

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

April 2022

Application of Bibliotherapy by School Libraries as a Tool for Enhancement of Reading Culture and Good Behaviors among Students

EMMANUEL CHIDIADI ONWUBIKO

ALEX EKWUEME FEDERAL UNIVERSITY NDUFU - ALIKE, IKWO,, onwubikoemma@yahoo.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Scholarly Communication Commons](#)

ONWUBIKO, EMMANUEL CHIDIADI, "Application of Bibliotherapy by School Libraries as a Tool for Enhancement of Reading Culture and Good Behaviors among Students" (2022). *Library Philosophy and Practice (e-journal)*. 6971.

<https://digitalcommons.unl.edu/libphilprac/6971>

Application of Bibliotherapy by School Libraries as a Tool for Enhancement of Reading Culture and Good Behaviors among Students

Onwubiko, Emmanuel Chidiadi
Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Nigeria
Onwubikoemma@yahoo.com or emmabikos@gmail.com

Abstract

Bibliotherapy is a concept that involves the use of books to help children cope with their life and has been widely recognized as an approach that will help librarians to better address emotional, behavioral and social concerns of children while reading on the other hand, stimulates imagination, widens views, expands horizon and helps learning about different people and places. Reading is important to human development because it is essential in full participation in the modern society. This study therefore examined the application of bibliotherapy by school libraries as a tool for enhancing reading culture and good behaviors among students. The study employed a descriptive research design with a population sample of 52 senior secondary two students randomly selected from two secondary schools in Enugu, Nigeria with functional library and teacher-librarians. The main instrument for data collection was a 41 item 4-point Likert scale structured and validated questionnaire administered to the students after 10 weeks of reading and discussions of a book written by American authors that talked about safety, love neighborhood, sharing cooperation, tolerance and taking care of our environment. The book that has many stories with the above stated virtues was given to the students to read followed by group discussions which lasted for 10 weeks. The data collected were analyzed using frequencies, percentages and charts while at 0.05 significance, the hypothesis was tested using 2-tailed t-test. The outcome of the study shows that bibliotherapy is indeed an effective tool for enhancing reading culture and good behaviors among students in secondary schools. As there was a tremendous desire and improvement in the reading culture of the students with the application of bibliotherapy and with enhanced reading, the awareness of whom they are and what they ought to do to become responsible citizens became clear to them. It was based on the findings that recommendations were made which include that librarians and school libraries should continually apply this tool as to enhancing the reading culture and good behaviors among students; government should do the needful by equipping school libraries with necessary amenities and have them stocked with pre-vocational books, novels and multi-media materials

that will attract students and make reading interesting and that parents as the first teachers of their children, should keep close watch on them and regularly encourage them to read reminding them of the importance of reading among others

Keywords: Bibliotherapy, School Library, children, Students, Knowledge Society, Literacy, Reading Habits, Reading Culture

1.0. INTRODUCTION

The world as it is today, is driven by knowledge powered by information spearheaded by advances in information and communication technologies (ICTs) which forms the determinant of the future of any nation as the nature of information held by the children of today that form the crème of leaders of tomorrow will determine the level of development of such nations tomorrow. Children as the citizens and leaders of tomorrow are the key players in the development of knowledge societies. They need to be coached and educated to become part of a literate and an intelligent nation. Books can be used as a very good strategy to develop a nation's economy and culture therefore, children must have access to information because it is a prerequisite factor in national development and the ability to use information tools such as reading is considered a source of power that will develop and mould them for future challenges. Reading stimulates imagination, widens views, expands horizon and helps learning about different people and places. Reading is important to human development because it is essential in full participation in the modern society.

Suffice it to say, that towards the knowledge and literacy society, reading habits are an essential aspect to be considered. Reading is a ticket for success in education and lifetime. According to Onwubiko (2010), reading can be explained as a practice of seeking knowledge information or entertainment through written words. Such practice can acquired through reading books and other information materials. In the context of the 21st century, it is imperative that everyone acquires reading culture just as stated by Douglas (2000) every child needs to become fully competent in reading in order to succeed in school and to discharge his responsibilities as a citizen of a democratic society. This implies that reading is a process of lifelong learning and must have the continuity. That is to say, that a citizen who reads has the capacity to actively

participate in the continuity of learning. Reading so to speak provides backup information which reduces ignorance hence empowering and promoting literacy. It is thus imperative to make the present generation more aware of the benefits and importance of reading.

The fact is that a country's level of development is a function of the level of mental and cultural evolution as well as the state of its educational development which is embedded on building a high level of literacy in all facet of the population. The importance of reading to the development of a nation has made the Nigerian government under the leadership of Dr. Goodluck Ebele Jonathan to launch 'Bring Back the Book Campaign'. According to the President, one the priorities of his administration is education which will also have spiral effect on the other facet of our national development. He further stated that the secret of governance, amazing discoveries, development of progressive management principles and every other desire of any nation are hidden in books, books written over generations (Osundare, 2009). From the aphorism, one can deduce that the place of reading in the development of any nation cannot be overlooked.

As we are able to acquire new ideas and knowledge from reading, educational institution such as schools are important agents to nurture reading habits among children. Besides schools, libraries especially school libraries that lay the foundation for a child's education has prominent roles to play in promotion of reading habit among children. As citizens of tomorrow and players in the development of knowledge societies, it is important to monitor their development especially in this new era of digital and borderless environment. In the line of growth, they will go through different types of experiences and challenges a situation that calls for guide and the school library through books can create the desired moulding of these children. . Bibliotherapy is a concept that involves the use of books to help children cope with their life. Bibliotherapy is no longer a strange method or practices in library service. Bibliotherapy has been widely recognized as an approach that will help librarians to better address emotional, behavioral and social concerns. Hence, revealed Noordin, Husaini and Shuhidan (2015) the role of a library will be more visible and significant with bibliotherapeutic schemes rather than the traditional perceptions of librarians being the custodians of information/books. This study therefore is a

move at looking at the application bibliotherapy by school libraries as a tool for enhancing reading culture and good behavior among students as citizens of tomorrow.

