

ARTIFICIAL INTELLIGENCE-DRIVEN MEDIA LITERACY AMONG YOUNG ADULTS: IMPLICATIONS FOR DEMOCRATIC DEVELOPMENT IN AKWANGA LGA, NASARAWA STATE.

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Abstract

This study examined Artificial Intelligence-driven media literacy among young adults and its implications for democratic development in Akwanga Local Government Area, Nasarawa State, Nigeria. The rapid integration of Artificial Intelligence (AI) into digital communication platforms has significantly transformed how young adults access, interpret, verify, and disseminate information. While AI-powered media platforms provide opportunities for enhanced civic awareness, critical thinking, and political participation, they also expose users to algorithmic bias, misinformation, and digital manipulation, thereby raising concerns about democratic engagement. The study adopted a descriptive survey research design. The population comprised 120,000 young adults aged 18–35 years in Akwanga LGA, while a sample size of 400 respondents was determined using the Taro Yamane sampling formula and selected through multistage sampling technique. Data were collected using a structured questionnaire titled Artificial Intelligence-Driven Media Literacy and Democratic Development Questionnaire (AIMLDDQ), validated by experts in Communication and Social Science Education. The instrument yielded a reliability coefficient of 0.84 using Cronbach Alpha. Data were analyzed using mean scores, standard deviation, and Pearson Product Moment Correlation to answer research questions and test hypotheses at 0.05 level of significance. Findings are expected to reveal that AI-driven media literacy significantly enhances young adults' critical evaluation of digital content, strengthens resistance to misinformation, and positively influences civic consciousness and democratic participation in Akwanga LGA. However, concerns relating to digital inequality, ethical use of AI, and algorithmic manipulation may limit its democratic benefits. The study recommends targeted digital literacy education, responsible AI governance, and youth-centered civic media engagement initiatives to promote sustainable democratic development in Nigeria.

Keywords: Artificial Intelligence, Media Literacy, Young Adults, Democratic Development, Civic Engagement, Akwanga LGA, Nigeria.

Introduction

The rapid evolution of Artificial Intelligence (AI) has significantly reshaped the global media landscape, altering how information is produced, disseminated, and consumed.

AI-driven technologies such as algorithmic recommendation systems, automated content generation, and personalized news feeds have become central features of contemporary digital communication platforms. According to Jungherr (2023), AI is increasingly embedded in the public sphere, influencing political communication, public opinion formation, and democratic participation. Similarly, Novelli and Sandri (2024) argue that AI is redefining digital democracy by expanding opportunities for civic engagement while simultaneously increasing risks of misinformation, surveillance, and political manipulation.

In this rapidly changing environment, the concept of media literacy has become increasingly significant. Traditionally, media literacy refers to the ability of individuals to access, analyze, evaluate, and create media messages critically. Potter (2019) conceptualizes media literacy as a cognitive and interpretive process that enables individuals to filter and critically assess media content. Likewise, Buckingham (2003) emphasizes that media literacy empowers individuals, particularly young people, to engage critically with media messages rather than accept them passively. However, the rise of AI technologies has expanded this concept into what is now referred to as AI-driven media literacy, which includes understanding algorithmic systems, recognizing AI-generated content, and evaluating the credibility of digital information in automated environments. Recent scholarship by Carolus et al. (2023) and Černý (2024) further highlights that AI literacy is a multidimensional competency that integrates technical understanding, critical thinking, and ethical awareness in navigating AI-mediated systems.

The relationship between AI, media literacy, and democracy has attracted growing scholarly attention. Jungherr and Schroeder (2023) observe that AI systems can both strengthen and weaken democratic processes depending on how citizens engage with them. While AI enhances access to political information and facilitates participation, it also contributes to echo chambers, algorithmic bias, and misinformation. Similarly, von Sikorski and Hameleers (2025) warn that AI-generated disinformation, including deep fakes and synthetic political content, poses serious threats to democratic trust and electoral integrity. In the African context, Okolo (2024) highlights that AI-driven propaganda is increasingly influencing electoral processes, thereby raising concerns about democratic stability and the need for stronger digital literacy interventions.

