



Nigerian Library Association (NLA), Niger State Chapter-
2023 Annual Conference Proceedings

3rd – 7th December 2023.



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.**

ISSN: 3027-110X



**NIGERIAN LIBRARY ASSOCIATION (NLA)
NIGER STATE CHAPTER**

2023 ANNUAL CONFERENCE PROCEEDINGS

THEME:

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

DATE:

3RD – 7TH DECEMBER, 2023

VENUE:

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



TABLE OF CONTENT

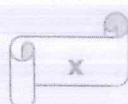
Impact Of Disinformation and Fake News on the Prolonged Strike by Academic Staff Union of Universities (ASUU) and the Role of Librarians in Nigerian Universities. Fatimah Jibril Abduldayan ⁽¹⁾ , Samson Okpanachi Abu ⁽²⁾ , Rabi Shehu Ahmed ⁽³⁾ , Mary Andrew Gomna ⁽⁴⁾ , Miriam Salubuyi ⁽⁵⁾ , Prisca Oluchi Chuks-Ibe ⁽⁶⁾	1
The Role of Libraries in the Search for Truth and Disparaging the Spread of Fake News in the Digital Age Kamaluddeen Isa El-Kalash ⁽¹⁾ Samaila B. Mohammed ⁽²⁾ Abubakar Lawal ⁽³⁾	13
The Role of Public Libraries in the Fight Against Fake News in Nigeria. Rita Otibhor Selami ⁽¹⁾ Obaje Alfred Michael ⁽²⁾ Abedoh Godwin Onimisi ⁽³⁾ Hajara Jibril ⁽⁴⁾	18
Collaborative Strategies to Counter the Influence of Emerging Technologies in Fake News Propagation Muhammad A. Muhammad. Enagi ⁽¹⁾ Adamu Mohammed Saba ⁽²⁾ Buhari Yakub ⁽³⁾	25
Collaborative Approaches in Curbing the Effects of New Media on Fake News Propaganda Asiya Almustapha Dangani ⁽¹⁾ Jamila Bala Mashi ⁽²⁾ Musa Umar Hassan ⁽³⁾	32
Societal Transformation Against Fake News Through Information Literacy Programmes: Survey of Adamawa Central Senatorial Zone. Suleiman Saad ⁽¹⁾ Sahabi Sule ⁽²⁾ Ibrahim Saad ⁽³⁾	37
Information Literacy Programs: Catalysts for Combating Misinformation in Nigerian Societies Danjuma Onu Ajibili ⁽¹⁾ Bala Solomon Ajibili ⁽²⁾ Sylvester Israel Ebhomu ⁽³⁾	43
Transforming the Society Against Fake News Through Information Literacy Skills Babangida Abba ⁽¹⁾ & Ibrahim Aliyu ⁽²⁾	51
Academic Librarians' Perceptions of Digital Media Literacy Skills and Fake News Awareness in Kwara State Mahammoud, S. O. ⁽¹⁾ Aliyu, M. B. ⁽²⁾ Adebayo, O. A. ⁽³⁾ Kayode, J. O. ⁽⁴⁾ And. Olatunji, B. A. ⁽⁵⁾	56
Ethical And Legal Issues of Information Systems and Fake News Dissemination in Organisation Hassan Olayinka Isiaka ⁽¹⁾ Abdullahi Abdulkadir Ndawacin ⁽²⁾ Said Toyin Akeem ⁽³⁾ Akinola Shalom Felicia ⁽⁴⁾	64
Guardians Of Truth: Navigating The Realm of Deepfakes and AI-Generated Content in Libraries and Information Professions Mahmud Adamu ⁽¹⁾ Mohammad Usman ⁽²⁾ Ahmed Yabagi ⁽³⁾	69



