i. **Keyword and Phrase Search:** The keyword search strategy is the simplest and oldest form of web search strategy. This search method is done by entering a keyword or phrase in the system and the system then conduct an inverted file (index search) for each keyword. The keywords or phrase used in this search strategy is often retrieved from the subject heading list. The phrase search matches the phrase entered to other keywords in the system to retrieve relevant results. If the researcher have need to combine multiple keywords or phrases, then the researcher can introduce the Boolean operators or logic (AND, OR, NOT). To conduct a keyword or phrase search, the researcher must enter the keywords or phrases in the system using the keyboard or select the keywords from an index file or vocabulary control tools like subject headings list.
- ii. **Online Public Access Catalogues:** Online Public Access Catalogues (OPACs) are digital versions of library catalogues or machine-readable catalogues. They are kinds of catalogue that lists and store all the items of information held by the library on tapes which are read by an electronic machine or a computer. They are the latest form of catalogue produced by computer.
- iii. **Bibliographic databases:** Databases are digital versions of printed works such as books, journals, newspapers, magazines, government publications, thesis and dissertations. Examples of bibliographic databases include: e-books, e-journals, e-newspapers, e-magazines, e-government publications, and e-thesis and dissertation.
- iv. **Electronic mails:** These are online information retrieval tool that or medium that is used to send and receive mails. This is commonly and widely used with the internet facilities. E-mail is very useful for sending messages to and from remote areas with enhanced network.

Retrieval techniques are designed to help users in Polytechnic libraries to locate the information they need effectively and efficiently. These techniques help students to find out the required information easily. There are two types of retrieval techniques according to Vambara and Bharat (2019) namely Basic Retrieval Techniques and Advanced Retrieval Techniques.

Basic Retrieval Techniques: They are;

- **Boolean Searching:** George Boole (1815-1864) developed AND, OR, NOT Boolean operators. By using these techniques user can narrow down their



search to get the required information. There are three types of Boolean Search;

(a) **AND**: It includes addition of two different concepts for narrowing down the search. It retrieves all those items where all the constituent terms occur.

(b) **NOT**: It is separation of complex concepts into individual simpler ones. It allows users to specify those terms that they do not want to occur in the retrieval records. It excludes unwanted results. Search output will decrease with increase in NOT term.

(c.) **OR**: The inclusion of more concepts to expand their connotation. It is used for broadening a search. It allows users to combine two or more search terms that system will retrieve all those terms that contain either one or all of the constituent terms.

- Proximity search: This search facility allows users to specify... a) whether two search terms should occur adjacent to each other. b) Whether one or more words occur in between the search terms. c) Whether the search terms should occur in some paragraph irrespective of the intervening words. It searches for the occurrence of two or more search terms but it specifies the distance between the search terms.

- Field Searching: Document is presented by attributes such as Author, Title, Publication date, Document type, File type etc. these attributes are called as field searching.

- Case Sensitive Searching: For languages such as English, French, Spanish upper and lower cases make a difference. Case sensitive searching allows pinpointing exactly how a term is represented in a query and the system.

Conclusion and Recommendation

The availability of web based information resources and utilization by library users has brought changes in ways user's access information that satisfy their information needs. Web based information search and retrieval skills are vital tool for training library staff in order to educate it users for their resources not to be underutilize. The Electronic librarians needs to inculcate in library users, basic knowledge of search and retrieval skills to make effective use of the web-based resources

Recommendations

1. Librarian in the e-resources library should be training students of various polytechnics to utilize variety of searching methods and strategies when exploring the Web based Information Resources

3. Polytechnic Librarian should create more awareness on Web-based information resources that can benefit their users and their institution

4. To overcome the barriers of lack of ICT skill on use of web based information search and retrieval skills and slow internet accessibility, the management should adopt strategies that will enhance information search,

retrieval and information resources utilization among students in Polytechnic, North central Nigeria.

5. The Polytechnic library should subscribe to more e-journals and online databases which are useful to the Community member and publicize the available resources for the benefit of all.

6 It is very imperative that library should be digitized and networking should be established to share the e resources, since the patrons prefer using web based information resources in carried out their academic activities.

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DISSEMINATION OF SPECIFIC INFORMATION FOR ENHANCED LIVING STANDARD OF RURAL WOMEN: A STUDY OF NORTH-CENTRAL, NIGERIA

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ABSTRACT

This paper examined dissemination of specific information for enhanced living standard of rural women: a study of North-central, Nigeria. The objectives of the study were to: determine how rural women use information in enhancing their living standards and the challenges affecting enhanced living standards of rural women in North-central, Nigeria. Survey research design method was adopted for the study. The total population for the study was 10,390 rural women. The sample size of the population was 373 drawn from Krejcie and Morgan (1970) sample size table for determining the sample size of a population. Questionnaire was the instrument used for data collection. Out of the 373 copies of questionnaire administered, 307 copies were filled, returned and used for the analysis. Descriptive statistical tool involving frequency counts and percentages, mean and standard deviation were used to analyse the data. The findings of the study revealed that the types of specific information available in enhancing the living standards of rural women in the studied areas is high and the rural women indicated that the inaccessibility to social amenities, illiteracy, geographical distance to urban areas, poverty, lack of awareness on the need for information, lack of infrastructure and facilities and poor communication are seen as challenges affecting enhanced living standards of rural women. The study recommended among others that information adequately provided at the right time by the state governments in North-Central, Nigeria as its use significantly contribute towards enhancing the living standard of rural women.

Keywords: Dissemination of specific information, Enhanced living standard, Rural women, Poverty.

Introduction

Rural people including the rural based women, bear the largest burden of poverty in Nigeria which may be due to numerous factors. These factors according to Abdel and Osman (2015) include inequalities and inefficiencies which have made rural areas to become less productive and sustainable. While the significance of Nigerian women in development may have been overlooked in the past, the present government is actively promoting gender equality and seeking to improve the lot of rural women and their families. This is because development should not be assessed solely in terms of living standards but also in terms of the empowerment of women.

Development may therefore, be seen as creating an environment for people, individually and collectively that is conducive to developing their full potential and giving them a reasonable chance of leading productive and creative lives in accordance with their needs and interests. Alemayehu (2014) asserted that development is about people, their quality of life and expanding human capabilities. It enables people to have choices and allows for political freedom, human rights and self-respect. Development includes access to resources for a decent standard of living and education, but also goes beyond that. Therefore, quality of life can be assessed in

terms of the capability to achieve functioning valued by individuals. However, in order for rural women to be able to achieve their potentials which are enhanced standard of living, accessibility and usability of information is germane. Therefore, information is an indispensable factor for development. For any nation to develop, it needs to have and provide relevant and adequate information on every issue.

Libraries can disseminate such information that would enable rural women enjoy gainful lives as they are skilled at acquiring, organising, disseminating and preserving materials in diverse forms when required, they can be quickly located and utilised. Hence, as reiterated by Onoyeyan and Adesina (2014) that information is a vital tool for development. For rural women to develop, there is need to provide relevant, updated and adequate information on food security, democracy, health, education among other concerns. Libraries can provide such access to information that would enable people lead gainful lives through Specific information, current awareness services and mailing services to mention but a few.

Specific information (SPECIFIC INFORMATION) always keeps a person aware of new developments that



are relevant to his or her domain. SPECIFIC INFORMATION is a method and an information tool that libraries could use to provide information to rural women. The list of information for each individual could be distinct and personalised. What is sent to anyone would depend on the individual interests as outlined in their profile. One of the goals of the SPECIFIC INFORMATION is to deliver the right information to the right user with minimal effort. Each SPECIFIC INFORMATION member could access without having to visit the libraries, but by visiting the e-mail box or his/her personal interface page, to receive her latest information based on the personal interests raised in the profile. So, one of the important factor that make SPECIFIC INFORMATION an efficient and effective service is that it saves time. In other words, effective provision of information resources to rural women in the right package and format will facilitate the use of it.

Statement of the Research Problem

In every society, an enhanced standard of living is an important part of social living especially with regards to the specific economic activities of women in the development of rural communities. Our knowledge of any society would be incomplete if it excludes both the production and distribution of different kinds of goods and services in the society concerned. These goods and services are fundamental to social life because they satisfy the necessary needs for clothing, feeding, shelter and so on of members of the society.

However, due to artificial barriers created by culture and local traditions, women are not expected to do the same jobs as those that are considered as 'men's jobs'. Most of the economic activities of rural women are therefore centered on farming, livestock and poultry production, processing of farm produce, hat and basket weaving, textile production and *etcetera*. In situations where they have white-collar jobs, women are only expected to perform clerical and secretarial functions.

A preliminary study carried out by the researcher reveals that due to limitations placed on women by societal stereotypes, they cannot express their full potentials neither can they experience optimum output from their activities. This leads to increasingly scarce economic resources for rural women. This gender-based barrier that is, the imbalance in access to or control over economically productive resources are critical and worrisome issues for poverty in Nigeria. Women perform their multiple economic and household responsibilities in the face of systemic discrimination in accessing basic information and resources which are required to enhance their standard of living. Therefore, this study will focus on dissemination of specific information for enhanced living standard of rural women: a study of North-central, Nigeria.

Objectives of the Study

The specific objectives of the study were to:

1. Determine how rural women use information in enhancing their living standards in the rural areas;
2. Ascertain the factors affecting enhanced living standards of rural women in North-central, Nigeria.

Literature Review

The use of information by rural women.

Information use by individuals particularly the rural women is crucial in decision making. Kumar (2017) asserts that information is an important key resource for every organisation and groups of people an essential input for all types of organisations. Libraries are organised information centers as they have limited resources with which they have to satisfy the information needs of all users. Therefore, in to meet users' satisfaction, awareness of information resources available in the library and the ability to search and obtain information from it adds substantially to the learning process of users.

According Ntui and Udah (2015), library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, Internet, video tapes, diskettes, and microforms. Library resources are the raw materials that provide vital services in the teaching and learning process. Library resources are important for the preparation of lesson plans by teachers and for educational advancement in order to achieve the set instructional objectives. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. The extent to which information resources are utilised in public libraries is usually captured by the library statistics which is compiled on daily basis by the library staff. It therefore becomes pertinent that in order to gauge the extent to which library resources are utilised, the library staff must be proactive in providing statistics of usage on daily basis. This will serve as encouragement or otherwise to the sponsors of the library. Utilisation of library and information resources has been a concern from the time libraries changed from being cultural monuments to knowledge acquisition and information communication centers. In view of these developments librarians conceived the idea of educating the library user in finding and locating information they need on their day-today activities (Akpe *et al.*, 2018). Utilisation of information resources is making use of the available resources by rural women through adequate access where the library ensures that the resources are acquired and processed as well as making them readily available and utilised at the right time through the right medium through which library clients would be able to make use of such resources.



Ntui and Udah (2015) asserted that information utilisation is the practical and maximum use of library resources identified and acquired by a user for the purpose of solving a problem or achieving a set goal. Rural women can enhance their standard of living through adequate utilization of information resources. Library resources are of no value to rural women until they have been utilised. Similarly, Emasealu and Popoola (2016) opined that information utilisation is referred to as the practical and maximum use of library information materials identified and acquired by a user for the purpose of solving a problem. Utilisation varies among individuals, social groups, institutions, government agencies, organisations and establishments. Usability of any information type by a clientele is determined by the type of job and duties performed, the type of profession a user belongs and the kinds of functions executed at any particular point in time. However, the user's understanding in terms of their age, gender, and educational background form the main principle of information utilisation.

According to Obiano *et al.* (2020), the word utilisation means the act of making use of something for a purpose. So the library which is used for teaching, learning and research purposes is said to be adequately utilised and indispensable. Furthermore, the term library utilisation refers to the extent of usage of libraries by students and other library clienteles. The library is not just a reservoir of knowledge, information and human experiences, but it also creates an avenue for accessing the information materials. In view of the above, people make use of the library for academic resources, assistance and guidance. According to Obiano *et al.* (2020), the utilisation of library resources stimulates excitement and instills confidence in the users to develop their talents, potentials and capabilities both academically and socially.

Utilisation is the act of making use of certain things for a purpose. In this way, using the library is for the purpose of attaining educational and knowledge goals through the utilisation of facilities such as books, journals, research works which assist learning. Supporting this view, Ternenge and Agipu (2019) stated that the use of library facilities stimulates interest, excitement and instills confidence in users to develop their potentials and capabilities both academically and socially. The more accessible the resources are, the more likely they are to be used. In the same vein, Mwatela (2013) asserted that information resources use in libraries is a process comprising of initiation, selection, formulation, collection and use of information resources. It is simply the process which initiates the search and use of information resources for answering pertinent questions of great importance to the information seeker. Similarly, Nwosu and Echem (2018) claims that use of information resources is the extent to which the library can be used by rural women to enhance their standard of living. In a similar vein, Ibrahim and Sakiyo (2015) opined that use of

information resources connotes a pattern and frequency of information resources usage by the library's community of users. Furthermore, Uhegbu cited in Chimah and Nwokocha, (2013) maintained that information resources utilization is the actual putting into appropriate use, acquired information which may differ from person to person, one discipline to another, one faculty to another as well as from one corporate organization to the other according to their information needs and other socio-economic imperatives.

Factors Affecting Provision of Information to Rural Women

Dissemination of information to women is dependent on various factors due to the complex and varied nature of the types of information needed. Agbo (2015) discusses some of the problems faced in providing access to gender information and methods of enhancing its provision. Gender information networking is seen as the answer to this problem. These services can be provided by libraries and resource centers especially women centers. In a network, it is easier to disseminate information. Sobalaje *et al.* (2019) saw the need to develop the communication infrastructure, information systems and services in low and middle income countries. This he feels should be done before seeking for aid from International agencies. The support services of these information systems should be marketed so as to generate interest of the people and also aid in the maintenance of the infrastructure.

The issue of national information policies is also a major factor in information provision to women. Developing an information policy is one of the things any government that wants development should tackle first. Nwokike (2021) argued that in providing information for the needs of women, women librarians are in particular challenged as they are also stakeholders in this effort to gather and disseminate gender information. Tofi *et al.* (2019) says better information lies in the use of technology and is of the opinion that women librarians are well equipped to face the challenges of the future in the use of technology for information provision. Still on the issue of technology, Nwokike (2021) argued that ICT will not automatically get to the heart of poverty eradication as exclusion from ICT is deep. What the poor need most in his opinion is parallel infusion of money and education. Thus, ICT alone cannot help women. Funding, the necessary infrastructure and above all, education is needed in addition to any technology that is proffered. This assures socio-economic development of women and the community as a whole.

Methodology

The study adopted descriptive survey research design. Survey research design is suitable for the study because data generated were collected and used to describe and interpret issues on the dissemination of specific information for enhanced living standard of rural women: a study of North- Central, Nigeria. The population of this study was 10,390. This consisted of rural women in North-central, Nigeria. The sample size of the population was 373. The sample size was obtained by subjecting the target population of 10,390 to Krejcie and Morgan 1970 sampling table for determining the sample size of the population. Descriptive statistics involving frequency distribution, mean and standard deviation were used for data analysis.

Table 1: Use of Information in enhancing the Living Standard of Rural Women N = 307

S/N	Statements	SA	A	D	SD	FX	\bar{x}	STD	Decision
		4	3	2	1				
1	Information is used by rural women for their physical health	101	91	74	41	866	2.82	0.32	Agreed
2	Information is used by rural women for their psychological well-being	83	97	69	58	819	2.67	0.17	Agreed
3	Information is used by rural women for their social well-being	94	99	90	24	877	2.86	0.36	Agreed
4	Information is used by rural women for their financial well-being	92	101	76	38	861	2.80	0.30	Agreed
5	Information is used by rural women for their family relationship	89	87	74	57	822	2.68	0.18	Agreed
6	Information is used by rural women for their educational well-being	98	103	72	34	879	2.86	0.36	Agreed

The data presented in Table 1 showed that six items were listed for rural women to indicate how they use information in enhancing their living standards. All the six items produced high mean scores which were above the average benchmark of 2.50. These items include item 6: Information is used by rural women for their educational well-being ($\bar{x}=2.86$; $SD=0.36$), item 3: Information is used by rural women for their social well-being ($\bar{x}=2.86$; $SD=0.36$), item 1: Information is used by rural women for their physical health ($\bar{x}=2.82$; $SD=0.32$), item 4: Information was used by rural women for their financial well-being ($\bar{x}=2.80$; $SD=0.30$), item 5: Information is used by rural women for their family relationship ($\bar{x}=2.68$; $SD=0.18$) and item 2: Information is used by rural women for their psychological well-being ($\bar{x}=2.67$; $SD=0.17$). It showed

that these uses of information have positive effect towards enhancing the living standards of rural women.

Table 2: Factors affecting Enhanced Living Standard of Rural Women N = 307

S/N	Statements	SA	A	D	SD	FX	\bar{x}	STD	Decision
		4	3	2	1				
1	Inaccessibility to social amenities affect the living standard of rural women	138	125	35	9	1006	3.28	0.78	Agreed
2	Illiteracy affect the living standard of rural women	119	127	57	4	963	3.14	0.64	Agreed
3	Geographical distance to urban areas affects the living standard of rural women	112	122	65	8	952	3.10	0.60	Agreed
4	Poverty affect the living standard of rural women	101	95	88	23	888	2.89	0.39	Agreed
5	Lack of awareness on the need for information affect the living standard of rural women	115	102	80	10	936	3.05	0.55	Agreed
6	Lack of infrastructure and facilities affect the living standard of rural women	127	103	69	8	963	3.13	0.63	Agreed
7	Poor communications affect the living standard of rural women	105	92	47	63	853	2.78	0.28	Agreed

The data presented in Table 2 showed the responses of rural women on factors affecting their enhanced living standards. All the seven items have high mean scores which were above 2.50 bench mark. These items included item 1: Inaccessibility to social amenities affected the living standard of rural women ($\bar{x}=3.28$; $SD=0.78$), item 2: Illiteracy affected the living standard of rural women ($\bar{x}=3.14$; $SD=0.64$), item 6: Lack of infrastructure and facilities affected the living standard of rural women ($\bar{x}=3.13$; $SD=0.63$), item 3: Geographical distance to urban areas affected the living standard of rural women ($\bar{x}=3.10$; $SD=0.60$), item 5: Lack of awareness on the need for information affect the living standard of rural women ($\bar{x}=3.05$; $SD=0.55$), item 4: Poverty affected the living standard of rural women ($\bar{x}=2.89$; $SD=0.39$) and item 7: Poor communications affected the living standard of rural women ($\bar{x}=2.78$; $SD=0.28$). These items indicated challenges that are really affecting the enhanced living standards of rural women in the studied areas.

Discussion

The findings of the study revealed that information was used by rural women for their physical health, psychological health, social health, financial health, educational and family relationship. As reiterated by Onoyeyan and Adesina (2014) information is a vital tool



for development. For rural women to develop, there is need to provide relevant, updated and adequate information on food security, democracy, health, education among other concerns. Libraries can provide such access to information that would enable people lead gainful lives through Specific information, current awareness services and mailing services to mention but a few.

The study equally revealed that respondents agreed with all the factors affecting the enhanced living standards of rural women as presented in Table 2. This indicates that enhanced living standards of rural women is negatively affected. As such, urgent attention need to be paid on the provision of social amenities, provision of infrastructure and facilities and ensuring good communication. Rural people including the rural based women, bear the largest burden of poverty in Nigeria which may be due to numerous factors. This is in line with the findings of Abdel and Osman (2015) that these factors include inequalities and inefficiencies which have made rural areas to become less productive and sustainable.

Conclusion

From the findings of the study, it can be concluded that rural women in North-Central, Nigeria have information needs particularly as it affects their enhanced living standards. These include the need for: physical health, psychological well-being, social wellbeing, financial well-being and educational well-being. The study revealed that inaccessibility to social amenities, illiteracy, geographical distance to urban areas, poverty, lack of awareness on the need for information and poor communications affect the living standard of rural women in the studied areas. With all of these, it would be difficult for the provision of specific information towards enhancing the living standard of rural women in North-Central, Nigeria.

Recommendations

1. Information should be adequately provided at the right time by the State governments in North-Central, Nigeria as its use significantly contributed towards enhancing the living standard of rural women.
2. The State government in North-Central, Nigeria should ensure the provision of social amenities and infrastructural facilities in the rural areas. This will further enhance the living standard of rural women.

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INFORMATION DISSEMINATION ROLE OF THE PUBLIC LIBRARIES TOWARDS THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOAL 16 IN NORTH- CENTRAL NIGERIA

BY

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ABSTRACT

The paper investigated the information dissemination role of public libraries towards the implementation of sustainable development goal 16 in North-Central Nigeria. The study was guided by two objectives and two research questions. Among the objectives of the study were to: ascertain the importance of peace and justice goals for humanity in North-Central, Nigeria and to determine the influence of information dissemination roles of public libraries towards the implementation of peace and justice goals in North-Central, Nigeria. Survey research design was adopted for the study. The total population for the study was 194 librarians in the public libraries studied. Total enumeration or census was carried out because the population size was manageable. Questionnaire was the only research instrument used for data collection. Out of 194 copies of questionnaire administered, 173 copies were filled and returned. Frequency counts and percentages mean and standard deviation were used to analyse the data. Out of the 194 copies of questionnaire administered, 127 copies were filled, returned, and used for the analysis. Descriptive statistical tools involving frequency counts and percentages, mean and standard deviation were used to analyse the data. The findings of the study revealed among others that the respondents strongly agreed on the importance of peace and justice for the attainment of SDGs for humanity with the highest mean score from item 6 on developing effective, accountable, and transparent institutions at all levels. The study concluded that if sustainable development goal 16 in North-Central and Nigeria as a whole is to be sustained, citizens need to be well informed and this can be done through information selection, processing, organising, and dissemination of resources using ICT facilities and associated gadgets taking into account the development indicators raised in the sustainable development goal (SDG) 16, hosting local forums where people can discuss problems such as conflict, violence, human rights violation, and persecution. The study recommended among others that the management of public libraries in North-Central, Nigeria should ensure public enlightenment campaigns during library week by organising seminars, workshops; symposiums that will serve as an educational forum where citizens irrespective of gender, age, and profession would be sensitized on the need to end violence, abuse, trafficking, torture, illicit financial and arms flows, reduce corruption and bribery and giving people hope on the need to embrace peace and justice for the common good of humanity.

Keywords: Information dissemination, public libraries, Sustainable Development Goal 16

Introduction

To solve critical societal problems, Heads of State under the umbrella of the United Nations came together in September 2015. They unanimously adopted a framework for development known as Sustainable Development Goals (SDGs). The SDGs, or Global Goals, are an agenda to transform the world; a transition from the Millennium Development Goals (MDGs). Nwankwo *et al.* (2020) posited that the United Nations launched the seventeen sustainable development goals in 2015 to create a standard set of development goals for all communities in every country with a deadline for attaining the 2030 vision. The SDGs is expected to run for the next 15 years, could also be called the 2030 Agenda for Sustainable Development. The development framework consists of 17 goals and 169

targets across all aspects of human endeavors, which are interrelated, according to Irex (2016). Ahmed Adeniran (2018) described sustainable development as transforming a country's economic, social, political, educational, religious, and cultural values towards improvement in human dignity and the general well-being of its citizens.

Sustainable Development Goal has been defined in many ways. Still, the most frequently used description is given by the Brundtland Commission (1987), cited by Nwankwo *et al.* (2020), as a development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. In other words, it means a better quality of life for everyone, now and in future generations. Sustainable



development is a programme developed to meet the needs of the present and future generations.

Ukubeyinje and Ejitagha (2019) listed out the 17 SDG goals to include: Goal 1: No poverty, Goal 2: Zero hunger; Goal 3: Good health and well-being; Goal 4: Quality education; Goal 5: Gender equality; Goal 6: Clean water and sanitation; Goal 7: Affordable and clean energy; Goal 8: Decent work and economic growth; Goal 9: Industry, innovation, and infrastructure; Goal 10: Reduce in-equality; Goal 11: Sustainable cities and communities; Goal 12: Responsible consumption; Goal 13: Protect the Planet; Goal 14: Life below water; Goal 15: Life on land; Goal 16: Peace and justice and Goal 17: Partnership for the goal.

Humanity's peace and justice goal is promoting peaceful and inclusive societies, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels. According to Justice for All (2019), people everywhere should be free of fear from all forms of violence and feel safe as they go about their lives, regardless of their ethnicity, faith, or sexual orientation. High levels of armed violence and insecurity have a destructive impact on a country's development. As of May 2022, the number of people forced to flee conflict, violence, human rights violations, and persecution had surpassed 100 million (Mariru, 2023).

According to the United States Department of State (2018), sexual violence, crime, exploitation, and torture are prevalent where there is conflict or no rule of law. Governments, civil society, and communities must work together to resolve conflict and insecurity. Strengthening the rule of law and promoting human rights is critical to this process, as is reducing the flow of illicit arms, combating corruption, and ensuring inclusive participation at all times. The library is a non-profit making organisation. Its structures and constitutions are based on set goals, objectives, plans, and policies. The varying objectives and policies led to the establishment of different types of libraries, of which public libraries are no exception. Public libraries are libraries accessible by the general public and are usually funded from public sources. According to Anil and Rani (2017), a public library aims to provide information to the general public to satisfy their educational, research, information, cultural and recreational needs.

Library information dissemination is sharing new or existing information with library users. It can be done verbally, through writing, or via technology. Dissemination is crucial to effective communication, ensuring that information reaches its intended audience. Information dissemination is the process of making facts available to the general public. The dissemination of information by public libraries to library users has grown tremendously in recent years (Litzenberger, 2016). Technology has played a significant role in changing how information is disseminated. It is no longer limited to face-to-face

conversation or the exchange of written correspondence.

It is a known fact that information is power. Therefore, implementing and realising any developmental programme, including the SDGs, is vital. IFLA (2017) posited that libraries and librarians' support in the sustainable development agenda is expected to be in the area of providing the people with relevant and up-to-date information they require to be aware of and have access to economic opportunities, gender equality, quality education, improve their health or develop their communities. Public libraries' implementation of peace and justice should be consolidated and new roles adopted to ensure high-level contribution to the SDGs agenda.

Statement of the Research Problem

The actualisation of peace and justice for humanity of the SDGs in Nigeria is very slow concerning the efforts made by international organisations to meet the 2030 deadline. According to Mariru (2023), in 2021 alone, 320 fatal attacks against human rights defenders, journalists, and trade unionists were recorded in 35 countries, and the number of people forced to flee conflict, violence, human rights violations, and persecution had surpassed 100 million. More than eight years into the adoption of SDGs, there seems to be poor sensitization or awareness of the public library's need for peace and justice for humanity by the public library to the general public, yet awareness is instrumental to the realization of peace and justice. Peace and justice can be sustained by disseminating current and up-to-date literatures by public libraries, primarily through ICT facilities, to the general public on their rights as individuals and how they can seek justice when any person or entity violates those rights.

Objectives of the Study

- ascertain the importance of peace and justice goal of sustainable development goals for humanity in North-central Nigeria;
- determine the influence of information dissemination roles of public libraries towards the implementation of peace and justice goals in North-central Nigeria;

Research Questions

- 1 What is the importance of peace and justice goal of sustainable development goals for humanity in North-central Nigeria?
- 2 What is the influence of information dissemination roles of public libraries towards implementing peace and justice goals in North-central Nigeria?

Literature Review

The concept of peace and justice and its importance for humanity

The 2030 Agenda recognizes that sustainable development goes hand in hand with peace and security and is undermined by conflict. Likewise, the absence of sustainable development is a crucial driver of inequality, fragility, and conflict. UN General Assembly (2015) posited that the nexus between security and



development has been made explicit by including the peace and justice goal in the 2030 Agenda. Peace and justice stress the need for strong institutions built on respect for human rights, effective rule of law, and good governance at all levels. It is arguably one of the most ambitious goals in the 2030 Agenda because it is not simply a goal alone but also an enabler for achieving other goals.

According to the United Nations (2017), many peace and justice targets are somewhat vague, and limited guidance exists on measuring and achieving them, especially in fragile contexts. Good Security Sector Reform (SSR) can be instrumental in achieving peace and justice goals and targets (United Nations and World Bank, 2018). This is because the SSR will define how the principles of good governance apply to public security provision, management, and oversight. United Nations (2017) posited further that good Security Sector Governance (SSG) principles are accountability, transparency, the rule of law, participation, responsiveness, effectiveness, and efficiency.

Information Dissemination Roles of Public Libraries

The birth of technology and continuous ICT developments are changing libraries regarding information acquisition, storage, organization, maintenance, and rendering methods (Shonhe, 2017). These developments can be used to disseminate information by public libraries to the general public on how peace and justice in a society can be achieved and implemented. The researcher further maintained that libraries use the following methods to disseminate information in the 21st-century era:

i. Online Public Access Catalogues and Networked Databases

Due to the online presence of catalogues, users can retrieve and access information resources timely. Current OPACs can be accessed through mobile technology such as cell phones. Library users no longer need to be within the walls to access OPACS and library databases. Information seekers retrieve various information sources through mobile Online Public Access Catalogues and mobile-based databases such as Pub Med (which contains biomedical literature with more than 26 million citations and includes Full-text content (PubMed, 2017). The New York Public Library, University of Liverpool Library, Jefferson County Public Library, and Nashville Public Library are some of the best practices for mobile OPACs (Nalluri and Gaddam, 2016). Public libraries can use mobile OPACs to disseminate information on peace and justice.

ii. Personal space/My Library

This is a self-service platform where public libraries manage the personalized accounts of their users with custom-made collections. Verma and Verma (2014) posited that librarians could help users set up and manage their profiles and preferences for catalogue searches, receive alerts on reserved items, check their records, track interlibrary loan requests, renew borrowed items, and document delivery requests. This

platform presents a new opportunity for electronic data interchange and selective information dissemination (Liu and Briggs, 2015). Public libraries can harness the advantages of mobile technology to implement structures necessary for achieving peace and justice for all by making information ubiquitous.

iii. Short Message Service (SMS) notification

This entails using mobile telephony systems to disseminate information through text messages and multimedia content such as videos, images, and audio files. Libraries use this service to alert patrons regarding outstanding fees, renewals, provision of call numbers, interlibrary loans, issue return notifications, items on hold, and new arrivals (Kumar, 2014). Public libraries can also use this service by alerting their users in text messages or through videos, images, and audio files on the need to embrace peace and justice for the common good of society.

iv. Social Media Networks

Public libraries also make use of social platforms for information dissemination. Social networks are more appropriate for marketing information and delivering personalized information resources to groups or individuals. The SMS notification can also be used through social media networks (WhatsApp, Imo) and web applications such as Google SMS, Twitter, Facebook, and Pinterest (Prabhakaran and Kalyani, 2014). Public libraries can use various SMS notification services (including web-based SMS) and other mobile library services to interact with their clients on SDGs, particularly on the need for peace and justice.

v. Quick Response (QR) codes

Quick Response (QR) codes are two-dimensional barcodes that direct users to the desired websites (Library Success, 2014). It is a time-saving technology that acts as a pointer to indexed or programmed URLs. The barcodes contain information about an item to which the QR code is attached. Smartphone users use camera features to scan images and decode information (Saxena and Yadav, 2013). QR codes are also mobile tagging (Verma and Verma, 2014). Information professionals can use this technique to direct users to relevant or important websites containing current literature on peace and justice systems around the globe.

Library Websites

Library websites are used in various libraries for marketing purposes and to announce news or upcoming events to their clients. Techniques such as CSS (Cascading Style Sheets) or ADR (Auto-Detect and Reformat Software) are used to enable websites to rearrange and adapt to the size of the mobile device being used (Nalluri and Gaddam, 2016). With the influence of mobile technology, libraries are transforming websites into mobile-friendly interfaces (Nalluri and Gaddam, 2016). Every library should have a website enabling information dissemination and access by all users. This will enable the librarians to quickly disseminate information to users on the SDGs' peace and justice target.

Methodology

A descriptive survey design of correlation was adopted for this study. This is because the survey research design method has the advantage of broader application, allowing data to be collected on a large population. The population of this study was 194 which consists of librarians in the public libraries in North-central

Nigeria, namely: Benue State Library Board, Kogi State Library Board, Kwara State Library Board, Nasarawa State Library Board, Niger State Library Board, and Plateau State Library Board respectively. Questionnaire was used as data collection instrument. Descriptive statistics involving frequency tables, percentages, and mean was used to analyse the data for the study.

Table 1: Importance of Peace and Justice Goals

S/N	Statements	SA	A	D	SD	N	FX	\bar{x}	STD	Decision
		4	3	2	1	173				
1	Reduce all forms of violence and related death rates everywhere	85	61	21	6	173	571	3.30	0.80	Agreed
2	End abuse, exploitation, trafficking and all forms of violence and torture against children	75	53	32	13	173	536	3.09	0.59	Agreed
3	Promote the rule of law at the national and international levels and ensure equal access to justice for all	92	53	20	8	173	575	3.32	0.82	Agreed
4	Reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets, and combat organised crime	72	64	24	13	173	541	3.12	0.63	Agreed
5	Substantially reduce corruption and bribery in all forms	83	66	8	16	173	562	3.25	0.75	Agreed
6	Develop effective, accountable and transparent institutions at all levels	116	47	7	3	173	622	3.59	1.09	Agreed
7	Ensure responsive, inclusive, participatory and representative decision-making at all levels	83	54	30	6	173	560	3.24	0.74	Agreed
8	Broaden and strengthen developing countries' participation in global governance institutions	59	81	30	3	173	542	3.13	0.63	Agreed
9	Provide legal identity for all, including birth registration	84	57	24	8	173	563	3.25	0.75	Agreed
10	Ensure public access to information and protect fundamental freedoms following national legislation and international agreements	74	54	13	32	173	516	2.98	0.48	Agreed

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 1 shows that ten items were listed for the respondents to respond on importance of peace and justice goals for sustainable development goals for humanity in the public libraries studied. All the ten items produced high mean scores above the bench mark of 2.5. These items include item 6: Develop effective, accountable and transparent institutions at all levels (\bar{x} =3.59; SD=1.09), item 3: Promote the rule of law at the national and international levels and ensure equal access to justice for all (\bar{x} =3.32; SD=0.82), item 1: Reduce all forms of violence and related death rates everywhere (\bar{x} =3.30; SD=0.80), item 5: Substantially reduce corruption and bribery in all forms (\bar{x} =3.25; SD=0.75), item 9: Provide legal identity for all, including birth registration (\bar{x} =3.25; SD=0.75), item 7: Ensure responsive, inclusive, participatory and

representative decision-making at all levels (\bar{x} =3.24; SD=0.74), item 8: Broaden and strengthen developing countries' participation in global governance institutions (\bar{x} =3.13; SD=0.63), item 4: Reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets, and combat organised crime (\bar{x} =3.12; SD=0.63), item 2: End abuse, exploitation, trafficking and all forms of violence and torture against children (\bar{x} =3.09; SD=0.59) and item 10: Ensure public access to information and protect fundamental freedoms following national legislation and international agreements (\bar{x} =2.98; SD=0.48). Above all, the highest mean score was discovered from item 6 on developing effective, accountable and transparent institutions at all levels.



Table 2: Information Dissemination Roles of Public Libraries

S/N	Statements	SA	A	D	SD	N	FX	\bar{x}	STD	Decision
		4	3	2	1	173				
1	Public libraries can disseminate information by harnessing the advantages of mobile technology to implement structures necessary for achieving peace and justice for all and making information ubiquitous using Personal space/My library	100	62	4	7	173	601	3.47	0.97	Agreed
2	Public libraries can disseminate information through the use of Short Message service notification by alerting their users using text messages or through videos, images, and audio files on the need to embrace peace and justice for the common good of society	112	33	20	8	173	595	3.44	0.94	Agreed
3	Public libraries can disseminate information through the use of various social media networks, web-based SMS notifications and other mobile library services to interact with their clients on SDGs, particularly on the need for peace and justice	59	78	13	23	173	519	3.00	0.50	Agreed
4	Public libraries can disseminate information through the use of Quick Response Codes to direct users to relevant or important websites containing current literature on peace and justice systems around the globe	101	54	11	7	173	595	3.44	0.94	Agreed
5	The public library should have a website enabling information dissemination and access by all users as this will enable the librarians to quickly disseminate information to users on the SDGs' peace and justice target	57	67	34	15	173	512	2.96	0.46	Agreed
6	The library can use mailing list as medium to disseminate information to individual users on sustainable development, its various goals, and how each goal can be achieved and actualized	82	72	8	11	173	571	3.30	0.80	Agreed

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 2 reveals that six items were listed for the respondents to indicate influence of information dissemination roles of public libraries towards implementing peace and justice goals. All the six items produced high mean scores which were above the benchmark of 2.5. These items include item 1: Public libraries can disseminate information by harnessing the advantages of mobile technology to implement structures necessary for achieving peace and justice for all and making information ubiquitous using Personal space/My library ($\bar{x}=3.47$; $SD=0.97$), item 2: Public libraries can disseminate information through the use of

Short Message service notification by alerting their users using text messages or through videos, images, and audio files on the need to embrace peace and justice for the common good of society ($\bar{x}=3.44$; $SD=0.94$), item 4: Public libraries can disseminate information through the use of Quick Response Codes to direct users to relevant or important websites containing current literature on peace and justice systems around the globe ($\bar{x}=3.44$; $SD=0.94$), item 6: The library can use mailing list as medium to disseminate information to individual users on sustainable development, its various goals, and how each goal can be achieved and actualised ($\bar{x}=3.30$;



SD=0.80), item 3: Public libraries can disseminate information through the use of various social media networks, web-based SMS notifications and other mobile library services to interact with their clients on SDGs, particularly on the need for peace and justice (\bar{x} =3.00; SD=0.50) and item 5: The public library should have a website enabling information dissemination and access by all users as this will enable the librarians to quickly disseminate information to users on the SDGs' peace and justice target (\bar{x} =2.96; SD=0.46).

Discussion

The findings of the study revealed that the importance of peace and justice goals is high, thereby reducing all forms of violence, end abuse, exploitation, trafficking and all forms of violence and torture against children, promote the rule of law at the national and international levels and ensure equal access to justice for all, reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets, and combat organised crime, substantially reduce corruption and bribery in all forms, develop effective, accountable and transparent institutions at all levels, ensure responsive, inclusive, participatory and representative decision-making at all levels, broaden and strengthen developing countries' participation in global governance institutions, provide legal identity for all, including birth registration and ensure public access to information and protect fundamental freedoms following national legislation and international agreements. This is because peace and justice in any sane society cannot be over emphasized. High levels of armed violence and insecurity have a destructive impact on humanity and to a country's development. As such, people should be free from all forms of violence regardless of religious and/or tribal affiliations. This corroborates the findings according to Justice for All (2019), people everywhere should be free of fear from all forms of violence and feel safe as they go about their lives, regardless of their ethnicity, faith, or sexual orientation.

Conclusion

From the findings of the study it could be deduced that public libraries are essential tools in the society and they play an important role in achieving sustainable development goal 16 using ICT. If sustainable development goal 16 in North-Central and Nigeria as a whole is to be sustained, citizens need to be well informed and this can be done through information selection, processing, organising and dissemination of resources using ICT facilities and associated gadgets taking into account the development indicators raised in the sustainable development goal (SDG) 16, hosting local forums where people can discuss problems such as conflict, violence, human rights violation and persecution.

Recommendations

1. The management of public libraries in North-Central, Nigeria should ensure public

enlightenment campaigns during library week by organising seminars, workshops; symposium that will serve as an educational forum where citizens irrespective of gender, age and profession would be sensitized on the need to end violence, abuse, trafficking, torture, illicit financial and arms flows, reduce corruption and bribery and giving people hope on the need to embrace peace and justice for the common good of humanity

2. The management of public libraries in North-Central, Nigeria should organise training and re-training or continuous training for library staff on the use of ICT facilities, mobile technologies and Quick response codes to disseminate timely and current information on sustainable development, its various goals, and how each goal can be achieved or actualized.

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INFORMATION RETRIEVAL SKILLS AS DETERMINANT OF UNDERGRADUATES' USE OF ELECTRONIC RESOURCES IN UNIVERSITY OF ABUJA LIBRARY, NORTH-CENTRAL, NIGERIA

BY

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ABSTRACT

This study investigated information retrieval skills as a determinant of undergraduates' use of electronic resources in university of Abuja library, Abuja. This is in order to address the problem of underutilisation of electronic resources in the university library. Correlational survey design was adopted for the study and the population of the study comprised of 4,288 undergraduate students and sample size of 212. Questionnaire was used for data collection. Descriptive and inferential statistics such as frequency, percentages mean and standard deviation were used to analyse data. Analysis of data collected revealed that electronic resources are used among the respondents. The respondents considered electronic resources useful to their study and they boost independence in resources searching and use. The analysis further revealed that undergraduates possess information retrieval skills. However, more training is needed to help them develop more potentials to make innovative use of the electronic resources in their library. This study has implication on the management and adequate use of electronic resources. The study recommends adequate and effective training for users especially undergraduates on the information retrieval skills and also consider users when acquiring electronic resources to ensure their needs are adequately met.

Keywords: *information retrieval skills, electronic resources, undergraduates' students, university of Abuja, North-central, Nigeria*

Introduction

The hub or nerve centre around which scholarship revolves is a university library. It is a crucial tool for the advancement of the mind. A well-stocked university library is a repository of knowledge or a chronicle of human experience that users may consult for facts or information. Due to the availability of information resources in a variety of formats to support the university's teaching, learning, and research goals, the university library is a crucial academic component in higher education. Today, the way information is produced, managed, and communicated has undergone significant change as a result of the development and usage of electronic resources in universities. Due to these developments, libraries must now include both print and electronic collections in order to successfully serve students, who frequently make up a larger portion of the library community. This library has expanded over time and with the advent of information and communication technology (ICT), many changes and improvements on the way the university libraries store their resources have occurred. ICT also makes space for the storage of information in a variety of formats, including but not limited to electronic format, which is referred to as electronic resources (ER). These resources

are available in a variety of formats for easy accessibility.

Libraries and information centres now adopt the use of electronic resources for quick and effective dissemination of information to their various users. This corroborates the views of Jerome and Egbe (2014) cited by Igwela and Opara (2022) "today libraries and information centers have incorporated and adopted various electronic information resources for their collection developments to fulfill the requirements of different categories of library users in a better way". Some of the electronic information resources are freely available to anyone over Internet access (open access) but many are commercially available (closed access). Electronic Resources (ERs) have a great impact on libraries and have started to change the functioning of libraries, especially in higher education institutions across the world.

The use of electronic resources by students whether undergraduate or post graduate, avails them with the opportunities to numerous advantages such as more convenient to use as there is no geographical barrier, current information as they provide up-to-date resources to users for research and other academic purposes. They also provide access to easy downloads



through computers, mobile phones and other mobile devices. In recent time, the use of electronic resources is on the increase and all these advantages necessitated academic libraries all over the world to incorporate electronic resources into their libraries in form of online repositories, e-books, e-journals, e-theses and dissertations, electronic images, full-text databases, e-audios, available to meet and satisfy the demanding information needs of their patrons to access as it has facilitated high academic performance among the undergraduate students. To corroborate this fact, Adeniran (2017) argued that electronic resources usage is vital in that they provide users with timely, easy access and up-to-date information and general opinion about them is positive with students finding them useful in their academic and research activities.

However, despite how significant and promising the ERs are, undergraduate students in Nigeria are not fully utilising them. Although some factors have been identified as influencing the use of electronic resources. Factors such as age, gender, level of study, socioeconomic background and knowledge, retrieval skills are only a few examples of the demographic aspects that may have an impact on undergraduates' use of electronic resources.

Information Retrieval skills are certain abilities that are required for efficient, precise, and timely information retrieval. Technical expertise and understanding required to search for and utilize information are known as information retrieval skill. Likewise the tools for information retrieval to find the resources that are available and separate them from the resources that are not required. The ability to locate pertinent information about a topic from a variety of sources is known as information retrieval. It is the process or procedure of searching, locating and obtaining information resources relevant to the information need of user from a collection of information resources. Information retrieval involves searches which can be based on full-text or other content-based indexing. There are various models of information retrieval especially in a modern library and archives centre. They include Boolean, probabilistic and vector-space classical models of information retrieval. Information retrieval is one of the most important functions of the library as it helps the user to locate the most relevant and up-to-date information to satisfy his or her information needs. According to Echem and Udo-Anyanwu (2018) information retrieval methods are essential for finding information that will result in good educational results. According to Atanda and Ugwulebo (2017) user education, library tours, orientations, seminars, lectures, workshops, library personnel, library handbooks, and other activities can help students learn how to utilize information retrieval technologies. The degree of ability to use different types of information retrieval tools possessed by the undergraduate students has an implication on the use of the electronic resources by such students; because adequate information retrieval skills enhance the amount and quality of information

retrieved by the end user, after an information or literature search.

Therefore, based on the aforementioned, it can be noted that for electronic resources to be effectively and efficiently used by undergraduate students there is need to study the relationship between electronic resources use and these factors discussed above as they help in assisting these students to make innovative use of these electronic resources for their activities. It is on these variables that the study seek to investigate.

Statement of the Research Problem

Electronic resources are collections of information in an electronic or digital format that can be accessed using electronic devices like a phone, computer and other fixed media. They are also published in an electronic version, such as encyclopedia, pamphlets, e-books, e-journals, databases and so on. These resources usually assist in effective provision of library services. With the introduction of ERs information accessibility and retrieval in most libraries especially in the university libraries have become easy exercise. Electronic resources give users access to current information as well as information that they may not be able to get due to financial constraints or geographical limitations. These electronic resources are essential research tools that complement print-based resources in academic libraries.

However, studies on the use of electronic resources found that, as significant and promising as the ERs are, undergraduate students in Nigerian universities are yet to fully utilize them to their own advantage. This corroborates the findings of Raphael *et al*, (2020) which stated that despite the benefits of ERs, literature have revealed that the use of ERs to complement academic work is still below expectations among undergraduates in Nigeria. This has greatly affected their creativity and innovation in their various fields of study.

It is on this basis, the researcher thought it is important to conduct this study to investigate the influence of information retrieval skills, as determinants of undergraduate students' use of electronic resources in University of Abuja library.

Aim and Objectives of the Study

The aim of the study is to investigate the influence of information retrieval skills and perceived ease of use on undergraduates' use of electronic resources in University of Abuja library.

The specific objectives are to:

1. find out the level of undergraduate students' use of electronic resources in University of Abuja library;
2. determine the relationship between information retrieval skills and undergraduate students' use of electronic resources in University of Abuja library.

Research Questions

To guide this study, the following questions were asked.

1. What is the level of undergraduate students' use of electronic resources in University of Abuja library?
2. What is the relationship between information retrieval skills of the undergraduate students and their

use of electronic resources in University of Abuja library?

Literature Review

Literature was reviewed on the students' use of electronic resources and information retrieval skills as it relates to the study.

Students' use of electronic resources

University students use electronic information resources for a variety of academic needs. These goals include completing assignments, producing term papers, supplementing coursework, locating current literature for research, participating in blog discussions about relevant topics, looking for scholarship opportunities, looking for an internship, and conducting research. Universities conduct research and other academic activities that require the collection and processing of data. The success of a research project largely depends on a student's ability to locate current and pertinent information. Research is now easier thanks to the availability of electronic information resources. This is because the majority of the documents that need to be consulted for research can be found online, in online databases, Internet, OPACs, electronic journals, electronic books, to mention but a few.

Academic libraries now largely feature electronic resources with a strong presence. Students at universities who are aiming for academic success can benefit from these abundant information resources. However, the successful use of electronic resources is not only ensured by the availability of information resources. It is expected that as universities invest so much in electronic resources, they should be adequately used to contribute to academic achievements of students for the institutions to get value for their money. This is corroborated by Kwadzo (2015) who stated that as academic institutions invest in these resources, it is only appropriate to expect that ERs are effectively managed and optimally used to contribute to the academic achievements of students and faculty members, and for institutions to get value for their investments into these resources.

Information retrieval skills and use of electronic resources

The concept information retrieval was coined in 1952 but gained popularity in the research community from 1961 onwards. Information retrieval according to Tague-Sutcliffe (1996) is a process of searching records or documents to find items which may satisfy the information needs or interest of an individual or group. Information retrieval skills are the ability and competence of using the various information retrieval tools to identify, locate and retrieve information resources from a collection. Okuonghae and Ogiemien (2016) identified that undergraduates in Nigeria have little skills in the use of the library catalogue and indexes, knowledge of using various information retrieval tools and the effective use of Internet search engines. Studies have revealed that library catalogue and Internet search engines are the most utilized

information retrieval tools (Echem & Odo-Anyanwu, 2018).

To search the Internet effectively, the students must possess such skills and competence as in the use of Boolean operators, strategic use of search engines, keywords search skills, advance search skills, and truncation among others. This is the view of Onah, *et al* (2020) in corroboration with Ekenna and Mabawonku (2013) who argued that some search strategies like use of Boolean logic, truncation, wildcat and proximity features are useful for retrieval of information.

Methodology

The correlational survey design was adopted for the study. The population of the study comprised of 4,288 undergraduate students as at September, 2022. The study used purposive sampling technique was adopted to select three faculties from the university to constitute the study sample. Two departments were randomly selected to equal representation of the faculties with a sample size of 212 comprising of 5% of each department. Questionnaire was used for data collection. Descriptive and inferential statistics such as frequency, percentages, mean and standard deviation were used to analyse data.

Table 1. Study population and Sample size

Table 1 shows the study population of undergraduates as distributed across the selected faculties in University of Abuja.

Faculty	Department	Population	Sample size 5%
Art and humanity	Philosophy	662	33
	Islamic Studies	704	35
Social science	Economics	777	38
	Sociology	801	40
Science	Chemistry	677	33
	Biological science	667	33
	Total	4,288	212

Source: Faculty office(s) Register 2021/2022 session

Results And Discussion

Demographic characteristics of respondents

Table 2 presents results on the demographic information of the undergraduates in University of Abuja who participated in the study.

Table 2. Demographic information of respondents

N=207

Variables	Frequency	%
Faculty		
Art and humanity	67	32.4
Social science	75	36.2
Science	65	31.4
Gender		
Male	42	20.3
Female	165	79.7
Age (years)		
16 -20	114	55.1
21 – 24	68	32.9
25 – 29	13	6.2
30 and above	12	5.8
Level		
200	80	38.7
300	70	33.8
400	57	27.5

Table 2. Presents results on the demographic information of the undergraduates and results showed that respondents in Social science 75 (36.2%), Art and humanity 67(32.4%) and Science 65(31.4%) participated in the study and more female respondents 165 (79.7%) than male 42 (20.0%). More than half of the undergraduates 114 (55.1%) were between 16-20 years of age while the least 12 (5.8%) were between 30 and above years of age. The undergraduates who were in 200 level participated in the study more than the

others 70 (33.8%) while the least 57 (27.5%) were in their final year.

Research Question 1: What is the level of undergraduate students’ use of electronic resources in University of Abuja library?

Tables 3 focuses on the level of undergraduate students’ use of electronic resources in University of Abuja library.

