Bibliotheraphy and Anxiety Modification Among Young People in Orphanages in Lagos State, Nigeria

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Abstract
The study investigated the effect of bibliotherapy on the modification of the level of anxiety among orphans in orphanages in Lagos State, Nigeria. The pretest, post-test, control group, and quasi-experimental design were adopted, while questionnaires and a bibliotherapy treatment package were used in data collection. Findings revealed that bibliotherapy usage affected the level of modification of anxiety. It was also revealed that gender significantly influenced the level of anxiety modification among the young orphans in favour of male young orphans. A significant interaction effect was established between the development of bibliotherapy and gender on the level of anxiety modification among young people in orphanages in Lagos. The study recommended that young orphans in orphanages should be introduced to bibliotherapy intervention which can help them in their homes to read books as corrective and preventive measures for modifying their level of anxiety. At the same time, Authors and Publishers should support young orphans by developing new titles and themes on stories that could help reduce their anxiety level in Nigerian society.

Keywords: Anxiety, Bibliotherapy, Young orphans, Orphanages in Lagos State, Nigeria.

Introduction
Bibliotherapy is commonly studied in psychology through focus group discussions, and it relies on controlled aspects using prescribed non-fiction self-help books. Providing literature relevant to young people's personal situations and developmental needs at appropriate times could help them recount and comprehend complex feelings that they may be going through. During bibliotherapy, clients identify with similar literary characters, a relationship that allows them to release emotions, gain new directions, and explore new ways of interacting. (Carr, 2010). Young orphans in Nigerian orphanages may experience relief that they are not the only ones facing a specific difficulty when they read books. They can indirectly learn how to solve their problems by reflecting on how the book's characters solved theirs. Bibliotherapy could only be effective if it actively engages the client's desire for and belief in the recovery process while also broadening and deepening the client's understanding of the particular situation requiring treatment. Bibliotherapy should be used among young Nigerians to impart information, provide insight, motivate discussions about problems and teach new solutions to problems.

Oyewusi (2016) indicated that bibliotherapy could be used as a corrective and preventive measure against certain behaviours among young people. There are many factors to be considered when choosing literary materials to use during a bibliotherapy session. These factors include the convenience of the therapist with the academic material to be read. The therapist must be at ease with the suggested literary material, which he should have read several times. The paramount objective in selecting academic materials by librarians is giving suitable literary material to the right client since suggesting the wrong book at the wrong time to a reader can worsen the circumstances that one is trying to provide solutions.

According to Adebayo (2017), Nigerian librarians, as experts in the selection of information resources, use bibliotherapy to help young people by identifying their information needs, connecting them with the appropriate information material that can meet their psychological and emotional challenges; designing follow-up activities like discussion, paper writing, drawing and drama for the reading, and engaging the young people in the task, viewing by asking questions, and short talks throughout the reading exercise, then giving summary of what was discussed in the book. Bibliotherapy may be used in diverse ways; Bibliotherapy will help young orphans to develop self-concept, increase their understanding of human behaviours, and address typical childhood and adolescent concerns such as self-awareness, self-esteem, depression, anxiety, communication issues and other issues affecting their lives by allowing them to recognise that they are not the only ones with a particular problem. Overcoming personal problems through counselling is a medium through which bibliotherapy thrives. The school library media specialist can participate in book therapy (Oyewusi, 2016). This communicative therapy includes a bond linking young Nigerian orphans and the content of books into a therapeutic session.

Bibliotherapy also has a positive effect on young orphans, besides adding knowledge on understanding the content of the literary materials; it also includes the understanding treasure of what has been read. Although bibliotherapy could encourage change within young orphans, its use is not restricted to times when a crisis is present; it is also a tool to help students boost their academic capabilities. According to Okwilagwe (2011), A Nigerian reader can turn to books if he wants to enter the world of Shakespeare in 17th century England or the thought process of philosophers like Aristotle and Bertrand Russell or the imaginative world of Achebe, Soyinka, and such creative writers. In Nigeria, several literacy works have been produced, using role models as characters to vicariously effect changes in users' values, attitudes and behaviours.
Bibliotherapy could also help increase young orphans' insight because literary materials help them better understand themselves and the world around them. According to Nwaneri (2016), young orphans in Nigeria encounter a myriad of vulnerabilities. In most cases, they find it challenging to manage the risks or the stress that accompanies the inability to cope with issues such as anxiety, depression, sorrow, lack of support or care, as well as the distress of losing their parents, for example,

feelings of uncertainties, lowliness, guilt, embarrassment and improper behaviours. Through reading literature, young orphans participating in the bibliotherapy process engage in a journey of self-discovery.

