International Journal of Information Resource Management (IJIRM)
Volume 3, Number 4 (October, 2026)
E- ISSN: 1118-7786

SCHOOL LIBRARY PROGRAMMES AND THE DEVELOPMENT OF NEW LITERACIES AMONG HIGH SCHOOL STUDENTS IN NIGERIA: REPORTS FROM OSUN STATE, NIGERIA

Margaret O. Abimbola,
Department of Library and Information Science
Faculty of Social and Management Sciences
University of Ilesa, Ilesa, Osun State, Nigeria.

Iwok N. Shabi
Hezekiah Oluwasanmi Library
Obafemi Awolowo University, Ile-Ife, Osun State

Abstract

This study examined how school library programmes promote new literacies among high school students in Osun State, Nigeria. Using a descriptive survey, data were gathered from 126 in-school adolescents from both public and private secondary schools. The research assessed how library literacy programmes influence students' information-seeking, financial decisions, health literacy, and digital skills. Results indicated the strongest positive effect on information-seeking behaviour (weighted mean = 3.2), a moderate influence on financial literacy (weighted mean = 3.0), a lesser impact on health literacy (weighted mean = 2.8), and the least on digital literacy (weighted mean = 2.6). Independent-samples t-tests found a significant gender difference in information-seeking behaviour ($p = .031$), favouring males, and a significant difference based on school type in digital literacy ($p = .028$), with public school students performing better. The study recommends that school librarians enhance digital literacy, health information services, and gender-sensitive programming to expand and improve the effectiveness of library services.

Keywords: Digital literacy, financial literacy, health literacy, information literacy, new literacies, Nigeria, Osun State, school libraries

Introduction

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Literacy, often defined as the ability to read, write, and understand written materials, is a crucial skill for comprehending, interpreting, and communicating information. Ideas can be shared, information stored, and individuals equipped with skills to identify, create, understand, and effectively communicate information through literacy. Literacy has expanded beyond the capacity to read and write to include a broader set of skills needed to manage information, interact critically with different types of information, and comprehend new and emerging technology. The necessity for new literacies, which can be defined as the skills, approaches, and mindsets required to successfully navigate the rapidly evolving information world, particularly the internet and digital tools, is highlighted by the change in the concept of literacy. Information literacy, media literacy, digital literacy, health literacy, and financial literacy are examples of new literacies, each of which has specific educational value for school library activities (American Library Association [ALA], 2022).

The assertion of the International Federation of Library Associations and Institutions (IFLA, 2020) that school libraries are well-positioned to train students on new literacies because they can reach all students across subject boundaries is supported by evidence from multiple countries. According to Merga and Mason (2020), the incorporation of information literacy into the curriculum of Australian school libraries significantly improved the ability of the students to evaluate sources of information and initiate evidence-based arguments. School libraries also play a crucial role in information skills instruction by providing open access to information resources and fostering a love of reading among high school students. Similarly, Hwang and Vonderwell (2021) found that structured digital literacy programmes in U.S. school libraries enhanced the capacity of high school students to judge the credibility of online information and safe use of digital tools.

The emergence of new literacies such as financial, media, digital, and health literacy has made it more difficult for students to navigate knowledge in a rapidly evolving, digital environment, filled with misleading information in the age of information explosion (Coiro

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

et al., 2021; Leu et al., 2020). Empirical studies emphasising the effects of school library programmes on the development of new literacies in traditional African school library settings are just emerging. Some of the available studies either address part of the new literacies, such as digital literacy or information literacy, without paying much attention to other evolving aspects of literacy (Adeyemi & Okonkwo, 2022; Musa & Aliyu, 2023). Many studies on new literacies focus on information literacy and digital literacy; only a few have simultaneously evaluated multiple literacy areas, such as information, health, financial, and digital literacy, within a single programme assessment, and empirical focus on Osun State is limited (Dike & Amucheazi, 2021; Odu, 2017).

While the national and state education policies in Nigeria identify the importance of information and digital literacies for high school students, the practical implementation of such instruction in school library programmes remains inconsistent and inadequately appraised. Many school libraries in Osun State continue to focus mainly on traditional activities like book lending and quiet study areas, without systematically integrating structured training in the new literacies required by today's information landscape (Abimbola et al., 2018). This disconnect between policy goals and actual practice, along with limited empirical data on outcomes, hampers stakeholders' ability to develop effective strategies or allocate resources efficiently.

