

**An International Journal
of Psychology in Africa**

Vol. 14 No. 1, 2006

**Published by the Ife Centre
for Psychological Studies**

IFE

PSYCHOLOGIA

VOLUME FOURTEEN

ISSN 1117-1421

NUMBER ONE

CONTENTS MARCH, 2006

NAME OF AUTHORS	PAGE	TITLE OF ARTICLES
EDITORIAL	i	
CONTENTS	ii	
P. F. OMOLUABI	1	Development and Standardization of Perafom Integrated Aptitude Test (PIAT)
DAVID O. OLOYEDE	15	Impact of Work-Induced Stress on Perceived Workers Productivity in Banking Industry in Lagos State
ROBERT HINSON	26	Do Ghanaian Non-Traditional Exporters Understand the Importance of Sales Management?
W. B. TESHOME	40	The Perception of African Students towards the Host Population in Pune, India
A. KUMI-KYEREME; PAUL W.K. YANKSON & WALTER THOMI	60	Challenges of Decentralisation in Ghana: District Assembly's Responsiveness to Community Needs
C.O. AJIDAHUN	77	Leisure Reading among the Undergraduates of Adekunle Ajasin University Akungba-Akoko, Nigeria
MATHIAS AKOTIA	95	Engendering a High Performing Organisational Culture through Internal Branding in African Organisations
ABIODUN. M. GESINDE	109	A Survey of Teachers' Unethical Practices Sustaining Examination Malpractice in South-Western Nigeria
CHRISTOPHER, NKIKO & F. OMORINOLA YUSUF	133	Bibliotherapy and Aging Phobia among Covenant University Staff
IRENE VANDERPUYE; PROSPER DEKU & SETH A. KWARTENG	145	The State of Support Services and Effect of Class Size in Mainstreamed Schools: Implication for Inclusive Education in Ghana

O. OLASEHINDE-WILLIAMS	158	Lecturer and Student Sensitivity to Academic Dishonesty Intervention Approaches in a Federal University in Nigeria: A Preliminary Study
S.O. POPOOLA	183	Personal Factors Affecting Organizational Commitment of Records Management Personnel in Nigerian State Universities
FOLORUNSO S. ALUKO	198	Social Science Research: A Critique of Quantitative and Qualitative Methods and Proposal for an Eclectic Approach.
E. O. AKINNAWO & G. A. ADETULA	211	Conflict in Nigeria Family System: Causative and Strategic Management Factors.
D. I. AKINTAYO	222	Wage Employment and Gender Differences in Work-Family Role Conflict among Industrial Workers in South-Western Nigeria
B.O. AJIDAHUN	240	Student's Perception of Examination Malpractices in the University of Ado - Ekiti, Ekiti State.
MICHAEL O. EZENWA	250	Sexual Anxiety in a Sample of University Students
Book Review	265	
Accolades	266	
A Sample of Review Notes	269	
e-psyche	272	
Ulrich International Directory	273	
Reach Us	274	
Sabinet Online	275	
Invitation to Subscribe	276	
Ife Psychologia (RC LAZ011934)	277	
Ife Psychologia:	278	
An International Journal		
African Journal Online	279	

BIBLIOTHERAPY AND AGING PHOBIA AMONG COVENANT UNIVERSITY STAFF

CHRISTOPHER, NKIKO

Head, Technical Services

Covenant University Library

Chrismoj3@yahoo.co.uk

08062292155

&

FELICIA OMORINOLA YUSUF

Serials Librarian

Covenant University Library

P.M.B. 2033, Canaan Land, Ota

fevusuf@yahoo.com

08033145024

Abstract

Reading is one of life's greatest pleasures and opens the door to culture, knowledge and independence. It can be very therapeutic. This study examines the effect of bibliotherapy on aging phobia among Covenant University academic and senior staff. The result shows that reading of books has influenced positively their perception and attitude towards aging. And that books especially the bible, internet and friends are major sources of information to ameliorate any fear of aging.

Introduction

Aging process is complex and includes biological, psychological, sociological and behavioural changes. Biologically, the body gradually loses the ability to renew itself. Various body functions begin to slow down, and the vital senses become less acute. Psychologically, aging persons experience changing sensory processes; perception, motor skills, problem-solving ability. Drives and emotions are frequently altered. Sociologically, they must cope with the changing roles and definitions of self that society imposes on the individual.

The elderly try to appear, and act younger because the aging process is negatively viewed in our society. Some spend a tremendous amount of money trying to make themselves look and feel younger.

Old people are in some quarters portrayed as witches. When we meet an adult we have not seen in a long time, we compliment him by saying, "you look so young". It appears as if aging is shameful. Even retirement is an ugly word that implies passivity, uselessness and withdrawal from the social and working world. Such connotations as frail, senile, childish and sexually inactive associated with the old are illustrative of stereotypical attitudes towards them.

