

EFFECT OF BIBLIOTHERAPY ON PEER BULLYING AMONG YOUNG PEOPLE IN ORPHANAGES IN LAGOS STATE, NIGERIA

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Abstract

The study investigated the effect of bibliotherapy on reduction of peer bullying behaviour among young orphans in orphanages in Lagos State, Nigeria. The pretest, posttest, control group, quasi-experimental design was adopted while questionnaire and a bibliotherapy treatment package were used in data collection. The population for the study comprised 525 young orphans spread across the 38 orphanages in Lagos State. However, the sample size for the study comprised 20 and 10 young orphans for the experimental and control groups respectively. The young orphans included in the study were selected from two orphanages which are Little Saints Orphanage, Palmgroove Estate and Bales of Mercy Orphanage, Gbagada. Findings revealed that bibliotherapy usage had effect on peer bullying behaviour reduction among the young orphans. Also, findings revealed that age and gender had significant influence on peer bullying reduction among the young orphans in favour of young orphans within the age range of 10-12 years and male respectively. On the other hand, the interaction effect of bibliotherapy and age as well as that of bibliotherapy and gender on peer bullying were found not to be significant. The study concluded that bibliotherapy was a potent treatment in reducing and curbing the menace of peer bullying among young people. The study, therefore, recommended that young orphans in Nigerian orphanages should be exposed to reading of appropriate books that would help manage peer bullying behaviours while authors and publishers should include developing new titles and themes on stories that could help to curb peer bullying among young people in Nigerian society in their publishing focus.

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

Introduction

Bibliotherapy is reading self-help books to help solve problems which are being encountered at a particular time in an individual's life situation. According to McCaffrey (2016), 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 can help young people recount and comprehend complex feelings that they may be going through. During

bibliotherapy, clients identify with literary characters similar to themselves, a relationship that helps the clients release emotions, gain new directions in life, 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 from books. They can learn indirectly about how to solve their problems by reflecting on how the characters in the books solved theirs. Bibliotherapy could only be effective only 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. Also, bibliotherapy should be used among young Nigerian people to impart information, provide insight, motivate discussions about problems and teach new solutions to problems.

Oyewusi (2016) has indicated that bibliotherapy can be used as a corrective and preventive measure against certain behaviours among young people. Consequently, there are many factors to be considered when choosing literary materials to use during bibliotherapy session. These factors include the convenience of the therapist with the literary material to be read, relevance of the materials to be read to young people problems, readiness of the young people to be involved in the bibliotherapy session and ability to read by the young people, among others. It is vital that the therapist be at ease with the suggested literary material and should have read the materials a number of times. The paramount objective in selection of literary materials by librarians is giving the right literary material to the right client, since suggestion of a wrong book, at the wrong time to a reader can worsen the circumstances that one is trying to provide solutions for.

Bibliotherapy is of two categories, the clinical bibliotherapy and developmental bibliotherapy (Abdullah, 2016). Clinical bibliotherapy refers to a technique used by mental health professionals to help guide clients through their problems through directed reading, these books are being used to stimulate discussion of difficult feelings or facilitate resolution of more significant behavioural book that does not include any inappropriate language or themes that the clients may find offensive, (Catalano, 2010). For the purpose of this study, developmental bibliotherapy was used. According to Catalano (2010) Developmental bibliotherapy is practiced by librarians, non- medical staff and teachers to facilitate and to help students cope with issues or situations that could affect their learning and behaviour in order to facilitate normal development and self-actualisation. Librarians are capable of performing bibliotherapy with satisfactory results (Riahinia, 2016).

Meanwhile, Adebayo (2017), reiterated that Nigerian librarians, as experts in the selection of information resources, use bibliotherapy to help young people by identifying their information needs, connect them with the appropriate information material that can meet their psychological and emotional challenges, design follow-

up activities like discussion, paper writing, drawing and drama for the reading, and engaging the young people in the reading, viewing by asking questions, and short discussions throughout the reading exercise, then giving summary of what was discussed in the book. Bibliotherapy may be used in diverse ways; bibliotherapy could help young orphans to develop self-concept, increased understanding of human behaviours, 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 counseling is a medium through which bibliotherapy thrives. The school library media specialist can get involved in some form of book therapy, (Oyewusi, 2016). This is a communicative therapy that includes a bond linking young Nigerian orphans and the content of books into a therapeutic session.