This study examines how school library literacy programmes influence information-seeking behaviour, financial literacy, health literacy, and digital literacy among high school students in Osun State, Nigeria. It also investigates whether these effects vary significantly by gender and school type (public versus private). The results aim to offer evidence-based guidance for school librarians, policymakers, and curriculum designers to enhance the contribution of school libraries in fostering twenty-first-century skills.

Research Questions

The study was guided by the following research questions:

i. What is the influence of the school library literacy development programme on information-seeking behaviour of school students in Osun State?

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

ii. To what extent do high school students understand real-life financial situations through the programme?
iii. What is the essence of the programme in how high school students decide on health-related issues and lifestyle practices?
iv. What is the influence of the programme on how high school students in Osun State, Nigeria perceive and evaluate information from social media and the internet?

Research Hypotheses

Hypothesis 1 ($H0_1$): There is no significant gender difference in the impact of the school library literacy development programme on new literacies development among high school students in Nigeria.

Hypothesis 2 ($H0_2$): There is no significant difference in the impact of the programme based on school type (public vs. private).

Literature Review

This section reviews literature relevant to the study under a conceptual review of new literacies and the role of school libraries and an empirical review of earlier studies.

Conceptual Review

New literacies

New literacies refer to the skills, strategies, and dispositions that learners need to read, interpret, and communicate information effectively, as digital technologies continually reshape how information is produced and shared (Coiro et al., 2021). Unlike traditional literacy, which centres on reading and writing printed text, new literacies are multiple, evolving, and closely tied to the context in which information is used. The American Library Association (ALA, 2022) groups information, media, digital, health, and financial literacy among these emerging skills and recognises that each has particular educational value for school library activities. The competencies also overlap: for example,

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

a student who evaluates a health claim found on social media draws on information, health, media, and digital literacy at the same time.

Information literacy and information-seeking behaviour

Information literacy is the ability to recognise when information is needed and to locate, evaluate, and use it effectively. The Association of College and Research Libraries (ACRL, 2016) treats it as a set of interrelated concepts, including the ideas that authority is constructed and contextual and that research is a form of inquiry, rather than as a checklist of search skills. Although the ACRL framework was written for higher education, these ideas apply equally to secondary school students who must decide which sources to trust when completing assignments. Information-seeking behaviour, the purposeful activity through which learners identify, search for, and organise information, is often how information literacy is examined.

Financial literacy

Financial literacy refers to the ability to process economic information and make informed decisions about saving, budgeting, borrowing, and other money matters (Lusardi & Mitchell, 2014). Its relevance to adolescents lies in the fact that attitudes and habits toward money begin to form well before adulthood, so schools and school libraries that provide accessible materials on money management can begin that preparation early.

Health literacy

Health literacy is commonly understood as the cognitive and social skills that determine individuals' motivation and ability to access, understand, and use information in ways that promote and maintain good health (Nutbeam, 2000). For adolescents, who increasingly meet health information through social media, the ability to judge whether a source is reliable is as important as the ability to understand the message itself. Libraries that provide dependable, age-appropriate health resources and teach students how to evaluate them are therefore well positioned to support health decisions and healthy lifestyle practices.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Digital literacy

Digital literacy extends beyond the technical operation of devices. Eshet-Alkalai (2004) describes it as a set of cognitive, motor, sociological, and emotional skills that people need in order to function effectively in digital environments. In school settings, it covers the effective use of the internet for academic purposes, online safety, responsible digital behaviour, and the ability to question the reliability of information encountered online.

School libraries as hubs for teaching new literacies

IFLA (2020) argues that school libraries are well positioned to teach new literacies because they reach all students across subject boundaries rather than serving a single subject area. In practice, however, the extent to which this potential is realised depends on staffing, resources, and the way the library programme is organised. Aina et al. (2022) compared infrastructure and staffing in public and private secondary school libraries in South-West Nigeria, and the conditions they examined, such as reliable internet, functional computer facilities, and trained personnel, are those on which literacy instruction depends. Abimbola et al. (2018) similarly noted that many school libraries in Osun State remain focused on traditional services such as book lending and quiet study.