Pipher Mary (2005) contends that young people often avoid interacting with older persons because it reminds them that someday they will get old and die. She further argues that the media most often portrays a negative and stereotypical view of the elderly. Aging is something that happens to all of us. It is natural and virtually inevitable process. Yet older people are often the subject of bad jokes and negative stereotypes, and many people in our society dread growing old (Morgan and Kunkel, 1998).

Wisdom, leadership, spirituality and experience are attributes that brought respect to the aged hitherto. But the spread of materialism, industrialization, urbanization and westernization have led to the breakdown of socio-religious authority and family solidarity. Today in Nigeria, support for the elderly, from the government (pensions), from the extended family and even children of the elderly have waned considerably.

Aging phobia is an abnormal and persistent fear of growing old otherwise known as 'gerascophobia'. MedicineNet (2005) opines that sufferers of this fear experience undue anxiety about aging even though they may be in good health – physically, economically and otherwise. They worry about the loss of their looks, the loss of independence, inactivity after retirement, impaired mobility, the onset of disease and confinement in a nursing home.

Rowe and Kahu (1997) argue that few people would want to live to be one hundred years old if they were fully dependent on others for their most basic needs. Freedom from disease and disability, an intact mental capacity, and an active engagement with life are the attributes of desirable and successful aging. Old people need love, companionship and sufficient information for a balanced and meaningful life. Callhan (1997), concurring concludes that a long life is desirable only if it is a good life. A good life, in turn, according to him, is having good health and meaningful and respected place in

society. The absence of these perceived ingredients of successful aging are the roots of such age-related phobia.

Reading can be very therapeutic as avid readers find themselves entering the world described in the pages of a good book and becoming involved with the characters therein. Okwilagwe (2001) defines bibliotherapy as the deliberate and formal use of selected reading materials as reading therapy, or aids in remedying emotional, behavioural and other personality problems. According to him, it involves conditioning people to desirable and desired patterns of behaviour, as well as in deconditioning people from undesirable and undesired patterns.

Information contained in books have tremendous influence on the perception, socialization and transformation of people. It has the capacity to re-engineer the human personality through change in values and general orientations. People are the reflections of the books they read, when you read, socialization of a great sort takes place. Individual knowledge base is enhanced, intellect is sharpened and misconceptions are dispelled. This propels emotional and attitudinal equilibrium, thus eliminating fear.

Origin and Nature of Bibliotherapy

The concept of bibliotherapy is not a new one. According to Klimes (2005), Aristotle believed that literature had healing effects and that the ancient Romans also recognized some relationship between medicine and reading. He argues further that most of the better mental hospitals in Europe had established libraries by the eighteenth century. And that many physicians recommended books for the emotional difficulties of the mentally ill. In the United States, work in bibliotherapy progressed through the sixties in such areas as drug addiction, fear, attitudinal changes, moral maturity. Bibliotherapy thrives better with librarianship; making careful and detailed studies of their readers.

Rationality for Bibliotherapy

According to Aiey (1993), bibliotherapeutic intervention may be undertaken for the following reasons:

- To develop an individual's self-concept
- To increase an individual's understanding of human behaviour or motivations
- To foster an individual's honest self-appraisal

- To provide a way for a person to find interests outside of self
- To relieve emotional or mental pressure
- To show an individual that he or she is not the first or only person to encounter such a problem.
- To show an individual that there is more than one solutions to a problem
- To help a person discuss a problem more freely and
- To help an individual plan a constructive course of action to solve a problem

Procedures for Practical Bibliotherapy

Eric (1993) states that a practitioner must also decide whether an individual or a group therapy approach would be best in a particular situation. Individual therapy requires time-consuming one-on-one sessions, but some people feel freer to express themselves in a one-on-one basis. Pardeck and Pardeck (1990) on the other hand believe that a group approach to learning enhances the total person. The group approach allows members to share common experiences, thus lessening anxieties. It can create a feeling of belonging and can also provide security for individuals who might feel uncomfortable in situations where they are singled out. Working in a group may lead individual to develop a different perspective and a new understanding of the problems of others.

They, however, agree that regardless of whether the practitioner chooses the individual or group approach, the basic procedures in conducting bibliotherapy are:

- Motivate the individual(s) with introductory activities
- Provide time for reading the material
- Allow incubation time
- Provide follow-up discussion time, using questions that will lead persons from literal recall of information through interpretation, application, analysis, synthesis and evaluation of that information
- Conduct evaluation and direct the individual(s) toward closure: This involves both evaluation by the practitioner and self-evaluation by the individual.

The counselee is believed to receive the benefits of bibliotherapy by passing through three stages:

Identification: the individual identifies with a book character and events in the story, either real or fictitious. Sometimes, it is best to