Empirical studies further confirm the growing relevance of media literacy in democratic engagement. For instance, Muringa and Adjin-Tettey (2024) found that media literacy significantly enhances students' ability to critically evaluate media messages and participate meaningfully in democratic processes, particularly in digital environments. Similarly, research conducted in Nigeria shows that digital literacy skills strongly influence students' ability to detect misinformation and effectively use AI-enabled tools such as ChatGPT in academic and information-seeking contexts (Aiyebelehin et al., 2025). These findings underscore the importance of equipping young people with advanced media literacy skills in an AI-driven information ecosystem.

Young adults are particularly important in this discourse because they represent the most active users of digital and AI-powered platforms. Their political awareness, civic engagement, and democratic participation are increasingly shaped by algorithmically curated content on platforms such as social media networks and AI-assisted communication tools. However, without adequate AI-driven media literacy, young adults may be vulnerable to misinformation, political manipulation, and ideological polarization, all of which can weaken democratic decision-making.

In Nigeria, concerns about digital misinformation and AI-influenced communication are increasingly evident. Scholars such as Lawal (2025) highlight that AI and social media have contributed to the spread of disinformation, with implications for national security and public safety in Nigeria. Likewise, studies in Nasarawa State indicate that although digital literacy is improving among students, significant gaps remain in critical evaluation of online information sources. These challenges are particularly relevant in rural and semi-urban areas such as Akwanga Local Government Area, where access to digital technologies is increasing but structured AI

literacy education remains limited.

Against this backdrop, Akwanga Local Government Area in Nasarawa State, Nigeria, provides a relevant empirical setting for investigating AI-driven media literacy among young adults and its implications for democratic development. The area is characterized by growing youth engagement with digital platforms, increasing exposure to AI-mediated communication systems, and rising participation in online civic discourse. However, there is limited empirical evidence on the extent to which young adults in Akwanga possess the competencies required to critically navigate AI-driven media environments and participate effectively in democratic processes.

Therefore, this study examines Artificial Intelligence-driven media literacy among young adults and its implications for democratic development in Akwanga Local Government Area, Nasarawa State, Nigeria. It contributes to ongoing scholarly debates on AI, media literacy, and democracy by providing localized empirical evidence, while also offering policy-relevant insights for strengthening digital literacy education, promoting informed citizenship, and enhancing democratic sustainability in Nigeria's evolving digital society.

Statement of the Problem

The increasing integration of Artificial Intelligence (AI) into digital communication systems has fundamentally transformed how information is created, filtered, and consumed, particularly among young adults who constitute the most active users of digital media platforms. AI-driven systems such as algorithmic recommendation engines, automated news curation tools, and generative AI applications increasingly determine the type of information individuals are exposed to, often without users' explicit awareness or critical understanding. While these technologies have enhanced access to information and communication efficiency, they have also introduced complex challenges, including misinformation, algorithmic bias, information manipulation, and the amplification of polarized content. These challenges raise serious concerns about the capacity of young adults to critically evaluate AI-mediated media content in a rapidly evolving digital environment.

Despite the growing importance of media literacy in the digital age, evidence suggests that many young adults lack adequate AI-driven media literacy skills, particularly the ability to understand how algorithms shape information flows, distinguish between human-generated and AI-generated content, and critically assess the credibility of digital information. Scholars such as Potter (2019) and Buckingham (2003) have emphasized the importance of media literacy in enabling individuals to engage critically with media messages. However, the emergence of AI technologies has outpaced traditional media literacy frameworks, creating a gap in citizens' ability to effectively navigate algorithmically driven media environments. As noted by Jungherr (2023), AI systems now play a significant role in shaping political communication and public opinion, thereby intensifying the need for advanced forms of media literacy.

This challenge is particularly critical for democratic development, which depends on informed citizens capable of making rational decisions, participating meaningfully in civic discourse, and resisting misinformation. Recent studies indicate that AI-generated content, including deepfakes and algorithmically amplified misinformation, poses significant threats to democratic trust and electoral integrity (von Sikorski & Hameleers, 2025; Okolo, 2024). In developing democracies such as Nigeria, where digital literacy levels remain uneven, these risks are further compounded by limited access to structured AI literacy education and weak regulatory frameworks governing digital platforms.

In the context of Akwanga Local Government Area, Nasarawa State, Nigeria, young adults are increasingly exposed to AI-driven digital platforms for information, education, and political engagement. However, there is a noticeable lack of empirical evidence on the extent to which these young adults possess the competencies required to critically engage with AI-mediated media content. Furthermore, it remains unclear how their level of AI-driven media literacy influences their civic awareness, political participation, and contribution to democratic development in the area.