Empirical review

Evidence from Outside Nigeria

Studies from other countries suggest that structured library instruction improves students' information and digital skills. Merga and Mason (2020) reported that incorporating information literacy into the curriculum of Australian school libraries significantly improved students' ability to evaluate information sources and to build evidence-based arguments. In the United States, Hwang and Vonderwell (2021) found that structured digital literacy programmes in school libraries strengthened high school students' capacity to judge the credibility of online information and to use digital tools

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

safely, and that the effectiveness of such instruction depends on the technological infrastructure available.

Evidence from Nigeria

Nigerian studies show a similar but more uneven picture. Adeyemi and Okonkwo (2022) found that information literacy instruction in Lagos State improved senior secondary students' attitudes toward source evaluation and their assignment skills, and Musa and Aliyu (2023) reported comparable gains in Kano State while also finding that school library programmes had limited health literacy outcomes, mainly because of the lack of dedicated health information resources and insufficient librarian training. On financial literacy, Nwachukwu and Eze (2023) reported that school library programmes in Enugu State improved students' financial decisions. Much of this work addresses single literacies: Odu (2017) focused on digital literacy and its implications for Nigerian digital libraries, while Dike and Amucheazi (2021) examined how local resources can help overcome barriers to information literacy education in Nigeria.

Gender and school type differences

Evidence on demographic differences is limited and mixed. Oluwole and Lawal (2022) found no significant gender gap in information literacy among senior secondary students in Ekiti State, whereas other work documents gender gaps in digital technology use and outcomes (Calvani et al., 2023). UNESCO (2021) has also drawn attention to girls' and women's access to information and reading in the digital age. With respect to school type, Aina et al. (2022) noted that government-funded professional development and librarian training benefit public school libraries in several South-Western Nigerian states but may not be as regularly offered in private schools.

Taken together, the literature shows that school library instruction can improve information and digital skills, but evidence from Nigerian school libraries is scattered across single literacies and different states, with little attention to how financial and health

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

literacy develop alongside information and digital literacy. Few studies have assessed several literacies within a single programme, and empirical work on Osun State is limited (Dike & Amucheazi, 2021; Odu, 2017). Evidence on whether outcomes differ by gender and school type is also scarce. The present study addresses these gaps by assessing four dimensions of new literacies in a single school library programme among high school students in Osun State, and by testing for differences by gender and school type.

Methodology

The descriptive survey design was adopted for the study. The population comprised all in-school adolescents in secondary schools in Osun State, Nigeria, with emphasis on senior secondary students who are expected to be frequent users of library services. To ensure representation across school types, class levels (SS1 and SS2), gender, and age groups, a sample of 126 students was chosen from both public (n = 66; 52.4%) and private (n = 60; 47.6%) schools through purposive and stratified random sampling. A structured questionnaire divided into five sections, which aligned with the four research questions and demographic information, was used to collect data for the study. Responses were rated on a four-point Likert scale from Strongly Agree (4) to Strongly Disagree (1). The weighted mean scores and standard deviations were calculated to answer the research questions, with a mean of 2.5 indicating agreement. Independent-samples t-tests at the 0.05 significance level were used to test the two hypotheses. Data analysis was conducted using SPSS version 25.

Results and Discussion

The results are presented and discussed together, following the order of the research questions and hypotheses.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Demographic profile of respondents

Table 1

Demographic	n	%
Gender		
Male	52	41.3
Female	74	58.7
Total	126	100.0
School type		
Public	66	52.4
Private	60	47.6
Total	126	100.0
Class		
SS1	35	27.8
SS2	91	72.2
Total	126	100.0
Age category		
12–13 years	9	7.1
14–15 years	50	39.7
16–17 years	58	46.0
18–19 years	9	7.1
Total	126	100.0

Socio-Demographic Information of the In-School Adolescents

As shown in Table 1, the majority (58.7%) of respondents were female, while 41.3% were male. A slight majority (52.4%) were from public schools, and 72.2% were in SS2. The predominant age category was 16–17 years (46.0%), followed by 14–15 years (39.7%).

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Research Question 1: What is the influence of the school library literacy development programme on information-seeking behaviour of school students in Osun State?

