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Utilization of Bibliotherapy among Public Primary School English Language Teachers: Implications for Teaching Library reading Skills

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Abstract

The study was conducted to find out the extent to which guidance counsellors are aware of bibliotherapy as a library reading skills intervention service, and the extent they utilize it in public primary schools in Nsukka Local Government Education Authority of Enugu State, Nigeria. Four research questions and two null hypotheses guided the study in line with the specific purposes of the study. Descriptive survey design was adopted for the study and population of 101 school guidance counsellors in the public primary schools were used for the study. The instrument for data collection was a questionnaire of 28 items which was validated by three experts, one each from Childhood Education, Measurement and Evaluation and English Language Education, all in the Faculty of Education, University of Nigeria, Nsukka. A reliability coefficient of 0.89 was obtained using Cronbach-Alpha method. Mean and standard deviation were used to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed, among others, that guidance counsellors are aware of bibliotherapy in primary schools and that male and female guidance counsellors did not differ significantly in their utilization of bibliotherapy in primary schools. Implications of the findings for the teaching of library reading skills by English language teachers were highlighted.

Keywords: Bibliotherapy, English language teachers, Library reading skills, Public primary schools

Introduction

Primary school classrooms are filled with pupils who have to cope with family issues such as divorce, blended families, child abuse and neglect, drug abuse, death, illness, among others. Annually, according to Jackson (2006), young children are victims of maltreatment like physical, sexual or emotional abuse as well as neglect. Too many children grow up and go to school with a myriad of problems associated with situations that do not promote healthy development and may leave them with long term severe problems. These myriad of problems, according to Sullivan and

Strang (2002), can be resolved using literacy sources in form of bibliotherapy. Bibliotherapy (or bibliotherapeutic service) is a library reading skills intervention service which involves the systematic use of books to help people cope with their problems. These problems could be mental, developmental, physical, emotional or social. According to Campbell and Smith (2003), it is the use of books in counselling to support client change. This is based on the belief that books have comforting and healing power. Bibliotherapy, according to Sullivan and Strang is a child-friendly, non-invasive method that employs library reading skills. Similarly, Brewster (2007) described bibliotherapy as either using non-fiction advisory texts to help people understand and deal with mental and physical health problems, primarily mild mental health difficulties, including mild to moderate depression, or it is using fiction books to provide enjoyment for people with similar health problems. It is a sensitive way an educator, especially of children, or a practitioner uses library reading skills to help individuals understand themselves and the environment, learn from others and possibly find solutions to problems (Abdullah, 2002). Simply stated, bibliotherapy is the use of books to help people solve problems. Jackson (2016) points out that bibliotherapy uses literature in any form to help individuals find their way through psychological, emotional and social problems.

Bibliotherapy is carried out for a purpose. According to Wilson and Thornton (2005), the purpose of bibliotherapy is to render therapeutic assistance to individuals with emotional troubles. It assists individuals to overcome emotional turmoil related to real-life problems by directing them to read literature on those topics. It is based on the active dynamic process of library reading skills, which enables the person to identify with the protagonist in the story, followed by individual or group discussion in a non-threatening environment (Aiey, 1996). Underlying the application of bibliotherapy is the assumption that library reading skills is a dynamic process and the reader is an

active participant in the process. As people read, they bring along their needs and problems to the library reading skills experience and integrate the words in the light of their own experiences, and because the situation involves a third person, the reader is enabled to experience the problem from an objective perspective.

Bibliotherapy essentially involves library reading skills. Library reading skills is at the centre stage of the discovery of the environment and the facts in the society. Great men and women over the ages have bared their minds on a number of issues that affect human beings, including all social issues and concerns, and library reading skills is the most important avenue through which these facts are explored. Keyser (2021) asserts that library reading skills is a gateway to learning anything about everything. It helps one to discover new things and educate oneself in any area of life one is interested in. Library reading skills develops one's imagination and creativity and improves vocabulary and communication. Besides, it helps one build a good self image and reduces stress.

