

## **EFFICACY OF BIBLIOTHERAPY THERAPY INTERVENTION ON CONSUMPTION OF METHAMPHETAMINE AMONG IN-SCHOOL ADOLESCENTS IN NSUKKA EDUCATION ZONE OF ENUGU STATE, NIGERIA**

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### **Abstract**

This study assessed the efficacy of a bibliotherapy counselling intervention-based programme on methamphetamine consumption among in-school adolescents in Nsukka Education Zone of Enugu State. A pretest-posttest non-equivalent control trial group quasi-experimental research design was adopted by the researcher for the study. 35 secondary school students one constituted the sample for the study. A total of 18 SS2 Students were purposively assigned to the experimental group and 17 SS1 was also purposively assigned to control group. RMCAIS was used for data collection and validated by experts in test development in educational foundations and internal consistency of 0.84 using Cronbach alpha method. Before the commencement of the treatment the researcher assured the respondents confidentiality of interaction. Copied of the instrument were administered to the students with the assistance of the school counsellor and was collected by the school counsellor after the students had answered the questions. Descriptive statistics such as mean and standard deviation were used in answering the research question while ANCOVA was used to test the null hypothesis. The study shows that bibliotherapy intervention is effective in the reduction of methamphetamine consumption among in-school adolescents.

**Keywords:** Bibliotherapy, Methamphetamine, in-school adolescents.

### **Introduction**

Globally there is no particular definition of adolescent; definition is given based on individual, organization, or societal perception of the term. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of *young people*, which refers to individuals between ages 10 and 24. In the context of this study an adolescent is a person who is within school age or is in school. Adolescent refers to a boy or girl between the ages of 10 and 20 (Berk, 2007; Louw et al., 1998). In-school adolescents are those young girls and boys who are still schooling, they are always jumping from one place to another, they want to be dependent, they feel they have arrived, they want to protect their ego and this strength in them usually lead them astray some join gangs, some smokes, some bully. What prompted the researcher to embark on this study in this particular area is because, it has been noticed that most of this secondary school students take alcohol. Prior to 2022 voting election a number of adolescents were being found in an uncompleted building where they are being injected, on another occasion a student was found lying on the gutter and it was observed that he took methamphetamine. Ojiego (2021) noted that most secondary school students in Nsukka education Zone take alcohol before going to school, also (Dumbili & Ebueyi, 2022) noted that most secondary school students take alcohol before going to school. This appears in all indications that most students take alcohol, from all indications; the most common drug that the in-school adolescents take is methamphetamine this is because it increases the amount of dopamine (a 'feel-good' hormone) in the brain to promote positive feelings, including happiness and pleasure. The ability of methamphetamine to rapidly release high levels of dopamine in pleasurable reward and motivation areas of the

brain produces deep feeling of euphoria that strongly reinforces the potential for the frequent use of the stimulant (Paulus & Stewart, 2020; Volkow et al., 2021).

Various maladaptive behaviours among in-school adolescents have been traced with the association of methamphetamine. Adolescents who use methamphetamine are prone to violent and neglectful behaviours and they might often inflict physical and psychological harm to themselves, their families and/or other members of the community (Bassindale, 2012). Ojiego (2021) narrated how a secondary school student, aged fifteen years, murdered his father simply because the man refused to give him the money he asked for. There was another report of a schoolboy who attacked his mother with a machete and chased her away from her home. Also, another young adolescent was caught committing bestiality with a goat. It is based on the increase of consumption of methamphetamine and its advert effect on the in-school adolescents who are methamphetamine use that prompted the researcher to carry out this study in this area, and to find out if bibliotherapy intervention could help to reduce the consumption of methamphetamine among in-school adolescents in Nsukka Education Zone of Enugu State.

There are various techniques and interventions such as cognitive restructuring, cognitive behavioural therapy, contingency therapy, play therapy, talk therapy, art therapy and among others. Abilash & Jothimani (2019). However, the researchers think that among many techniques and interventions, bibliotherapy will be more effective, since the technique has been used by many researchers and has been proven effective in the reduction of drug abuse among adolescents.