Libraries and Librarians as Catalysts Against Fake News Propaganda Luubatu Bashir ⁽¹⁾ , Lawal Mu'azu ⁽²⁾ , Halima Usman ⁽³⁾ , & Ahmed Habibu ⁽⁴⁾	76
Application of Information Literacy Skills in Curtailing Fake Information in Nigeria. Sanusi Mamman ⁽¹⁾ Nura Bala ⁽²⁾ Abubakar Shitu ⁽³⁾	84
Assessing the Impact of Media Literacy Programs in Mitigating the Pervasiveness of Fake News in Nigerian Society. Tope Ige ⁽¹⁾ Aliu Faruk Umar ⁽²⁾	90
Libraries and Librarians' Roles in Countering Fake News and Misinformation on Social Media in Nigeria. Abdulwasii Ahmad Ismail ⁽¹⁾ Andoors Sixtus Aondover ⁽²⁾	97
Information Landscape of the Future: A Case for Strengthening the Roles of Subject Librarians in Nigerian University Libraries Ibrahim M. M. Furfuri	103
Transforming Society Against Fake News Through Information Literacy Programs Umar, A. F. & Ige, T.	109
Social Media Skills and the Role of Librarians in University Libraries in Nigeria. Mohammed Idris ⁽¹⁾ Abubakar A Hamani ⁽²⁾ Aishatu Hassan Muhammad ⁽³⁾ Kuiim Pagiell Rahila ⁽⁴⁾	114
Influence of Web-Based Information Search And Retrieval Patterns On Information Resource Utilization Among Polytechnic Students In North-Central Nigeria Aremu, Adenike Iyejide ⁽¹⁾ Prof. Katamba, A. Saka ⁽²⁾ Dr Isah . U. Ndashiru ⁽³⁾	120
Dissemination of Specific Information for Enhanced Living Standard of Rural Women: A Study of North-Central, Nigeria Shehu, Rabi Ahmad ¹ Dr. Babalola, G. A. ² Dr. Halima Shehu ³ Dr. Babalola, O. F.	129
Information Dissemination Role of The Public Libraries Towards the Implementation of Sustainable Development Goal 16 in North-Central, Nigeria. Owoeye, Samuel Oluwafemi ¹ Dr. Miriam Salubuyi ² Dr. O. A. Abisoye ³	135
Information Retrieval Skills as Determinant of Undergraduates' Use of Electronic Resources in University of Abuja Library, North-Central, Nigeria. Umar Abubakar Izuafah ⁽¹⁾ Prof. G.U. Oyedum ⁽²⁾ Dr. F.J. Abduldayyan ⁽³⁾	144



Challenges of Using School Library Information Resources for Lifelong Learning among Secondary School Students in Nasarawa State. Hassan, Jehoshaphat Emmanuel ¹ S. J. Udohudoh (Phd) ² And S. A. Salau (Phd) ³	149
Influence of Library Resources, Services and Use by Lawmakers on Legislative Activities in Federal Capital Territory, Abuja. Titilayo Marvellous Daniel ⁽¹⁾ Prof. Katamba Abubakar Saka ⁽²⁾ Halima Shehu Phd ⁽³⁾	155
Influence of Marketing and Information Communication Technology Competencies on Use of Information Resources in Selected Academic Libraries in Kaduna State, Nigeria. Areo, Peter Oladotun ⁽¹⁾ , Prof. J. N. Udensi ⁽²⁾ , Dr. A. G. Tafida ⁽³⁾	163
Influence Of Social Media on Academic Activities of Secondary Schools Students of Unity Schools in Federal Capital Territory, Abuja. Muhammad Bashir Abdullahi ⁽¹⁾ Prof. Juliana Nkechi Udensi ⁽²⁾ Chuks-Ibe Prisca Oluchi (Phd) ⁽³⁾	170
Digital Literacy and Electronic Information Resources' Use by Medical Practitioners in Management of Coronavirus Disease at Federal Medical Centres in North-Central, Nigeria Mr. Danjuma, Francis ⁽¹⁾ Dr. Samuel Jimmy Udoudoh ⁽²⁾ Dr. Bala M. Dalhatu ⁽³⁾	175
Challenges Hindering the Utilization of Social Media for Disseminating Health-Related Information in Medical Libraries in South-West, Nigeria. Adetunji Juliana Bolatito ¹ Prof. Everest. C. Madu ² And Dr. Amina. G. Tafida ³	184
Use of Serial Publications for Academic Activities by Library and Information Science Educators in Federal Universities in North-Central, Nigeria. Shaba Dorcas ¹ Prof. E. C. Madu ² And Dr. P. O. Chuks-Ibe ³	192
The Use of Information and Communication Technology (ICT) Facilities for Information Service Delivery for Students with Special Needs in North-Central, Nigeria. Gomna, Andrew Mary ¹ , Amina Abubakar Saidu ² , F. J. Abduldayan ³ Usman, Abubakar ⁴	199
Mitigating The Menace of Misinformation: Collaborative Strategies to Counter the Influence of Emerging Technologies in Fake News Propagation Kamaldeen, Saliman Ahmed ⁽¹⁾ Abdulsalam Fatimah Jibril ⁽²⁾ Abduldayan (Phd) ⁽³⁾	207