Tables 3. Level of undergraduate students’ use of electronic resources in University of Abuja library

Statements	Art and Humanity					Social Science					Science				
	HL F %	NL F %	ML F %	LL F %	Mean SD	HL F %	NL F %	ML F %	LL F %	Mean SD	HL F %	NL F %	ML F %	LL F %	Mean SD
writing project	13 9.4	51 76.1	3 4.5	-	4.76 0.72	52 69.3	20 26.7	3 4.0	-	4.71 0.69	52 80.0	13 20.0	-	-	4.79 0.74
for studying	13 9.4	33 49.3	21 31.4	-	4.15 1.35	22 29.3	23 30.7	22 29.3	-	4.00 1.25	26 40.0	27 41.5	8 12.3	4 6.2	3.15 1.35
for course work	19 28.4	21 31.4	26 38.9	1 1.5	3.66 1.67	44 58.7	8 10.7	19 25.3	4 5.3	4.21 1.67	41 63.0	15 23.0	5 7.7	-	4.21 1.67
for reference checking	15 22.4	14 20.9	31 46.3	7 10.4	3.09 1.99	-	10 13.3	15 20.0	50 66.6	2.09 0.78	11 16.9	6 9.2	5 7.7	32 49.3	4.09 1.99
for learning new knowledge	15 22.4	13 19.4	33 49.3	6 9.0	2.84 0.84	11 14.7	12 16.0	6 8.0	46 61.4	4.01 1.84	33 50.8	15 23.0	13 20.0	4 6.2	3.96 1.64
for cooperating and collaborating with my colleagues	10 14.9	16 23.9	39 68.2	2 3.0	2.92 0.73	15 20.0	42 56.0	12 6.0	6 8.0	4.33 1.73	9 13.8	16 24.6	-	36 55.4	3.99 1.73
finding current information	36 53.8	15 23.9	8 11.9	7 10.4	2.99 1.45	40 53.3	14 18.6	9 12.0	4 5.3	4.07 1.85	42 64.7	6 9.2	5 7.7	6 9.2	4.07 1.85
complementing classroom learning	15 22.4	14 20.9	31 46.3	7 10.4	3.09 1.99	11 14.7	6 8.0	12 16.0	46 61.4	4.01 1.84	15 23.0	41 63.0	-	5 7.7	4.21 1.67
updating my knowledge	26 38.9	21 31.4	19 28.4	1 1.5	3.66 1.67	20 26.7	3 4.0	-	52 69.3	4.71 0.69	-	9 13.8	16 24.6	36 55.4	3.99 1.73
for literature search	10 14.9	16 23.9	39 68.2	2 3.0	2.92 0.73	4 5.3	8 10.7	19 25.3	44 58.7	4.21 1.67	8 12.3	4 6.2	27 41.5	26 40.0	3.15 1.35
for writing assignments	51 76.1	13 9.4	3 4.5	-	4.76 0.72	42 56.0	15 20.0	12 6.0	6 8.0	4.33 1.73	33 50.8	13 20.0	15 23.0	4 6.2	3.96 1.64
Overall Mean	38.8					44.68					39.58				

Keys: HL- High level (4) NL- Normal level (3) ML- Moderate level (2) LL- Low level (1)

The results in Table 3 shows that most of the undergraduates in the three faculties {Science 52 (80.0%), Art and Humanity 51 (76.1%) and Social science 52 (69.3%)} noted that they highly used electronic resources in their library for writing project and research. Findings revealed that some of the respondents in Art and Humanity 13(19.4%), little above half in Science 33 (50.8%) and a significant number in social science 46 (61.4%) affirmed that they used electronic resources for course work. Results also showed that more than three-fifths 39 (68.2%) in Art and Humanity, a few in Social Science 12(6%) and Science 16 (24.6%) highly they used e-resources for complementing classroom learning. It was found that electronic resources were also used by undergraduates in their respective faculties Art and Humanity 17 (25.4%), social science 19 (25.3%) and Science 15 (23.0 %) Art and Humanity 15(22.4%) and Science 11

(16.9%) as they indicated to have used electronic resources for class assignment.

This result of this study attests to the indispensability of electronic resources to all academic disciplines. The indispensability of the electronic resources could be attributed to the fact that it contains gamut of information resources which can be accessed and used anytime without constraints of time and space as most of the electronic resources can be access through the Internet.

Research Question 2: What is the relationship between information retrieval skills of the undergraduate students and their use of electronic resources in University of Abuja library?

Table 4 presents the relationship between information retrieval skills of the undergraduate students and their use of electronic resources in University of Abuja library.



Table 4. Relationship between information retrieval skills of the undergraduate students and their use of electronic resources

Statements	Art and Humanity					Social Science					Science				
	SA F %	A F %	D F %	SD F %	Mean SD	SA F %	A F %	D F %	SD F %	Mean SD	SA F %	A F %	D F %	SD F %	Mean SD
The possession of retrieval skills has helped my ability to define my information needs	41 61.2	26 38.8	-	-	4.58 0.56	46 61.3	29 38.7	-	-	4.44 0.59	39 60.0	22 33.8	4 6.2	-	4.54 0.61
The possession of retrieval skills has helped my ability to locate information in electronic resources.	30 44.8	22 32.8	15 22.4	-	3.90 0.74	24 32.0	38 50.7	13 17.3	-	3.33 0.77	18 27.7	23 35.4	24 36.9	-	3.91 0.81
The possession of retrieval skills has helped my ability to select articles with ease	15 22.4	52 77.6	-	-	3.90 0.74	22 29.3	32 42.7	21 28.0	-	3.11 0.65	15 23.1	30 46.2	20 30.8	-	3.92 0.74
The possession of retrieval skills has helped my ability to evaluate articles from online database	17 25.4	37 55.2	13 19.4	-	4.06 0.67	16 21.3	30 40.0	29 38.7	-	4.01 0.55	13 20.0	31 47.7	21 32.3	-	3.88 0.72
The possession of retrieval skills has helped my ability to summarise materials in my own words	33 49.3	25 37.3	9 13.4	-	4.33 0.79	23 30.7	40 53.3	11 14.7	1 1.3	3.33 0.79	27 41.5	28 43.1	8 12.3	-	4.23 0.79
The possession of retrieval skills has helped my ability to understand terminologies used in databases	10 14.9	13 19.4	41 61.2	3 4.5	3.43 0.89	13 17.3	18 24.0	42 56.0	2 2.6	3.11 0.66	10 15.4	13 20.0	38 58.5	-	3.42 0.90
The possession of retrieval skills has helped my ability to access online database	11 16.4	24 35.8	32 47.8	-	3.66 0.79	20 26.7	34 45.3	19 25.3	2 2.7	3.30 0.88	29 44.6	9 13.8	24 36.9	3 4.6	3.83 0.80
The possession of retrieval skills has helped my ability to download files from online database	21 31.3	26 38.8	16 23.9	4 6.0	3.93 0.97	27 36.0	34 45.3	11 14.7	3 4.0	3.44 0.80	24 36.9	29 44.6	9 13.8	3 4.6	4.12 0.88
The possession of retrieval skills has helped my ability to combine two terms to retrieve information	4 6.0	7 10.4	37 55.2	19 28.4	2.91 0.85	9 12.0	10 13.3	41 54.7	15 20.0	2.40 0.79	7 10.7	8 12.3	37 56.9	13 20.0	3.08 0.87
The possession of retrieval skills has helped my ability to store and retrieve information on a flash drive or from and to a diskette	17 25.4	26 38.8	18 26.9	6 9.0	3.81 0.93	38 50.7	26 34.7	8 10.7	3 4.0	4.01 0.92	35 53.8	21 32.3	7 10.8	2 3.1	4.37 0.89
Overall Mean	38.51					34.48					35.47				

Keys: SA- Strongly Agreed (4) A-Agreed (3) D- Disagreed (2) SD- Strongly Disagreed (1)



Table 4 shows that ten items were listed for the undergraduate students to indicate the information retrieval skills and their use of electronic resources. Out of the ten items listed, eight items produced high mean scores above the bench mark of 2.5. These items include : item 10: The possession of retrieval skills has helped my ability to store and retrieve information on a flash drive or from and to a diskette for Art and Humanity (\bar{x} =3.81; SD=0.93), Social Science (\bar{x} =4.01; SD=0.92) and Science (\bar{x} =4.37; SD=0.89), item 9: The possession of retrieval skills has helped my ability to combine two terms to retrieve information (\bar{x} =2.91; SD=0.85), (\bar{x} =2.40; SD=0.79), and (\bar{x} =3.08; SD=0.87) respectively for the three faculties, item 3: The possession of retrieval skills has helped my ability to select articles with ease (\bar{x} =3.90; SD=0.74), (\bar{x} =3.11; SD=0.65) and (\bar{x} =3.92; SD=0.74) respectively for the faculties. The findings from this research question revealed that the possession of retrieval skills has helped undergraduate students ability to define their information needs, locate information in electronic resources, select articles with ease, evaluate articles from online database, understand terminologies used in databases, access online database, download files from online database, combine two terms to retrieve information and the possession of retrieval skills has helped my ability to store and retrieve information on a flash drive or from and to a diskette. The result of this study differ with that of Okuonghae and Ogiamien (2016) who identified that undergraduates in Nigeria have little skills in the use of the library catalogue and indexes, knowledge of using various information retrieval tools and the effective use of Internet search engines. This study revealed that undergraduates in university of Abuja have a considerable retrieval skills which have contributed immensely in their use of electronic resources in the library.

Conclusion And Recommendations

The use of electronic resources for academic activities by undergraduates is essential as they provide opportunities for the students to access current and diverse formats of information without the barriers of time and space. An undergraduate that uses electronic resources regularly for academic activities have the potentials to develop competence on how to retrieve relevant information from these sources. Whereas as found in the study, EIRs were widely used by undergraduates across disciplines to meet diverse information needs and many in each discipline could not substantially utilise them because of either low information retrieval skills or ignorance of their availability and relevance.

The university management should ensure that ICT facilities and gadgets through which students can access and use electronic resources are adequately provided and meet the needs of users. This will enable them access and use databases information whenever they desire and also remove the difficulty encountered

whenever assessing electronic resources on their own without the help of a professional.

Lastly, the inputs of users should be taken seriously into consideration as this will help to provide relevant electronic information resources. In addition, to sustain the high level of information retrieval skills by the undergraduates, it is important for librarians to intensify information literacy programmes geared towards information retrieval skills where users are trained on how to access information in an effective manner from the various electronic resources available in the library.

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CHALLENGES OF USING SCHOOL LIBRARY INFORMATION RESOURCES FOR LIFELONG LEARNING AMONG SECONDARY SCHOOL STUDENTS IN NASARAWA STATE

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ABSTRACT

The availability and utilisation of school library information resources have been found to play a crucial role in promoting lifelong learning among secondary school students. Studies have shown that students who have access to well-stocked and easily accessible school libraries tend to have a higher level of engagement and interest in continuing their learning outside of the classroom. These resources provide students with the necessary tools and materials to conduct research, expand their knowledge and develop critical thinking skills. Additionally the utilisation of these resources such as online databases and digital collections, allows students to access a wide range of information and perspectives, further enhancing their learning experience. Thus, it can be concluded that the availability and utilisation of school library information resources have a significant impact on promoting lifelong learning among secondary school students.

Keywords: Availability, Lifelong learning, School library information resources, Secondary school students, Utilisation

Introduction

Learning is popularly said to be beginning from cradle to the grave. The phenomenon called life is too broad to be completely learnt in a single phase. Before we were yet conscious of the world we live in, we were enrolled in crèches. From there, we built up till we reach the desired apex of educational attainment. Education definitely goes beyond the teaching and learning that takes place within the four walls of the classroom (Speranza, 2015). Learning as an exercise takes place in the presence of teachers. We learn also when we read books and when we interact with our parents, brothers, sisters, siblings, friends and colleagues. Furthermore, we learn when we listen and observe events, and from interacting with technological gadgets and innovation. Lifelong learning is about creating and maintaining a positive attitude towards learning, for both personal and professional development. Lau (2017) defined lifelong learning as the provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of knowledge and skills needed for employment and personal life fulfillment. Lifelong learning is an essential skill to be developed in every learner and to achieve this, the learner must be committed to learn the rapidly changing information and developments over time. This not only creates an environment of learning but also brings forth the abilities to teach others and contribute for a knowledgeable society.

In education, lifelong learning has been associated with curriculum and ways of teaching and acquisition of knowledge (Jarvis, 2009). The curriculum has major impact and undergone changes from time to time to make a learner learn by correlation not by memorisation. The teacher must adopt teaching styles which promote skill of lifelong learning in students. It must be emphasised to students that learning is never completed in the classroom. Once they are in the society, they will face numerous challenges and lifelong learning is a must to solve such situations by acquiring proper knowledge. The school library can provide information resources needed for students to update their skills and knowledge to enable them become independent lifelong learners.

According to Oyedum and Babalola (2014), libraries from the modern conception of the word, are no passive repositories of artifacts and documents of the past, but are today seen as living agencies of intellectual enrichment. Consequently, a library is an organised collection of various sources of information resources made accessible to a defined community for reference or borrowing as well as provides physical or digital access to materials to the user community. According to Agbo (2015), school libraries are libraries attached or found in the pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of pupils and students. The school library is the part and parcel of the school where collection of books, periodicals, magazines, newspapers, films, computers, filmstrip,



videotapes, recording of all types are kept for use by the students and teachers.

School libraries are established to provide educational information resources, which communicate experiences and ideas to students and make them easily and freely available through some service-oriented efforts to make them independent lifelong learners. School libraries deliver its services with the aid of different forms of information resources, and these resources are utilised in order to provide good learning environment for students and teachers so as to be able to achieve educational goals (Arua & Chinaka, 2015).

Library resources are library materials that preserve and disseminate information and knowledge for reading, study and reference purpose(s). According to Ntui and Udah (2015), library resources are the raw materials that provide vital services in the teaching and learning process. Furthermore, Ntui and Udah (2015) asserted that library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, Internet, video tapes, diskettes, and microforms. Library resources are the equipment, printed and non-printed materials meant to promote teaching and lifelong learning among both teachers and students.

Availability is concerned with resources physically located in the library. Ogugua *et al.* (2019) defined library availability as the state of providing and making accessible necessary facilities and equipment needed to promote learning for effective achievement of a set of goals in educational institutions. Availability of library resources creates an enabling environment that stimulates students and pupils to gain deeper knowledge via access to information. Ternenge and Agipu (2019) asserted that the availability of library resources means the presence of information or reading materials that can be easily obtained or used by the readers. The availability of library information resources will strengthen students' confidence in carrying out their assignments and studying for their tests and examinations. This means that its adequacy in quantity and quality will promote effective learning activities.

It is important to note that the value of any library lies on the stock of necessary information in the effectiveness of utilisation of its information resources available to the community of users it serves. The term 'use' in this study involves getting information from the library mostly with the help or aid of a librarian which satisfies the information need of the user. Anyaoku (2015) stated that library use involves the consulting, reading and borrowing of library resources. The use of school library by students involves reading and borrowing of library information resources for their assignments, tests and examinations. The school libraries and its information resources are used by students to prepare for their next class period,

examination, general education, information, competitions, recreation and inspiration (Chukwueke *et al.*, 2019). These reasons, therefore, make it a thing of uttermost importance for the school libraries to judiciously select and procure the prescribed or recommended textbooks worth studying and other reading materials from different sources, technically process them by making use of a standard scheme of classification and cataloguing them to provide various access point bearing in mind the manner most convenient for the student and teacher users.

The variety of library information resources are essential to help the school library fulfil its functions of providing information resources necessary for the school's educational programmes as well as help in improving and raising the reading skills and gainful learning habits of students to become independent lifelong learners. Onye (2016) posited that failure to have access to information resources (knowledge acquisition in all fields of study) in the library has numerous consequences, which include: poor reading habit, poor student's achievement, frustration, low morale and low productivity in teaching and learning. This implies that if the school libraries fail to provide information resources required by students of the library or is unable to make them available to students in an easy way, then the libraries run the risk of not making them independent lifelong learners.

In order for school libraries to fulfill their objectives, there is need to improve on information resources provided to their users. The school libraries have great roles to play in the provision of information necessary for the day-to-day educational business and purpose of the teachers, students and pupils (Agbo, 2015). The dwindling economy due to a result of shortage of fund needed to acquire necessary library information resources to enhance effective use among students for their academic activities is invariably being affected thereby altering the importance attached to school librarianship. It is against this backdrop that this study explored the challenges of school library and information resources on lifelong learning among secondary school students.

Concept of School Libraries

The library is one of the indispensable educational services that must be established, stock with relevant educational books that supports the school curriculum and maintained in schools with high quality of human and material resources, in order to achieve the effective goals of education (Ode, 2014). Educational advancement and meaningful growth cannot do without libraries, it is strongly believed that educational services are to facilitate the implementation of educational planning, objectives and promote the efficiency of education in a country (Lawal-Solarin, 2016). The services also help to develop access and improve educational programmes. Lawal-Solarin, (2016) averred that for education to be meaningful and



achievable there must be educational resources of various types; and libraries provide educational resources for all categories of users; for examples teachers, students, businessmen, civil servants. The teachers are the pioneers of the society because in the classroom, among other functions, they transmit skills and knowledge to the students. There are different types of libraries, such as; School library, Academic Library, Public Library and Special Library.

School libraries are libraries that are established in pre-tertiary institutions such as primary, secondary and nursery schools, with the mission of contributing to the intellectual development of pupils and students. It involves collections of books and other learning materials organised by trained professionals and placed in one or two big rooms in the school for the use by students and teachers (Yusuf, 2013). In other words, it is the central laboratory of the whole school, where all books in all subject areas, taught in the school and non-book materials are stocked.

School library as a learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong learning. School libraries are designed to serve the needs of secondary and elementary school students and, to a large extent, their teachers and the school curriculum generally. The school library is an integral part of the school system with the ultimate function of providing a variety of learning resources and facilities to support effectively the education programmes of the school (Chimah and Nwokwocha, 2013). The objectives or roles of school libraries all over the world are to encourage the development of skill in reading; to prompt reading habits; to sort for subject information centre; inculcate intellectual development; support curriculum; support the teaching and learning system of the school with various resources.

The school library has a teaching role in the education programme of the school. The teaching role comes up in the areas of imparting the library skills to students, study skills including planning with the subject teachers, class projects and its involvement in curriculum or lesson planning. Moruf (2015) further elucidated that school libraries provide books and other information resources that will assist student in their study, instruct students in the use of library resources and encourage recreational reading by providing newspapers, magazines, books on sports, adventure, hobbies, folklores and fiction.

School Library Resources

The main aim of establishing school library is to provide free access to educational information to support learning and school programme. In other to achieve this purpose, the school library should provide access to varieties of information resources in different physical format. Salisu (2016) opined that the extent at which children and young people of today will be creative, informed and knowledgeable will be shape of the boundaries of the content of the library resources

available within the schools. However, resources in school libraries are made up of print and non-printed media and they are the information carrier.

Egesimba *et al.* (2015) highlighted that the resources in school library usually come in varied forms; book, picture book with word picture book without words, non-book material which includes charts, slides, types, transparencies, models, magazines and newspapers. The variety of library resources that can be acquired and stocked in school library to enhance continuous education and lifelong learning. These include: fiction materials, reference materials, graphics, microfilm, vertical file material, audio-visual materials, serial publication and textbooks.

Use of School Library Resources Enhance Lifelong Learning

The extent to which the students use school library resources matters a lot in their academic learning and good pursuing. It is a matter of necessity for adequate use of the school library resources for improved academic performance. According to Herring (2014), the main purpose of modern school library is to support the educational aim of the school, the school library and its resources exist to support and further the purpose which are formulated by the school. Herring (2014) argued further that proper use of the school library resources will train pupils to read fast without losing comprehension, this could be achieved if the subject teacher uses the school library effectively by taking the students to the library often and guiding them on how to read on their own. This will inculcate in the students the habit of going to the library and making adequate use of these library resources. However, the effective use of the library resources widens the students' knowledge in different subject areas thereby making them well informed and well-adjusted to learning generally.

Challenges confronting the use of School Library Information Resources

The establishment and effective operation of a school library is a complex task that involves various stakeholders, including the government, school administration, librarians, teachers, students, and parents. However, numerous challenges often hinder the availability and utilisation of library information resources by secondary school students for their continued education and lifelong learning. These challenges range from policy issues to staffing, funding, infrastructure, facilities, and awareness (Azuoma, 2018).

Lack of school library policy

A library policy serves as a roadmap for the management and operation of a school library. It defines the visions, role, aims, and objectives for the whole school community and is underpinned by good practice. The policy should make reference to the library's status as a learning environment in the school and its role in raising achievement (Mojapelo, 2014). However, the absence of a well-defined library policy can lead to inconsistencies and inefficiencies in the management of



the library. Without written guidelines, it becomes difficult to have effective school library programs, which can negatively impact the learning outcomes of students. Furthermore, a lack of library policy can lead to financial implications for schools as there may be no dedicated funding to create or maintain libraries (Shonhe, 2019).

In the context of school libraries, the policy should also address issues such as collection development, reconsideration procedures, and the role of the review committee (American Library Association, 2014). A robust library policy can help in facing challenges related to materials and resources, and provide a legal framework for the operations of the library (Streatfield & Markless, 2012). Therefore, the lack of a library policy is a significant challenge that needs to be addressed to improve the effectiveness of school libraries.

Poor staffing practices

Staffing is a critical component of any library's operations, and this is particularly true for school libraries. The presence of qualified and dedicated staff is essential for the effective functioning of a library. However, many school libraries face the challenge of poor staffing practices (Shonhe, 2019). In many cases, school libraries are run by staff who lack professional librarianship qualifications (Shonhe, 2019). This can lead to a number of issues, including irrelevant library collections, uncatalogued and poorly organized books, and a lack of information literacy among students. Furthermore, unprofessional staff may not be able to adequately market library services or raise awareness about the library's role in the school community.

Lack of adequate funding

Adequate funding is another critical factor for the successful operation of school libraries. However, many school libraries face the challenge of insufficient funding. In a study conducted by the National Literacy Trust and Penguin Random House UK, it was revealed that four out of ten primary schools in the UK have no dedicated library budget (Robertson & McMenemy, 2020). In some cases, teachers are forced to buy reading materials for children with their own money due to the lack of funding. The lack of funding can lead to inadequate resources and poor staffing, hindering the development and maintenance of functional school libraries (Mojapelo, 2018). The issue of school library budget and funding needs to be addressed within the school library policy and the National school library policy within the Ministry of Education. In the context of developing countries, the inability of governments to invest in the development and management of effective school libraries has been identified as one of the problems leading to the challenge of achieving quality education (Shonhe, 2019). Therefore, securing adequate funding is essential for improving the availability and utilisation of school library resources.

Infrastructure in School Libraries

Information and Communication Technology (ICT) plays a crucial role in academic libraries, providing

numerous benefits and transforming the way libraries operate, support teaching and learning, and serve their communities (Danladi & Yohanna, 2018). ICT enables academic libraries to provide access to a vast array of digital resources such as e-books, e-journals, online databases, and multimedia materials. These resources offer a wealth of information that can be easily accessed by students, faculty, and researchers (Danladi & Yohanna, 2018). ICT expands the breadth and depth of available resources, enriching the learning and research experience. ICT allows users to access library resources and services remotely, regardless of their physical location and time zone (Adeyemi, 2013).

Library Facilities in Secondary Schools

Research shows that school libraries have a positive impact on student literacy and learning outcomes (Adeyemi, 2013). Libraries must be considered an integral part of schooling as they provide a space for students to explore and gain information literacy, essential for rounded education and growth. They have the potential to address shortcomings in public schools as they create spaces for children to nurture the habit of reading (Adeyemi, 2013).

Lack of awareness

Libraries are not marketed and therefore users are not aware of their significance in education. Due to lack of marketing, school principals and headmasters do not appreciate the essential role of school libraries in the teaching/learning process. It is very clear in literature that school libraries are facing various challenges which can impact on students' academic achievement. The quality of school libraries in many developing countries is disreputably poor. Azuoma (2018) identified poor attitude of teachers to the school library as a problem where many classroom teachers in primary school system today still see their notes of lessons as best in their teaching and learning. On the use of school libraries and their resources by teachers, Majid and Mokhtar (2015), remarked that teachers generally do not use their school libraries and various information resources effectively, mainly due to the inadequacy of their school libraries in term of educational materials. Adeyemi (2013) carried separate research which all arrived at the same position on the barriers that hinders the pupil's utilisation of school library resources as seen below; lack of current reading materials, lack of professional librarians, restricted library hour, inadequate space, low level of information technology development and lack of adequate funding.

Conclusion

The paper explored the importance and challenges of school library information resources on lifelong learning among secondary school students. Secondary school students derive lots of benefits from information resources gaining access to a wider range of information readily available in order to improve on their lifelong learning as a result of utilisation of quality information. Information resources predominantly magazines and journals, the Internet resources, encyclopaedias and databases were important resources that should be



deployed in secondary schools. Thus, there is need for a proactive step toward enhancing the effective use of modern technologies as tools for effective teaching and learning in today's information society. This has become necessary as a result of the importance of school library especially development of e-library in the life of the modern child and its immense role towards realising the educational and millennium goals. Therefore, for an the effective use of information resources in school libraries by the secondary school students, there is need for current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians to manage libraries and conducive reading environment.

Recommendations

- Local government, school owners and management should ensure that school libraries are well equipped with various information resources that will help stimulate students' interest in reading. They should also ensure that current library resources are made available to secondary school students through regular acquisition.
- Local government, school owners and management should ensure that school libraries go beyond textbooks to include resources such as 3D objects, non-fiction science books, robotics and ICT software to mention but a few.

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INFLUENCE OF LIBRARY RESOURCES, SERVICES AND USE BY LAWMAKERS ON LEGISLATIVE ACTIVITIES IN FEDERAL CAPITAL TERRITORY, ABUJA

BY

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ABSTRACT

This study examined the influence of library resources, services and use by lawmakers on legislative activities in Federal Capital Territory (FCT) Abuja. The objectives of the study were to determine the types of library resources available to lawmakers in FCT, to ascertain the influence of library resources on legislative activities in FCT, determine the influence of library services on legislative activities in FCT and ascertain the influence of library use by lawmakers on legislative activities in FCT Abuja. Four corresponding research questions were formulated to guide the study. The population consisted of 472 lawmakers and heads of legislative libraries in FCT. A sample size of 217 which consisted of 214 lawmakers and three (3) heads of legislative libraries in FCT was used. A structured questionnaire and an observation checklist were the data collection instruments. Data was analyzed by mean and standard deviation. Results showed that books, newspapers, encyclopedia, dictionaries, indexes, abstracts and special collections are all available in the legislative libraries studied. The study further revealed a significant influence of library resources, services and use on legislative activities in FCT Abuja. Based on the findings, it was recommended that legislative libraries in FCT should acquire relevant e-books and journals to facilitate research and also access to digital resources should be improved so that legislators can have access to library resources anywhere and anytime.

Keywords: Library Resources, Library Services, Use of Resources, Lawmakers, Legislative Activities

Introduction

Legislators play a crucial role in national governance because they are tasked with enacting laws that benefit both their constituents and the country at large. A member of a legislative body, such as a parliament, congress, assembly, or council, is a lawmaker, and their duties include creating, amending and passing laws. The process of lawmaking is integral to a democratic system, encompassing the creation, amendment, and enforcement of laws to serve the community's interests. Legislative activities encompass a range of functions and tasks carried out by the legislative branch of government. These activities involve members of a legislative body engaging in creating, debating, amending and passing laws. They are fundamental to the legislative branch and vital for developing, modifying and implementing laws that regulate various aspects of society. Legislative activities primarily focus on lawmaking but also include oversight, debate, budget appropriation and approval, representing constituents, constitutional amendments, committee work, conducting hearings, resolutions and declarations, ratifying treaties, and voting. These activities collectively ensure government accountability and responsiveness to the community's needs. To carry out these tasks, lawmakers must have access to information that will empower them to make well-informed decisions that aligns with the needs of their constituents.

In this information-intensive age, the library is a crucial factor in this pursuit.

Library resources are a wide range of information materials provided by libraries to cater to the diverse needs of their users. These resources are carefully selected and organized to offer individual access to a comprehensive collection of materials spanning various formats and subject areas. They are both physical and digital materials, serving as integral elements of a library's mission to facilitate learning, research and information dissemination (Aladeniyi and Owokole, 2018). Common types of library resources include printed books, electronic books, databases, journals, maps and atlases, reference materials such as dictionaries and encyclopedias, audio-visual materials like CDs and DVDs, archival materials, government documents and online catalogs. These resources make the library an indispensable information service provider in communities and research environments. Library services are functions and support provided by libraries to meet the diverse information needs of their patrons. These services are aimed at ensuring that users can readily access a rich and diverse collection of information resources. This includes books, journals, databases, multimedia materials, and digital content, all of which can be borrowed, consulted, or accessed within the library's premises. Library services adapt and evolve to meet the changing needs of their communities,

rendering libraries indispensable hubs for knowledge dissemination and community involvement. Originally focused on book storage and offering reading areas, libraries have progressed to deliver information services regardless of geographical location or time constraints. The most common library services provided include circulation services; reference services; Current Awareness Services (CAS); Selective Dissemination of Information (SDI); printing/photocopying services; interlibrary loan services; library tour and orientation services; audio/visual services and mobile library services. These services however vary from one library to another but the common goal is user satisfaction. In the field of librarianship, the term "use" implies the utilization or exploitation of library collections to fulfil patrons' information needs. According to the Cambridge Dictionary (2023), "use" refers to the act of exploiting something, such as a tool, skill, or building, for a specific purpose. Therefore, "library use" entails exploiting the library for a particular purpose, which could include seeking information, relaxation, or entertainment. The nature of library use is often determined by the informational needs of the user. Consequently, the resources available and the services provided by libraries are geared towards addressing these needs. User satisfaction is achieved when the resources and services offered are assimilated and deemed beneficial in expanding the user's knowledge base. Regardless of whether it is an academic, special, public, or national library, the common denominator is the presence of a need and the readiness of the library to provide services to fulfil that need.

Statement of the Research Problem

Lawmakers wield substantial influence in shaping the nation's policies through the drafting of legislation and making pivotal decisions that affect society. The Legislature stands as a pivotal branch of government, integral to the democratic process. Tasks such as bill analysis, drafting, scrutiny, and policy evaluation necessitate access to impartial, timely, and sufficient information, a responsibility typically shouldered by libraries (Asogwa, Mmomelu, & Daniel, 2020). Elected representatives require precise and unbiased information to make decisions that align with the populace's will and to hold the executive branch accountable for its actions. This transparency and accessibility to information are foundational for the system to function efficiently. However, there is a lack of empirical evidence to guide improvements in the provision of library resources, services and use to support legislative activities. The scarcity of literature regarding resources and services in legislative libraries calls for dedicated research on them (Rapando and Muthee, 2022). It is to this end that this study seeks to determine the influence of library resources, services and use by lawmakers for legislative activities in the Federal Capital Territory, Abuja.

Research Questions

The study was designed to provide answers to the following research questions:

1. What are the types of library resources available to lawmakers in FCT Abuja?
2. What is the influence of library resources on legislative activities in FCT Abuja?
3. What is the influence of library services on legislative activities in FCT Abuja?
4. What is the influence of library use by lawmakers on legislative activities in FCT Abuja?

Literature Review

Manzo and Kannan (2021) conducted a research on the appraisal of information resources and services in Nigerian polytechnic libraries (NPL). The objectives of the study included determining the print and non-print information resources available in NPL in order to determine the services provided by the NPL, to examine the ICT infrastructure available in the libraries under study, and to determine the sources of budget of the NPL. The study revealed that textbooks, journals, reference materials, newspapers, magazines, government publications, and theses/projects were available as print information materials in all of the polytechnic under study, while only 44.4% have manuscripts as part of their print resources. For the library services provided, all (100%) the NPL under study provides circulation services, indexing and abstracting services, reference and information services, bibliographic services, display of new arrivals, user education, and archiving services. For the ICT-based services, 90% of the libraries provide e-library and reprographic services, while 67% offer CD-ROM and Internet search services. The researchers recommended that for effective information services that will support teaching and learning, polytechnic libraries should provide more relevant, current and representative information resources in prints and e-format.

In another research conducted by Nyakweba, Bukirwa & Magara (2022) on measures to improve information services provision in selected public university libraries in western Kenya, affirmed that the purpose of the study was to assess the predictive variables of library performance in public libraries in Western Kenyan and to suggest measures to improve service provision to their users. Reference and information services, circulation services, knowledge management systems, institutional repository services, self-services, reserve services, e-resources, computer and ICT services, Selective Dissemination of Information (SDI), Current Awareness Services (CAS), and information literacy services are some of the most prominent information services that the users are aware of. However, borrowing and lending services (25.7%), computer and ICT services (21.3%), reference and information services (20%), and research services (52%) were the most used services by the respondents. The researchers recommended improvement of e-resources and library systems, improvement of information literacy (user education) and more local content creation.



Magaji (2020) conducted an assessment of information resources, access, usage, and services within public universities located in the north-eastern region of Nigeria, with a primary focus on both library users and staff as the main participants. The study's findings indicated a notably high level of availability and accessibility of information resources in public universities within the north-eastern region of Nigeria. A significant proportion of the respondents reported daily use of various information sources. However, library users face several challenges, with the majority acknowledging their primary issues to be the inability to locate relevant materials, delays in receiving requested materials, personal expenses incurred in acquiring substitute materials, and the costs associated with accessing the Internet. To enhance the utilization of these resources, the study suggests several strategies, including the acquisition and provision of current information sources and assistance in accessing information through modern technologies. Additionally, recommendations include the organization of library materials for easy retrieval, engagement in information packaging and repackaging and acquiring up-to-date, information resources.

Methodology

The Descriptive survey design was adopted for this study and the population of the study comprised of Four Hundred and Seventy-two (472) heads of legislative libraries and the legislators. This consists of heads of three (3) legislative libraries and all 469 legislators within the Federal Capital Territory, Abuja which is made up of 109 senators and 360 Honourable members of the House of Representatives at the National Assembly, Abuja. Proportionate stratified random sampling technique was adopted and using the Krejcie and Morgan (1970) table, 214 lawmakers were selected from all states of the federation. The three libraries adopted are the National Assembly, National Institute for Legislative and Democratic Studies and National Assembly Service Commission Library respectively. The total number of respondents for the study was 217 (214 lawmakers and three (3) heads of legislative libraries in FCT Abuja). The data collection instrument used was a structured questionnaire and an observation checklist. 24 copies of the questionnaire were distributed to the members of the Kwara State House of Assembly to test its reliability. The Cronbach Alpha of the analysed results showed a coefficient of 0.75 which means the questionnaire is reliable. 184 questionnaires were filled, returned and used together with the three (3) observation checklists from the head of each of the legislative libraries. A mean score above 2.5 is considered accepted while below 2.5 is rejected.

Table 1.1: Demographic Data of the Respondents

S/N	Gender	Frequency	Percentage(s)
1	Male	176	96
2	Female	8	4
	Total	184	100

S/N	Age Range	Frequency	Percentage(s)
1	Below 30	9	5
2	30-40	46	25
3	40-50	59	32
4	Above 50	70	38
	Total	184	100

Results

Research Question One: What are the types of library resources available to lawmakers in FCT, Abuja?

Table 1.2: Types of Library Resources Available to Lawmakers in FCT Abuja

Library Resources	National Assembly (NASS) Library		National Institute for Legislative and Democratic Studies (NILDS) Library		National Assembly Service Commission (NASC) Library	
	AV (Qty)	NA	AV (Qty)	NA	AV (Qty)	NA
Books	√(5,670)		√(12,669)		√(19,27)	
e-books		X	√(985)			X
Journals	√(601 titles)		√(7226)			X
Newspapers	√(3,021)		√		√	
Magazines	√(268)		√			X
Databases		X	√(3)			X
Audiobooks		X		X		X
Videos	√(10)		√			X
Bibliographies	√(2)		√			X
Encyclopaedia	√(1,532)		√		√	
Dictionaries	√(37)		√		√	
Directories	√(3)			X		X
Atlases	√(5)			X		X
Index and abstracts	√(23)		√			X
Manuscripts		X		X		X
Website		X	√			X
Computers	√(10)		√(14)			X
Special collections (laws of the federation, votes and proceedings, order paper)	√(575)		√(1660)		√	

Key: Available (√), Not Available (x), Qty (Quantity)



The result in Table 1.2 shows the types of library resources available and those not available in the legislative libraries in FCT Abuja. Library resources such as books, newspapers, encyclopaedia, dictionaries, indexes and abstracts, computers and special collections (laws of the federation, votes and proceedings, order paper) were all available in all the legislative libraries. Similarly, e-books were available in only NILDS

Library, while journals were available in only NASS and NILDS libraries. On the other hand, manuscripts were not available in all the legislative libraries. In addition, e-books, databases and audiobooks were not available in NASS and NASC Libraries, while directories were not available in NASC and NILDS Libraries. The result also showed that NILDS has the most books, e-books and journals.

Research Question 2: What is the influence of library resources on legislative activities in FCT Abuja?

Table 1.3: Influence of Library Resources on Legislative Activities

S/N	Statements	SA	A	D	SD	N	FX	\bar{x}	STD	Decision
		4	3	2	1	184				
1	Library books help in my decision-making duties	96	61	21	6	184	615	3.34	0.84	Agreed
2	Access to journal articles aid in conducting effective legislative research	86	53	32	13	184	580	3.15	0.65	Agreed
3	Access to newspapers and newspaper clippings enhances access to news and events	103	53	20	8	184	619	3.36	0.86	Agreed
4	e-books are beneficial to my legislative work as they can be used anywhere	83	64	24	13	184	585	3.18	0.68	Agreed
5	archival resources promote access to accurate legislative history	94	66	8	16	184	606	3.29	0.79	Agreed
6	Insufficient availability of relevant books limits my legislative output	21	37	94	32	184	415	2.26	0.24	Disagreed
7	Research databases contribute to fast and informed decision-making	116	58	7	3	184	655	3.56	1.06	Agreed
8	Increase in legislative output as access to special collections (votes and proceedings, debates and order papers) is readily available	94	54	30	6	184	604	3.28	0.78	Agreed
9	Dictionaries and encyclopedias provide precise and accurate information thereby saving me time as a researcher	70	81	30	3	184	586	3.18	0.68	Agreed
10	I have access to vast documents via the library's computer and Internet	95	57	24	8	184	607	3.29	0.79	Agreed
	Weighted mean							3.19		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

Table 1.3 shows the influence of library resources on legislative activities of law makers and heads of legislative libraries. Nine items listed produced high mean scores which were above the average bench mark of 2.50. These items include item 7: **Research databases** contribute to fast and informed decision-making (\bar{x} =3.56; SD=1.06), item 1: Library **books** help in my decision-making duties (\bar{x} =3.34; SD=0.84), item 3: Access to **newspapers and newspaper clippings** enhances access to news and events (\bar{x} =3.36; SD=0.86), item 5: **archival resources** promote access to accurate legislative history (\bar{x} =3.29; SD=0.79), item 10: I have access to vast documents via the library's **computer and Internet** (\bar{x} =3.29; SD=0.79), item 8: Increase in legislative output as access to **special collections** (votes and proceedings, debates and order papers) is readily available (\bar{x} =3.28; SD=0.78), item 4: **e-books** are

beneficial to my legislative work as they can be used anywhere (\bar{x} =3.18; SD=0.68), item 9: **Dictionaries and encyclopedias** provide precise and accurate information thereby saving me time as a researcher (\bar{x} =3.18; SD=0.68) and item 2: Access to **journal articles** aid in conducting effective legislative research (\bar{x} =3.15; SD=0.65). On the other hand, one item produced a low mean score below the average benchmark of 2.50 which is item 6: Insufficient availability of relevant **books** limits my legislative output (\bar{x} =2.26; SD=0.24). The decision mean of 2.50 and above is considered as the influence of library resources on legislative activities, while the mean of below 2.50 does not influence library resources on legislative activities. Consequently, the weighted mean of 3.19 indicates that library resources strongly influence the legislative activities of lawmakers.



Research Question 3: What is the influence of library services on legislative activities in FCT Abuja?

Table 1.4: Influence of Library Services on Legislative Activities

S/N	Statements	SA	A	D	SD	N	FX	\bar{x}	STD	Decision
		4	3	2	1					
1	Borrowing service of the library allows me to work anywhere with library resources	100	73	4	7	184	634	3.45	0.95	Agreed
2	Bibliographic services enhance my research output	112	44	20	8	184	628	3.41	0.91	Agreed
3	Limited opening hours of the library delay my work	13	25	79	67	184	352	1.91	0.59	Disagreed
4	The library notifies me of new publications in my area of research interest and that aids my research (Current Awareness Service)	101	65	11	7	184	628	3.36	0.86	Agreed
5	Provision of the Internet makes research easier and faster	68	67	34	15	184	556	2.97	0.47	Agreed
6	The availability of reference librarians enhances my legislative activities	93	72	8	11	184	615	3.29	0.79	Agreed
7	Reference services enhance the quality of my research proposals	70	78	13	23	184	563	3.06	0.56	Agreed
8	Digital services have improved my ability to access information without going to the library physically	96	68	16	4	184	624	3.40	0.89	Agreed
9	Archival services provide access to legislative history ensuring documentation and proper reference	108	49	21	6	184	627	3.41	0.91	Agreed
10	Renewal and reservation save my time in the library thereby enhancing my legislative output	83	47	33	21	184	560	3.04	0.54	Agreed
Weighted mean								3.13		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

Table 1.4 shows that ten items were listed for lawmakers and heads of legislative libraries to respond on the influence of library services on legislative activities. Nine out of ten items produced high mean scores which were above the average benchmark of 2.50. These items include item 1: **Borrowing service** of the library allows me to work anywhere with library resources ($\bar{x}=3.45$; $SD=0.95$), item 2: **Bibliographic services** enhance my research output ($\bar{x}=3.41$; $SD=0.91$), item 9: Archival services provide access to legislative history ensuring documentation and proper reference ($\bar{x}=3.41$; $SD=0.91$), item 8: Digital services have improved my ability to access information without going to the library physically ($\bar{x}=3.40$; $SD=0.89$), item 4: The library notifies me of new publications in my area of research interest and that aids my research (**Current Awareness Service**) ($\bar{x}=3.36$; $SD=0.86$), item 6: The availability of **reference librarians** enhances my legislative activities ($\bar{x}=3.29$; $SD=0.79$), item 7: **Reference services** enhance the quality of my research proposals ($\bar{x}=3.06$;

$SD=0.56$), item 10: **Renewal and reservation** save my time in the library thereby enhancing my legislative output ($\bar{x}=3.04$; $SD=0.54$) and item 5: The provision of the Internet makes research easier and faster ($\bar{x}=2.97$; $SD=0.47$). On the other hand, one item produced a low mean score below the average benchmark of 2.50 which is item 3: Limited **opening hours** of the library delay my work ($\bar{x}=1.91$; $SD=0.59$). The decision mean of 2.50 and above is considered as the influence of library services on legislative activities, while the mean of below 2.50 does not influence library services on legislative activities. Consequently, the weighted mean of 3.13 indicates that library services strongly influence the legislative activities of lawmakers in FCT.

Research Question 4: What is the influence of library use by lawmakers on legislative activities in FCT Abuja?

Table 1.5: Influence of Library Use by Lawmakers on Legislative Activities

S/N	Statements	SA	A	D	SD	N	FX	\bar{x}	STD	Decision	
		4	3	2	1	184					
1	Use of the library improves my information literacy skills	105	51	21	7	184	622	3.38	0.88	Agreed	
2	Using the library reduces the cost of getting information	89	60	19	16	184	590	3.21	0.71	Agreed	
3	Access to diverse information available in the library enhances credible research output	76	49	32	27	184	542	2.95	0.45	Agreed	
4	Using the library improves my reading habit	89	58	24	13	184	591	3.21	0.71	Agreed	
5	I use the library as a meeting place to discuss and exchange ideas with fellow lawmakers thereby fostering community engagement	43	16	82	43	184	427	2.32	0.18	Disagreed	
6	I enjoy workshops and seminars organised by libraries	93	72	8	11	184	615	3.34	0.84	Agreed	
7	Using the library to prepare for preliminary debates has improved argumentative skills leading to better legislative output	99	47	21	17	184	596	3.19	0.69	Agreed	
8	I can develop well-informed policies as a result of assistance from competent librarians	76	49	32	27	184	542	2.89	0.39	Agreed	
9	Data and statistics are easily available and accessible in the library leading to quality research output	57	78	34	15	184	545	2.96	0.46	Agreed	
10	I get tailored and specific information from legislative libraries which reduces the time I spend on research	85	54	29	16	184	576	3.13	0.63	Agreed	
Weighted mean							3.06				

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 1.5 shows that ten items were listed for respondent on the influence of library use on their legislative activities. Nine out of ten items produced high mean scores which were above the average benchmark of 2.50. These items include item 1: Use of the library improves my information literacy skills ($\bar{x}=3.38$; $SD=0.88$), item 6: I enjoy workshops and seminars organised by libraries ($\bar{x}=3.34$; $SD=0.84$), item 2: Using the library reduces the cost of getting information ($\bar{x}=3.21$; $SD=0.71$), item 4: Using the library improves my reading habit ($\bar{x}=3.21$; $SD=0.71$), item 7: Using the library to prepare for preliminary debates has improved argumentative skills leading to better legislative output ($\bar{x}=3.19$; $SD=0.69$), item 10: I get tailored and specific information from legislative libraries which reduces the time I spend on research ($\bar{x}=3.13$; $SD=0.63$), item 9: Data and statistics are easily available and accessible in the library leading to quality research output ($\bar{x}=2.96$; $SD=0.46$), item 3: Access to diverse information available in the library enhances credible research output ($\bar{x}=2.95$; $SD=0.45$) and item 8: I can develop well-informed policies as a result of assistance from competent librarians ($\bar{x}=2.89$; $SD=0.39$). On the other hand, one item produced a low mean score below the average benchmark of 2.50 which is item 5: I use the library as a meeting place to discuss and exchange ideas with fellow lawmakers thereby fostering community engagement ($\bar{x}=2.32$; $SD=0.18$). The item with a low mean score below the average benchmark of 2.50 does not influence library use by lawmakers on legislative activities.

Summary of Findings

The findings from research question one revealed that library resources such as books, newspapers, encyclopaedia, dictionaries, indexes and abstracts and special collections (laws of the federation, votes and proceedings, order paper) are all available in all the legislative libraries. This is in line with Adejo (2020) who affirmed that all materials containing information available in a library, provided to meet users' information needs are library resources and they include textbooks, journals, and databases among many others. The findings from the study also revealed that library resources influence legislative activities of lawmakers by enhancing legislative research through access to timely and accurate information, access to digital resources and the Internet. This is similar to the findings of Ig-Worlu and Nkaegbu (2022) that the advent of electronic resources has significantly accelerated the accessibility and utilization of information, thereby enhancing research productivity.

The findings of the study further revealed that library services like Current Awareness Services, charging and discharging of books, Internet connectivity, archival services and reference assistance from librarians enhance legislative activities of lawmakers in FCT, Abuja. This is in agreement with the findings of Manzo and Kannan (2021) on the services provided at polytechnic libraries in Nigeria which include circulation services, reference and information services, archiving services, bibliographic services and display of new arrivals.



The findings of the study equally revealed that the use of the library improves information literacy skills, reduces the cost of getting information, enhances credible research output and improves reading culture leading to better legislative output and well-informed policies. The respondents however, disagreed that they use the library as a meeting place to discuss and exchange ideas with fellow lawmakers on legislative activities. Similar to this are the findings of Okpa, Asibi & Eruvwe (2022) in their study of the use of library and its effect on the academic performance of undergraduates in South-south Nigeria. The study revealed that the use of libraries is essential in fostering academic excellence by facilitating learning, supporting research and aiding in preparation for exams.

Conclusion

Legislative libraries in FCT Abuja play a significant role in supporting legislative activities by providing access to books, journals, databases and special collections like votes and proceedings, debates and laws of the Federation. It is crucial to prioritize information service provision in legislative settings with the legislators' needs at the forefront. From the findings of this study, it can be concluded that the importance of libraries to lawmakers cannot be overemphasised because it is essential to quality law making and effective representation. Developing effective library services for legislative libraries necessitates recognizing that lawmakers have demanding schedules and limited time, therefore, ensuring well-organized information services tailored to meet legislators' needs relies on the availability and accuracy of information materials such as books, databases, indexes, bibliographies, and abstracts.

Recommendations

For lawmakers in FCT Abuja to effectively perform their legislative duties, the following recommendations have been made:

1. The management of legislative libraries in FCT Abuja should formulate a collection development policy that will facilitate the acquisition of current and relevant information materials especially e-books and journals tailored specifically to meet the information needs of legislators.
2. The management of legislative libraries in FCT Abuja should ensure remote access to digital library resources as this will ensure faster legislative output.
3. The management of legislative libraries in FCT Abuja should ensure the preservation of their archival resources to properly preserve legislative records.
4. The management of the National Assembly should encourage the use of the library for meetings and constituency gatherings by providing appropriate space for such.

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INFLUENCE OF MARKETING AND INFORMATION COMMUNICATION TECHNOLOGY COMPETENCIES ON USE OF INFORMATION RESOURCES IN SELECTED ACADEMIC LIBRARIES IN KADUNA STATE, NIGERIA

BY

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ABSTRACT

The study seeks to determine the influence of marketing and ICT competencies on use of information resources in academic libraries. The study adopted survey research method and questionnaire was used as instrument for data collection. The population of the study was made up of 220 librarians from five academic libraries in Kaduna state, total enumeration was used because the population was manageable. Descriptive statistics was used to analyse the data. The study established among others that there is need for academic libraries to be consistent in marketing information resources in order to enlighten and create users' awareness, while the major ICT competencies required by librarians is proficiency in basic ICT skills eg MS word, Excel, downloading, uploading, scanning, software installation. However, the major setbacks for marketing information resources were; irregular training/development of library staff on marketing; inadequate effective communication between librarians and users. The study concludes that there urgent need for effective marketing of information resources for increased usage and it recommended that academic libraries management should constantly ensure creation of awareness, encourage the use of available information resources and ensure their sustainability so that users can be aware of them for optimum library use. The management of academic should conduct need assessment programme to ensure either annually or bi-annually to ensure marketing on information resources is sustained.

Keywords: *Academic libraries, ICT competencies, Information resources Marketing, Use*

Introduction

The term 'use' in academic libraries refers to the extent to which users judiciously exploit the library information resources to enhance their academic activities towards building capacity in their various fields of study. It is the extent to which information resources in academic libraries are being consulted by students, staff and researchers in the institutions of higher learning. Odunola and Tella (2019) defined library use/patronage as the consultation or use of library information resources by users of the library either in physical or remote access. Academic libraries are established in the institutions of higher learning mainly to support the parent institutions towards the realisation of its aim and objectives which is mainly to provide effective and efficient information services delivery to its target users. Academic libraries are the custodian of all knowledge/information resources in all fields of study required to enhance the academic capacity of the entire community meant to serve the goal of the parent institution thereby making the library an integral part of academic institution.

Therefore, the importance of regularly informing and educating staff, students and the entire community about the availability, accessibility of current and relevant materials and the benefits in enhancing their capacity building in their various careers cannot be over emphasised. The rate at which the information required by patrons is satisfied depends largely on the availability, currency, accessibility, variety of media by which the information resources are documented,

disseminated and utilised. There is no doubt that if the users are satisfied with their information need in the library, such patrons will always see the library as the solution to their information need and will always inform others with related information need, thereby increasing the level of academic library usage.

Information resources are those materials in academic that contain organised knowledge for teaching and learning purposes. Odu (2017) views information resources as information materials found in the library which include books, journals, newspapers, magazines, theses, reports, and government publications among others. These resources manifest either in print or in electronic format. They are the essential ingredients that academic libraries acquire to function effectively to meet the information needs of library users towards achieving the goal of the institution. It is therefore imperative to implore every aspect of marketing and ICTs competencies to showcase and make users aware of the information resources available in the library for optimum use. The use of conventional and Information and Communication Technologies (ICT) tools for marketing information resources in academic libraries will assist immensely in enlightening and informing users of the available resources and services in the library and encourage their usage for increased patronage.

American Association of Marketing (2017) sees marketing as the activity, set of institutions and processes for creating, communicating, delivering and exchanging offers that have value for consumers,



partners and society in general. Libraries need to market their resources and services so as to achieve customers' satisfaction, promote the image of the library and compete for customers, resources and services. Marketing and ICT competence can bring about improvement in organisational status and enhance the image of librarians, thereby improving library performance. However, Odunola and Tella (2019) observed that libraries are regarded as reading centres in which users do less of in-depth consultation of the resources. This decline in library patronage could mean that library resources and services are not being fully used by the students, which if left unattended to will undermine the purpose of establishing academic libraries. Based on this, the importance of paying attention to users of academic libraries with regards to ensuring that the information resources and services get to them and are patronised on a regular basis cannot be over-emphasised as they are the reason for the establishment of academic libraries. Therefore, librarians as information professionals need adequate knowledge, skills and attributes of marketing principles and a certain level of ICT competencies to make users know the available information resources and the benefit of their use to enhance their academic activities, thereby increasing use of information resources.

Librarians require adequate ICT competence to harness diverse information resources which are in digital format. Librarians require ICT competence to be efficient and effective in applying ICTs in information service delivery. The emerging technologies in library such as cloud computing, crowdsourcing, metadata, integrated library management systems, institutional repositories etc have changed the way academic libraries provide services for optimum use. (Omehia, Okwu and Nsirim, 2021). ICT competencies of librarians are those technological or computer skills and knowledge required by librarians to fully exploit information services in the wake of new technology. Oyedokun, Oyewumi, Akanbi and Laaro (2018) viewed ICT competencies of library staff to be those relevant skills and knowledge to be acquired by those working in the library to fully exploit information search, retrieval, and delivery using electronic format. It is the acquisition of knowledge, skills, and abilities at a significance level of expertise that enable one to perform appropriately and professionally in a given task in a work place. Therefore, academic librarians in Kaduna state are expected to have a significant level of competence in the use of ICT technologies to effectively acquire, evaluate, criticise, process, preserve, disseminate, and communicate information in the 21st century for optimum utilisation of information resources in academic libraries. The government of Nigeria is investing billions of naira on the acquisition of books, journals, online database subscriptions, e-journals and e-books to support the collection of academic libraries. If the libraries are not patronised and these resources are not used by users, the investment by the government is considered a waste. Therefore, the adoption of good

marketing strategies and required ICT competencies in academic libraries, where users will be more aware, better informed about the potential benefits of use of the resources and services available in the academic library for the enhancement of their academic activities and the eventual realisation of the institutional goal is the crux of this research work.