1.1. Statement of Problem

Reading is a learning skill which aids all other learning activities. For a person to develop a reading culture he/she needs to practice reading. Over the years more and more students are no longer interested in reading especially in Nigeria. Reading culture is gradually fading away in society due to the emergence of the use of information and communication technologies (ICTs). Majority of the students would rather play games, chat, browse the internet or watch videos than to read and this development is indeed posing serious challenges for the nation. Reading which is a very powerful and indispensable tool for learning and acquisition of knowledge, varied skills and experiences needed by man to develop a satisfactory personal life and contribute meaningfully in societal development, is being relegated to the background. In Nigeria, the development may even be attributed to the falling standard of education, poor academic performances and unruly behaviors being exhibited by students. Furthermore, to the best of the knowledge of the researcher no research has been carried out in this particular subject in this part of the globe an indication that there is a vacuum in knowledge that needs to be filled. It was in consideration of all the above that this study was embarked upon as to examine the application of bibliotherapy by school libraries as a tool for enhancing reading culture and good behaviors among students using students of two selected secondary schools in Enugu, Nigeria as case in point. Three main elements are gathered together and rationalized in this study; Library as the change agent, Bibliotherapeutic schemes as the initiatives and Knowledge Society as the national aspiration to have a literate society with good reading habits.

1.2. Research Objectives

The main objective of this study is to establish the effect the application of bibliotherapy by school libraries will have towards improving the reading culture and enhancement of good behaviors in students. Other objectives include:

- i. To establish the impact of the application of bibliotherapy by school libraries in the reading culture of students,
- ii. To know what contributions reading can make in the behaviors of students,
- iii. To ascertain the role of school libraries towards cultivating reading culture in students.

- iv. To identify challenges militating against enhancing reading culture in students.

1.3. Research Questions

The study was guided by three research questions.

- i. What impact does bibliotherapy have in the reading culture of students?
- ii. In what ways can reading contribute in moulding the behavior of students?
- iii. What are the roles of school libraries towards improving the reading habit of students?
- iv. What are the challenges militating against enhancing reading culture in students?

1.4. Research Hypothesis

The study was also guided by one hypothesis formulated and tested

Ho1: There is no statistical significance difference in the reading habit of students with the application of bibliotherapy

2.0. Literature Review

2.1. Conceptual Framework

2.1.1. Bibliotherapy

Bibliotherapy which is also called book therapy, poetry therapy or therapeutic storytelling is a creative arts therapies modality that involves storytelling or the reading of specific texts with the purpose of healing. It uses an individual's relationship to the content of books and poetry and other written words as therapy. Bibliotherapy is often combined with writing therapy. It has been shown to be effective in the treatment of depression (Burns, 1999). Thomas (2021) defines it as the reading of specific texts to support and help heal issues that you may be going through in your life. According to American Psychological Association (APA) (2020) bibliotherapy is a form of therapy that uses structured reading material and often used as an adjunct to psychotherapy for such purposes as reinforcing specific in-session concepts or strategies or enhancing lifestyle changes. Carefully chosen readings are also used by some individuals as self-help tools to foster personal growth and development, for example, by facilitating communication and open discussion of problems or enhancing self-concept (APA, 2020). . Merriam-Webster (2018) defines it as the use of reading materials for help in solving personal problems or for psychiatric therapy. Yusuf and Taharem (2008) describe bibliotherapy as a

technique for composing and constituting interaction between clients and therapists based on their mutual sharing of literature in fulfilling the client therapeutic needs. Bibliotherapy is a dynamic and interactive process that helps children to recognize that life includes challenges that have an impact on how people survive while developing a hardly resilient spirit in facing an array of circumstances. Bibliotherapy does not claim to cure, but rather to enlighten and to promote insight. It is intended as an adjunct to treatment (Caldin, 2009). The rationale for using books as a coping mechanism for children; Yusuf and Taharem (2008) stated is that readers will bring their needs and problems in their reading experience when they read good books. In fact, one could get involved with the characters and could easily relate to one's experience. The possibilities to use bibliotherapy in the library analysis had been discussed (Janaviciene, 2010) which is by reading bibliotherapy and interactional bibliotherapy also known as reading and discussing about text.

Bibliotherapy generally refers to the use of literature to help people cope with emotional problems, mental illness, or changes in their lives (Pardeck, 1994), or to produce effective change and promote personality growth and development (Lenkowsky, 1987; Adderholdt-Elliott & Eller, 1989). By providing literature relevant to their personal situations and developmental needs at appropriate times (Hebert & Kent, 2000), bibliotherapy practitioners attempt to help people of all ages to understand themselves and to cope with emotional related problems. Developmental bibliotherapy which is defined as any planned use of books carried out with the aim to influence the personal growth and development is relevant to the work of school libraries and their librarians.

2.1.2. School Library

Library services for schools are very important. This importance is realized by the Federal Government of Nigeria in the Fourth National Development Plan of 1981–1985. It sees library development as an important component of educational services designed to enhance the learning process in the society. According to (Krashen, 2007) there exist a tangible relationship between the quality of school library and the amount of books children read as well as a relationship with competence in reading. Aina (2004) states that school libraries are libraries attached to schools such as pre-primary, primary and secondary schools. They supplement the

teaching of school children. It caters for children who are eager to read and also for backward children who read with difficulty and who require visual aids and all kinds of incentives to study. The holdings of school libraries contain more of audio-visual and graphic materials such as pictures, photographs, realia, diagrams, etc. This does not mean that school libraries do not contain materials such as books, magazines, periodicals, and newspapers. Adetoro (2005) opines that school libraries are libraries devoted to the support of educational programmes of primary and secondary schools in countries throughout the world. Thus, school libraries are seen as centre of the school learning programme and the foundation stone of any modern educational structure. While Onwubiko and Uzoigwe (2004) define school library as the learning laboratory of the school equipped with books, magazines, newspapers and audio visual materials, aimed at enhancing effective teaching and on the part of teachers and students. This creates an environment of literature and cultivates the habit of using information resources as teaching tools which will lead to academic achievement. The school library is crucial in the teaching and learning processes. School library is the type of library established in a primary or secondary school. It is an integral part of the school community. School library pursues the vision, principles of the school management. Fakomogbon et al. (2012) opined that school library helps to support the school curriculum by providing up-to-date information to keep teachers and students abreast of new development. The school library compliments the work of the classroom teacher with the ultimate goal of ensuring that each student has equitable access to resources, irrespective of home opportunities or constraints. School library reflects and encourages collaborative learning and sharing of ideas.

