

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

Winter 6-26-2020

Bibliotherapy and Reduction of Examination Anxiety among Undergraduates Students of Faculty of Education, University of Ibadan, Oyo State, Nigeria

Andrew Oshiotse Okwilagwe Professor

University of Ibadan, Ibadan, Nigeria, okwilagweandrew@yahoo.com

Francisca Uloaku Maswell Miss

University of Ibadan, Ibadan, Nigeria, franemmpriceless@gmail.com

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



Part of the [Library and Information Science Commons](#)

Okwilagwe, Andrew Oshiotse Professor and Maswell, Francisca Uloaku Miss, "Bibliotherapy and Reduction of Examination Anxiety among Undergraduates Students of Faculty of Education, University of Ibadan, Oyo State, Nigeria" (2020). *Library Philosophy and Practice (e-journal)*. 4012. <https://digitalcommons.unl.edu/libphilprac/4012>

Bibliotherapy and Reduction of Examination Anxiety among Undergraduates Students of Faculty of Education, University of Ibadan, Oyo State, Nigeria

OKWILAGWE, Oshiotse Andrew, Ph.D
Professor, Department of Library, Archival and Information Studies, University of Ibadan,
Ibadan, Nigeria
okwilagweandrew@yahoo.com

MASWELL, Francisca Uloaku
Department of Library, Archival and Information Studies, University of Ibadan, Ibadan,
Nigeria
franemmpriceless@gmail.com

Abstract

*This study investigated bibliotherapy as factor if influencing examination anxiety of undergraduate students of Faculty of Education, University of Ibadan, Oyo State, Nigeria. The study adopted the descriptive survey research design of Expost type. The study population of 1,557 undergraduate students of the Faculty of Education from which a total of 311 undergraduate students were selected from Faculty of Education, University of Ibadan, Oyo State, Nigeria adopting the systematic random sampling technique. The questionnaire was the main instrument for data collection. It consists of 47 questions arranged in three sections. Simple percentage, mean, standard deviation and correlation were used to analyse the data. The findings revealed that undergraduate students always displayed examination anxiety with weighted mean ($\bar{X} = 2.76$). The study also revealed that undergraduate students always read self-help books with weighted mean ($\bar{X} = 290$). The study further revealed that undergraduate students derived positive benefits from reading self-help books or bibliotherapeutic books as majority indicated that they meet characters that they can imitate (81.2%) ranked highest with weighted mean ($\bar{X} = 2.76$). The findings also revealed that there was sign relationship between bibliotherapy and examination anxiety of undergraduate students of the Faculty of Education. The null hypothesis was, therefore, rejected ($r=0.222^{**}$ $P<0.05$). Students should develop positive attitudes towards themselves. This will help hasten the effect self-help books on them.*

Keywords: *Bibliotherapy, self-help books, examination anxiety, undergraduate students, university education, Oyo State, Nigeria*

Introduction

University education is meant to accomplish many things; people attend university to receive general education, study the liberal arts, and prepare themselves for entry into government, business, industry or various professions. The university also enlarges people's understanding and their curiosity about themselves and things around them. People learn about themselves as individuals and not just as citizens of the universe, as inhabitants of the earth, and as members of societies both global and local (Waugh, 2012). A university is basically an academic community established purposely for the pursuit of higher learning and teaching of students who are either in their undergraduate or post-graduate studies. English Dictionary (2004) describes undergraduates as students at a university who are yet to receive a degree. The objectives of undergraduate study in any university are to develop and build up the spirit of enquiry through study and research in an atmosphere of intellectual independence and individual creativity with a strong sense of group cooperation. University education is meant to increase the knowledge base of students through teaching and learning as well as build their self-confidence, skills and most importantly, the way the students see themselves, i.e., self-esteem.

Anxiety does not only affect someone's body, but also affects his/her thoughts and behaviours. Therefore, there are three parts to anxiety: physical symptoms (how his/her body responds), thoughts (what he/she says to him/herself), and behaviours (what he/she does, or his/her actions), for example: thoughts like, "What if I forget what I read during the examination?"; behaviours like, find an excuse to get out of it; symptoms like stomach ache, cold, sweat and heart racing. All these are things that people get to see each day, most especially when the person is faced with a difficult task such as an examination.