Statement of the Research Problem

Academic libraries spend huge amount of money to acquire relevant and up-to-date information resources, process, preserve, organise, disseminate them to facilitate learning, teaching and research activities on academic environments. Mohammed (2017) posits that the university spends the ever-decreasing budget to subscribe to databases and purchase both print and electronic resources but user patronage has continued to decrease. In spite of the huge amount of financial resources being utilised in acquiring these resources and services, the researcher, observed that most of these vital resources acquired are not properly utilised, which could be due to irregular/inadequate awareness. The researcher also observed that, today the rate of patronage is decreasing on a daily basis which is not a good signal to academic libraries, hence the need to revive and sustain the profession for posterity, as library is user centered. Before now, the library staff on resuming duty spends not less than two hours shelving the consulted resources, the reference librarian used to be busy all through, attending to users but reverse is the case today, as most of the chairs usually filled up by users are now dusty and very few of these vital information resources are consulted due to decreasing rate of patronage by the target users. This is corroborated by Olorunfemi and Ipadeola (2021) that most undergraduates completed their education without visiting the library or using the library information resources that could possibly contribute positively to their academic activities, thereby making the number of students using libraries to be very small as against the number of students in the institutions. This could be as result of lack of users' unawareness of the availability of these information resources. Therefore, this decline in users' patronage is an emergency alert in the field of librarianship that needs an urgent attention in order to avoid the risk of redundancy of this noble profession in the nearest future. It is against this backdrop that this study seeks to investigate the influence of marketing and ICT competencies on use of information resources in selected academic libraries in Kaduna State, Nigeria.

Objectives of the Study

1. identify need for marketing information resources in some selected academic libraries in Kaduna State;
2. know the ICT competencies required of librarians in marketing information resources and services in some selected academic libraries in Kaduna State;
3. find out the problems militating against marketing library resources in some selected academic libraries in Kaduna State



Literature Review

Information Resources

Financial, human, material, information resources etc are vital tools that should be available to accomplish a given task. For this study, information resources are the focal point of accomplishing the goal of academic libraries as information provider. Adegoke (2015) categories the print resources as the traditional resources; books, journals, newspapers, magazines, pamphlets, bound copies of e-journals, document generated within the university (local content), proceeding of government and parastatals, documents on Africa and America while the non print resources or audio-visual materials are soft copies of information that can only be viewed through the use of compatible hardware or application of Information and Communication Technology devices e.g slides, CD-ROMs, microforms, internet, audio cassette, video cassette and other storage devices and they are referred to e-books, e-journals, e-magazines, e-documents,, microfilms, references databases., Adeoye and Popoola (2011) agreed that for the institutions to ensure some levels of performance there are facilities other than classrooms in every institution that can contribute to classroom instructions and learning process which is the library. In other words, students' academic activities depend on the information resources in their parent institutions. Hence, quality information resources improve the viability of tertiary institutions as they are essential things that can bring great academic performance in students. Students, lecturers and researchers success largely depends on the availability of information resources to be able to carry out research within the shortest time. It helps them acquire knowledge for their academic pursuits and this is possible by exhaustive utilisation of information resources and services in the library.

Utilisation of Information Resources and Services in Academic libraries

It is important that information acquired in the libraries are effectively utilised, this is the main reason for spending huge amount of money on a regular basis in order to support the parents institutions towards achieving their set objective. Alegbeleye, Madukoma and Dahunsi (2020) are of the firm opinion that academic libraries build collections to enhance teaching, learning and research activities in tertiary institutions with the expectation that students and staff will visit the library and make effective use of the information resources to satisfy their information needs. The main motivation that drives academic libraries to a great length in providing all manner of relevant information resources is to ensure that the information needs of all categories of users are met and to stimulate the use of the library (Usuka, Nwachukwu and Nwachukwu, 2019). However, Osinulu (2020) observed that students are either not aware and or not making optimum use of these vital resources. The researcher noted that, of what benefits are resources when they are not utilised for the purpose for which they are acquired.

Observing the fact that the use of resources is part of assessment performance in academic libraries, librarians should be greatly concerned with the use of library information resources and services as they ensure creating awareness through the various channels of marketing techniques.

ICT competence for academic librarians

Information Communication Technology (ICT) use is changing and this will have an impact on both users and libraries. Because of users' information needs, librarians will have to work harder to assure consistency and conformance. Information needs are expected to rise in the future due to the inevitable changes that will occur. This necessitates a quick development of ICT training based on the increasingly necessary library competences. ICT proficiency is a requirement for librarians in the rapidly evolving field of technology. Oyedokun et al. (2018) view the ICT competencies of library staff to be relevant skills and knowledge to be acquired by those working in the library to be able to fully exploit information search, retrieval, and delivery by using an electronic format. It is the acquisition of knowledge, skills and abilities at a level of expertise sufficient to be able to perform appropriately and professionally a given task in a workplace. ICT competence required by librarians, as outlined by Doyle (2019), includes online collaboration, e-mail management competency, online research skills, desktop publishing, word processing skills, social media management, data management, and retrieval skills.

Librarians require extensive ICT competences in academic libraries to enable them perform better in providing information services. Raju (2017) discusses IT knowledge and skills needed by academic librarians in the digital library environment. The results of his study revealed that 70 to 75% of job advertisements in the academic library sector emphasise advanced IT skills (integrated library system, advanced computer skills, digitisation process, web design and development, IR and technical skills, which are repositories, digitisation and curation of research data and other digital content).

Survival of a library depends among other things on its image in the minds of the patrons and its parent institutions which can only be achieved through strategic marketing approach and ICT knowledge possess by librarians. If services provision satisfies a patron, the user will be more encouraged to use such services to satisfy the needed information at a given time.

Research Methodology

The study employed descriptive research design. The study adopted survey for collection of data. Nworgu (2015) views that descriptive survey research is concerned with systematic description of events as they are, because it is aimed at collecting data on something and describing the characteristics and facts about the population of a given study. Total enumeration method was used to cover all the 220 respondents because the population was manageable. 220 copies of the questionnaire were administered, 186 were returned, found usable and analysed using descriptive statistics (percentage, mean and standard deviation).



Table 1: Need for Marketing Information Resources and Services

S/N	Items	SA	A	D	SD	X	STD	Decision
1.	To enlighten users and create awareness on the resources and services available in the library	133 (72%)	48 (26%)	5 (3%)	-	3.69	0.52	Strongly agreed
2.	To know the information need of users and attain high level of customers' satisfaction	104 (55%)	76 (40.9)	4 (2.2)	2 (1.1)	3.52	0.60	Strongly agreed
3.	To foster a good interpersonal relationship between librarians and the categories of users in the community	81(43.5)	97 (52%)	8 (4%)	-	3.39	0.57	Agreed
4.	To encourage effective use of relevant and current information resources and services in the library	126 (67)	55 (20%)	5 (3%)	-	3.65	0.53	Strongly agreed
5.	To improve the level of information literacy among users	95 (51%)	77 (41%)	10 (5%)	4 (2%)	3.41	0.69	Agreed
6.	To be objective in providing information services	63 (34%)	108 (58%)	15 (8%)	-	3.26	0.60	Agreed
7.	To survive in the competitive information environment	83 (44%)	91 (50%)	12 (7%)	-	3.38	0.61	Agreed
	Mean Cluster					3.47	0.59	

Keys: SA = Strongly agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, X = mean, SD= standard deviation

Table 4.4: sought to know the need for marketing information resources in use. It shows that enlightening users and creating awareness on the information resources and services available in the library (3.69), encourage effective use of relevant and current information resources and services in the library (3.65), know the information need of users and attain high level of customers' satisfaction (03.52) the respondents strongly agreed. They also agreed to the following questions: to improve the

level of information literacy among users (3.4), to foster a good interpersonal relationship between librarians and the categories of users in the community (3.39), to survive in the competitive information environment (3.38) and to be objective in providing information services (3.26). The **cluster means** of 3.47 shows that needs for marketing information resources and services in academic libraries were agreed to by all respondents in academic libraries.

Table 4.6: ICT Competencies for Librarians on Use of Information Resources

S/N	Items	SA	A	D	SD	Mean	Std	Decision
1.	Proficiency in basic ICT skills eg MS word, Excel, downloading, uploading, scanning, software installation etc	144 (77%)	41 (22%)	1 (0.5%)	-	3.77	0.44	Strongly Agreed
2.	Ability to troubleshoot the various ICT technology tools in the library	88 (47%)	81(44%)	15 (8%)	2(1%)	3.39	0.64	Agreed
3.	Knowledge of various databases to obtain authenticated information resources online	91(48%)	86 (46%)	7 (4%)	2 (1%)	3.43	0.62	Agreed
4.	Ability to evaluate library and information service delivery	89 (48%)	91 (49%)	5 (3%)	1 (0.5%)	3.44	0.58	Agreed
5.	Keeping informed with the recent ICT development and adoption in the academic library environment	89 (48%)	90 (48%)	7 (4%)	-	3.44	0.57	Agreed
6.	Knowledge of various library application software, adoption and use in academic libraries	85 (46%)	92 (49%)	4(2. %)	5 (3%)	3.43	0.66	Agreed
7.	Information retrieval skills; for downloading relevant information resources eg e-books, e-journals	79 (42%)	96 (52%)	9 (5%)	2 (1.1)	3.35	0.63	Agreed
8.	Proficiency in the use of social media networking tools eg facebook, WhatsApp, Twitter etc for showcasing information resources	70 (38%)	99 (54%)	14 (8%)	3 (2%)	3.27	0.67	Agreed
9.	Knowledge of networking/Database management to manage and secure e-resources in the library	86 (46%)	94 (51%)	3 (2%)	3(2%)	3.41	0.61	Agreed
10.	Regular training/development of librarians in ICT core courses	96 (52%)	83 (45%)	5(3%)	2 (1%)	3.47	0.61	Agreed
11.	Marketing research skills	62 (33%)	107 (58%)	16 (9%)	1 (0.5%)	3.24	0.62	Agreed
12.	Digitisation of rare library materials	70 (38%)	101 (54%)	14 (8%)	1 (0.5%)	3.30	0.60	Agreed
	Mean Cluster					3.41	0.60	

Keys: SA = Strongly agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, X = mean, SD= standard deviation



Research question 4 requested the opinion of respondents on ICT competencies required by librarians for effective information service delivery in academic libraries. The table indicates that only the item; Proficiency in basic ICT skills eg MS word, Excel, downloading, uploading, scanning, software installation etc with mean value of 3.77 had strongly agreed option. Regular training/development of librarians in ICT core courses, ability to evaluate library and information service delivery, ability to troubleshoot the various ICT technology tools in the library, keeping informed with the recent ICT development and adoption in the academic library environment, knowledge of various databases to obtain authenticated information resources online,

information retrieval skills; for downloading relevant information resources eg e-books, e-journals, keeping informed with the recent ICT development and adoption in the academic library environment, knowledge of various library application software, adoption and use in academic libraries, Proficiency in the use of social media networking tools eg facebook, WhatsApp, Twitter etc for showcasing information resources, digitisation of rare library materials, marketing research skills with mean value ranging from 2.5-3.49 all had agreed. The **cluster means** of 3.41 indicates that respondents agreed that all the above-mentioned competencies are required by librarians for effective information services delivery.

Table 4.8: Problems Associated with Marketing of Information Resources in Academic Libraries

S/N	Items	SA	A	D	SD	Mean	Std	Decision
1.	Inadequate effective communication between librarians and users	83 (45%)	77 (41%)	21 (11%)	4 (2%)	3.29	0.75	Agreed
2.	Lack of marketing policy document for promoting information resources in academic libraries	70 (38%)	99 (53%)	16 (9%)	1 (0.5%)	3.28	0.64	Agreed
3.	Inadequate marketing research skills by librarians	69 (37%)	92 (50%)	25 (13%)	-	3.24	0.67	Agreed
4.	Insufficient high-tech facilities for marketing in academic libraries	50 (27%)	117 (63%)	19 (10%)	-	3.17	0.59	Agreed
5.	Inadequate funding for ICT infrastructure in libraries	54 (29%)	120 (65%)	12 (7%)	-	3.23	0.55	Agreed
6.	Irregular training/development of library staff on marketing competence and ICT development	69 (37%)	106 (57%)	11 (6%)	-	3.31	0.58	Agreed
7.	Inadequate technical know-how by librarians	58 (31%)	90 (48%)	28 (15%)	10 (5%)	3.05	0.82	Agreed
8.	Erratic power supply	57 (31%)	112 (60%)	12 (67%)	5 (3%)	3.19	0.67	Agreed
9.	Poor internet connectivity	61 (33%)	107 (58%)	15 (8%)	3 (2%)	3.22	0.66	Agreed
10.	Willingness on the part of some librarians as some still believe that marketing is for profit making organizations	62 (33%)	72 (39%)	46 (25%)	6 (3%)	3.03	0.83	Agreed
	Mean Cluster					3.20	0.68	

Keys: SA = Strongly agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, X = mean, SD= standard deviation

In answering this question, a list of factors affecting effective and efficient marketing of information resources in academic libraries were presented to the respondents to indicate their level of agreement or disagreement. The table shows that the respondents agreed with: irregular training/development of library staff on marketing; inadequate effective communication between librarians and users; lack of marketing policy document for promoting information resources in academic libraries; inadequate marketing research skills by librarians;

inadequate funding for ICT infrastructure in libraries; poor internet connectivity; inadequate technical know-how by librarians; erratic power supply, insufficient high-tech facilities for marketing in academic libraries and irregular training/development of library staff on marketing with the mean values between 2.5-3.49. The **cluster means** of 3.20 shows that all the respondents agreed with the above factors as some of the problems hindering effective marketing of information resources in academic libraries.



Summary of Findings

1. The need for marketing information resources are; to enlighten users and create awareness on the information resources and services available in academic library, to encourage effective use of relevant, current information resources and services in the library, to know the information need of users and attain high level of customers' satisfaction in academic libraries.
2. The ICT competencies required by academic librarians are; basic ICT skills eg MS word, Excel, downloading, uploading, scanning, software installation, Keeping informed with the recent ICT development and adoption in the academic library environment, knowledge of various library application software, adoption and usage in academic libraries among other.
3. Irregular training/development of library staff on marketing competence and ICT development, inadequate effective communication between librarians and users, lack of written marketing policy document for promoting information resources in academic libraries among others were the major problems on the use of information resources in academic libraries in Kaduna State.

Conclusion

The research concludes that there is need for marketing information resources and services in academic libraries in Kaduna state using various means like; enlightening users and creating awareness on the available information resources and services as well as encouraging effective use of relevant and current information resources and services in the library.

Based on the findings, all the ICT competencies required by librarians for effective marketing of information resources were agreed upon by respondents. However, some problems that hinder effective marketing of information resources such as; irregular training/development of library staff on marketing competence and ICT development, lack of policy document etc for marketing information resources were highly recommended.

Recommendations

With reference to the findings of the study, the following recommendations were made:

1. Academic libraries management should constantly ensure creation of awareness, encourage the use of available information resources and ensure their sustainability so that users can be aware of them for optimum library use. The management should conduct need assessment programme to ensure either bi-annually or annually to ensure marketing on information resources is sustained.

2. Academic library management should ensure that librarians acquire the basic / high level ICT competencies required for effective and efficient marketing of information resources, providing effective and information services delivery for optimum use information resources in the library. Librarians should be updated with the recent ICT developments, regular training on ICT programmes, training on how to evaluate information, so that the information need of users are being satisfied in the library or at their own pace without necessarily coming to the library with minimum time and effort.
3. Adequate funding to acquire print materials and ICT tools needed for marketing information resources and services. A written marketing policy document for promoting information resources in academic libraries should be provided to guide and to sustain marketing of information resources. Increase Internet bandwidth, provide alternative power supply to ensure constant use of the ICT facilities in the library so as not to discourage users from using the library when there is power outage.

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INFLUENCE OF SOCIAL MEDIA ON ACADEMIC ACTIVITIES OF SECONDARY SCHOOLS STUDENTS OF UNITY SCHOOLS IN FEDERAL CAPITAL TERRITORY ABUJA

BY

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ABSTRACT

This study investigate the Influence of Social Media on Academic Activities of Secondary Schools Students of Unity Schools In Federal Capital Territory (FCT), Abuja, particularly on the most used social media platforms and influence of social media and digital literacy skills on academic activities of unity school students in FCT Abuja. Survey research design was adopted for the study. The population of the study consisted of 9,000 senior secondary school students SSI-SSIII in the six (6) unity schools in FCT, Abuja namely: Federal Government College, Kwali, Federal Government Girls College, Bwari, Federal Government Girls College, Abaji, Federal Government Boys College, Garki, Federal Government College, Rubochi and Federal Science and Technical College, Orozo. Sample size of 369, was obtained from the total population using Krejcie and Morgan 1970 Sample Table. Questionnaire was used for data collection. Descriptive statistic was used for analysis. From the data and information analysed, it was revealed that the students mostly used facebook, whatsApp, YouTube, TikTok, Email et cetera. The positive influence include improve on academic activities, self-development, connect with family, friends, teachers and colleagues, easy access to up-to-date information resources despite the positive effect it also influence them negatively these includes making them addicted to internet, watching adults movies, cyber theft, the study recommended that teachers, parents and Educators should acquire the needed knowledge on social media and digital literacy skills to balance the relationship between social media, digital literacy skills and academic activities safety measures should be introduce to curtail the danger associate with negative content, such as Internet Nanny, mSpy, Google Family Link, Administrator Plus, Campus Café, and praxiSchool (apps) by the parent and school authority

Keywords: *Academic Activities Digital Literacy Skills, Social Media.*

Introduction

Academic activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these can be achieved is determined by the level of students' engagement on academic activities Since the last few decades, technology is the most adopted means of communication by individuals especially students for their academic activities are the social media platforms which have been made available due to the immense growth of technology. According to Darko-Adjei (2021), the term media was derived from the Latin word 'Medium' and is defined as one of the main routes, channels, or instruments for communication and entertainment. This definition, therefore, broadens the general scope and regard for the concept of media. In the light of this, the radio, television, newspapers, magazines, together with the Internet have been jointly regarded by many as the media. The researcher further stated that the word "socio" is also from a Latin word; "socius" which is referred to as 'friend'. Social media is therefore the interaction amongst individuals in which they create, share, and/or exchange ideas and information in virtual societies and networks. The presence of social media platforms such as Facebook, WhatsApp, Twitter and TikTok have therefore helped

to connect students and individuals both far and near together through the exchange of text, photos, music, videos, and much more. Comparatively, with the old means of communicating with people within and outside our environs, social media has reduced the communication barriers that used to exist through technological development as new mediums are been developed to connect worldwide audiences. Otaru and Nwankwo (2021) posited that Social media simply means the interaction among people where they create, share, exchange and comment among themselves in different networks. The use of social media is increasing day by day at a high rate all over the world, becoming a hobby for youths to kill time. It can be accessed anywhere, at any time, where an internet connection is available. It could be in form of communicating, texting, sending images, sharing audio and video content, fast publishing, linking with people all over the world. For secondary school students to enjoy the benefit provided by social media in performing their academic activities, they need a composite skill which is referred to as digital literacy skills. To be digitally literate, one must have the 'desire, attitude, and ability' to utilize digital technology and communication tools to search, analyze, evaluate, generate new ideas, and share information Djawad *et al.*, (2018). This skill will help



them to acquire media literacy skill and Information and Communication Technology literacy. All these skills will enhance their confidence in the use of social media for their academic activities. Computers and the Internet not only give students powerful intellectual tools, but they also shape their thinking about their own self eg; identity, relationship, sexuality, or evolution Mirra and Garcia, (2021). Digital literacy is the skills, knowledge and understanding that enable critical, creative, discerning and safe practices when engaging with digital technologies in all areas of life. Some people associate digital literacy simply with the functional skills of being able to use a computer or particular software package effectively. But digital literacy is about much more than having access to or being able to use a computer.

Recent studies revealed that secondary school students spend much time on social networking chatting with friends while less time is spend on studying, which leads to distraction and lower performance in terms of academic activities. Generally, students are sent to school to learn, but are exposed to numerous experiences which impact on their behaviour. Umar and Idris (2018) posited that among the aims of education is to effect a change in behaviour in a desirable direction so that one behaves according to the accepted values and norms of the society.

Statement of the problem

Academic activities of secondary school students is especially worthy of note because it can be an important level where students are prepare to go to the higher level of education this the students and the success or failure of any student is hanged on its academic performance The world today is a global village with the advent of information and communication technology social media in 1990s it is assumed the academic activities of students is influence by a lot of factor, students are now engaging into many activities with social media without having the required digital literacy skills that would enhance with social media more effectively their engagement smoothly. It is now common to see students chatting in sensitive and highly organized places like classes, lecture rooms, religious places, public vehicles, even while walking etc. Instead of focusing on their books, they spend much time chatting and making friends on social media and this might definitely have influence on their academic activities. The use of social media by unity school students allows them to interact with their colleagues, friends and families as a result of these they can socialise and also adopts the various platforms on the social media for their academic activities, despite the impact of social media and digital literacy skills some of the student misuse the opportunity and it turn to have negative impact on them which created a gap that need to be filled up with digital literacy skills.

Aim and Objectives of the Study

The aim of the study is to find out the influence of social media and digital literacy skills on academic activities in unity school students in FCT Abuja. The specific objectives are to:

1. Identify the most used social media platforms among Unity School students in FCT Abuja.
2. Investigate the influence of social media and digital literacy skills on the academic activities of unity school students in FCT Abuja.

Research Question

1. What are the most used social media by unity school students in FCT Abuja?
2. How do social media and digital literacy skills influence academic activities of unity school students in FCT Abuja?

Research hypotheses

Ho1. There is no significant relationship between social media and academic activities of students in unity schools in FCT, Abuja.

Research methodology

The researchers adopted survey research design. The population of the study is 9,000 senior secondary school students in the six (6) unity schools in FCT, Abuja namely: Federal Government College, Kwali, Federal Government Girls College, Bwari, Federal Government Girls College, Abaji, Federal Government Boys College, Garki, Federal Government College, Rubochi and Federal Science and Technical College, Orozo. A sample size of 369 was obtained by subjecting the target population of 9,080 to Krejcie and Morgan 1970 Table for determining the sample. Questionnaire was used as instrument for data collection; data collected was analyzed using descriptive statistics.

RESULTS

A total number of three hundred and sixty nine (369) questionnaires were distributed to the unity school student in the six (6) unity schools in FCT Abuja. The schools include: Federal Government College, Kwali, Federal Government Girls College, Bwari, Federal Government Girls College, Abaji, Federal Government Boys College, Garki, Federal Government College, Rubochi and Federal Science and Technical College, Orozo, out of 369 (100.0 %) questionnaire administered 356 (96.5 %) were returned with 347 (94.0%) valid and 22 (5.9 %) invalid. The findings of the study are presented in the tables below.

Research Question one (1)

What are the most used social media by unity school students in FCT Abuja?

Unity school students were asked to identify the Types of social media mostly use by unity school student in FCT Abuja. The responses are presented in table 1.1



Table 1 Social media mostly use by unity school student in FCT Abuja

S/NO	Social media mostly use by unity school student in FCT Abuja	SA (%)	A (%)	D (%)	SD (%)	UD (%)	\bar{X}	S	Decision
1.	I use Facebook	211 (60.8)	128 (36.9)	3 (0.9)	2 (0.6)	3 (0.9)	4.56	.635	Agreed
2.	I use WhatsApp	167 (48.1)	175 (50.4)	0 (0.0)	1(0.3)	4 (1.2)	4.44	.635	Agreed
3.	I use Wikipedia	158 (45.5)	130 (37.5)	52 (15.0)	4 (1.2)	3(0.9)	4.25	.834	Agreed
4.	I use Twitter	190 (54.8)	138 (39.8)	9 (2.6)	7 (2.0)	3 (0.9)	4.46	.725	Agreed
5.	I use YouTube	201 (78.9)	140 (40.3)	3 (0.9)	3 (0.9)	0 (0.0)	4.55	.563	Agreed
6.	I use TikTok	245 (70.6)	95 (27.4)	3 (0.9)	4 (1.2)	0 (0.0)	4.67	.554	Agreed
7.	I use Snapchat	199 (57.3)	137 (39.5)	5 (1.4)	6 (1.7)	0 (0.0)	4.52	.619	Agreed
8.	I use Email	293 (84.4)	44 (12.7)	3 (0.9)	5 (1.4)	2 (0.6)	4.79	.583	Agreed

Table1 above revealed that all respondents mostly use by unity school student in FCT Abuja by unity school student in FCT Abuja, Facebook (60.8%), WhatsApp (48.1%), Wikipedia (45.5%), Twitter (54.8%), YouTube (78.9%), TikTok (70.6%), Snapchat (57.3%), Email (84.4%) and according to some students they added that they use other social media such as Instagram and Movies App.

Research Question Two (2A). How do social media and digital literacy skills influence academic activities of unity school students in FCT Abuja?

NOTE: This question was divided into 2 sections. 2A positive influence and 2B negative influence

This question deal with the positive influence of social media and digital literacy skills unity school student were asked to identify the positive influence of social media and digital literacy skills on student academic activities. The responses were presents in table 1.3

Table 2. 2A. Positive influence of social media and digital literacy skills on student academic activities

S/N O	Positive influence of social media and digital literacy skills on student academic activities	SA (%)	A (%)	D (%)	SD (%)	UD (%)	X	S	Decision
1.	The use of social media and digital literacy skills help me improve on my academic activities	211 (60.8)	136 (39.2)	0 (0.0)	0 (0.0)	0 (0.0)	4.61	.489	Agreed
2.	The use of social media and digital literacy skills has helped me in self-development	207 (59.7)	140 (40.3)	0 (0.0)	0 (0.0)	0 (0.0)	4.60	.491	Agreed
3.	Its connect me with family, friends, teachers and colleagues	228 (65.7)	119 (34.5)	0 (0.0)	0 (0.0)	0 (0.0)	4.66	.475	Agreed
4.	The use of social media and digital literacy skills has granted me easy access to up-to-date information resources	237 (68.3)	107 (30.8)	3 (0.9)	0 (0.0)	0 (0.0)	4.67	.487	Agreed
5.	It helps me in sharing information, opinion and ideas	218 (62.8)	113 (32.6)	9 (2.6)	6 (1.7)	1 (0.3)	4.56	.662	Agreed
6.	I usually engage in academic forums and discussion	149 (42.9)	180 (51.9)	3 (0.9)	8 (2.3)	7 (2.0)	4.31	.784	Agreed
7.	Through social media and digital literacy skills I am able to promote my business	136 (39.2)	117 (33.7)	47 (13.5)	30 (8.6)	17 (4.9)	3.94	1.146	Agreed

Table 2 above indicated that respondents agreed with all the item as positive influence of social media and digital literacy skills on student academic activities of unity school students in FCT Abuja.

Research Question Two (2.B.) This question deal with the Negative influence of social media and digital literacy skills on student academic activities and responses were presented in table 1.4. Below

Table 3 Negative influences of social media and digital literacy skills on student academic activities

S/NO	Negative influence of social media and digital literacy skills on student academic activities	SA (%)	A (%)	D (%)	SD (%)	UD (%)	X	S	Decision
1	Social media and digital literacy skills make me become addicted to internet and this effect my studies	21 (6.1)	19 (5.5)	197 (56.8)	110 (31.7)	0 (0.0)	2.86	.772	Agreed
2	Use of social media and digital literacy skills have affected my language, writing and spelling skills negatively	15 (4.3)	17 (4.9)	145 (41.8)	170 (49.0)	0 (0.0)	2.65	.767	Agreed
3	Social media and digital literacy skills distract me from my studies	24 (6.9)	19 (5.5)	160 (46.1)	144 (41.5)	0 (0.0)	2.78	.836	Agreed
4.	The use of social media and digital literacy skills have exposed me to cyber bullying	21 (6.1)	28 (8.1)	104 (30.0)	192 (55.3)	2 (0.6)	2.64	.877	Agreed
5.	The use of social media and digital literacy skills have exposed me to sexual environment	24 (6.9)	39 (11.2)	116 (33.4)	168 (48.4)	0 (0.0)	2.77	.906	Agreed
6.	There is no improvement in my grades since I became addicted to social media and digital literacy skills	35 (10.1)	56 (16.1)	115 (33.1)	140 (40.3)	1 (0.3)	2.95	.990	Agreed
7.	The use of social media and digital literacy skills make me to delay all my activities	20 (5.8)	23 (6.6)	160 (46.1)	144 (41.5)	0 (0.0)	2.77	.812	Agreed
8.	They reduce my interaction with physical human contact	24 (6.9)	69 (19.9)	116 (33.4)	138 (39.89)	0 (0.0)	2.94	.934	Agreed

The table 3 above shows that respondents agreed with all the item asnegative influence of social media and digital literacy skills on student academic activities of unity school students in FCT Abuja, moreover some students identify that it exposes them to watching of adult movies (pornography) and cyber theft.

Analysis of Research Hypothesis

There is no significant relationship between social media and academic activities of students in unity schools in FCT, Abuja.

Research Hypothesis One

Table 4.14 PPMC Analysis of significant relationship between social media and academic activities of students in unity schools in FCT, Abuja

		Social Media	academic activities
social media	Pearson Correlation	1	.935**
	Sig. (2-tailed)		.000
	N	347	347

****.** Correlation is significant at the 0.05 level (2-tailed).

Table 4.14 presents the results of the Pearson Product-Moment Correlation (PPMC) analysis conducted to examine the relationship between social media usage and academic activities among students in unity schools in FCT, Abuja. The analysis reveals a notably strong positive correlation coefficient ($r = 0.935$) between social media usage and academic activities. Furthermore, the associated p-value (Sig.) is calculated as 0.000, which falls well below the predetermined significance level of 0.05. This indicates that the correlation observed is statistically significant. As a result, the null hypothesis, which posited no significant relationship between social media and academic activities, is rejected based on these findings.

Discussion of findings

Revelation that unit school students in FCT Abuja mostly used Facebook, WhatsApp, Wikipedia, Twitter,

YouTube, TikTok, Snapchat, Email. It also revealed others used Instagram and movies App. This corresponded with the findings of Olubiyi (2012) which states that these days‘students are so engrossed in the social media that they are almost 24 hours online.

The study also reveals that social media and digital literacy skills help unity school student to improve positively both academically and personal development this is in line with Sharma (2020) opinion that social media is boosting student academic performance and increasing their knowledge through data and information gathering.

So also the study identifies some of the negative effect of unity school student’s engagements with social media and digital literacy skill also some students identify that it exposes them to watching of adult movies (pornography) and cyber theft.. This collaborate with



the findings of Umar and Idris (2018), who discovers that apart from knowing that the social media presents good atmosphere for academics the respondents are also aware that social media also pose some threat based on the understanding of some of the respondents.

Finally the test of the null hypotheses between social media and academic activities of students in unity schools has shown that there is significant relationship between them this implies that increases in used of social media use among students will smoothen their academic activities.

Conclusion

Based on the finding from the research it could be concluded that unity school student are expose to social media and have some level of digital literacy skills which help them in their personal and academic activities, in the same vain it also pause some danger to the student considering their young age who are been prepared for higher level education

Recommendation

1. Similar studies should be conducted for teacher to ensure they have the needed knowledge to cope in the digital environments
2. Students should be educated and monitor on the influence of Social media and digital literacy skills on their academic activities and personal goals.
3. Even though the important of social media and digital literacy skills cannot be over emphases but steel it posed danger to both the academic and personal goal of secondary school students therefore safety measures should be introduce to curtail the danger associate with negative effects such as Internet Nanny, mSpy, Google Family Link, Administrator Plus, Campus Café, and praxiSchool (app) by the parent and school authority should be installed in student devices to monitor their activities.
4. In the future, research may be carried out at public and private secondary schools, Comparative research on social media and digital literacy skills among public and private secondary school students can also be considered for investigation.

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DIGITAL LITERACY AND ELECTRONIC INFORMATION RESOURCES' USE BY MEDICAL PRACTITIONERS IN MANAGEMENT OF CORONAVIRUS DISEASE AT FEDERAL MEDICAL CENTRES IN NORTH-CENTRAL, NIGERIA

BY

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ABSTRACT

The study investigated medical practitioners' digital literacy and electronic information resources use in management of coronavirus disease at federal medical centres in North-Central, Nigeria. Three specific objectives with three corresponding research questions were formulated to guide the study. Descriptive survey research design was adopted and the population consisted of 995 medical practitioners (Medical Doctors and Nurses) in three selected Federal Medical Centres (FMCs) in North-Central, Nigeria. Multi-stage sampling procedure was used to select 284 medical doctors and nurses in FMCs studied. Structured questionnaire was designed and used for data collection. Descriptive statistical tool was used in analysing the data collected. Result indicated that majority of the respondents showed high level of perception in the threat of COVID-19 pandemic. Therefore, this indicated that medical practitioners in Federal Medical Centres studied made efforts in managing COVID-19 pandemic in order to mitigate or eradicate completely the deadly disease pandemic in Federal Medical Centres (FMCs) in North-Central, Nigeria. The study also revealed the level of medical practitioners' digital literacy skills was low which resulted to poor use of electronic information resources in managing the disease. The study concluded that only e-newspapers was used for updates on the pandemic management. The study recommended that in-house trainings be organised on digital literacy skills for medical practitioners, awareness on the available electronic information resources on COVID-19 pandemic and management for effective utilisation by medical practitioners.

Keywords: COVID-19, digital literacy, electronic information resources, federal medical centres, medical practitioners

Introduction

The emergence of the ravaging Coronavirus Disease 2019 (COVID-19) pandemic and its impact on humanity compelled many medical practitioners to switch to the use of Electronic Information Resources (EIRs) and Services. Many Libraries and Information Centres also made contents on natural disasters and scientific discoveries such as the health hazards, epidemics and new incurable diseases such as Human Immunodeficiency Virus (HIV) disease, Hepatitis, Diabetes and Coronavirus Disease among others, available to users. The name coronavirus comes from the Latin word "corona", meaning crown. It was named due to their crown-like appearance (Jacob *et al.*, 2021). According to the World Health Organisation [WHO] (2020), COVID-19 is defined as an illness caused by a novel coronavirus called Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) which affects people in different ways. COVID-19 pandemic did not only spread the disease but also have effects in different dimensions such as social, psychological, and economic impacts on people and nations of the world.

COVID-19 pandemic was an outbreak of infectious disease that occurred on an unprecedented large scale and resulted in a high level of morbidity and mortality across different countries of the world causing significant negative effects in economic, education,

social and even health systems. Pandemic is said to usually occur when new viruses emerged that can easily infect humans and spread from person to person in an effective and permanent way where very few are going to be immune and there was no vaccine or any effective medical treatments available. Before a vaccine or any effective treatment becomes available, public behavior and adherence to response strategies will continue to be key measures for controlling the spread of the virus (Aspriadis, 2021).

In response to the pandemic, medical practitioners managed the cases through diagnosing suspected persons with infections, providing essential treatment in an emergency and dealing with suspected patients with precautions, decontamination, coordination with other healthcare providers, isolation of suspected person, psychological support, clinical treatment among others (Al-Thobaitya and Alshammari, 2020). Many individuals with COVID-19 related queries or health concerns, Medical Practitioners are often the first point of contact for reliable information and advice. They have undertaken a range of roles and activities in response to the pandemic which include but not limited to; providing public health advice, information and education on personal and environmental hygiene. Since most of these health-related information are available via the Internet, health and medical



practitioners will require some form of digital literacy skills to be able to access and use the electronic information resources effectively.

Digital technology has a tremendous effect on improving the quality of health services in both developed and developing nations by enhancing the accessibility of health information and creating an efficient service provision (Tran *et al.*, 2018). Digital literacy skills is when one has the ability to effectively search for needed information resources by using electronic sources of information or the extent to which one is capable of conducting electronic information search or use digital facilities to locate relevant sources of information. Digital literacy entails having the skills and knowledge to handle modern Information Communication Technologies (ICTs) to access and use the available electronic information resources, and to know the functioning of those tools. Ahire and Shewale (2016), defined digital literacy as “the ability to use Information Technology (IT), communication tools and/or networks appropriately to solve information problem including to search, organize, evaluate and communicate health information; and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information”.

Electronic Information Resources (EIRs) as defined by Anyim (2019), are information materials that are in electronic or digital format instead of print. They still contain the same information that is obtainable in printed material but differ in form, method of access, retrieval and required computer technology to be used. EIRs are information resources in which contents could be accessed through the use of internet; CD-ROMs, electronic books (e-books), electronic journals (e-journal), electronic indexes, digital reference materials, online databases and other e-collection. Examples of EIRs which include, but are not limited to websites, online databases, e-journals, e-books, electronic integrating resources, and physical carriers in all formats, whether free or fee-based, required to support research and learning in the subject covered, and may be audio, visual, and/or text files (Salman *et al.*, 2020). Electronic information resources simply referred to as information stored in electronic format in computer or computer related facilities (CD-ROMs, digital libraries or the Internet).

Electronic Information Resources (EIRs) deliver the collection of information as full-text databases, e-journals, image collections, multimedia in the form of CD, tape, Internet, and web technology (Salman *et al.*, 2020). Electronic Information Resources are electronic version of print formats which are crucial part of library collection in the digital era. They are materials requiring computer access using desktops or handheld mobile devices such as Ipad, laptop and Smartphone in the library or at home for the purpose of teaching, studying and or research. Electronic Information Resources include databases (online and offline), E-books, E-journals, E-newspapers, E-research reports and E-lecture notes. Others are theses/dissertation, indexing

and abstracting, reference databases such as bibliographies, dictionaries as well as sounds and files (Lolade, 2020).

As medical practitioners search for solutions to COVID-19, Electronic Information Resources are also playing an important role of presenting more current and comprehensive information related to health issues. Electronic resources are important source of up-to-date medical information. Medical practitioners use electronic information resource to stay up-to-date on current research and can make decision based on that research, thereby increasing the possibility of improving health cares, makes the workplace better and safe, and reduces costs. Barqawi *et al.* (2021), in a study opined that accurate knowledge is an integral in managing and eradicating a devastating virus.

Therefore, digital literacy and electronic information resources utilisation are not only compelling but now indispensable assets for all medical practitioners in medical and health system. This connotes that, medical practitioners with high level of digital literacy can easily have access to and make effective use of electronic information resources for better COVID-19 pandemic management and other devastating diseases in Nigeria.

Statement of the Research Problem

The role of digital technology and electronic information resources in medical and health management practice cannot be over-emphasized especially, in the aspect of the dissemination of reliable and up-to-date information on pandemic and its management across the globe. However, despite the necessity of modern digital technology for easily accessible and use of electronic information resources (EIRs) in pandemic management and response in Nigerian medical system, effective medical and health care practice to curb coronavirus disease 2019 (COVID-19) pandemic at Federal Medical Centres in North-Central, Nigeria is observed not to be grossly inadequate. Due to the nature of COVID-19 pandemic, there were shifts in most of the sectors including medical system in Nigeria from print information resources' use to electronic or online information resources' use for disease management to limit physical contact. From the foregoing analysis, it may be that medical practitioners could not adopt and adapt the use of electronic information sources on pandemic management at Federal Medical Centres in North-Central, Nigeria; they have low or no digital literacy skills to effectively and efficiently access and utilise electronic information sources; digital infrastructure is poorly or not even provided among others. Therefore, all these factors are what this research will investigate because if they are not taken care of, could lead to poor awareness and understanding of the novel COVID-19 management practices at Federal Medical Centres in North-Central, Nigeria.

Aim and Objectives of the Study

The research aimed to assess the digital literacy and electronic information resources' use COVID-19 management by medical practitioners at Federal



Medical Centres in North-Central, Nigeria. The following specific objectives guided this study:

1. Determine the perceptions of medical practitioners on COVID-19 management at Federal Medical Centres in North-Central, Nigeria
2. Determine the level of digital literacy of medical practitioners at Federal Medical Centres in North-Central, Nigeria; and
3. Measure the extent of electronic information resources' use of medical practitioners on COVID-19 management at Federal Medical Centres in North-Central, Nigeria

Research Questions

The following research questions guided the study:

1. What is the perception of medical practitioners on COVID-19 management at Federal Medical Centres in North-Central, Nigeria?
2. What is the level of digital literacy of medical practitioners at Federal Medical Centres in North-Central, Nigeria?
3. What is the extent of electronic information resources' use of medical practitioners on COVID-19 pandemic management at Federal Medical Centres in North-Central, Nigeria?

Literature Review

There are many countries in the world including Nigeria that experienced Coronavirus Disease 2019 and other related Disease pandemics posing adverse serious threats to global public health. Viruses are the smallest infectious agents (ranging from 20 to 300nm in diameter) which totally depends on their host for survival. Virus cannot be seen under light microscopes except electron microscope; the viral particle is not viable outside the human body and can infect all kinds of life forms (human, animals or plants, and even microorganisms (Kuta, 2021). Human coronaviruses (SARS-CoV-2, SARS-CoV and MERS-CoV) are responsible for acute lung injury and acute respiratory distress syndrome which can lead to pulmonary failure. The subgroups of coronaviruses family include; alpha, beta, gamma and delta. The transmission of COVID-19 is through body contact with an infected person, sharing of clothes with an infected person, contact with contaminated inanimate objects (Kuta, 2021).

To cause of coronavirus disease 2019, SARS-CoV-2 must find its way into the human body, who has come in contact with cells or tissues, replicate and produce cell injury. While doing so, it must overcome the human body defenses mechanism. According to Nigeria Centre for Disease Control (NCDC) SARS-CoV-2 enters the human body through various portals such as the respiratory or alimentary tract (nose and mouth). There are several methods of detecting COVID-19 (SARS-CoV-2) and other related coronavirus diseases (SARS-CoV and MERS-CoV) viruses in clinical samples (Kuta, 2021).

In Nigeria, COVID-19 has continued to be a major threat to public health management. At the moment, the prevalence of this disease with the attendant treatment failure has made the disease to be among the major killer

infectious disease in Nigeria and the world at large (Kuta, 2021). The main treatment for COVID-19 in Nigeria is the use of antiviral. These antivirals (vaccines) do not cure, but can only reduce the viral load in the body of an infected person, to enable the host defenses fight the viruses known as SARS-CoV-2 (Kuta, 2021). Olubena and Ugwuda (2022), states that one can only take steps to reduce his risk of infection.

The concept of digital literacy as a subject matter is very broad with a variety of definitions and a range of applications to virtually all walks of life. With regards to the medical profession, digital literacy of medical practitioners can be defined as the capacity of a healthcare worker to know when and how to use digital technology to access, process, evaluate, create and communicate information through writing and other media on various digital platforms. It is one of the numerous benefits of the 21st century breakthrough in Information and Communication Technology (ICT) that has led to the increased use of technological devices like computers, mobile phones, televisions and DVDs, as well as the Internet to create, manage and distribute electronic information resources on COVID-19 pandemic management.

The term “digital literacy” according to Germaine (2021), is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. Digital literacy refers to the basic knowledge, skills, and attitudes that an individual must possess to use digital technologies competently, safely, and appropriately (National Information Technology Development Agency (NITDA) and Federal Ministry of Communications and Digital Economy (2023).

According to Oriogu *et al.* (2017), Internet provides healthcare practitioners with access to relevant and latest Electronic Information Resources on the diagnosis, prescription, and treatment of different ailment. Electronic Information Resources are vital to Medical Practitioners in providing answers that will help them give best advice to patients and provide treatment to different diseases. Examples of these Electronic Information Resources include online databases (HINARI, MEDLINE, Bioline International, PubMed Central (PMC), Public Library of Science (PLOS), Nursing Journals), e-books, e-journals, portals, digital libraries, and institutional repositories.

Up-to-date reliable healthcare information are also available in websites of academic and health institutions, professional associations, governmental and non-governmental organizations. In addition, some governmental and not-for-profit organizations such as the National Institutes of Health (NIH) and Bioline International have digital archives for free full-text articles. Also available online are medical dictionaries, encyclopedias, abstracts and indexes, bibliographies, atlases, videos and drug information sources which can support medical practice (Ajuwon, 2015).

According to Asadzadehm *et al.* (2020), the various IT-based Information Resources that were applied in

several aspects in response to pandemic increase the knowledge of accuracy of diagnosis, early detection, ensuring healthcare providers' safety, decreasing workload, saving time and cost, and drug discovery and recommended that when IT-based information resources are not apply in response to any pandemic, the control and management of the crisis could be difficult on a large scale.

Use of electronic information resources involves finding, utilization and evaluation of the electronic sources of information on COVID-19 pandemic management by medical practitioners include getting updates on the diagnosis and prediction, protection, treatments and management of COVID-19. Medical practitioners and other experts in carrying out medical researches on the novel disease turned to the ICT platforms to access information. The advent of ICT and the restrictions caused by the pandemic demanded for electronic information resources seemed to have overtaken that of print information resources although not totally replaced it. Electronic information resources provided a far-reaching advantage to medical practitioners in ways that include hyperlinks to other information resources, huge information reservoirs; quick information; various search options; ease in uploading and updating; ease in storage and dissemination; flexibility; time, space and cost are not major hurdles; ease of archiving among others (Anyim, 2019).

Proper use of electronic information resources is a very significant for upgrading medical knowledge, skills and information regarding new innovations, views, theories, and latest diagnosis and treatment for better patient care, medical education and research with the recent advances through self-directed education. Use of

electronic information resources refers to the act of making practical and effective use of the available Electronic Information Resources (Abubakar and Mamman, 2020). Electronic information resources has been found relevant to the medical practitioners due to the quality and timely services (Senait *et al.* (2016).

Lack of access to electronic information resources on health information have caused a lot of harm than good, especially in the developing countries, where there is gross limited access to Internet facilities and lack of reliable electricity have caused so many untimely death and complications. This situation has the potential to cause miss-diagnosis, wrong treatment, increase multi drug resistance, severe injury and unexpected patients' death (Oriogu *et al.*, 2017).

Methodology

The research design for this study was descriptive survey. The population of the study consisted of 995 medical practitioners (medical doctors and nurses) in three selected federal medical centres (FMCs) in North-Central, Nigeria. The multi-stage sampling procedure was used in three stages. In the first stage, a purposive sampling was used to select three out of the five FMSs in North-Central. Second stage involved purposive sampling to select medical doctors and nurses out of other medical practitioners since they were key players in managing the COVID-19 pandemic. And thirdly, a proportionate stratified random sampling was used to arrive at sample from the strata of 284 medical doctors and nurses. For the purpose of this study, the sample size was determined using Taro Yamane (1967) formula. Structured questionnaire was designed and used for data collection. Descriptive statistical tools such as frequency count, percentages, mean and standard deviation were used in analysing the data collected.

Results

Research Question 1: What is the perception of medical practitioners on COVID-19 pandemic and management?

Table 1: Perceptions of Medical Practitioners on COVID-19 Pandemic and Management

S/N	Statements	AT 4	MT 3	NAT 2	NT 1	N	F X	\bar{x}	SD	Decision
1	COVID-19 spreads fast from person-to-person within close distance of each other.	13(6%)	25(11%)	125(57%)	58(26%)	221	435	1.97	0.53	Not Always True
2	COVID-19 spread fast through respiratory droplets, which occur when infected people cough and sneeze.	121(55%)	96(43%)	4(2%)	-	221	780	3.53	1.03	Moderately True
3	COVID-19 is contacted by touching infected surface or object, on which the virus is attached, and then touching one's mouth, nose, or, perhaps, eyes.	23(10%)	50(23%)	133(60%)	15(7%)	221	523	2.37	0.13	Not Always True



4	Eating of wild animals always causes COVID-19.	12(5%)	25(11%)	156(71%)	28(13%)	221	463	2.10	0.4	Not Always True
5	People infected with COVID-19 transmit the virus to others when a fever is not present.	16(7%)	17(8%)	138(62%)	50(23%)	221	441	2.00	0.5	Not Always True
6	The symptoms of COVID-19 are fever, fatigue, dry cough, and shortness of breath.	125(57%)	96(43%)	-	-	221	788	3.57	1.07	Moderately True
7	Common cold, congestion, runny nose, and sneezing repeatedly are less common in people infected with SARS-CoV-2.	14(6%)	40(18%)	117(53%)	50(23%)	221	460	2.08	0.42	Not Always True
8	Antibiotic is an effective way to cure COVID-19 patient.	24(11%)	31(14%)	121(55%)	45(20%)	221	476	2.15	0.35	Not Always True
9	There is no cure for COVID-19.	105(48%)	113(51%)	3(1%)	-	221	765	3.46	0.96	Moderately True
10	People with serious chronic illnesses are at high risk of developing more complications.	102(46%)	114(52%)	5(2%)	-	221	760	3.44	0.94	Moderately True
11	Old adults with chronic illnesses tend to be more severe.	33(15%)	36(16%)	112(51%)	40(18%)	221	504	2.28	0.22	Not Always True
12	Children appeared not to be at higher risk	25(11%)	33(15%)	114(52%)	49(22%)	221	476	2.15	0.35	Not Always True
13	Taking precautionary measures to prevent COVID-19 transmission is necessary.	122(55%)	99(45%)	-	-	221	785	3.55	1.05	Moderately True
14	Washing of hands with soap and water or using hand sanitizer are ways of preventing COVID-19 transmission.	128(58%)	93(42%)	-	-	221	791	3.58	1.08	Moderately True
15	Avoiding touching of eyes, nose and mouth with unwashed hands are ways of preventing COVID-19 transmission.	50(23%)	110(50%)	36(16%)	25(11%)	221	627	2.84	0.34	Moderately True
16	Wearing of face masks all the time is a way of preventing COVID-19 transmission.	78(35%)	121(55%)	12(5%)	10(5%)	221	709	3.21	0.71	Moderately True
17	Wearing of face masks when managing COVID-19 patients are ways of preventing COVID-19 transmission.	71(32%)	126(57%)	17(8%)	7(3%)	221	703	3.18	0.68	Moderately True
18	Eating of healthy food and drinking a lot of water increased the body's immunity and resistance to COVID-19.	65(29%)	115(52%)	21(10%)	20(9%)	221	667	3.02	0.52	Moderately True



19	Isolation of COVID-19 patients is a way of reducing the spread of the virus.	129(58%)	92(42%)	-	-	221	792	3.58	0.92	Moderately True
20	Quarantined of people in contact with infected persons is a way of reducing the spread of the virus.	129(58%)	92(42%)	-	-	221	792	3.58	0.93	Moderately True
21	Restrictions of overcrowded is a way of reducing the spread of the virus.	129(58%)	92(42%)	-	-	221	792	3.58	0.92	Moderately True
				Aggregate Mean:		2.92		0.42		Moderately True

Keys: AT =Always True, MT=Moderately True, NAT= Not Always True and NT=Not True; F=Frequency; %=Percentage

Table 1 revealed that the mean responses of 1.97, 3.53, 2.37, 2.10, 2.00, 3.57, 2.08, 2.15, 3.46, 3.44, 2.28, 2.15, 3.55, 3.58, 2.84, 3.21, 3.18, 3.02, 3.58, 3.58, 3.58 for items

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20 and 21 respectively which indicated that majority of the respondents showed high level of perceptions in the threat of coronavirus disease 2019 pandemic.

Research Question 2: What is the level of digital literacy of medical practitioners at federal medical centres in North-Central, Nigeria?