School library remains the power house of educational institution; any educational institution without a library is as lifeless as a motor car without an engine and a body without a soul. The school library is learning central. It is a place where students get access to all kinds of reading materials, cultural and knowledge building activities. It is also a place where students engage in deep thinking and lively learning discussions. In a school library, students are given opportunity to engage in innovative, curious and problem solving activities. School library is a place for social interactions. Cross-age peer tutoring, cooperative learning groups and informal 'study groups' are the motivating and supportive social situations within the school library to improve students' academic skills (Issa, Aliyu, Akangbe, & Adedeji, 2012).

2.2. Theoretical and Empirical Framework

As narrated by Arulanantham and Navaneethakrisghnan (2013). the literature on bibliotherapy begin in the 20th century, and it was accepted in the library field, when a trained librarian was employed at the Mclean Hospital, Massachusetts in 1904 . In the era, as a leading role, books were used as a therapy towards patients. It was in the year 1920s, Sadie Peterson-Delaney, also a librarian from Veteran’s Hospital in Tuskegee, Alabama had success in the outstanding program that was related to bibliotherapy towards African – American war veterans. She then received world recognition because of the method she adopted to treat the psychological and physical needs of war victims. In fact a year before; in 1919 an article was written by a librarian about bibliotherapy. The librarian was co-author with a neurologist in the publication of ‘The therapeutic use of hospital library (Bibliotherapy sourcebook 1978). That is to say, that bibliotherapy is no longer a strange method or practices in library service, especially libraries in hospitals. According to Janaviciene (2010) bibliotherapy can be divided into three categories which are clinical bibliotherapy, rehabilitation bibliotherapy and education bibliotherapy also known as personality development. Brewster, (2009) also identified bibliotherapy to be of three categories which are clinical, supportive and developmental of bibliotherapy, experience and life. The whole idea is that bibliotherapy is the act of using book reading to remedy ones’ behavioral and emotional challenges. Through reading, not just the readers will acquire new ideas and knowledge, reading contributes significantly to job success, career development and ability to respond to change (UNESCO, 2010). Reading therefore is very important for everybody in order to able to face day-to-day situation of life. As expressed by Keats (2016), reading for pleasure is the key to unlocking a child’s imagination and learning potentials. In the words of Okeke (2014) the art of reading is priceless instrument for everyone thus one of the most important activities in life through which one enters into life and experiences of others and extends ones knowledge, scope of experience and enjoyment. Fabunmi and Olayinka (2010) revealed that reading is a term used to refer to an interaction by which meaning encoded in visual stimuli by author makes meaning in the mind of the reader. Saunder (2007) posits that reading is essential to full participation in the modern society because it adds quality to life and provides access to culture and cultural heritage.

On the benefits of reading Chika (2009) summarized them to include, the provision of individual welfare, social progress and international understanding, provision of skills, knowledge and the right attitude that frees one from idleness and boredom. Jega (2012) added that the youths and their mindsets have to be channeled in the right direction by encouraging them to read, since they are generally referred to as leaders of tomorrow as the inculcation of reading culture among the youths will help to properly harness and utilize their energy, curiosity, creativity, passion and impatience to change for positive use.

According to Mefor (2016), the reading habit of Nigerians is a matter in educational and national development. The education of the youths is essential to the existence of a nation since the youths are the future and continuity survival of a nation. Since reading sustains literacy, there is need to expose the youths to reading as the development of a nation is proportional to the literacy level. The literacy rate of Nigeria dropped from 62% in 1992 to 52% in 2006 (Olanrewaju, 2008). One can say that literacy rate in Nigeria keeps retrogressing as result added Olanrewaju (2008) most of the problems that we have today as a nation can be traced to this high level of illiteracy. In a related development, the studies conducted by the National Library of Malaysia in 2006, did reveal that Malaysians is still in the average reading state, with only two books read a year. In another survey in 2006 with a sample of 60,441 respondents reveals that the literacy has slightly decreased to 92 percent from 93 percent in 1996.

It is believed that one's positive reading attitudes will lead to positive reading experiences (Karim. & Hasan, 2007). As stated in Reading Modeling Effects, people who regularly read will continue to read without reluctant for information and enjoyment (Pandian, 1977). Similarly, students, for example, who fall in this category will continue to read even after graduation, hence, it influences as a model in their respective areas such as in homes and workplaces and will help in the improvement of a nation reading reluctance (Inderjit, 2014). On the other hand, bibliotherapy has been widely recognized as an approach that helps librarians to better address emotional, behavioral and social concerns (Tukhareli, Natalia, 2011; Battleson & Nasset, 2012 and Arulanantham & Navaneethakrisghnan, 2013). Bibliotherapeutic scheme initiated in school libraries can be a key factor in encouraging young adults to read Engku Chik. et...al (2014) added.

As noted by Karim and Hasan (2007) with a positive reading attitude, one may subsequently lead to positive reading experiences hence, poor reading habits could lead to deprived experiences. As an example; previous study shown that poor reading habits will be responsible for poor academic performance and this will result to a lack of literacy skills including reading that may cause a problem for living, working and survive (Issa, Aliyu, Akangbe & Adedeji 2012). Due to that Inderjit (2014) in his study found that children with lack of knowledge and information tend to involve in many problems.

By using literature as a guided tool it will help in the emotional and social development of children. With the bibliotherapeutic scheme, children will feel comfortable to share and to discuss. Bibliotherapy thus provides children with metaphors for life experiences and its help children who have difficulties to discuss or share their feelings or problems to learn new ways to handle the issues (Pardeck, John. & Pardeck, 1993). . The authors conclude that clients will gain new knowledge and insights when they finished reading a book, which they then reflect on their own situation and ways to handle them As stated by Yusuf and Taharem (2008) reading helps in the all round development of children. Reading books is a safe activity, medium and style for children to explore and understand their feelings, environments, situations, community and societal expectations. It is a good thing to learn about the other people lifestyle and situation without dangers. Through bibliotherapy, it may increase interest in reading for recreational purposes. It is also an opportunity for children to develop reading skills and habits (Elahe, 2013).