Tests and examinations at all stages of education, especially at higher education level, have been considered an important and powerful tool for making decisions in our competitive society, with people of all ages being evaluated with respect to their disciplines (Rizwan and Nasir, 2010). Zollar and Ben-chain (1990) have opined that "the era in which we live is a test conscious age, in which the lives of so many are not only greatly influenced, but are also determined by their test performance". Test and examination stress is seen as capable to prevent some individuals from reaching their academic potential. It has been found that students consistently perceive examination as a source of increase in anxiety and a situation engulfed with uncertainty or unfairness in letting them demonstrate their true achievements (Spielberger, 1980). Such feelings among students limit their potential performance during the examination

situation resulting in higher test anxiety (Hills and Wigfield, 1996). This could lead to a drop in students' achievement. Academic anxiety can become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic task increases (Huberty, 2012).

There are many ways to solving anxiety problems and one of the ways is through "Bibliotherapy" and this could be said to be turning knowledge into power through reading. Reading is a very important issue which is not only about enjoyment but also a necessity as the basic tool of education. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgment and actions of readers (Panigrahi and Panda, 1996; Eyre, 2005).

Bibliotherapy is defined as "the guided reading of written materials in gaining understanding or solving problems relevant to a person's therapeutic needs" (Riordan & Wilson, 1989, quoted in Myracle, 1995). Bibliotherapy is an expressive therapy that involves the reading of a specific text with the purpose of healing. It uses an individual's relationship to the contents of books and poetry and other written words as therapy. It can also be said to be a kind of therapy in which books are used to help people solve their problems. Bibliotherapy is a technique taken from psychology and library science. It uses guided reading and discussions to encourage individuals to overcome negative emotions related to their real-life problems (Marlowe & Maycock, 2000). Bibliotherapy is the use of books in counselling to support client change (Campbell and Smith, 2003). Self-help books make up a significant proportion of the materials used in bibliotherapy (Norcross, Santrock, Campbell. Smith, Sommer & Zuckerman, 2003). It is a technique which aims to assist individuals to overcome negative emotions related to their real- life problems by guided reading about another person's problem. The readers identifies with the protagonist in the story, but feel safe because they are not the one experiencing the problem. Readers interpret through the lens of their own experiences.

By reading self-help books, people tend to develop positive attitude. This statement could be buttressed using Ivan Pavlon (1848-1936) theory. The theory described behaviour and change as a situation whereby neutral stimuli are manipulated to elicit certain responses which influence behaviour change through the use of book, indicator change could be achieved. The possibility exists bibliotherapy could reduce examination anxiety of the, undergraduate students.

Statement of the problem

A problem of low academic performance among undergraduate students has existed in the educational institutions worldwide and is a reoccurring theme. Low academic performance of students occurs as results of many factors, one of which, majorly, was examination anxiety. Although, some students study and prepare for examination but they may not assimilate and on the other hand their level of retention of what was assimilated may not be long due to examination anxiety (the fear of possibility to fail not perform very well) caused by emotional and psychological factors. Some studies indicated that when students are faced with problems, they seek for various ways to solving the problems such as reading bibliotherapeutic books otherwise known as self-help books. The undergraduate students sometimes, read bibliotherapeutic books while majority do not develop interest in making use of them. This may result in low academic performance. Bibliotherapeutic books or self-help books can be used to solve the problem of examination anxiety of students. Extant investigations by researchers show that the level of awareness by the undergraduate students about the use of bibliotherapeutic books or self-help books was low. This study therefore was aimed at investigating bibliotherapy as factor in reducing examination anxiety among undergraduate students of Faculty of Education, University of Ibadan, Oyo State, Nigeria.

Objectives of the study

The objectives of the study are to:

- i. examine the various examination anxieties displayed by e undergraduate students of the Faculty of Education, University of Ibadan, Oyo State, Nigeria.
- ii. identify the self-help books read by the undergraduate students of the Faculty of Education, University of Ibadan, Oyo State, Nigeria.
- iii. investigate the reasons the undergraduate students read self-help books or bibliotherapeutic books.

Research questions

The following research questions were posed to guide the study:

1. What are the various examination anxieties displayed by e undergraduate students of the Faculty of Education, University of Ibadan, Oyo State, Nigeria?
2. What are the self-help books read by the undergraduate students of the Faculty of Education, University of Ibadan, Oyo State, Nigeria?
3. What are the reasons the undergraduate students read self-help books or bibliotherapeutic books?

Hypotheses

The study tested the null hypothesis at 0.05 level of significance:

H₀₁. There is no significant relationship between bibliotherapy and examination anxiety among the undergraduate students of the Faculty of Education, University of Ibadan, Oyo State, Nigeria.