Table 2

Impact of the School Library Literacy Development Programme on Information-Seeking Behaviour

Item	SA f	SA %	A f	A %	D f	D %	SD f	SD %	M	Std. Dev.
I know how to use library resources to complete school assignments	52	41.3	58	46.0	14	11.1	2	1.6	3.3	0.7
I can evaluate information sources with guidance from the library	40	31.7	65	51.6	19	15.1	2	1.6	3.1	0.7
The library helps me organise information for academic use	44	34.9	56	44.4	21	16.7	5	4.0	3.1	0.8
Weighted mean									3.2	

Note. SA = Strongly Agree; A = Agree; D = Disagree; f = frequency; M = mean; SD = standard deviation.

The results in Table 2 reveal that the school library literacy development programme has a strong positive impact on students' information-seeking behaviour (weighted mean = 3.2). The majority of students agreed or strongly agreed that they can use library resources for assignments (87.3%), evaluate information sources (83.3%), and organise information for academic purposes (79.3%). These findings indicate high effectiveness in this domain.

Information literacy development provides the most significant improvement in information-seeking behaviour (weighted mean = 3.2), and this is consistent with previous studies that emphasised the importance of information literacy in school libraries. These

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

findings are consistent with those of Adeyemi and Okonkwo (2022) and Musa and Aliyu (2023), who observed that high school students' attitudes toward source evaluation and assignment skills in Nigeria improved dramatically after library instruction. They also align with Merga and Mason (2020), who reported evident improvements in the research skills of respondents in Australia after information literacy was incorporated into library programmes.

Research Question 2: What is the extent to which high school students understand real-life financial situations through the programme?

Table 3

Impact on Financial Decisions and Lifestyle Practices

Item	SA f	SA %	A f	A %	D f	D %	SD f	SD %	M	Std. Dev.
I have learned about saving and budgeting through library resources	35	27.8	54	42.9	27	21.4	10	7.9	2.9	0.9
Library materials help me understand basic financial decisions	29	23.0	66	52.4	26	20.6	5	4.0	2.9	0.8
I can apply library knowledge to real-life financial situations	39	31.0	64	50.8	19	15.1	4	3.2	3.1	0.8
Weighted mean									3.0	

Note. SA = Strongly Agree; A = Agree; D = Disagree; f = frequency; M = mean; SD = standard deviation.

Table 3 shows that the programme has a moderate positive impact on students' financial literacy (weighted mean = 3.0). Students generally agreed that library resources help them understand saving, budgeting, and financial decision-making, though the effect is notably less strong than for information literacy, suggesting room for programme enhancement in this domain.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

A moderate impact on financial literacy (weighted mean = 3.0) shows that school libraries in Osun State are gradually making efforts to incorporate financial literacy into their programmes. These findings agree with those of Nwachukwu and Eze (2023), who found that school library programmes brought about improved financial decisions among high school students in Enugu, Nigeria. They also support the recommendation of the Organisation for Economic Co-operation and Development (OECD, 2020) that incorporating financial literacy into school library instruction can create noticeable changes in financial decisions among young adults.

The relatively higher score on the item about applying financial knowledge to practical scenarios (M = 3.1), compared with comprehending saving and budgeting (M = 2.9), may suggest that students are better able to apply appropriate financial analysis than to grasp financial principles from library resources alone, and this has implications for designing curricula and training librarians.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Research Question 3: What is the essence of the programme on how high school students decide on health-related issues and lifestyle practices?

Table 4

Impact on Health-Related Understanding and Lifestyle Choices

Item	SA f	SA %	A f	A %	D f	D %	SD f	SD %	M	Std. Dev.
The school library provides reliable health-related information	21	16.7	48	38.1	41	32.5	16	12.7	2.6	0.9
I use library materials to learn about healthy lifestyle practices	25	19.8	56	44.4	35	27.8	10	7.9	2.8	0.9
Library resources help me understand how to make healthy choices	34	27.0	54	42.9	30	23.8	8	6.3	2.9	0.9
Weighted mean									2.8	

Note. SA = Strongly Agree; A = Agree; D = Disagree; f = frequency; M = mean; SD = standard deviation.