Bibliotherapy also gives a positive effect for young orphans, besides adding knowledge on understanding the content of the literary materials; it also includes understanding the 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 as it is also a tool to help students boost their academic capabilities. According to Okilagwe (2011) A Nigerian reader can turn to books, if such reader wants to enter the world of Shakespeare in the 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, with the aim of effecting changes in user's value, attitudes and behaviors vicariously.

Bibliotherapy could also help increase young orphans' insight because literary materials help them gain better understanding of themselves and the world around them. According to Nwaneri (2016) young orphans in Nigeria encounter a myriad of vulnerabilities and 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, lowness, guilt, embarrassment and improper behaviors. Through reading of literature, young orphans participating in the bibliotherapy process engage in a journey of self-discovery about themselves.

Furthermore, through bibliotherapy the passion, enthusiasm and delight for reading is shared with another individual or group of people to produce affective change and to promote personality growth and development. It is an attempt to help young orphans in orphanages cope with their problems by providing books that are relevant to their situations and developmental needs at appropriate time. According to Honig (2015) bibliotherapy influences the attitudes, feelings and behavioural problems positively as expected and it may also stimulate young readers to think.

When used in conjunction with creative follow-up activities like discussions, paper writing, drawing, and drama for the reading which can support a tie between the character in the literary material and the young Nigerian orphans, a valuable counseling tool for assisting young adults in implementing strategies for dealing with their personal struggles is produced. Thus, bibliotherapy helps in freeing and energising young people to invent new ways to cope with their troubles and foster behavioural growth and adjustment. It can also aid in bringing a child's problems to the fore front by analysing the child's behaviours and providing information as well as giving insight for change (Honig, 2015).

According to Adekeye (2017) for most young children in Nigeria, peer bullying is a prevalent part of the living environment, where they could be involved as victims, perpetrators or bystanders. There are four major types of peer bullying; physical bullying, verbal bullying, social/emotional bullying and cyber/internet bullying, (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 possibly label an orphanage unsafe if violent physical peer bullying behaviour occurs without being addressed. Peer bullying often happens at orphanages in unsupervised locations, such as hallways, restrooms, cafeterias, and playgrounds while physical bullying such as hitting, kicking, punching, or tripping and verbal bullying 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 books have been found to serve as a unique conduit of exchange between young children, in order for them to develop positive ideas and thoughts about themselves as well as about 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 a 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 bullied at younger ages, 7 to 9 years, and 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 going through personal troubles they experience from their daily life activities. According to Bamgboye (2017), the true statistics of orphanages in Nigeria is not well known as the available information is scanty and inadequate. Nigerian orphans just like other children need an interesting atmosphere to nurture the development and increase of their entire potentials.

According to Nwaneri (2016) the aim of Nigerian orphanages is to provide shelter, care, love and protection as well as provision of basic rights to Nigerian orphans such as right to birth registration, education, health services, and adequate nutrition as well as safe and potable water. Nigerian Orphanages have assisted quite a large number of young people by providing them with unwavering residence that 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 could go to consult books to read. For instance, library services with organised collection of learning resources are indispensable to assisting to groom the young Nigerian orphans who reside in the orphanages and also guarantee the achievement of their dreams in life. Oyewusi (2016) posited that a good Nigerian library should provide current information of extensive quality that would encourage young people to become confident and competent people and also facilitate the right of every child to information and empower children for their freedom and safety. The influence of reading of literary materials to the life on young orphans in orphanages cannot be over-emphasised because orphanages with library services like other institutions of learning in the society could provide great 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 that peer bullying among children in orphanages in Nigeria could be a basis of uneasiness amongst orphans. Peer bullying interfere with young people's learning, makes them anxious, afraid or alienated which could have 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 orphanages. This may cause their schoolwork and grades to suffer and affect their entire living experience in the orphanages. One way to complement the remediation and therapy of children in orphanages in Nigeria is the use of books as a therapeutic way. It was in the light of the foregoing that 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:

1. Main effect of bibliotherapy treatment on peer bullying among young people in orphanages in Lagos state, Nigeria.
2. Main effect of age on peer bullying among young people in orphanages in Lagos state, Nigeria.
3. Main effect of gender on peer bullying among young people in orphanages in Lagos state, Nigeria.
4. Interaction effect of bibliotherapy and age on peer bullying among young people in orphanages in Lagos state, Nigeria.
5. Interaction effect of bibliotherapy and gender on peer bullying among young people in orphanages in Lagos state, Nigeria

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

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

Methodology

The study adopted the pretest, posttest, control group, quasi-experimental design with 2x2x2 factorial matrix (See Table 1 for the factorial matrix). The first column represented the treatment which comprised one experimental group and the control group. It was labeled A_1 (bibliotherapy) and A_2 (control group). Second column represented the gender of participants as B_1 for male and B_2 for female, while the moderating variable, Age group (AG) constituted 10-12 (C_1) and 12-15(C_2). The first group were given pre-test and was subjected to treatment (Bibliotherapy) and post-test measures, while the control group was given non-therapeutic treatment and given pre-test and post-test measures.

Table 1: 2 x 2 x 2 Factorial Matrixes on Peer Bullying and Anxiety on Young Orphans

Treatment	Gender and Age				Total
	Male (B ₁)		Female (B ₂)		
	10-12 (C ₁)	12-15 (C ₂)	10-12 (C ₁)	12-15 (C ₂)	
Bibliotherapy (A ₁)	n = ?	n = ?	n = ?	n = ?	n = ?
Control (A ₂)	n = ?	n = ?	n = ?	n = ?	n = ?
Total	n = ?	n = ?	n = ?	n = ?	n = ?

The population for the study comprised 525 young orphans spread across the 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 was 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 total number of young orphans in the selected orphanages was 124 viz: 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 had access to educational services and provision of care and protection like regular young people who have parents. At the second stage the purposive sampling technique was used to select orphans who were between the age of 10 and 15 in each orphanage and who were also capable of reading efficiently. The simple random sampling technique using balloting system was adopted at the third stage to select 20 participants in the orphanage selected for the experimental group (10 boys and 10 girls) and 10 participants for the control group (5 boys and 5 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.

Research instrument

The instrument that was used for the collection of data for this study was a Self – report Measures on Bullying Behaviour Scale. The instrument comprised two sections and 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 Measure on Peer bullying behaviour. The self-report section on school bullying behaviour measure

scale was adapted from Dewey Cornell (2003) to measure young people's account of involvement in peer bullying behaviour. The scale contained 22 items on a 4-point modified likert scale of strongly disagree - 1, Disagree - 2, Agree - 3 and strongly agree - 4. Participants responded by indicating their level of agreement. Olweus and Limber (2000) reported co-efficient alpha of 0.88 for the instrument. The instrument was used to assess bullying behaviour of young people such as engagement in fighting, kicking, name-calling and other bullying behaviour.' The content validity was also carried out at the Heritage homes orphanage, Anthony Village, Lagos state using Ten (5 males and 5 females) between the age of 10 and 15. The items adapted was 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 bibliotherapeutic treatment package used 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 covered three weeks with a duration of thirty minutes in each of the session. There were four phases viz: the pre-session, pre-test, treatment and post-test. In each of the weeks, the researcher visited the group for two (2) days to have 30 minutes of reading and discussion. This treatment group was exposed to bibliotherapy treatment. The Control Group was exposed to the traditional means of instructional delivery only.

Data Analysis, Interpretation and Discussion of Findings

Analyses of co-variance (ANCOVA) statistical technique was used to test the 5 null hypotheses posed to determine the effect of treatment on the experimental groups. The Scheffe Post hoc analysis technique was used to determine the direction of differences and significance identified.

H₀₁: There is no significant main effect of bibliotherapy treatment on peer bullying among young people in orphanages in Lagos State, Nigeria.