Essentially, bibliotherapy follows a process. This process, as pointed out by Wilson and Thornton (2005), involves three stages, namely identification, catharsis and insight. The reader first identifies with the protagonist or associates himself or herself with a character or situation in a book. This leads to catharsis or the purgation of emotion. In catharsis, the reader shares the feelings and motivations of the book character, becomes emotionally involved and releases pent up emotions. From insight, the reader realizes that his or her situation can be dealt with more effectively by imitating or adapting the ideas from the library reading skills material. Tension is released and this is accompanied by an emotional feeling that lets readers know they are not alone in facing their problems (Herbert & Furner, 1997). According to the writers, library reading skills by itself does not make up the whole process of bibliotherapy. Rather, it requires a meaningful

follow-up discussion. From the discussions, the reader is able to develop self-awareness, enhanced self-concept and improved personal and social judgment.

The potentials and advantages of bibliotherapy are many and varied. According to Pardeck (1998), bibliotherapy serves many functions which include, to give information, provide insight, stimulate discussion, communicate new values and attitudes, create awareness that others have similar problems and to provide realistic solutions to problems. Today, bibliotherapy is widely used by social workers and other therapists and is increasingly studied for its ability to relieve distress associated with numerous illnesses and behaviours. Jackson (2016) reports that studies have demonstrated its effectiveness in helping individuals with depression, anxiety, stress, low self-esteem and other psycho-social disorders. Jackson states that proponents of bibliotherapy suggest that mild to moderate symptoms of several mood-related conditions can be successfully treated with library reading skills activities. Lindberg (2021) asserts that bibliotherapy renders assistance when one is dealing with personal issues such as anxiety and depression or coping with grief by using literature to help people improve their life through providing information, support, and guidance in the form of library reading skills activities, via books and stories. Yuan, et al (2018) state that depression and anxiety are the most common mental disorders in children and adolescents.

The concept of library reading skills as a way to help facilitate the healing process and meet therapeutic goals is a common strategy found in many treatment approaches. In bibliotherapy, the therapists require clients to read fictional materials like novels, short stories, poems or spiritual books in order to attain certain outcomes which may include, among others, decrease in anxiety and depression, and improvement in study skills. The result of a study carried out by Mitchell-Kamalie (2002) on the application of bibliotherapy with primary school children living in a violent

society proved that bibliotherapy contributed to quantifiable changes in personality development and interpersonal relations among primary school children living in a violent society. However, in spite of the importance of bibliotherapy, Anasi (2008) found that the level of utilization of bibliotherapy in Yaba Psychiatric Hospital, Nigeria was not high because of inadequate knowledge of bibliotherapy, inaccessibility of relevant materials and preference for chemotherapy.

Bibliotherapy offers more than therapeutic purposes. In the views of Prater, Johnstun, Dyches & Johnstun (2006), there are five benefits of bibliotherapy. First, books help pupils bring problems to the forefront so that they are able to deal with them. Through the plot of the story, listeners gain insight into their own life situations while developing their creative and critical skills. Secondly, bibliotherapy helps pupils channel their life circumstances through a fictional character. Thirdly, bibliotherapy is a tool that provides useful information to help pupils solve their problems. Another benefit is that it helps pupils reduce their anxiety and promote relaxation as they discover that others have the same feelings and have gone through similar life experiences. Finally, bibliotherapy is another way to provide books to pupils and expose the underachieving pupils to books and library reading skills. In line with the foregoing, Gladding and Gladding (1991) state that bibliotherapy provides the participants the opportunity to recognize and understand themselves, their characteristics and the complexity of human thought and behaviour. According to the writers, it may also promote social development as well as the love for literature and library reading skills. It can also reduce feelings of isolation that may be felt by people with problems.