Table 2: The Level of Digital Literacy of Medical Practitioners

S/N	Statements	VHL 4	HL 3	LL 2	VLL 1	N	FX	\bar{x}	SD	Decision
1	I can generate questions based on pandemic management using modern digital technologies	19(9%)	23(10%)	120(54%)	59(27%)	221	444	2.01	0.49	Low Level
2	I can identify relevant electronic information resources on pandemic management.	35(16%)	42(19%)	119(54%)	25(11%)	221	529	2.39	0.11	Low Level
3	I can construct search strategies to locate information resources on COVID-19 management.	15(7%)	27(12%)	69(31%)	110(50%)	221	389	1.76	0.74	Low Level
4	I can evaluate information resources obtained on COVID-19 management.	20(9%)	31(14%)	134(61%)	36(16%)	221	477	2.16	0.34	Low Level
5	I can critically use information resources on COVID-19 management.	15(7%)	29(13%)	126(57%)	51(23%)	221	450	2.04	0.46	Low Level
6	I can take part in online discussions on COVID-19 management	29(13%)	110(50%)	71(32%)	11(5%)	221	599	2.71	0.21	High Level
7	I can use e-mail to send and receive information resources on COVID-19 management.	118(53%)	99(45%)	4(2%)	-	221	777	3.52	1.02	High Level
8	I can use network devices to connect to the Internet.	10(5%)	25(11%)	121(55%)	65(29%)	221	422	1.91	0.59	Low Level
9	I can download, store and retrieve files on COVID-19 management.	110(50%)	89(40%)	13(6%)	9(4%)	221	742	3.36	0.86	High Level
10	I can boot up and shutdown digital technologies	178(81%)	43(19%)	-	-	221	841	3.81	1.31	High Level
11	I can install and configure Application Software on COVID-19 management.	16(7%)	23(10%)	72(33%)	110(50%)	221	387	1.75	0.75	Low Level
12	I can use Application Software for online learning on COVID-19 management.	22(10%)	110(50%)	80(36%)	9(4%)	221	587	2.66	0.16	High Level
13	I can print information on pandemics management using printing device	56(25%)	111(50%)	52(24%)	2(1%)	221	663	3.00	0.5	High Level



14	I can save data and information using different storage devices	56(25%)	115(52%)	48(22%)	2(1%)	221	667	3.02	0.52	High Level
15	I can recover information on recycle bin	-	19(9%)	111(50%)	91(41%)	221	370	1.67	0.83	Low Level
16	I can search and retrieve audio-visual information on COVID-19 management	26(12%)	29(13%)	111(50%)	55(25%)	221	468	2.12	0.38	Low Level

Aggregate Mean: 2.49 0.01 Low Level

Keys: VHL=Very High Level, HL=High Level, LL= Low Level and VLL=Very Low Level; F=Frequency; %=Percentage.

Table 2 revealed that the mean responses of 2.01, 2.39, 1.76 respectively which indicated that majority of the respondents 2.16, 2.04, 2.71, 3.52, 1.91, 3.36, 3.81, 1.75, 2.66, 3.00, 3.02 showed low level of digital literacy skills at federal medical 1.67, 2.12 for items of 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 and 16 centres in North-Central, Nigeria.

Research Question 3: What is the extent of electronic information resources' use of medical practitioners on COVID-19 pandemic management?

Table 3: The Extent of Electronic Information Resources' Use by Medical Practitioners in Management COVID-19

S/N	Statements	VHE 4	HE 3	LE 2	VLE 1	N	FX	\bar{x}	SD	Decision
1	I used online databases for updates in management of coronavirus disease 2019 pandemic	22(10%)	27(12%)	112(51%)	60(27%)	221	453	2.05	0.45	Low Extent
2	I used offline databases for updates in management of coronavirus disease 2019 pandemic	17(8%)	30(14%)	118(53%)	56(25%)	221	450	2.04	0.46	Low Extent
3	I used e-books for knowledge in managing of COVID-19 pandemic.	14(6%)	22(10%)	70(32%)	115(52%)	221	377	1.71	0.79	Low Extent
4	I used online journals for knowledge in managing of COVID-19	20(9%)	30(14%)	115(52%)	56(25%)	221	456	2.06	0.44	Low Extent
5	I used e-newspapers for updates in managing of coronavirus disease 2019 pandemic.	75(34%)	135(61%)	7(3%)	4(2%)	221	723	3.27	0.77	High Extent
6	I used e-reference sources to study meanings and concepts in management of COVID-19 pandemic.	15(7%)	21(10%)	120(54%)	65(29%)	221	428	1.94	0.56	Low Extent
7	I used e-conference proceedings in management of coronavirus disease 2019 pandemic.	21(10%)	25(11%)	110(50%)	65(29%)	221	444	2.01	0.49	Low Extent
8	I used e-theses/dissertations on findings conducted by medical researchers in management of coronavirus disease 2019 pandemic	19(9%)	27(12%)	121(55%)	54(24%)	221	453	2.05	0.45	Low Extent
9	I used online discussion learning platforms in management of coronavirus disease 2019 pandemic.	85(38%)	111(50%)	19(9%)	6(3%)	221	717	3.24	0.74	High Extent
Aggregate Mean:								2.26		Low Extent

Keys: VHE =Very High Extent, HE=High Extent, LE= Low Extent and VLE=Very Low Extent; F=Frequency; %=Percentage.



Table 3 revealed that the mean responses of 2.05, 2.04, 1.71, 2.06, 3.27, 1.94, 2.01, 2.05, 3.24 for items of 1,2,3,4,5,6,7,8 and 9 respectively which indicated that only e-newspapers and online discussion learning platforms were used by the respondents for updates on COVID-19 pandemic management.

Discussion of the Findings

Result in Table 1 showed high level of medical practitioners' perception of threat of coronavirus disease 2019 pandemic. This implied a stronger motivation for engagement on COVID-19 pandemic management by medical practitioners. The findings supported Arraisa *et al.* (2022) study, which revealed that knowledge is a prerequisite ability to establish beliefs over prevention define positive attitudes and promote positive behaviours, which can influence healthcare professionals in the effectiveness of their strategies to deal with certain diseases.

The result from Table 2 revealed the responses on the level of digital literacy skills; nine statements indicated low mean score which showed that medical practitioners possessed low digital literacy skills. This is in line with the study by Tegegne, *et al.* (2023) that in developing countries, electronic medical record systems and other health information technology was just introduced where most health care workers are to adapt the system.

Table 3 revealed that medical practitioners mostly used e-newspapers and online discussion learning platforms in management of coronavirus disease 2019 pandemic. The finding corroborates with the findings of Emowumi (2018) which revealed that some of the factors militating against optimal and effective utilisation of health information resources and services are lack of adequate electronic information resources, low ICT skills, among others.

Conclusion

This study concluded that medical practitioners believed on coronavirus disease 2019 pandemic as serious health threat in federal medical centres studied in North-Central, Nigeria. Consequently, practitioners were working hard to mitigate or eradicate the pandemic. Digital literacy skills level of medical practitioners was found to be low. This is not surprising since medical practitioners in federal medical centres studied could not effectively and efficiently access and use electronic information resources in management of coronavirus disease 2019 pandemic.

Recommendations

The study recommended the following:

1. A critical preparedness, readiness and response actions for any emerging and re-emerging

infectious diseases outbreaks in Nigeria by medical practitioners

Trainings on digital literacy skills for medical practitioners is essential

Awareness on the available electronic information resources on COVID-19 management

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CHALLENGES HINDERING THE UTILIZATION OF SOCIAL MEDIA FOR DISSEMINATING HEALTH-RELATED INFORMATION IN MEDICAL LIBRARIES IN SOUTH-WEST, NIGERIA.

BY

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ABSTRACT

Social media is aimed at supporting teaching, learning and research in universities libraries. However, reports have shown that this service delivery among librarians in medical libraries in South west, Nigeria is ineffective. This study was, therefore, designed to investigate the role of social media technology in the provision of health related information service by librarians for library users in medical libraries in south west, Nigeria. The study was guided by two (2) objectives, two (2) research questions and two null hypotheses. Among the objectives of the study were to: ascertain the types of health related information service available in medical libraries in south west Nigeria, determine the issues associated with social media application on health related information service of librarians in medical libraries South West, Nigeria. The total population for the study was 198 librarians in 10 medical libraries in southwest, Nigeria. Total enumeration was carried out because the population size was manageable. Questionnaire inform of goggle form was the only research instrument used for data collection, out of 198 librarians, 171 libraries filled the goggle form used for the analysis. Descriptive statistical tool involving frequency counts and percentages, mean and standard deviation were used to analyse the data. The study revealed that the highest qualifications of the respondent is PhD holders with 74%, it also shows the different types of health related information services available with reference services being the most used type of health related information service with the highest mean of 3.42. The findings of the study revealed that lack of Internet access, inadequate training opportunities for library staff, technophobia, inadequate funding, poor support from ministry of health and library management and lack of privacy and identity theft are issues associated with social media application on health related information services. From the findings of the study, it could be concluded that social media usage is essential in medical libraries as it will help librarians keep themselves abreast of new ideas in their career and further aid the provision of health related information services that will meet the varying needs of their library users. The study recommended among others The management of medical libraries in South-West, Nigeria should ensure the provision of fund as well as the training and re-training or continuous training of library staff on how to use ICT facilities and associated gadgets in accessing and using social media applications to disseminate health related information services.

Keywords: Health related information service, Information Communication Technology (ICT), Medical library, Social media

Introduction

In recent times, Information and Communication Technology (ICT) has been deployed in university libraries to help library users gain access to information, as well as to become up-to-date with recent developments in their areas of specialization. ICT have provided faster access to information and it is also challenging the libraries and librarians to rethink and remodel their services adopting the technological changes. Edewo, etal (2016) opined that libraries are veritable information providers rendering strategic services. According to them, libraries and

librarians are finding new ways of serving users effectively.

Before the advent of ICT, library services were essentially delivered manually and the library materials were primarily in printed format. Developments in contemporary Nigerian libraries have witnessed another dimension in terms of acquisition, processing, storage and dissemination of information. There is no doubt that the traditional library and information services need improvement in delivering adequate services to their clientele. As a result of this, medical libraries are incorporating new



technologies such as social media application, mobile technology in order to remain relevant in their profession and to meet their health information needs. Health information is defined as any information that enables individuals to understand their health and make related decisions for themselves or their families. Health information is vital to providing quality patient care of ailments. Therefore available health materials both in hard and softcopies accessing those, assist in health information outreach (Owoaj et.al, 2016). Over the years till this present day, there have been a number of health diseases and viral infections that has taken over the airspace as a result of poor health information needs; among them are Ebola virus, bird flu and the recently announced global pandemic known as Corona Virus (Covid 19) World Health Organisation (WHO) 2020.

Social media applications network sites are online platforms through which individuals, groups and organisations create presence and share information through texts, photos, music videos etc. Social media platforms are also one the fastest mode and medium of public health awareness, and information provided about what going on all over the world in the fastest mode (Thelwall & Thelwall, 2020). Examples of social media applications are Facebook, WhatsApp, Twitter, messenger, and Instagram etc which are renowned forums of message sharing to the public about the latest updates of the situation (Ali and Bhatti, 2020). Social media application could make for prompt library services between the library and the users which in turn would strengthen the library and the users' relationship. Social media creates dynamic environment whereby anytime anywhere, users can get in touch with the library as well as the librarians. The use of social media could enhance quick delivery of library services to the users (Akporhonor and Olise, 2015).

Health information service provision is seen as major ingredient that facilitates effective health service provision in a community. Both the health professionals and members of the community who are the consumers of health services need health information service provision for a healthy society. Librarians are among top information users in the society in addition to their roles as information managers. However, while seeking for health information with a view to better their health and wellbeing (Opele, 2017), enhancement of health information through social media, therefore describes health promotion interventions that leverage the internet and other electronic media to connect medical librarians, caregivers' healthcare systems and hospitals to patients and other consumers of health information and services.

With the use of social media on the part of the library, the influx of library users into the library could reduce as majority of the users may want their enquiries responded to virtually. Social media use could also reduce the cost and quantity of stationery being used in the process of handling service delivery by librarians in the conventional method. Librarians use blogs to disseminate both professional and personal information to their users within and outside the community they are serving. As information specialists, medical librarians also deliver specialised information to their parents as number of them also practice privately as consultants or information brokers. Librarians are also expected to provide decentralised and accessible health knowledge through social media application which is one of the prominent goals of primary health care in developing countries.

However, despite the numerous benefits attached to the health information service provision, it is obvious that there are some factors that hinder effective provision of health information service. These challenges require investigation with specific reference to medical libraries in southwest Nigeria.

Statement of the Research Problem

Health is very important in people's lives and access to sound health information for quality health care provision should be guaranteed by medical institutions since their users need information resources and services to train and develop in their different specialties of various field (Okeke, Eze, Eze and Asogwa, 2017). Most libraries in tertiary institutions are established to render relevant and current information services to support teaching, research and learning in the institutions. The primary aim of medical library service is to deliver timely, relevant and quality library and information products and services to users. Efficient service delivery with the use of ICTs in university libraries has also been recognised to have effect on teaching, learning and research. It is however observed that despite the huge investment made by the university stakeholders in Nigerian university libraries, medical libraries patronage in recent time was not encouraging. Literature and observation have also revealed that some institutional factors such as library policy, infrastructure, ICT skills and social media application funding, could affect the effectiveness of health related information service. Social media tools such as Facebook, Twitter, Blogs, RSS Feed, Whatsapp, YouTube, etc provide means of creating and sharing images, documents and real time communication between librarians and library users. Despite this assertion, most medical libraries in southwest, Nigeria



are yet to optimally harness the use of social media in facilitating effective library service delivery.

Therefore, this study examine the role of social media technology in the provision of health related information service by librarians for library users in medical libraries in South West, Nigeria.

Aim and Objectives of the Study

- ascertain the types of health related information service available in medical libraries in south west Nigeria.
- determine the issues associated with social media application on health related information service of librarians in medical libraries South West, Nigeria,

Research Questions

1. What are the type of health related information services provision available in medical libraries in South West, Nigeria?
2. What are the issues associated with social media application on health related information service by librarians in medical libraries South West, Nigeria?

Literature Review

Concept of Social media and its use for health related information by medical librarian.

Social media application has become the most popular form of accessing and disseminating information and several studies have been carried out to examine its dynamics from different aspects of life. It is a blend of sociology and technology that metamorphoses monologue into dialogue and it allows for increased rights to information thus transforming people from content readers into publishers. Social media information is electronic information created and disseminated using social media networks; which is a collection of digital platforms designed with an algorithm that facilitates social relationship building in the digital space such as Facebook, WhatsApp, Instagram, Twitter etc. Social media improve the interaction between users and medical librarians in the process facilitating seamless communication and feedback (Magoi, et al 2017). The use of social media could enhance quick delivery of library services to the users (Akporhonor and Olise, 2015). They are online platforms designed to facilitate information sharing and exchanges of views. Brandtzaeg (2017); Burkhardt (2019) defined social media as the process of establishing and building online relationships with others for social, professional and educational purposes, through social media people come together online to share interests or causes and build relationships with others.

Social media are web-based services that give individuals the opportunity to create a public or semi-public profile within a bounded system, add a list of

others to what they share, a connection and view and transverse their list of connections and those made by others with the system (Nwachi & Igbokwe, 2019). Okoroma (2018) noted that the rate of use of social media platforms by professional and paraprofessional's librarians in Nigeria is very low as a result of a lack of awareness and training on the types of social media and their applications to library resources and services. However, there is minimal use of social media platforms among medical librarians in Nursing and Midwifery libraries Makurdi, Benue state. Research has shown that medical librarians in schools of Nursing and Midwifery libraries Makurdi are lagging compared to their counterparts in other health institutions in Nigeria, thus, the use of social media for information dissemination to attract more users and to project the library image using the social media platforms (Tion, et al, 2019).

Akporhonor and Endouware (2016) study on social media revealed that librarians in some federal, state and non-governmental tertiary institutions in the east and west of Southern Nigeria often made use of Facebook, YouTube, whatsapp, twitter and instant messaging while they claimed not to have used friend star, flickr, photo bucket and delicious. AlRushaidan and AlHagail (2018) maintained that a social media platform improve the usage of information and educational-related materials. However, many students and instructors are using social media platforms as a teaching and learning tool. In addition, libraries are frequently using social media platforms, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content

The following are the some of the social media applications medical librarians used for health information service.

1. Facebook

Facebook is a popular social media platform in this part of the world. It is library friendly, with library databases like JSTOR search, Ebcohost science direct and agora. Medical libraries interact with users to know their information needs and challenges encountered while using library resources and services. Medical libraries link some of the library databases to Facebook in other to have better interaction with the users.

2. WhatsApp

The use of WhatsApp is gaining recognition as a valuable information-sharing tool (Osuchukwu & Nguzoro, 2019; Udem, et al, 2020) WhatsApp is an instant messaging application. It provides text messaging and voice-over-internet protocol service. People use WhatsApp frequently in their day-to-day life to keep in touch with family and friends, to share



information, videos, images, call and much more. WhatsApp provides a good platform for interaction among people belonging to any group, be they colleagues, friends, and schoolmates and so on.

3. MySpace

My space is a very useful social media platform in academic libraries. Medical libraries in some institutions have taken advantage of these social media platforms to post, medical and academic calendar, custom catalogue search tools, and blog features to improve students' academic activities. However, with this social media platform, medical libraries can be connected with users, library associations, and more. The Nigerian Library Association (NLA) utilize this platform to discuss topical issues among the members.

Health information.

Health information is defined as any information that enables individuals to understand their health and make related decisions for themselves or their families. Health information is essential in health care and health promotion because it provides both directions and rationale for guiding strategic health behaviors, treatments and decisions. Health information is vital to providing quality patient care of ailments. From a comprehensive and technical stance, the World Health Organization described health as a state of complete physical, mental, social and spiritual well-being of an individual and not merely the absence of disease or infirmity (WHO, 2013). In line with the above, Folorunso (2017) opine that good health consists in the holistic wellbeing of people anchored on free access to efficient health care, better nutrition, improved living conditions, useful health information and absence of avoidable premature deaths. Ama-Abasi, et al, (2022) describe information as acquired or received knowledge based on facts, figures, opinions, ideas and inferences, stressing that information is critical for decision making, solving problems and decreasing ambiguity on any subject of interest. Similarly, Abasi & Undie (2021) describes health information as the relationship between health education and health promotion. Possessing the right health information could promote wellness in terms of physical, spiritual and emotional stability.

Duties of medical librarians in creating access to health information service provision

- **Making digital information provision to clients**

The digital age is a period of wide spread use of the computer and the internet in accessing information resources, including medical information. Such information used to be found in medical books and journals obtainable from the library. These days' people can now access information even in the comfort of their homes, outside the library holdings. The medical library has a number of data bases and

reliable sources from where it makes access to digital resources to service the medical worker.

- **Marketing of the library products and services to health workers and patients**

The library is both a productive and marketing venture in an academic institution. As in other productive ventures the library has goods and services to market to it clients. Some of these products and services include: physical books and journals acquired in various fields of study; indexes and abstracts prepared by the library or accessed from various sources; institutional repositories prepared by the library; online databases (especially HINARI and Medline) licensed and available to the institutional library; Online Public Access Catalogue (OPAC) printing and photocopy services etc etc. So many of the library clients do not know much about these resources and service

Empirical Study

Dika, et al (2019) investigated Utilization of Social Media Services for Current Awareness Provision to Registered Users of Federal University Library, Lafia. Nasarawa State. The study was carried out to investigate the acceptance and use of SMS for Current awareness Services provision in Federal University Library, Lafia, Nasarawa State. Four research questions were raised and answered in order to achieve the objective in the study. Survey Research Method was adopted for the study and 200 respondents were sampled for the study. Questionnaire was used to collect data for the study. It was discovered that services in the library are not adequate as users are virtually left to fend for themselves in the library. The study also revealed that the major forms of CAS offered by FUL Lafia are Notice boards and the Library Website. Many users of the library do not visit the library Website. Authors' recommended In-house trainings be regular in aspects of the utilization of ICTs to Library routines, to be organized by the ICT Section of the Library. Research should be encouraged in the aspect of utilization of ICTs in the Library. This study shares some similarities with the current research in the area of social media and current awareness service. Iroeze et al. (2023) similarly conducted a research on the topic: "Health Information Provision and Utilization as Predictors of Safe Health Practices of Nursing Mothers in Imo State, Nigeria. The study investigated health information provision and utilization as predictors of safe health practices of nursing mothers in Imo State. Four research purposes and four research questions guided the study. Descriptive design survey was used. The population of the study is 9735 nursing mothers in Okigwe Senatorial Zone, Imo State. Using proportionate sampling, 94 nursing mothers were selected from each



of the six local government areas in Okigwe Zone, totaling 564. A researcher-made questionnaire was used as instrument for data collection. The reliability of the study was tested using Cronbach Alpha with 0.92 reliability coefficient. Descriptive statistics of mean with a criterion mean of 2.5 was used to analyze data. Results showed that Types of health information provided for nursing mother include environmental cleanliness, body cleanliness practices, general baby care, maternal nutrition and breastfeeding. Sources of health information include social media, TV, family members, radio and postnatal clinics. Health journals and health workers are not accepted as nursing mothers' sources of health information in Imo State. Child care, breastfeeding, hygiene practices, regular postnatal clinic and environmental cleanliness are the health needs for which nursing mothers seek health information. Adequate sleep/rest, avoidance of drug abuse, drinking enough water, good eating habit, avoidance of smoking/alcohol. It was recommended among others that Government should make health

Response Rate

A total of one hundred and ninety-eight (198) copies of the questionnaire were administered to the respondents in this study. One hundred and seventy-one (171) copies of the questionnaire were filled and

Table 1: Name of Medical Library

Name of Medical Library	Frequency	Percentage(s)
University of Lagos College of Medicine Library	17	10
Babcock University Teaching hospital Medical Library	13	8
Obafemi Awolowo College of Health Science Medical Library	15	9
Osun State University Teaching Hospital Medical Library	16	9
Bowen University Teaching Hospital Medical Library	11	6

Table 1 shows the distribution of the sample size based on name of medical library. 17 of the respondents which represents 10% of the total sample size were from University of Lagos College of Medicine Library; 13 of the respondents represent 8% of the total sample size were from Babcock University Teaching hospital Medical Library; respondents from Obafemi Awolowo College of Health Science Medical Library; 16(9%) of the respondents were from Ladoko Akintola University of Technology Teaching Hospital Medical Library; 19(12%) of the respondents were from Lagos State University Teaching Hospital Medical Library 21(12%) of the respondents were from Federal

Table 1b: Academic Qualifications. This table shows the academic qualifications of each librarian that filled the questionnaire

S/N	Qualification	Number of Respondents	Percentage
a.	HND	13	8
b.	BLS/BLIS/B.Tech	36	21
c.	M.Tech/MIS/MARM/MLS	50	29

information available for nursing mothers in Imo State for their safe health practices through subsidized medicare, radio and TV jingles. Nursing mothers should consult professional health personnel for their health information through postnatal clinic. It is different from the present study as it is limited to nursing mothers, it was also carried out in Imo state South-East, Nigeria.

Methodology

This study adopted descriptive survey design because it enables a researcher to use questionnaire to collect relevant data for the study by giving the respondents the freedom of expression so as to attain the aim of the study. The population of the study is 198 medical librarians, this comprised of ten (10) medical libraries in South West Nigeria, because they have the common characteristics needed by the researcher. Questionnaire were used for data collection, descriptive statistics of frequency tables, percentages and mean were used to analyse the data. The results were presented with the use of Tables and graphs found usable for the analysis representing 86% response rate. Table 4.1 shows the response rate based on the copies of questionnaire administered, returned and percentage(s) in each of the medical libraries in South-West, Nigeria.

Medical Library College of Medicine, University of Ibadan	23	13
Ladoko Akintola University of Technology Teaching Hospital Medical Library	16	9
Lagos State University Teaching Hospital Medical Library	19	12
Federal Medical Centre, Abeokuta	21	12
Afe Babalola College of Medicine and Health Science Library	20	12
TOTAL	171	100

Health Science Medical Library were 15 representing 9%; 16 of the respondents representing 9% were from Osun State University Teaching Hospital Medical Library; 11(6%) of the respondents were from Bowen University Teaching Hospital Medical Library; 23(13%) of the respondents were from Medical Library College of Medicine; University of Ibadan; Medical Centre; Abeokuta and respondents from Afe Babalola College of Medicine and Health Science Library were 20 respondents representing 12% respectively.

d.	Ph.D	72	42
	Total	171	100

Source: Field Survey, 2019

Table 1b shows the distribution of the sample size based on academic qualification. 13(8%) of the respondents representing 7.60% of the total sample size hold HND Qualifications; 36 of the respondents representing 21% of the total sample size holds



BLS/BLIS/B.Tech. Respondents with
M.Tech/MIS/MARM/MLS were 50 representing 29%
and 72(42%) of the respondents hold Ph.D.

Table 2: Types of Health Related Information Service Available

Types of Health Related Information Service	Name of Libraries																			
	ULCM Library		BUTHM Library		OACHM Library		OSUTHM Library		BUTHM Library		MLCMM UI		LAUTTHM Library		LSUTHM Library		FMC, Abeokuta		ABCMS Library	
	A	N	A	N	AV	NA	A	NA	A	NA	AV	NA	AV	NA	AV	NA	AV	NA	AV	NA
Health Related Information Service																				
Circulation service (lending services)	√		√		√		√		√		√		√		√		√		√	
Reference services	√		√		√		√		√		√		√		√		√		√	
Medical Research Services	√		√		√		√		√		√		√		√		√		√	
Bibliotherapy Services	√		√		√		√		√		√		√		√		√		√	
CAS and SDI	√		√		√		√		√		√		√		√		√		√	
Document Delivery Services	√		√		√		√		√		√		√		√		√		√	
Reprographic Services	√		√		√		√		√		√		√		√		√		√	
Documentation Services	√		√		√		√		√		√		√		√		√		√	
Library 2.0 Service	√		√		√		√		√		√		√		√		√		√	
Digital Technology Library Services	√		√			-	√		√			-	√			-		-		√
Podcasts service		-		-	√				√			-	√			-		-		
Telemedicine services	√		√		√		√		√		√		√		√		√		√	
Information therapy services	√		√			-	√			-	√		√			-	√		√	

The result in Table 2 shows the types of health related information service available and those that are not available in disseminating health related information services in the medical libraries studied. The study revealed that health related information services such as circulation service (lending services), reference services, medical research services, bibliotherapy services, CAS and SDI, document delivery services,

reprographic services, documentation services, library 2.0 services and telemedicine services were all available health related information services rendered. On the other hand, Digital Technology Library Services, Podcasts service, Telemedicine services, Information therapy services were not available in all the medical libraries in South-West, Nigeria.



Table 3: Issues Associated with Social Media Application on Health Related Information Service

S/N	Statements	SA	A	D	SD	N	FX	\bar{x}	STD	Decision
		4	3	2	1	171				
1	Lack of Social Media Skills	30	43	51	47	171	398	2.33	0.17	Disagreed
2	Lack of Internet access	108	53	7	3	171	608	3.56	1.06	Agreed
3	Inadequate training opportunities for library staff	81	54	30	6	171	552	3.23	0.73	Agreed
4	Technophobia	77	61	30	3	171	554	3.24	0.74	Agreed
5	Lack of computers in medical libraries	33	47	21	73	171	388	2.27	0.91	Disagreed
6	Inadequate funding for libraries	82	57	24	8	171	555	3.25	0.75	Agreed
7	Poor support from ministry of health and library management	56	70	13	32	171	492	2.88	0.37	Agreed
8	Lack of Privacy and Identity Theft	72	62	30	7	171	541	3.16	0.66	Agreed
	Weighted mean							2.89		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 3 shows the issues associated with social media application on health related information service of librarians. The result shows that out of the nine items listed for librarians to indicate issues associated with social media application on health related information, six items have high mean scores above 2.5 benchmark. These items include item 2: Lack of Internet access ($\bar{x}=3.56$; $SD=1.06$), item 7: Inadequate funding for libraries ($\bar{x}=3.25$; $SD=0.75$), item 4: Technophobia ($\bar{x}=3.24$; $SD=0.74$), item 3: Inadequate training opportunities for library staff ($\bar{x}=3.23$; $SD=0.73$), item 9: Lack of Privacy ($\bar{x}=3.16$; $SD=0.66$) and Identity Theft and item 8: Poor support from ministry of health and library management ($\bar{x}=2.88$; $SD=0.37$). The six items that have mean scores above the benchmark of 2.50 shows that they are issues that affect the use of social media application on health related information service of librarians. On the other hand, three items produced low mean scores below the benchmark of 2.50. These include item 1: Lack of Social Media Skills ($\bar{x}=2.33$; $SD=0.17$), item 5: Lack of computers in medical libraries ($\bar{x}=2.27$; $SD=0.91$) and item 6: Lack of Social Media Skills ($\bar{x}=2.09$; $SD=0.40$). The decision mean of 2.50 and above is considered as issues associated with social media application on health related information service, while the mean of below 2.50 indicate issues not associated with social media application on health related information service. The three items with low mean scores shows they have no effect on the use of social media application on health related information service of librarians.

Discussion

The findings of the study revealed that there is availability of health related information service such as circulation services, reference services, medical research services, bibliographic services, CAS and SDI, document delivery services, reprographic services, documentation services, library 2.0 service and digital technology library services as indicated in

Table 4.3 which is in line with the findings of Uzohue and Yaya (2016) that display boards and shelves, displays of tables of contents, newspaper cuttings, alerting of heads of departments, compilations of bibliographies, reading lists, and indexing and abstracting, among others, were traditional methods of CAS. The few health related information service not available could be as a result of inadequate funding of the libraries to provide necessary health service.

The findings also revealed that lack of Internet access, inadequate training opportunities for library staff, technophobia, inadequate funding, poor support from ministry of health and library management and lack of privacy and identity theft are issues associated with social media application on health related information services. This corroborates the findings of Akporhonour and Olise (2015) that non-availability of the Internet, poor electricity supply and poor telecommunication infrastructure hindered the optimal utilisation of social media for delivering health information service. On the other hand, lack of social media skills and lack of computers do not have influence as issues associated with social media application on health related information services.

Conclusion

From the findings of the study, it could be concluded that the role of social media in health related information service provision is essential in medical libraries as it will help librarians to keep themselves abreast of the new ideas in their career as well as aid in the provision of health-related information services that will meet the varying needs of their



library users. Librarians need to fully utilise other social network tools proactive awareness and training to educate them.

Recommendation

- The management of medical libraries in South-West, Nigeria should strive to provide adequate health related information services especially on podcasts services, telemedicine services and information therapy services to medical library users to satisfy their information needs;
- The management of medical libraries in South-West, Nigeria should ensure the provision of fund as well as the training and re-training or continuous training of library staff on how to use ICT facilities and associated gadgets in accessing and using social media applications to disseminate health related-information services;

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USE OF SERIAL PUBLICATIONS FOR ACADEMIC ACTIVITIES BY LIBRARY AND INFORMATION SCIENCE EDUCATORS IN FEDERAL UNIVERSITIES IN NORTH-CENTRAL, NIGERIA

BY

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ABSTRACT

The paper investigated the accessibility and use of serial publications for academic activities by library and information science educators in federal universities in North-Central, Nigeria. The study was guided by two objectives and two research questions. Among the objectives of the study were to: the extent of use of serial publications by library and information science educators for their academic activities in federal universities in North-Central, Nigeria. Survey research design method was adopted for the study. The total population for the study was 136 which consists of Library and Information Science Educators. Total enumeration or census was carried out because the population size was manageable. Questionnaire was the only research instrument used for data collection. Out of 136 copies of questionnaire administered, 121 copies were filled, returned and used for the analysis. Descriptive statistical tool involving frequency counts and percentages, mean and standard deviation were used to analyse the data. The findings of the study revealed among others that the extent of use of serial publications by library and information science educators for their academic activities with weighted mean score of 2.93. The study revealed further that the factors hindering accessibility and use of serial publications among Library and Information Science Educators were agreed with the weighted mean score of 2.69. The study recommended among others that the management of federal universities in North-central, Nigeria where the university libraries are established should provide adequate serial publications especially on directories, transactions and memoirs of society and government documents that will be available and appropriate for the academic activities of LISE.

Keywords: Academic activities, Library and Information Science Educators, Serial publications, Use

Introduction

University libraries are established to support the attainment of the overall objectives of their parent institutions. These objectives include provision of information resources for undergraduates, postgraduates, lecturers, researchers as well as supporting their academic activities. According to Saka and Mahmud (2020), one singular objective of establishing university libraries is to provide information resources to support teaching and research (academic activities) of faculty members and for these objectives to be achieved, university libraries provide a variety of information resources (both print and non-print). The researchers further stated that research plays an important role in facilitating the prosperity of a nation and the well-being of her people as it provides solutions to industrial, societal, economic, scientific, engineering and social problems through the outcomes or findings.

Academic activities of Library and Information Science Educators (LISE) include research, teaching, attending seminars, conferences and community services. Ifijeh and Ogbomo (2018) defined research as the process of rigorous, systematic, validating, verifiable, empirical, critical, analysing and interpreting information to answer questions. Salami *et al.* (2021) stated that Library and Information Science Educators are expected to conduct research like their counterparts in other disciplines because it is also their professional obligation. Research in library and information science is a systematic investigation of issues relating to practice and education in library and information science to increase the sum of knowledge in the field. Teaching is a process by which one interacts with another person with the intention of influencing the learning of that person. It is the interplay between the teacher and the learners. Teaching therefore, calls for educator's competence,



creativity, improvisation and expressiveness (Guzman *et al.*, 2017).

Academic activities inspire library and information science educators towards working hard, fill the gaps of previous researches and create an opportunity for future research (Wada *et al.*, 2022). Most of the academic activities of library and information science educators and other academics are disseminated via publications. Academic activities through research publications enable library and information science educators to earn recognition in academic circles locally and internationally.

Serials are publications issued in successive parts normally at regular intervals, and intended to be continued indefinitely. It could be published weekly, fortnightly, monthly, quarterly, bi-annually and so on (Tomomowo-Ayodele, 2018). University and research libraries acquire, organise, store, retrieve and disseminate information contained in serials for researchers, educators, students and other interested persons in their various disciplines. There are many kinds of serials. These include newspapers, magazines, newsletters, accessions, journals, indexes, abstract, reports, proceedings and transactions of societies to mention but a few. Serials are publications in any medium issued in successive parts bearing numerical or chronological designations and intended to be continued indefinitely Nutsupkui and Christopher, (2017).

Serial publications constitute an important source of information in university libraries in Nigeria. Their usefulness is found in the current information they carry. The information these vital sources carry, educate and entertain the readers and keep them abreast or informed about what happens in the society around them (Bala, 2023). The accessibility and use of serial publications provide vital information which makes them one of the most important and crucial sources of information among library and information science educators.

The use of serials is not a new ideology in university libraries, but efforts are being made by librarians to acquire serials that will translate to qualitative research by library and information science educators and other users in their various institution. Kanwar Library (2019) posited that, serials acquired should be effectively and ethically obtained at a reasonable and available cost, when needed, to reflect the needs of the university curriculum. It is also in this regard that the usefulness of serials is very essential for library and information science educators to communicate with their counterparts at large.

Serials are used by library and information science educators for their academic activities which is to teach and conduct researches. The use of resources

especially serials, according to Barman (2020), could be a result of information seeking, browsing or discovery of new or existing phenomena. Azonobi (2021) highlighted some of the reasons lecturers select and use serial sources which include: the quality and characteristics of the content of a source, the characteristics of the source itself; the trustworthiness of the source; the usability of the source; the similarity of the source and the scope of the source.

Statement of the Research Problem

Serial publications are information resources that contain current information. They are available in print and electronic formats which help to support academic activities of the Library and Information Science Educators in the University community. Serials are the backbone of research and teaching in the academic world as stated by Ogunrombi in (Akerlele *et al.*, 2011). Library and Information Science Educators and other researchers know that without serial publications, academic activities cannot be carried out efficiently. However, it has been observed in previous literature by the researcher that in spite of the fact that the university libraries management in North-Central, Nigeria have made worthwhile efforts to acquire serial publications for the use of clientele including Library and Information Science Educators, there seems to be low level of patronage of these resources for research which may affect effective academic activities. It is on this note, that the researcher wants to find out the accessibility and use of serial publications for academic activities by library and information science educators in federal universities in North-Central, Nigeria.

Objectives of the Study

1. Determine the extent of use of serial publications by library and information science educators for their academic activities in federal universities in North-Central, Nigeria;
2. identify the factors hindering accessibility and use of serial publications among library and information science educators for academic activities in federal universities in North-Central, Nigeria.

Serials play important roles in the life of every meaningful research. This is because, the information contained in serials are the product of research findings carried out by ardent scholars in different areas of specialisation. The information contained in serials is factual, current and up-to-date which are relevant for research. Adeola and Monisola (2017) defined serial as a publication in any medium issued in successive parts, bearing numeric or chronological designations and intended to be continued indefinitely. Serial publications are categorised into periodicals and non-periodicals based on intended frequency of



publication. A periodical is intended to appear more regularly and more often than once in a year which includes: journal, newspapers and magazines. According to Sambo & Akpojotor (2016), periodicals are publications published either regularly or irregularly and are not usually paid for in advance of publications which include: annual conference proceeding, monographic, newsletters, indexes, abstracts, reports and transaction of societies. Owusu-Ansah and Nutsupkui (2017) defined serials as a publication in any medium issued in successive parts bearing numerical or chronological designations and intended to be continued indefinitely. Serials are very unique and contain very current information which is very useful for study, learning, teaching and research purpose(s). Tamomowo-Ayodele and Ayobami (2018) posited that there are many kinds of serials which include: newspaper, magazines, newsletters, accessions, journals, indexes, abstract, reports, proceedings and transactions of businesses in societies. Serial publications form the backbone of research and a crux to the success of any academic library.

Academic activities outline a pattern of commitment and create avenue for individual lecturer, student and teachers to engage in teaching and learning for knowledge acquisition. Academic activities involve a classified routine within a timeframe for the achievement of educational goals. In academic activities, every action and interaction is based on teaching or learning for which rewards are given. The rewards for academic activities are measured in grades and award of certificate. Every academic activity is associated with grade for every level of performance. In order words, every failure or success associated with academic activities is dully rewarded as specified in curriculum of education or as outlined in educational code of conduct or academic rules and regulations.

According to University of Southern Queensland (USQ) (2021), academic activity usually results in the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. From the perspective of this definition, academic activity could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes. The perspective of this definition centrally pinpoint to a thorough use of documented sources of idea upon which a new idea could be built, or by extension, expanding on already documented ideas for more or better understanding. Law Insider (2021) described academic activities as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to

generalisable knowledge. This includes, but not limited to, designing research, directing research, performing experiments, enrolling research subjects, making decisions regarding eligibility to participate in research, participating in observational registry programmes, analysing or reporting research data, or submitting manuscripts concerning research for publication.

The primary function of tertiary institutions is to provide full range of information resources which constitutes serial publications and other services necessary to carry out the goals and duties of the institution which the library was established to serve. Doraswamy (2018) posited that users approach the library with needs which they hope to satisfy. The author categorised library users into four groups namely: general readers, creative readers, adult students and researchers with special interests. According to the researcher, all these people utilise library resources for one purpose or the other. The purpose also informs the choice of resources to be consulted.

The researcher further observed that the last category, that is researchers; concentrate on the utilisation of textbooks, journals and other relevant resources for research as demanded by their different professions. Similarly, Ugbagir (2016) is of the view that the motives and purpose of the users for approaching the library determine the serial publications that users are likely to consult. The researcher claimed that most library and information science educators and other faculty staffs need information for the purpose of research and teaching and as such, they are desirous of serial publications such as: journals, theses and dissertations, government publications, conference proceedings and reference materials, online and electronic journals.

University libraries by providing these resources adequately would go a long way in satisfying the information needs of their users and promoting academic activity among library and information science educators. It is only when library and information science educators are aware of serial publications that they can develop a positive attitude towards the use of library in pursuit of their academic activities. Library and information science educators in federal universities utilise serial publications in order to carry out their functions of effective teaching and research including research outputs. Kumah (2015) observed that students rely heavily on journals (print and online) theses and dissertations as well as periodical literature for their research productivity. In the same vein, Olanlokun (2015) confirmed that journal articles, textbooks, theses and dissertation, monographs, treatises and government documents



were considered very important to the job performance of the Nigerian academics.

The utilisation of serial publications especially in the developing countries has not been without some problems. Kisiedu (2018) identified some of the problems to include: information literacy, Information overload, poor library organisation, lack of user skills; poor funding of libraries, lack of current information resources; lack of adequate/relevant materials; poor IT infrastructure; unconducive reading environment; poor power supply; lack of technical support; and lack of user education. The above problems no doubt will be more pronounced in countries such as Nigeria where issues concerning education are many a time relegated to the background in policy implementations. Komolafe *et al.* (2020) in their studies commented on the declining budgetary allocations in most tertiary institutions in Africa which have great negative impact on the availability and adequacy of serial publications in libraries. Consequently, African scholars depend heavily on gifts and donated materials from foreign countries for information for their research even on local issues. This scenario seriously affects academic activities of library and information science educators in developing countries, including Nigeria, as much time, fund and energy are wasted trying to track down foreign information resources.

On the other hand, Adeoye *et al.* (2019) observed that irregular power supplies as well as lack of new Information and Communication Technologies (ICTs) pose serious challenges to provision and currency of serial publications. Similarly, Eiriemiokhale and Ibeun (2017) also maintained that poor power supply and information overload have become a major hindrance

to influence of serial publications on research output of lecturers and researchers in Nigeria. Other problems affecting effective use of serial publications as identified by Ndanwu (2016) include: lack of awareness on the availability of certain library resources, bibliographic obstacles and inadequate user education.

Some of the problems affecting the utilisation of electronic database, as identified by Ibrahim (2016) include lack of user skills, lack of technical support and insufficient spare parts are some of the major constraints to effective use and adequacy of electronic database in many institutions in the developing countries including Nigeria. As a result, many of the e-resources in these institutions are under-utilised or not utilised at all.

Methodology

A descriptive survey design was adopted for this study. This is because the survey research design method has the advantage of broader application, allowing data to be collected on a large population. The population and sample size of this study was 136 which consisted of Library and Information Science Educators in federal universities in North-central, Nigeria. Simple sampling technique was employed in selecting the respondents. Questionnaire was used as data collection instrument. The instrument was validated with the help of experts in the Department of Library and Information Science, Federal University of Technology, Minna. Reliability test was carried out in the Department of Library and Information Science, A.B.U. Zaria where 40 copies of the questionnaire was administered to Library and Information Science Educators. Descriptive statistics involving frequency tables, percentages, and mean was used to analyse the data for the study.

Table 1: Extent of Use of Serial Publications by Library and Information Science Educators for their Academic Activities

S/N	Statements	VHE 4	HE 3	LE 2	VLE 1	N	FX	\bar{X}	STD	Decision
1.	I use serials publication for teaching	51	30	28	12	121	362	2.99	0.49	High extent
2.	I use serials publication for conducting research(es)	49	38	20	14	121	364	3.01	0.51	Very high extent
3.	I use serials publication for setting tests and examinations for my students	47	38	21	15	121	359	2.97	0.47	High extent
4.	I use serials publication for writing of my thesis/dissertation	53	22	34	12	121	358	2.96	0.46	High extent
5.	I use serials publication for writing of seminar papers	41	31	28	21	121	334	2.76	0.26	Low extent
6.	I use serials publication for writing of conference papers	48	33	22	18	121	353	2.92	0.42	Low extent
7.	I use serials publication for virtual presentations	52	28	21	20	121	354	2.93	0.43	High extent
Weighted mean								2.93		



Key: Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE)

Table 1 shows that seven items were listed for Library and Information Science Educators to respond on the extent of use of serial publications for their academic activities. All the seven items produced high mean scores which were above the average benchmark mean of 2.93 on a 4-point Likert scale. These items include item 2: I use serials publication for conducting research(es) (\bar{x} =3.01; SD=0.51); item 1: I use serials publication for teaching (\bar{x} =2.99; SD=0.49); item 3: I use serials publication for setting tests and examinations for my students (\bar{x} =2.97; SD=0.47); item

4: I use serials publication for writing of my thesis/dissertation (\bar{x} =2.96; SD=0.46) and item 7: I use serials publication for virtual presentations (\bar{x} =2.93; SD=0.43). Two items produced low mean scores which include item 6: I use serials publication for writing of conference papers (\bar{x} =2.92; SD=0.42) and item 5: I use serials publication for writing of seminar papers (\bar{x} =2.76; SD=0.26). Above all, the highest mean score is discovered from item 2 on the use of serial publications for conducting research(es).

Table 2: Factors Hindering Accessibility and Use of Serial Publications among the Respondents

S/N	Statements	SA 4	A 3	D 2	SD 1	N	FX	\bar{X}	StD	Decision
1.	Lack of current serials relevant for my academic work	54	28	22	17	121	361	2.98	0.48	Agreed
2.	Inadequate staff in serial section to provide effective services	45	22	37	17	121	337	2.79	0.29	Agreed
3.	Lack of Internet services	39	34	25	23	121	331	2.74	0.24	Agreed
4.	Inadequate storage facilities	28	37	25	31	121	304	2.51	0.01	Disagreed
5.	Lack of access tools	34	30	28	29	121	311	2.57	0.07	Disagreed
6.	Inadequate power supply	41	38	20	22	121	340	2.81	0.31	Agreed
7.	Inadequate budgetary allocation and foreign exchange rate for serials acquisition	40	35	25	21	121	336	2.78	0.28	Agreed
8.	Organisation of serials in the library	23	28	33	37	121	279	2.31	0.19	Disagreed
Weighted mean									2.69	

Key: SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 2 shows that eight items were listed for Library and Information Science Educators to respond on the factors hindering their accessibility and use of serial publications. Seven items produced high mean scores which were above the average benchmark mean of 2.69 on a 4-point Likert scale. These items include item 1: Lack of current serials relevant for my academic work (\bar{x} =2.98; SD=0.48), item 6: Inadequate power supply (\bar{x} =2.81; SD=0.31), item 2: Inadequate staff in serial section to provide effective services (\bar{x} =2.79; SD=0.29), item 7: Inadequate budgetary allocation and foreign exchange rate for serials acquisition (\bar{x} =2.78; SD=0.28) and item 3: Lack of Internet services (\bar{x} =2.74; SD=0.24). Three items

produced low mean scores which include item 5: Lack of access tools (\bar{x} =2.57; SD=0.07) and item 4: Inadequate storage facilities (\bar{x} =2.51; SD=0.01) and item 8: Organisation of serials in the library (\bar{x} =2.31; SD=0.19). The five items with high mean scores show that these factors are mainly hindering the accessibility and use of serial publications among Library and Information Science Educators.

Discussion

The findings of the study revealed that library and information science educators use serial publications for teaching, conducting research(es), setting tests and examinations of students, writing of thesis/dissertation, writing of seminar papers, writing



of conference papers and the use of serial publications for virtual presentations. This is in line with the findings of Law Insider (2021) that academic activities is a systematic investigation which include research development, testing and evaluation, designed to develop or contribute to generalisable knowledge. This includes, but not limited to, designing research, directing research, performing experiments, enrolling research subjects, making decisions regarding eligibility to participate in research, participating in observational registry programmes, analysing or reporting research data, or submitting manuscripts concerning research for publication.

The study equally revealed that the respondents agreed with all the hindering the accessibility and use of serial publications for academic activities among library and information science educators with the exception of item 8 as presented in Table 2. This indicates that these factors are mainly hindering the accessibility and use of serial publications among Library and Information Science Educators. This is in line with the findings of Adeoye *et al.* (2019) that irregular power supplies as well as lack of new Information and Communication Technologies (ICTs) pose serious challenges to provision and currency of serial publications.

Conclusion

Based on the result of the findings, it can be concluded that the access and use of serial publications by Library and Information Science Educators is imperative in attaining high quality academic output. The study indicated that Library and Information Science Educators use serials publication for teaching, conducting researches, setting tests and examinations, writing of thesis/dissertation, seminar and conference papers. Conversely, Library and Information Science Educators revealed that lack of current serials, inadequate staff in serial section to provide effective services among others are seen as factors hindering their accessibility and use of serial publications for academic activities.

Recommendations

1. The management of federal universities in North-central, Nigeria should ensure that LISE are well trained on continuous basis by organising training sessions on how to access and use serial publications for their academic activities. This is because serial publications contain current information and latest discoveries which can assist them in their effective teaching and carrying out of researches.
2. The management of federal universities in North-central, Nigeria where the university libraries are established should ensure the provision of current and up-to-date serial publications, adequate storage facilities for serial publications as well as

provide alternative source(s) of power supply. In addition, serial publications should be well organised in the library as it will enable easy accessibility and use among LISE for their academic activities.

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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FACILITIES FOR INFORMATION SERVICE DELIVERY FOR STUDENTS WITH SPECIAL NEEDS IN NORTH-CENTRAL, NIGERIA.

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ABSTRACT

The study investigated the use of ICT facilities as catalyst to information service delivery in schools with students with special needs in North Central Nigeria. Three research questions were formulated. Survey research design was used with population of 309 students with special needs in six schools in North Central Nigeria and total enumeration was carried out. Structured questionnaire was used, descriptive statistics was also used to analyze data. Response showed that 246 copies of questionnaire were filled, retrieved and found usable. Result showed that two school libraries utilised five different ICT facilities for information service delivery and there was high level of service delivery in the areas of user; document delivery and reference services. Communication, funds, commitment of library staff were among the challenges to information service delivery in the studied schools. The study recommended amongst the neglected area of information services be revisited.

Keywords: ICT Facilities, Information Service, Students, Special Needs, North-Central, Nigeria.

Introduction

Libraries of today including those for special needs have changed in recent years. This change came as results of Information and Communication Technologies (ICTs) which has impacted on services delivered to library users including those with special needs. The traditional methods of service delivery by libraries have given way to the electronic means. The development and application of ICT for service delivery have improved and facilitated the dissemination of information and access; it has equally provided new roles in information provision, dissemination and transfer. Haber (2011) posits that the libraries before now provided books at stand-alone locations, however, with time; their offerings will evolve with the digital age to meet the changing needs of their patrons. The school libraries for special needs are compelled also to incorporate digital sources in order to remain at the fore front of service delivery to students with special needs. Libraries must of a necessity strive to retain their patrons and be at the peak of providing information sources that will suit the demands of present day information seekers. There is a need therefore to ensure that school libraries continue to rise high in information service delivery to their users.

School libraries are at the fore front of providing library services to their users in order to support their teaching and learning. Effective delivery of library services using modern facilities by librarians that will meet the needs and aspirations of students and teachers is a long standing goal of the information profession. However, with time, the traditional method of library service delivery became no longer sufficient especially in the 21st century due to the numbers of literature that are produced in diverse nature to users. The advent of Information and Communication Technology (ICT) and other online social networking tools such as the Internet, software packages to mention but a few for effective library service delivery replaced the traditional method because they were found to be prompt and far reaching. This conforms to the studies conducted by Suvaweera *et al.* (2016) who asserted that the use of online social networks by libraries and information centers have increased and are common among new and old library users which promotes adequate access, sharing and dissemination of information to the students with special needs and other group of users which are seen as the core function of school libraries.

Similarly, Aggrwal and Buggarapu (2016) opined that online social networking is an effective tool for organizational productivity and service delivery. The



use of online social networks is growing and gaining prominence in school libraries which has resulted in effective service delivery by librarians to their users including the students with special needs. Anyira (2011) discussed in their findings that most of their respondents agreed to support the idea of using social networking tools in library service delivery. As such, students with special needs require enhanced assistance in their search for data-based materials particularly students and pupils. Students with special needs should be assisted with the information they need which will serve as motivating factor for their continued use and value of the library in meeting their needs especially in the case of class works and assignments. A crucial requirement for libraries is that the services they render, information they provide and preserve in many formats must be made available to all users including the students with special needs in school libraries.

Libraries are established to provide free and equal access to information for all groups of users including those with special needs, be it in prints, electronic or audio-visual form. Krolak (2010) explained that, libraries are meant to provide information materials and disseminate them to the students with special needs and other patrons. Libraries play key role in creating literate environment and promoting literacy by offering relevant and attractive reading materials for all ages at all literacy levels and by offering literacy classes for users including those with special needs and for effective service delivery the use of Information and Communication Technology (ICT) will be imply.

Effective use of Information and Communication Technology (ICT) in the library for information service delivery, the innovation that ICT has brought into education has made tremendous changes to the lives of people in the society, including students with special needs. Thus, the use of Information Communication Technology (ICT) requires knowledge and skills to operate and has become an essential element in education and training, such that their uses in the educational process have good effect if properly applied. Ayodele (2012) described Information and Communication Technology (ICT) as electronic based technology generally used to process, retrieve, store, and package information as well as provide access to knowledge. Information and Communication Technology (ICT) is a combination of network of software and hardware as well as a convergence of information, communication and technology.

Information and communication technology application in library and information field has made remarkable progress in the world. Information

technology not only affects the technical services of libraries but also shapes the library services that are being offered to the public. Worldwide libraries have been exploring new technologies for providing better and faster access to vast information resources and efficient information services to their users. Information technology has offered better solution to achieve greater level of efficiency, productivity and excellent service in the libraries (Abidoye and Popoola, 2011). Libraries are not left behind in the transformation which Information and Communication Technologies (ICT) have brought in schools with special needs including the conduct of their operations and service provision. This has resulted in the introduction of concepts such as e-library, e-banking, e-governance, e-learning, e-business, e-publishing, e-document, e-journals and the likes.