Significance of the study

So many students suffer from examination anxiety before, during and after examination and in most cases has brought about unhealthy self esteem. So many student see libraries as a source of constant headache rather than a place that can help them in easing examination tension and helping them to feel relaxed. This study is therefore significant such that it will help in determining the extent at which examination anxiety and unhealthy self esteem can be reduced through the use of books among undergraduate students. It will expose the causes and consequences of examination anxiety and how it affects undergraduate self esteem and how bibliotherapy can be used in reducing these variables among undergraduate students.

Literature Review

Bibliotherapy has long evolved as a technique used by mental health professionals to help guide clients through their problems by directed reading. This is called Clinical Bibliotherapy with the books being used to stimulate discussion of difficult feelings “or facilitate resolution of more significant behavioural and emotional issues” (Mcmillen, 2006). Developmental bibliotherapy, as in this study, is used to refer to the use of guided reading with students experiencing problems (Hebert & Furner, 1997). The goals of bibliotherapy, according to Pardeck (1994), are to: provide information about a problem; communicate new values and attitudes; create awareness that others have dealt with similar problems; and provide solutions to problems. These goals could be achieved either through clinical or developmental bibliotherapy. Bibliotherapy programmes are carried out almost mainly through reading (Okwilagwe and Marie-Louse, 2011).

People who read are knowledgeable because reading banishes ignorance and superstition. Books are gateways to a wider world than what our immediate surroundings provide, serving to interpret other cultures and epochs in history other than our own. The printed word has the power to revolutionise our ways of thinking and living. Universal literacy is a factor in building the world of understanding because reading helps the individual understand his society and his role as a citizen, as a writer and as an individual, with his own personal needs and problems (Aboyade, 1981). Through books, the thoughtful reader attains

for personal development and enrichment of life in the best books; he can become conversant with great minds of all times. Good reading can extend one's sights beyond the petty concern of daily life and help to establish a feeling of kinship with other people, who have dilemmas and get into predicaments like ourselves (Balogun, 1975). Reading is a very important concept which is not only about enjoyment but also a necessity, the basic tool of education. Reading makes way for a better understanding of one's own experience and it can be an exciting voyage to self-discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgment and action of readers (Panigrahi and Panda, 1996; Eyre, 2005).

Okebukola (2004) opined that through reading, humans have tools to transmit knowledge to each succeeding generation. In the society today, many factors combine to erode the culture of reading in the lives of both adults and young people. Reading and general literary skills keep one informed and current about happenings in different fields and careers and thus are strongly related to economic success and educational achievement. Bignold (2003) indicated that the habit of reading improved children's reading skills. Hence, the issue of reading, whether it is for learning or leisure, is important since it helps broaden young people's experiences and knowledge. Reading keeps one informed and current about happenings in different fields and careers and thus are strongly related to economic success and educational achievement (Laitsch, 2005). Reading, according to Yilben and Kitgkka (2008), is a basic life skill as well as the corner stone of child's success in school and throughout life. Reading, therefore, is an aspect of learning and, as such, should not be overlooked. Shabi and Udofia (2009) noted that active learning from books is better than passive learning such as watching televisions and playing games. One of the major avenues for acquiring information is reading and reading is the foundation upon which other academic skills are built (Oyeronke, 2009).

Reading as an act plays an important role in creating independent learners. Reading is thus indispensable in sustaining the development of any society. Reading, as noted by Anyaemene and Adebola (2011), is a crucial learning activity. Reading to the authors boosts academic achievement, facilitates knowledge for self-reliance and equips individuals to function meaningfully and effectively in the scheme of things concerning nation building. This implies that the extent to which a nation develops is a function of the reading culture of the citizens of such nation. Therefore, it means that reading is a determining factor for national development. Reading is an essential tool for lifelong learning and is important for everyone

to develop the rudiments of reading and the culture of reading always so as to survive in life (Igbokwe, Obidike & Ezeji, 2012).

The term 'bibliotherapy' has been applied to the use of a broad range of audio and visual materials in counselling. These materials, which could be fictional or non-fictional, include books, pamphlets, websites, audio recordings, and movie. While bibliotherapy can refer to the use of all these materials in counselling, it has more often been used to describe counselling interventions that use specific subsets of materials. For example, within the realm of social work, McCoy and McKay (2006) suggested that bibliotherapy is "the use of literature and poetry in the treatment of people with emotional problems or mental illness". Developmental bibliotherapy may be used by librarians, teachers, or lay helper's to facilitate normal development and selfactualisation with an essentially healthy population while Clinical bibliotherapy is implemented by trained helping professionals dealing with significant emotional or behavioural problems. Although anxiety is a common undeniable phenomenon in human being's life that affects their performance and effectiveness in different situations, an average level of anxiety is useful in keeping people hard-working and responsible of: what they have to do, and also helpful for people in having a more sustainable and prosperous life" (Kahan, 2008; Donnelly, 2009). However, high level of anxiety threatens individuals' mental and physical health and has a negative effect on their personal, social, familia, occupational, and educational performance (Zahrakar, 2008).