When using bibliotherapy, four steps are usually followed. These steps, as pointed out by Jackson (2006), involve pre-library reading skills plan, guided library reading skills, post-library reading skills discussion and follow up problem-solving/reinforcement activity. In pre-library reading skills plan, careful selection of library reading skills materials is significant so that pupils

can identify, connect and relate to the fictional character. Pre-library reading skills plans should, according to Jackson, include a brief description of pupils' background knowledge to help them link their past experiences with the book's content. Guided library reading skills is the actual library reading skills of the story aloud to pupils (especially to those who cannot read) at an appropriate pace and appropriate volume, preferably in one sitting so that pupils are listening and paying attention. The third step is post-library reading skills discussion where at the end of the story, the teacher and pupils will engage in a sequence of discussion. This is because it is important that pupils comprehend the story before moving on. Follow up problem-solving/reinforcement activity helps pupils learn how to become independent problem solvers. The purpose of this step is to emphasize to the class that they need to select good solutions to their problems in the long run, not just momentary solution. The teacher should include reinforcement activities to give pupils practice and application of the solutions they found. Such activities should use social skills within a natural setting or real-life situation or incidental learning like role-playing. In the same vein guidance counsellors are specially trained to provide assistance in schools to children who suffer from one form of maladjustment or the other.

Guidance as a programme of service is meant to enhance the ability of clients to cope with circumstances and be useful to themselves and the society (Egbo, 2015). It enables clients to make choices which are intended to bring self- direction and adjustment. It is designed to help clients adjust meaningfully to the environment, develop the ability to set realistic goals and improve on total educational programmes (Egbo, 2015). Guidance counsellors assist people who are struggling with school, mental health, or life in general. Guidance counsellors assist people in their academics, personal problems, career goals, and social life issues. They often conduct one-on-one or group sessions, presentations and workshops to better the lot of students. The goal of guidance

counsellors, according to Dean (2021) is to ensure that every student reaches their fullest potential in life. Counsellors in elementary schools often keep an eye out for troubled students, such as those suffering from abuse, neglect, depression, mental disabilities and self-harm.

Counselling can be organized in groups or individually. According to Egbo (2015), it is characterized by mutual respect, effective communication, genuine and complete acceptance of the client by the counsellor and concentrating on the needs, problems and feelings of the client. Therefore, good guidance counselling programmes organized for learning at the primary education level are intended to enhance the total development of mental, vocational, emotional, intellectual and socio-personal aspects of the pupils' lives. A guidance counsellor is therefore a professional, who, through diagnosing, planning, predicting, interpreting and evaluating, provides educational, personal, social and vocational assistance to pupils in such a way that it will reflect their interests, objectives, potentialities and needs for effective adjustment.

Guidance counsellors are sent to primary schools in Nigeria as a result of the apparent personality maladjustment of some pupils due to some home and societal factors and their apparent ignorance of career prospects. Thus, guidance counsellors are sent to schools to help pupils understand themselves and be able to take appropriate social and psychological lifelong decisions (Egbo, 2015). In other words, they are meant to bring out the best in the pupils and chart a way forward in handling related problems of personality adjustment and career development.

The need for guidance counselling services at the primary education level cannot be overemphasized. This is because pupils at this level are fragile and receptive and can be more easily moulded positively. It is the best time to frame good behavioural patterns and characteristics since the pupils are at the stage of formation of identity and self-concept and are open to a myriad of options. The guidance counsellor is therefore expected to emphasize therapeutic principles in

teaching and learning. In addition, Durojaiye in Egbo (2015) is of the view that the need for counselling at this level emanates from the significant changes that have resulted in breakdown of family cohesiveness and increased rate of divorce which have increased one parent home trend and subsequent increase of deviant behaviour among pupils. In addition, this is the period when library reading skills habits and skills are instilled in pupils hence the need for the application of bibliotherapy.