Similarly, the advanness in the science and the application of Information and Communication Technologies (ICTs) particularly the Internet and other network technologies have continued to impact positively on the methodologies of library and information service delivery, education and training of information professionals as well as in the area of information seeking behavior and use. Thus Information and Communication Technology (ICT) have now become common features in all fields. The influence of Information and Communication Technology (ICT) is now manifested in every sphere of human endeavor including the library and information science field which is considered as pervasive. Abubakar (2010) mention that, the inclusion of Information and Communication Technology (ICT) into many professions has led to today's society being addressed as the information society.

With the advancement in ICTs, electronic information in the form of electronic books, electronic journals, and the Internet has launched the world into an information age. No institution or organization can still rely on only traditional printed information resources to perform effectively and efficiently. To librarians, Information and Communication Technology (ICT) is a significant development that provides tools for managing the avalanche of information generated by modern society. Information and Communication Technology provide libraries with capabilities for the location of information, storage and retrieval and dissemination of information. Internet access enable libraries to locate information stored in other computers around the world in the web (website) with online search facilities, information stored at different location can be easily retrieved. Through the use of web pages, e-mail and CD-ROM,



libraries disseminate information. Digitization of library information resource, which converts print resource into electronic form makes information accessible from anywhere be it at home, offices or any workstation once connected to the Internet.

Libraries as centers of knowledge perform the basic role of educating the library users including the students with special needs in finding or locating resources that will meet their information needs. The students with special needs require special library services to limit their obvious inhibitions in the use and exploitation of the information contents of the library. This could be the reasons why library for the special needs was established, to provide information support services to the less privileged in the society. The special needs users of the libraries by all means needs to get their special information needs satisfied in their special ways through effective service delivery by the librarians.

The term 'Students with Special Needs' varies in meaning and significance not only in different countries but within individuals and also according to the purpose for which its meaning is applied or for which it is desired to classify such person. Secondly the extent to which any type of deformity will be considered as students with special needs is strictly relative to the expectations of the culture in which the person lives. The students with special needs have more than one type of deformity or the other. The inter depending relationship between the special needs persons further get support from justice Eskey (2013) who explained special needs as individuals that lack the ability to perform any activity in the manner within the range considered normal for a normal being. It is the special needs students, more than any impairment that aggravates the problems of the disabled. Similarly, Akolade *et al.* (2015) opined that the number of those with disability is seven million globally and are among the most marginalized groups in the world, people with special needs have poorer health outcomes, education achievements, less economic participation and higher rates of poverty than people without disabilities. Summarily, the special needs students are those who are unable by physical, intellectual, sensory or are persons who are in one form or the other incapacitated to make effective use of the library resources. The need for the provision of special library service to students with special needs cannot be over emphasized. As such, the librarians in the schools that have students with special needs should be proactive in using the modern ICT facilities such as the Internet, software packages to mention but a few to render effective services to the special needs students in meeting their informational and recreational needs.

Statement of the Problem

The hallmark of establishing and the basis of maintaining all organizations including libraries is service provision (delivery). Libraries today especially those in the schools that have special needs students are facing the difficulties of providing services in this information age to meet their needs. People with special needs are peculiar people who must be given special attention in the libraries. Providing services for students with special needs is a great task which must be done with all diligence and the empathy it requires. However, it has been observed that the library staff or librarians particularly those schools with special needs students do not have insight on how to communicate with the students with special needs. The librarians do not know the problems encountered by the students with special needs especially in terms of accessing or locating information to meet their information needs. As such, in providing information services to the students with special needs, the library staff or librarian must have an insight on how to communicate to know the problem encountered by the user groups and how to solve it by providing them with the needed information.

In addition, the researchers observation has shown that poor services to students with special needs is a common problem in Nigeria as well as the lack of ICT facilities to provide effective and efficient service delivery to students with special needs. It is in the light of this that this study investigated the use of Information and Communication Technology (ICT) facilities as catalyst to information services delivery in schools that have students with special needs in North Central Nigeria.

Objectives of the Study

The objectives of the study are to:

1. assess the Information and Communication Technology (ICT) facilities available for information service delivery to students with special Needs in North-central Nigeria;
2. ascertain the level of use ICT facilities for information service delivery to students with special Needs in North-central Nigeria;
3. Identify barriers to the use of ICT facilities for information service delivery to students with special Needs in North-central Nigeria.

Research Questions

The study provided answers to the following research questions:

1. What types of ICT facilities are available for information service delivery to students with special needs in North Central Nigeria?
2. What is the level of ICT facilities use for information service delivery to students with special need in North central Nigeria?



3. What are the barriers to the use of ICT facilities for information service delivery to students with special Needs in North Central Nigeria?

Literature Review

Information and Communication Technology (ICT) are tools that facilitate the production, transmission and processing of information. Ayo (2011) opined that ICT facilities include computer facilities (computers, scanners, printers, ups and power point projectors); computer software resources (online databases, CD-ROMs, library application software, Internet and storage media); audio-visual media/equipment (satellite connection), digital cameras, video compact disk (VCD), digital video disk (DVD) radio, television, audio tapes, video tapes and phone copiers; and communication media (telephone-intercom and global system of mobile communication (GSM)). Generally speaking, information and communication technologies ICTs consists of hardware, software, networks, and media for processing, transmission and presentation of information. It is a broad-based concept that encompasses the gathering (acquisition), organization (packaging), storage and retrieval for disseminating information that can be in textual or numeric (ebooks and documents) pictorial and vocal forms (audio-visual) using the combination of all the above (multimedia) including computers and telecommunication facilities". Information and Communication Technology applications have greatly enhanced the services in school libraries, thus totally changing the concept. This changes have brought in both challenges and opportunities for the school libraries. Kameswari et al (2011) opined that Information and Communication Technology is a communication tool used in educational knowledge transfer process especially in schools.

Anhwere, Pauline and Manu (2018) conducted a research to assess the level, outcome and extent of use of library resources by lecturers in university of Cape Coast, Ghana. The study was guided by three research questions and descriptive survey was used with 400 lecturers in the university and 50% of the population was sampled for the study. Questionnaire was administered by the researchers, while mean was used to analyze the collected data. Results showed that there are so many library collection and lecturers used library for consultation of reference services, research and borrowing purposes. Books tend to be (utilized) more than any other collection in university library.

In a related study conducted by Chuks Ibe, Udensi, Madu and Saka (2018), awareness and use of electronic information resources among postgraduate

students in North central Nigeria was examined. Two research questions were formulated and include: awareness and how often EIR have been utilised by postgraduate students. Survey research was adopted with population of 15,538 postgraduate students in five State and five Federal Universities in North Central Nigeria. A sample size of 556 postgraduate students was used for the study. Questionnaire was used as instrument for data collection. Results showed that the level of awareness of the available EIR was low and postgraduate students used CD-ROM very often. Igbinovia, Ishola and Alex-Nmecha (2018) conducted a study to determine the library and information sciences for the attainment of Sustainable Development Goals (SDGs) in Osun State Nigeria. Population of 27 heads of libraries in Osun State and total enumeration was used and questionnaire was used in data collection. The study found 10 library and information services for SDG in ranking order with 10 respondents indicated Selective Dissemination of Information (SDI) and followed by information provision and least from "open access publishing and repository" and of technological infrastructure". Challenges include amongst poor funding, trained library personal and attitude of government and Non-Governmental Organisations.

Osimetha (2019) examined use of e-resources and user satisfaction by undergraduate students of National Open University of Nigeria, Lagos Study Centre. Level of use of e- resource, level of users' satisfaction and challenges in the use of e-resources formed the specific objectives of the study. Copies of questionnaire were personally administered and returned with the help of research assistant. The results showed inaccessibility to some electronic resources, constant power failure, poor Internet access and inadequate computer facilities. It was discovered that almost 65% of the respondents consulted 10 e-resources and almost 80% of the respondents were satisfied with the e-resources.

Methodology

The study adopted survey research design method. This study adopted survey research design method because it has the advantage of wider application as it allows data to be collected on a large population. The population of the study consist of three hundred and nine (309) students in schools with special needs students. Instrument was a structured questionnaire (with 4-point rating scale). Data was organised and analysed using frequency counts, mean and standard deviation.



Analysis and Discussion

Research Question One: What are the Available Information and Communication Technology (ICT) Facilities for Information Service Delivery to Students with Special Needs in North Central Nigeria?

Table 1: Information and Communication Technology (ICT) Facilities available for Information Service Delivery

S/No	ICT Facilities	Abuja School for Deaf Kuje, Abuja	FCT School for the Blind Children, Jabi, Abuja	Kwara State School for Special Needs	Niger State School of Special Education, Minna	The School for the Handicapped Bukuri, Jos	Jevaron School for the Handicapped Keffi, Nasarawa State	RCM Special Section for the Hearing, Handicapped Benue State	Kogi State School for the Handicapped	Total
1.	The library use computers for service delivery	0	1	1	1	1	1	1	1	7
2.	The library use Internet for service delivery	0	1	1	1	0	0	0	0	3
3.	The library use E-resources for service delivery	0	0	1	1	1	1	1	1	6
4.	The library use audiovisuals for service delivery	0	1	1	1	0	0	1	1	5
5.	The library use mobile phones for service delivery	0	0	0	0	0	0	0	0	0
6.	Projectors are used to delivered services	1	0	1	1	0	1	0	1	5
	Total	1	3	5	5	2	3	3	4	26

Key: Yes =1, No = 0

From the table, two schools from Kwara and Niger State utilized five different ICT facilities in delivering information services as indicated by the students. Though School for Deaf Kuje, Abuja (with exception

of projector) couldn't afford to use computer and audio-visuals in the information service delivery. Table 2 shows the responses of the respondents on the levels of information service delivery in each of the schools with special needs in North Central Nigeria.



Research Question Two: What are the Levels of Information Service Delivery to Students with Special Needs in North Central, Nigeria?

Tables 2: Levels of ICT Facilities used for Information Service Delivery to Students with Special Needs in North Central, Nigeria

S/N	Library Services	VH 4	H 3	L 2	VL 1	n	FX	\bar{X}	StD	Decision
1.	User Services	211	202	93	72	578	1708	2.96	0.46	High
2	Document delivery Services	145	263	88	82	578	1627	2.82	0.32	High
3.	Reference services	172	159	181	66	578	1593	2.76	0.26	High
4.	Inter-Library work Services	34	38	317	189	578	1073	1.86	0.64	Low
5.	Referral Services	62	88	233	195	578	1173	2.03	0.47	Low
6.	Children Section Services	43	82	216	237	578	1087	1.88	0.62	Low
7.	Internet Services	28	70	225	255	578	1027	1.78	0.72	Low
8.	Mobile Library Services	64	51	287	176	578	1159	2.00	0.50	Low
	TATOL	759	953	1640	1272	4624	10447	2.26	0.24	

Table 2 revealed that out of the eight (8) items listed to determine the levels of information service delivery to students with special needs, three (3) items have a mean score greater than the benchmark mean of 2.50 on a four-point scale out of which users services (\bar{X} = 2.96, SD = 0.46) top the list with others such as document delivery services (\bar{X} = 2.82, SD = 0.32) and item 3: reference services (\bar{X} = 2.76, SD = 0.64). The

remaining five (5) items have a mean score lesser than the benchmark mean of 2.50 on a four-point scale which also depicts low level of information service delivery with the lowest from Internet service delivery. (\bar{X} = 1.78, SD = 0.72).

Research Question Three: What are the barriers to the use of ICT Facilities for information service delivery to students with special needs in North-central, Nigeria?

Table 3: Barriers to the use of ICT Facilities for information service delivery to students with special needs in North Central Nigeria.

S/N o	Barriers to Library Services	SA 4	A 3	D 2	SD 1	n	FX	\bar{X}	StD	Decision
1.	Lack of librarians who have the ability to communicate using sign language	275	187	65	51	578	1842	3.19	0.69	Agreed
2	Lack of funds to acquire resources that will cater for students with special needs	217	251	64	46	578	1795	3.12	0.61	Agreed
3.	Lack of commitment from the top management	185	203	160	30	578	1699	2.94	0.44	Agreed
4.	Lack of skills by Librarians	238	219	43	78	578	1773	3.07	0.57	Agreed
5.	The architecture of the school library building lack signs to take care of the need of students with special needs.	28	42	243	265	578	989	1.71	0.79	Disagreed
6	Lack of Internet facilities in the library	213	124	158	83	578	1623	2.81	0.31	Agreed
	TOTAL	1156	1026	733	553	3468	2.81	0.31	3.41	

Table 3 revealed that five (5) out of the six (6) items listed have a mean score greater than the benchmark mean of 2.50 on a four point scale with highest from lack of librarians ability to communicate using sign language ($\bar{X} = 3.19, SD = 0.69$) and this is followed by item 2: lack of funds to acquire resources that will cater for students with special needs ($\bar{X} = 3.12, SD = 0.61$), item 3: lack of commitment from the top management ($\bar{X} = 2.94, SD = 0.44$), item 4: lack of skills by librarians ($\bar{X} = 3.07, SD = 0.57$) and item 6: lack of Internet facilities in the library ($\bar{X} = 2.81, SD = 0.31$). Items 5: the architecture of the school library building lack signs to take care of the need of students with special needs ($\bar{X} = 1.71, SD = 0.79$) have a mean score below the benchmark mean of 2.5 on a four likert point scale thus the lowest means score.

Discussion of Findings

Research question one sought to find out the ICT facilities used for information service delivery. It was discovered that in two schools (Kwara and Niger State), five ICT facilities namely: computers, Internet resources, E-resources, audio-visuals and projectors were used to deliver various information services. The reason could be that the two schools are owned and funded by government and as such funds are likely to be committed for the procurement of the ICT facilities. This finding does agree with the findings by Anhwere, Pauline and Manu (2018) as the co-researchers discovered availability of numerous collection with emphasis on the consultation of books than other collections.

Research question two discovered high level of information service delivery in three different library service (user services, document delivery and reference services). These services can be provided manually or off line. This finding does tally with the findings by Chiusuibe, Udensi, Madu and Saka (2018) as they reported the level of awareness of the available EIR to be low and use CD ROM very often.

Research question three discovered librarians lacking communication skills and acquisition of funds as the two major barriers to information service delivery to students with special needs in North Central Nigeria. Lack of communication skills on the part of librarians and acquisition of funds will paralyse the activities of school libraries especially in meeting the information needs of this category of students/users. This findings does not agree with those of Igbinovia, Ishola and Alex-Nmecha (2018) and Osimetha (2019) respectively. The two set of co-researchers reported poor funding, trained library personnel and attitude of government/Non-Governmental Organizations as well as inaccessibility to some e-resources, constant power failure, poor Internet access and inadequate computer facilities in their studies.

Conclusion

From the findings of the study it could be concluded that there is no library particularly those meant for users with special needs users can achieve its goal and objectives

without effective information service delivery and provision of ICT facilities that will facilitate library services to student with special needs in north central Nigeria. Barriers to effective information service delivery to students with special needs in the studied schools and lack of Internet facilities to mention but a few are obstacles to effective information service delivery to students with special needs in the studied areas.

Recommendations

Based on the findings, the following recommendations were made:

1. Management of the schools with special needs students should procure computers, projectors and other ICT facilities for the libraries attached to schools
2. The other neglected services such as children, Internet and mobile library services be given due attention.
3. The identified obstacles to the provision of information services be adequately addressed through the provision of adequate funds and training programme for library staff.

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MITIGATING THE MENACE OF MISINFORMATION: COLLABORATIVE STRATEGIES TO COUNTER THE INFLUENCE OF EMERGING TECHNOLOGIES IN FAKE NEWS PROPAGATION

BY

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ABSTRACT

This research examines the increasing danger posed by information and fake news, which are made easier to spread through technologies, like deepfakes AI generated content and social media. It delves into the consequences of these technologies on the dissemination of news and explores collaborative approaches that can be used to minimize their negative impacts. By drawing from studies this paper presents an analysis of how emerging technologies contribute to the proliferation of fake news while also providing practical strategies for addressing this crucial issue. The study emphasizes the importance of cooperation among stakeholders such as researchers, educators, policymakers and technology companies, in combating the threat posed by news in our digital era.

Keywords: Misinformation, Fake News, Deepfakes, Ai-Generated Contents, Social Media

Introduction

The fast spread of information in the digital age has ushered in a time of unmatched access to knowledge and communication. However, this increased connectedness has also resulted in a worrying development, the spread of bogus news. A serious threat to the integrity of information ecosystems around the world is posed by fake news, which is defined as information that is willfully inaccurate or misleading yet is presented as news. This study digs into the urgent problem of false news, looking at its causes, ramifications, and cooperative strategies needed to lessen its effects, with a focus on cutting-edge technology like deepfakes and AI-generated material. Although the idea of fake news is not new, the digital era has increased its influence. Misinformation has now spread to social media platforms, news websites, and even traditional media channels, when it was formerly only found in tabloids and rumors. False information is a major problem for people and institutions because of how much of it there is and how quickly it can spread.

According to Allcott, H., and Gentzkow (2017), Fake news has several different antecedents, according to Allcott, H., and Gentzkow (2017). It can come from a variety of places, including persons with ideological motivations, companies looking to make money, and even state-sponsored disinformation campaigns. For countermeasures to be developed effectively, it is

imperative to comprehend these beginnings. The effects of fake news are extensive and severe. It has been connected to escalating political polarization, declining institutional trust, public health concerns, and even violent acts. The effects go beyond personal belief systems and have an impact on how societies are built and the functions of democracies (Pennycook, G., et al. 2020).

Diakopoulos, N., et al. (2018) opined that the landscape of fake news has become more complex as a result of new technologies like deepfakes and AI-generated content. It is becoming more difficult to distinguish fact from fiction as a result of these technologies' ability to produce phony content that is genuinely realistic. Addressing fake news requires collaborative efforts involving governments, tech companies, media organizations, educators, and individuals. Bay, A., Drezner, D. W., & Farrell, H. (2020) was of opinion that all these stakeholders must work together to implement strategies that encompass media literacy, content moderation, technological innovations, and ethical considerations.

Emerging Technologies and Fake News

Over the years there has been a significant transformation, in the media and how information is shared. This transformation has been driven by advancements in technology. While these technologies bring capabilities they have also led to an increase in



news and misinformation which poses a big challenge to the reliability of information. The emergence of deepfakes AI generated content and the dynamics of media have intensified the struggle against news. These technologies raise issues related to trustworthiness, authenticity and verifying information in today's era. It is clear that addressing the impact of these emerging technologies is crucial, to combatting the spread of news (Burkhardt, J. M., 2017).

Deepfakes: A Threat to Authenticity

Deepfakes are a category of synthetic media generated by deep learning algorithms. These algorithms analyze and manipulate existing audio, video, or image data to create highly convincing, but entirely fabricated, content. Deepfakes represent a significant advancement in artificial intelligence and machine learning. They are created using deep learning algorithms that can seamlessly superimpose one person's likeness onto another's face and body, enabling the creation of highly convincing, but entirely fabricated, audio and video content (Dewan, 2019). A study by Farid (2019) underscores the severity of the threat posed by deepfakes, emphasizing that these creations "pose an unprecedented threat to the trustworthiness of visual media." The potential for malicious use of deepfakes in spreading misinformation is immense. They include:

1. **Political Manipulation:** Deepfakes can be used to create fabricated videos of politicians, world leaders, or public figures making false statements, thereby influencing public opinion and elections.
2. **Character Assassination:** Individuals can fall victim to character assassination through manipulated videos that falsely depict them in compromising or illegal situations.
3. **Identity Theft:** Criminals can use deepfake technology to impersonate individuals for financial or reputational gain.
4. **Erosion of Trust:** As deepfake technology becomes more sophisticated, it becomes increasingly difficult to discern authentic content from manipulated content, eroding trust in media and institutions.

AI-Generated Content: The Automation of Disinformation

AI-generated content refers to text, images, videos, and other media created by artificial intelligence systems. These systems employ techniques such as natural language processing (NLP) and generative adversarial networks (GANs) to generate content that mimics human-created content. Research by Karras et al. (2019) underscores the advancements in AI, highlighting the remarkable capabilities of models like GPT-2 in generating coherent and contextually relevant text. This capability has sounded alarms about the automated generation of fake news articles, social media posts, and comments.

AI-generated content in the context of fake news includes:

1. **Automation:** AI-generated content allows for the automated creation of vast amounts of fake news content. News articles, blog posts, comments, and even social media posts can be generated at an unprecedented speed and scale.
2. **Personalization:** AI can analyze user data and behavior to tailor fake news content. This personalization increases the likelihood of individuals engaging with and believing the false information, as it aligns with their existing beliefs and preferences.
3. **Difficult Detection:** AI-generated content can be challenging to detect because it often closely mimics human-generated content in terms of writing style, tone, and relevance. Traditional methods of content analysis may struggle to distinguish between genuine and AI-generated news.
4. **Spam and Disinformation Campaigns:** Malicious actors can employ AI-generated content in spam campaigns or orchestrated disinformation efforts, further complicating efforts to combat fake news.

Social Media's Role in Amplifying Fake News

Social media platforms are crucial in the dissemination of false information. Although social media platforms are not technologies in and of themselves, they greatly aid in the quick spread of erroneous or misleading information. Social media platforms' structural layout and algorithmic operation are key factors in this issue. A study by Vosoughi et al. (2018) experimentally demonstrates the alarming pace at which fake news spreads compared to real news on Twitter. Their findings reveal that false information propagates six times faster than accurate information and tends to be more novel and evocative, making it inherently shareable. Moreover, the study highlights the "echo chamber" effect, where users are exposed predominantly to content that aligns with their preexisting beliefs, intensifying the dissemination of fake news (Sunstein, 2017).

These social media platforms provide a fertile ground for the dissemination of false or misleading information due to their unique features:

1. **Virality:** Social media's design encourages the rapid sharing of content. Fake news stories can go viral within hours, reaching millions of users before fact-checkers can respond.
2. **Echo Chambers:** Social media algorithms prioritize content that aligns with a user's existing beliefs and preferences. This can create echo chambers where users are exposed to information that confirms their biases, making them more susceptible to fake news.
3. **Verification Challenges:** Many users do not engage in critical information verification before sharing content. The ease of clicking "share" or "retweet" without fact-checking contributes to the spread of misinformation.



4. **Anonymity and Pseudonymity:** Some individuals exploit the anonymity and pseudonymity provided by social media platforms to disseminate fake news without accountability. This anonymity can make it difficult to trace the origins of false information.

The Implications of Fake News

The consequences of fake news extend across multiple domains, profoundly affecting individuals, society, and democratic institutions. The implications of fake news are broad and profound, affecting individuals' beliefs, behaviors, and the functioning of democratic societies. Fake news, which refers to deliberately fabricated or misleading information presented as factual news, has far-reaching implications for individuals, society, and democracy. The following are the multifaceted implications of the spread of fake news:

1. **Misinformation:** Fake news spreads false information that can mislead and deceive individuals. This can lead people to make ill-informed decisions, whether it's about health, politics, or other important matters.
2. **Erosion of Trust:** Fake news erodes trust in traditional media outlets and even in information sources in general. When people can't trust the information they receive, it undermines the credibility of all news sources.
3. **Polarization:** Fake news often reinforces existing beliefs and biases, contributing to political and social polarization. People may only consume information that aligns with their views, making it difficult to find common ground and engage in constructive dialogue.
4. **Damage to Reputations:** False information can damage the reputation of individuals, organizations, or even entire communities. This can have long-lasting consequences, both personally and professionally.
5. **Manipulation of Public Opinion:** Fake news is sometimes used strategically to manipulate public opinion, influence elections, or promote specific agendas. It can be a tool for those with nefarious intentions to shape public perception.
6. **Crisis Amplification:** In times of crisis, such as natural disasters or health emergencies, fake news can spread panic, confusion, and misinformation. This can hinder effective response efforts and put lives at risk.
7. **Economic Consequences:** Misinformation can harm businesses and industries. For example, false reports about product safety can lead to a loss of consumer confidence and decreased sales.
8. **Legitimacy Challenges:** The prevalence of fake news can lead people to question the legitimacy of democratic institutions and processes, such as elections and the media. This can undermine the foundation of a democratic society.
9. **Impact on Public Health:** During health crises, fake news can lead to the spread of dangerous

health advice or conspiracy theories, potentially putting public health at risk.

10. **Censorship Concerns:** The fight against fake news can sometimes lead to concerns about censorship or restrictions on freedom of speech. Striking a balance between combating misinformation and protecting free expression is a complex challenge.
11. **Cybersecurity Risks:** Fake news can be used as part of cyberattacks or disinformation campaigns by state actors or malicious groups, which can have national security implications.
12. **Media Literacy Challenges:** Addressing fake news requires improving media literacy among the public. It's crucial for individuals to develop critical thinking skills and be able to discern credible sources from unreliable ones.
13. **Global Consequences:** Fake news is not confined by national borders; it can have global consequences. False information can exacerbate tensions between countries or contribute to international misunderstandings.

Case Studies: The Real-World Impact of Fake News

The impact of fake news extends beyond theoretical discussions, as it has been observed in numerous real-world instances. They include:

1. Pizzagate: A Conspiracy Theory Gone Awry

In 2016, the Pizzagate conspiracy theory gained traction on social media platforms. It alleged that a Washington, D.C. pizzeria was the center of a child sex-trafficking ring involving prominent political figures. The theory was fueled by fake news articles and rampant misinformation.

The consequences of Pizzagate were dire. The Aleem, Z. (2016), narrated the truth behind the conspiracy, "In December 2016, an armed individual entered the pizzeria, believing he was rescuing child victims. This incident underscores the potential harm that can result from the spread of fake news and its influence on vulnerable individuals."

2. The Momo Challenge: A Viral Hoax with Global Consequences

The Momo Challenge, which surfaced in 2018, involved a terrifying image of a grotesque sculpture and alleged messages encouraging self-harm and suicide. This hoax quickly spread across social media, causing widespread panic among parents and guardians.

Gallagher, J. (2019) while investigations later revealed that there was no evidence linking the Momo Challenge to any suicides, the panic it generated demonstrates the power of fake news to induce fear and misinformation.

3. COVID-19 Misinformation: A Global Infodemic

The COVID-19 pandemic has been plagued by a deluge of fake news and misinformation, ranging from false cures and treatments to conspiracy theories about the virus's origins. This infodemic has had tangible consequences on public health.

A notable example is the widespread promotion of hydroxychloroquine as a COVID-19 cure, driven by



misinformation. This led to shortages of the drug for individuals who needed it for legitimate medical reasons, as well as potentially harmful self-medication practices (Pennycook, G., & Rand, D. G., 2020).

4. **The Capitol Insurrection: Fake News Fuels Violence**

The storming of the United States Capitol on January 6, 2021, was fueled in part by false claims of election fraud. These claims were disseminated through social media and amplified by misinformation (The New York Times, 2021).

The events at the Capitol underscore the dangerous real-world consequences of fake news when it is used to incite violence and undermine the democratic process.

5. **Vaccination Misinformation: A Threat to Public Health**

The proliferation of vaccine misinformation has led to declining vaccination rates in some areas. The Wakefield MMR vaccine hoax, which falsely linked the MMR vaccine to autism, is a seminal example.

This case study by Deer, B. (2011) highlights the enduring impact of fake news on public health, as declining vaccination rates have led to outbreaks of preventable diseases.

Challenges and Ethical Considerations in Combating Fake News

Combating fake news is a pressing issue in today's digital age, as misinformation can spread rapidly and have far-reaching consequences. However, addressing this problem is not without its challenges and ethical considerations

Challenges in combating Fake News

The following are the challenges faced while combating fakes news:

1. **Volume and Speed of Information:** The sheer volume of information shared online, coupled with the speed at which it can spread, makes it challenging to identify and debunk fake news in a timely manner.
2. **Filter Bubbles and Confirmation Bias:** Social media algorithms often expose individuals to content that aligns with their existing beliefs, reinforcing confirmation bias and making it difficult to counter fake news that fits within these preconceived notions.
3. **Technological Advances:** Advancements in technology, such as deepfake videos and AI-generated text, have made it increasingly difficult to discern real information from fake content.
4. **Lack of Media Literacy:** Many people lack the necessary media literacy skills to critically evaluate the information they encounter online, making them more susceptible to fake news.
5. **Freedom of Expression:** Striking a balance between combating fake news and preserving freedom of expression is challenging. Overzealous censorship or content removal can infringe on individuals' rights to express their opinions.
6. **Source Credibility:** Establishing the credibility of sources is complicated in an era when anyone

can publish content online. Distinguishing between trustworthy and unreliable sources is not always straightforward.

7. **Legal Frameworks:** Developing and enforcing legal frameworks to combat fake news without infringing on free speech rights is a complex task, often involving debate over where to draw the line.
8. **International Jurisdiction:** Fake news often crosses international borders, making it difficult to enforce regulations consistently on a global scale.

Ethical Considerations in Combating Fake News

The following are the ethical considerations in combating fake news:

1. **Striking a Balance Between Censorship and Free Expression:** Finding the equilibrium between the imperative to counter fake news and the values of free speech and open dialogue represents a core ethical deliberation. Decisions regarding content removal and regulation should meticulously weigh these principles.
2. **Transparency:** Ethical concerns arise around how platforms and authorities handle fake news. Transparency in algorithms, content moderation policies, and fact-checking processes is essential to maintain public trust.
3. **Impartiality and Bias:** Those responsible for fact-checking and content moderation must be impartial and avoid biases. Ensuring that fact-checking is objective and not influenced by political or ideological leanings is crucial.
4. **Privacy:** Collecting and analyzing data to combat fake news can raise privacy concerns. Striking a balance between privacy rights and the need for effective solutions is an ethical dilemma.
5. **Collateral Damage:** Actions taken to combat fake news can inadvertently harm innocent parties, such as legitimate news outlets or individuals unfairly accused of spreading misinformation.
6. **Accountability:** Holding individuals and entities accountable for spreading fake news without resorting to vigilantism or harassment is a complex ethical issue. Legal and ethical mechanisms for addressing accountability must be in place.
7. **Education and Media Literacy:** Promoting media literacy is an ethical imperative. Ensuring that individuals have the tools to discern fake news from real information helps empower them to make informed decisions.
8. **Global Perspective:** Fake news is a global issue, and ethical considerations must transcend national boundaries. Cooperation and ethical standards in combating fake news should be established internationally.

Conclusion

The proliferation of fake news in the digital age presents a multifaceted challenge with profound implications for individuals, society, and democratic institutions. The origins of fake news are diverse, ranging from

ideological motivations to profit-seeking endeavors and even state-sponsored disinformation campaigns. This research paper has shed light on the alarming role of emerging technologies, such as deepfakes and AI-generated content, which have added a new layer of complexity to the fake news landscape. These technologies not only enable the creation of convincing fake content but also make it increasingly challenging to discern fact from fiction. However, Addressing the issue of fake news requires a collaborative effort involving governments, tech companies, media organizations, educators, and individuals. Strategies must encompass media literacy, content moderation, technological innovations, and ethical considerations. Balancing the imperative to combat fake news with the preservation of freedom of expression is a complex ethical dilemma, and transparency, impartiality, and accountability are crucial in this regard.

The real-world impact of fake news has been observed in various case studies, from the dangerous consequences of the Pizzagate conspiracy theory to the panic induced by the Momo Challenge. COVID-19 misinformation has had tangible effects on public health, while false claims of election fraud fueled violence at the U.S. Capitol. These instances underscore the urgent need to address the issue comprehensively and ethically. While combating fake news is fraught with challenges, it is imperative to promote media literacy and critical thinking skills among individuals. Moreover, international cooperation and ethical standards are essential to tackle fake news effectively in a globalized world. In the face of these challenges and ethical considerations, it is clear that addressing fake news is not only a technological or regulatory issue but also a matter of societal responsibility and ethical vigilance in the pursuit of a more informed and trustworthy information ecosystem.

Future Directions and Recommendations

As the battle against fake news continues, it is essential to consider future directions and formulate recommendations to effectively combat this pervasive issue. Addressing fake news in the digital age requires a multi-pronged approach, involving media literacy education, technological innovations, digital literacy, international collaboration, ethical content moderation, and balanced regulatory frameworks. By adopting these recommendations and staying vigilant in the face of evolving challenges, we can strive toward a more resilient and truthful information ecosystem.

1. **Enhanced Media Literacy Education:** Enhanced Media Literacy Education should involve curriculum integration within educational institutions, ensuring comprehensive media literacy education is integrated from an early age. This approach equips future generations with critical thinking skills to navigate the digital landscape, while also emphasizing the importance of lifelong learning. Media literacy programs should extend beyond formal education, providing continuous learning initiatives and accessible resources for

adults to ensure that all segments of society can critically evaluate information.

2. **Technological Innovations:** Technological innovations can play a pivotal role in combating misinformation and enhancing the authenticity of digital content. Continued research and development in AI-powered fact-checking can significantly improve the efficiency of identifying and debunking fake news. Additionally, exploring the application of blockchain technology for content verification holds promise in ensuring the integrity of digital content by preventing its manipulation. These technological advancements represent essential tools in the ongoing battle against misinformation and the preservation of trustworthy information in the digital age.
3. **Strengthening Digital Literacy:** Strengthening digital literacy requires a multi-pronged approach. Tech companies should invest in developing user-friendly tools and browser extensions that assist individuals in critically evaluating the credibility of online content. Additionally, promoting cyber hygiene practices, such as source verification and password security, is crucial in empowering individuals to protect themselves from online misinformation, forming a foundation of cyber hygiene practices for a safer digital environment.
4. **International Collaboration:** International collaboration is essential in the fight against fake news. This involves expanding and supporting global fact-checking networks like the International Fact-Checking Network (IFCN) to foster international cooperation and enhance the credibility of information. Moreover, encouraging diplomatic efforts among nations to share best practices and coordinate responses to cross-border misinformation threats is instrumental in curbing the spread of fake news. By working together on a global scale, we can create a more resilient defense against misinformation.
5. **Ethical Content Moderation:** Effective ethical content moderation in the digital age necessitates several key strategies. Tech companies should prioritize transparency and accountability, ensuring that content moderation algorithms and practices are transparently communicated to the public to mitigate concerns about bias and censorship. Additionally, the establishment of independent oversight bodies is crucial. These bodies can provide an extra layer of scrutiny to ensure that content moderation decisions align with ethical and democratic values, offering a safeguard against undue influence and fostering trust in online platforms."
6. **Ethical Journalism and Media Accountability:** Fostering ethical journalism and media accountability requires a multifaceted approach. Media organizations should prioritize ongoing ethics training for journalists to ensure the upholding of ethical reporting standards and to



resist the temptation to sensationalize or amplify fake news. Additionally, collaborative fact-checking initiatives between media outlets can significantly promote accurate reporting. By investing in these practices, media entities can play a pivotal role in preserving the integrity of journalism and combating the spread of misinformation, ultimately contributing to a more informed and responsible media landscape.

7. **Regulatory Frameworks:** Creating effective regulatory frameworks for addressing the challenges of misinformation involves a nuanced approach. Governments should prioritize crafting balanced legislation that specifically targets the spread of fake news while safeguarding free speech rights. In addition, establishing regulatory bodies with independent oversight becomes essential to ensure that legal measures are implemented transparently and ethically. This comprehensive strategy aims to strike a delicate balance between curbing misinformation and upholding fundamental democratic principles, ensuring that regulatory efforts effectively combat the spread of fake news without compromising essential freedoms.

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LIBRARY AND INFORMATION SCIENCE AND NEW MEDIA AS CATALYST IN CURVING THE EFFECTS OF FAKE NEWS PROPAGANDA IN NIGERIA

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ABSTRACT

The study investigate library and information science media as catalysts in curving the effect of fake news propaganda in Nigeria. The researcher adopted a survey method, to check whether some new media platforms in Nigeria have their websites with social media tools to reach users online. The population of the study was fifty-seven (57) library administrators and lecturers in higher institution. No sampling was used as the population was manageable size. The study sought answers to two research questions. The instruments used for data collections were structured questionnaire. The instruments were face validated by three experts. In establishing reliability, the instrument was trial tested on ten libraries and administrators. Cronbach alpha reliability of coefficient of the instrument yielded a reliability coefficient of 0.83, in analyzing the data, mean of 3.50 and above, standard deviation was used to answer the two research questions. The major findings of the study were: websites, blogs, social media, video sharing platforms, online newspapers, online forums, wikis, Opera mini, Twitter, PBWiki. PBwiki: PBwiki and Facebook were highly utilized, create a blog in academia educational websites, through library patrons. And Librarians are trained and retrain skills of Information and Communication Technologies (ICTs). Recommendation: Information professionals at all levels should try to learn about new media tools that will enable them to curtail fake news. Academic libraries and others in Nigeria should create their websites with inbuilt new media tools through these authentic news could be gathered to users.

Introduction

New media are communication technologies that enable or enhance interaction between users as well as interaction between users and content. The tools mostly are but not limited to smart phones, tablet computers, and other mobile devices capable of accessing the Internet. New media are digital, with features of being manipulated, networkable, understandable, compressed, communicating and unbiased, (Ekpemo & Igbozurike, 2018). The growing use of new media having the quality to be manipulated has elevated worries in numerous residences on its consequences to intensify the spread of fake news in society. (Inobemhe, Ugbur, Lucky and Santus 2020). According to Wong (2019) opined that social media which is a type of the new media help in the spread of fake news. Majority of these literature points to human influence. In other words, the spread of fake news is most often human-assisted (Steinmetz, 2018; Anderson & Rainie, 2017). Therefore, the new media is unbiased but mostly manipulated by human to achieved the set goals by individuals in operations which require the assistance of information specialist like the librarians to help in curbing this menace.

Fake news is the deliberate misinformation about an issue or a matter. According to McGonagle (2017, p.203) defined fake news as information that has been purposely fabricated and dispersed with the aim to deceive and misinform others into trusting falsehoods and lies or doubting verifiable facts. Yaraghi (2019) Stressed that misinformation on social media as a negative aspect of

our culture, while the web-based companies ignore their responsibility of cross-checking facts before publishing content on their websites, The area that has received the negative effect of fake news is the war on insurgency in Nigeria. Nigerian Military claim it demoralizes officers and men and also hurt the image of the military as they are always painted in bad light, (Usman, 2018). In many countries, by the late-2000s, Twitter and Facebook had joined YouTube as major social media platforms, wielding considerable influence on the practices and professional identities of journalists (especially regarding verification, audience engagement, and the clash of the personal and public spheres that occur on social platforms), and the distribution of content (Posetti, 2018). Therefore, just like other countries like China, India among others, Nigerian most collaborate with the social media companies together with NITDA, National Library of Nigeria to be able to filter information content before dissemination to be able to curve the threat of fake news that is instigating insurgency and demoralizing our Military Men who are in the forefront fighting for the nation's peace and stability but depressed by propaganda.

Propaganda can equally be seen as a type of persuasion that places emphasis on self-interest. Propaganda is aimed at forging or distorting facts in order to accomplish the purpose of egocentricity. Jowett and O'Donnel (2012) say propaganda are the thoughtful,



organized attempt to shape perceptions, manipulate reasoning, and direct manners to accomplish a response that promotes the anticipated intent of the propagandist. An example of propaganda in politics and war was that of America deposited by Poseti (2013) wartime propaganda is an example of the Taliban sending false and misleading tweets to journalists on the Afghanistan crisis. Likewise another similitude of propaganda was that of the President, Vladimir Putin and other analysts suggested that the hacking of Hilary Clinton campaign during the election may have been a CIA planned false flag operation designed to implicate Russia, (Zilber, 2017). Therefore, propaganda can be sponsored by any body political party, media among others to perpetrate their selfish goals, and can hardly be noticed except by critical reasoning, fact and knowledge of expertise of the like of librarians.

Librarian role is shifting from a static approach, providing library services from physical and traditional library to a dynamic manner, providing access to information regardless of formats. Knowing fully well that new media and social media technology is an integrating tool of education that can catalyze national unity in Nigeria as well curve the effect of fake news that can leads to crises. (Clyde (2004) opined that, life is made informal by this media for the academic, social, and political unity of any that are connected to communication. Hence librarian can Provide Reliable Resources: Librarians can curate collections of trustworthy, authoritative sources and make them readily available to patrons. They can guide individuals to reputable databases, peer-reviewed journals, and fact-checking websites.

Communication is the activity of conveying information for basic human need and for that reason, man has always found a media of meeting this need. The media, which is an umbrella term for various means of communication, has become an integral part of human life globally. The earliest forms of personal media, speech and gestures, had the benefit of being easy to use and did not necessarily need complex technology (Embrey (2002),). The weaknesses of not being able to communicate to a broad audience led to the unity of mass media, such as writing. With these unity's, the role of the media in the society became more and more significant. New technologies lead to new types of media and the ability to use a given media-related use technology (SocialNetworking, 2011). Today, technology has made more universal, the ability to produce media. Printing, radio and television are mass media intended to reach vast audiences (Nwakaohu, 2008). The advent of relatively inexpensive, personal media technologies like blogging, podcasting and Internet video allowed the average literate person to do what was therefore restricted to media companies (Suracera, 2010). This leads to the development of social media, on the internet all over the world today where information is now possible for anybody, anywhere and at any time. Therefore, librarians are the soul and body of social media networks. The rapid infusion of social media in information dissemination requires a generation of librarians who will be able to use the new tools to enhance their productivity, decision-making processes, and who

understand the importance of integrating social media in the information delivery processes. Library and information science profession is the soul winning of information to users in all over the world. Hence the study intends to investigate the roles of librarians in new media in curving fake news propaganda for national unity in Nigeria.

Social Media (Networking) Services This is one of the fastest and current services that librarian can offer to learners of all kinds in this 21st century. A social networking service is an online service, platform, or site that focuses on building and reflecting of social networks or social relations among citizens, who, share common interests and activities Malik (2009), Online community services are sometimes considered as a social network service, though in a broader sense, social network service usually means an individual-centred service whereas online community services are group-centred. Social networking sites allow all users to share ideas, activities, events, and interests within their networks (Suracera, 2010). It will enable professional Librarians to exchange information, opportunities and plans; professionals can stay informed with new knowledge about their field. Teachers, lecturers and students are also using social networks as a communication tool because many students are already using a wide-range of social networking sites. Social media tools are not magical, but using the right application software can have a remarkable positive influence on the student or user attitudes towards learning as well as their abilities to comprehend and affect the world around them.

Unfortunately, not everything associated with social networking is positive. For a corporation the adverse effects that social networking has on employee productivity can be a problem. People can spend company time on updating their Facebook profiles or checking their twitter feed instead of working on valuable projects. Employees that would be working diligently are instead lured into complacency via social networking. A lack of productivity affects the company through the individual employee; however, social engineering and corporate espionage could compromise the entire corporation. In another blog corporate espionage was discussed at length and its dangers. O'Reilly, (2005) stated that these dangers are intensified through the use of social networking. People and employees can be seduced and compelled to divulge company sensitive information through social networking sites. Furthermore, once these secrets are published the ownership of the information is disputed. There is ambiguity within the law as to who owns responsibility over what is updated to these social networking websites. The study discussed where the blame falls with regard to libel and slander cases. However, this study could also set a precedent that social networking sites by taking responsibility for the libel that could be posted on their websites also take responsibility for anything posted on their sites including sensitive information or corporate secrets.

When it comes to maintaining friendships on the individual level social networking sites provide tremendous opportunities, however possible danger could exist for corporations and companies. These dangers include the possibility of a decline of worker productivity and the ability for social engineers to take advantage of workers otherwise known as corporate espionage. Although there are possible dangers to social networking, the possibilities afforded by networking are not completely bleak. Many benefits can be extruded from the use of social networking sites. For example, a company can use sites like facebook and twitter to connect to specific demographics and really reach out to them. In addition to that, the free publicity afforded by social networking sites is invaluable to corporations. The bottom line is social networking should be used but with extreme caution and acumen

The use of online social networks by libraries and information organizations is also increasingly prevalent and a growing tool that is being used to communicate with more potential library users, as well as extending the services provided to individual libraries. The various social networking sites librarians can use to ensure services are both at international and national levels, which includes: Facebook, Myspace, 2go, Snaptu, UC Browser, Opera mini, Twitter and others. One of the good things about these sites is that the applications are acceptable in many of our camera phones owned by users of the library such as Blackberry, Nokia phones, Tecno, IP computer, IP phones, LG products, Samsung Galaxy, Apple, Andriod, and Java phone and among other.

Librarians Roles in social media Tools. The social networking tools that can be used by libraries and librarians for the purposes as mentioned above are as follows:

MySpace: MySpace (<http://www.myspace.com>) is common social networking sites Which primarily have a social function allowing people to make friends, talk online and share resources. **Facebook:** This is another social media site frequented by library users and is librarian friendly, it also encourages group communication among patrons. **Ning:** Librarian can use this tool to get connected with library patrons, library associations, and more. Individuals use it to share information With many people at a time. **Blog:** By creating a blog, you'll be able to disseminate information to lots of people at one time. Whether you're updating patrons on new collections, or just conversing with library staff, blogs are a powerful tool, especially when combined with RSS. **Meebo:** librarians can use this tool by creating a network of library users and thereby assisting them, no matter what IM client they use. Professionals can impact online chatting or virtual reference service in a library to clients. **LinkedIn:** This social networking site for professionals is a great way to get library patrons connected with the people that can help them find information. Some professionals publish their work through LinkIn. **Twitter:** Use

Twitter, a micro-blogging application, to keep staff and patrons updated on daily activities, like frequently updated collections, new arrival, and current content services of the library.

Information Distribution through social media Tools According to Sarah (2013), information sharing, is the major part and crucial area where professionals should look seriously while considering and designing library activities in the digital age. Patron's satisfaction should be given first and foremost priority by providing the right information at the right time in the proper way from anywhere. Library professionals should rethink for implementing social media technologies in library services from the early period. Sarah went further to explain the following social media tools on how librarians could use them to distribute information: **Flickr:** This image distribution tool is a great way to share new image collections. The library can share photo collection of workshops; conferences and different programme that are organised within the library environment or may which to share photos of their physical building and areas where materials are stored and may include staff offices.

Individual create image sets with metadata, as well as take advantage of the many plugins available for Flickr users. Flickr users can also help gather missing information about images. **YouTube:** Library video and e-learning tutorials, events and other videos of library services can be effectively promoting and webcast through YouTube. **Teacher Tube:** teacher tube, which is a YouTube for teachers, presents an excellent opportunity for instructor-librarian collaboration. Librarians can guide students to helpful library resources through YouTube. **Second Life:** On Second Life, individual create a virtual library with streaming media, discussions, classes, and more. **Wikipedia:** Wikipedia is an online encyclopedia updated by users.

Personal use this tool to share your knowledge by editing, or merely point library patrons in the right direction. Individual also host your library websites on wiki software like PBWiki. **PBwiki:** PBwiki is the world's largest provider of organised business and educational wikis. It encourages collaboration from students, a way to showcase work, and offers a central gathering point for information. PBwiki offers controlled access, so individual give some editing privileges, while others can only read. **Footnote:** On Footnote, you'll get access to original historical documents, and can update them with your content and insights. Individual even find personal anecdotes and experiences you won't find in reference books. **Community Walk:** Community Walk offers a geographical way to interpret text and events. Individual use it for instruction, such as showing someone where to find a book or walk them through a historical and geographical timeline. **SlideShare:** This can encourage faculty members and students to



share their slideshow presentations for the greater community to access on SlideShare. It's a great way to disseminate information among research community to the field of research and development (R&D) activities. Digg: Digg is a great way to find useful content that you wouldn't come across in traditional methods. Find stories here, then share them with others using Digg's blog function. StumbleUpon: Another way to find great content is with StumbleUpon. Individual channel surf the Internet to find useful content, research tools, and more. Daft Doggy: This another social media tools librarian can use to found a particularly helpful resource. They can also use it to create a website tour with instructions, pointing out useful references and items of note.

Purposes of the Study

1. Determine values of social media websites in contribution to curving fake news and promoting national Unity.
2. Roles of librarians in various social media websites use for library activities.

Hypothesis

Hypothesis was done base on Professional Librarians and Academic libraries and no difference of opinion was notice

Research Question One values of social media websites in contribution to curving fake news and national unity.

S/no		X	SD	Remarks
1	PBWiki. PBwiki: PBwiki	4.53	0.55	Agree
2	Facebook	3.76	0.71	Agree
3	Myspace	3.13	0.73	Disagree
4	2go	2.51	0.46	Disagree
5	Snaptu	2.02	0.01	Disagree
6	UC	3.33	0.94	Disagree
7	Browser	4.53	0.55	Agree
8	Opera mini	3.76	0.71	Agree
9	Twitter	3.13	0.73	Disagree

Table 1 shows items ranges from 2.02 to 4.53 with standard deviation ranges from 0.01 to 0.94. items number 1, 2, 7 and 8 are above 3.50 cutoff point meaning the respondent agreed while items number 3, 4, 5, and 9 were below 3.50

Research Question Two: What are the roles of librarians in various social media websites use for library activities?

S/n		X	SD	Remarks
1	Professionals and non-Professionals learn about social media tools.	3.87	1.14	Agreed
2	Librarians in academic libraries create their blog.	4.52	0.55	Agreed
3	Post information about the library services	3.19	0.48	Agreed

4	create a blog in academia educational websites, through library patrons.	4.00	1.04	Agreed
5	Librarians are trained and retrain skills of Information and Communication Technologies (ICTs)	4.02	0.99	Agreed
6	Librarian's registration council of Nigeria payment adequate for skills librarians.	3.76	1.13	Agreed
7	Academic libraries create their websites with inbuilt social media tools through these real online services could be provided to users	3.82	0.59	Agreed

Table 2 shows that items range from 3.19 to 4.50 while standard deviation range from 0.04 to 1.13 items number 1, 2, 4, 5, 6, and 7 were above 3.50 cutoff point meaning was agreed only item number 3 was disagreed

Hypothesis one

There is no significant difference between the mean responses of professional librarians and lecturers on values of social media websites in contribution to national Unity.

S/no		X	SD	T test	Remarks
1	PBWiki. PBwiki: PBwiki	4.53	0.55	0.59	Sig
2	Facebook	3.76	0.71	0.07	Sig
3	Myspace	3.13	0.73	0.09	Sig
4	2go	2.51	0.46	0.48	Sig
5	Snaptu	2.02	0.01	0.48	Sig
6	UC	3.33	0.94	0.26	Sig
7	Browser	4.53	0.55	0.70	Sig
8	Opera mini	3.76	0.71	0.58	Sig
	Twitter	3.13	0.73	0.04	Not Sig

Table 3 shows items number 1, 2, 3, 4, 5, 6, 7 and 8 were significant only item number 9 was not significant.

Hypothesis two

There is no significant difference between the mean responses of professional librarians and lecturers on roles of librarians in various social media websites use for library activities

S/n		X	SD	T test	Remarks
1	Professionals and non-Professionals learn about social media tools.	3.87	1.14	0.12	Sig



2	Librarians in academic libraries create their blog.	4.52	0.55	0.10	Sig
3	Post information about the library services	3.19	0.48	0.81	Sig
4	Create a blog in academia educational websites, through library patrons.	4.00	1.04	0.00	Not Sig
5	Librarians are trained and retrain skills of Information and Communication Technologies (ICTs)	4.02	0.99	0.55	Sig
6	Librarian's registration council of Nigeria payment adequate for skills librarians.	3.76	1.13	0.54	Sig
7	Academic libraries create their websites with inbuilt social media tools through these real online services could be provided to users	3.82	0.59	0.78	Sig

Table 4 shows items number 1, 2, 3, 5, 6 and 7 were significant only item number 4 was not significant

Findings

1. The findings indicate that Opera mini whatsapp has the highest caption of fake news in the present new media which is in conformity with, (Adebajo, 2020) who asserted that the military always refute such claims and express how such stories embarrasses officers and men as well as government, and also threatens national security
2. Facebook Social media users developed active creators of media content as well as streaming that of news services and journalists without any form of intervention. Which is not in contrary to, Posetti, (2018) who deposited that media contents are spread though apparently reliable platforms or network, it saw an rise in the spread of erroneous, incorrect, hateful and propagandistic content camouflaged as news,

3. Librarians are trained and retrain skills of Information and Communication Technologies (ICTs). There is need to create a blog in academia educational websites, and National library through library patrons.

Recommendations

1. There is need for Government to subject all these platforms cross checking and filtering of the content before dissemination to the Public and it can be done in collaboration with the National Information Technology Development Agency (NITDA) and the National Library. Also, there is need to know the importance of fact-checking. New media users must identify the enormous impression it exerts and consequently take caution whereas making use of the social media platforms. Libraries can offer fact-checking services or partner with organizations that specialize in debunking misinformation to provide accurate information to the community.

2. Government ought to set policies in place to inform the populace on the menaces of fake news. Policies such as embarking on different projects through National Orientation Agency (NOA), National Information Technology Development Agency (NITDA) and National Library of Nigeria by means of specially planned programmes to be aired on national TV intended at fighting the spread of falsehood.