Library and Information Science and New Media as Catalyst in Curbing the Effects of Fake News Propaganda in Nigeria Muhammad Faisal ⁽¹⁾ Suleiman Dikko ⁽²⁾	213
Librarians' Proficiency, Emotional Intelligence and Information Technology Competencies as Correlates of Electronic Resources Collection Development in University Libraries in North-Central, Nigeria Emmanuel Agyo ¹ Prof. Everest C. Madu ² Dr. Ahmed A.O ³ Dr. Fatimah J. Abduldayan ⁴	220
Bibliometric Analysis of Selected Masters' Theses in Computer Science to Support Collection Development at the Federal University of Technology Library, Minna Between 2008-2014 Loretta Odiri Daniel (CLN) Chuks-Ibe, Prisca Oluchi (PhD) Salau, Sadiat Adetoro (PhD)	230
Enhancing Academic Activities through the Utilisation of Local Journals for Academic Activities of Social Science Lecturers in Federal Universities in North-Central, Nigeria Suleiman Abdulazeez ¹ Prof. K. A. Saka ² and Dr. F.J Abduldayan ³	238
Library and Information Technologies as Boosters to the Provision of Credible Information Resources and Services to Nigerian Societies. 245 Julius Ali Diko(1), Ahmed Yabagi (2) Kabiru Aminu (3)	245
Access and Use of Electronic Information Resources and Job Performance of Science Lecturers: An Overview Review Fatima Jimada Abdullahi ¹ Dr A. O. Ahmed ² and Prof. J. A. Alhassan ³	253



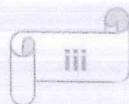
Copyright © Nigerian Library Association (NLA), Niger State Chapter, 2024.

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law. For permission requests, write to the publisher, addressed "Attention: Permissions Coordinator," at the address below.



Published and Printed
© Mainasara Publishing
& Printing Service Ventures,
Minna, Niger State
Tel: 07032844805, 07087783846
email: mpiventures87@gmail.com

ISSN: 3027-110X





FROM THE EDITORIAL CREW

NLA NIGER STATE EXCOS

Dr. Fatimah Jibril Abduldayan
Chairperson

Dr. Adamu Mohammed Saba
Vice Chairman

**Mal. Kamaludeen Isa El-
kalash**
General Secretary

Mal. Lawal Abubakar
Treasurer

Dr. Musa Baba Adamu
P.R.O

Prof. Jibril Attahiru Alhassan
EX-Officio

**Associate Prof. Abdulganiy
Okanla Ahmed**
Editor-in-Chief

ARTICLE REVIEWERS

Dr. Abubakar Mohammed Bitagi

Dr. Obaje Alfred Micheal

Dr. Adamu Mohammed Saba

Dr. Salami Rita Otibhor

Dr. Mirriam Ayinda Salubuyi

Dr. Chuks-Ibe Prisca Oluchi

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



Published and Printed
© Mainasara Publishing
& Printing Service Ventures,
Minna, Niger State
Tel: 07032844805, 07087783846
email: mpiventures87@gmail.com