Through reading young people could enter into the life and experiences of others and this could have implications on their knowledge, scope of experiment, enjoyment and long lasting solution to what they are passing through. A well written story book or novel has other uses apart from educational purpose. It could provide information that is new to the reader, meet recreational and entertainment needs and also gain insight in issues that the young people are dealing with. Reading of books has been an instrument of change, development and helps in effective decision making (Akinola, 2014). During reading, users of books are able to compare and contrast behaviors/characters in the book and this will help the reader with inferring some form of reasoning. In addition to motivating reading interest and helping to escape for a time from

problems, bibliotherapy groups have other important goals such as socialization and communication (Hannigan, 1962).

In Nigeria noted Adegoke (2015), the most convenient place to have access to book is the library as preliminary observations have revealed that the economic recession in the country would not allow many young people the opportunity to buy personal books for themselves in the face of other pressing needs such as food, clothing and shelter he added. School librarian and libraries can help young people with reading activities to empower and emancipate them from actions that are detrimental both to them and the society. Onwubiko and Uzoigwe (2004) revealed that a school library provides instructional materials to enrich the curriculum, supplement textbooks, give students unlimited opportunity for learning and keeps teachers and students up-to-date on the new social, economic and scientific development. School libraries therefore are one of the sources for providing reading resources and a gateway to knowledge. It is a repository of books and other resources that could help young people shape their thoughts and influence their actions. As revealed by IFLA (2015), a school library provides a range of learning opportunities for individual, small groups and large groups with a focus of intellectual content, information literacy and cultural and social development. According to IFLA /UNESCO (1999), school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge based society. School librarian motivate students to discover the world through reading as they help them locate books and information on the topics of their interest while school library with good resources help young people explore the world around them through print and electronic media (Oyewusi, 2016). Furthermore, a functional library states Mahajan (2010), would not only provide textbooks for curriculum needs of the young people but will also provide books that will enhance skills that could help the young people in the future as well as equips them with long-life learning skills and develops their imaginations enabling them to live as responsible citizens. This it does through the selection, acquisition and provision of access to appropriate sources of information.

Writing on the challenges militating against development and maintenance of reading culture Commeyras and Mazile (2011) and Chikas (2009) in their separate studies discovered that students dislike reading because they did not find pleasure in this practice either at home or in

school environment during their literacy journey and this Olanrewaju (2006) attributed to failure of government to provide basic infrastructure such as libraries and fiction books in all the schools across the nation as was obtained some three decades ago and this he stated has led to the fading of reading culture in our society. Furthermore, parents hardly have time to monitor their children to read and many can hardly read newspapers which is contrary to a popular Swahili adage the a reading parent beget a reading child. Worse still, is the emergence of information and communication technologies (ICTs) which has moved the attention of youths that they prefer to surf the internet in search of morally and socially inclined websites to reading their books. The introduction of Global System of Mobile Communication (GSM) further added salt to injury as many youths prefer to fiddle with their phones than to read. While Gbadamosi (2007) In Igwe (2011) highlights the challenges to include: the quest for natural wealth which has eroded the interest for the search of knowledge; economic hardship that is prevalent in many homes that many parents manage to pay their wards' school fees and forget about buying books, Astronomical prices of books and other information materials that has placed them out of the reach of the poor masses, high cost of publishing books making it difficult for indigenous writers to publish unless sponsored and advent of cable television, you-tube, home videos, film houses and other electronic gadgets.

On the other hand, other social institutions like libraries and museums can also play a strong role in children's early learning. This is due to the fact that they are often the first encounter with lifelong learning, introducing the readers and learners of the future in an exciting, rich and varied environment. The implication is that, libraries are uniquely positioned to promote literacy and reading (Farmer & Stricevic, 2011) and the school library declared IFLA/UNESCO (2016) provides information and ideas that are fundamental to functioning successfully in today's information knowledge based society. The school library therefore equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. The school library as a miniaturized information power-house is in a better position to empowering the students into cultivating positive attitude towards reading. The existence of school libraries is to support school and society's development due to the ability of the libraries to provide the resources, services and facilities (Onwubiko, 2020). There comes the role of the library in developing reading culture. Libraries have become an organization that is responsible

	feel comfortable, to share and to discuss with peers	35	67.3	17	32.7	-	-	-	-	Accepted
3	It provides me with metaphors for life experiences which will help me discuss my difficulties or share my feelings or problems	37	71.1	12	23.1	3	5.8	-	-	Accepted
4	I learn new ways to handle the issues involving me and others	40	77	11	21.1	-	-	1	1.9	Accepted
5	I acquired the knowledge to read related books that have similar stories to any identified problem	43	82.7	9	17.3	-	-	-	-	Accepted
6	It exposed me to knowing that it is a good thing to learn about the other people lifestyle and situation without dangers	39	75	8	15.4	-	-	5	9.6	Accepted
7	It increased my interest in reading for recreational purposes	48	92.3	4	7.7	-	-	-	-	Accepted
8	It made me to develop new reading skills and habits	45	86.5	7	13.5	-	-	-	-	Accepted
9	It enlightened and promoted my insight into things around.	32	61.5	6	11.5	9	17.3	5	9.6	Accepted
10	It has re-awaken my consciousness of reading and creating in me the desire to share knowledge	39	75	6	11.5	3	5.8	4	7.7	Accepted
11	It did make me to recognize that life includes challenges that have an impact on how people survive.	33	63.4	7	13.4	6	11.5	8	15.3	Accepted
12	It makes me to understand that carefully chosen readings are self-help tools to foster personal growth and development	41	78.8	8	15.3	1	1.9	2	3.8	Accepted

	citizens capable to define and achieve goals as well as to understand themselves, others and the surrounding.	41	78.8	10	19.2	1	1.9	-	-	Accepted
2	Through reading, there is provision of skills, knowledge and the right attitude that frees one from idleness and boredom	45	86.5	7	13.5		-	-	-	Accepted
3	Inculcation of reading culture among the students will help to properly harness and utilize their energy, curiosity, creativity, passion and impatience to change for positive use	43	82.7	8	15.4	-	-	1	1.9	Accepted
4	Readers will bring their needs and problems in their reading experience when they read good books;	26	50	14	26.9	7	13.5	5	9.6	Accepted
5	Through readings, one will gain new knowledge and insights after reading a book, which he will then reflect on his own situation and ways to handle them	32	61.5	9	17.3	4	7.7	7	13.5	Accepted
6	Reading generally helps in all-round development	43	82.7	9	17.3	-	-	-	-	Accepted
7	Reading books is a safe activity, medium and style for students to explore and understand their feelings, environments, situations, community and societal expectations	38	73.1	11	21.2	-	-	4	7.7	Accepted
8	Reading helps students learnt how to know, to do, to live together and how to be a person	48	92.3	4	7.7	-	-	-	-	Accepted

that could help the young people in the future as well as equip them with long-life learning skills and develops the imagination enabling them to live as responsible citizens.	31	59.6	19	36.5	2	3,8	-	-	Accepted
---	----	------	----	------	---	-----	---	---	----------