According to Adekeye (2017), for most young children in Nigeria, peer bullying is a given part of the living environment, where they could be involved as victims, perpetrators or bystanders. There are four significant types of peer bullying; physical, verbal, social/emotional, and cyber/internet. (Brzezinski, 2016). Peer bullying has an intense, negative impact on orphanages in Nigeria, including physical injuries and loss of life in some cases, which may label an orphanage unsafe if violent physical peer bullying occurs without being addressed. Peer bullying often happens at orphanages in unsupervised locations, such as hallways, restrooms, cafeterias, and playgrounds; and physical bullying, such as hitting, kicking, punching, tripping, and verbal bullrings, such as threats of physical harm, name-calling, teasing, or general verbal harassment, or even social bullying such as gossip, exclusion from a group, or threatening the withdrawal of a friendship or group acceptance occur in all these locations. However, children's books have been found to serve as a unique conduit of exchange between young children for them to develop positive ideas and thoughts about themselves and their peers.

A significant finding of the study by Alana (2014) on school bullying was that bullies were most likely to be boys. In the same vein, Eslea and Rees (2011), in their study on aggressive behaviour, reported that bullying peaks in young people around the age of 11 to the age of 14, while Limo (2015), in his study on bullying among teenagers and its effects indicated that age determines whether someone is likely to be bullied or not, most bully victims are being forced at younger generations, 7 to 9 years. The bullies bully others most often at a later period, 10 to 12 years. It is, therefore, essential for young Nigerian orphans to learn the coping skills needed to successfully handle the distress, frustration and anger that are a part of their daily life and to merge with a sense of self-control, hope and resilience. Literature can assist young orphans through personal troubles they experience from their daily life activities. According to Bamgboye (2017), the actual statistics of orphanages in Nigeria are not well known as the available information is scanty and inadequate. Like other children, Nigerian Orphans need an exciting atmosphere to nurture their development and increase their potential. According to Nwaneri (2016), Nigerian orphanages aim to provide shelter, care, love, protection and fundamental rights to Nigerian orphans, such as the right to birth registration, education, health services, adequate nutrition, and safe, potable water. Nigerian Orphanages have assisted many young people by providing them with the unwavering residence they otherwise would not have had. Residing in Nigerian orphanages does not inhibit young people from having a permanent and safe home through cautious adoption or foster care (Ibeh, 2011).

Furthermore, observations and preliminary investigations revealed that most orphanages in Nigeria do not have efficient and well-designed libraries where young

adults can consult books to read. For instance, library services with an organised collection of learning resources are indispensable to assist in grooming the young Nigerian orphans who reside in the orphanages and guaranteeing the achievement of their dreams in life. Oyewusi (2016) posits that an excellent Nigerian library should provide current information of extensive quality that will encourage young people to become confident and competent people and facilitate every child's right to lead and empower children for their freedom and safety. The influence of reading literary materials on the life of young orphans in orphanages cannot be over-emphasised because orphanages with library services, like other institutions of learning in the society, could provide significant assistance in remodeling young orphans in the orphanages as well as help in building a reading society.

Findings from studies such as Griezel (2012) and Qiang (2015) on the relationship between age, gender, and peer bullying reveals that peer bullying behaviour is more prevalent among younger children than older ones and that boys are more likely to be involved in peer bullying. Also, observations have shown that peer bullying among children in orphanages in Nigeria could be a basis for uneasiness among orphans. Peer bullying and anxiety interfere with young people's learning, making them anxious, afraid or alienated, which could have an adverse effect on their learning capacity. Young people in orphanages in Nigeria may spend a lot of time thinking up ways to avoid the trauma of peer bullying, and it leaves them with little energy for learning and other co-curricular activities in the orphanage. This may cause their school work and grades to suffer, affecting their entire living experience in the orphanage. One way to complement the remediation and therapy of children in orphanages in Nigeria is by using books as a therapeutic way. In light of the preceding, this study investigated the effect of bibliotherapy on peer bullying among young people in orphanages in Lagos State, Nigeria, with age and gender as moderator variables.

Objectives of the study
The objectives of this study are to determine the following:
1. The effect of bibliotherapy treatment on anxiety modification among young people in orphanages in Lagos state, Nigeria.
2. The effect of age on anxiety modification among young people in orphanages in Lagos state, Nigeria.
3. The effect of gender on anxiety modification among young people in orphanages in Lagos state, Nigeria.
4. Interaction effect of bibliotherapy and age on level of anxiety modification among young people in orphanages in Lagos state, Nigeria.
5. interaction effect of bibliotherapy and gender on level of anxiety modification among young people in orphanages in Lagos state, Nigeria

Hypotheses
The following null hypotheses were tested at a 0.05 level of significance

1. There is no significant effect of bibliotherapy treatment on anxiety modification among   young people in orphanages in Lagos state, Nigeria.
2. There is no significant effect of age on anxiety modification among young people in orphanages in Lagos state, Nigeria.
3. There is no significant effect of gender on anxiety modification among young people in orphanages in Lagos state, Nigeria.
4. There is no interaction effect of bibliotherapy and age on anxiety modification among young people in orphanages in Lagos state, Nigeria.
5. There is no interaction effect of bibliotherapy and gender on anxiety modification among young people in orphanages in Lagos state, Nigeria.