ISSN: 3027-110X



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⁾**

Federal University of Technology, Minna, Niger State ⁽¹⁾⁽⁵⁾⁽⁶⁾

Federal University of Health Sciences, Otukpo, Benue State. ⁽²⁾

Ibrahim Badamasi Babangida University, Lapai, Niger State. ⁽³⁾

College of Nursing and Midwifery, Bida, Niger State. ⁽⁴⁾

Corresponding Email: fj.dayan@futminna.edu.ng.

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 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 Universities 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 embryonic 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 Boarders", 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.

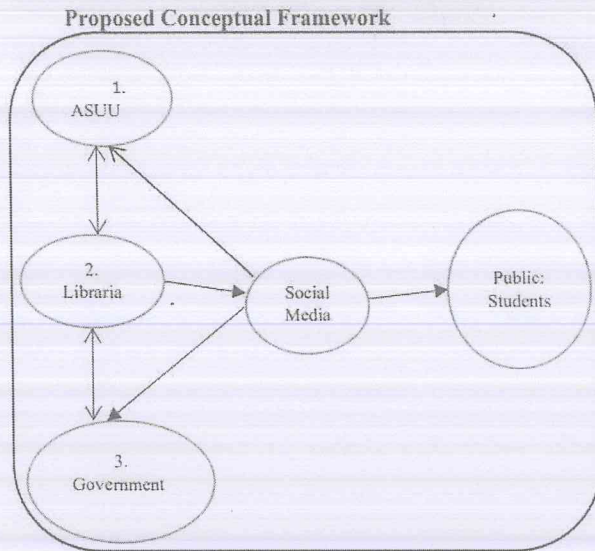


Fig 1.0: Conceptual Framework

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 Gbajabiamila 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 nijas 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 sundry. 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 grumbings, 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.

References

- Abdullah, B. (August 18, 2022). *ASUU strike may linger*
– Adamu Adamu. Radio Nigeria.