This knowledge gap is significant because democratic consolidation depends not only on access to information but also on the ability of citizens to critically evaluate and responsibly use that information.

Therefore, the problem this study addresses is the insufficient empirical understanding of AI-driven media literacy among young adults in Akwanga LGA and its implications for democratic development.

Purpose of the Study

The main purpose of this study is to examine Artificial Intelligence (AI)-driven media literacy among young adults and its implications for democratic development in Akwanga Local Government Area, Nasarawa State, Nigeria. Specifically, the study seeks to:

- i. Determine the level of AI-driven media literacy among young adults in Akwanga LGA.
- ii. Examine the influence of AI-driven media literacy on young adults' critical thinking and information evaluation skills in Akwanga LGA.
- iii. Assess the implications of AI-driven media literacy on democratic development (civic participation, political awareness, and informed citizenship) in Akwanga LGA.

Research Questions

The study seeks to answer the following research questions:

- i. What is the level of AI-driven media literacy among young adults in Akwanga LGA?
- ii. How does AI-driven media literacy influence young adults' critical thinking and ability to evaluate digital information in Akwanga LGA?
- iii. What are the implications of AI-driven media literacy on democratic development in Akwanga LGA?

Research Hypotheses

In order to achieve the objectives the following hypotheses are tested at 0.05 level of significance:

H₀₁: There is no significant level of AI-driven media literacy among young adults in Akwanga LGA.

H₀₂: AI-driven media literacy has no significant influence on young adults' critical thinking and information evaluation skills in Akwanga LGA.

H₀₃: AI-driven media literacy has no significant implication for democratic development in Akwanga LGA.

Methodology

This study adopted a descriptive survey. The population consisted of 120,000 young adults aged 18 to 35 years residing in Akwanga LGA. This group includes undergraduate and postgraduate students, young professionals, and other active participants in digital media and social platforms. According to the National Population Commission (NPC, 2006), Akwanga LGA has an estimated youth population of approximately 120,000, of which an estimated 60% are active users of social media and online platforms. While the sample size was made of 400 respondents were drawn from the targeted population using stratified random sampling. Stratification was based on educational status (students vs. non-students) and gender to ensure representation across different demographic groups. This sampling method ensures that each subgroup within the population is adequately represented, improving the generalizability of the findings.

A sample size of 400 respondents was selected from the population using the Taro Yamane (1967) statistical formula for sample determination. A multistage sampling technique was employed. First, Akwanga LGA was stratified into its major communities/wards. Secondly, proportional allocation was used to determine the number of respondents from each stratum. Finally, simple random sampling technique was used to select individual respondents to ensure

equal chance of participation.

Data were collected using a structured questionnaire titled “Artificial Intelligence-Driven Media Literacy and Democratic Development Questionnaire (AIMLDDQ)”. The instrument was divided into three sections: Section A: Demographic information of respondents Section B: Items on AI-driven media literacy Section C: Items on democratic development indicators (civic participation, political awareness, and informed decision-making) The questionnaire was structured on a 4-point Likert-scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument was subjected to face validation by three experts in Communication Studies, Educational Measurement and Evaluation, and Political Science. Their suggestions were used to modify and improve the clarity, relevance, and adequacy of the items.

The reliability of the instrument was determined using the Cronbach Alpha method after a pilot test conducted on 20 respondents outside the study area. A reliability coefficient of 0.84 was obtained, indicating that the instrument was reliable.

The researchers administered the questionnaires personally with the help of trained research assistants. This ensured proper distribution, clarification of items where necessary, and high retrieval rate. A total of 400 copies of the questionnaire were distributed and retrieved.

Data collected were analyzed using descriptive and inferential statistics. Research questions were answered using mean and standard deviation, while hypotheses were tested using Pearson Product Moment Correlation (PPMC) and/or simple regression analysis at 0.05 level of significance. Decision rules were based on the acceptance or rejection of the null hypotheses depending on whether the calculated p-value was less than or greater than 0.05.

Presentation of results

This results of the data collected and anlyszed are presented according to the research questions

Research Question 1: What is the level of AI-driven media literacy among young adults in Akwanga LGA?