One of the broadest research areas in recent years has been test anxiety and its dimensions. Farah (1992) carried out a study on bibliotherapy and test anxiety and found out that bibliotherapy has a significant impact on reducing test anxiety. The anxiety level according to McCraty (2007), McCraty, Dana, Mike, Pam and Stephen (2000) might interfere with everyday functioning like studies, their daily activities, and social life among students. Anxiety, is a major predictor of academic performance and various studies have demonstrated that it has a detrimental effect (Heather and April, 2008; McCraty, 2007). Students with higher level of anxiety will achieve a lower academic performance (McCraty, 2007; Heather and April, 2008) and greater anxiety is associated with poorer academic achievement (problems with memory, attention and reasoning) (Luigi, Francesca, Maria, Eleonora, Valentina and Benedetto, 2007).

Methodology

The study adopted descriptive survey research method of ex-post-facto type. The targeted population of this study consists of 1,557 undergraduate students of the Faculty of Education, University of Ibadan, Oyo State. Undergraduate students were selected as

appropriate specimen because extant literature indicates that they may exhibit examination anxiety and low self-esteem in academics. The systematic random sampling technique was used to select the undergraduate students for the study. A questionnaire was the instrument for data collection, it consist questions on bibliotherapy and examination anxiety of undergraduate students of Faculty of Education, University of Ibadan Questionnaire (BEAUS) consisting of two separate variables to which the participants were asked to tick the options of their choice in two-point Likert rating scale of Agreed (A) and Disagreed (D); Always (A) and Never (N) respectively, this was intended to rate the examination anxieties displayed by the undergraduate students, types of self-help books read by the undergraduate students, reasons the undergraduate students read self-help books or bibliotherapeutic books and the relationship between bibliotherapy and examination anxiety of the undergraduate students of the Faculty of Education, University of Ibadan. The questionnaire was pre-tested using 30 undergraduates of University of Ilorin who are not part of the study. The reliability of the questionnaire was assessed using .the Cronbach Coefficient Alpha method. The reliability for the whole questionnaire was 0.82 alpha levels. A total of 311 questionnaire were administered, and were retrieved, 100.0% response rate of the pupils returned and coded for analysis. Data collected were subjected to various statistical analyses using SPSS version 21. Descriptive and inferential statistics were adopted for data analysis, Simple percentages, tables, mean and correlation were used in analysing data.

Data Analysis

Data were analysed as they related to the specific areas of the study using descriptive and inferential statistics such as frequency distributions, percentages and correlation analysis.

Table 1: Distribution of respondents by level of study

Level of Study	Frequency	Percentage (%)
100 level	123	40.7
200 level	99	32.8
300 level	40	13.2
400 level	37	12.3
500 level	3	1.0
Total	302	100.0

Table 1 reveals frequency distribution according to the level of study with high percentage of 100 level as 123(40.7%), while 200 level was 99(32.8%) and 500 level was 40(13.2%); 400 level was 37(12.3%) and 500 level was 3(1.0%) of the total respondent. This implies that 100 level students have higher percentage use for the study.

Table 2: Distribution of respondents by age

Age	Frequency	Percentage (%)
16-24 years	202	66.9
25 -29 years	98	32.5
30-34 years	2	0.7
Total	302	100.0

Table 2 shows frequency distribution according to age with percentage of age range of 16 to 24 years as 202(66.9%), age range of 25 to 29 years was 98(32.5%) of the total respondents, and age range of 30 to 34 years as 2(0.7%) of the total respondent. This implies that respondents with age range of 16 to 24years have higher percentage.

Table 3: Distribution of respondents by gender

Gender	Frequency	Percentage
Male	89	29.5
Female	213	70.5
Total	302	100.0%

Table 3 reveals the distribution of the gender. There are 213(70.5%) female respondents while males were 89(29.5%) of the total respondents. It implies that females have highest percentage of the total respondents.