As shown in Table 4, the programme's impact on health literacy is relatively low (weighted mean = 2.8), just above the cut-off. A considerable proportion of respondents disagreed that the library provides reliable health information (45.2% for item 1) or supports healthy lifestyle learning effectively, signalling that health literacy programming requires targeted strengthening.

The low impact of school library programmes on health literacy (weighted mean = 2.8) aligns with existing research on school libraries. Musa and Aliyu (2023) reported that Nigerian school library programmes had limited health literacy outcomes, mainly due to the lack of dedicated health information resources and insufficient librarian training in health information provision. Additionally, about 45% of students in this study disagreed that their school library offers reliable health information, highlighting structural

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

shortcomings in health information management in Osun State school libraries. This is especially relevant given the emphasis of the World Health Organization (WHO, 2021) on school libraries as primary sources of health information for adolescents, particularly in the post-pandemic era, where health misinformation spreads rapidly on social media. The consistent responses, reflected by moderate SD values (±0.9) across all three health literacy items, suggest that these issues are systemic rather than isolated.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Research Question 4: What is the influence of the programme on how high school students in Osun State, Nigeria perceive and evaluate information from social media and the internet?

Table 5

Impact on Students' Perception of Social Media and Internet Information

Item	SA f	SA %	A f	A %	D f	D %	SD f	SD %	M	Std. Dev.
The library helps me use the internet effectively for academic purposes	22	17.5	38	30.2	35	27.8	31	24.6	2.4	1.0
The library guides me on online safety and responsible digital behaviour	25	19.8	32	25.4	43	34.1	26	20.6	2.4	1.0
The library provides opportunities to develop digital skills	22	17.5	44	34.9	35	27.8	25	19.8	2.5	1.0
I can identify false or misleading information because of the library	37	29.4	52	41.3	27	21.4	10	7.9	2.9	0.9
The library helps me question the reliability of information I encounter	27	21.4	64	50.8	27	21.4	8	6.3	2.9	0.8
The library helps me understand social and digital media information	20	15.9	50	39.7	39	31.0	17	13.5	2.6	0.9
Weighted mean									2.6	

Note. SA = Strongly Agree; A = Agree; D = Disagree; f = frequency; M = mean; SD = standard deviation.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Table 5 shows the weakest programme impact across all domains (weighted mean = 2.6). While students showed relatively stronger agreement with items on identifying misinformation (70.7%) and questioning information reliability (72.2%), they expressed limited agreement with items on internet effectiveness for academic use (47.7%), online safety guidance (45.2%), and digital skill development (52.4%). The high standard deviations (±1.0) across three items indicate significant variability in student experiences.

The least impact was observed in the digital literacy domain, with a weighted mean of 2.6, especially low scores on items concerning internet effectiveness for academics, online safety guidance, and digital skill development. This is understandable given the infrastructural limitations of Nigerian secondary schools, where many libraries lack reliable internet, functional computer labs, and e-resources (Aina et al., 2022). The results support the assertion of Hwang and Vonderwell (2021) that the effectiveness of digital literacy instruction depends on technological infrastructure. Higher scores on identifying misinformation and questioning information reliability (both M = 2.9) suggest that Osun State school libraries are better at fostering critical thinking than at providing practical digital skills, a key insight for programme redesign.

Hypothesis 1 ($H0_1$): There is no significant gender difference in the impact of the school library literacy development programme on new literacies development among high school students in Nigeria.

Table 6

Independent-Samples t-Test of Gender Differences in New Literacies

New literacy	Male (M ± SD)	Female (M ± SD)	t(df)	p
Information	3.30 ± 0.49	3.08 ± 0.57	2.18 (124)	.031*
Health	2.73 ± 0.76	2.77 ± 0.73	−0.26 (124)	.794
Financial	3.06 ± 0.56	2.92 ± 0.71	1.19 (124)	.238
Digital	2.64 ± 0.67	2.61 ± 0.73	0.23 (124)	.815

Note. *p < .05.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Table 6 reveals a statistically significant gender difference only in information literacy [t(124) = 2.18, p = .031], with male students recording a higher mean (3.30 ± 0.49) than female students (3.08 ± 0.57). No significant gender differences were found in health (p = .238), financial (p = .794), and digital (p = .815) literacy. Therefore, the first hypothesis is partially rejected.