Despite the importance of bibliotherapy, Pehrsson and McMillien (2005) are of the view that counsellors are rarely taught how to use bibliotherapy and may not appreciate the many factors that need to be considered when using it. Research shows that although many counsellors use bibliotherapy with clients, training in this intervention is not common (Campbell & Smith, 2003). This may explain why, according to Adams and Pitre (2000) experienced counsellors are more likely to use bibliotherapy than new counsellors. This is because it may take some experience to determine when it is appropriate to use the intervention. New counsellors may struggle with a trial and error approach which is likely to be ineffective which, in the views of Pehrsson and McMillien, raises serious concern. A study carried out by Anasi (2008) reveals that the level of awareness about bibliotherapy in Yaba Psychiatric Hospital, Nigeria was very high. However, the level of utilization of bibliotherapeutic materials was low. Guidance counsellors awareness and utilization of bibliotherapy can be moderated by gender. Gender is defined by Newman (2021) as the socially constructed roles, behaviours and attributes that a society considers appropriate for men and women. The World Health Organization (2013) lists gender roles among the factors that can influence guidance and counselling programme implementation. Durosaro, Mustapha and Okesina (2013) state that in Nigeria and in some other parts of the world, there are many gender stereotypes that influence individual's daily processing of information. Such biased thoughts tend

to influence the interests of males and females and their participation in some activities. Gozu (2013) in a study on the effects of counsellor gender and problem type on help-seeking attitudes among Turkish high school students found that females held much more positive help-seeking attitudes than their male counterparts. It is against this backdrop that this study sought to find out the extent to which male and female guidance counsellors are aware and utilize bibliotherapeutic services in public primary schools in Nsukka Local Government Education Authority of Enugu State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent are guidance counsellors aware of bibliotherapeutic services?
2. To what extent do guidance counsellors utilize bibliotherapeutic services in primary schools?
3. To what extent does gender moderate guidance counsellors' awareness of bibliotherapeutic services?
4. To what extent does gender moderate guidance counsellors' utilization of bibliotherapeutic services?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance.

Ho₁: There is no significant difference in the mean responses of male and female guidance counsellors on their awareness of bibliotherapeutic services in primary schools.

Ho₂: There is no significant difference in the mean responses of male and female guidance counsellors on their utilization of bibliotherapeutic services in primary schools.

Method

The study adopted descriptive survey research design. This design has been adopted by Eze et al. (2020), Ezema et al. (2021), Ezeaku et al. (2021), Okeke et al. (2020a, b), Ugwuanyi et al. (2020), Okenyi et al. (2021) in similar studies. The area of the study is Nsukka Local Government Education Authority of Enugu State, Nigeria. The population of the study comprised all the 101 guidance counsellors in the Education Authority. There was no sampling because the population is manageable. Instrument for data collection was a questionnaire of 28 items structured to answer the four research questions. Section A of the instrument sought demographic data of the respondents while Section B had items on the extent of awareness and utilization of bibliotherapeutic services in two clusters. Three experts, one each from Guidance Counselling Unit, Measurement and Evaluation and English Language Education, University of Nigeria, Nsukka, validated the instrument. The instrument was trial tested and Cronbach Alpha was used to obtain a reliability coefficient of 0.89. The data was analyzed using mean and standard deviation to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. For decision, any item with mean scores of 3.00 - 4.00 is Very High Extent (VHE), 2.00 - 2.99 is High Extent (HE), 1.00 – 1.99 is Low Extent (LE) and 0 – 0.99 is Very Low Extent (VLE).

RESULTS

The following findings were made by this study and are presented in Table 1 – 6 in line with the research questions and hypotheses that guided the study.