Literature Review

Bibliotherapy is a technique used to assist individuals in overcoming negative emotions related to a real-life problem by guided reading about the dilemmas of a third person, followed by individual or group discussion in a non-threatening environment. (Adebayo, 2017). Developmental bibliotherapy, used to refer to guided reading with students (Hebert & Furner, 2012), is more relevant to this study, according to Spinelli (2017). Researchers using the process of bibliotherapy have tended to concentrate on four stages: identification, catharsis, insight and universalisation. Spinelli (2017) refers to these four stages as "recognising", "feeling", "thinking", and "Understanding". The stages of bibliotherapy can be summarised as identification— the reader identifies with and relates to the protagonist. Identification is the feeling of affinity readers experience for the character in the text. The client should be able to identify with the main character and the events in the story. The main character should be of a similar age as the client, display similar behaviours, and face events with which the client can identify. This will enable the reader to feel a yawning understanding of the characters' emotions. It is essential that the young orphans see in them the situation of the character in the book. According to Okwilagwe and Mubonyin (2011), readers are encouraged to identify with the characters in the book read, which can lead to changes in the reader's nature. The person reading or the client can also find themselves relating to feelings that may be experiencing what they are experiencing. Characters in selected books have the potential to become role models for readers who feels a strong affinity for them. (Adebayo,2017).

In the second stage, catharsis, the reader becomes emotionally involved and releases pent-up emotions. Catharsis involves the release of emotion due to identifying with a character. After placement with the main character, the young orphans can relate to the situation and have emotional ties with the main character. When these orphans become emotionally involved with what they are reading, literature or books can mitigate their emotional status. The more deeply the reader identifies with a character, the more likely the orphan will experience catharsis. The next stage is insight; here, the reader learns through the experiences of nature and becomes aware that their problems might also be addressed or solved. This realisation occurs when young orphans become aware that the pain they are experiencing, like that of the characters in the story, need

not remain static. Insight allows young orphans to analyse the main character and situation and subsequently develop opinions regarding behaviours or actions adopted by the main character.

This process comes after the orphan has identified with a character, developed feelings, and observed how the theme of the reading applies to his own life. Young orphans can also develop problem-solving skills by exploring effective alternative behaviours to replace old inappropriate behaviours. Universalisation, the final stage, is recognising that we are not alone in these problems. During this stage, young orphans recognise that they are not alone in their trials and that others are also experiencing similar situations. This stage allows young people in particular conditions to realise that they are not alone, that other young orphans are going through the same trial and hardship, and that everybody has problems. This will give them a sense of hope. According to Rodgers (2017), There are two significant schools of bibliotherapy: "cognitive" and "affective." Most of the existing literature on bibliotherapy with children is on affective bibliotherapy. Affective Bibliotherapy uses fiction and other high-quality literature to help the reader connect to emotional experiences and human situations through identification. (Rodgers, 2017).

Bibliotherapy Interventions:
Bibliotherapy has several aspects of interventions. Marissa (2010) posits that bibliotherapy inspires young people to express their problems and concerns freely; some people use repression or denial to deal with traumatic events. Books can help bring problems to the forefront so young orphans can deal with them. Bibliotherapy can help young orphans analyse their thoughts and behaviours concerning themselves and others. Young people can examine their thoughts and behaviours as they identify the thoughts and behaviours of characters in books dealing with similar difficulties. Bibliotherapy may also reduce anxiety in young orphans and promote relaxation. According to Gobrial (2018), Young people often feel emotional relief when they discover that others have the same feelings and that they have experienced similar life events. According to Prater (2012), When using bibliotherapy, the following steps should be applied: (a) develop rapport, trust, and confidence with the student, (b) identify other school personnel who may assist, (c) solicit support from the student's parents or guardians, (d) defines a specific problem the student is experiencing, (e) create goals and activities to address the problem, (f)research and select books appropriate for the situation, (g) introduce the book to the student, (h) incorporate reading activities, (i) implement post-reading activities, (j) evaluate the effects of bibliotherapy on the student.

Anxiety is one of the most common causes of distress in children and young people. As many as one in five primary school children suffer from a low sense of well-being Morrison and Gutman (2012). Young people with anxiety disorders experience excessive anxiety, fear or worry, causing them either to avoid situations that might

precipitate the anxiety or to develop compulsive rituals that lessen the anxiety. They tend to have excessive and unrealistic feelings that interfere with their lives in their relationships, school and work performance, social activities and recreation. They can also develop anxiety, bitterness and feelings of revenge towards the bullied people. Anxiety disorders are the most frequent mental health problem seen in children, and they are more likely to have difficulty with friendships, life and school. According to Tamara (2014), Orphans are characterised by a higher anxiety level than children from families. The fear of social evaluation is also higher in orphans than in their peers who live in families. Thus, orphans are geared more towards external evaluation, are more anxious about it, and experience more stress when interacting with others. Children who live in orphanages see their situation as less favourable than those who live in families. Higher levels of anxiety characterise children who live in orphanages.