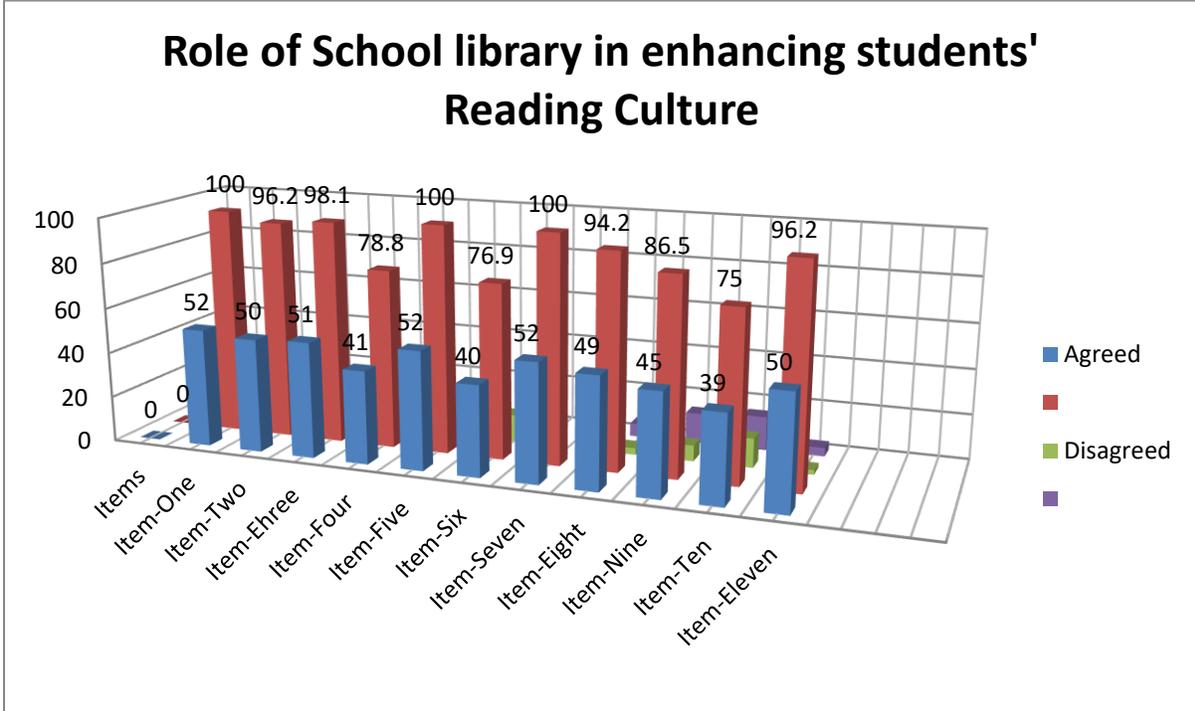


Figure 3: Roles of school library in enhancing students' reading culture

Table 3 and figure 3 above indicate roles of school libraries in enhancing reading culture among students. 100% representing 52 respondents strongly agreed/agreed that school library should provide books, magazines, newspapers and audio visual materials to support teaching/learning. Other roles indicated include: the application of bibliotherapy (100%), organization of book reading promotion (100%), provision of reading activities to empower and emancipate students from actions that are detrimental both to them and the society (86.5%), Creating environment of literature and cultivates the habit of using information resources as teaching tools (96%), School library should not only provide textbooks for curriculum needs of the young people but should also provides books that will enhance skills that could help the young people in the future as well as equip them with long-life learning skills and develops the imagination enabling them to live as responsible citizens (96.2%) among others. On the other hand, 7 of the respondents or 13.5%

10	Students dislike reading because they did not find pleasure in this practice either at home or in school	2	10	1	5	2	10	15	75	Accepted
----	--	---	----	---	---	---	----	----	----	-----------------