Table 1: Mean ratings of respondents on the extent of awareness of bibliotherapeutic services in primary schools by guidance counsellors

S/N	Item Statement	X	SD	Remarks
1	Awareness that books can be used for healing psychological trauma	3.49	0.72	VHE
2	Awareness that bibliotherapy is a cost effective treatment for behaviour management	3.37	0.61	VHE
3	Awareness that bibliotherapy is a cost effective treatment for stress management	3.09	0.85	VHE
4	Awareness that bibliotherapy can be used with every group, especially pupils	3.28	0.71	VHE
5	Awareness that informative books can serve bibliotherapeutic purposes	3.32	0.58	VHE
6	Awareness that bibliotherapeutic services can be done individually	3.09	0.90	VHE
7	Awareness that bibliotherapeutic services can be done in group settings	3.17	0.98	VHE
8	Awareness of the types of books used for bibliotherapeutic services	2.97	0.81	HE
9	Awareness of the soothing effects of storybooks	3.35	0.70	VHE
10	Awareness of how to select library reading skills materials to solve pupils' peculiar problems	3.17	0.91	VHE
11	Awareness that there are materials appropriate to the pupils' developmental level	3.46	0.77	VHE
12	Awareness that books are helping tools to solve pupils' academic problems	3.47	0.86	VHE
	Cluster Mean	3.27	0.30	VHE

n=101

Table I shows that all the items except one have very high extent while one item has high extent. None has low extent and very low extent. The overall mean score of 3.27 shows that guidance counsellors are aware to a very high extent of bibliotherapeutic services in primary schools.

Table 2: Mean ratings of respondents on the extent of utilization of bibliotherapeutic services in primary schools by guidance counsellors

S/N	Item Statement	X	SD	Remarks
13	Giving relevant resources to children to read when they are upset	3.30	0.78	VHE
14	Sending pupils to the library to read books at their free time	3.20	0.95	VHE
15	Organizing group library reading skills classes for pupils	3.26	0.89	VHE
16	Asking pupils to tell the class what they have learnt from books they have read	3.11	0.92	VHE
17	Asking pupils to summarize storybooks they have read, giving lessons learnt	2.81	0.73	HE

18	Using books to solve pupils behavioural problems	2.71	0.83	HE
19	Directing pupils through the process of bibliotherapy	3.02	0.81	VHE
20	Monitoring pupils using bibliotherapeutic services to ensure that they gain the most from the process	3.29	0.75	VHE
21	Sourcing for relevant library reading skills materials that match pupils' problems	3.26	0.73	VHE
22	Considering the interests of my pupils when I select materials for library reading skills	3.01	0.82	VHE
23	Considering the library reading skills levels of my pupils when I select materials for library reading skills	2.90	0.97	HE
24	Maintaining the classroom environment where books and materials are available to interest and stimulate the pupils' wish to read	2.88	0.84	HE
25	Library reading skills out books to the pupils	2.96	0.92	HE
26	Working with parents in order to help them assist their children in library reading skills	3.42	0.68	VHE
27	Encouraging pupils to utilize the information gained from library reading skills in creative ways	3.19	0.83	VHE
28	Giving pupils books that are related to their observed problems to help heal them.	3.12	0.88	VHE
	Cluster Mean	3.09	0.42	VHE

n=101

Results on Table 2 show that eleven items have very high extent while five items have high extent. None of the items have low extent and very low extent. The overall mean rating of 3.09 shows that guidance counsellors utilize bibliotherapeutic services in primary schools to a very high extent

Table 3: Mean and standard deviation of the extent to which gender moderates guidance counsellors' awareness of bibliotherapeutic services in primary schools

Gender	N	\bar{x}	SD	Mean Diff
Male	26	3.20	0.21	0.09
Female	75	3.29	0.32	

Result on Table 3 shows the extent to which gender moderates guidance counsellors' awareness of bibliotherapeutic services in primary schools. Results show that the male guidance counsellors had a mean score of 3.20 with a standard deviation of 0.21 while the female guidance

counsellors had a mean score of 3.29 with a standard deviation of 0.32. The difference between the mean score of male and female guidance counsellors was 0.09. The result of the study showed that the female guidance counsellors are more aware of bibliotherapeutic services in primary schools than their male counterparts.