Table 4: Examination anxieties displayed by undergraduates

S/N	Items	Always (%)	Never (%)	Total	\bar{X}	SD	Ranking
1.	Do you feel like you go blank?	262(86.8)	40(13.2)	302(100)	2.88	1.019	3 rd
2.	Do you become frustrated?	257(85.1)	45(14.9)	302(100)	2.78	1.018	6 th

3.	Do you find yourself thinking I can't	243(80.5)	59(19.5)	302(100)	2.61	1.044	11 th
4.	Do you feel like the room is closing in on you?	265(88.4)	37(12.3)	302(100)	2.79	.969	5 th
5.	Do you feel your heart racing or find it difficult to breathe	267(88.4)	35(11.6)	302(100)	2.92	.985	2 nd
6.	Do you suddenly know the answer after turning in the test?	258(85.4)	44(14.6)	302(100)	2.76	1.019	7 th
7.	Do you score much lower than on homework or papers?	257(85.1)	45(14.9)	302(100)	2.73	1.031	9 th
8.	Do you become distracted?	258(85.4)	44(14.6)	302(100)	2.74	0.019	8 th
9.	Do you feel overwhelmed?	249(82.5)	53(17.5)	302(100)	2.66	1.031	10 th
10.	Do you miss important cues from your surroundings?	238(78.8)	64(21.2)	302(100)	2.60	1.094	13 th
11.	Do you go blank and forget what you are supposed to do?	242(80.1)	60(19.9)	302(100)	2.61	1.069	12 th
12.	Do you have distracting thoughts of failure or of poor performance	263(87.1)	39(12.9)	302(100)	2.87	1.036	4 th
13.	Do you perform more poorly than in practice	253(90.4)	29(9.6)	302(100)	2.93	.960	1 st
	Average Total	256(85.0)	46(15.0)	302(100)	2.76	1.022	
	N=302, Weighted mean= 2.76				2.76		

Research Question 1: What are the various examination anxieties displayed by the undergraduate students of the Faculty of Education?

To determine the various examination anxieties displayed by the undergraduate students of the Faculty of Education, the undergraduate students were asked to respond to thirteen questions on their various examination anxieties displayed. The result in Table 4 indicates that the thirteen questions recorded a weighted mean of 2.76 and a standard deviation of 1.022. This shows that undergraduates always displayed examination anxiety with ranking items such as performing poorly than in practice (90.4%), their hearts racing or find it difficult

to breathe (88.4%), they feel like going blank (86.8); they have distracting thoughts of failure or of poor performance (87.1) among others.

Table 5: Self-help books read by undergraduates

S/N	Items	Always (%)	Never (%)	Total	\bar{X}	SD	Ranking
1.	Religious books	256(84.8)	46(15.2)	302(100)	2.87	1.074	8 th
2.	Only prescribed course books	252(83.4)	50(16.6)	302(100)	2.80	1.058	10 th
3.	Scientific fiction books	263(87.1)	39(12.9)	302(100)	3.01	1.041	2 nd
4.	Cultural books	266(88.1)	36(11.9)	302(100)	3.07	1.015	1 st
5.	Romance books	265(87.7)	37(12.3)	302(100)	2.88	.992	7 th
6.	Realism books	259(85.8)	43(14.2)	302(100)	2.89	1.057	5 th
7.	Magic books	259(85.8)	43(14.2)	302(100)	2.92	1.046	4 th
8.	Motivational books	356(84.8)	46(15.2)	302(100)	2.78	.995	11 th
9.	General subject books	259(84.8)	43(14.2)	302(100)	2.89	1.046	6 th
10.	Medical books	264(87.4)	38(14.2)	302(100)	2.95	1.020	3 rd
11.	Adventure books	264(87.4)	38(14.2)	302(100)	2.87	1.028	9 th
	Average Total	260(86.1)	42(13.9)	302(100)	2.90	1.033	
	N=302, Weighted mean= 2.76				2.90		

Research Question 2: What are the self-help books read by the undergraduate students of the Faculty of Education?

To investigate the types of self-help books read by the undergraduate students of the Faculty of Education, the undergraduate students were asked to respond to eleven questions on the types of self-help books they read. The result in Table 5 indicates that the eleven questions recorded a weighted mean of 2.90 and a standard deviation of 1.033. This shows that undergraduate students always read self-help books with ranking items above such as Cultural books (88.1%); Scientific fiction books (87.1%), Medical books (87.4%) and Magic books (85.8%) among others.