3. Facebook, Twitter Opera Mini, Whatsup among other social media platforms has the highest rate of circulating fake news. Therefore, Government must find a way of engaging, checkmating and filtering the content of this platforms to curve the menace of fake news and any one found wanting of the policies should be blocked completely.

Conclusion

The nexus of library science and new media presents a promising avenue for combatting the pervasive issue of fake news in Nigeria. By leveraging the expertise and resources within libraries, coupled with the dynamic competences of new media platforms, we have the potential to curve the spread of misinformation and promote information literacy among the populace. Libraries serve as vital hubs for access to reliable information, nurturing critical thinking skills, and empowering individuals to distinguish fact from fiction. Furthermore, the integration of innovative technologies and digital literacy initiatives within library settings enhances the reach and effectiveness of educational interventions aimed at addressing the root causes of misinformation. As we move forward, collaborative efforts between libraries, media organizations, educational institutions, and government agencies will be essential in implementing sustainable strategies to counter fake news and uphold the integrity of information dissemination in Nigeria. Through continuous research, advocacy, and community engagement, we can harness the transformative power of library science and new

media to promote a more informed, resilient society in the face of misinformation challenges.

Recommendations

1. Information professionals at all levels should try to learn about social media tools that will enable them to meet information seekers needs on time.
2. Librarians in academic libraries should create their blog and post some information about the library services.
3. Librarians should try as well to create a blog in academia websites, through this library patrons will be reach with information electronically all over the world.
4. Librarians should embrace training and retraining of 21st-century skills of information and communication technologies (ICTs)
5. Academic libraries and others in Nigeria should create their websites with inbuilt social media tools through these real online services could be provided to users.

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LIBRARIANS' PROFICIENCY, EMOTIONAL INTELLIGENCE AND INFORMATION TECHNOLOGY COMPETENCIES AS CORRELATES OF ELECTRONIC RESOURCES COLLECTION DEVELOPMENT IN UNIVERSITY LIBRARIES IN NORTH-CENTRAL, NIGERIA

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ABSTRACT

The study examined librarians' proficiency, emotional intelligence and information technology competencies as correlates of electronic resources collection development in university libraries in North-Central, Nigeria. Three objectives and three research questions were considered. Correlational research design was used. The total population for study was 400 librarians. Multi-stage sampling procedure was adopted to stratify the university into Federal, State and Private Universities. Questionnaire was used to collect data. Descriptive statistical tool was used in analyzing the research questions using frequency, mean, and standard deviation. The result of the study showed that E-selection, E-acquisition, E-ordering, E-processing, E-storage, E-weeding, computer cards and images and multimedia products were done to a high extent. The findings were revealed that technical aptitude, hardware and software troubleshooting skill, communication skills, installation configuration skill, analytical and problem solving skill, emotional intelligence skill, and system administration were possessed by librarians to a high extent. The study concluded that librarians possessed self-awareness skills, self-regulatory skills, motivational skills, Empathy skills, and social skills, and it has influenced the electronic resources collection development in university libraries in North Central, Nigeria. It was recommended that allocation of sufficient resources and funding to enhance electronic resources collection development in university libraries by management; provision of comprehensive training programs and workshops for librarians to enhance their proficiency skills in electronic resources collection development and provision of emotional intelligence training programs for librarians to enhance their interpersonal skills, teamwork, and adaptability as this will help to foster a positive and inclusive work environment that encourages open communication, collaboration, and creativity among librarians.

Keywords: Emotional Intelligence; Proficiency; Librarians; Electronic resources; Collection Development; universities; North-Central.

Introduction

Universities are the major contributors to the development of libraries in their parent institutions because of the teaching and training programmes aimed at meeting the aspirations of various sectors of the economy. It is also important to state that university libraries are critical part of an educational institution, usually, it has to roll out fine but complex tasks to maintain records of electronic resources. When the institution is focusing on delivering quality educational services, a well-managed library is part of the service. All said and done, the library is a social institution that is established to provide information

services to its teeming customers and does not operate in isolation from humans (Jain and Akakandelwa, 2016).

The assertion that a library is a place where information materials are acquired, processed, organised, stored, and preserved for dissemination to potential users at the right time though factual, does not in any way recognise the position of the goose (the librarian) that lays the golden age (Enweani and Eke, 2018). In today's world of library technology, the library should be seen as a place where librarians meticulously and articulately select, acquire information materials as well as related technologies



systematically process, organize, store and preserve them for effective dissemination to intended users at the appropriate time. It is worthy of mentioning that this inaccurate perception of computer as spell also bewildered computer when it was seen as an electronic device that accepts data through an input device; process and release them as information through given output devices. At this point, the only considerations were the peripheral (hardware) and the software. As years passed, computer scientists realised that computing activities cannot be possible without the human aspect thus the inclusion of human-ware which now makes the human-ware the most important of the five components of a computer (Hira and Asad, 2023). Electronic resources collection development in recent times has greatly impacted library collection as well as enhanced library services delivery in university libraries in Nigeria. Therefore, university library services are seen as one of the fundamental necessities required for accreditation of academic programmes in Nigerian universities.

University libraries provide relevant information resources both in print and non-print to the user community such as students, lecturers and other researching. The printed resources include books, periodicals (journals, newspapers, and magazines), reference materials (encyclopedias, dictionaries, atlases, directories, maps, gazettes), projects, theses, and dissertations among others. The non-printed resources are often called audio-visual materials. For easy accessibility and usage, university libraries provide their users with information retrieval tools to which these resources could be accessed such as card catalogues and index cards (Nwosu and Ottong, 2014). These are the important searching and retrieval tools for textbooks and journal articles that could only be accessed when library users physically visit the library buildings. These access points tell the library users the existence or non-existence of resources and if they are available, where to locate them in the library.

In modern times, the content of libraries is no longer only restricted to physical formats due to the presence of Information and Communication Technology (ICT) and other electronic-driven services since libraries now provide information resources in electronic format. The use of electronic resources has not taken the place of printed resources but facilitates it through access to a large stock of library materials. Israel and Edesire (2014) stated that changes that have occurred in the world of ICT are what have shifted the content of library from printed information to online information resources. Libraries do not need to be in a physical space to be able to provide information to their users hence; ICT is contributing significantly towards the removal of geographical barriers across

the globe. Although university libraries in North-Central have not fully automated their resources and services, they are rather acquiring electronic resources to complement the paper-based resources because of their numerous advantages. Collection development of electronic resources has come to stay in library development to complement the collection of prints. Electronic resources collection development is described as the process of planning, selecting, and acquiring a balanced collection of library information materials in a variety of electronic formats such as e-books, e-journals, media, and online resources (Olansile and Pelemo, 2020). The author further stressed that e-collection development involves the act of building the library collection with electronic resources in great depth to meet the demands of the patrons-actual and potential and satisfy their curiosities and aspirations. According to Olansile and Pelemo (2020) these processes involve a lot of steps which include selection and de-selection of current and retrospective e-resources based on user needs; planning strategies for continuing acquisition of electronic resources looking into financial constraints and their usage; evaluation of e-resources to determine how it serves users need. To effectively meet up with the demand of academic libraries, the collections must be in good shape. The traditional system of collection development is no longer sufficient in academic libraries, hence the need to integrate ICTs in collection development policy. To meet the needs of library users in a world governed by technology, academic libraries must adopt ICT in carrying out collection development (Ezema and Gbuushi, 2019). Okogwu (2020) observed that the process of developing electronic resources starts with selection decisions which begin with considerations of the user community and long-term mission, goals, and priorities of the library and its parent body. Therefore librarians' emotional intelligence and proficiency is germane to the effective acquisition and processing of the electronic information resources especially in this era of information technology adoption in librarianship. Obuh (2019) defined librarian's proficiency as the various forms of training such as formal and informal training through pre-service education in library schools, on-the-job training, and professional development in the form of workshops, and conferences. The author further highlighted some of the librarian proficiency including the ability to use data structures related to library materials, classification of knowledge, information storage and retrieval systems, desktop and network operating systems, programming, database design and maintenance, systems troubleshooting, information standards, and protocols.



According to Yusuf (2014) some proficiency required of a systems librarian include flexibility; sound judgment; curiosity and ability to take a risk; persistence; time, human resource, equipment, and data management; analytical and problem-solving capabilities; technical aptitude, etc. On the knowledge of library systems protocols and standards, Yusuf (2014) identified some of the proficiency required of librarians to include: knowledge of library systems standards and protocols such as MARC, Z39.50, OAIPMH, etc.; hardware and software troubleshooting, installation, and configuration; communication; and system administration. The author further posited that the systems librarian requires the librarianship skill of diagnosing the information needs of users and the information technology skills to probe into the system to satisfy those needs. In addition, Renee (2016) reported other areas of ICT proficiency relevant to librarians as programming, knowledge of computer systems; software/hardware knowledge; internet skills; and networking skills. Other personal proficiencies required by librarians include; good listening, writing, communication, teaching, and presentation skills; interpersonal, public relations, and leadership skills; negotiating, project management, analytical skills, and emotional intelligence (Adebisi, 2016).

Emotional intelligence (EI) is a psychological term that enables an individual to know and manage his or her feelings and emotions and use this information to guide his/her thinking and action while relating with other people in the organization and the larger society. Emotional intelligence of employees plays a crucial role in enhancing the general productivity of workers in any organization, especially in university libraries where librarians on a daily basis meet with diverse information seekers for their various information needs (Yaya, *et al.*, 2016). Emotional Intelligence enhances a higher level of inter-relationships, mutual understanding, and greater productivity at the workplace. Emotional Intelligence is broadly classified into four components: self-awareness, self-management, social awareness, and relationship management. Each of these has some number of indicators that enhance the productivity and performance of workers in the organisation. It is a known fact that librarians on a daily basis relate with different categories of library users that have diverse feelings and emotions. Thus, it is expected of every librarian to possess some measurements of emotional intelligence competencies (EICs) that would enable him or her to adequately meet the information needs of library users.

Statement of the problem

Electronic resources collection development is an indispensable university libraries collection for information service delivery in modern university libraries most importantly for its speed, accuracy and high precision. With the aid of computer facilities, information is processed sharply with less mistake and it ensures dissemination of precise and concrete information. However, though electronic resources facilities have been provided, though it appears that the level of electronic resources collection development is not at the level expected. It was also observed that these electronic resources facilities were not effectively and efficiently utilized by university librarians in some university libraries in North-Central Nigeria. Consequently, uncertainty exists about whether librarians possess adequate proficiencies, and emotional intelligence to handle electronic resources facilities for electronic resources collection development.

The overall electronic resources collection development objectives in university libraries can only be achieved if the librarians that use these facilities possess the necessary competencies. Where the rightful competencies are lacking in them, the university libraries in North-Central Nigeria would probably be isolated from the rest of the world in terms of globalization. This would be difficult for the university to achieve their goals of teaching research and learning. It is on this basis that the researcher will embark on this study librarians' proficiency, and emotional intelligence as correlate of electronic resources collection development in university libraries in North-Central, Nigeria.

Objectives

The objectives of the study are to:

1. determine the level of electronic resources collection development in university libraries in North-Central, Nigeria;
2. assess the level of proficiency skills possessed by librarians for electronic resources collection development in university libraries in North Central, Nigeria; and
3. determine librarians emotional intelligence and electronic resources collection development in university libraries in North central, Nigeria

Research Questions

The following research questions guided the study:

1. What is the level of electronic resources collection development in university libraries in North-Central Nigeria?
2. What is the level of proficiency skills possessed by librarians for electronic resources collection development in university libraries in North central, Nigeria?



3. What is the correlation between librarian's emotional intelligence and electronic resources collection development in university libraries in North central, Nigeria?

Literature Review

Muzamil and Ariba (2020) analyzed the e-resource collection development practices of the engineering college libraries of Aligarh. The research includes budgeting, collection development policy, collection evaluation, sources of funds, modes of procurement, pricing models, and other aspects related to collection development activity. The descriptive method was used for conducting the study, in which a well-structured questionnaire was administered followed by interview of the librarians of six engineering college libraries under study. The paper is restricted exclusively to the study of collection development process of e-resources and the librarians of six major engineering colleges of Aligarh as respondents.

A recent study done in Tanzania by Katabalwa (2016) indicated that electronic collection resources are important and useful resources that supports learning and research in higher learning institutions. The study suggests that most postgraduate students in Tanzania use electronic resources because they were relevant and very useful for coursework and research. The highlight of his study were that electronic resources were up to date, some were freely available, accessible anytime, anywhere within the University compound, and they can be downloaded, printed, and stored.

Ndungu, (2016) was of the view that academic faculty, information professionals and scholars were well informed on the existence and the integral role of electronic resources; however, in spite of this reality, the level of use was relatively low. Several factors including lack of reliable power supply, high cost of internet and telecommunication networks, and restricted access were cited as reasons for the slow uptake of electronic resources among institutions of higher learning in Africa. Antwi and Frimpong (2020) stated that the demand and broadening of university education in Kenya had given rise to a spike of student enrolments in academic institutions this demand has necessitated a change in the modes of delivery to a more cost effective and sustainable model. The growth and development of technology has demanded a change in library practices and services. Modern technologies have left libraries with no alternative but to adapt to new models such as collection development of electronic resources; also backing it up with emotional intelligence in order to achieve greater relationships in electronic resources collection development.

There is a link between librarian's proficiency and electronic resources collection development especially

with respect to the skills and experience of the librarian in handling electronic resources collections for the purpose of promoting effective and efficient service delivery. According to Atanda (2018) electronic resources collection development must consider not only the current users' needs but also future needs. For this to happen libraries need to have constant communication with clientele in order to collect routine information on electronic resources collection development. There is universal acceptance that users of academic libraries do not know about the existence of available resources. Elsbach and Stigliani (2019) stated that librarians lack the actual necessary online searching skills and this could be attributed to the fact that searching success depends on the quality of indexing, keywords, and the effectiveness of the search engine. According to Tewell (2018) Information literacy programs enable patrons to utilize electronic resources as users that are information literate demand more information.

Kozyreva, et al. (2020) further observed that connecting users to relevant resources in the digital environment were becoming a pertinent issue for academic libraries. Ndungu (2016), opines that available literature has linked the unsatisfactory use of electronic collection resources to the general lack of awareness. Elsbach and Stigliani (2019) stated that library staff need to demonstrate the value of a library in an institution by engaging in activities that increase the visibility of its resources. Institutions of higher learning are considering social media as a mouth-piece to communicate, engage and build associations with patrons in the digital environment. Social media has benefited the library in many ways; there is constant communication with users, the library markets and enlightens users on electronic collection resources using social media and the library collection visibility has been enhanced to users far away from the library. Atanda (2018) observed that university scholars conceive electronic collection resources as authoritative sources of information and that academic libraries should make a point of providing information materials in electronic format. Students are not the only users of electronic resources in fact majority of library and academic staff members prefer electronic resources collection sources to print text. Adetayo, and Williams-Ilemobola (2021) maintained that a wide range of factors influence the application of electronic resources collection in academic libraries. The authors commented that print collections present logistical barriers resulting in increased acquisition and processing costs. They further affirmed on additional shipping cost and delivery delays as factors necessitating a shift to electronic collection resources. The advantages and disadvantages of purchasing



subscriptions remain a balancing act for librarians compounded by the high cost of publishing in the face of declining budgets; this is the reality in most academic libraries across the world.

To understand the concept of emotional intelligence, it is pertinent to first examine the concepts of 'intelligence' and 'emotion.' The term 'intelligence' can be traced back to the time of Aristotle. Intelligence refers to the overall capacity of a person to act purposefully, think rationally, and deal effectively with their environment. According to the Collins English Dictionary (2018), intelligence is defined as "the ability to think, reason, and understand, rather than doing things automatically or by instinct." The Merriam-Webster Dictionary (2020) described it as the ability to learn, understand, and deal with new or challenging situations, as well as the ability to apply knowledge to manipulate one's environment.

According to Collins Online Dictionary (2020), emotion is described as a feeling such as happiness, love, fear, anger, or hatred, which can be triggered by the situation or the people one is surrounded by. The Stanford Encyclopedia of Philosophy (2018) explained that emotions are crucial to the quality and meaning of our existence, with no other aspect of our mental life being more significant. They are what give life value and, at times, can even influence its worthiness. Emotional intelligence, therefore,

Results

Research Question 1: What is the level of electronic resources collection development in university libraries in North-Central Nigeria?

Table 1: level of electronic resources collection development in university libraries

S/N	The level of Electronic resources collection development	VHL 4	HL 3	ML 2	LL 1	N	FX	MEAN	STD	DECISION
1.	E-selection is carried out in my library for electronic resources collection development	81	94	35	25	235	701	3.29	3.57	High Extent
2.	E-acquisition is available and operationally carried out in my library for electronic resources collection development	76	65	75	19	235	668	2.74	0.87	High Extent
3.	E-ordering is performed in my library for electronic resources collection development	66	57	93	19	235	640	2.66	0.86	High Extent
4.	E-processing is carried out in my library for electronic resources collection development	57	83	75	20	235	647	2.55	0.84	High Extent
5.	E-storage is available and functional in my library for electronic resources collection development	69	72	65	29	235	651	2.61	0.91	High Extent
6.	E-weeding is performed in my library for electronic resources collection development	83	66	55	31	235	671	2.53	1.10	High Extent

involves understanding one's own and others' feelings and emotions, as well as the ability to regulate emotions and engage in emotional reasoning.

According to Ahsan (2023) emotional intelligence is the ability to perceive and understand personal feelings and that of others. Emotional intelligence is recognising emotions and acting on them in a reflective and rational manner. It includes self-awareness, empathy and self-restraint. In a library setting, this ability can greatly enhance interpersonal communication and librarian's skill. Understanding one's emotion is key to emotional intelligence as well as others which enhance an individual's ability to behave appropriately in different situations.

Methodology

The study adopted correlational descriptive research design. The population of the study comprised of 400 librarians. This comprises all the librarians in all the university libraries in North- central, Nigeria. It consists of federal, state- and privately-owned university libraries. Multi-stage sampling procedure was adopted to stratify the university into Federal, State and Private Universities. The researcher used a self-designed structured questionnaire as an instrument for data collection, and the data collected from the responses to the questionnaire items were analysed and presented using descriptive statistics



7.	Information resources are often viewed, extracted and integrated into other documents in my library for electronic resources collection development.	76	59	61	39	235	642	2.56	0.97	High Extent
8.	E-books, e-journals, e-newspapers, e-magazines are developed in my library for electronic resources collection development.	49	56	71	59	235	565	2.57	0.94	High Extent
9.	There are indexing and abstracting database in my library for electronic resources collection development	47	38	72	78	235	524	2.51	0.98	High Extent
10.	There are also a full text, reference, statistical databases in my library for electronic resources collection development	38	63	58	76	235	533	2.60	0.96	High Extent
11.	Images and multimedia products are developed electronically in my library for electronic resources collection development.	75	79	43	38	235	661	2.43	0.95	Low Extent
12.	Computer cards containing text, images and software are also acquired electronically in my library for electronic resources collection development.	65	67	32	71	235	596	2.31	1.05	Low Extent
	Average Mean							2.61	1.17	

Key: VHL = Very High Level, HL = High Level, ML= Moderate Level, LL = Low Level, StD = Standard Deviation and (Decision Mean = 2.50)

Table 1 revealed that the level of electronic resources collection development in university libraries in North-Central Nigeria was high with mean score of 3.29 and S.D. 3.57 on e-selection is carried out in my library for electronic resources collection development. This was followed by e-acquisition is available and operationally carried out in my library for electronic resources collection development with mean score of 2.74 and S.D. 0.87, e-ordering is performed in my library for electronic resources collection development with mean score of 2.66 and S.D. 0.86.

Meanwhile, the two lowest responses were on images and multimedia products are developed electronically

Research Question 2: What is the level of proficiency skills possessed by librarians for electronic resources collection development in university libraries in North central, Nigeria?

Table 2: level of proficiency skills possessed by librarians for electronic resources collection development in university libraries in North Central, Nigeria

S/N	Librarian's proficiency Skills Possessed in university Libraries	VHL 4	HL 3	ML 2	LL 1	N	FX	MEAN	STD	DECISION
1	As a Librarian I possess the technical aptitude to carryout electronic resources collection development in my library.	87	76	63	9	235	711	2.87	0.83	High Extent
2	Hardware and Software trouble shooting are the proficiencies skills I	48	76	55	56	235	586	2.50	0.93	High Extent



	possess for electronic resources collection development.									
3	I am proficient in communication skills for electronic resources collection development.	96	59	42	38	235	683	2.73	1.00	High Extent
4	As a professional/ Librarian I possess installation and configuration skill for electronic resources collection development.	95	59	23	58	235	661	2.58	1.08	High Extent
5	I possess proficiency skills in Analytical and capability for electronic resources collection development.	84	68	35	48	235	658	2.56	1.02	High Extent
6	I possess proficiency in analytical skills for electronic resources collection development.	57	117	13	48	235	653	2.57	0.93	High Extent
7	I possess proficiency in web-based functions for electronic resources collection development.	37	33	98	67	235	510	2.40	0.93	Low Extent
8	Emotional intelligence is one of the proficiency skills I possess for electronic resources collection development.	57	95	45	38	235	641	2.54	0.90	High Extent
9	As a professional I possess software skills for electronic resources collection development.	48	116	33	38	235	644	2.55	0.87	High Extent
10	As a Librarian I possess system administration proficiency skills for electronic resources collection development.	56	118	23	38	235	662	2.63	0.89	High Extent
11	The use of electronic database is one of the proficiency skills I possess for electronic resources collection development.	47	88	33	67	235	585	2.57	0.96	High Extent
12	I possess proficiency skills in digitization and imaging techniques for ECD.	57	31	66	81	235	534	2.20	1.08	Low Extent
	Average Mean							2.57	0.95	

Key: VHL = Very High Level, HL = High Level, ML = Moderate Level, LL = Low Level, StD = Standard Deviation and (Decision Mean = 2.50)

Table 2 showed respondents view on librarians' proficiency skills in carrying out electronic resources collection development in university libraries in North-Central, Nigeria. The result showed that the majority of the respondents, ten out of twelve items were in high extent. The items that has the highest level is on "as a librarian I possess the technical aptitude to carryout electronic resources collection development in my library with a mean score of 2.87 and S.D. 0.83. followed by I am proficient in communication skills for electronic resources collection development with a mean score of 2.73 and S.D. 1.00.

In addition, the statement "I possess proficiency in web-based functions for electronic resources collection development ranked low with a mean value of 2.40 and 0.93 as well as "I possess proficiency skills in digitization and image technique for electronic resources collection development with mean score of

2.20 and S.D. 1.08. This indicates that the librarians' proficiency skills possessed to carryout electronic resources collection development was high in university libraries in North-Central, Nigeria. Furthermore, the weighted mean of all the items is 2.57 and S.D. of 0.95. This shows that the weighted mean is above the benchmark hence it portrays effective and efficient skills possessed by librarians in university libraries studied.

Research Question 3:: What is the correlation between librarian’s emotional intelligence and electronic resources collection development in university libraries in North central, Nigeria?

Table 3: Librarian’s Emotional intelligence on Electronic resources collection development in University Libraries in North Central Nigeria.

S/N	Librarian’s Emotional intelligence on Electronic resources collection development in University Libraries	SA 4	A 3	D 2	SD 1	N	FX	MEAN	STD	DECISION
	Self-awareness skills									
1	The perception of myself as a self-confident person has helped my electronic resources collection development.	95	100	19	21	235	739	3.23	0.54	Agreed
2	My recognition that my feelings and emotions affect others at work has helped my electronic resources collection development.	114	84	28	9	235	773	3.20	0.70	Agreed
3	As a manager my understanding where I should be taking the library to has helped my electronic resources collection development.	133	26	67	9	235	753	3.14	0.83	Agreed
4	My voice and feeling regardless of whether they are unpopular has helped my electronic resources collection development.	86	73	16	60	235	655	3.03	0.70	Agreed
	Self-regulatory skills									
1	My knowledge of stable temperament has helped my electronic resources collection development.	132	55	39	9	235	780	3.29	0.67	Agreed
2	My willingness to tolerate my subordinate (whether they bring frustration or delays) has help my electronic resources collection development.	71	125	20	19	235	718	3.39	0.69	Agreed
3	My sensitive of the moods and feelings of staff has helped my electronic resources collection development.	41	137	57		235	689	3.25	0.73	Agreed
4	My making compromises as long as it promotes the overall goods of my library has helped my electronic resources collection development.	77	109	30	19	235	714	3.03	0.74	Agreed
	Motivational skills									
5	My building up people and rally them to advance their goals and goals of my library has helped my electronic resources collection development.	152	64	10	9	235	829	3.37	0.67	Agreed
6	My acknowledgement and appreciating people’s strengths and accomplishments has helped my electronic development.	125	62	39	9	235	773	3.20	0.75	Agreed
7	My ability to always create time to mentor my subordinate has helped my electronic resources collection development.	133	47	20	35	235	748	3.23	0.71	Agreed
8	My giving assignments in order to coach and challenge staff has helped my electronic resources collection development.	97	71	30	37	235	698	3.09	0.69	Agreed
9	Empathy skills									

10	My good listening ability has helped my electronic resources collection development.	54	97	75	9	235	666	3.18	0.87	Agreed
11	My consideration of the feelings of my sub-ordinate in the Library has helped my electronic resources collection development.	51	117	47	20	235	669	3.31	0.70	Agreed
12	My treatment of staff with dignity and respect has helped my electronic social skills.	102	86	30	17	235	743	3.16	0.65	Agreed
	Social skills									
13	My rapport with a wide circle of people including library staff has helped my electronic resources collection development.	134	36	28	37	235	737	3.10	0.96	Agreed
	Average Mean							3.10	0.96	

Key: SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, StD = Standard Deviation and (Decision Mean = 2.50)

Table 3 showed respondents view on librarians' emotional intelligence on electronics resources collection development. The result showed that the respondents have agreed that an item on self-regulatory skill (my willingness to tolerate subordinate has helped my electronic resources collection development) ranked the highest with a mean of 3.39 and S.D 0.69. Followed by my building and rally them to advance their goals and goals of my library has helped my electronic resources collection development in university libraries in North-Central, Nigeria with a mean value of 3.37 and

Discussion of the Findings

The result showed that proficiency skills in database, social media, online public access catalogue, e-document and e-book delivery, data management, storage of electronic resources, e-processing, and e-ordering by librarians has a relationship on electronic resources collection development in university libraries. The findings are supported by Oyedokun *et al.* (2018). In the same vein, Yusuf (2014) supported that there are useful proficiencies that are required by librarians in order to operate digital systems, these include equipment and data management, sound judgment; ability to take a risk; time; flexibility; curiosity; human resources' technical aptitude; and analytical problem-solving. The result however negate the assertion of Elsbach and Stigliani (2019) who asserted that librarians lack the necessary online searching skills and this could be attributed to the fact that searching success depends on the quality of indexing, keywords, and the effectiveness of the search engine.

Conclusion

In conclusion, this study underscores the vital role librarians play in the development and management of electronic collections in university libraries in North-Central Nigeria. Addressing the identified deficiencies in proficiency, and emotional intelligence can lead to more effective and efficient electronic resources

S.D. 0.67. Meanwhile the entire responses all show agreed; however, the least in agreed option was my making compromises as long as it promotes the overall good of my library has helped me in electronic resources collection development with a mean of 3.03 and S.D. of 0.70. The sixteen items in emotional intelligence on electronic resources collection development had overwhelmingly agreed response. By implication, his revealed that there was a relationship between emotional intelligence and electronic resources collection development, thereby improving the overall academic and research experience for library users.

Recommendations

1. Allocation of sufficient resources and funding to enhance electronic resources collection development in university libraries by management.
2. Provision of comprehensive training programs and workshops for librarians to enhance their proficiency skills in electronic resources collection development
3. Provision of emotional intelligence training programs for librarians to enhance their interpersonal skills, teamwork, and adaptability as this will help to foster a positive and inclusive work environment that encourages open communication, collaboration, and creativity among librarians.

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BIBLIOMETRIC ANALYSIS OF SELECTED MASTERS' THESES IN COMPUTER SCIENCE TO SUPPORT COLLECTION DEVELOPMENT AT THE FEDERAL UNIVERSITY OF TECHNOLOGY LIBRARY, MINNA BETWEEN 2008-2014

BY

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ABSTRACT

Collection development is the process of identifying and analysing content and citation in various kind of library collections towards meeting the academic and research needs of researchers in an identified faculty or discipline. It also takes into account library collections, correlating them with the environmental aspects such as users' demand, need and expectation, the information world, fiscal plan, history and trends of the collections. Bibliometrics is a vital tool for collection development in libraries because of the use of quantitative methods in seeking measurement and assessment of scientific publication outputs. It has realistic application of mathematical and statistical methods to books and other media of communication. Citation analysis is a technique that embraces citation patterns in documents in order to link the connection between the documents and their original sources. It also recognize and appreciate the importance of seminal works in various fields of sciences and humanities, and to identify future research directions in a field of study. This study focused on citation analysis of selected masters' theses in Computer Science submitted to Federal University of Technology, Minna Between 2008 to 2014. The population comprised selected masters' theses in Computer Science available at the Federal University of Technology Library, Minna and were twenty (20) in number while the total enumeration sampling technique was used to determine the sample size. The study used quantitative method of research design and adopted total enumeration sampling technique for data collection. Three (3) document extraction templates that covered items relating to the study objectives were designed and used to collect data from twenty (20) copies of masters' theses in the library. The study identifies the collaboration patterns, forms of document and chronological distributions of the cited references. The findings revealed that collaboration distributions of the cited references were mostly multidisciplinary (53.9%). The most cited forms of documents were journals (52%) and books (18%). It was observed that as at the time of citation of cited references, the documents were current and relevant to the topic of the study

Keywords: Collection Development, Bibliometrics, Citation analysis, University Libraries, Computer Science, Masters' Theses

Introduction

Librarianship is one of the nuclei of human civilisation. This can be traced to ancient times when libraries were strongholds for

kings and priests in terms of housing valuable information and assets on culture, spiritualities, warfare, agriculture, economy and other affairs in the society. These



information and assets were protected by librarians who were revered as custodians of knowledge. Libraries irrespective of type are designed to meet the information needs and interests of users.

Library collections are the bedrock for services provided to the community where the libraries are situated and eternal assets to the library. Maidabino & Zainab (2016) cited Akinola (2020) who identified the aim of a modern university library as largely to provide access to both print and non-print collections and this makes it necessary to develop a balance between ownership and access to information or knowledge. To meet this purpose, there is need for in-depth analysis of various categories of library collections. This can be viewed from the number of access to the level of popularity and impact of information resources.

Collection development is a planned and systematic development of the collections based on the objectives of the library. These objectives could be stated in documents relating to how to achieve them (Daniel, 2019). Kaur and Kuar (2017) defined collection development as a process of identifying and analysing content and citation in various kinds of library collection towards meeting the academic and research needs of researchers in an identified faculty or disciplines. Institutional libraries are structured to promote access and fast retrieval for clienteles and are staffed by librarians and other personnel trained to provide impeccable services to quench users' information needs. Collection development takes into account library collections, correlating them with the environmental aspects such as users' demand, need and expectation, the information world, fiscal plan, history and trends of the collections.

The presence of bibliometric activities in libraries is driven by desire for a redefinition and widening of the professional roles and services of academic librarians and libraries

within the university because hitherto librarianship focuses on the acquisition and organisation of its collections, searching and retrieving information for the library patrons. Libraries have also increasingly focused on development of knowledge and services related to scholarly communication other than the searching and retrieving of scholarly information.

Collection development plays a pivotal role in identifying the strengths and weaknesses of any field which helps in making the right decisions and developing policies. Quantitative measurements such as citation analysis can be employed by libraries to investigate the productivity and impact of their collections for collection building and research engagements (Reyes-Gonzalez *et al.*, 2016).

Statement of Research Problem

University libraries house bibliographic collections designed to provide relevant and current information, access and supply services derived from these collections. However, most libraries acquire information resources with little knowledge of current trends of what users' information needs are and most especially the research needs of postgraduate students. The use of bibliometrics as an important tool for collection development becomes a necessity because it provides evidence based information of publications and citations for the benefit of effective collection development. This is also pertinent because academic libraries are most times faced with paucity of funds for their collection development, space management, ever increasing cost of library resources and outdated information resources but there is dearth of comprehensive bibliometric analysis on collection development of university libraries considering the challenges they face in their collection building. This research study recognised the lack of inquiry and potential gap in the using



bibliometrics to support collection development and knowledge based production in masters' theses.

Aim and Objectives of the Study

The aim of the study is to conduct a Bibliometric Analysis of Masters' theses in Computer Science to support Collection Development at Federal University of Technology Library, Minna. In order to achieve this aim, the study is guided by the following objectives:

1. determine the collaboration patterns of cited references to support collection development;
2. determine the forms of cited references to aid collection development; and
3. find out the chronological distribution of cited references to support collection development.

Literature review

The concept of collection development is germane to the professional practice of librarianship as the whole notion of a library is fundamentally associated with idea of a collection of information resources. Collection development according to Sanjay (2016) focuses on varieties of routines connected to the procedures and policies of identifying, selection, acquisition, management and possibly evaluation of library collection. These policies and procedures involve the constitution of selection team which has the users, the library staff and subject experts in the fold. Explaining the need for bibliometric studies for relevant collection development, Anyaobi *et al.* (2019) explained that knowledge is increasing rapidly and the need to identify the growth of knowledge, core authors and most productive journals in a field becomes imperative for future collection development librarians and researchers.

Libraries can ensure that they are building useful collections that will provide good return for their financial investments through assessment of specific subject support which

includes citation analysis for their collections. Citation analysis, a common method of bibliometrics, is the examination of the frequency and pattern of citations in articles and books. Due to information proliferations, the massive amount of data are published on academic journals, books, patents, proceedings, other periodicals and stored and organized into bibliographic databases. The elements of description contained on these published media such as citations, keywords, titles, authors, institutions provide a valuable template to perform science evaluation research using bibliometric techniques (Gutiérrez- Salcedo *et al.*, 2018). In other words, bibliometric analysis can provide an overall examination and quantitative viewpoint of a particular research topic supported by large amount of literature on the topic. According to Yeoh and Kaur (2018), librarians have used citation counts to study the adequacy of their collections. The yearly escalating costs of information resources with their proliferations have mandated libraries to review their collection development strategies to manage the acquisition budget effectively. Identifying titles deemed essential to specific discipline of studies, thus considering core titles to a collection via bibliometric tools such as citation analysis and ranked lists of journals cited in published referenced articles can provide reliable assessment data and information to ensure that the evaluation process in decision making of collection management.

Methodology

The research design employed for this study was a quantitative research which provided for measuring quantitative and qualitative changes in collections of books and other library media.

The population of the study included all the masters' theses in computer science covering the period 2008 -2014, that is seven (7) years. These are the theses arranged and



documented in the library as the time of conducting the research. Twenty (20) masters' theses covering the stipulated years were submitted to the library while total

Presentation of Results and Analysis

enumeration sampling technique was adopted. The instruments used in data collection were document extraction templates to extract data from the theses.

Research Question 1: What are the collaboration patterns of cited references to support collection development?

Table 1

SN	Collaboration Patterns			No of citations per thesis (%)
	Single Discipline (%)	Interdisciplinary(%)	Multidisciplinary(%)	
M.Thesis 1	1 2.2	16 35.5	28 62.2	45 100
M.Thesis 2	10 16.7	30 50	20 33.3	60 100
M.Thesis 3	1 2.1	15 30.6	33 67.3	49 100
M.Thesis 4	2 4.5	6 13.6	36 81.8	44 100
M.Thesis 5	5 12.8	5 12.8	29 74.4	39 100
M.Thesis 6	9 11.5	29 37.2	40 51.3	78 100
M.Thesis 7	2 6.9	16 55.2	11 37.9	29 100
M.Thesis 8	25 39.1	14 21.9	25 39.1	64 100
M.Thesis 9	5 12.5	10 25	25 62.5	40 100
M.Thesis 10	28 68.3	3 7.3	10 24.4	41 100
M.Thesis 11	14 82.4	-	3 17.6	17 100
M.Thesis 12	12 12.6	16 30.2	25 47.2	53 100
M.Thesis 13	8 22.2	2 5.6	26 72.2	36 100
M.Thesis 14	7 14.9	10 21.3	30 63.8	47 100
M.Thesis 15	2 4	8 16	40 80	50 100
M.Thesis 16	7 33.3	8 30.1	6 28.6	21 100
M.Thesis 17	21 41.2	14 27.5	16 31.4	51 100
M.Thesis 18	10 23.8	10 23.8	22 53.4	42 100
M.Thesis 19	7 19.4	3 8.3	26 72.2	36 100
M.Thesis 20	5 12.5	10 25	25 62.5	40 100
Total	181(20.5)	225(25.6)	475(53.9)	881(100)

Table 1 investigated the pattern of collaboration in the cited references. The patterns of collaboration of cited references in computer science masters theses are single discipline publications, interdisciplinary publications and multidisciplinary publications. The Table revealed that the multidisciplinary pattern of collaboration were more with the statistics of 475 which represent 53.9 percent of the total cited publications. This was followed by interdisciplinary pattern of collaboration with 225 (25.6%) and single discipline was the least with 181(21%) respectively. This means that collaborative

pattern was favoured in computer science was multidisciplinary in nature. The implication of this finding with regards to collection development meant that collaboration patterns enable libraries extend their acquisition policy beyond publications published in a single discipline but recognized the law of scattering where the feet of publications in one discipline is dipped in the roots of other disciplines. This finding also provides evidence based data for libraries during accreditation exercises when challenged about not providing only core computer science based resources.

Research Question 2: What are the forms of the cited references?

Table 2

S/N	Forms of Cited References										No of citations
M.Theses	Newsletters (%)	Newspapers (%)	Workshop Reports (%)	Books (%)	Journals (%)	Web resources (%)	Seminar reports (%)	Audiovisuals (%)	Conference papers (%)	Unpublished publications (%)	
1	-	2 (100)	-	11 (6.9)	4 0.9	24 (18.2)	-	-	2(2.7)	2(2.4)	45
2	-	-	-	1 (0.6)	47 10.3	9 (6.8)	1	-	2(2.7)	-	60
3	-	-	-	10 (6.3)	30 6.6	5 (3.8)	-	-	4(5.4)	-	49
4	-	-	-	6 (3.4)	32 7.0	2 (1.5)	-	-	2(2.7)	2(2.4)	44
5	-	-	-	2 (1.3)	19 4.2	8 (6.1)	-	-	9(12.2)	1	39
6	1 (8.3)	-	-	3 (1.8)	53 11.6	5 (3.8)			9 (12.2)	7(16.7)	78
7				7	13 2.8	9 (6.8)					29
8				14 (8.8)	32 7.0	10 (7.6)				8(19.0)	64
9				9 (5.7)	15 3.3	11 (8.3)				5(11.9)	40
10				18 (11.3)	22 4.8	-		-	-	1(2.4)	41
11				12 (7.5)	4 0.87	1 (0.8)			-	-	17
12				3 (1.9)	29 6.3	10 (7.6)			8 (10.8)	3(7.1)	53
13				14 (8.8)	16 3.5	6 (4.5)			-	-	36
14	1 (8.3)			5 (3.1)	23 5.0	15 (11.4)			-	3(7.1)	47

S/N	Forms of Cited References										No of citations
M.Theses	Newsletters (%)	Newspapers (%)	Workshop Reports (%)	Books (%)	Journals (%)	Web resources (%)	Seminar reports (%)	Audiovisuals (%)	Conference papers (%)	Unpublished publications (%)	
15	1 (8.3)			5 (3.1)	17 (3.7)	8 (6.1)			13 (17.6)	6 (14.3)	50
16	4 (33.3)			11 (6.9)	-	-			6 (8.1)	-	21
17	-			2 (1.3)	40 (8.8)	3 (2.3)			6 (8.1)	-	51
18	-			10 (6.3)	21 (4.6)	6 (4.5)			3 (4.1)	2 (4.8)	42
19	3 (25.0)	-	3 (100)	5 (3.1)	20 (4.4)	-	-	-	5 (6.8)	-	36
20	2 (16.7)	-	-	11 (6.9)	20 (4.4)	-	-	-	5 (6.8)	2 (4.8)	40
Total	12 (1.4)	2 (0.2)	3 (0.3)	159 (18)	457 (52)	132 (15)	1 (0.1)	0	74 (8)	42 (5)	881

Table 2 showed the forms of cited references in the masters theses studied. The forms of referenced documents are newsletters, newspapers, workshops, books, journals, web resources, seminar reports, audiovisuals, conference papers and unpublished works. Table 2 revealed that journals were the most used form of cited references as it was mostly referenced with a total number of 457 which represents 52 percent. Books were next in line as the forms of referenced documents with 159 (18%) and followed by web resources pulling 132(15%). Conference papers and unpublished publications trailed behind with 74(8.4%) and 42(5%) as the forms of

referenced documents respectively. The least were newsletters with 12(1%), workshop reports with 3(0.3%), newspapers 2(0.2%) and seminar reports with 1(0.1%) respectively. This means that forms of documents cited in computer science postgraduate research works were mainly journals. This finding has created a clear path for libraries/ libraries in their acquisition policy which is tailored towards providing collections that meet users' demands. Provision of journals should be emphasized and can be complemented with e-journals, online databases and other e-resources.

Research Question 3: What are the chronological distributions of the cited references to support collection development?

Table 3

S/N	Period of citation	Journals (%)	Books (%)	Online sources (%)	Conferences (%)	Unpublished documents (%)	Newsletters (%)	Newspapers (%)	Workshop Reports (%)	Seminar Report (%)	Total
1	1980 - 1985	10 (2.2)	3 (1.9)	-	-	-	-	-	-	-	13(1.5%)
2	1986-1990	18 (3.9)	1(0.6)	3(2.8)	-	-	-	-	-	-	22(2.5%)
3	1991-1995	10 (2.2)	4 (2.5)	10 (7.6)	3(4.1)	-	3(25)	-	-	-	30(3.4%)
4	1996-2000	30 (6.6)	9 (5.7)	13(9.8)	5 (6.8)	2(4.9)	4(33.3)	-	-	-	63(7.2%)
5	2001-2005	44 (9.6)	65 (40.1)	10 (7.6)	8 (10.8)	12(29.3)	1(8.3)	2 (100)	2	-	144(16%)
6	2006-2010	145 (31.2)	50 (31.4)	46 (30.3)	23 (31.1)	17(41.5)	2 (16.7)	-	1(100)	-	284(32%)
7	2011-2014	200 (43.8)	27 (16.9)	50 (37.9)	35 (47.3)	10 (24.4)	2 (16.7)	-	-	1(100)	325(36.9%)

Table 3 revealed the chronological distributions of cited references. This was divided into five years intervals based on the oldest and recent years of publication of the cited references. Table 3 revealed that publications produced between 2011- 2015 are the mostly referenced with a total number of 325 representing 36.9 percent. Publications produced in 2006-2010 are next in line with 284(32%) and followed by 2001-2005 with 144(16%). 1996 -2000 and 1991-1995 have the total number of cited references 63(7.2%) and 30(3.4%) respectively. The least cited reference were produced in 1986-1990 and 1980-1985 with 22(2.5%) and 13(1.5%). This means that the cited references in the master’ theses were mainly produced between 2011 and 2014. The implication of the above table is that the cited references as at the period of citation were current and spread across the different forms of publications.

Summary of Findings

1. The study showed that the collaboration patterns of the cited references in the theses were multidisciplinary in nature. Most of the references cited were enshrined in publications that were multidisciplinary in nature and cut across different fields.
2. The study revealed the numerous forms in which the cited references appeared. These

include books, journals, conference papers, unpublished publications such as theses and dissertations, seminar reports, web resources, newsletters, newspapers, workshop reports and others such as reviews, bulletins, manuals. The most cited form of references was Journals.

3. The study also showed that the references cited were current as at the period of carrying out the researches.

Conclusion

This study covered citation analysis of cited references in the masters’ theses which included collaboration patterns, forms and chronological distributions. The study concluded on the following:

That titles in computer science masters’ theses were multidisciplinary in nature that is they were not limited to computer science alone but also include studies on the application of different aspects of computer science in various fields of human endeavours. There were different forms of publications represented in the cited references. They included books, journals, conference papers, unpublished publications, seminar reports, web resources, newsletters, newspapers, workshop reports, reviews, manuals, bulletins, releases. However, being a science oriented discipline; journals are the most cited forms of the cited references. The cited references used

more recent citations and increased in the number of cited references as the year progressed. This revealed the nature of publications in the sciences which always promote the citation of most recent publications. This is responsible for obsolescence of the publications.

Recommendations

1. University library management can solve the age-long issue of low budgetary allocations by investing in publications that are multidisciplinary in nature yet relevant in Computer Science. This will enable them to cover many fields with few quality multidisciplinary publications.
2. Library acquisition/collection development committees should provide for the purchase of more journals in the sciences on a slightly raised ratio to other forms of documents in their collection development policy.
3. Collection Development committees should take cognisance of the penchant for obsolescence of scientific publications under few years of their production and therefore acquire information resources that do not go out of use as quickly as possible.

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ENHANCING ACADEMIC ACTIVITIES THROUGH THE UTILISATION OF LOCAL JOURNALS FOR ACADEMIC ACTIVITIES OF SOCIAL SCIENCE LECTURERS IN FEDERAL UNIVERSITIES IN NORTH-CENTRAL, NIGERIA

BY

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ABSTRACT

The study is aimed at determining the level of academic activities of social science lecturers and find out the types of local journals available in Federal Universities in North-central, Nigeria. Local journals are vital information resources carrying research-based information which are primary to every information seeker to utilise so as to satisfy their quest for indept knowledge generally and enhance their academic activities in particular; social science lecturers inclusive. Local journals enhances the academic activities of social science lecturers in the area of teaching and learning, research, conference papers writing, setting examinations and assignments, term paper, writing lecture notes. Meanwhile, the Utilisation of local journals by social science lecturers is faced with certain limitations which include: untimely submission of journals published to the libraries for onward use by the patrons (social science lecturers), lack of adequate review process and quality publication, Utilisation of local journals contributes tremendously to the academic activities of social science lecturers, in that, it expands their knowledge base enhances their teaching and learning, writing of conference papers and seminars, research work. In conclusion, local journals being an important source of information for social science lecturers in Federal Universities in North-central, Nigeria, although it has certain flaws among which is proliferation due to "publish or perish" syndrome which has watered down the quality of these journals, editors, reviewers and editorial boards of local journals of all Universities must raise up to the occasion and ensure these local journals meet up with the international standard in order to satisfy the information needs of the social science lecturers in the Universities under study.

Keywords: Academic activities, Local journals, Social science lecturers, Universities, Utilisation.

Introduction

Academic activities are scholarly exercises that comprise research work, teaching and learning, seminars/ workshops, assignment, examination, apprenticeship, coaching, intellectual services (consultancy services, reference service, translation service, bibliography compilations service, abstracting service, indexing service), curriculum development among others culminating to human quest for knowledge. According to Ibrahim (2023), academic activities provide a good platform for research and teaching by social scientists to become successful academics. This is because academic activities develop academic knowledge and reinforces the skills needed for effective knowledge transfer. Academic activities among social scientists in universities include: research works, teaching and community development.

Academic activities inspire social scientists towards working hard, fill the gaps of previous researches and create an opportunity for future research (Wada *et al.*,

2022). Academic activities through local journals enable social scientists to earn recognition in academic circles locally and internationally. Academic activities are essential and central part of learning and research by creating avenues for social scientists to interact in order to ensure or enhance knowledge acquisition. Academic activities outline a pattern of commitment and create avenue social scientists to engage in teaching, learning and research for knowledge acquisition. For academic activities to be effectively carried out, social scientists need to use local journals that are provided in the University libraries.

Local journals are critical sources of information utilized by social scientists. They are medium for communicating discoveries and fundamental platform for exhibiting research findings. Local journals are journals produced and circulated within an institution, community, state or country, or among a particular field or profession but normally limited in coverage. Local journals communicate complex information in



simple terms and disseminate results more quickly. It is designed to communicate research findings and make them easily understood by a lay audience. Local journals are often produced by summarizing research reports and insights to occurrences or advance occurrences in a particular field of taught, and that local journals have the potentials to communicate research findings to wider audience within a specified area. Local journals have an impact in research, teaching and learning mostly in higher institutions where advanced academic activities take place. Local journals are occasionally the only source of information for specific findings. Muhammad and Habiba (2019) opine that researchers use local journals as information resources to support their research as well as to reach out to audience. Local journals are mostly issued and used by academic and non-academic staff of universities, and students alike, for communication, interaction and frame work for writing new researches and also a means of communicating end results to the audience.

Social science tells us about the world beyond our immediate experience, and can help explain how our own society works from the causes of unemployment or what helps economic growth, to how and why people vote, or what makes people happy. It provides vital information for governments and policy makers, local authorities, non-governmental organisations and others. A social scientist is a professional who uses the scientific method to study human society and individual relationships. They try to understand the way society changes to determine how society works. Most social scientists focus on one aspect of society, though some choose to study multiple aspects. Many academic disciplines exist within the social sciences. Many of these disciplines focus on the way different systems coexist to form a complete society. Some of the most popular social sciences include: Political science, Psychology, Economics, Geography, Anthropology and sociology.

Utilisation of local journals in the context of this study is the extent to which local journals provided by the university library are used by the users and the communities of these libraries. Utilisation therefore, has also go to do with the extent to which local journals in Federal university libraries are used for teaching, learning, research purposes and other academic activities by the users of journals in the universities covered by this study. It could be said that utilisation of local journals in Federal universities covered by this study is concerned with the number of local journals (print and non-print) which are effectively used by information seekers among the social scientists in the universities.

The extent to which local journals could be used largely depends on certain basic factors. The most

important of these factors is the identification of the information needs of the users and going ahead to select, acquire, organise, store and retrieve same for the academic and sometimes non-academic communities to satisfy information needs. The argument put forward here is that for journals in the universities to be effectively utilized, stakeholders such as the faculties, schools and students must be involved in the selection of the types of journals that are required to meet the selection of the types of journals that are required to meet their information needs.

Universities belong to the group of institutions that are referred to as tertiary institutions. The major functions of universities include teaching and learning, research and other academic activities all in order to contribute meaningfully to the development of the community. In addition, the federal government of Nigeria (2013) itemised other functions of the universities to include intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation; making professional course contents to reflect the national requirements; making all students part of a general programme of all-round improvements in university education and making entrepreneurial skills a requirement.

In addition to the above, universities are higher institutions established for the purpose of awarding various classes of degrees. In that direction, universities are established to teach, learn and carry out research in various fields of human endeavours in general. In order to achieve these objectives the academic community requires current and relevant information to be acquired, provided, made accessible for use by all and sundry, of which local journals are one of such information materials that must be given utmost priority in order to achieve the goal or purpose for which the universities are established.

Academic Activities

The conduct of research is one of the main activities of tertiary institutions. Academic activities are geared toward participation in conducting research. It involves the development of ones knowledge which leads to a new knowledge and transformation. Avdiu (2019) defined academic activities as the main pillar in every development and transformational process for every society, especially for the student development and transformation process. Academic activities indicate that students identify a suitable research problem which is worthy of investigation. Thus, academic activity elaborates the processes of teaching, learning research and cultural development. Research activities represent students dynamic process of personality growth which is characterized by students self-organization and self-fulfillment while carrying out research in their respective institutions (Idhalama



and Obi, 2019). In addition, academic activity is one of the criteria for the award of certificate in all higher institutions of learning as it is globally accepted that teaching, research and community service is the main pillar and functions of higher institutions of learning. Academic activities involves specialised forums which leads to the production of academic writings that involves projects, thesis and dissertations, seminar papers, scientific seminar, book review sessions, conferences and workshop which is of a great benefit to researcher's educational attainment, (Razeghi, 2019). Academic activities increases individuals knowledge of which social, economic and technological advancements which researchers mainly depends on.

Academic activity findings knowledge has become one of the driving forces of national development in the information and knowledge economy. However, Kutumova and Kushnir (2014) highlighted the benefits of higher professional education to include several areas for applying and implementing types and forms of students' academic activities which include enriching traditional academic forms of educational process organisation; lectures, seminars, practical and laboratory studies, by performing research-type tasks; developing extracurricular forms of involving students in scientific activities, that includes writing scientific reports, articles, preparing reports and scientific conferences. This corroborates with the study of Ornu (2021) that highlighted the benefits which accrue from academic activities to include the following; Quantitative education that makes acquisition of useful skills, desirable values, knowledge, attitudes, ideas and competencies necessary for self-reliance which can only be possible through adequate research work. It also results to qualitative instruction, articulate and confident graduates for the society's developmental activities; Improvement in educational Practices through research. Therefore, adequate research leads to the discovery of new techniques, ideas and ways of doing things which will in turn transform the society educational activities at large.