Table 4: Mean and standard deviation of the extent to which gender moderates guidance counsellors' utilization of bibliotherapeutic services in primary schools

Gender	N	\bar{x}	SD	Mean Diff
Male	26	3.01	0.27	0.11
Female	75	3.12	0.46	

Result on Table 4 shows the extent to which gender moderates guidance counsellors' utilization of bibliotherapeutic services in primary schools. Results show that the male guidance counsellors had a mean score of 3.01 with a standard deviation of 0.27 while the female guidance counsellors had a mean score of 3.12 with a standard deviation of 0.46. The difference between the mean score of male and female guidance counsellors was 0.11. The result of the study showed that the female guidance counsellors utilized bibliotherapeutic services more than the male guidance counsellors.

Table 5: t-test analysis of the significant difference in the mean responses of male and female guidance counsellors on their awareness of bibliotherapeutic services in primary schools

Gender	N	\bar{x}	SD	t-value	df	Sig	Dec
Male	26	3.20	0.21	-1.35	99	0.18	S
Female	75	3.29	0.32				

S = Significant $\alpha = 0.05$

Result on Table 5 is a t-test analysis of the significant difference in the mean responses of male and female guidance counsellors on their awareness of bibliotherapeutic services in primary schools. Result shows that a t-value of -1.35 with a degree of freedom of 99 and a significant or probability value of 0.18 were obtained. Since the probability value of 0.18 is greater than 0.05 level of significance, this means that the null hypothesis which states that there is no significant difference in the mean responses of male and female guidance counsellors on their awareness of bibliotherapeutic services in primary schools is accepted. The inference drawn, therefore, is that male and female guidance counsellors did not differ significantly in their awareness of bibliotherapeutic services in primary schools.

Table 6: t-test analysis of the significant difference in the mean responses of male and female guidance counsellors on their utilization of bibliotherapeutic services in primary schools

Gender	N	\bar{x}	SD	t-value	df	Sig	Dec
Male	26	3.01	0.27	-1.15	99	0.25	S
Female	75	3.12	0.46				

S = Significant $\alpha = 0.05$

Result on Table 6 is a t-test analysis of the significant difference in the mean responses of male and female guidance counsellors on their utilization of bibliotherapeutic services in primary schools. Result shows that a t-value of -1.15 with a degree of freedom of 99 and a significant or probability value of 0.25 were obtained. Since the probability value of 0.25 is greater than 0.05 level of significance, this means the null hypothesis which states that there is no significant difference in the mean responses of male and female guidance counsellors on their utilization of bibliotherapeutic services in primary schools is accepted. The inference drawn, therefore, is that male and female guidance counsellors did not differ significantly in their utilization of bibliotherapeutic services in primary schools.

DISCUSSION OF RESULTS

The data presented on Table 1 shows that all the items except Item 8 have very high extent. Item 8 has high extent while no items had low extent and very low extent, indicating that the guidance counsellors are aware of bibliotherapeutic services in primary schools to a very high extent. This is in consonance with the findings of Anasi (2008) that the awareness about bibliotherapy in Yaba Psychiatric Hospital, Nigeria is fairly high. This awareness could be attributed to the knowledge by guidance counsellors of the utility of bibliotherapy in assisting pupils with psycho-social problems and the central place that library reading skills of specific literature occupies in stress management. From the results presented on Table 2, it can be said that guidance counsellors utilize bibliotherapeutic services in primary schools to a very high extent in Nsukka Local Government Education Authority of Enugu State. This does not agree with the findings of Anasi (2008) that the level of utilization of bibliotherapeutic materials was low. The result by Anasi showed that there was inadequate knowledge of bibliotherapy and inaccessibility of relevant materials as well as utilization of chemotherapy instead of bibliotherapy.