On the one hand, they strive for attention from and approval from adults, and, on the other hand, they are more worried than their peers living in families about the impression they will make on others, and they are afraid to get a negative evaluation. (Tamara, 2014). By their circumstances, young people living in orphanages encounter a myriad of vulnerabilities. In most cases, they find it challenging to manage the risks or the stress that accompanies their inability to cope with issues they are confronted with. Childhood experiences are responsible for individuals' future social, emotional and psychological dynamics and functioning in adulthood. Opposing and agonising childhood moments can hinder the comfort and well-being of children. Children who are victims of parental loss experience sorrow, anxiety, depression and lack of support and care, the distress of losing their parents can have adverse effects on them, for example, feelings of uncertainty, lowliness, guilt, embarrassment and improper behaviours, for these children to cope with the distress that is as a result of the loss caused, they result into harmful activities like violent and delinquent behaviour such as bullying among themselves or the ones that are being perceived to be weak among them.

Orphans and Vulnerable children:
According to Elegbeleye (2013), Causes of orphaning in Nigeria have been identified to include maternal mortality, sectarian and ethnic conflict, while large numbers of children are made vulnerable due to poverty, conflict and gender inequality. According to the National Plan of Action on Orphans and Vulnerable Children in Nigeria, an orphan is a child (below the age of 18) who has lost one or both parents, irrespective of the cause of death. Those who have lost both parents are commonly referred to as "double orphans". According to Ibeh (2011), The role of orphanages in Nigeria includes: protect, care and supporting orphans and vulnerable children for their safety and basic needs; providing the love, guidance and attention young people need to develop in healthy ways and become active members of the Nigerian community; plan for the welfare of the young people in the home including succession planning and will writing; participate in the review and or formulation of national and international

policies that promote the rights of orphans and vulnerable children and also ensure that births and deaths within the orphanage registered with the appropriate local authorities. Orphanages are located in various parts of the country, owned and managed by the government, philanthropic organisations, non-governmental organisations, and private individuals. Orphanages play vital roles in children's upbringing in Nigeria. Most of the orphanages in Nigeria depend mainly on donations, agricultural ventures and subventions. Some orphanages have ultra-modern physical settings, while others are in dilapidated states. There is variability in the amount of training received by caregivers; some of the care providers in the orphanages are not properly trained to respond to the needs of the inhabitants adequately, the number of children catered for vastly surpasses the number of available care providers in the orphanages which makes it near impossible to provide maximum attention and adequate care to each child per time as well as in the availability of essential facilities such as portable water, electricity, transportation, clothing, medical, recreational and educational facilities. (Elegbeleye, 2013).

The Federal Government of Nigeria is a signatory to two crucial international declarations on children's rights. These are the United Nations Convention on the Rights of Children (CRC) and the African Charter on the Rights and welfare of children (ACRWC). The two Declarations emphatically require signatory states' parties. Nigeria, therefore inclusive, to take steps to ensure the recognition and enforcement of the rights of orphaned children. In conformity with the recognition and enforcement of the rights of children, the federal government of Nigeria became committed to the issue by establishing an orphanage and vulnerable children unit (OVC) in the Federal Ministry of Women Affairs, which is charged with the responsibility of coordinating the national response to the orphanages and vulnerable children (OVC) phenomenon. (Ibeh, 2011).

Orphanages are responsible for children's well-being; children are deeply affected when this does not occur. As early as the first years of life and through play, children socialise, learn standards and develop an idea of limits. They learn by doing and feel continuous satisfaction in searching for new experiences in which the orphanage provides a space for well-being. (Ibeh, 2011). Children may experience times of difficulty relating with their peers, and this difficulty in relation causes them to be perpetrators of peer bullying. Young people identify recess as a precious space they love and as the sphere in orphanages where peer bullying occurs more frequently.