According to the encyclopedia of mental disorders (2018), bibliotherapy is an adjunct to psychological treatment that incorporates appropriate books or other written materials, usually intended to be read outside of psychotherapy sessions, into the treatment regimen. It is generally referred to as the use of literature to help people cope with emotional problems, mental illness, or changes in their lives. The Online Dictionary for Library and Information Science (2011) defined in its most basic form, bibliotherapy as using books to aid people in solving the issues that they may be facing at a particular time. It consists of selecting reading materials relevant to a client's life situation. Bibliotherapy had also been explained as a process of dynamic interaction between the personality of the reader and literature-interaction which may be utilized for personal assessment, adjustment, and growth. Bibliotherapy for adults is a form of self-administered treatment in which structured materials provide a means to alleviate distress. The concept of the treatment is based on the human inclination to identify with others through their expressions in literature and art. For instance, a grieving child who reads, or is read a story about another child who has lost a parent may feel less alone in the world. Essentially, bibliotherapy involves the use of carefully selected books to help someone recover from a psychiatric disorder such as depression or anxiety or overcome an emotional problem. Approaches used in bibliotherapy included books on prescription, prescriptive bibliotherapy and creative bibliotherapy (GoodTherapy.org, 2017).

Operationally bibliotherapy is a process of using selected books or reading materials provided by the counsellor to modify the behaviour of students or to give solution to their personal problems. As reading relevant books and literature materials can help in changing people's behaviour, likewise bibliotherapy might be found relevant in improving in-school adolescents' behaviour towards drugs and as well bring about a reduction of methamphetamine consumption among students.

### **Purpose of the Study**

The main purpose of this study is to investigate the efficacy of bibliotherapy intervention on reduction of consumption of methamphetamine among in-school adolescents in Nsukka Education Zone of Enugu State. Specifically, the study sought to:

1. Determine the efficacy of bibliotherapy intervention on the reduction of methamphetamine consumption among in-school adolescents.

### **Research Question**

This research question was posed for the study.

1. What is the efficacy of bibliotherapy intervention on the reduction of methamphetamine consumption among in-school adolescents?

### **Hypothesis**

1. There is no significant difference in the effect of bibliotherapy intervention on reduction of methamphetamine consumption among in-school adolescents based on gender.

### **Methods**

The design of this study is pretest-posttest non-equivalent control group quasi-experimental non-randomized pretest-posttest control group design. This is a type of design in which experimental participants are not equivalent because they are not randomly assigned to groups (Ali, 2006). This design was used because the subjects for the research were already organized into intact classes and were used as such to avoid disruption of class schedules. In this study the two experimental groups were exposed to bibliotherapy intervention counselling technique respectively while the control group was exposed to conventional counselling programme by the school counsellor. The population of this study comprises of 17 students both male and female in SS1 as control group and 18 students both male and female in SS2 as an experimental group. Therefore, the total population of the study is 35 students from St Patrick's technical college in Nsukka education zone of Enugu State. The instrument for data collection is questionnaire titled "Reduction of methamphetamine consumption among in-school adolescents scale", (RMCAIS), the instrument was developed by the researcher and validated by experts in faculty of education, University of Nigeria Nsukka. RMCAIS is a 10-item scale with four response options of strongly agrees, agree, disagree and strongly disagree. The internal consistency reliability coefficient of RMCAIS was determined using Cronbach alpha and reliability coefficient of 0.84 was obtained for the reduction of methamphetamine consumption among in-school adolescents scale (RMCAIS). The data collected by administering the research instruments was analyzed in line with the research question. Descriptive statistics such as mean and standard deviation were used in answering the research question.

### **Procedure**

Before the commencement of the testing and treatment package, the researcher assured the participants of the confidentiality of interactions as they worked together. Pre-treatment assessment (pre-test) was conducted using the RMCAIS in order to collect baseline data (Time 1). After that, the experimental group was exposed to 45 minutes of the RMCAIS programme twice a week for a period of 6-weeks. The treatment took place between October and November 2023. Data collected from the experimental group of each evaluation were compared to that from the non-intervention group. Descriptive statistics such as mean and standard deviation were used in answering the research question while the hypothesis was tested using analysis of covariance.

### **Data Analysis**

**Research question:** What is the Efficacy of Bibliotherapy Intervention on the reduction of methamphetamine consumption Among In-School Adolescents in Nsukka Education Zone of Enugu State?