Local Journals

Local journals are journals produced to display research findings and circulated within a specified locality or among specific group of users with common goals and activities but population not cutting across different professions nor international; going across different nations (Joseph, 2020). Local Journals are journals produced and circulated within an institution, community, state or country, or among a particular field or profession but normally limited in coverage (Rawlinson, 2019).

In the words of Weintraub (2020) local journals refer to publications issued by government, academia,

business, and industry in both print and electronic formats, but not controlled by commercial publishing interests, and where publishing is not the primary business activity of the organization circulating the journals but meant for showcase findings of researches actualised. According to Mason (2018) the 'local' in local journals referred to the limitation in circulation of the journals since so much of these are circulated among few group of users not international but are highly intellectual and are significant for research and development in many subject areas. That they are literature that are not usually attainable through conventional channels unless originators/producers consulted. Agatha (2019) said that local journal literature is not a new phenomenon of the late twentieth century but something considered ere since at least the 1920s, particularly in Europe among the scientific circles.

In view of these definitions of local journals one can unanimously come up with the definition of local journals as that information materials which are produced by government, academics, business and industries both in print and electronic formats but which are not controlled by commercial publishing interests and where publishing is not the primary activity of the organisation producing them but solely for showcase of research findings and circulation among limited number of users belonging to a society or in a particular locality, but not general or universal in coverage.

Edwin (2018) stressed that it is easier to describe a local journal rather than to define it. According to him, collectively the term covers an extensive range of journal materials that cannot be found easily through conventional channels such as publishers, but which is frequently original and usually recent. Hargis Library (2019) described it as papers, reports and technical notes produced and published by governmental agencies, academic institutions and other groups that are not distributed or indexed by commercial publishers and that what differentiates local journals from other journals are:

- historically, local journals have not been considered part of traditional publishing channels and models;
- producers of local journal literature are mainly research groups, non-profit making organisations and government departments to name a few;
- local journals are not widely disseminated or promoted but produced and used by defined group of users and limited in coverage;
- the web is changing dissemination and publishing of local journals. However, findability on the web remains a difficult issue. (HLWIKI Canada, 2021).



Related to this, Zachaous (2019) identifies some of the characteristics of local journal literature summarised below:

- they are unconventionally published: i.e. not published by conventional publishers;
- they are not usually available through the conventional sources of book supply, i.e. publishers, vendors and bookshops;
- they are not covered by secondary bibliographic services such as indexes, abstracts and bibliographies;
- they are difficult to find and acquire deriving from its unconventionally published form;
- they contain original information: i.e. undiluted reports or ideas directly from the researchers/producers, hence they are primary sources of information.

Kumar (2021) observed that informal communication is changing the notion of journal production. That, in today's electronic information environment, the Internet has become a major source for dissemination and retrieval of journals and often serves as a user guide to initiation of topic area for new research where a gap is found. A well designed Web sites give users access to a body of digitally produced local journals as well. Edwin (2019) noted that some local journals are manifesting in websites of many organizations and institutions used for communicating research findings.

Significance of Utilisation of Local Journals in enhancing academic activities.

Local journal is increasing in quantity because it has the advantage of great flexibility and speed, and allows those who write and issue it to be very concise, exact, and focused (Agatha, 2019). Local journal is original, much of it is of high quality in nature, precise and communicating complex issues to a lay audience. Most producers described local journal publication as a means of communicating complex issues to lay persons for the purpose of creating public support and awareness for a particular issue (Joseph, 2020).

Researchers use local journal as a resource to support their research, as well as to identify funding priorities. Research Funding Organisations also use local journals to see where research needs are and to determine the course of their research. Some local journals are produced at the request of funders to summarize the body of work produced under a research contract or grant, and many of these are disseminated widely and are available on their websites (Hargis Library, 2019). Many institutions in Nigeria today are supported by Tertiary Education Trust Fund (TETFund) in producing and circulating local journals.

However, it was the onslaught of industrial revolution which had the greatest impact on report literature and

transforming of it into a major means of communication known as local journal (Edwin, 2019). The hallmark of industrial revolution was the development of technologically-advanced facilities and equipment. These breakthroughs in industry made accurate and speedy communications a necessity. The technical reports and local journals were then widely used to disseminate information (Manson, 2018). The decades that followed first industrial revolution saw the continuation of staggering amounts of scientific and technological research findings communicated through local journals that were amassed to improve industrial activities, military and communication systems. He further said that, the one thing that made local journal publication so attractive and attained its importance as a separate medium of research communication was because of an initial need for communicating science and industrial breakthroughs within mediate (local) community of users with common goal which prevent the documents from being published in the conventional manner.

Manson (2018) reported that by the 1970s, local journal was a recognized dissemination vehicle for many organizations and considered important reading material throughout the world, and that by 1984, researchers of physical sciences and social sciences were pioneers users of local journals which gives access to discussions, research reports, and conference outcomes, and some important official resolutions, with citations in English. Local journal is often the best source of up-to-date research on certain topics. Local journals in technological fields like aeronautics and engineering disseminate discoveries that are useful to coordinate activities and keep abreast the professionals and all the people that relate with such field.

According to Agatha (2019) examples of areas where local journal resources are used include:

- i. most works done at postgraduate level requires exhaustive searching for local journals to prepare background for the new research and for communicating end results (research findings);
- ii. clinical trials and in-house research covering health and wellness issues use local journals to keep abreast health practitioners;
- iii. most advanced research done at universities and medical schools and research institutes use local journals to communicate findings to the audience;
- iv. environmental organisations publish and distribute local journal publications designed to gain support for conservation of wildlife and natural resources and to promote greater environmental awareness;
- v. geological and geophysical surveys, maps, fossil findings, and locations of minerals and ores discoveries are among the information communicated through the use of local journals,



and these (Geological and geophysical surveys journals) also used by geologists to support new research.

Weintraub (2020) pointed out that the advantages of local journals over other means of dissemination are quick access, greater flexibility, and the opportunity to go into considerable detail when necessary. Thus, local journals, covering nearly every aspect of the social sciences, serves scholars and lay readers alike with research summaries, facts, statistics, and other data that offer a more comprehensive view of the topic of interest. Local journals in the social sciences consist of Journals of economic, commerce and trade, geography and geophysical science, psychology, sociology and other social science areas covering human behaviours and advancements, making report on new innovations and findings of new research and carry important information that improve the practice and life of social scientists. A common item of local journals of social sciences emanating from banks is fact-finding journals in form of newsletters that inform the public about the changes taking place in financial system (Hargis Library, 2019). Faculties and students embarking on research projects also rely upon local journal publications to provide introductions and overviews of their areas of interest. Thus, local journal is useful for retrospective search.

Challenges Militating against the use of local journals for academic activities of social science lecturers.

Mohammed (2015) analyzed the factors militating against utilization of information resources (local journals, inclusive) for research by users in Agriculture University Libraries in Nigeria. The findings reveal that the Librarians agreed that lack of enough qualified Librarians to provide, process and make available Library information resources and services, infrastructural facilities, electricity, inadequate funding of the libraries, lack of adequate information resources in their areas of research, lack of adequate modern information technologies to acquire, process and access current information elsewhere nationally and internationally and available information resources in their areas of research are mostly outdated and major militating factors against utilization of information resources for research. The other factors include short period of material loan, inconvenience of the opening hours in the Library and the number of books loaned out at a time is inadequate for their research purpose. These, among others were factors militating against their utilization of information resources for research, lack of trained Library staff; poor cataloguing and classification method constitute problems to student utilization of Library services.

Olubanke (2015) shares this opinion in his study on Use of Electronic Information Resources by Undergraduates of Federal University of Agriculture, Abeokuta, Ogun State, Nigeria, likewise Igwebuike (2017) on Strategies for Effective Utilization of Library Resources and Services by Distance Education Students in National Teachers Institute in Enugu State, Nigeria.

Empirical Review

Nyiyongo et al. (2020) investigated the use of serials for research by postgraduate students in university libraries in Benue State, Nigeria. The main purpose of the study was to determine the use of serials for research by postgraduate students in university libraries in Benue State, Nigeria. The study employed a survey research design where entire population of 387 library registered postgraduate students of 2015/2016 and 2016/2017 academic sessions in three (3) universities in Benue State was used for the study because the population is manageable and accessible to the researcher. Thus, there was no sample. Two (2) research questions were raised and a null hypothesis formulated in line with the objectives to guide the study. The research instrument was a structured questionnaire which was subjected to face and content validity. Cronbach Alpha method was used to determine the internal consistency of the questionnaire items and the analysis yielded a Cronbach Coefficient Alpha of 0.80. The questionnaire was administered by the researchers and a response rate of 387 (100%) was recorded. Data collected were analysed using frequency counts, percentages (%), mean (X) and standard deviation (SD) to answer research questions while inferential statistics of Chi-square was used to test the null hypothesis at 0.05 level of significance.

The result of the findings revealed that serials were readily available for research activities in university libraries in Benue state. Findings also revealed that majority of the postgraduate students were challenged among others, by difficulty in locating needed serials, inadequate storage facilities; journals articles not indexed for easy access and inadequate power supply; lack of awareness of serial materials and poor attitude of library staff towards users. Results further revealed that the null hypothesis tested was rejected which implies that the opinions of postgraduate students differed significantly on the use of serials for research activities. Finally, conclusion and recommendations were made based on the findings of the study.

The similarities between both studies is that the former study used questionnaire as instrument for data collection, data collected were analysed using frequency counts, percentages (%), mean (X) and standard deviation (SD) to answer research questions, while the present study also used questionnaire as instrument for data collection, data collected will be



analysed using frequency counts, percentages (%), mean (X) and standard deviation (SD) to answer research questions. The difference between both studies is that the former study used postgraduate students university libraries in Benue State, Nigeria, while the present study used social science lecturers in federal universities in North-central, Nigeria.

Awodi (2021) investigated the quality and use of serial publications on research output of postgraduate students of National Open University of Nigeria (NOUN) in North-central, Nigeria. The study was guided by five objectives and five corresponding research questions. Descriptive survey research method was adopted for the study. The target population for the study was 7,027 post graduate students in four NOUN study centres in North-central, Nigeria namely: National Open University of Nigeria (NOUN) Abuja Study Centre, National Open University of Nigeria (NOUN) Kogi, National Open University of Nigeria (NOUN) Jos Study Centre, National Open University of Nigeria (NOUN) Nasarawa Study Centre. The sample size for the study was 370 postgraduate students drawn using krejcie and Morgan because the population was too large. Questionnaire was the instrument used for data collection. Stratified sampling technique was used for the study. Out of 370 copies of questionnaire administered, 349 copies were returned and used for the analysis. Descriptive statistical tool involving frequency counts and percentages, mean and standard deviation were used to analyse the data. Pearson Product Moment Correlation (PPMC) was used to analyse the inferential statistics.

The result of the analysis revealed that the serial publications available for research are between 2016 and below. The respondents indicated that postgraduate students always use serial publications for research output in study centres studied. Similarly, the study revealed further that the respondents agreed with factors such as outdated serial publications affects their research output lack of subscription to electronic databases and paucity of journals in area of interest among others. In conclusion, serial publications used for research output by postgraduate student in National Open University of Nigeria (NOUN) in North-central, Nigeria under study is moderately achieved. The study recommended that the management of National Open University of Nigeria (NOUN) in North-central, Nigeria should purchase and subscribe serial publications to enable postgraduate students have quality research output, the management in study centres with libraries should also ensure that the serial publications available should be adequate, current and relevant, as the use of serial publications by postgraduate students assist in meeting their required research output.

The similarities between both studies is that the former study used descriptive survey research method, questionnaire as instrument for data collection and Krejcie and Morgan Table was used to determine the sample size for the study, while the present study also used descriptive survey research method, questionnaire as instrument for data collection and Krejcie and Morgan Table will be used to determine the sample size for the study. The difference between both studies is that the former study covered National Open University of Nigeria (NOUN) in North-central, Nigeria, while the present study used federal universities in North-central, Nigeria.

Conclusion

Local journals represent an important resource used by social scientists in federal universities in North-central, Nigeria although a good number of them preferred using foreign journals for academic activities. The local journals are relatively accessible even though it has its flaws one of such is proliferation which is precipitated by publish or perish syndrome which has watered down the quality of these journals. Without any prejudice to the local journals, production by federal universities in Nigeria including editors, reviewers and editorial boards of various local journals have a lot to do in order to improve on the quality, reviewing process and even circulation. Easy access to quality local journals will definitely promote the academic activities of social scientists.

Recommendations

1. The management of federal universities in North-central Nigeria should be encouraged by relevant stakeholders to review and return manuscripts in a timely way. This will facilitate it timely use among social scientists for their academic activities.
2. Journals should make space/or advertisement in order to boost the financial base of their publication. Adverts could be for seminars, workshops, conferences, newly published books, and journals among others.
3. Local journals must endeavour to improve their review process, publish quality papers so that they can be listed in the ISI (Indexed journals).

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LIBRARY AND INFORMATION TECHNOLOGIES AS BOOSTERS TO THE PROVISION OF CREDIBLE INFORMATION RESOURCES AND SERVICES TO NIGERIAN SOCIETIES.

BY

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ABSTRACT

In recent times, trends keep on unfolding in relation to learning and acquiring information, being a veritable resource in our societies. This paper is anchored on the relevance and impact of ICTS in libraries in relation to how societies can acquire reliable and healthy information through the various resources and services that libraries offer, such as support to literacy and education, creating political awakening, safeguarding, democracy, bringing social awareness, fostering creative leisure activities, training and re-shaping the ideas of societal members in better ways to utilize the information they've acquired for peaceful co-existence. Recommendations were proffered to the Government to provide funds, and libraries to provide information literacy programs among others, to enhance their services.

Keywords: Information, Libraries, Information and Communication Technology, Communities and Information Dissemination.

Introduction

We live in an age of accelerated change where learning, information searching and utilization are continually changing as new trends unfold in all areas of human endeavour. We cannot slow down the changes coming into our country Nigeria. Libraries from ages have been indispensable agents of information organizing, storing, retrieval and dissemination. It is a place where users virtually or physically access library facilities and information resources to acquire knowledge. In essence, libraries have always understood the importance of liberality in provision of access to knowledge for empowerment of members of the society and for sustainable development in Nigeria, hence libraries provide quality information in different formats through which peoples standard of living are improved, dreams are

actualized, education is sustained, sound decisions are made and executed, freedom of expression is enhanced and information resources are preserved for prosperity and significant change in economic, political and social well-being of Nigerians (Halama, 2014).

This paper recognizes the Library and Information Technology as a strategic booster for provision of credible information resources to societies in Nigeria for brighter information propaganda, hence, it links people and areas of diverse information resources into a common economic space, thereby stepping out of the intellectual and operational confines of a domestic enterprise to recognize and deal with global opportunities and threats in a strategic and operationally integrated manner. Information is a commodity or economic good of worldwide significance which contributes to the national economy. Library, Information

and Communication Technology is a modern educational strategy that can be effectively exploited, which brings efficiency and effectiveness in all levels of lecture/classroom activities, boosting students' interest and academic achievements. This paper in addition highlighted the vital roles the library plays and how it galvanized the potentials that are creatively utilized for effective national development (Tyagi, 2016).

Brief Meaning and Concepts of Library, Information and Economic Development

Library is a place where users virtually or physically access library facilities and information resources to acquire knowledge (Comfort, 2013). The library is not only as old as history itself, but also has been closely intertwined with social and political changes in its environment. Libraries are concerned with knowledge, culture, information, facts, and beliefs. According to Ekonge (2007), the basic aim of establishing libraries and other information organizations in modern societies is to be able to respond to the information needs of different user communities. To Adebisi (2008), information services are provided in organizations to achieve their goals.

Madu (2005) opined that library is a place, a vehicle and or a wall-less place where books and non-book materials are organized for use either manually or electronically and manned by competent and qualified professionals. Library therefore belongs at the heart of people's lives contributing to their enjoyments and inspiration, cultural values, learning potentials, economic prosperity and social equity.

Information: It implies facts gathered from various sources, capable of reshaping the vision, thoughts, understanding and actions of an individual. He sees information as a lubricant to life just like engine oil to a machine. He also advanced that information adds to one's awareness or understanding of some topics, issues, problems or events to which individuals in every society should have easy access in order to play their respective

roles in the society or place and have a meaningful life (Uhegbu, 2014).

Information is a strategic instrument that is vital for human existence. It has assumed a prominent position in the affairs of man to the extent that it is now seen as a factor of production, in addition to land, capital, personnel and the entrepreneur. This is because relevant, adequate, timely and up to data information is necessary for result oriented decision making and implementation in the process of production. Such production may be social, political, economic, agriculture, education, technological or even scientific.

It is interesting to note that we live in the rapids of change we cannot slow down the changes coming into library and information services that is why ICT involved in all aspects of information cycle and management, where UNESCO (2002) defines information techniques used in information handling and processing. ICT is concerned with the technologies used in acquiring, processing, storing, preserving and disseminating information. It is the aggregate of computers, telecommunication equipment, multimedia, and other related technologies that are applied and utilized in the total process of information management and dissemination.

Information Dissemination (Propaganda)

It is of a truth that Information and Communication Technologies has gained its importance in every aspect of educational, socio-cultural and economic sectors and in every aspect of human doings because of its speed, accuracy, versatility, automation and diligence. The utilization of information at the right place and in the right time, for the purpose it is meant for without bias could cause success that can help in giving positive livelihood to its users, communities and in building information access to promote and drive to sustainable development goals of our dear nation Nigeria (Akinlubi, 2020). Libraries in 21st Century are seen as a learning and knowledge centres for people as well as the intellectual commons for their respective populations. Where people from different ethnic groups, with different principles,

knowledge, ideas meet and interact issues of values. Facts that are real, digital and virtual to expand learning and facilitate the creation of new facts for sustainable development (Soyele, et'al (2019).

Economic Development

Economic development is concerned with the process by which a nation improves the economic, political and social well-being of it is people. In wider sense, it is progress in all economy of the nation and people in a country become wealthier, healthier, better educated and experiencing all freedom rights and protection as citizens (Kolawole, 2016).

Objectives/Importance of Library and Information Centres in Nigeria

Libraries and information centres have the mandate of making information accessible to everyone, regardless of the era and the format in which the information is packed in also to provide information and enlightenment of all people of the community the library serves, and corporate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas to (Kolawole 2016).

Freedom, prosperity and the development of society and individuals are fundamental human values. They are attained through the ability of well-informed citizens, which library provides, coupled with basic condition for life-long learning. The importance of information in the society and organizations and the nation as a whole cannot be gain said, hence, it keeps the human society alive moving and progressing. Being a prime agent of action and change, it pervades of all constituents, processes and every act of human society to make life safe, richer and to realize it full potentials (Uhegbu, 2014).

Information Needs of Societal Members

All over the world, libraries and information centres have proved to be agents of change and development. They have, through their various services, enhanced national development in different countries of the world, particularly Nigeria. According to Edom (2012), libraries are integral part of national socioeconomic development, and improvement of the general quality of life. Library and information

services in Nigeria have however been concentrated in both urban and rural centres thus, not denying rural dwellers access to information, self education and recreation which libraries provide. This has influenced the precedented literacy rate and reduced ignorance among the people living in the rural areas.

It is carefully observed that rural development is inspired by the realization that no country can be said to be fully developed if its rural areas are not. This is because it is believed that an improvement in the working and living conditions of the rural populace is the first step towards achieving overall national cohesion (Mabogunje, 1980). In other words, national development will remain a mirage unless and until the rural landscape is properly developed.

Provision of Information Needs of Rural Communities by Libraries for Sustainable Development in Nigeria

The role of libraries in Nigeria in the provision of information needs for grass-root development of rural communities are evident in several ways:

- ❖ The libraries contribute towards mass mobilization and socialization of the rural communities. It is against this premise that Uhegbu (2001) asserts that the rural libraries in Nigeria serve as agents of mobilization and socialization to satisfy varied information needs of the rural communities.
- ❖ Secondly, they are concerned with training and retraining of individuals and groups through the provision and teaching of the use of new, up to date technical and scientific information resources.
- ❖ Libraries are generally perceived as public information centres which acquire, maintain, and collection of book and non-book resources to promote enlightened citizenry through stimulation and guidance.
- ❖ Libraries are generally perceived as public information centres which acquire, maintain, and collection of book and non-book resources to

promote enlightened citizenry through stimulation and guidance.

- ❖ They provide public oriented information services, and strive to meet the users' information needs, and to promote flow of information through the abundant scientific and technical, ideas, techniques and innovations.

Many libraries in Nigeria provide the highest level of information and educational support services to satisfy information needs of the rural communities. Thereby enlightening them to foster participatory activities in social functions of the country.

How Library and Information Technology (LIT) can help to Boost Academic Activities (teaching, learning and research) in Institutions of Learning.

Nigerian institutions of learning are saddled with educational problems of great concern, which the traditional methods of teaching and learning alone cannot solve. NJLA (2015) stressed that the conventional/traditional approach of teaching is inadequate, and that tertiary institutions should also intentionally foster 21st century skills like critical thinking to prepare students for lifelong learning and sustainable development.

In 21st century, the newer instructional/teaching methods may incorporate internet, web, multimedia, zoom and other modern devices. Note that most teaching has been done by conventional (traditional) teacher-centered methods rather than modern student-oriented applications and techniques while the transmission of knowledge and information has been realised with usual form of lectures or discussions requiring physical presence of both student and the teacher. However, active learning involves students whereby the lecturer helps them to have in-depth understanding of the course through induction of practice, in other words, the web-based instructional methods has been result than traditional teaching methods (Cooper, 2011). It increased the consolidation and conservation of a subject as well as the assessment and evaluation of

performance with better subsequent future career paths, for students.

McNulty and Halama (2014) proposed several techniques to support and promote active teaching and learning as follows:

- Use of visual media during the lectures (video, multimedia, slides);
- to encourage students to take notes during lectures;
- available computer for teaching;
- encourage students to solve problems during the case study;
- use of simulations, role playing and various graphics and use of collaborative learning.

The modern teaching methods such as Web-Based Instruction (WEBI) assist students teaching process, by displaying contents actively and intuitively. Making the lecturer's talk and communicate the relative concrete content joyfully. Also, students obtain perceptual understanding from so vivid and large information. This leads to the generation of distinct image and inspiring the students thinking it deepen the students understanding of content learnt within a short time, that is capable for a lifelong learning and for a sustainable development (Liu & Fei, 2014).

Challenges/Problems facing Libraries and Information Centres in Nigeria

Information packaging dissemination and retrieval have assumed new dimension since the inception of 21st century due to information and communication technology. The impact of new information technology can be felt in all aspect of human endeavours. This poses a lot of challenges to academic and public libraries. Readers are now exposed to many sources of information which can be obtained without going through the library students and academic staff may go to cyber-cafe or through their personal computer to access information on the internet, download and print whatever information required by them. Many institutions and public libraries do not have internet facilities in their libraries. In some institution where there are internet facilities, they are not installed in the libraries rather they are located in the computer centres



or Information Management System (IMS) unit. In effect some students and academic staff, even researchers may decide to abandon the library and seek information elsewhere.

Similarly, our libraries suffer the inadequacy of books and non-books supply, coupled with the inelastic financial budget. Effective political decisions to support the libraries and information centres in our country are lacking rather their emotional (and sentiment desires). Furthermore, challenges such as stealing, multination of library materials among others, this proffer the need for installation of e-gate security system and other local measures in many typical/academic libraries and information centers in Nigeria.

Besides the aforementioned challenges, Echezoma et al (2014) observed and listed some of the problems facing the effective and inefficient ICT services in our libraries and information centres to include:

- Low density and communication facilities and services.
- Infrastructural problems such as low-bandwidth, poor power supply and constant break down.
- Low perception of the worth and value of libraries and information centres.
- Government lethargic approach to ICT in all information centres.
- Adequate funds are not providing to sustain ICT application and capacity management in libraries and other information centers.

How Libraries and Information Technology helps in National Development

Such austere conditions being experienced by the majority of the rural and urban dwellers have resulted in their migration into other countries in order to seek greener pastures. Being one of the basic ingredients for self reliance and development. However, information is a key factor that facilitates rural and urban development and brings about social and economic change.

Our society is made up of different categories of individuals that require information in their day to day activities. The same society needs various kinds of information development to take place. Liberties and other information

centre are responsible for making information to be available to the right persons at the right time. In their appropriate format, different types of libraries play significant roles in the socio-economic, political, cultural and educational development of our society. They are the intellect brickyards of our civilization which are fundamental to growth and survival. They execute various roles and functions for the benefit of different categories and classes of individuals in our society, groups, organizations, ministries companies, barista of different kinds and sort. Therefore, libraries and information science portrait and stretched its tentacle in many areas of human endeavour as in:

- **Agriculture:** Farmers, agricultural expert, and other practitioners in the field of agriculture in the society, who are interested in agricultural information needs in the areas of production, well informed post-planting, marketing of sales and agricultural related policies others are best farming practices. Other are best farming practices, improved and high variety of seedlings, method of fertilizer application, agricultural input, new agricultural technologies, credit fertilizers for agriculture, livestock diseases, government programmes for agricultural development, processing and preservation methods, management of factors production like land and labour, irrigation methods, soil preparation and pest management, better marketing outlets for harvested crops and other agricultural produce. The farmers are giving health and medical information, so as to maintain healthy life styles that will enable them to carry out their responsibilities.
- **Education:** The fundament role of the library and information science is educational libraries and information centre play educational roles to nation building by provision of information resources (both print and digital) to support teaching, learning research,

urban and community services and the enlightenment of citizens, as well as enrichment of personal lives. These centres play strategic roles in education and advancement of knowledge by packaging, repackaging and delivery of information services targeted at satisfying information needs of those in education sector. The information centres contribute to education encouraging reading expanding learning process and developing learning skills, including lifelong learning.

- **Documentation and Promotion of Culture:** Libraries and information centres are repositories of knowledge, where they preserve and conserve documents of traditional (Values, norms and ways of life of the people). They are also agencies for the promotion of emerging literature. These activities help in inculcating in children and youths an appreciation of their cultural heritage.
- **Conflict Resolution:** Conflict is a relationship between two or more parties who believe they have incompatible goals or interests. It is misunderstanding that involves negotiable interest. Conflict might be as a result of religious, social, political or economic misunderstanding. Conflicts can be resolved through negotiation, diplomacy and mediation. Information and knowledge acquired from information centres helps to maintain attitudes of collaborative and cooperative intent, and change the dynamic of negotiation from mistrust to trust, thereby giving calmness to any unrest situation.
- **Youth Restiveness:** In Nigeria, it has been a prominent issue in recent times. There has been an increase in the occurrence of acts of violence and lawlessness, including things like hostage taking of prominent citizens and expatriate oil workers, as well as oil bunkering, arms insurgency,

cultism and so on. Causes of youth restiveness include bad governance, unemployment, poverty, inadequate education opportunities and resources, inadequate communication and information flow and so on.

Young people all over Nigeria are a vital and important segment of the society in which they live. A disciplined, focused, and bright future for any nation. Conversely, a lawless, indulgent and violent youth is a great threat to a nation's peace and security.

Library and information technology has been packaged and re-branded for our youths. This is aimed at inculcating positive values, attitudes, and behaviours that promote harmonious relationships. Our information centres ensure that they enlighten the youth and other members of the community, providing them with their actions and help make good conclusions that will promote peace and tranquillity.

Sustenance of Democracy in Nigeria

Democracy is a form of government that is centred on vesting the supreme power in the people collectively and is administered directly by them or by representatives appointed/elected by them. In democratic governments, this is assumed to be the best form of government. For democracy to survive there should be an executive who are knowledgeable and informed; committed and responsible legislatures who are also well informed. Access to information and mass literacy are necessary factors in the practice of democracy.

Citizens need right, accurate and up to date information in order to participate in the democratic process. This reinforces the strategic position of freedom of information to the citizens, thereby promoting democracy. The roles of libraries and information centres are indispensable in making access to information flow and development of informed citizenry. All information institutions serve as the lifeblood of democracy, the services of these institutions are provided on the basis of equality of access for all, regardless of age, race, gender, religion, nationality or social state. Further done, as part of sustaining democracy and good governance

in Nigerian society, libraries and information centres promote the freedom of information Act.

Conclusion and Recommendations

Library and Information Technology (LIT) is an important variable that determines and differentiate the extent of development of countries organizations and individuals. It is an essential and effective tool of development in any society. In other words it is a critical resource to the growth and development of any individual or nation (Chukwu, 2005).

The present age is rightly characterized as the age of information, where its success in any activity is based on the amount and accuracy of information. As such, the more information the better for both the academic institutions to anticipate and therefore make informed decisions. Nevertheless, information is one of the most paramount links that can foster the achievement of sustainable development of the urban and rural populace via serving as a medium of integration between the various institutions of learning and social groups of our country – Nigeria.

It is concluded that sustainable national cohesion in Nigeria is a multi-faceted process that is beyond a mere economic scope but rather, concerned with every aspect of human society, being a bridge builder that involves a comprehensive reorganization and orientation of the entire educational, economic and social system; which fosters not only an improvement in income and output but any change in institutional (social, economic, political and administrative) structures as well as in popular attitudes. In order to stop rural (sluggishness, joblessness, and youth unrest, growing disparities in less developed states where growth is difficult to achieve, libraries is said to have all information needed to develop and sustained a country and a nation a whole (Soyele, et'al 2019).

Adequate funding is the bedrock of any organization. Libraries should be well funded to enable sum all its activities with hitches free. Library should subject to approximate financial control, be “semi” autonomous in operating specific sub-heads of expenditure.

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ACCESS AND USE OF ELECTRONIC INFORMATION RESOURCES AND JOB PERFORMANCE OF SCIENCE LECTURERS: AN OVERVIEW REVIEW

BY

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ABSTRACT

The use of electronic information resources has become increasingly prevalent in academic settings, and its impact on job performance has been a topic of interest for many researchers. In particular, the access and use of electronic information resources and job performance of science lecturers has been a growing area of study. Through a conceptual analysis, this paper aimed to explore the available literatures on access and use of electronic information resources and the job performance of science lecturers. By examining current literature and research on this topic, this paper provided a comprehensive understanding of the relationship between these two variables. Overall, this conceptual paper shed light on the importance of electronic information resources in the academic setting and job performance of science lecturers. The study adopted descriptive survey research design. Questionnaire was used as the primary instrument for data collection on accessibility and use of information resources and job performance of science lecturers in the study. The population of 325 science lecturers and total enumeration or census method were used for the study, this is due to the manageable size of the population which is 325. By highlighting the potential benefits and challenges associated with the use of these resources, this paper contributed to the growing body of knowledge on this topic and provide valuable insights for future research. The study recommended increased investment in ICT facilities at the surveyed universities to promote increase in accessibility and utilization of e-resources by academic staff in research.

Keywords: Access, College libraries, electronic information resources, Job performance, Use

Introduction

The library is an organized infrastructure that facilitates the information needs of the parent body. Every library takes after the name of the instituting body therefore, when established in the college environment it is referred to as a college library. The college libraries have been making significant contributions to the mandates of their parent institutions. Adam (2017) stated that the college library is an integral part of its parent institution which is vested with the responsibility of supporting the core mission of teaching, learning and research activities of the college. That is why the college is judged based on the potentiality of its library. The services that are provided by a college library reflect the quality of job performance by its academic staff in such a college. Performance is concerned with the alignment of the objectives of an organisation which the employees' agreed measures, competence, skills, development plans and results delivery. Job performance is described as a set of workers' behaviors that can be monitored, measured and assessed. The implication of this is that lecturers' performance is aimed at the accomplishment of the overall goals of the organisation. According to Kutu and Olajide (2020), job performance is a means to reach a goal or set of goals within a job or organisation but not the real consequences of the acts performed

within the job. Employee job performance therefore, is the behaviour individuals engage themselves in or produce in the workplace which are in line with and contribute to organisation's goal.

Nwokike and Unbegun (2019) described job performance as a set of employees' behaviors that are perceived to be in agreement with organisational goals that can be measured, monitored and assessed as an achievement at an individual level. The individual's job performance can be rated against some predictable standards that can show the overall success of the organisation and this includes successful completion of tasks within designated period and effective delivery of services, ability to render quality work, high quantity of task performed, interpersonal relationship as well as the ability to work with minimal supervision (Igbinovia and Popoola, 2016).

Job performance is a concept that is widely viewed as the degree to which a combination of duties (such as teaching, research and community service) are performed by academic staff of tertiary institutions (Odigweet *al.*, 2020). Academic staff job performance is also defined as the association between teaching features and educational success in the classroom (Owanet *al.*, 2020). Job performance of the science lecturers are those activities or duties carried out by the lecturers for the visibility of the Department and the fulfillment of its establishment by the parent body. Job performance is directed to organisational goals that are

relevant to the job. Job performances is an important aspect of every organisational success. However, job performance can be measured through punctuality, work quality, performance, personal characteristics, work environment, behaviour as well as job outcomes, and training effectiveness (Orioguet *al.*, 2018). Thus, the influence of access and use of electronic information resources on the job performance of science lecturers may be observed by their teaching effectiveness, job commitment, satisfaction and motivation to perform their task among others. The importance of science lecturers' job performance cannot be over emphasised because of the lingering and far-reaching effect it may have on the educational outcome of students and the nation. Science lecturers in college of Education are the most visible users of electronic information resources for discharging primary assignments particularly for teaching, research, community services and personal social life.

The 21st Century has experienced a remarkable proliferation of electronic information resources (e-resources) which have tremendously change the information seeking behaviour of lecturers especially on their job performance. In recent times, electronic information resources have been identified as one of the majorsources for information dissemination in the tertiary institutions of learning, especially among lecturers (Lefuna,2017).The term electronic information resources is seen by Ugwu(2018) as library's information materials thatare in electronic form which include: electronic books (e-books); electronic newspapers (e-newspapers); electronic journals (e-journals) as well as Internet resources. E-resources also consist of databases, magazines, archives, theses, conference papers, government papers, scripts and monographs in an electronic form (Ankrah and Atuase, 2018).

According to Ternenge and Kashimana (2019), the term "electronic information resources" appear not to be used consistently; which is referred to as electronic information resources (EIR) and electronic library resources. Digital resources, digital materials and soft library resources are other terminologies used for electronic information resources.The importance of electronic information resources to lecturers and students cannot be overemphasised. They offer lecturers, undergraduate and postgraduate students the chance to access relevant and current information on different subject areas. The emergence of electronic information resources, according to Kutu and Olajide (2020), has tremendously transformed the handling and management of information in Nigerian academic environments. Electronic information resources, in tertiary institutions are integral part of the electronic library and stand as vital academic resources that support teaching, learning and research activities. Electronic information resources are invaluable research tools for lecturers and students in higher institution of learning. In academia, electronic information resources are dominating the research

activities of lecturers. Electronic information resources provide accurate and timely information, especially for lecturers who depend greatly on the electronic information resources for information to advance research and collaboration with other researchers around the world for intellectual growth (Eiriemiokhale and Ibeun, 2017).

Electronic information resources are easily accessible in the remote areas and solve storage problems and control the flood of information (Adedokun andFawole, 2018). This has increased the global dissemination of information. Electronic information resources such as e-books, full-text e-journals and online bibliographic databases must be subscribed to by academic libraries to meet ever-increasing demands from users for remote access to information. There are several forms and types of electronic information resources which are available on the Internet, some of the popular ones that are gaining ground are the electronic journals, standards, technical specifications, reports, patents, full text articles, trade reports and hosts of others (Ternengeand Kashimana, 2019).

Electronic information resources are critical sources of information accessed and utilised by scientists particularly science lecturers. They are medium for communicating discoveries and fundamental platform for exhibiting research (Dongardive, 2015). Electronic information resources are resources produced and circulated through electronic means such as computers and other digital electronics and channels particularly Internet. These resources include e-books, papers and articles of proceedings and journals. These resources are meant to be accessed and used by lecturers for teaching, research, community and personal social life. The access and use of electronic information resources for job performance of lecturers cannot be achieved without making electronic information resources available. Availability of electronic information resources refers to readily access to information in electronic format with little or no stress to the library user, users must know of their existence to be able to use them effectively; and to put to use what's available, users must possess requisite skills that will enable them to exploit these resources and services.

Availability of electronic information sources relates to the provision for and inclusion of the resources in the collection of the libraries at the disposal of users in academic institutions. According to Oriogu *et al.* (2018), availability of electronic information resources provides access to authoritative, reliable, accurate and timely access to information. In addition to this, the resources can enable innovation in teaching and increase timeliness in research. The access and use of these electronic information resources is expected to have some influence on their job performance.

Accessibility is the quality of being at hand when needed, while availability is concerned with resources physically located in the library. Accessibility deals with problems of storage, display and transmission of information resources to users promptly either manually

or electronically (Ajani *et al.*, 2021). Without access to electronic information resources, utilisation is unrealisable, and the value of the electronic information resources is meaningless to the job performance of science lecturers. Proper accessibility and utilisation of appropriate electronic information resources is relevant to the job performance of science lecturers. This justifies, to a large extent, the reason for their acquisition in tertiary institutions.

Utilisation of electronic information resources with regards to this study is the process through which lecturers particularly the science lecturers have access to electronic information resources for their job performance. The uses of electronic information resources is intended to broaden the range of available information within and outside the library and adding value to the content by making them accessible through digital means so that student, researcher, and the entire members of university community can access them anytime and anywhere (Okpaet *et al.*, 2022).

Nwabueze and Urhievwhu (2015) defined the utilisation of electronic information resources as the effective use of various electronic information resources by users. According to Chuks-Ibe (2021) electronic information resources utilisation is the practical and extreme utilisation of electronic information resources, identified and used by a user for the purpose of solving a problem. Nwabueze and Urhievwhu (2015) maintained that the effective access and use of electronic information resources are affected by factors which include: access problems, search and retrieval problems, self-related problems, the problems of electronic interlibrary loan, issues in document delivery services, acquisition and collection development issues. If science lecturers in Colleges of Education have easy access to modern electronic information resources and technologies, it is most likely that the quality of their job performance will increase and this will have a consistent positive impact on their job performance and output.

Literature Review

Job performance

Job performance is described as a set of workers' behaviors that can be monitored, measured and assessed. The implication of this is that lecturers' performance is aimed at the accomplishment of the overall goals of the organisation. This individual's job performance can be rated against some predictable standards that predict the overall success of the organisation and this includes successful completion of tasks within designated period and effective delivery of services, ability to render good quality work, high quantity of task performed, interpersonal relationship, as well as the ability to work with minimal supervision. In order to assess the job performance of science lecturers, knowledge and use and ICT is paramount to the practical or theoretical understanding of a subject. As performance expectation, effort expectation, social influence and facilitators (science lecturers) conditions are all tailored towards the effective utilisation of electronic information resources (Oriogu *et al.*, 2018).

Accessibility and Utilisation of Electronic Information Resources

The tremendous change in the nature of information environment in the universities, occasioned by the information revolution, in which information has now migrated from print to electronic form, has made information easily accessible in the universities. Information is now accessible on the computers, the CD-ROMs, the Internet or other digital networks. Due to the relative ease of accessibility of electronic information resources, there have been corresponding innovations and a shift in paradigm in information seeking behavior of academic staff in the universities toward electronic information resources from the print. The advancing digital age is therefore characterized with applications, access and use of ICTs and electronic information resources in the academic environments for teaching, learning, and research. In the universities the academic staff-essentially are involved in research and they need access to modern ICTs and electronic information resources to support their research activities. Notably, Okon (2013) argued "that one does not have to use technology because it is there, but one uses it if there is a genuine advantage".

In view of the seeming benefits of ICTs and electronic information resources in the universities, scholars have been investigating the pattern of access and use of these new tools and facilities in research process in a global perspective (Mawere and Sai, 2018). According to Okon (2013) although, there are existing research into the provision, access and use of electronic information resources in developing countries, there is still need for more research in this area. Observably, the increasing interest in research in this field is attributed to the rising expectation on the potential effect of electronic information resources on the information seeking behavior of academic staff in global arena Okon (2013). The present study is a contribution towards this goal in respect of Nigerian Universities.

Academic Staff's Accessibility and Utilisation of Electronic information resources

The emergence of digital age in research institutions has brought about a great dependency on Information and Communication Technologies (ICTs) in the conduct of research activities. There are different ICT tools that provide access to different types of Electronic Information Resources. Agricultural researches are the foundation of a sound agricultural development in any given nation and the success of this depends on access to the actual agricultural information for research purposes span across major subject fields such as plant and animal production and Agricultural Engineering. Agricultural researchers always seek information that will help them to do away with repetitive research and training and to draw from the findings of research conducted elsewhere. Musa, *et al.* (2017) opined that scientific research findings are communicated in scholarly journal based on subscriptions or licenses that is expensive to disseminate. Accessibility of electronic information resources in the context of agricultural

research is the process of making scientific information readily available and reachable for a particular researcher while utilisation of the resources constitutes the process that enables researchers to effectively and efficiently access the soft copy, online or digital information for an increase in the quality and effectiveness of their research activities. Sejane (2017) also submitted that EIR enables researchers have a better access to the work of the global scientific community to incorporate proven scientific knowledge into research. The use of EIRs became necessary because information needs of researchers have grown beyond management of print resources. Agricultural science researches are not devoid of the problem of incomplete information materials while facing difficulty in accessing the relevant available information. Apparently, accessing such information from internet is very slow due to overload of information or taken long time to download relevant information through internet. In line with this assertion, it becomes imperative for agricultural research institutes to know how to make agricultural information resources readily accessible and conveniently usable to effectively meet the information needs of researchers.

Odunlade (2017) noted that librarians of contemporary time should not be regarded as custodians of library materials but exploiters of information and information conduit. This was in assumption that electronic information resources should be made accessible and use purposefully by researchers. For users to be able to access and effectively use e-resources, they must also have adequate skills for retrieving information and to evaluate the outputs of the search process. In this regard, for Nigerian Agricultural Research Institutes (NARIs) to make significant impact in international research and publications in this electronic information age, the present state of ICT infrastructure must be redressed. Gakibayo *et al.* (2013) submitted that accessibility and utilisation of EIRs were not only affected by poor ICT infrastructure and lack of computer skills but also lack of resources and processes of accessing the resources. It is against this background and unavailable documented studies that this research becomes imperative and is being conducted to investigate the accessibility and utilisation of electronic information resources for research activities in Institute for Agricultural Research (IAR), National Agricultural Extension and Research Liaison Services (NAERLS) and National Animal Production Research Institute (NAPRI) in Kaduna State to offer research-based solutions.

Science lecturers Accessibility and Utilisation of Electronic information resources

Scholars have postulated that there is variation in accessibility and utilisation of ICTs and electronic information resources by gender whether in academia or in the larger society. A typical Internet user, as of 1995, is most likely a white male with high socio-economic status". This shows that the relative increase in Internet use by females may be of recent history. Zhang *et al.* (2022) in a study of demographic correlates on Internet

use affirmed that, the males are most likely to use the Internet than the females. Ladipo and Somande (2015) confirmed this as they found that male students used the Internet at the University of Ibadan, Nigeria than their female counterparts for their academic activities. Ogunlade *et al.* (2015) also reported the existence of gender difference in Internet use. The findings of their study of Internet use in Ilorin, Nigeria revealed that males used the Internet than females. This trend was confirmed by Hassan *et al.* (2020) that the Internet is mostly used by men, "while female users are increasing more slowly". Krasnova *et al.* (2017) in a survey of social networking sites by university students and faculties in Korea; reported that there is significant relationship between gender and the social networking sites (SNS). It was revealed that, males are involved in the use of SNS than females. The findings of these studies are in line with that of Hassan *et al.* (2020) who investigated Internet use by academic staff and found that "males used the Internet more than females".

But in contrast, other researchers have reported that females tend to use the internet predominantly for social interactions (Periset *et al.*, 2020) while males engage in activities more predictive of internet addiction disorder (IAD), such as pornography, cybersex, and online gaming (Hassan *et al.*, 2020).

The Effect of Accessibility and Utilisation of Electronic information resources on Productivity

Information is a resource for academic research, it is a resource for national or societal development, which to a larger extent is dependent upon the quality of available research system in a given country or region. The universities are the bedrocks for research, and they require efficient and quality access to information to support research activities of their academic staff. According to Okon (2015) access to information is one of the most important pre-requisites for an efficient, productive and relevant research system. Researchers must obtain timely and relevant information from various sources for effective research.

A recent study by Mojaye (2015) affirmed the importance of access to information to facilitate and support efficient and productive research. Jorgenson and Vu (2016) explained that as the society is witnessing the digital age, information has become a vital resource for socio-economic development and research is a panacea for effective socio-economic development in the society. ICTs and electronic information resources are sources of information in modern electronic information environment. Notably and relatively, ICTs and electronic information resources provide quick access to information than the conventional print resources. According to Mwantimwa (2021), academic staff (or universities) without access to information and communication technologies/electronic information resources will find themselves unable to compete in the international research arena or for the journal space for their publications. They counseled by saying that there is need for meaningful investments on ICTs towards

efficiency and improved quality of research in the society especially in African countries.

Besides, access to information, information use is postulated to be a correlate of academic productivity. In their study, Guan *et al.* (2018) used “reading” as a measure of information use among academic staff. Reading is the ability to extract information from variety of information sources/resources particularly the books/journals to primarily accomplish a research activity by academic staff in the university. Guan *et al.* (2018) found that readings of books/journals have had perceived positive effect on productivity of academic staff. They proposed that academics who read a great deal are likely to also have high academic productivity. Since reading is an indicator of information use, they upheld the proposition that information use is a correlate of productivity; that is high level of information use among academic staff is likely to have positive effect on productivity.

With the emergence of digital age, and the ICTs, information now exists in electronic format (referred to as electronic resource); access to information is thus relatively enhanced as information is efficiently made available to academic staff through computers, the Internet and related electronic networks and is readily used in research activity. Thus, in the electronic information environment, ICTs and electronic information resources now provide the platforms for access and use of information in research process; and are perceived to have a positive effect on academic productivity. Hence scholars within the past two decades have been conducting users’ studies to determine the relationship between accessibility and utilisation of electronic information resources and academic productivity. Observably, most of these studies only dealt with perceived effect of ICTs/electronic information resources on productivity, and only a few actually explored quantitatively relationship between access and use of electronic information resources and productivity. Apparently, the present study is aimed at filling this knowledge gap in African (Nigerian) setting, in both perspectives, especially with the apparent digital divide in the continent.

Research Methodology

The study will adopt descriptive survey research design. Descriptive survey research design is suitable for this study because it can be used to describe the influence of access and use of electronic information resources on job performance of science lecturers in Colleges of Education in North-central, Nigeria.

The population of this study is three hundred and seventy four (374). Total enumeration or census method will be used for the study, this is due to the manageable size of the population which is 374. Total enumeration method refers to the procedure that involves the collection of information from all the members of a given population. Questionnaire and observation checklist were used as research instrument. The purpose of using questionnaire was to enable the respondents

express their opinions for the study and the observation checklist was used for proper identification of the electronic information resources available in the study areas. The reliability coefficient obtained was 0.78 using Cronbach's Alpha reliability method which indicates that the research instrument is reliable. The data collected from sampled science lecturers was analysed using descriptive statistics. Pearson Product Moment Correlation (PPMC) will be used to test all the null hypothesis at 0.05 level of significance.

Summary

The following recommendations were made based on the available evidences from the literatures:

1. The management of College of Education in North-central, Nigeria should ensure that the use of EIRs is encouraged among science lecturers to enhance their job performance.
2. Constant and stable electric power supply should be made available for science lecturers by the College of Education management in North-central, Nigeria to ensure they are able to adequately utilise EIRs for their job performance.
3. The management of College of Education in North-central, Nigeria should ensure that e-books, e-journals among others are utilized by science lecturers, they should be made more available and accessible by the college library. It would also be important to make provision for other forms of e-resources given that the science lecturers utilise them as well.

Conclusion

In view of the positive effect of access and use of information resources in the study, the findings of the study indicate low electronic information environment in the colleges of education in relation to global practices. But, college of education in Minna was found to have a better electronic information environment than other colleges of education. The study concludes that there is low level adoption and diffusion of ICTs at the colleges of education; and that increase in the job performance in ICT facilities by college managements will lead to better electronic information environments in the surveyed colleges of education.

Recommendation

1. Regular sponsorship science lecturers and other relevant staff to attend national/international seminars/workshops/conferences on ICTs/e-resources should be the best practice in surveyed Nigerian colleges of education.
2. Science lecturers on their own should be active on access and use of information resources in view of the paradigm shift in information seeking behaviour from the print to e-resources and its attendant positive effect on job performance.
3. From the forgone, it is also recommended that equitable training/re-training on information literacy should be provided to science lecturers in



every disciplines in surveyed colleges of education and other Nigerian colleges of education.

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ASSESSMENT OF USE OF HEALTH INFORMATION RESOURCES FOR SUSTAINABLE SELF-CARE BY DIABETIC PATIENTS IN FEDERAL MEDICAL CENTRES IN NORTH-CENTRAL, NIGERIA

BY

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ABSTRACT

The study assessed the health information resources use by diabetic patients for sustainable self-care in federal medical centres in North-central, Nigeria. The study was guided by three (3) research objectives and questions. A population of eight thousand five hundred and thirty two (8,577) with a sample size of three hundred and eighty-two (382) using Taro Yamane (1967) formula for sampling technique. The instruments used were a checklist and questionnaire. The research instrument used for the study was structured questionnaire with adopted four (4) Likert's scale. The data was analysed using frequency counts, percentages, mean and standard deviation. The study revealed among others that the level of sustainable self-care of diabetic patients is high. frequency of use of health information resources of diabetic patients for general self-care is moderate. It was further revealed that diabetic patient mostly use health information resources to avoid unnecessary expenses on drugs. Therefore, the study recommended among others that adequate human and material resources need to be put in place by the management of federal medical centres, North-central Nigeria for proper orientation of diabetic patients on self-care.

Keywords: Diabetic Patients, Health Information Resources, Self-Care

Introduction

Good health is essential to human happiness and well-being which contributes significantly to success, wealth and even economic progress of any given nation. Well-being of any nation depends largely on healthy and productive population. Although, the effects of individual's health status on their productivity and earnings are readily observable and widely acknowledged. World Health Organisation (WHO) (2018) refers health to be "a state of complete physical, [mental well-being](#) and infirmity".

However, illness and disease cause instability to the individual's well-being, but the provision of health information on patients' health problems and self-care at the right time may serve to reassure individuals to meet the challenges of living with the disease and promote optimal health.

Each group of people have their information needs Ali *et al.* (2018) stated that the provision of timely, accurate and relevant health information that facilitates lifestyle changes in targeted population is of public health importance.

With an ever-increasing emphasis on self-care and patient/consumer responsibility for health, and an escalating amount of all types of information available, some individuals are in need of support and guidance when it comes to accessing and using health information resources effectively. The World Health Organisation (2018) defines self-care as: "the ability of individuals, families, and communities to promote health, prevent

disease, maintain health and to cope with illness and disability with or without the support of a healthcare provider". Self-care includes everything related to staying physically healthy including hygiene, nutrition, and seeking medical care when needed. It is all the steps an individual can take to manage stressors in his life and take care of his own health and well-being. Self-care among people living with diabetes is a prerequisite to guaranteeing life expectancy. Diabetes is one of the leading global public health concerns, striking a heavy global problem on public health as well as socio-economic growth.

Diabetes's self-care behaviours are a dynamic and cognitive practice that includes healthy eating, physical activity, monitoring blood glucose, compliance with medication, foot care and risk reduction behaviour towards the disease. All these seven behaviours positively correlate with good control, reduction of complications and improvement in quality of life. Diseases cause instability to the individual's well-being. The provision of health information on patient's health problems and self-care at the right time may help to encourage individuals to manage diseases and promote optimum health. According to Anyaoku and Nwosu (2017) there are two key types of health information, both of which people need. First is general health information available to all, this type of health information provides information about lifestyle options, care providers, diagnoses, conditions, self-care and treatment options (including risks), and standards of

care. This type of health information helps individuals to control the chances of contacting diseases. Second is personalised health information, this type of health information provides information specifically on an individual's own condition, care options and possible outcomes. This helps an individual to control and manage his condition after contact with a certain disease. More also, non-contagious diseases such as chronic respiratory diseases, HIV and AIDS cardiovascular diseases hypertension, cancer, and diabetes to mention but a few are disease conditions with many associated stress factors such as physical discomfort, pain, impairment, emotional and psychological distress. Diabetes is a name used to describe a metabolic condition of having higher than normal blood sugar levels. It is a complex, chronic condition that requires both high quality clinical care and effective self-management to minimise its dire health and economic consequences (Parker and Kreps, 2015).