Table 2: ANCOVA: Effect of Treatment of Bibliotherapy on Peer Bullying Experimental

Sum of Square	df	Mean square	F	Sig	Eta	
Posttest.						Covariates
Main Effect	36.168	169.186	1	169.186	0.000*	.633
Treatment	6.070	16.070		2.298	2.298	2.298
Age	14.836	1	1	14.836	3.172	0.040*
Gender	32.494	1	6.946	32.494	0.015*	.249
2. Way Interaction						
Treatment * Age	23.459	1	3.459	5.015	0.063	.193
Treatment * Gender	12.588	1	12.588	2.691	0.072	.114
Age*Gender	.033	1	.033	.007	0.933	.034
3. Way Interaction						
Treatment						Age Gender
Model	2218.735	1	23.446	5.012	0.036	.193
Residual		8	277.342	59.290	0.000*	.958
Total	51201.000	30				

* Significant at 0.05 level of significance

The results presented in Table 2 showed that there was a significant main effect of bibliotherapy treatment on peer bullying among young people in orphanages in Lagos State ($F_{(1,21)} = 6.070, p = 0.027 < 0.05, \eta^2 = 0.15$). The magnitude of the size effect is 15.0%. This means that there was a significant difference in the mean of post peer bullying score of young orphans. Premised on this, the null hypothesis was rejected. It was therefore concluded that there was a significant main effect of bibliotherapy on peer bullying among young people in Orphanages. In order to determine the magnitude of the significant main effect across treatment group, the estimated marginal means of the treatment group was carried out and the result is presented in 2

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

Treatment Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Bibliotherapy (Peer Bullying)	42.134	.763	39.707	42.882
Control group	30.611	.511	39.130	41.255

Results on Table 3 showed that the Bibliotherapy Group (BG) had higher adjusted post peer bullying behaviour mean score (42.13) than the the Control Group (CG) with lower adjusted post peer bullying mean score (30.61). This order can be represented as BS > CG. The inference drawn from this result was that young people involved in bullying in orphanages exposed to bibliotherapy performed better than those in the Control Group which implies that bibliotherapy has helped in reducing the menace of peer bullying among young orphans exposed to bibliotherapy treatment. Finding from the study revealed that there was a significant main effect of bibliotherapy on peer bullying among young people in Orphanages in Lagos State. This finding corroborates McCaffrey's (2016) result which reported that bibliotherapy is commonly studied in psychology through focus group discussions which relied 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 might be going through.

H₀₂: There is no significant main effect of age on peer bullying among young people in Orphanages in Lagos State, Nigeria.

The results presented in Table 3 showed that there was a significant main effect of age on peer bullying among young people in orphanages in Lagos State, Nigeria, ($F_{(1,21)} = 3.172, p=0.040 < 0.05, \eta^2=0.13$). The magnitude of the size effect is 13.0%. This means that there was a significant difference in the mean of post peer bullying score of young orphans based on age. Premised on this, the null hypothesis was rejected. This implies that age of young orphans had significant influence on their peer bullying behaviour. In order to determine the magnitude of the significant main effect across age, the estimated marginal means of age of young orphans was carried out and the result was presented in Table 3. This finding corroborated the earlier study of United Nations Children's Fund (2004) which found that orphans under the age of 10 suffer psychological and emotional trauma which affected their well-being than orphans who are aged 10 years and above.

Table 4: Estimated Marginal Means for Post Peer Bullying 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 3 revealed that young orphans within the age range of 10-12 years had higher adjusted post peer bullying behaviour treatment mean scores (62.77) than their

counterparts within the age range of 13-15 years with post peer bullying behaviour treatment mean scores (55.81). Thus, the model is represented as 10-12 > 13-15 years.

H₀₃: There is no significant main effect of gender on peer bullying among young people in Orphanages in Lagos State, Nigeria.

The results presented in Table 4 showed that there was a significant main effect of gender on peer bullying among young people in Orphanages in Lagos State, Nigeria, ($F_{(1,21)} = 6.946, p=0.015 < 0.05, \eta^2=0.25$). The magnitude of the size effect is 25.0%. Premised on this, the null hypothesis was rejected. It was therefore concluded that there was a significant main effect of gender on peer bullying among young people in Orphanages in Lagos State, Nigeria. This finding was in contrast with Qiang (2015) study which reported that there were more cases of physical bullying among female adolescents than their male counterparts. In order to determine the magnitude of the significant main effect across gender, the estimated marginal means of gender of young orphans was carried out and the result was presented in Table 4.