The discovery that male students scored significantly higher than female students in information literacy (p = .031), while no notable gender differences appeared in health, financial, or digital literacy, is nuanced and demands careful contextual interpretation. This finding contrasts with Oluwole and Lawal's (2022) results from Ekiti State, which showed no significant gender gap in information literacy. However, it aligns with some global studies suggesting that males may have an advantage in structured information retrieval tasks, possibly due to more frequent library use for assignments (UNESCO, 2021). The lack of gender disparity in digital literacy (p = .815) is especially notable, given widespread documentation of gender gaps in digital technology use and outcomes (Calvani et al., 2023). One explanation is that the relatively low overall digital literacy impact of the programme in this setting has produced a ceiling effect, with both genders showing similarly limited outcomes. This highlights the need for gender-responsive library programming that considers the unique information needs and barriers faced by female adolescents, including cultural factors that may limit their access to library resources.

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Hypothesis 2 ($H0_2$): There is no significant difference in the impact of the programme based on school type (public vs. private).

Table 7

Independent-Samples t-Test of School Type Differences in New Literacies

New literacy	Public (M ± SD)	Private (M ± SD)	t(df)	p
Information	3.27 ± 0.56	3.07 ± 0.53	1.91 (124)	.058
Health	2.83 ± 0.71	2.67 ± 0.76	1.23 (124)	.220
Financial	3.05 ± 0.69	2.91 ± 0.61	1.24 (124)	.217
Digital	2.75 ± 0.67	2.48 ± 0.71	2.22 (124)	.028*

Note. *p < .05.

Table 7 shows a statistically significant difference by school type only in digital literacy [t(124) = 2.22, p = .028], with public school students scoring higher (2.75 ± 0.67) than private school students (2.48 ± 0.71). No significant differences were found in information (p = .058), health (p = .217), or financial (p = .220) literacy. The second hypothesis is therefore also partially rejected.

The conventional belief that private schools offer superior library services due to their superior resources is challenged by the discovery that public school students perform significantly better in digital literacy (p = .028). This finding supports Aina et al. (2022), who noted that government-funded professional development programmes and librarian training are beneficial to public school libraries in several South-Western Nigerian states but may not be as regularly offered in private schools. Osun State's public school librarians may have benefited from state-funded digital literacy integration initiatives, or more structured digital literacy training may be made possible by the greater percentage of government-trained professional librarians working in public schools. The idea that school type specifically affects digital literacy is supported by the marginal but non-significant advantage of public school students in the other literacy domains (financial, health, and information). This could be because decisions about digital infrastructure are more directly

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

influenced by government funding and policy than are other elements of library programming.

Recommendations

Based on the findings of the study, the following recommendations were made:

i. Osun State school libraries should systematically include digital literacy instruction covering online safety, responsible digital use, and evaluating internet information by upgrading digital infrastructure and training librarians.

ii. The state should establish and fund dedicated health information services, including age-appropriate collections and partnerships with health organisations, to improve health literacy.

iii. To address gender disparities in information literacy, libraries should implement strategies such as girls-only workshops, mentorship with female librarians, and targeted outreach to female students.

iv. The higher digital literacy among public school students warrants further study into specific successful programme features, such as librarian training and resource sharing, that could be adapted for private schools.

v. Strengthening financial literacy through collaboration between librarians and teachers of social studies, economics, and home management will help embed resources within the curriculum.

vi. Future research should use longitudinal and mixed-methods approaches to evaluate long-term impacts and capture student experiences beyond quantitative data.

vii. Nigeria's federal and state education agencies should set minimum standards for new literacies instruction, backed by adequate funding, staffing, and training, to ensure quality and equity across all school types.

Conclusion

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

This study explored the role of school library programmes in the development of new literacies among high school students in Osun State, Nigeria. Results show that school library literacy programmes are most effective in enhancing information literacy and have reasonable, positive effects on financial literacy. Their influence on health and digital literacy is limited, mainly due to infrastructural constraints, deficits in resource distribution, and the training of librarians. The study also points to the fact that male students perform better in information literacy than females, and public-school students excel in digital literacy, when gender differences and school types are considered. These findings suggest that school libraries in Osun State are making meaningful but irregular progress toward integrating new literacies, with significant room for improvement in health and digital literacy areas.