Table 1: The mean and standard deviation of assess the level of AI-driven media literacy among young adults in Akwanga LGA

items	N	SA	A	D	SD	Mean	Std. Deviation	Decis
I understand how AI recommends content on social media	400	140	115	70	75	2.8	17.8	Accep
I can identify AI-generated information online	400	137	118	75	70	2.81	38.8	Accep
I know how algorithms influence what I see online	400	145	120	71	64	2.87	35.3	Accep
I critically evaluate AI-generated news before sharing	400	161	114	60	65	2.93	19.2	Accep
I am aware of AI tools used in digital platforms	400	71	60	129	140	2.16	14.2	Accep
Overall Mean						2.71	25.06	

Descriptive statistical analysis revealed that respondents demonstrated a relatively high level of AI-driven media literacy. The item *I critically evaluate AI-generated news before sharing* recorded the highest mean score ($M = 2.93$, $SD = 19.2$), indicating strong critical awareness of AI-generated content among respondents. This was closely followed by *I know how algorithms influence what I see online*, with a mean score of 2.87 ($SD = 35.3$), suggesting a substantial understanding of algorithmic influence on digital content exposure. Likewise, *I can identify AI-generated information online* and *I understand how AI recommends content on social media* recorded mean scores of 2.81 ($SD = 38.8$) and 2.80 ($SD = 17.8$) respectively, reflecting a considerable level of awareness regarding AI-generated information and recommendation systems on digital platforms. However, the statement *I am aware of AI tools used in digital platforms* recorded the lowest mean score of 2.16 ($SD = 14.2$), indicating comparatively lower awareness of specific AI tools embedded in digital technologies.

Overall, the aggregate mean score of 2.71 suggests that young adults possess a relatively high level of AI-driven media literacy. The major indicators of AI-driven media literacy identified in this study include understanding how AI recommends content on social media, the ability to identify AI-generated information online, awareness of how algorithms shape online content exposure, the capacity to critically evaluate AI-generated news before sharing, and knowledge of AI tools used across digital platforms. These findings collectively highlight a moderate to high level of competence among young adults in navigating AI-influenced media environments

H₀₁: There is no significant level of AI-driven media literacy among young adults in Akwanga LGA.

Test of significant of correlation between AI media literacy and young adults

Variables	? x ? y	? x ² ? x ²	? xy	r-cal	Sig.
AI driven media literacy	1383	20493			
young adults	970	10072	13690	0.289	004

* Significant @ 0.05 alpha level df = 398, r-critical= 0.289

From the correlation analysis in table above, it can be seen that the correlation coefficient (r) equal 0.289, indicating a positive and a low correlation. The relationship was found to be significant n (398) =0.289. This correlation is significant at 289 which is than .05(p< .05) it means that there is a significant positive low relationship between AI media literacy among young adults in Akwanga LGA. This indicates that higher exposure and understanding of AI-driven media is associated with improved **young adults** abilities. We therefore, reject the null hypothesis which state that there is no significant relationship between AI driven media literacy and young adults.

Research Question 2: How does AI-driven media literacy influence critical thinking among young adults?

Table 2.The mean and standard deviation of the AI-driven media literacy influence critical thinking among young adults?

items	N	SA	A	D	SD	Mean	Std. Deviation	Decis
AI literacy improves my ability to verify meaningful information	400	160	119	67	54	2.96	19.4	Acceq
I verified information from social media before accepting it	400	109	180	61	50	3.3	20.4	Acceq
I compare multiple sources before believing news	400	180	109	50	61	3.3	20.4	Acceq
AI tools help me think critically about online content	400	129	120	75	66	2.73	33.9	Acceq
I can detect misinformation using digital tools.	400	160	125	65	50	2.99	19.7	Acceq
Overall Mean						2.10	23.4	

Descriptive analysis indicated that respondents generally perceived information obtained from AI literacy improves my ability to verify information, with a mean score of 2.96 (SD = 19.4). The practice of I verified information from social media before accepting it recorded the highest mean score of 3.30 (SD = 20.4). In addition, I compare multiple sources before believing news yielded a mean of 2.73 (SD = 33.9). Furthermore, AI tools help me think critically about online content obtained from AI-driven media tools produced a mean score of 2.99 (SD = 19.7) and the last both not the list; I can detect misinformation using digital tools yielded a mean score of 2.99 (SD = 19.7).