Copping Strategies:
Anxiety is a negative affective state in which one prepares to cope with potential adverse events. Several studies have established that girls have a higher prevalence of fears and anxiety symptoms than boys, especially among adolescents in community samples. While transient fears and anxieties (e.g., social, academic) are considered a part of normal adolescent development, elevated or subclinical anxiety levels are associated with impairments in personal functioning, predictive of later anxiety disorders, and often have a chronic course into adulthood. Despite findings that

adolescent girls are almost twice as likely as boys to experience anxiety symptoms and disorders, and given their associated negative consequences, few scientific studies have investigated the reason for this gender difference. Biological explanations indicate that females are at a greater risk for anxiety due to sex-linked genetic and/or physical factors, such as hormonal changes and effects of androgens on the brain (Shobeiri, Kalantari, Teixeira, and Rezaei., 2022). In contrast, psychosocial explanations suggest that gender disparity results from different socialisation experiences for girls and boys. The gender role or socialisation perspective postulates that girls and boys are raised to develop socially prescribed interests, attitudes and values consistent with their gender, resulting in "masculine" and "feminine" sex-typed behaviours and characteristics. It is theorised that expressing fearfulness and anxiety is consistent with the feminine gender role, and avoidance, a critical behavioural feature of anxiety, may be more accepted and encouraged among girls. Conversely, the expression of these emotions and behaviours is considered to be inconsistent with the masculine gender role. Instead, boys are expected to confront their fears and are more likely to be reinforced for active problem-focused coping behaviours.

A study by Christiansen and Berke (2020) indicated that femininity was positively associated with fear and anxiety, whereas masculinity was negatively related to fear and anxiety. Further, gender role orientation accounted for unique variance in fear and anxiety symptoms in addition to biological gender. In another study, Palapattu, Kingery and Ginsburg (2006) examined the relationship between gender role orientation and intensity of fears in a sample of 66 clinically anxious children (aged 6–11; 25 girls) from diverse backgrounds (50% Hispanic; 5% Black; 42% Caucasian). These feminine characteristics may also result in coping strategies, such as emotion-focused coping and reliance on others (rather than problem-focused strategies), as well as a greater tendency for negative cognitions and avoidance of feared situations, contributing to an increased risk for anxiety and other internalising symptoms. Possessing these instrumental traits may result in greater problem-focused coping, adaptive problem-solving and less avoidance behaviour associated with decreased pressure. Higher levels of instrumental characteristics are also less likely to be associated with a lack of perceived control, a construct associated with higher anxiety (Palapattu et al. 2006). Information processing models, such as Beck and Clark (2015), emphasise that the response to threat is an integral part of the anxiety response. They contend that it is not necessarily the stimulus, per se, that elicits the fear but the expected outcome triggered by that stimulus. Anticipatory anxiety, therefore, results from a perceived contingency between a momentary situation and its perceived consequences.

Although the content of children's fears has been researched for the last one hundred years (Gullone, 2010), because the stimulus content of fear changes with age, it has been assumed that childhood anxiety is transient. In adults, it has been shown that the frequency of worry over feared stimuli or outcomes is more significant for social and physical fears (Rothstein and Boblitt, 2012). In contrast, in children using

self-reporting measures, physical fears predominate. Therefore, it would seem reasonable to assume that anxiety in children must increase over the years, especially in adolescence, until the balance of social and physical fears is reversed for adults. Children are purported to be more concerned with school-related worries, such as bullying from peers, examinations and tests, while older children and adolescents are more concerned with social relations. According to King, Gullone and Tonge (2010), children of about 6 to 10 years of age experience fears of bodily injury, and for children of almost 11 years of age, fears of tests and examinations in school, physical appearance and social comparison become more evident.

Ferrari (2010), in a comprehensive review of research on developmental changes in children's fears, notes that while most recent studies have generally confirmed a decline in the number of worries with age, there is also a change in the type of fear with age. Studies reviewed point to lessening fears of strangers, imaginary creatures and animals and a more significant concern with interpersonal relationships. Teachers in primary schools need to be aware that young children are worried about not having friends, being left out and looking foolish. As it has been shown that anxious children show impairment in peer relations and levels of attention and school performance (Strauss et al, 2010), programs in guidance and counselling are needed in schools and orphanages for those children identified as being socially anxious. For the severely shy child, professional intervention could be necessary so that the pattern of avoidance is not entrenched and does not lead to potentially disabling adult anxiety disorders. (Morrisson, et al 2012).

Research Methodology
The study adopted the pretest, post-test, control group, and quasi-experimental design with a 2x2x2 factorial matrix (See Table 1 for the factorial matrix). The first column represents the treatment which comprises one experimental group and the control group. It was labelled A1 (Bibliotherapy) and A2 (control group). The second column represents the gender of participants represented as B1 for male and B2 for female, while the other moderating variable, Age group (AG), respectively constitutes 10-12 (C1) and 13-15(C2). The first group were given a pretest and was subjected to treatment (Bibliotherapy) and post-test measures. In contrast, the control group was assigned non-therapeutic treatment and was given a pretest and post-test measures.

Table 1: 2 x 2 x 2 factorial matrixes on peer bullying and anxiety in young orphans

Treatment	Gender and Age				Total
	Male (B1)		Female (B2)		
	10-12 (C1)	12-15 (C2)	10-12 (C1)	13-15 (C2)	
Bibliotherapy (A1)	n = ?	n = ?	n = ?	n = ?	n = ?