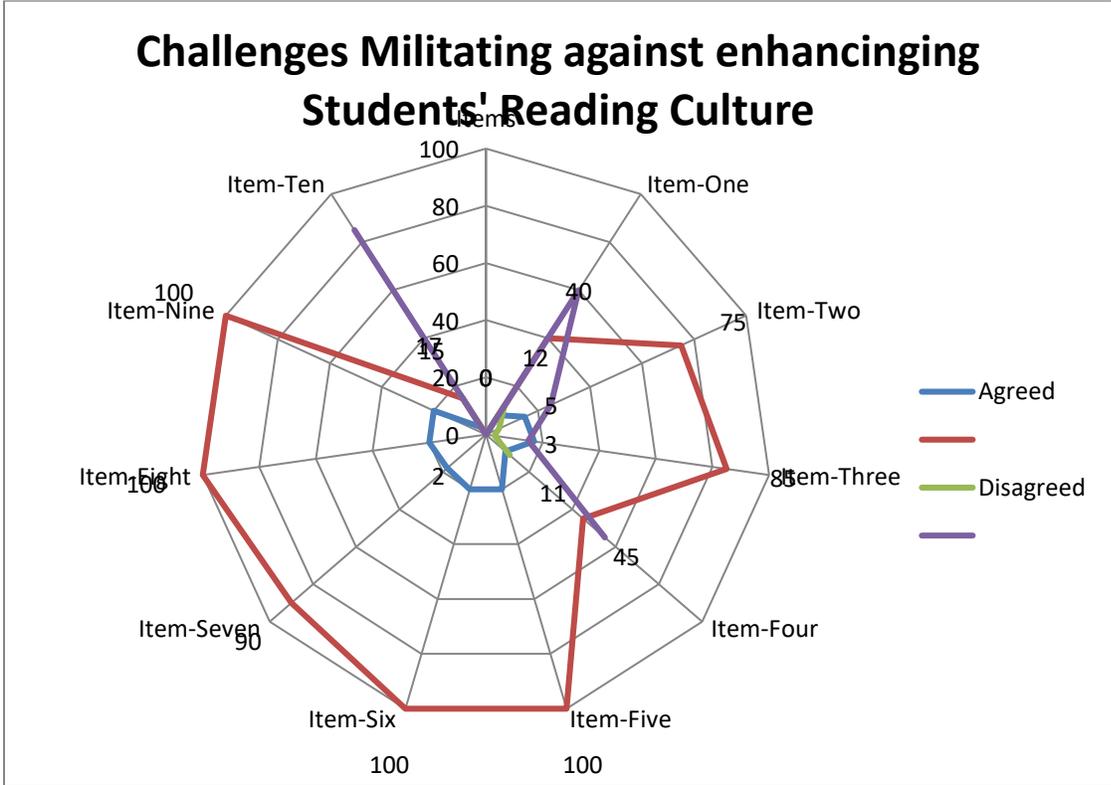


Figure 4: Challenges militating against enhancing students’ reading culture

The data as displayed in table 4 and figure 4 showed that the respondents agreed that greatest challenges militating against enhancing reading culture among students are, the introduction of Global System of Mobile Communication (GSM) making many youths prefer to fiddle with their phones than to read (100%), failure of government to provide basic infrastructure such as libraries stocked with fiction books (100%) and The emergence of information and communication technologies (ICTs) which has moved the attention of youths that they prefer to surf the internet (90%) among others while the respondents disagreed that the quest for natural wealth which has eroded the interest for the search of knowledge (60%) and High cost of publishing books making it difficult for indigenous writers to publish unless sponsored (55%) were factors militating against maintaining reading culture among students.

Testing of hypothesis

Correlations between reading habit of students and the application of bibliotherapy

Table 5: Summary of t-test analysis of the hypothesis

variables	N	Mean	SD	DF	Std error	t-cal	t-crit
Application of bibliotherapy	52	24.92	5.89	24	2.23	3.67	2.06
Reading habits of students	52	16.69	5.33				

The decision rule is that if the calculated t-value is greater than the critical or table t-value, reject H_0 . Based on the decision rule, the inference is drawn. The calculated t-value is 5.67 whereas, the critical or t-ratio is 2.06 the null hypothesis which states that there is no statistical significance difference in the reading habit of students with the application of bibliotherapy is therefore rejected. This implies that there is a correlation between the application of bibliotherapy and the enhancement reading culture among students.

5.0. Discussion of Findings

The outcome of this study did show that bibliotherapy is indeed an effective tool for enhancing students' reading culture as depicted in table 1 and figure 1. The result shows that the use of bibliotherapy created in the students the boldness to feel comfortable, to share and to discuss with peers, made them acquire the knowledge to read related books that have similar stories to any identified problem, increased their interest in reading for recreational purposes and made them to develop new reading skills and habits, makes them to understand that carefully chosen readings are self-help tools to foster personal growth and development, provided them with metaphors for life experiences which will help them discuss their difficulties or share their feelings or problems, exposes them to knowing that it is a good thing to learn about the other people lifestyle and situation without dangers. They also came to realize that using literature as a guided tool will help their emotional and social development and that It did make them recognize that life includes challenges that have an impact on how people survive among others. The result of this study in a conformity of the assertions that bibliotherapy has been widely recognized as an approach that helps librarians to better address emotional, behavioral and social concerns and that bibliotherapeutic scheme initiated in school libraries can be a key factor in encouraging young adults to read among other things (Pardeck, John and Pardeck, 1993; Tukhareli, 2011; Battleson and Nessel, 2012;; Arulanantham & Navaneethakrisghnan, 2013;

Elahe, 2013 & Engku Chik. et...al 2014). Furthermore, the formulated and tested hypothesis, further substantiated this finding in that it proved that there is statistical significance difference in the reading habit of students with the application of bibliotherapy (see table 5).

The study also discovered (see table 2 and figure 2) that reading has significant effect in the life of a student. As shown, through reading, one acquire skills, knowledge and the right attitude that frees one from idleness and boredom, reading generally helps in all-round development and reading helps students learnt how to know, to do, to live together and how to be a person. It was also found that reading educates students as citizens capable to define and achieve goals as well as to understand themselves, and reading books is a safe activity, medium and style for students to explore and understand their feelings, environments, situations, community and societal expectations. Through the process, readers will bring their needs and problems in their reading experience when they read good books and that through readings, one will gain new knowledge and insights after reading a book, which he will then reflect on his own situation and ways to handle them. This finding corroborates that of Karim and Hasan (2007). Issa, Aliyu, Akangbe & Adedeji 2012; and Inderjit (2014)

On the role of school library towards enhancing students reading culture, the result shows (see table 3 and figure 3) that school library should provide books, magazines, newspapers and audio visual materials to support teaching/learning. apply bibliotherapy, should be organizing book reading promotion, providing of reading activities to empower and emancipate students from actions that are detrimental both to them and the society, create environment of literature and cultivates the habit of using information resources as teaching tools as well as providing books that will enhance skills that could help the young people in the future and equip them with long-life learning skills and develop their imagination to enable them to live as responsible citizens among others. This result is in line with the belief that libraries are uniquely positioned to promote literacy and reading (Farmer & Stricevic, 2011) and that the school library provides information and ideas that are fundamental to functioning successfully in today's information knowledge based society (IFLA/UNESCO, 2016) and those of Onwubiko and Uzoigwe (2004) Mahajan (2010), Mazuki, Omar, D'Silva & Shaffril (2014). IFLA (2015) and Oyewusi, 2016).

The study also discovered some of the challenges militating against maintaining students' reading culture as displayed in table 4 and figure 4 to include, the introduction of Global System of Mobile Communication (GSM) making many youths prefer to fiddle with their phones than to read; failure of government to provide basic infrastructure such as libraries stocked with fiction books and the emergence of information and communication technologies (ICTs) which has moved the attention of youths that they prefer to surf the internet among others. The finding agrees with that of Olanrewaju (2006) and Gbadamosi (2007) who attributed decadence to reading culture to almost all the factors identified.

The study also found that the quest for natural wealth which was said to have eroded the interest for the search of knowledge and high cost of publishing books making it difficult for indigenous writers to publish unless sponsored were not major challenges militating against students' reading culture. This is contrary to the findings of Gbadamosi (2007) cited in Igwe (2011); Chikas (2009) and Commeyras and Mazile (2011), who in their separate studies discovered that the two above issues are militating factors.