**Table 1:** Mean response and standard deviation of methamphetamine consumption scores of the intervention and non-intervention in-school adolescents

Group	n	Pretest		Post-test		Adjusted Mean
		M	SD	M	SD	
Treatment	20	32.80	0.99	17.95	4.79	17.95
Control	15	32.72	0.87	30.46	5.24	30.46

*Bibliotherapy intervention (BI).*

Table 1 shows the in-school adolescents who were exposed to bibliotherapy intervention had pretest and posttest mean methamphetamine consumption scores of ( $M = 32.80$ ,  $SD = .99$ ) and ( $M = 17.95$ ,  $SD = 4.79$ ), while the in-school adolescents who were not exposed to bibliotherapy intervention had mean methamphetamine consumption scores of ( $M = 31.32$ ,  $SD = .87$ ) and ( $M = 30.46$ ,  $SD = 5.24$ ) at the pretest and posttest measures. Besides, the adjusted mean scores of 17.95 and 30.46 for the two groups respectively, indicate that the in-school adolescents who were exposed to bibliotherapy intervention had more reduced methamphetamine consumption than their counterparts who were not so exposed.

**Ho:** There is no significant effect of bibliotherapy intervention on the reduction of methamphetamine consumption among in-school adolescents.

**Table 2:** ANCOVA result of the effect of bibliotherapy intervention on the reduction of methamphetamine consumption among in-school adolescents

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4740.299 <sup>a</sup>	2	2370.149	92.193	.000	.852
Intercept	449.929	1	449.929	17.501	.000	.354
Pretest	.010	1	.010	.000	.984	.000
Treatment	4740.288	1	4740.288	184.386	.000	.852
Error	822.673	32	25.709			
Total	86299.000	35				
Corrected Total	5562.971	34				

\*Significant at  $p \leq 0.05$

The data in Table 2 show that there is a significant effect of bibliotherapy intervention on the reduction of methamphetamine consumption among in-school adolescents in favour of the BT group,  $F(1, 62) = 184.386$ ,  $p = .000$ . Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. Moreover, the effect size of .852 implies that 85.2% reduction in the methamphetamine consumption among in-school adolescents is attributed to their exposure to bibliotherapy intervention. Therefore, the researchers concluded that bibliotherapy intervention significantly reduced aggressive behaviour among secondary school students based on gender.

## Discussion of Results

The findings of the study revealed at the post-treatment the efficacy of bibliotherapy intervention on the reduction of consumption of methamphetamine among in-school adolescents was significant. This finding has shown the superiority nature of bibliotherapy counselling over the conventional counselling approach in the reduction of methamphetamine consumption among in-school adolescents. Students who were counseled on the menace of methamphetamine consumption using bibliotherapy showed motivational interest during the intervention process which led to a drastic reduction in methamphetamine consumption among in-school adolescents. The findings are similar to the findings of Miller et al (1992), who reported the efficacy of bibliotherapy in bringing about a reduction in drinking-associated problems for self-referred problem drinkers. (Apodaca & Miller, 2023), provided compelling evidence for the utility of self-help materials for individuals seeking treatment.

## Strength of the Study

This study investigated a global problem, a contemporary issue, and maladaptive behaviour among youths of our nation. In other words, adolescents both in school and out of school adolescents. From the findings and discussion of the study, bibliotherapy intervention is proven to be effective in the reduction of methamphetamine consumption among in-school adolescents. The use of experimental and control groups enabled the researcher to compare both within-group factors and between-group factors.

## Limitations

This present study has some limitations just like other empirical studies. The study utilized data to examine the efficacy of bibliotherapy in reducing methamphetamine consumption among in-school adolescents, without considering differences in family background of the students, and some other family factors. The study used a quasi-experimental, pretest-posttest control group design and a sample of intact classes; perhaps, generalization of the findings should be done with caution as results with larger samples might differ.

## Conclusion

Based on the findings of the study, the researcher concluded that bibliotherapy counselling is effective in the reduction of methamphetamine consumption among in-school adolescents.

**Recommendations:** It was recommended that:

- 1) Available guidance counsellors in secondary schools should be properly trained on how to use bibliotherapy counselling in reducing methamphetamine consumption among in-school adolescents.
- 2) Counsellors should organize a workshop on bibliotherapy on the reductions of methamphetamine, to help in-school adolescents.

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