Control (A2)	n = ?	n = ?	n = ?	n = ?	n = ?
Total	n =?	n =?	n =?	n =?	n =?

The population for the study comprises 525 young orphans spread across 38 orphanages in Lagos State (Source: Preliminary Investigation by the Researcher, August 2019). A multi-stage sampling procedure was adopted to select the participants for this study from the population. The first stage is a purposive selection of one orphanage out of the 38 orphanages in Lagos State for the experimental group and one orphanage for the control group. The number of young orphans in the selected orphanages is 124: Little Saints Orphanage, Palmgroove Estate (66 orphans) and Bales of Mercy Orphanage, Gbagada (58 orphans). The two orphanages were selected because the young people at the orphanages have access to educational services and provision of care and protection like regular young people who have parents. In the second stage, the purposive sampling technique was used to select orphans between the ages of 10 and 15 in each orphanage who can also read. The simple random sampling technique using a balloting system was adopted at the third stage to select 20 participants in the chosen orphanages for the experimental group (10 boys and ten girls) and 10 for the control group (5 boys and five girls). The inclusion criteria for the participants were as follows: participants should be orphans resident in selected orphanages in Lagos State; participants should be willing and ready to participate in the experiment without coercion; participants should be of above average in intelligence and should be able to read and write; and participants should be ready to attend and actively participate in the treatment sessions.

The instrument used for data collection for this study is a Self–report Measures on Anxiety Modification Scale. The instrument comprises two sections and is synchronised into one single questionnaire. Section A of the questionnaire was designed to collect data on demographic variables of orphans such as gender, age and grade. Section B focused on Self-Report Measures on the Level of Anxiety. The self-report section on the level of anxiety scale was adapted from Dewey et al. (2013) to measure young people's account of anxiety levels. The scale contains 22 items on a 4-point modified Likert scale of Strongly disagree - 1, Disagree - 2, Agree - 3 and Strongly agree - 4. Participants respond by indicating their level of agreement. Olweus et al. (2019) reported co-efficient alpha of 0.88 for the instrument. The instrument was used to assess young people's anxiety levels, such as fear and other anxiety behaviour.'

The content validity was carried out at the Heritage Homes orphanage, Anthony Village, Lagos State, using Ten (5 males and five females) between the age of 10 and 15. The items adapted were subjected to test-retest reliability, while Cronbach Alpha Coefficient Pearson product-moment correlation was used to determine the reliability coefficient, which yielded a reliability coefficient of 0.89. The bibliotherapy treatment package was one locally authored story book: Osifo R. Murphy the Prankster / by Richard Osifo. Lagos; Literamed publications, Nig. Ltd, 2006, 120; ill. The package was given to experts in librarianship for face validity. The intervention section covers three weeks with a duration of thirty minutes in each of the sessions. There were four

phases: the pre-session, pretest, treatment and post-test. In each week, the researcher visited the group for two (2) days for 30 minutes of reading and discussion. The treatment group was exposed to bibliotherapy treatment, while the Control Group was exposed to the traditional means of instructional delivery only.

Interpretation of Results and Discussion of Findings
Analyses of the co-variance (ANCOVA) statistical technique were used to test the five null hypotheses posed to determine the effect of treatment on the experimental groups. The Scheffe Post hoc analysis technique determined the direction of differences and significance identified.

There is no significant effect of bibliotherapy treatment on anxiety   modification among young people in Orphanages in Lagos State, Nigeria.

Table 2: ANCOVA of Effect of Treatment of bibliotherapy, Anxiety and Control Group on Pre and Post-test

	Experimental				
	Sum of Square df	Mean Square	F	Sig.	Eta
Post-test Covariates Pretest	923.302 1	923.302	120.320	0.000*	.851
Main Effect	157.392 1	157.392	20.511	0.000*	.494
Treatment	9.769 1	9.769	11.273	0.027*	.157
Age	.569 1	.569	.074	0.788	.004
Gender	.475 1	.475	.062	0.806	.003
2. Way Interaction					
Treatment * Age	.016 1	.016	.002	0.964	.001
Treatment * Gender	14.531 1.	14.531	11.936	0.018*	.183
Age*Gender	2.345 1	2.345	.306	0.586	.014
3. Way Interaction					
Treatment * Age *Gender	24.916 1	24.916	7.247	0.032	.139
Model	1285.152 8	160.644	20.934	0.000*	.889
Residual	161.148 21	7.247			
Total	28989.000 30				

* Significant at 0.05 level of significance

The results presented in Table 2 showed that there was a significant effect of bibliotherapy treatment on anxietymodification among young people in orphanages in Lagos State (F $(1,21)$ = .002, p= 0.096 >0 .05, η2=0 .001). The magnitude of the size effect is 0.1%. This means there is no significant difference in the mean of post anxiety score of young orphans. Premised on this, the null hypothesis was accepted. It can, therefore, be inferred that there was no significant main effect of bibliotherapy on the modification of the level of anxiety among young people in Orphanages in Lagos State.

To determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment group was carried out, and the result is presented in Table 3

Table 3: Estimated Marginal Means for the Treatment and Control Group

Treatment Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Bibliotherapy (Anxiety)	30.684	.657	29.318	32.050
Control group	29.285	.975	27.258	31.312

Results in Table 3 showed that the Bibliotherapy Group (BG) had a higher adjusted post-anxiety behaviour mean score (30.68) than the Control Group (CG), with a lower adjusted post-anxiety mean score (29.29). This order can be represented as BS > CG. The inference drawn from this result is that young people involved with high anxiety levels in orphanages exposed to bibliotherapy performed better than those in the Control Group. This further implies that bibliotherapy has helped reduce the menace of concern among young orphans exposed to bibliotherapy treatment. The study's finding revealed a significant main effect of bibliotherapy on concern among young people in Orphanages in Lagos State. This finding corroborates McCaffrey's (2016) result, which reported that psychology commonly studies bibliotherapy through focus group discussions. It relies on controlled aspects using prescribed non-fiction self-help books relevant to young people's personal situations and developmental needs at appropriate times can help young people recount and comprehend complex feelings that they may be going through.

There is no significant effect of age on anxiety modification among young people in orphanages in Lagos state, Nigeria.

The results presented in Table 2 showed that age has no significant effect on anxiety modification among young people in orphanages in Lagos State, Nigeria. ($F_{(1,21)}$ = .074, p=0.079 >0.05, η2=0 .004). The magnitude of the size effect is 0.4%. This

means that there is no significant difference in the mean of post anxiety score of young orphans based on age. Premised on this, the null hypothesis was accepted. This implies that the age of young orphans has no significant influence on their level of anxiety. To determine the magnitude of the significant main effect across age, the estimated marginal means of the age of young orphans was carried out, and the result is presented in Table 4. This finding corroborates the earlier studies of the United Nations Children's Fund (2004), which found that orphans under the age of 10 suffer psychological and emotional trauma, affecting their well-being more than orphans aged ten years and above.

Table 4: Estimated Marginal Means for Post Anxiety Behaviour by Age

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
10-12	62.77	2.639	57.526	68.007
13-15	55.81	2.190	51.459	60.160

Table 4 reveals that young orphans within the age range of 10-12 years had higher adjusted post-anxiety behaviour treatment mean scores (62.77) than their counterparts within the age range of 13-15 years with post-anxiety behaviour treatment mean scores (55.81). Thus, the model is represented as 10-12 > 13-15 years.

1. **There is no significant effect of gender on anxiety modification among young people in orphanages in Lagos state, Nigeria.**

The results presented in Table 2 showed that there is no significant effect of gender on the level of anxiety modification among young people in Orphanages in Lagos State, Nigeria, (F (1,21) = .062, p=0.806 > 0.05, η2=0 .003). The magnitude of the size effect is 0.3%. This means that there is no significant difference in the mean of post-anxiety level modification scores of young orphans based on gender. Premised on this, the null hypothesis was accepted. It is therefore implied that there was no significant effect of gender on anxiety levels among young people in Orphanages in Lagos State, Nigeria. This finding contrasts with Qiang's (2015) study, which reported that females are usually more anxious than their male counterparts. To determine the magnitude of the significant main effect across gender, the estimated marginal means of the gender of young orphans were carried out, and the result is presented in Table 5.

Table 5: Estimated Marginal Means for Post Anxiety Level Modification by Gender of Young Orphans

Treatment	Mean	Std. Error	95% Confidence Interval

			Lower Bound	Upper Bound
Male	55.92	2.190	51.459	60.160
Female	54.13	3.969	46.376	62.142

Table 5 reveals that young male orphans had higher adjusted post-anxiety level behaviour treatment with mean scores (55.92) than their female counterparts with post-anxiety level behaviour treatment with mean scores (52.13). Thus, the model is represented as Male > Female. This implies that bibliotherapy treatment is more effective among young male orphans than their female counterparts.

There is no significant interaction effect of bibliotherapy and age on anxiety modification levels among young people in Orphanages in Lagos State, Nigeria

The results presented in Table 2 showed no significant interaction effect of bibliotherapy and age on anxiety levels among young people in orphanages in Lagos State. ($F_{(1,21)} = 0.002$, $p=0.964 > 0.05$, $\eta 2=0.001$). The magnitude of the size effect is 0.1%. This means there is no significant interaction effect of bibliotherapy and age on the level of anxiety modification among young orphans in Lagos State. Premised on this, the null hypothesis was accepted.