To satisfy health information needs, diabetic patients need access to and use of relevant, timely and accurate health information resources in appropriate format. Therefore, good access to and use of health information resources become a must for diabetic patients. It is against this background that; the researcher conducted an assessment of dissemination and use of health information resources of diabetes in Federal Medical Centres, in North-central, Nigeria.

Statement of the Problem

Medical Libraries also known as Special Libraries are established in Health Centres to acquire, organise, disseminate and to make accessible health information resources to patients with varying illnesses for better management and self-care. Effective self-care of individuals especially the diabetic patients is necessary in order to establish behaviours to ensure holistic well-being of themselves, to promote health and to actively manage illness when it occurs. Individuals engage in some form of self-care daily with food choices, exercise, sleep and use of information resources. Medical libraries and healthcare providers can play an important role in promoting healthy behaviours amongst diabetic patients by providing them with reliable, relevant and accurate health information resources. Access to and use of relevant health information resources is essential for people to take appropriate decision in order to enhance their health condition particularly the diabetic patients.

However, a preliminary visit by the researcher to the Federal Medical Centres revealed that some diabetic patients who have no access to and use of health information resources on diabetes could be lacking sustainable safe-care. This was observed from the discussion held with some of the patients who stated that they have need for health information resources. Consequently, having access to health information resources might go a long way to assist the diabetic patients achieve their sustainable self-care. Therefore, this study seeks to assess the health information

resources utilisation among diabetic patients at Federal Medical Centres in North-central, Nigeria

Objectives of the Study

The specific objectives are to

1. ascertain the level of sustainable self-care of diabetic patients at Federal Medical Centres in North-central, Nigeria;
2. find out the level of use of health information resources for self-care by diabetic patients at Federal Medical Centres in North-central, Nigeria; and
3. determine the health information resources use by diabetic patients for self-care at Federal Medical Centres in North-central, Nigeria.

Research Question

The following research questions were addressed

1. what is the level of sustainable self-care of diabetic patients at Federal Medical Centres in North-central, Nigeria?
2. what is the frequency of use of health information resources for self-care by diabetic patients at Federal Medical Centres in North-central, Nigeria?
3. what is the health information resources use by diabetic patients for self-care at Federal Medical Centres in North-central, Nigeria?

Literature Review

Diabetes Mellitus (DM), which is described by an increased blood glucose level, is a metabolic disorder of multiple etiologies resulting in disturbances of carbohydrate, fat, and protein metabolism due to dysfunction in insulin secretion, insulin action, or both. This long-lasting high blood glucose level and the resultant metabolic deregulations is associated with secondary damage in multiple organ systems, specifically the kidneys, eyes, nerves, and blood vessels (Zerihun *et al.*, 2020). Furthermore, diabetes mellitus increases the risk of developing coronary artery and cerebrovascular disease.

According to Roglic (2016), Animaw and Seyoum (2017) and Jameson *et al.*, (2018), Worldwide, approximately 75–80% of people with diabetes die due to cardiovascular complications. Diabetes mellitus, especially, Type 2 Diabetes mellitus is increasing much more rapidly because of increasing obesity, reduced activity levels as countries become more industrialized, and the aging of the population. It is a complex chronic illness demanding continuous medical and self-care. According to Zerihun *et al.* (2020), self-care is a personal activity to take care and maintain one's own health and prevention of disease-related complications. Diabetes self-care, which includes activities such as healthful eating, regular physical activity, foot care, medication adherence, and self-monitoring of blood glucose, is very important to keep the disease under control. The American Diabetic Association (2016) underlined that diabetic self-care is necessary to limit potential organ damage, and it can reduce the likelihood of hospitalisations and emergency visits. Knowledge concerning Diabetes Mellitus disease and self-care practices for patients is important to achieve the desired

treatment targets and for the appropriate sustainability for the disease.

Utilising health information resources is an important part of coping with diseases. It includes communicative and cognitive activities like seeking, avoiding, providing and interpreting information (Iorver, 2020). Utilisation of health information resources is complex in that people’s information needs and behaviours vary over the course of their illnesses and along with the availability, format, quality and sources of information, hence the need to assess health information resources utilisation. The necessity of searching and utilising health information is affected by patient’s needs, the amount and type of information available, mental background and estimated cost. A person who believes has adequate knowledge about a disease naturally would not seek new information (Freimuth *et al.*, 2016). A diabetic patient can actively or passively utilise health information based on his or her situation to reach medical care decision. Among the advantages of active information utilisation as revealed by Firoozeh *et al.* (2015), is the reduction of anxiety, uncertainty and better control over the disease. In some situations, the necessary health information is passively absorbed from the surrounding environment, the diabetic patient might believe that there is no need to actively seek and utilise health information. Such a patient may not incline to ask questions from the doctor because he/she believes that the doctor will provide all necessary information. Utilisation of health information resources by diabetic patients may help the diabetic patients manage their disease and extend their life expectancy.

Research Methodology

This study adopted descriptive research design. Ogutu (2016) posited that a survey research design is probably the best of method available to social scientists who are interested in collecting original data for purpose of describing a population which is too large to observe directly. The population for the study is Eight Thousand, Five Hundred and Seventy-Seven (8577). These are the diabetic patients who usually visit between the year 2022 and 2023 in the four (4) federal medical centres studied. A sample size of three hundred and eighty-two (382) was used this was determined using Taro Yamane (1967) formula sampling technique. The research instruments used for the study was a self-designed questionnaire with adopted four (4) Likert's scale. The data collected was analysed using both descriptive (such as frequency counts and percentages as well as mean and standard deviation).

Data Analysis and Discussion

Response Rate

A total number of three hundred and eight-two (382) copies of questionnaire were administered to diabetic patients in the four federal medical centre studied. A total of three hundred and thirteen (313) copies of questionnaire were filled, returned and found usable for the analysis representing 82% response rate.

Research Question 1: What is the level of sustainable self-care of diabetic patients at Federal Medical Centres in North-central, Nigeria?

Table 1: shows the level of sustainable self-care among diabetic patients in the studied areas.

Table 1: Level of Sustainable Self-Care among Diabetic Patients
N = 313

L	Statements	VH 4	H 3	L 2	VL 1	FX	\bar{x}	STD	Decision
1	I am involved in nutritional therapy for sustainable self-care	101	98	64	50	876	2.79	0.29	High
2	I can comply with medication for sustainable self-care	106	98	64	45	891	2.85	0.35	High
3	I can use prescribed drugs for sustainable self-care	77	93	110	33	840	2.68	0.18	High
4	I am involved in physical activities for sustainable self-care	64	103	88	58	799	2.55	0.05	High
5	I can continue to monitor my level of blood glucose for sustainable self-care	97	109	43	64	865	2.76	0.26	High

Key: Very High (VH), High (H), Low (L), Very Low (VL)

Table 1 reveals that five items were listed for diabetic patients to respond on their level of sustainable self-care. All the five items produced high mean scores which were above the benchmark of 2.50. These items include item 2: I can comply with medication for sustainable self-care (\bar{x} =2.85; SD=0.35), item 1: I am involved in nutritional therapy for sustainable self-care (\bar{x} =2.79; SD=0.29), item5: I can continue to monitor my level of blood glucose for sustainable self-care (\bar{x} =2.76; SD=0.26), item 3: I can use prescribed drugs for sustainable self-care (\bar{x} =2.68; SD=0.18) and item 4: I am involved in physical activities for sustainable self-care (\bar{x} =2.55; SD=0.05). Above all, the highest mean score was discovered from item 2 on the need to comply with medication for sustainable self-care. This is not far from the fact that diabetic patients need to stick with the medication prescribed to them by health professionals to enable their sustainable self-care. From the analysis, the study revealed that items 1,2,3,4 and 5 were components needed by the respondents for improvement of their level of sustainable self-care.

Research Question 2: What is the frequency of use of health information resources by diabetic patients for self-care at Federal Medical Centres in North-central, Nigeria?

Table 2 shows the frequency diabetic patients use health information resources for their self-care.

Table 2: Frequency of Use of Health Information Resources for Self-Care by Diabetic Patients N =313

S/N	Statements	VO	O	O	N	F X	\bar{x}	S T D	Decision
1	Diabetic patients use health information resources on daily basis for general self-care	4 47	3 58	2 111	1 97	68 1	2.18	0. 32	Low
2	Diabetic Patients use Health Information resources always for good health	103	98	64	48	88 2	2.82	0. 32	High
3	Diabetic Patients use health information resources for adequate health maintenance	77	93	110	33	84 0	2.68	0. 18	High
4	Diabetic patients use health information resources only during visits for health protection	81	101	77	54	83 5	2.66	0. 16	High
5	Diabetic patients use health information resources only when directed by a librarian	46	62	109	96	68 4	2.19	0. 31	Low
6	Diabetic patients do not use health information resources at all	50	57	101	105	67 8	2.17	0. 33	Low

Key: VO=Very Often, O=Often , O=Occasionally, N= Never

Table 2 reveals that six items were listed for diabetic patients to respond on the frequency of use health information resources by diabetic patients for their self-care. Three items produced high mean scores which were above the benchmark of 2.50. These items include item 2: Diabetic Patients use Health Information resources for good health (\bar{x} =2.82; SD=0.32), item 3: Diabetic Patients use health information resources for adequate health maintenance (\bar{x} =2.68; SD=0.318) and item 4: Diabetic patients use health information resources only during visits for health protection (\bar{x} =2.66; SD=0.16). Similarly, three other items produced low mean scores which were below the average benchmark mean of 2.50. These items include item 5: Diabetic patients use health information resources only when directed by a librarian (\bar{x} =2.19; SD=0.31), item 1: Diabetic patients use health information resources on daily basis for general self-care (\bar{x} =2.18; SD=0.32) and item 6: Diabetic patients do not use health information resources at all (\bar{x} =2.17; SD=0.33). The three items that have mean scores above 2.50 benchmark mean enhance the frequency of use of health information resources by diabetic patients for their self-care.

Research Question 3: What are the types of health information resources use by diabetic patients for self-care at Federal Medical Centres in North-central, Nigeria?

Table 3 shows the types of health information resources use by diabetic patients for their self-care in the studied areas.

Table 3: Types of Health Information Resources Use by Diabetic Patients for their Self-Care. N=313

S/N	Statements	SA	A	D	S D	FX	\bar{x}	STD	Decision
1	I use health information resources on diabetes that improve lifestyle options	4 81	3 99	2 7 4	1 5 9	82 8	2.64	0.14	Agreed
2	I use health information resources on diabetes on standards of self-care	73	87	8 3	7 0	78 9	2.52	0.02	Agreed
3	I use health information resources on diabetes that avoid unnecessary expenses on drugs	11 1	10 0	5 1	5 1	87 9	2.87	0.37	Agreed
4	I use health information resources on diabetes that educate other diabetic patients for self-care	10 8	91	6 0	5 4	89 7	2.81	0.31	Agreed
5	I use health information resources on diabetes that are important to my family's health	10 3	98	6 4	4 8	88 2	2.82	0.32	Agreed
6	I use health information resources on diabetes that prevent constant reoccurrence of crises	77	93	1 1 0	3 3	84 0	2.68	0.18	Agreed
7	I use health information resources on diabetes that give relief	81	10 1	7 7	5 4	83 5	2.66	0.16	Agreed
8	I use health information resources that control the chances of enhancing diseases	10 3	88	6 4	5 8	86 2	2.75	0.25	Agreed

Key: SA=Strongly Agreed, A= Agreed, D=Disagreed, SD= Strongly Disagreed

Table 3 reveals that eight items were listed for diabetic patients to respond on the types of health information resources use by diabetic patients for their self-care. All the eight items produced high mean scores which were above the benchmark of 2.50. These items include item 4: I use health information resources on diabetes that educate other diabetic patients for self-care(\bar{x} =2.81; SD=0.31) item 5: I use health information resources on diabetes that are importance to my family's health (\bar{x} =2.82; SD=0.32), item 3: I use health information resources on diabetes that avoid unnecessary expenses on drugs (\bar{x} =2.87; SD=0.37), item 8: I use health information resources that control the chances of enhancing diseases (\bar{x} =2.75; SD=0.25), item 6: I use



health information resources on diabetes that prevent constant recurrence of crises (\bar{x} =2.68; SD=0.18), item 7: I use health information resources on diabetes that give relief (\bar{x} =2.66; SD=0.16), item 1: I use health information resources on diabetes that improve lifestyle options (\bar{x} =2.64; SD=0.14) and item 2: I use health information resources on diabetes on standards of self-care (\bar{x} =2.52; SD=0.02).

Discussion of the Findings

As regards to research question 1, level of sustainable self-care among diabetic patients is high. The diabetic patients revealed that they mainly involved in nutritional therapy for sustainable self-care, comply with medication, use prescribed drugs, involve in physical activities and continue to monitor their level of blood glucose for sustainable self-care. The access and use of the aforementioned will improve and enhance the level of sustainable self-care of diabetic patients. This is in corroboration with the findings of Freimuth *et al.* (2016) that when patients with diseases have good access to health information, they are better equipped to improve their health and quality of life, increase their ability to take control of their health, be aware of treatment options and act as equal partners in their care.

For research question 2, the study revealed that frequency of use of health information resources for self-care by diabetic patients is moderate. The diabetic patients indicated that they use health information resources for good health, adequate health maintenance and they use health information resources only during visits for health protection. This is in contrast with the findings of Uly *et al.* (2022) who argued that the causes of diabetes mellitus are unhealthy lifestyle, imbalance of dietary regulation, and lack of physical activity; this is influenced by self-care behavior.

In line with the findings of research question 3, it is revealed that the type of health information resources use to help avoid unnecessary expenses on drugs improve lifestyle options, control the chances of enhancing diseases, give relief, prevent constant reoccurrence of crises, use health information resources on diabetes that are important to my family's health, educate other diabetic patients for self-care, and use of health information resources on diabetes improves the standards of self-care. This is in line with the findings of Firoozeh *et al.* (2015) who revealed that among the advantages of active information utilisation is the reduction of anxiety, uncertainty and better control over the disease.

Summary of the Findings

The findings revealed that:

- the level of sustainable self-care among diabetic patients is high.

- the frequency of use of health information resources for self-care by diabetic patients is moderate.
- the types of health information resources use by diabetic patients for self-care is very adequate.

Conclusion

In conclusion, the findings of the study revealed that no library irrespective of the type or kind can achieve its goals and objectives of meeting the information needs of users without the provision of adequate and current information resources. The diabetic patients revealed that they mainly involve in nutritional therapy, comply with medication, use prescribed drugs, involved in physical activities and continue to monitor their level of blood glucose for sustainable self-care. therefore, provision of health information resources that would that would boast and satisfy by Federal Medical Centre Libraries would certainly improve the sustainable self-care of diabetic patients.

Recommendations

Based on the findings of the study, the following recommendations were made:

- The management of federal medical centres libraries in North-central, Nigeria should ensure the provision of adequate information resources such as encyclopedias, Internet resources, manuals, newspapers and newsletters in order for diabetic patients to be up-to-date in their sustainable self-care.
- The management of federal medical centres in North-central, Nigeria should ensure that diabetic patients are continuously enlightened on the need for nutritional therapy to avoid food or diets that contain much starch and also the need for physical exercise on regular basis to burn excess sugar or calories.
- The management of federal medical centres in North-central, Nigeria should that the information disseminates to diabetic patients should make them know the importance of film/video show, mobile phone and short message service to keep abreast of health information.

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TECHNOLOGY INTEGRATION FOR MANAGING NEW MEDIA RESOURCES AND COMBATING FAKE NEWS IN SOCIETY: THE CRUCIAL ROLE OF LIBRARIANS

BY

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ABSTRACT

The study explores technology integration for managing New Media Resources and Combating Fake News in the society and the crucial role of librarians. The paper discussed issues relating to the concept of new media resources and an overview of fake news in society. It further discussed how technology can be used to manage new media resources effectively and combat the spread of fake news. The role of librarians in managing new media resources and combating fake news was also discussed. The article concluded that with the combination of technology and librarians' involvement, new media resources can be effectively managed, and the spread of fake news can be effectively reduced.

Keywords: Technology, Technology Integration, New Media Resources, Fake News, Librarians.

Introduction

The staggering rise in the quantity of news streaming through social media platforms, casino sites, blogs, and other online arenas has resulted in skewed portrayals of facts on which the public relies when they make decisions. This proliferation of information has given rise to the age-old problem of “fake news”—the intentional or unintentional spread of false or misleading information, that is, when a news report is fabricated or its accuracy is dubious (Ebhonu & Onobrakpor, 2021). Fake news may create unnecessary chaos and trouble in society by influencing the opinions and decision-making of its members. Therefore, combating fake news in society is an urgent duty to ensure the credibility of the media resources. Technology has a significant role in assessing, curating, and displaying news for public consumption, and as such, the integration of technology for news sources should be managed in a way that encourages accessibility and understandability of accurate news. In addition, librarians and libraries must play a critical role in promoting the acquisition, curation, and dissemination of news for the overall betterment of society (Egger, 2013).

The booming presence of technology on a global level has dramatically increased the accessibility and shareability of news and information. Technology integration has made it easier for news agencies and media outlets to communicate news to potential

audiences quickly and effectively (Jean-Paul et al., 2023). For instance, with the help of advanced software, media outlets can collect, organize, disseminate, store, and share news. However, the ever-increasing accessibility to news and information has made it easier for the public to be exposed to incorrect and false data, and therefore, the need for regulation arises (Banasiewicz, 2022). All this brings into focus the decisive role libraries and librarians can play in combating fake news and ensuring the credibility of new media resources available in society (Musanje, 2019). Libraries are known for their significant role in managing and disseminating reliable sources of information. Through their well-coordinated system of cataloguing and service provision, libraries are adjusted to using the latest technology to ensure the accuracy of the media resources they provide. Librarians have the expertise and qualifications to overcome the problem of fake news with their proficiency in organizing and verifying data on the internet (Musanje, 2019).

To combat the menace of fake news and to accurately manage the media resources available in society, librarians must keep up with the current advancements in hybrid technology (Krasadakis, 2020). By actively participating in webinars and other seminars, librarians can keep up to date with the changes in technology. Furthermore, libraries can provide access to reliable and unbiased news sources, such as newspapers and journals, that are not influenced by



any commercial interests. Libraries can also provide access to resources, such as databases, newspapers, and catalogues, that are recognized by the governing authorities and can help people in accessing straightforward facts and data. Through the use of these dependable resources, librarians can help readers make evidence-based decisions and come to trustable conclusions. Technology and its integration can play a crucial role in managing new media resources and combating fake news in society. An effective way of utilizing technology is through the presence of libraries and librarians, with their experience and access to reliable resources. Libraries and librarians can use their expertise in effectively filter out false news and assimilate the correct news and resources to help the public make a proper judgment of the media resources.

Concept of New Media Resources

According to the University of Phoenix (2022), new media, often known as multimedia or digital media are communication technologies that enable or enhance interaction between users and content and they rely on digital means to communicate, as opposed to traditional media like print newspapers or television. Also, Friedman and Friedman (2008) defined new media resources as any digital resources that are available for use on the internet which can be used for communication, entertainment, or educational purposes. Furthermore, According to PCMag as cited in Southern New Hampshire University (2023), new media refers to the "forms of communicating in the digital world, which is primarily online via the Internet." The term encompasses all content accessed through computers, smartphones, and tablets. These resources can take the form of websites, blogs, online videos, social media networks, podcasts, interactive mobile applications, mobile games, online courses, online news sources, and so many more. They are all used as a way of engaging with technology in a way that is both exciting and productive.

New media resources often come with the added benefits of being easily shareable or transferable, highly customizable, low-cost to produce, and often much more accessible to a larger audience. Additionally, the use of these resources can drive audience engagement, helping businesses reach a larger audience and better serve their customers (Friedman & Friedman, 2008). The most important thing to know about new media resources is that they are always changing. As new technology is developed and widely adopted, what is considered "new" continues to morph. Once upon a time, DVDs and CDs were the latest way to watch movies and listen to music. Now, streaming services such as Netflix and

Spotify are more popular. Therefore, it is worthy of note that new media resources are resources that change with the development and spread of new technologies (Southern New Hampshire University, 2023).

Types of New Media Resources

Some of the common types of new media resources according to Southern New Hampshire University (2023); Indeed Editorial Team (2023); and Drew (2023) are explained below:

1. **Websites:** These are collections of information, blogs, and multimedia content that are available on the internet.
2. **Social Media Networks:** These are platforms that allow for user-generated and shared content, such as Facebook, Twitter, and Instagram.
3. **Online Videos:** These are short clips or longer videos that can be shared through platforms such as YouTube or Vimeo.
4. **Interactive Mobile Games:** These are mobile applications that are used to engage with users through gaming or other activities.
5. **Online Courses:** These are online classes and tutorials that help users learn new digital skills.
6. **Online News Sources:** These are sources of information about current events, typically shared through websites and news apps.
7. **Podcasts:** These are audio shows, generally in a longer format than online videos, shared via a digital platform.
8. **Augmented Reality:** These are applications that use computer sensors, graphics, and videos to enhance or simulate reality.

Overview of Fake News in the Society

According to Banasiewicz (2022), "fake news can be defined as the dissemination of false or misleading information as a result of news stories that are made up of false or misleading information" (p. 1). Also, Wardle & Derakhshan (2018) defined the term "Fake News" as a continuum of information disorder based on the two elements of falsity and intention to harm. The authors see FN as a blend of the notions of misinformation and disinformation. In the same vein, Mourao and Robertson (2019) defined fake news as discursive integration blending elements of traditional news, misinformation, sensationalism, partisan bias, and click-bait. Tech Target (2017) also sees fake news as an inaccurate, sometimes sensationalistic report that is created to gain attention, mislead, deceive, or damage a reputation. Unlike misinformation, which is inaccurate because a reporter has confused facts, fake news is created with the intent to manipulate someone or something. Fake news can spread quickly when it provides disinformation that is aligned with the



audience's point of view because such content is not likely to be questioned or discounted (Tech Target, 2017).

In another vein, the term fake news means “news articles that are intentionally and verifiably false” (Allcott & Gentzkow, 2017) designed to manipulate people’s perceptions of real facts, events, and statements. It’s about information presented as news that is known by its promoter to be false based on facts that are demonstrably incorrect, or statements or events that verifiably did not happen. Michailidis and Viotty (2017) further describe fake news as hoax-based stories that perpetuate hearsay, rumors, and misinformation. It is worthy of note that, fake news is a major problem in the modern, connected world. Although various forms of propaganda have been around for ages, in the technology-driven age, digital ‘fake news’ is becoming a major threat, partly due to the ease of creating, diffusing, and consuming content (Krasadakis, 2020). False or misleading stories can be easily created and diffused via the global online networks - in a matter of a few clicks. Fake stories become part of the personalized, endless feeds that people consume daily. What makes the problem worse is that a significant percentage of ‘social media users tend to consume content easily and share mechanically without the required critical thinking.

In recent years, the internet has provided a low-cost distribution channel for fake news. Posting fake news in discussion forums, website comment fields, blogs, and social media websites requires little, if any, technical know-how. Social media websites in particular have proved to be an easy venue for distributing fake news. Bogus stories can be tweeted or posted from a mobile smartphone and quickly distributed to a large audience through retweets and sharing (Tech Target, 2017).

Elements of Fake News

Wardle and Derakhshan (2018) as cited in Ebhonu and Onobrakpor (2021) asserted that there are certain elements with which fake news can be identified. According to the authors, fake news must contain certain elements which are:

1. False Connection
2. Misleading Content
3. False Context
4. Imposter Content
5. Manipulated Content
6. Fabricated Content

False Connection

An example of a false connection is when visuals or captions do not support the content. The most common example of this type of content is clickbait headlines. With the increased competition for audience attention, editors increasingly have to write headlines to attract clicks, and when people read the article, they feel that

they have been deceived. This can also happen when visuals or captions are used, particularly on sites like Facebook, to give a certain impression, which is not backed up by the text.

Misleading Content

This type of content is when there is a misleading use of information to frame issues or individuals in certain ways by cropping photos or choosing quotes or statistics selectively. This is called Framing Theory (Entman et al., 2009). Some examples have been exposed on Rappler.com. Visuals are particularly powerful vehicles for disseminating misleading information, as people’s brains are less likely to be critical of visuals. Native or paid advertising that mimics editorial content also falls into this category when it is insufficiently identified as sponsored.

False Context

One of the reasons the term ‘FN’ is so unhelpful, is because genuine content is often seen being re-circulated out of its original context. For example, an image from Vietnam, captured in 2007, and re-circulated seven years later, was shared under the guise that it was a photograph from Nepal in the aftermath of the earthquake in 2015 (Pham, 2018).

Imposter Content

There are real issues with journalists having their bylines used alongside articles they did not write, or organization’s logos used in videos or images that they did not create. For example, ahead of the Kenyan elections in 2017, BBC Africa found out that someone had created a video with a photo-shopped BBC logo and strapline, and it was circulating on WhatsApp (UNESCO, 2018). BBC therefore had to make a video that they shared on social media, warning people not to be fooled by the fabricated video.

Manipulated Content

Manipulated content is when genuine content is manipulated to deceive. An example from South Africa shows manipulated images of Huff Post Editor-at-Large Ferial Haffajee in one case, sitting on the lap of a businessman, Johan Rupert to depict a personal relationship with him (Haffajee, 2017).

Fabricated Content

This type of content can be in text format, such as the completely fabricated ‘news sites’, like WTOE5 News, the self-proclaimed fantasy news site that published an article suggesting that the Pope had endorsed Donald Trump for President in 2016. Lewandowsky et al., (2017) also noted that in the most general form, fake news has three characteristics. These characteristics are:

1. Factually inaccurate.
2. Optimized for sharing.
3. It is meant to obscure or distort emotions; preying on prejudice or bias.



Managing New Media Resources with Technology

New media resources, such as videos, podcasts, and interactive items, have the potential to add value to how students and business professionals' access and interact with information. Lu and Nam (2021) observed that with the rapid development of the Internet and smartphone technology, a large number of short videos are shared through social platforms. Therefore, video content analysis is a very important and popular work in machine learning and artificial intelligence currently.

However, it is very difficult to analyze all aspects of video content originally produced by large-scale users. How to screen out bad and illegal content from short videos published by a large number of users, select high-quality videos to share with other users, and improve the quality of video on the distribution platform of the entire user is a top priority (Lu & Nam, 2021). Hence, leveraging technological innovations on the new media resources effectively requires the use of a strategic technology approach. Here are some steps that institutions, organizations, and businesses can take to successfully manage new media resources with technology:

1. **Invest in the appropriate hardware and software:** New media resources such as videos require powerful computational hardware and software like video editing software (Muchmore, 2023). Investing in the right technology upfront can save money in the long run and ensure that the system can handle larger workloads and more complex tasks.
2. **Develop an effective storage strategy:** Due to the large file sizes associated with many new media formats, organizations, institutions, and businesses must ensure they have an effective storage solution in place. This should include strategies to store, protect, back up, and track all media resources.
3. **Utilize the right technology tools:** Organizations, institutions, and companies should choose technology tools that allow them to easily create, edit, curate, and share new media resources (Bagadiya, 2023). This should include tools such as interactive video editors, image editing software, podcast creators, and interactive graphics.
4. **Optimize delivery and access:** Properly utilizing available technology and a good content delivery network, can ensure that new media resources are delivered quickly and seamlessly to end users.
5. **Monitor performance:** Organizations, institutions, and businesses should use big data technology to monitor the performance of their new media resources. This should include tracking metrics such as click-through rates, session lengths, engagement metrics, and customer satisfaction metrics.

By following the aforementioned steps, organizations and institutions can ensure that their new media resources are properly managed and accessible, allowing them to maximize their potential and add value to their educational and professional use.

Combating Fake News with Technology

Verifying information in the data age. This is a challenge for the connected and digital society. The creation, and especially the consumption, of false information, is growing all the time. Providing a solution is not easy, but with the convergence and proliferation of digital technology especially in the 21st Century, the use of technology to combat fake news will be key (Telefónica, 2023). Some of the major technologies that can be adopted to combat fake news are:

1. **Explicable Artificial Intelligence:** Fake news is not only a problem for consumers of information but also journalists and disseminators. In this context, the Spanish startup, AyGLOO, together with the news agency Europa Press is working on a project to detect fake news with the use of Explainable Artificial Intelligence, XAI (Telefónica, 2023). The goal of the project is to design a simple and effective tool for journalists, researchers, and disseminators to verify information circulating on the internet, social networks, and forums. The tool is based on XIA, which involves the use of AI and machine learning methods to help users understand AI results and potential biases, and improve the fairness and transparency of the resulting algorithms. Journalists will therefore be able to know the reasons why the system considers information to be false or true (Telefónica, 2023). With such applications, current verification processes can be streamlined, as AI and natural language understanding can analyze the text of news stories and alert the journalist to truth or falsehood.

2. **Google Fact Check Tools:** Any user should have specialized verification websites at hand, especially if he or she is involved in communication. To solve this problem, the following has arisen Google Fact Check Toolsa scanner with a check markup. The platform is based on the Fact Check Explorer and Fact Check Markup Tool (Telefónica, 2023). The first of these allows quick searches on hoaxes published about people, organizations, topics, etc., and even research into statements. In addition, it works in different languages, simply. Meanwhile, the Fact Check Markup Tool is a tool exclusively for journalists. With it, structured information on the verification process can be added.

3. **Blocking the Chain of Lies with Blockchain (Blockchain Technology):** Blockchain keeps providing solutions to almost every modern problem. Among many other things (that may include



Bitcoin), this incredibly versatile technology can also be used to staunch the gaping wound that fake news has inflicted on our society. According to Buttice (2022), blockchain can provide the much-needed transparency and accountability that the world of news needs so much. Buttice noted that first, it can help track the origin of every article and piece of content, as well as its subsequent steps, such as who shared it and where. Second, it can help revolutionize the current monetization system that is based more on generating views than on delivering quality content. Those who make more money are those who can share their content in more places – which is much easier when an article is packed with alarmist claims, filled with conspiracy theories, and enhanced with scaremongering tactics. The blockchain could help media platforms create their self-sustaining economies where crypto coins could be used to motivate authors to generate reliable and fact-checked information. Internal data encryption, identity verification, and full traceability of any piece to check for any author bias are just the icing on the cake here (Buttice, 2022).

4. User Authentication and Verification: Implement systems that verify the authenticity of users and sources sharing information. This can involve multi-factor authentication and other identity verification methods.

5. Media Literacy Programs: Use technology to promote media literacy through online courses, apps, or interactive platforms. Educating users on how to critically evaluate information can empower them to discern between reliable and fake news.

The Pertinent Roles of Librarians

Librarians are faced with the challenge of creating an environment of learning and research. As such, librarians should be able to effectively manage new media resources with technology and combat fake news by discovering authentic news sources (Musanje, 2019). To achieve this, librarians need to understand the impact of new media resources and leverage technologies, such as big data, artificial intelligence (AI), and machine learning, to their best advantage. The following are some key ways in which librarians can utilize technology to manage new media resources and combat the issue of fake news:

1. Use of Artificial Intelligence-Powered Content Curation Programs: AI-powered content curation software can be used to curate news resources in an organized manner. AI can analyze large volumes of data quickly and accurately, allowing librarians to quickly discover and access accurate news sources (Telefónica, 2023).

2. Use of Machine Learning Algorithms: Machine learning algorithms can be utilized to detect and reduce the spread of fake news in libraries (Durier da Silva et al., 2019). The algorithms can be used to detect news stories that are inaccurate and flag them as “fake.”

3. Development of News Aggregators: Librarians can develop news aggregators that can collect news from a variety of sources and ensure that only the most trustworthy sources of information are presented.

4. Implementation of Search Engines: Search engines utilizing advanced algorithms can help librarians filter out fake sources of information (Durier da Silva et al., 2019).

5. Usage of Warning Labels: Librarians can also implement warning labels to mark news sources that may not be reliable (Antelman, 2023).

6. Conducting Research: Librarians can collaborate with researchers to research the issue of fake news. By analyzing the impact and frequency of fake news, librarians can identify new ways to combat fake news.

Conclusion

New media resources have the potential to be powerful tools for communication, education, and entertainment. Organizations, institutions, and businesses need to ensure they are leveraging the potential of new media resources through the use of technology. Additionally, technology can also aid in the fight against fake news, by providing tools and resources that can be used to detect and reduce the impact of false information. Librarians have a significant role to play in managing new media resources with technology and combating the spread of fake news. Through the usage of artificial intelligence, machine learning algorithms, news aggregators, search engines, and warning labels, librarians can effectively manage new media resources and reduce the spread of fake news.

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RELATIONSHIP BETWEEN ICT COMPETENCY AND JOB PERFORMANCE OF NATIONAL LIBRARY STAFF IN NORTH-CENTRAL, NIGERIA

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ABSTRACT

In today's digital age, the competency in Information and Communication Technology (ICT) has become an essential skill for employees in various industries. The National library, being a crucial source of knowledge and information, requires its staff to possess a high level of ICT competency to fulfill their job responsibilities effectively. This paper examined the relationship between ICT competency and job performance of National library staff. The relationship between ICT competency and job performance of National library staff has been widely studied and is of great interest in the field of academic research. In this conceptual review, the paper provided an in-depth analysis of the various factors that contribute to the success of National library staff in their job performance, with a special focus on the role of ICT competency. Through a comprehensive literature review, this paper identified key areas where ICT competency plays a crucial role in enhancing job performance as well as skills required by librarians for effective job performance include: database management skills, networking skills, cloud computing skills, social media/virtual reference services skills, web design skills, open access resource management skills and meta data skills. Overall, this conceptual review provided valuable insights into the relationship between ICT competency and job performance, serving as a useful resource for both researchers and practitioners in the field. The review also highlighted the major problems hindering librarians' ICT competency and job Performance of staff in national library.

Keywords: Job performance, ICT competency, Library staff.

Introduction

Job performance of library staff in National library of Nigeria plays a vital role in National library development. The ability to carry out statutory functions which are based on the field of specialization or areas of development as well as an organisation's objectives determine the job performance of library staff. Performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organisational effectiveness (Shaibu and Isah, 2018). Some of the indicators of job performance are ability to render good quality work, high quantity of task performed, interpersonal relationship, as well as the ability to work with minimal supervision. Job performance is also a function of the combination of quality attributes which includes abilities, competencies, motivation, and commitment of individuals. Other abilities include personal discipline, communication skills organisational training and self-development of individuals in the organisation (Basahuwa, 2020). Job performance can be defined as all the behaviours staff engage in while at work (Stephen *et al*, 2020). It is how well someone performs at his or her work. Oduwole (2004) cited in Stephen *et*

al (2020) viewed job performance as how one carries out the task, duties, and responsibilities associated with a particular job.

According to Basahuwa (2020), Job performance is an important determinant for predicting the success or failure of any library. It is propelled by factors which include motivation and ICT skills. It is believed that when employees (librarians) get motivated, higher job performance is achieved and when ICT skills are applied delivery of quality services to library users is equally achieved. Jobs performed in the library include acquisition, cataloguing and classification of materials, provision of reference services, charging and discharging of materials to users among others (Saka and Salman, 2014).

Over the past few decades, notable changes have been observed in libraries across the globe with regards to acquisition, organisation and delivery of quality services. These changes are mainly due to the development and impact of Information Communication Technology (ICT) in libraries which have also made changes in all walks of life. The ICT tools and services are being used in libraries to manage libraries more efficiently and to cater for the demands of library users in a timely, relevant and accurate



manner. In this changing library environment, the librarians must possess adequate ICT competency to manage the modern libraries, and more specifically the National Library of Nigeria (NLN) (Basahuwa, 2020). Anamelechukwu *et al.*, (2021) defined Information and Communication Technology (ICT) as the Scientific, Technological and Engineering disciplines and management techniques used in information handling and processing. The UK Cultural Heritage National Training Organisation, (2004) in Anamelechukwu *et al.*, (2021) sees competence as a test to the ability of an individual to do a job or work to nationally agreed standards. According to the researchers, a key concept in the idea of competence is linked to ability to: perform activities within an occupation or function work consistently to agreed standards - a person's performance must meet specific criteria before he or she can be termed competent, and transfer skills to a range of situations within, and even external to, the central occupational area.

APLEN (2008) in Sani and Musa (n.d) defined ICT competencies for library professionals as a combination of skills, knowledge and behaviours related to library technology and are important for organisational success, personal and job performance as well as career building. Sani and Musa (2020) defined ICT competency as the knowledge and ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Ayoku and Okafor (2015) provided a list of ICT competencies for library professionals which include basic computer competency, automation skills, use of e-mails, word processing, web design and internet skills, database management and database searching skills, virtual reference services, troubleshooting and maintenance skills.

Literature Review

Background Information of National Library and Function

IFLA (1997) cited in Ugwuogu (2018) defined National library as an institution, primarily funded (directly or indirectly) by the State, which is responsible for comprehensively collecting, bibliographically recording, preserving and making available the documentary heritage (primarily published materials of all types) emanating from or relating to its country; and which furthers the effective and efficient functioning of the country's libraries through the management of nationally significant collections, the provision of an infrastructure, the coordination of activities in the country's library and information system, International liaison and the exercise of leadership.

According to Ugwuogu (2018), National Libraries of the 21st century National libraries, like other libraries, resolved to embrace opportunities to build on past achievements and chart promising new directions. One of these critical new directions involves developing a comprehensive and purposeful approach around 21st century skills. A 21st century skills framework for

libraries, including the National library has been recommended thus (Institute of Museums and Library Services, 2009): Information, media, and technology skills. The functions of National library according to Ali (2021) include the following:

National bibliographic control

One of the main goals of a national library is fulfilling their nation's part of the common international goal of universal bibliographic control, by ensuring the bibliographic control of all the books or book-like documents published in that particular country or talking about that particular country, in any way.

International Bibliographical Control

Another one of the main goals of many a national library is the "export aspect" and the collaborative sides of the universal bibliographic control of all the books in the world. This is done by the exchanges and accords between different Nations, and also by fostering the creation of standard conceptual tools such as library classification systems and cataloguing rules. The most commonly used of these tools is the International Standard Bibliographic Description or ISBD, which has served as a basis for national and international cataloguing codes, such as AACR2.

Legal deposit

National Library is also play vital role in the legal deposit of any national collections they endorse collection through author or content.

Publication of Catalogue

An important function of National library is publication of catalogue. It takes care of how many books are published in the country?

Coverage of foreign literature

It is also function and responsibility of National Library to collect and preserve the important foreign literature published by any other country.

Exhibitions

National Library play very vital role in the exhibitions of national literature through different kind of activities like book launching ceremony, like book fair and seminars and seminars on national issues and events on different national days.

Job performance of library staff in national library

Job performance has been defined as the overall expected value from employees' behaviours carried out over the course of a set period of time (Sani and Musa, 2019). Job performance relates to the act of doing a job. It is a means to reach a goal or set of goals within a job, role, or organization. It is viewed as the work related activities expected of an employee and how well those activities were executed. Many top management personnel and directors assess the job performance of each employee on an annual or quarterly basis in order to help them identify suggested areas for improvement. Job performance assesses whether a person performs a job well because performance is an important criterion for organizational outcomes and success (Vazirani, 2010 cited in Sani and Musa, 2019).

Clearly described, job performance refers to the degree of output attained when completing a specific work or

project. It could be described as a procedure or method of carrying out a duty or task or as the accomplishment of a specific task concerning the correctness, thoroughness, and cost of already established standards. Correspondingly, Anyim (2020) believes that performance reflects how effectively the workforce achieves the organization's mission and objectives. The definition of job performance is the application of one's abilities to produce products and services that satisfy a specified need. Harikaran (2015) cited in Bankole *et al.*, (2023), a person's job performance is the result of their efforts, influenced by their skills, personality, and perceptions of their role. Job performance is the execution of statutory obligations or functions based on the area of expertise of library personnel that are directed toward achieving the library's goals.

Relationship between ICT competence skills and job performance

Acquisition of information and communication technology competencies are set of skills needed for handling of information in various format and media. Bell and Shank (2008) cited in Oyedokun, *et al.* (2018), also attributed ICT competence as ability to use digital technology, communication tools and networking technology to locate, evaluate, use and create information. Babu (2007) cited in Oyedokun, *et al.* (2018), outline methods of ICT skills acquisition for librarian to include formal education (such as master program), informal education (such as distance learning, self-study and training, attending IT training, workshop, seminar and conference). ICT skills acquisition could be in form of on-the-job training or outside the work place.

Oyedokun, *et al.* (2018), assessed the computer literacy skill of librarians in Isfahan University in Iran, and they observed that most librarian acquire ICT skills through formal education. Just in consonance to the forgoing, Beebe (2004) cited in Oyedokun, *et al.* (2018), identified different method of acquiring ICT skills, which include formal training, informal training form friends and relative as well as self-studying of user manual. Kumar and Kaur (2006) cited in Oyedokun, *et al.* (2018), was of the opinion that ICT skills could be acquire through trial and error, guidance from colleagues and friends, training from college, self-study and training as well as external courses.

The relevant ICT competency of staff in national library and job performance

The concept ICT competency connotes an integrated set of knowledge, skills and attitudes for functional use of ICT in an educational context. APLEN (2008) cited in Sani and Musa (2019), defined ICT competencies for library professionals as a combination of skills, knowledge and behaviours related to library technology and are important for organizational success, personal and job performance as well as career building. Competencies are useful in order to enhance performance at work. Mart (2013) cited in Sani and Musa (2019), defined competency as personal characteristics such as: skills, knowledge and attitudes,

which an individual possesses or need to acquire in order to perform an activity within a specific context.

Rowe (2007) cited in Sani and Musa (2019), also defines competency as a set of knowledge, skills, attitudes, and values that are needed to effectively perform an occupation or a productive role. Linking this concept to ICT competencies, it refers to a group of skills, knowledge and attitudes that are applied to the use of information and communication systems, as well as the devices that the activity involves. Therefore, (ICT) competency is defined as the knowledge and ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Adeleke and Olorunsola (2010) confirmed that ICT competency correlates with job performance, which can be measured and enhanced through training. Similarly, study by Batoool and Ameen (2010) found that there is a positive relationship between competency and job performance as competency contributes to the high levels of performance between individuals as well as the organization. Ayoku and Okafor (2015) provided a list of ICT competencies for library professionals which include basic computer competency, automation skills, use of e-mails, word processing, web design and internet skills, database management and database searching skills, virtual reference services, troubleshooting and maintenance skills, and so on.

ICT Competency of library staff is a measure of their capacity to make appropriate use of ICT tools for information selection and acquisition, organization, and storage, retrieval, and dissemination. Babu (2007) cited in Oyedokun, *et al.* (2018) outline methods of ICT skills acquisition for librarian to include formal education (such as master program), informal education (such as distance learning, self-study and training, attending IT training, workshop, seminar and conference). ICT skills acquisition could be in form of on the job training or outside the work place. Safahieh and Asemi (2008) cited in Oyedokun, *et al.*, (2018), assessed the computer literacy skill of librarians in Isfahan University in Iran, and they observed that most librarian acquire ICT skills through formal education. Just in consonance to the forgoing, Beebe (2004) cited in Oyedokun, *et al.*, (2018), identified different method of acquiring ICT skills, which include formal training, informal training form friends and relative as well as self-studying of user manual. Kumar and Kaur (2006) cited in Oyedokun, *et al.* (2018) was of the opinion that ICT skills could be acquire through trial and error, guidance from colleagues and friends, training from college, self-study and training as well as external courses.

ICT skills of librarians from the global point of view appear to have a relationship with their performance in the workplace. A combination of ICT skills and appropriate motivation may help strengthen the performance of librarians in reference services, cataloguing and classification, serials management, collection management, circulation management,

digitization and management of electronic databases which are all important aspects of librarianship rendered by the librarian are no longer centered on one-to-one or face-to-face service delivery in the library. Library services are now ICT driven and librarians who lack ICT skills and are not motivated enough to acquire such skills cannot perform optimally on the job. The job performance of Librarians in National Library may be hampered by lack of requisite skills in using ICT.

Basahuwa, *et al.*, (2020) posited that computers are useful for the performance of some functions such as checking and imputing information and ensure correctness and completeness, sorting information into designed sequence, storing data for future reference to mention a few. Other functions that can be performed using computers are search engines, Internet facilities, e-mail, Internet navigator tools, web browser and web file formats, database software, Internet development and while management know-how are required of librarians in the 21st century. Application of ICT skills into the daily routines of librarians will impact greatly on their performance in terms of selection, acquisition, organization and dissemination of information which are the crux of librarianship. The use of ICT is not only beneficial to librarians, by making his/her job performance more effective; it has the capacity to increase the efficiency of service delivery to information users (Basahuwa, *et al.*, 2020).

Munawar, *et al.*, (2021), identified ICT competencies that were required for academic library professionals in the electronic information environment and presented a list of competencies that were including experience with bibliographic utilities such as OCLC, awareness of library computerization, online database searching, workstation computer utilization, microcomputer appliance, application of CD-ROM products, computer encoding, knowledge of computer hardware and possession of a degree in computer science. In 1994 the author added some additional competencies that were Local area Network (LAN), Wide Area Network, internet searching, searching in electronic resources, and image technology or multimedia.

Fisher (2004) cited in Munawar, *et al* (2021), had been recommended a set of ICT skills that were required for library staff for effectively serving in the 21st Century electronic environment as: Knowledge of computer hardware, software, and networking skills; Knowledge of Microsoft Office and its Applications; Knowledge of Presentation software; Library computerization; Database development; Internet-related competencies like electronic mail management, searching apparatus, knowledge of online search engines, the ability of online database search and complication of internet; Intranet competencies; Scanning procedures; Networking expertise; Web page development; Content promotion; Digitization expertise; Knowledge of web-based services; and Virtual skills, that were required for library staff in the current information age. Modern libraries have shifted their collection and services from books and journals to ebooks and e-journals, and from

traditional service-oriented centre to modern online resource and service providers. Khan, *et al.* (2011) as cited in Subhash and Nanaji, (2016), have explained that ICT has provided libraries with new opportunities to improve their resources and services. The main tools to be implemented in libraries are Computers, Internet, Email, Mobile Phones, Image Scanners, Printers, Barcode Printers and Readers, and many more things.

A library whether a public, national, academic, research or special library has its main objective and function to collect, organize and disseminate information to its end users efficiently and effectively. According to Subhash and Nanaji, (2016), libraries of the 21st century have to conceive not merely as a store house of knowledge, but also be an effective mechanism to facilitate dissemination of knowledge, promoting information and knowledge sharing. The libraries of the 21st century should transmit today's literate society in to knowledge-based society of tomorrow. The library is the fulcrum of support for the entire range of academic activities of an educational institution.

ICT Skills Required by Librarians for Effective Job Performance

Librarians require necessary ICT skills needed to meet up with the daily information demands of users. The skills required by librarians for effective job performance include: database management skills, networking skills, cloud computing skills, social media/virtual reference services skills, web design skills, open access resource management skills and meta data skills.

Database management skills

Techopedia (2020) defines a Database Management System Skills (DBMS) as a software package designed to define, manipulate, retrieve and manage data in a database. A Database Management System Skills (DBMS) generally manipulates the data itself, the data format, field names, record structure and file structure. Utilising and applying all these database management features by the librarian makes job performance in modern day librarianship very exceptional.

Networking skills

Nzewi (2022) defined networking skills as the ability to appropriately use digital tools and facility to identify, access, manage, integrate, value, analyze and synthesize digital resources, construct new knowledge, create media expression and communicate with others in the context of specific life situations. Ratheeswari (2018) listed familiarity with the etiquette of text messaging, electronic mail and chat rooms as part of the networking skills required by information professionals in providing information job performance. The skills is required by librarians involved in the application of basic technological peripherals in the achievement of set objectives in tertiary institutions as the same case with library and information services delivery.

Cloud computing skills

Foster *et al.* (2018) defined cloud computing as services that offer diverse range of scalable and redundant service deployment models which includes: Infrastructure-As-A-Service (IaaS), Platform- As-A-Service (PaaS), Software As-A-Service (SaaS), and Containers-As-A Service (Caas). This technology involves synchronizing of data and information between all kinds of electronic devices to disseminate information in diverse ways. According to Yordanov *et al.* (2015), working with remote services in Internet, co-working with different types of documents, data and files sharing, screen sharing, knowledge and skill for usage of digital repositories, acquiring of main terms and concepts of cloud computing are major ICT skills required by librarians for effective library services.

Social media/virtual reference services skills

Virtual Reference Services according to Nzewi (2022), includes reference transactions and other activities that involve the creation, management and assessment of information or research resources, tools and services that patrons can use independently, in-house or remotely, to satisfy their information needs. Nzewi (2022) further defined virtual reference services as any service provided to users that can be accessed remotely, which encompasses e-mail and chat reference, library websites and web 2.0 technologies and they are the provision of Internet resources for end-users searching. This service type delivery in librarianship has rendered tremendous progressive impact on the clientele as provision is given for almost immediate feedback as the case may be. Nguyen and Nguyen (2020) defined metadata as data about data, a surrogate, representation of the content, context, structure, quality, province, condition and other characteristics of document for the purpose of representing the document to a potential user for discovery, evaluation, fitness for use, access, transfer and citation. Possessing this skill in librarianship makes the librarian or information provider a better information disseminator. It makes the librarian very broad in resources acquisition and disseminator. The librarian has detail information about the content of any document at any point in time.

Web design skills

Almeiro and Omnterio (2017) defined website design as a crucial point in a website development process, which involves the arrangement of content into graphical models that can be used as a basis for coding a site. This skill can be used effectively by librarians to disseminate library services to users in meeting their information needs.

Open access resource management skills

The technical skill of managing this technology enable the librarian to adjust to the information needs of today's society, meet the needs of future patrons understanding the social situation, studying the historical experience of the current social development and playing a role in

inheriting national and human culture. Adebayo *et al.* (2018) defined open access as literatures that are digital, online, free of charge, free of most copyright and licensing restrictions. Understanding the terms and conditions of this initiative by the librarian makes it another unique platform of achieving great impact in the librarianship profession. It will enable effective and efficient dissemination of library services to library users.

Metadata skills

This information communication technology skill enables the librarian to provide detail information about a document. In rendering this service, the librarian can retrieve any information irrespective of its location on the World Wide Web (www), this is because all the information about such document are provided to enable easy access and dissemination.

Major problems hindering librarians' ICT competency and job Performance of staff in national library

Ayoku and Okafor (2015) study of ICT skills acquisition and competencies among librarians in Nigerian universities indicated lack of interest as one of constraint to ICT skills acquisition. In contrast to this, Kayal, *et al.* (2015) discovered in a study on ICT skills among librarians in engineering educational institution that the librarians of those institutions have acquired basic skills in ICT but lacked adequate knowledge on networkbased services and digital services.

The primary aim of any organization or institution is to attain high level of productivity which can only be achieved if the overall job performance of the entire staff is enhanced. Constraints and frustrations thrive in almost all human engagements and professions, library and information services are not an exception (Oyeniran and Irenea, 2021). Amusa, *et al.*, (2013) cited in Oyeniran and Irenea (2021) in their studies have shown that variables such as library facilities and work environment affect organization a lot most especially academic libraries thereby reduce their productivity, for instance, Opperman (2002) in Oyeniran and Irenea (2021) affirmed that, the work environment of librarians have been a serious constraint to the library services. According to him work environment could be seen as the physical, social, physiological and technological condition that is found in the work place which impedes job performance. Work environment of any organization can also be categorized into internal and external work environment. The totality of these environments influences job performance of librarians. Oyeniran and Irenea (2021) submitted that the new waves of internet are also a serious constraint to librarianship job. This is because it has taken many people out of jobs. The evolution from automation to digitization intended that librarians had to obtain new skills and proficiencies and to be well informed in new technologies which in turn added a further burden and many people lost their job. Most especially those who refused to go with the trends of technology.

Conclusion

This study examined the influence of Information Communication Technology (ICT) on job performance of librarians in National libraries in North-Central, Nigeria. Job performance of library staff in national library, the relevant ICT competency of staff in national library and job performance and Major problems hindering librarians' ICT competency and job performance of staff in national library.

Recommendations

The following recommendations were made to proffer solutions to the findings of this study:

- National libraries in North-Central, Nigeria should make their working environment more conducive for both staff and users, provide constant avenue for acquisition of required skills and electricity power supply, acquire high quality of ICT facilities and henceforth employ librarians with high mental ability.
- National libraries in North-Central, Nigeria should train and retrain their library staff in the weak aspect of ICT skills possession such as: email management and setup skills, online research skills, online communication and collaboration skills, academic networking sites management skills and document creation and retrieval skills as these would help librarians to improve their competencies for effective service delivery in the university libraries study.
- National libraries management in North-Central, Nigeria should support the use of ICT in the library operations, organise more training for librarians in the area of ICT to enable them acquire the knowledge, skills and abilities that would make them cope with the tools of ICT

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