- <https://radionigeria.gov.ng/2022/08/18/asuu-strike-may-linger-adamu-adamu/>
- Banks, M. (2016). Fighting fake news. American libraries. December 27th. Retrieved from <https://americanlibrariesmagazine.org/2016/12/27/fighting-fake-news/>.
- Batchelor, O. (2017). Getting out the truth: The role of libraries in the fight against fake news. *Reference Services Review*, 45(2), 143–148. <https://doi.org/10.1108/RSR-03-2017-0006>.
- Burkhardt, J. M. (2017). *Combating fake news in the digital age*. Chicago, IL: American Library Association.
- Daily trust (august 27, 2022). *Hold Education Minister, FG Responsible For Prolonged Strike — ASUU.daily* trust. <https://dailytrust.com/hold-education-minister-fg-responsible-for-prolonged-strike-asuu/>
- De Paor, S., & Heravi, B. (2020). Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news. *The Journal of Academic Librarianship*, 46(5), 102218.
- Eva, N., & Shea, E. (2018). Marketing libraries in an era of "fake news". *Reference & User Services Quarterly*, 57(3), 168–171.
- Finley, W., McGowan, B., & Kluever, J. (2017). Fake news: An opportunity for real librarianship. *The Illinois Library Association Reporter*, 35(3), 8–11.
- Fullerton, J., & Kendrick, A. (2022). A Test of PR Students' Ability to Differentiate Native Advertising from Editorial Content in Online Media. *Public Relations Journal*, 15(1).
- Ineji, P. U., Basse-Duke, V., & Brown, N. J. (2014). Application of political propaganda by government in the resolution of ASUU/FGN industrial Conflict of 2013. *Advances in Journalism and Communication*, 2(03), 101.
- Jacobson, L. (2017). The smell test: Educators can counteract fake news with information literacy. Here's how. *School Library Journal*. January 1st. Retrieved from <https://www.slj.com/?detailStory=the-smell-test-educators-can-counter-fake-news-within-information-literacy-heres-how>.
- Kaplan, A. M. (2015). Social media, the digital revolution, and the business of media. *International Journal on Media Management*, 17(4), 197-199.
- Lim, S. (2020). Academic library guides for tackling fake news: A content analysis. *The Journal of Academic Librarianship*, 46(5), 102195.
- McGregor, S. C. (2019). Social media as public opinion: How journalists use social media to represent public opinion. *Journalism*, 20, 1070–1086.
- Oberschall, A. (2010). Conflict theory. In *Handbook of Politics*. Springer, New York, NY.
- Olisah, C. (April 4, 2022). *Ngige accuses ASUU of bullying and intimidation, says suspension of strike depends on union*. Nairametrics. <https://nairametrics.com/2022/04/22/ngige-accuse-asuu-of-bullying-and-intimidation-says-suspension-of-strike-depends-on-union/>
- Olisah, C. (June 23 2022). *ASUU disagrees with Labour Minister, Chris Ngige, denies receiving invitation for a meeting*. Nairametrics. <https://nairametrics.com/2022/06/23/>
- Olisah, C. (June 23, 2022). *ASUU President accuses Ngige of insulting lecturers and spreading fake news over strike*. Nairametrics. <https://nairametrics.com/2022/07/14/asuu-president-accuse-ngige-of-insulting-lecturers-and-spreading-fake-news-over-strike/>.
- Oluwafemi A. (September 7, 2022). *ASUU strike: Nigerians have no good reason to be disappointed with FG, says minister*. the cable. <https://www.thecable.ng/asuu-strike-nigerians-have-no-good-reason-to-be-disappointed-with-fg-says-minister/amp>
- Rapti, M., Tsakalidis, G., Petridou, S., & Vergidis, K. (2022). Fake News Incidents through the Lens of the DCAM Disinformation Blueprint. *Information*, 13(7), 306.
- Rochlin, N. (2017). Fake news: belief in post-truth. *Library hi tech*, 1(1).
- Secker, J. (2018). The revised CILIP definition of information literacy. *Journal of Information Literacy*, 12(1), 156-158.
- Spohr, D. (2017). Fake news and ideological polarization: Filter bubbles and selective exposure on social media. *Business information review*, 34(3), 150-160.
- Tewell, E. (2015). A decade of critical information literacy: A review of the literature. *Communications in information literacy*, 9(1), 2.
- The Nation (September 19, 2022). *ASUU strike would have dragged for two years – Ngige*. The Nation Newspaper.



- <https://thenationonlineng.net/asuu-strike-would-have-dragged-for-two-years-ngige/>
Tolu-Kolawole, D. (August 18, 2022). *Asuu replies Adamu on students compensation comment*. Punch News paper.
- Ukwu, J. (May 13, 2022). *ASUU Strike: We've Reached Reasonable Agreement With Lecturers says Ngige*. Legit.
<https://www.legit.ng/education/1469737-asuu-strike-weve-reached-reasonable-lecturers-ngige/>
- Ume-Ezcoke, G. (August 18, 2022). *Adamu Denies Getting Presidential Order To Resolve ASUU Strike In Two Weeks*. channelTv.
<https://www.channelstv.com/2022/08/18/adamu-denies-getting-presidential-order-to-resolve-asuu-strike-in-two-weeks/>
- Wardle, C., & Derakhshan, H. (2017). Information disorder: Toward an interdisciplinary framework for research and policy making. *Council of Europe report*, 27, 1–107.
- Yerbury, H., & Henninger, M. (2020). Libraries and democracy: complementarity in a regime of truth. *Informed Societies*, 165.