Table 6: Benefits gained by the undergraduate students when reading self-help books or bibliotherapeutic books

S/N	Items	Always (%)	Never (%)	Total	\bar{X}	SD	Ranking
1.	Now I feel better about myself	193(63.9)	109(36.1)	302(100)	2.86	1.022	7 th
2.	Got the fun of it	180(59.7)	122(40.3)	302(100)	2.67	1.136	15 th
3.	I overcame my fear and pains of failure	147(48.7)	155(41.3)	302(100)	2.43	1.141	22 nd
4.	Changed my negative view of life	177(58.6)	125(41.4)	302(100)	2.71	1.019	10 th
5.	Built courage and confidence	175(58.0)	127(42.0)	302(100)	2.67	1.092	14 th
6.	Change my negative perspective about examination and success in life	184(60.9)	118(39.1)	302(100)	2.65	1.048	16 th
7.	Changed my behaviours	168(55.7)	134(44.3)	302(100)	2.67	1.023	13 th
8.	Built boldness and self-wroth	152(50.3)	146(49.7)	302(100)	2.57	.998	20 th
9.	Love and feel loved	135(44.7)	167(55.3)	302(100)	2.41	1.052	23 rd
10.	Learnt ways of achieving success	143(47.4)	159(52.6)	302(100)	2.49	1.090	21 st
11.	Learnt time management	184(60.9)	118(39.1)	302(100)	2.72	1.074	9 th
12.	Improved my academic performance	174(57.6)	128(42.4)	302(100)	2.69	.975	12 th
13.	Stirred up determination for success	174(57.6)	128(42.4)	302(100)	2.69	.912	11 th
14.	Controlled examination anxiety	172(56.9)	130(43.1)	302(100)	2.64	.981	17 th
15.	Fit into my social group	174(57.6)	128(42.4)	302(100)	2.63	.972	18 th
16.	Overcame my fears	166(55.0)	136(45.0)	302(100)	2.62	1.004	19 th
17.	Gained insights into life situation	186(61.6)	116(38.4)	302(100)	2.80	.927	8 th
18.	Fit into my cultural group	200(66.2)	102(33.8)	302(100)	3.10	.991	6 th

19.	Gained knowledge on health and well being	225(74.6)	77(25.4)	302(100)	3.26	1.039	3 rd
20.	Met characters that I can imitate	245(81.2)	57(18.8)	302(100)	3.20	.965	1 st
21.	Emulated/imitated in real-life situations	239(79.2)	63(20.8)	302(100)	2.04	.994	2 nd
22.	Met heroes and achievers through books	226(74.8)	76(25.2)	302(100)	3.04	1.024	5 th
23.	Enriched my knowledge, attitude and behaviour in general	246(81.6)	56(18.5)	302(100)	3.18	.925	4 th
	Average Total	186(61.6)	116(38.4)	302(100)	2.76	1.018	
	N=302, Weighted mean= 2.76					2.76	

Research Question 3: What are the reasons the undergraduate students read self-help books or bibliotherapeutic books?

To ascertain the reasons the undergraduate students read self-help books or bibliotherapeutic books, the undergraduate students were asked to respond to twenty-three questions on reasons for reading bibliotherapeutic books. The result in Table 6 indicates that the eleven questions recorded a weighted mean of $\bar{X} = 2.76$ and a standard deviation of 1.018. This shows that undergraduate students of the Faculty of Education derived positive benefits from reading self-help books or bibliotherapeutic books with ranking items such as to meet characters that they can imitate (81.2%), emulated or imitated in real-life situations (79.2%); gained knowledge on health and wellbeing (74.6%) and enriched their knowledge, attitude and behaviour in general (81.6%) among others.

Table 7: Correlation between Bibliotherapy and examination anxiety of the undergraduate students

Variable	\bar{X}	Std. Dev.	N	Df	R	P	Remark
Bibliotherapy	63.67	8.84	302	299	.222**	0.000	Significant
Examination	50.00	7.99					

* Correlation Significant at 0.05 level.

Table 7 reveals that there is a significant relationship between Bibliotherapy and examination anxiety of the undergraduate students of the Faculty of Education. That is, Bibliotherapy correlates with examination anxiety ($r=0.222^{**}$, $P < 0.05$). Since P was lesser than 0.05 level of significance, therefore, hypothesis one was rejected.

Discussion of findings

The study was designed to examine bibliotherapy and reduction of examination anxiety among undergraduate students of Faculty of Education, University of Ibadan, Oyo State, Nigeria. The findings revealed that undergraduate students always displayed examination anxiety with ranking items such as performing poorly than in practice, their hearts racing or find it difficult to breathe, they feel like going blank, they have distracting thoughts of failure or of poor performance among others. This study is in line with the findings of Zaharakar (2008), that high level of anxiety threatens individuals' mental and physical health and has a negative effect on their personal, social, familial, occupational, and educational performance. One of the broadest research areas in recent years has been test anxiety and its dimensions. Results of the study carried out by Farah (1992) suggest that bibliotherapy has a significant impact on reducing test anxiety. The anxiety level according to McCraty (2007), McCraty, Dana, Mike, Pam and Stephen (2000) might interfere with everyday functioning like studies, their daily activities, and social life among students. Anxiety is a major predictor of academic performance and various studies have demonstrated that it has a detrimental effect (Heather and April, 2008; McCraty, 2007). Students with higher level of anxiety will achieve a lower academic performance (McCraty, 2007; Heather and April, 2008) and greater anxiety is associated with poorer academic achievement (problems with memory, attention and reasoning) (Luigi, Francesca, Maria, Eleonora, Valentina and Benedetto, 2007).