Results presented on tables 3, 4, 5 and 6 indicate that female guidance counsellors are more aware of bibliotherapeutic services in primary schools than their female counterparts in Nsukka Local Government Education Authority of Enugu State, Nigeria. The results also indicate that female guidance counsellors utilize bibliotherapeutic services more than their female counterparts within the area of the study. However, the differences in their awareness and utilization of bibliotherapy were not significant. The differences in the level of awareness and utilization of bibliotherapy in favour of the female guidance counsellors agree with the finding of Artkoski and Saarnio (2013) which showed that female therapists were significantly more positive toward clients than were the male therapists. The result of this study also corroborates that of Gozu (2013)

that females held much more positive help-seeking attitudes than their male counterparts. According to Gozu, for females neither counsellor gender nor problem type affected their help-seeking attitudes. This also agrees with the World Health Organization (2013) that gender is one of the factors that can influence guidance and counselling programme. This could be explained from the perspective advanced by Durosaro, Mustapha and Okesina (2013) that females tend to be more empathetic and more emotional in their reaction to patients.

Implications for the Teaching of Library reading skills by English Language Teachers

The literature reviewed in the foregoing and the subsequent result of this study indicate that bibliotherapy is useful in helping children cope with stress and other forms of psycho-social problems. The results also show that guidance counsellors are aware of the therapeutic value of books (fictional and non-fictional) as the driver of bibliotherapy.

Books, on the other hand, cannot achieve this purpose unless they are read by the pupils with comprehension. This means that the writer of books takes for granted that the target audience know how to read. Besides, therapists who give their clients books to read also assume that their clients can read the materials given or suggested to them. This means, in essence, that library reading skills is at the centre of any bibliotherapeutic service. However, it has been found in literature that many pupils in Nigeria can read even at the age of ten. United Nations Systems in Nigeria (2017) reports that nearly half of all children who have completed primary school in Nigeria cannot read a complete sentence, and more than two-thirds of children in Northern Nigeria remain illiterate by the end of primary school. What this implies is that English language teachers have to intensify their teaching of library reading skills at the primary school level to ensure that every child in primary three (eight-year olds) should be able to read material at their level coherently and with comprehension. Without this library reading skills ability, it will be difficult

to implement bibliotherapy. So, relevant methods like the phonics method should be used to improve pupils' library reading skills abilities. Also, strategies that will promote pupils' interest in library reading skills should be utilized.

Again, bibliotherapy thrives in the rich presence of books that are relevant to the diagnosed therapeutic condition. This means that increased effort is expected from English language teachers to develop textual resources that are targetted at the problems of pupils. Such resources should be written at the linguistic and cultural levels of the pupils so that the materials will be relevant to them.

Above all, English language teachers, with their wide exposure to literature books, should be in a vantage position to advise guidance counsellors on the books that will be relevant to each detected problem. They should also be in a position to recommend their pupils to the guidance counsellors for proper therapeutic services in relation to bibliotherapy.

Conclusion

Based on the findings and subsequent discussion, this study concludes as follows: Guidance counsellors are aware of bibliotherapeutic services in primary schools in Nsukka Local Government Education Authority, Enugu State, Nigeria. They also utilize bibliotherapeutic services in primary schools. Female guidance counsellors are more aware of bibliotherapeutic services in primary schools than their male counterparts. The female guidance counsellors also utilize bibliotherapeutic services more than the male guidance counsellors, though there is no significant difference in their awareness and utilization of bibliotherapeutic services in primary schools in Nsukka Local Government Education Authority, Enugu State, Nigeria.

Recommendations

The following recommendations are made:

1. Efforts should be made to sustain the awareness of bibliotherapeutic services in primary schools by guidance counsellors through seminars, conferences and workshops.
2. The utilization of bibliotherapeutic services in primary schools by guidance counsellors should be sustained and even improved upon.
3. English language teachers should improve on their methods of teaching library reading skills so that pupils can get the most from bibliotherapy.
4. English language teachers should use effective strategies that will promote interest in library reading skills among pupils.
5. English language teachers should ensure that they write English language resource materials that will assist guidance counsellors in the utilization of bibliotherapeutic services.

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