5.1. Conclusion and Recommendations

The taste of the buddy is in the eating which implies that the worth of any book is in the reading. It is in line with this that Ranganathan came up with the principle; 'every reader his book and every book his reader'. This is because, reading beget every other learning activity and in the context of this study, bibliotherapy which is the use of books to help children cope with their life has been found to be a bridge-builder in the sense that the outcome of this study has shown that there is a significant correlation between the use of bibliotherapy and reading. As seen in table 1 and figure 2, there was a tremendous desire and improvement in the reading culture of the students with the application of bibliotherapy and with enhanced reading (see table 2 and figure 2) the awareness of whom they are and what they ought to do to become responsible citizens became clear to them. In the fore-front of it all, was the school library which is the numero-uno in preparing a child for a life-long learning through the inculcation of reading culture.

It is true that the focus of this study was the school library, it is pertinent to state that the utilization of bibliotherapy to promote reading culture among students is not the exclusive of the library or the school library in particular rather it is at the bane and coin of every concerned

citizen, organisation and government of all sort. It is in view of these that the following recommendations are made.

- ❖ The importance of reading in the development of any nation cannot be underestimated and these developed nations realized and took the bull by the horn that countries like Australia, US, UK and Canada have put in place resources in this regard that education system must focus on promoting critical thinking among learners instead of reading for the sake of passing examinations. For instance, premier reading challenge was initiated in Australia as a literacy initiative to develop and encourage children and youths to read books and to promote the love of reading books while the US came up with the yearly organized spelling Bee to encourage reading. This could be replicated in Nigeria.
- ❖ The government at all levels should make provision for reading in the curriculum and mandating the schools to include in the time-table period(s) when every student should visit the library to select and read any book of his/her choice under close monitoring of the school librarian and other assigned teachers.
- ❖ It is not only the librarians that should shoulder the responsibility of encouraging the students to read, the teachers also have important role to play. They ought to act as motivators by demonstrating the passion for reading as well as understanding the students' perception of reading and device means of arousing their interest.
- ❖ The hood does not make the monk so the act of building a structure in our schools in the name of library without equipping them with basic amenities and books does not indicate that the school has a library. To this end, government should do the needful by equipping school libraries with necessary amenities and have them stocked with pre-vocational books, novels and multi-media materials that will attract students and make reading interesting.
- ❖ It is a popular axiom that charity begins at home. Parents are the first teacher of their children, therefore should keep close watch on them and regularly encourage them to read reminding them of the importance of reading.
- ❖ Individuals and organizations who have what it takes should contribute in promoting reading culture among children by establishing children's book clubs within their communities and make their usage free of charge. They should assist in providing library services and promote reading awareness among children more so, during holidays.

- ❖ The school library on her part, should regularly engage in readership promotion campaign.

On a final note, reading whether for pleasure or for academic purpose is the master key to greatness of anyone regardless of age, gender and status. As stated by Agama (2014), no nation can develop without its people developing the right reading culture, besides, reading makes a man and helps in developing the mind as to be informed, thoughtful, and constructive, with better understanding of issues, events and situations. The whole idea is that all hands must be on deck as to ensuring that school libraries are encouraged, supported and well funded so as to be well positioned to carrying out this herculean task of enhancing reading culture among our students which will eventually mould their behaviors into being responsible citizens of tomorrow.

REFERENCES

- Adderholdt-Elliott, M. & Eler, S. H. (1989). Counseling students who are gifted through bibliotherapy. *Teaching Exceptional Children*. 22(1), 26-31.
- Adetoro, N. (2005). A comparative analysis of school library development and use in selected public and private secondary schools in Ijebu and Remo Geo-political zones of Ogun State. *Lagos Journal of Library and Information Science*. 3 (1): 7 – 15
- Agama, D (2014, January). The need to promote reading culture. *The Nigerian Observer*, p20
- Aina, L.O. (2004). *Library and information science text for Africa*. Ibadan, Nigeria: Third world Information Service Limited.
- Akinola, A.N (2014). Bibliotherapy as an alternative approach to young people's emotional disorder. *Cognitive Reflection*, 5, 1281-1285. Retrieved from <http://dx.doi.org/10.4236/ce.2014.514146>
- American Psychological Association (2020). *Dictionary of Psychology: Bibliotherapy*. Retrieved from <https://dictionary.apa.org/bibliotherapy>
- Arulanantham, S & Navaneethakrishnan, S. (2013). Introducing bibliotherapy in public libraries for the development of health and social conditions of post war community in Jaffna District-An exploratory study. Retrieved from

<http://blogs.ifla.org/riss/2013/05/20/introducing-bibliotherapy-in-public-libraries-for-the-development-of-health-and-social-conditions-of-post-war-community-in-jaffna-district-an-exploratory-study/>

- Battleson, B & Nasset, V (2012). An investigation of the role of an on-site library in the provision of adjunct bibliotherapeutic treatment for emotionally disturbed youth, 287–293.
- Brewster, L (2008). Medicine for the soul: Bibliotherapy. *APLIS*, 21(3), 115-119.
- Brewster, L (2009). Books on Prescription: Bibliotherapy in the United Kingdom. *Journal of Hospital Librarianship*, 9(4), 399-407. 2009
- Burns, D (1999). *The feeling good handbook*. USA: Plume Publishers
- Caldin, C. (2009). *Leitura e terapia [Reading and therapy]*. Santa Catarina: Universidade Federal de Santa Catarina.
- Chikas, J.O (2009). An assessment of reading culture among students in Nigeria tertiary institutions: A challenge to educational managers. *Project Innovation*, 46(4),206-218. Retrieved from <http://www.freepatentsonline.com/article/reading-improvement/218120730>
- Commeyras, M & Mazille, M (2011). Exploring the culture of reading among primary school Teachers in Botswana. *The Reading Teacher*, 64(1), 24-33
- Douglas, M.P (2000). *Primary school library and its services*. Paris: UNESCO
- Elahe, V (2013). Bibliotherapy for use in psychological and social problems children. *Switzerland Research park Journal*,. 102(10)
- Engku Chik. et..al (2014). Book buddies: Nurture and culture , reading habits among pediatric patients and guardians at hospital Universiti Sains Malaysia Abstract, 1–10.
- Fabunmi, F & Olayinka, O (2010). Poor reading culture: A barrier to students’ patronage of libraries in selected secondary schools in Ado Local Government Area of Ekiti State, Nigeria. *African Research Review*, 450-461. Retrieved from <http://www.ajol.info/index.php/afrrrev/article/viewfile/68357/46703>
- Fakomogbon, M.A., Bada, A.A.& Omiola, M.A.(2012) Assessment of school library resources in public secondary schools in Ilorin Metropolis. *Interdisciplinary Journal of Contemporary Research in Business*, 3(10), 486-492.
- Farmer, J & Stricevic, I (2011). *IFLA professional report 125: Using research to promote Literacy and reading in libraries: Guidelines for librarians*. The Hague: IFLA