References

Abimbola, M. O., Adeoye, M. O., & Oladapo, Y. O. (2018). Influence of school libraries on academic achievement of students in selected secondary schools in Ilesa, Osun State, Nigeria. Living Spring Journal of Library and Information Science, 1(1), 1-11. https://www.livingspringjournal.com.

Adeyemi, B. A., & Okonkwo, C. (2022). Information literacy instruction and academic performance of senior secondary school students in Lagos State. Journal of Library and Information Science in Nigeria, 14(2), 45–61.

Aina, A. J., Ogundipe, O. A., & Bello, T. O. (2022). Infrastructure and staffing in school libraries: A comparative study of public and private secondary schools in South-West Nigeria. Library Philosophy and Practice, 7(1), 1–18.

American Library Association. (2022). Digital literacy definitions and frameworks. https://www.ala.org/advocacy/digital

Association of College and Research Libraries. (2016). Framework for information literacy for higher education. American Library Association. https://www.ala.org/acrl/standards/ilframework

Calvani, A., Fini, A., Ranieri, M., & Picci, P. (2023). Are young students really “digital natives”? Reconsidering the concept of digital competence. Computers & Education, 188, Article 104571. https://doi.org/10.1016/j.compedu.2022.104571

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J. (Eds.). (2021). Handbook of research on new literacies. Routledge.

Dike, V., & Amucheazi, O. N. (2021). Information literacy education in Nigeria: Breaking down barriers through local resources. IASL Annual Conference Proceedings. https://doi.org/10.29173/iasl7546

Eshet-Alkalai, Y. (2004). Digital literacy: A conceptual framework for survival skills in the digital era. Journal of Educational Multimedia and Hypermedia, 13(1), 93–106.

Hwang, G.-J., & Vonderwell, S. (2021). Digital literacy instruction in school libraries: A systematic review of programme designs and outcomes. Journal of Librarianship and Information Science, 53(4), 658–673. https://doi.org/10.1177/0961000620970827

International Federation of Library Associations and Institutions. (2020). IFLA school library guidelines (3rd ed.). https://www.ifla.org/publications/node/12052

Leu, D. J., Forzani, E., & Kennedy, C. (2020). Providing classroom leadership in new literacies: Preparing students for their futures. The Reading Teacher, 73(5), 633–637. https://doi.org/10.1002/trtr.1867

Lusardi, A., & Mitchell, O. S. (2014). The economic importance of financial literacy: Theory and evidence. Journal of Economic Literature, 52(1), 5–44. https://doi.org/10.1257/jel.52.1.5

Merga, M. K., & Mason, S. (2020). Impact of school library instruction on student learning outcomes: A systematic review. School Libraries Worldwide, 26(1), 1–22. https://doi.org/10.29173/slw8103

Musa, A. G., & Aliyu, Y. L. (2023). School library utilisation and new literacies development among secondary school students in Kano State, Nigeria. Samaru Journal of Information Studies, 23(1), 1–14.

Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st century. Health Promotion International, 15(3), 259–267. https://doi.org/10.1093/heapro/15.3.259

Nwachukwu, C. O., & Eze, F. N. (2023). Financial literacy through school library resources: Evidence from secondary schools in Enugu State, Nigeria. Journal of Balancing Adolescents' Information Needs, 5(2), 88–104.

Odu, A. (2017). Digital literacy and the implications for Nigerian digital library. International Journal of Library and Information Science Studies, 3(2), 13–19. https://www.researchgate.net/publication/319911927

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)

Oluwole, D. A., & Lawal, O. O. (2022). Gender and information literacy outcomes among senior secondary school students in Ekiti State, Nigeria. Information Impact: Journal of Information and Knowledge Management, 13(1), 55–68.

UNESCO. (2021). Girls' and women's right to information: Access and reading in the digital age. https://www.unesco.org/en/articles/girls-and-womens-right-information

World Health Organization. (2021). Health literacy: The solid facts (2nd ed.). WHO Regional Office for Europe. https://www.who.int/publications/i/item/9789289000154

© 2026. IJIRM. All rights reserved (https://www.ijirm.com.ng)