Findings showed that undergraduate students always read self-help books such as Cultural books, scientific fiction books, Medical books and Magic books among others. This study is in line with the findings of Aboyade (1981), that books are gateways to a wider world than our immediate surroundings provide, serving to interpret other cultures and epochs in history other than our own. The printed word has the power to revolutionise our ways of thinking and living. Universal literacy is a factor in building the world of understanding because reading helps the individual understand his society and his role as a citizen, as a writer and as an individual, with his own personal needs and problems (Aboyade, 1981). It is the art

of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgement and action of readers (Panigrahi and Panda, 1996; Eyre, 2005).

Result showed that to meet characters that they can imitate, emulated or imitated in real-life situations, gained knowledge on health and wellbeing and enriched their knowledge, attitude and behaviour in general among others were the major reasons the undergraduate students read self-help books or bibliotherapeutic books. This study correlates with the findings of Mcmillen (2006) he discovered that bibliotherapy is a technique used by mental health professionals to help guide clients through their problems by directed reading. This is called Clinical Bibliotherapy with the books being used to stimulate discussion of difficult feelings “or facilitate resolution of more significant behavioural and emotional issues. Adebola (2011), noted that reading is a crucial learning activity. Reading, to them, boosts academic achievement, facilitates knowledge for self-reliance, and equips individuals to function meaningfully and effectively in the scheme of things concerning nation building. Balogun (1975) emphasised that through books, the thoughtful reader attains full personal development and enrichment of life in the best books; he can become conversant with great minds of all times. Good reading can extend one’s sights beyond the petty concerns of daily life and help to establish a feeling of kinship with other people, who have dilemmas and get into predicaments like ourselves.

Results showed a significant relationship between bibliotherapy and examination anxiety of the undergraduate students of the Faculty of Education. The study is in consonance with the findings of McCoy and McKay(2006) suggested that bibliotherapy is “the use of literature and poetry in the treatment of people with emotional problems or mental illness”. Gregory, Canning, Lee, and Wise (2004) referred to bibliotherapy as a form of self-administered treatment in which structured materials provide a means of self-improvement to help alleviate distress.

Conclusion and Recommendation

This study investigated bibliotherapy as factor that can influence examination anxiety of undergraduate students of Faculty of Education, University of Ibadan, Oyo State, Nigeria. It is evident from the result of this study that bibliotherapy significantly influenced examination anxiety of undergraduate students. Self-help books when often read by the undergraduate students such as cultural books, scientific fiction books, medical books and others will develop

positive attitudes (meet characters that they can imitate, emulated or imitated in real-life situations, gained knowledge on health and wellbeing and to enrich their knowledge, attitude and behaviour in general) and thereafter reduce the level of their examination anxieties. Types of examination anxiety usually displayed by the undergraduate students to mention but a few, were; performing poorly in examinations, hearts racing or finding it difficult to breathe, they feel like going blank, and have distracting thoughts of failure or of poor performance among others. Therefore, students should develop positive attitudes towards their studies and aspiration to be successful in their studies. This will help hasten the effect of self-help books on them.

References

- Aboyade, B.O. (1981). Reading as a means of social, economic and political development. Symposium for the Readership Promotion Campaign. National Library of Nigeria, Lagos.
- Balogun, T. A. 1975. Interest in Science and Technology Education in Nigeria. *Journal of Science Teachers 'Association of Nigeria*. 23(1 and 2): 92-99.
- Bignold, H. (2003). Gender differences and reading. *Journal of School Librarian*, 50(3), 122-133.
- Campbell, L.F. & Smith, T.P. (2003). Integrating self-help books into psychotherapy. *Journal of Clinical Psychology*, 59, 177-186.
- Donnelly, R. (2009). Embedding interaction within a blend of learner centric pedagogy and technology. *World Journal on Educational Technology*, 1(1), 6-29.
- Eyre, G. (2005). The development and practice literacy: a Voyage of discovery. :<http://www.iasl-slo.org/ifia2005-eyre.doc>.
- Farah, A. (1992). Guidance and counseling in The Hashemi,te Kingdom of Jordan: borne Observations, International. *Journal for the Advancement of Counseling*, 15 (1) 17- 26.
- Herbert, T.P. & Furner, J.M. (1997). Helping high ability students overcome math anxiety through bibliotherapy. *Journal of secondary gifted education*, 8(4), 164-78.
- Hill, K. T., and Wigfield, A. (1996). Test anxiety: A major educational problem and what can be done about it. *Elementary School Journal*, 85, 105-126.
- Huberty, Ti. (2012). Test performance anxiety. *Principal leadership*, 10, 12-1 6, Retrieved from <http://www.nasponline.org>.