- Flood, J et al (2003). Macmillan/McGraw-Hill reading. New York: Macmillan/McGraw-Hill
- Hannigan, M.C (1962). The librarian in bibliotherapy: Pharmacist or bibliotherapist. *Library Trends*, 11(2), 184-198. Retrieved from <http://hdl.handle.net/2142/6058>
- Igwe, K.N (2011). Reading culture and Nigerian quest for sustainable development. *Library Philosophy and Practice* (e-Journal). Retrieved from <http://www.digitalcommons.unl.edu/libphilprac:482>
- Inderjit, S.(2014) Reading trends and improving reading skills among students in Malaysia . *International Journal of Research In Social Sciences*, 3(5), 70-81, 2014
- IFLA (2015). IFLA school library guideline (2ne rev. ed). Netherland: IFLA
- IFLA/UNESCO (1999). School library manifesto. Retrieved from <http://www.unesco.org/worldwide/libraries/manifestos/school.manifestos.html>
- IFLA/UNESCO (2016). School library manifesto: ASLA. Retrieved from <http://www.asla.org.ao/policyIFL>
- Issa, A. O., Aliyu, M. B., Akangbe, R. B. & Adedeji, A. F (2012). Reading interest and habits of the Federal Polytechnic Students. *International Journal of Learning and Development*. 2(1), 470-486.
- Janaviciene, D (2010).. Bibliotherapy process and type analysis: review of possibilities to use it in the library, *TILTAI*, 4, 119- 132
- Jega, B (2012, March 2) Nigerian Youth and national development. Retrieved from <Http://www.saharareport.com/2012/03/26/Nigerian-youth-and-national-development>
- Karim, N.S.A. and Hasan, A (2007). Reading habits and attitude in the digital age: Analysis of gender and academic program differences in Malaysia, *The Electronic Library*, 25(3), 285-98
- Keat, A (2016). Introduction to library. Retrieved from <http://www.daneshillschool.co.uk>
- Krashen, S. (2007). Literacy campaign: Access to book is the first step. India: Aph Publishing.
- Malaysian National Library (2006), “The reading profile of Malaysians 2006”, unpublished research by the Malaysian National Library, Kuala Lumpur.
- Mahagan, P (2010). School libraries in India: Present scenario. *Library Philosophy and Practice*. Retrieved from <http://www.webpages.uidaho.edu/~mbolin/mahajans.htm>

- Mazuki, R., Omar, S.Z., D'Silva, J.L & Shaffril, H.A,M (2014). Mapping the problems in using library services among rural youths in Malaysia. Proceeding of the Social Sciences Research ICSSR., 9-10 June Kota Kinabalu, Sabah, Malaysia. Retrieved from <http://www.worldconferences.net>
- Mefor, C (2010, December 2). Reading culture, the present and future national development: Culture in development. This Day. Retrieved from www.culturedevelopment.nl/News/Discussing_culture_the_present_and_future_of_nation
- Okeke, N.E (2000). Effects of exposure in text vocabulary recognition strategies on secondary schools' performance on reading comprehension in Awka Educational Zones. A master thesis, University of Nigeria, Nsukka.
- Olanrenwaju, S (2008, September 21). 2008 literacy day: Impact of library on development Nigerian Tribune
- Onwubiko, A (2010, January 19). Nigeria improving reading culture among students: Roles of School heads and teachers. Daily Champion. Retrieved from www.allAfrica.com/stories/201001200713.html
- Onwubiko, E.C (2020). Library plus. Mauritius: Lambert Academic Publishing
- Onwubiko, E.C & Uzoigwe, C.U. (2004). Library: The home of knowledge. Enugu, Nigeria: HRV Publishers
- Osadare, N (2009, March 3). Education and sustainable development. The News, pp2-3
- Oyewusi, S.O (2016). Understanding school library Media concepts. Ibadan: Stirling-Holding Publishers.
- Pandian, A. (1977). Reading in Malaysia, Universiti Kebangsaan Malaysia, Bangi,
- Pandian, A (2000). A study on readership behavior among multi-ethnic, multi-lingual Malaysian students, A paper presented at the 7th International Literacy and Education Research Network (LERN) Conference on Learning, RMIT University, Melbourne, July 5-9,
- Pardeck, J.(1994), Bibliotherapy: an innovative approach for helping children. In Strub, P 2011, Bibliotherapy: A review of the literature. Retrieved from: <http://www.commonscs.edu/mals/files/2011/01/strub-bliotherapy.doc>
- Pardeck, J T. & Pardeck, J.A (1993). Bibliotherapy: a clinical approach for helping children.

Langhorne, Pennsylvania: Gordon and Breach Science Publisher, p. 2.

Saunders, M (2007). Creating an optimum reading culture in the low economic countries: The role of Switching Lessons: The national platform for the promotion of reading in the Netherlands. Amsterdam, Netherlands.

Thomas, J (2021). What is bibliotherapy And how can it help me? Retrieved from <https://www.betterhelp.com/advice/therapy/what-is-bibliotherapy-and-how-can-it-help-me/>

Tukhareli, N. (2011) Bibliotherapy in a Library Setting: Reach out to Vulnerable Youth. The Canadian Journal of Library and Information Practice and Research, 6(1), np

UNESCO (2010). . Early childhood care and education. Retrieved from <http://www.unesco.org/new/en/education/themes/strengtheningeducation-systems/earlychildhood/>

Yusuf, R., & Taharem, M. S (2008). Bibliotherapy: A tool for primary prevention program with children and adolescents. Journal Antidadah Malaysia, 75-90.