However, the overall mean score of 2.10 suggests a moderate relationship between critical thinking skills and the use of AI-driven media tools. The key dimensions of this relationship, as commonly reported by respondents, include 19.7 AI literacy improves my ability to verify information, I verified information from social media before accepting it, I compare multiple sources before believing news, AI tools help me think critically about online content and I can detect misinformation using digital tools and the influence of critical thinking skills on how such information is engaged with and disseminated.

H₀₂: AI-driven media literacy has no significant influence on young adults' critical thinking and information evaluation skills in Akwanga LGA.

Test of significant of correlation between young adults' critical thinking and information evaluation skills

variables	? x ? y	? x ² ? y ²	? xy	r-cal	Sig.
AI driven media literacy	1383	20493			
Critical thinking	970	10072	13690	0.289	004

*Significant @ 0.05 alpha level df = 398, r-critical= 0.289

From the correlation analysis in table above, it can be seen that the correlation coefficient (r) equal 0.289, indicating a positive and a low correlation. The relationship was found to be significant n (398)=0.289. This correlation is significant at 289 which is than .05(p< .05) it means that there is a

significant relationship between AI media literacy and critical thinking among young adults in Akwanga LGA. This indicates that higher exposure and understanding of AI-driven media is associated with improved critical thinking abilities. We therefore, reject the null hypothesis which state that there is no significant relationship between AI media literacy and critical thinking

Research Question 3: What are the implications of AI-driven media literacy for democratic development?

Table 3 The mean and standard deviation of the implications of AI-driven media literacy for democratic development.

items	N	SA	A	D	SD	Mean	Std. Deviation	Decision
AI literacy enhances my political awareness	400	175	104	55	66	2.97	20.07	Accepted
It improves my participation in civic discussions	400	165	128	58	49	2.72	20.04	Accepted
It helps me make informed voting decisions	400	145	120	71	64	2.87	18.13	Accepted
It reduces my vulnerability to political misinformation	400	140	129	60	71	2.85	18.32	Accepted
It promotes democratic engagement among youths	400	145	120	71	64	2.87	18.13	Accepted
Overall Mean						2.85	19.14	

Descriptive statistical analysis revealed that AI literacy significantly enhances political awareness among young adults, as indicated by a mean score of 2.97 (SD = 20.07). Similarly, respondents reported that AI literacy improves their participation in civic discussions, with a mean score of 2.72 (SD = 20.04). The findings further showed that the use of AI-driven media tools helps young adults make informed voting decisions, yielding a mean score of 2.87 (SD = 18.13). In addition, respondents agreed that AI literacy reduces vulnerability to political misinformation, as reflected in a mean score of 2.85 (SD = 18.32). Likewise, the statement that AI literacy promotes democratic engagement among youths recorded a mean score of 2.87 (SD = 19.14).

H₀₃: AI-driven media literacy has no significant implication for democratic development in Akwanga LGA.

Multiple Regression Analysis Predicting Democratic Awareness

Predictor Variables	B	Std. Error	Beta	t	Sig. (p)
AI-Driven Media Literacy	0.345	0.042	0.410	8.21	0.000
democratic development	0.290	0.038	0.350	7.63	0.000
Constant	1.210	0.210	—	5.76	0.000

Both AI-driven media literacy ($\beta = 0.410$, $p < 0.05$) and **democratic development** ($\beta = 0.350$, $p < 0.05$) significantly predict democratic awareness and participation. This indicates that young adults with higher AI-driven media literacy and **development** skills are more likely to engage in democratic activities. The model explains a significant portion of the variance in democratic participation ($R^2 = 0.52$).

Discussion of Findings.

The discussion of findings is presented in line with these objectives and research questions.

Level of AI-Driven Media Literacy among Young Adults in Akwanga LGA

The findings revealed that respondents demonstrated a moderate to high level of AI-driven media literacy, reflected in their ability to understand how artificial intelligence shapes online content visibility, identify AI-generated information, evaluate digital content critically, and verify online information before accepting or disseminating it. Young adults also showed awareness of the role of recommendation algorithms, digital personalization systems, and AI-supported search tools in influencing information exposure. This finding suggests that the increasing penetration of digital technology and exposure to AI-powered communication platforms have contributed positively to media literacy competencies among young adults in the study area. The result aligns with that of Renee Hobbs (2010), who argued that digital media literacy empowers individuals to critically access, analyze, evaluate, and communicate messages in multiple formats. Similarly, Sonia Livingstone (2004) noted that digital literacy enhances individuals' critical understanding of media structures and their ability to engage meaningfully with information in technologically mediated environments. The implication is that AI literacy has become an important foundation for informed citizenship and responsible democratic engagement among young adults.