There is no significant interaction effect of bibliotherapy and gender on anxiety modification among young people in Orphanages in Lagos State, Nigeria

The results presented in Table 2 showed a significant interaction effect of bibliotherapy and gender on anxiety modification among young people in orphanages in Lagos State. ($F_{(1,21)} = 11.936$, $p=0.018 < 0.05$, $\eta 2=0 .183$). The magnitude of the size effect is 18.3%. It can therefore be inferred that there was a significant interaction effect of bibliotherapy and gender on the level of anxiety modification among young people in Orphanages in Lagos State, Nigeria. Premised on this, the null hypothesis was rejected.

Summary:
The effective use of relevant books by the emotionally disturbed students may bring behaviour modifications and turn-around-positive changes in individual behaviour. Through reading, young people could enter into the life and experiences of others and this could have implication 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 aside from educational purpose; it could provide information that is new to the reader, meet recreational and entertainment needs and also help to gain insight into the 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). Appropriately shared stories provide opportunities for young people

to gain insight and learn healthier ways to face difficulties. Young people's literature is a therapeutic tool for facilitating emotional growth and healing. Stories provide a catalyst for change, providing young people with other perspectives and options for thoughts, feelings and behaviours (Okwilagwe and Mubonyi, 2011). However, previous studies had established the response of students to bibliotherapy to be affected by certain factors including gender. Adamu (2011) discovered that male and female students exposed to bibliotherapy in career awareness responded positively as long as they were given equal opportunities but in the report of Basari et al. (2018) male students were found to respond better than female in regulation of emotions when they were exposed to bibliotherapy. Gender could therefore be a factor to be considered in the response of students in the secondary schools to bibliotherapy. More recent approaches, however, assume that the therapeutic process is actually more interactive; the reader becomes part of the evolving emotional process of the story, and in struggling to understand what it communicates at deeper levels, responds by making a positive switch by modifying their behaviour or attitude (Goddard, 2011). This finding confirms the claim of Ranjbar and Faghfori (2016) that the books to be used for bibliotherapy among students should be those with genuine situations that students would be able to simply relate to. In a related study by Betzalel & Shechtman (2010) regarding the use of book therapy with children with various difficulties, the results showed a reduction in anxiety and aggression in these children. In a similar study by Shechtman (2009), it was shown that children who participated in bibliotherapy groups reduced their aggression to a fairly significant extent and developed empathic traits. Some other research highlighted the effectiveness of bibliotherapy for children who had experienced trauma. Following the stories, the therapeutic group discussion helps children explore personal issues, develop insight and awareness, and make changes. In addition, small group therapy encourages the expression of feelings in a safe climate and supports participants in dealing with their struggles. Small group bibliotherapy sessions offer participants therapeutic benefits such as universality, altruism and peer support. Children feel less lonely, that they do not deviate from the group and that they can find personal strength through change (Betzalel & Shechtman, 2010).

 Conclusion
The study was conducted to determine bibliotherapy's effects of the anxiety modification level on young people in Lagos state, Nigeria, orphanages. The bibliotherapy treatment strategy used in this study impacts the anxiety modification level of young people in orphanages. The study found a significant effect of bibliotherapy on anxiety modification among young people in Orphanages in Lagos State. It also indicated an interactive effect of bibliotherapy and gender on the level of anxiety modification among young people in orphanages. Based on the findings, it is evident there was a significant main effect of bibliotherapy treatment on the level of anxiety modification among Young people in Orphanages. Therefore, young orphans in Nigerian orphanages experience relief that they are not the only ones facing a specific difficulty in the level of anxiety when they read books. They also learn indirectly how to solve their problems by reflecting on how the characters in the books

solved theirs. Bibliotherapy can only be effective if it actively engages the client's desire for and belief in the recovery process while also broadening and deepening the client's understanding of the particular situation that requires treatment. The bibliotherapy intervention by the researchers (librarians) has created awareness that reading story books can assist young people by providing insight, motivating discussions about problems and teaching new solutions to problems by learning from the experiences of other young people.

Recommendations
The following recommendations are made:

1. The management of the orphanage centres should provide training and support for staff to enable them to use bibliotherapy to help young residents effectively address and lessen anxiety issues among young residents.

2. Young orphans in Nigerian orphanages should be exposed to reading appropriate books to help manage issues they are anxious about.

3. Orphans in Orphanages should be introduced to bibliotherapy intervention which can help them in their homes to read books as corrective and preventive measures for modifying their level of anxiety.

4. The government should make efforts to assess, monitor and evaluate the effect of the bibliotherapy programs on anxiety modification to identify areas for improvement of the program.

5. Efforts should be made to conduct longitudinal investigations to track the long-term effect of bibliotherapy on anxiety modification levels among the study participants by future researchers.

6. Targeted intervention on anxiety modification should be specifically developed by future researchers for different age brackets within the orphanage centers.

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