- Igbokwe, Obidike and Ezeji (2012). Influence of electronic media on reading ability of school children. *Library philosophy and practice e-journal*
- Kahan, L. M., (2008). The Correlation of Test Anxiety and Academic Performance of Community College Students. *Pro Quest LLC Journal*. Capella University. United State.
- Laitsch, D., (2005). The effect of high quality instruction on reading outcomes, *Res. Brief*, 3; 1-4
- Luigi, M., Francesca, D., Maria, D.S., Eleonora, P., Valentina, G.D. and Benedetto, V. (2007). The Role of Anxiety Symptoms in School Performance in a Community Sample of Children and Adolescents. *BMC Public Health* 7 (347), doi: 10.1186/1471-2458-7-347.
- Marlowe, M., & Maycock, G.A. (2000). Phenomenology of bibliotherapy in modifying teacher punitiveness. *Journal of Generic Psychology*. 61, 325-336.
- McCoy, H., & McKay, C. (2006). Preparing social workers to identify and integrate culturally affirming bibliotherapy into treatment. *Social Work Education*, 25(7), 680-693.
- McCraty, R. (2007). *When Anxiety Causes Your Brain to Jam, use Your Heart*. Institute of Heart Math. Available on <http://www.heartmath.com/company/proomlarchive/encounterjournalbrainjam.html> (June 3, 2008)
- McCraty, R., Dana, T., Mike, A., Pam, A., and Stephen, J. (2000). *Improving Test-Taking Skills and Academic Performance in High School Students using HeartMath Learning Enhancement Tools*. HeartMath Research Center, Institute of HeartMath, Publication No. 001-010, Boulder Creek, CA.
- McMillen, P. (2006). A therapeutic collaboration: The bibliotherapy education project at Oregon State University.
- Myracle, L. (1995). Molding the minds of the young: The history of bibliotherapy as applied to children and adolescents. *The Allan Review*, 22(2). Retrieved August 12, 2004, from <http://scholar.iib.vt.edu/ejournals/ALAN/winter95/Myracle.html>
- Norcross, J.C., Santrock, J.W., Campbell, L.F., Smith, T. P, R., & Zuckerman, E. L. (2003). *Authoritative guide to self-help resources in mental health (Rev.ed.)*. New York: Guilford Press.
- Okebukola, (2004). Reading: “Key to lifelong development”. A key note address delivered at the workshop on readership promotion campaign organized by the national library of Nigeria.
- Okwilagwe, O. A, Marie-Louse V, M (2011). The Role of Bibliotherapy in Value System Formation by Undergraduates in the University of Ibadan, Nigeria. *US-China Education Review A* 2(2011)240-250

- Okwilagwe, O.A (2003). Prince Tony Momoh: A national bibliotherapist and cultural engineer (pp. 296-297). Ibadan: Stirling-Horden Publisher Ltd.
- Panigrahi, C. and Panda, K.C. (1996). Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, *Indian. Malaysia Journal of Library and Information Science* 1 (1), 57- 65.
- Pardeck, J. (1994). Using literature to help adolescents cope with problems. *Adolescence*, 29(14)
- Riordan, R.J., & Wilson, L.S. (1989). Bibliotherapy: Does it work?. *Journal of Counselling and Psychology*
- Rizwan, A.R., & Nasir, M. (2010). The Relationship between Test Anxiety and Academic Achievement. *Bulletin of Education and Research*. December 2010, Vol. 32, No. 2 pp. 63- 74
- Shabi, I.N., Udofia, E.P. (2009). Role of school library in promoting reading culture in Nigeria. *International Journals of Research in Education*.
- Spielberger, C.D. (1980). Preliminary professional manual for the Test Anxiety Inventory (TAI). Palo Alto, CA: Consulting Psychological Press.
- Zahrakar, K., (2008). *Stress Consultant*. (1st ed). Tehran: Bal University Publication, (chapter 1).
- Zoller, U., & Ben-Chain, D. (1990). Gender differences in examination type, test anxiety, and academic achievement in college science: A case study. *Science education*, 74(6), 597-608.