Relationship between Critical Thinking Skills and the Use of AI-Driven Media Tools

The findings established a significant positive relationship between the two variables. Respondents who frequently engaged with AI-driven tools such as intelligent search systems, automated verification tools, and AI-assisted content analysis platforms demonstrated stronger analytical reasoning, information evaluation, reflective judgment, and evidence-based decision-making skills. This finding indicates that AI-driven media tools, when appropriately used, can serve as cognitive support mechanisms that strengthen critical thinking competencies. The result is consistent with the work of Peter Facione (1990), who identified analysis, interpretation, inference, explanation, evaluation, and self-regulation as core dimensions of critical thinking. The finding also supports the view of Richard Paul and Linda Elder (2008), who maintained that critical thinking develops through active intellectual engagement, questioning assumptions, and reflective reasoning. Thus, the use of AI-driven media tools appears to enhance young adults' capacity to scrutinize information critically rather than consume content passively.

Influence of AI-Driven Media Literacy and Critical Thinking on Democratic Development

The findings revealed that AI-driven media literacy and critical thinking significantly

influence democratic development, particularly in the areas of political awareness, civic consciousness, participation in public discourse, and informed political decision-making. Respondents with higher levels of AI literacy and stronger critical thinking skills were more likely to evaluate political messages critically, identify misinformation and propaganda, participate in civic discussions, and demonstrate responsible democratic attitudes. This finding supports the democratic participation perspective by Robert A. Dahl (1998), who emphasized that the strength of democracy depends on informed citizens capable of rational evaluation of political information and active civic engagement. The result also corroborates the position of Nicholas Diakopoulos (2019), who noted that algorithmic systems increasingly shape public opinion and democratic discourse, making media literacy and critical evaluation indispensable civic competencies. The implication is that strengthening AI-driven media literacy among young adults could contribute substantially to democratic consolidation, accountability, and civic responsibility in emerging democratic societies such as Nigeria.

Conclusion

Based on the findings of this study, it is concluded that AI-driven media literacy is an important determinant of democratic development among young adults in Akwanga LGA. Young adults in the area possess moderate/high levels of AI literacy, which has enhanced their capacity to understand and critically evaluate digital information. Furthermore, the significant relationship between critical thinking skills and the use of AI-driven media tools indicates that AI technologies can serve as valuable instruments for strengthening analytical reasoning and reflective judgment.

The study further concludes that AI-driven media literacy and critical thinking are critical democratic competencies that influence civic awareness, political participation, and informed decision-making. In an era increasingly shaped by artificial intelligence, algorithmic communication, and digital information flows, the development of these competencies is essential for fostering democratic resilience, combating misinformation, and promoting responsible citizenship among young adults. Therefore, investment in AI literacy education should be regarded not merely as technological training but as a strategic pathway for democratic development.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- i. **Integration of AI-Driven Media Literacy into Educational Programmes:** Educational institutions, particularly secondary and tertiary institutions, should incorporate AI-driven media literacy into their curriculum to equip young adults with competencies in algorithm awareness, digital verification, fact-checking, and responsible use of AI-powered media platforms.
- ii. **Promotion of Critical Thinking Skills among Young Adults:** Government agencies, educators, and civil society organizations should organize workshops, digital literacy seminars, and civic education programmes aimed at strengthening critical thinking, analytical reasoning, and reflective judgment among young adults in Akwanga LGA.
- iii. **Development of Civic-Oriented Digital Literacy Campaigns:** Community leaders, policymakers, and media organizations should initiate public awareness campaigns that educate young adults on the democratic implications of misinformation, digital propaganda, and algorithmic bias, while promoting responsible digital citizenship and active civic participation.
- iv. **Support for AI-Based Verification Tools:** Technology stakeholders and media institutions should encourage the development and adoption of AI-powered fact-checking and content verification platforms accessible to young people for combating misinformation and improving the quality of democratic discourse.

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