Table 5: Estimated Marginal Means for Post Peer Bullying Behaviour by Gender of Young Orphans

Treatment	Mean	Std. Error	95% Confidential Interval	
			Lower Bound	Upper Bound
Male	55.92	2.190	51.459	60.160
	54.13	3.969	46.376	62.142
Female				

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

H₀₄: There is no significant interaction effect of bibliotherapy and age on peer bullying among young people in Orphanages in Lagos State, Nigeria

The results presented in 5 showed that there was no significant interaction effect of bibliotherapy and age on peer bullying among young people in orphanages in Lagos State, ($F_{(1,21)} = 5.015, p=0.063 > 0.05, \eta^2=0.193$). The magnitude of the size effect is 19.3%. This means that there was no significant interaction effect of

bibliotherapy and age on peer bullying behaviour among young orphans in Lagos State. Premised on this, the null hypothesis was not rejected. This finding supported Adekeye (2017) which reported that the rate of peer bullying among secondary school students was the same as long as interaction of bibliotherapy and age on peer bullying was concerned.

H₀₅: There is no significant interaction effect of bibliotherapy and gender on peer bullying among young people in Orphanages in Lagos State, Nigeria.

The results presented in 1 showed that there was no significant interaction effect of bibliotherapy and gender on peer bullying among young people in orphanages in Lagos State, ($F_{(1,21)} = 2.691, p=0.072 < 0.05, \eta^2=0.114$). The magnitude of the size effect is 11.4%. The implication drawn from this result was that there was no significant interaction effect of bibliotherapy and gender on peer bullying among young people in Orphanages in Lagos State, Nigeria. Premised on this, the null hypothesis was not rejected. This finding was at variance with the result of Egbochukwu (2014) study which reported that peer bullying responded to interaction of bibliotherapy and gender but in support of finding from Limo (2015) study which reported that bibliotherapy and gender interaction had significant effect on peer bullying in favour of male students.

Summary

The study was carried out to determine the effects of bibliotherapy on peer bullying and anxiety of young people in orphanages in Lagos state, Nigeria. The bibliotherapy treatment strategy used in this study had effect on peer bullying among young people in orphanages. The study found out that there were significant main effects of bibliotherapy, age and gender on peer bullying among young people in Orphanages. The study also indicated that there were no interaction effects of bibliotherapy, age and gender on peer bullying among young people in orphanages.

Conclusion

Based on the findings, it is evident there was a significant main effect of bibliotherapy treatment on peer bullying among young people in Orphanages. Therefore, young orphans in Nigerian orphanages experienced relief that they are not the only ones facing a specific difficulty in peer bullying when they read from books. They also learnt indirectly about 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 (litrarians) created awareness that reading story books can assist young

people by providing insight, motivate discussions about problems and teach new solutions to problems by learning from the experiences of other young people.

Recommendations

The following recommendations were made:

1. Young orphans in Nigerian orphanages should be educated on peer bullying such as kicking, punching, name-teasing, verbal harassment, exclusion from a group among others that may lead to peer bullying reduction in young people.
2. Young orphans in the orphanages should benefit from bibliotherapy intervention activities such as group discussions and reading activities by librarians
3. Young orphans in Nigerian orphanages should be exposed to reading of appropriate books that would help manage certain peer bullying behaviours.
4. Young Orphans in the Orphanages should be introduced to bibliotherapy intervention which can help young orphans in the homes to read books as corrective and preventive measures for peer bullying and children's anxiety.
5. Authors and Publishers should support young orphans by developing new titles and themes on stories that could help to curb peer bullying in the Nigerian society at large.
6. Government should strengthen her policy framework in school library media centers in Nigeria on providing adequate effective support services to them.
7. Orphanages in Nigeria should have functional libraries adequately equipped with relevant books that can assist the orphans in behaviour improvement and modification of bad behaviour.

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