



A QUASI EXPERIMENTAL STUDY TO EVALUATE THE EFFECTIVENESS OF STP ON BIBLIOTHERAPY ON SELF ESTEEM AMONG ADOLESCENTS IN R L SCHOOL MORENA

Chitranshu Chaubey

Nursing Tutor, Autonomous State Medical College

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ABSTRACT

INTRODUCTION: All over the world, adolescents are considered as a special social category because of their ambition, potential, energy, specific interests, issues and challenges and needs. The future of any country depends on the role of youth in the society.

AIM OF THE STUDY: Assess knowledge regarding bibliotherapy on self-esteem among adolescent.

MATERIAL AND METHOD: A Quasi-experimental one group pre-test post-test study was used in order to evaluate effectiveness of structured teaching programme (the Independent variable) on knowledge regarding bibliotherapy on self-esteem (the dependent variable) among adolescent of selected by purposive sampling technique school of Morena. Each participant was informed about the study and that they could withdraw at any time and a written consent was also obtained.

RESULT: The findings of the study reveals that in Pre-test and Post-test level of self-esteem in the experimental group. The analysis of Pre-test level of self-esteem in experimental group, revealed that 29(96.67%) had high level of self-esteem. In the control group Pre-test and Post-test level of self-esteem in the control group. The analysis revealed that 24(80%) had moderate level of self-esteem. However the majority of the demographic variable such as age, sex, religion, type of family place of residence, educational status, education of parents, family income, occupation of father, order of birth.

CONCLUSION: It can be concluded that there was a significant improvement on the post-test level of knowledge after implementing STP. This indicates that STP was effective in increasing the knowledge of adolescent girls.

KEY WORDS: Knowledge, adolescent, bibliotherapy on self-esteem structured teaching programme.

INTRODUCTION & BACKGROUND OF THE STUDY

Adolescence is a transitional stage of physical and mental aspects. It is a development generally occurring between puberty and legal adulthood, but largely characterized as beginning and ending with the teenage stage. Adolescence is a stage at which they are neither a child nor an adult. Life is definitely getting more complex as we attempt to find our own identity, struggle with social interaction and grapple with moral issues. In that complexity of life that they are leading they will end in dependence. These problems can lead them to have low self-esteem.

An adolescent who has a high degree of self-esteem will achieve problem solving skills, awareness about self, positive attitude towards self and environment. Adolescents who have low self-esteem may be exposed to various problems like depression, suicide, poor problem solving skills, impulsivity, aggression, hopelessness and high risk behavior like alcohol and drug abuse.

Reading is a dynamic process and it can be therapeutic. When we read a good book, we bring in our own needs and problems to the reading experience while interpreting the words according to our own frame of reference. We become involved with the characters and we could relate to them. As they worked through a problem, we too would be emotionally involved in the struggle. We became interested with the main issues discussed in the literature and most of the time it does concern us. There is a lot of positive and negative emotions going on and we experienced them all. When we finished reading a book, we would often gain new insight about our own situation and ways to handle them. More than that we could renew our hope to carry on with life and its challenges.

Self-esteem is a crucial and is a corner stone of a positive attitude towards living. It is very important because it affects how they relate to other people. It allows them to live life to their potential. Low self-esteem causes negative thoughts which mean that they are likely to give up easily rather than facing challenges and adolescents with low self-esteem are more likely to do poorly in their studies. Since low self-esteem has many unfavorable consequences, it should be treated with various psychological treatments, one such approach is bibliotherapy.

The concept of using books to effect a change in a person's thinking and behavior has been around for decades. Samuel Crothers coined the scientific term of bibliotherapy in 1918 when he discussed a technique of prescribing books to patients who need help understanding their problems in *Atlantic Monthly*, and he labeled the technique as bibliotherapy (Myracle, 1995).



Bibliotherapy is effective because it allows the reader to identify with a character and realize that he or she is not only person with a particular problem. As the character works through a problem, the reader is emotionally involved in the struggle and ultimately achieves insight of his or her own situation.

OBJECTIVES OF THE STUDY

- To assess the Pre-test level of self- esteem among adolescents in experimental group and control group.
- To assess the Post-test level of self -esteem among adolescents in experimental and control group.
- To compare the Pre-test and Post-test level of self-esteem among adolescents in experimental and control group.
- To find out the association between the Post-test levels of self- esteem among adolescents with their selected demographic variables in experimental group.

HYPOTHESIS OF THE STUDY

- There was a significant difference between the pre-test and Post- test level of self-esteem among adolescents in experimental group.
- H2: There was a significant difference between the Post-test level of self-esteem among adolescents between experimental and control group.
- H3: There was a significant association between Post-test levels of self-esteem among adolescents with their selected demographic variables in experimental group.

OPERATIONAL DEFINITION

- **EVALUATE:** - In this study it refers to the extent to which bibliotherapy will be helpful in improving the level of self-esteem of adolescents.
- **EFFECTIVENESS:** - In this study it refers to, the degree to which bibliotherapy is achieved and the extent to which the self-esteem is improved among adolescents in experimental group.
- **BIBLIOTHERAPY:-** In this study it refers to a form of self-guided in which the adolescents reads a structured book which contains biographies of famous personalities and moral stories and the researcher has to support them while reading the books.
- **SELF ESTEEM:-** In this study it refers to a person's20 judgment about his own behaviour personal worth and ability as measured by modified ken Williams self-esteem scale
- **ADOLESCENTS:** - In this study it refers to boys and girls between 12-19 years of age studying in R L Public School Morena.

ASSUMPTION

- Adolescents may experience low self esteem
- Bibliotherapy may help adolescents to cope with their life and promote theirpsychological wellbeing.

DELIMITATION

- The study subjects are adolescents only.

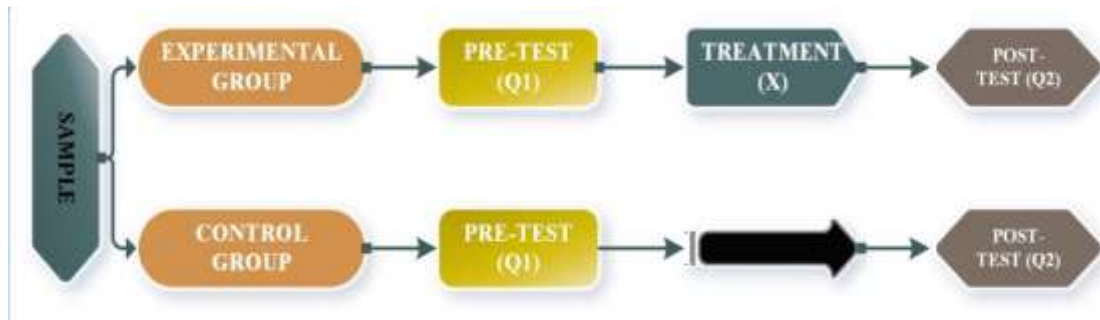
RESEARCH METHODOLOGY

• RESEARCH APPROACH

A quasi-experimental approach was used in the study to evaluate the effectiveness of STP on bibliotherapy on self-esteem among adolescents in R l school morena.”

• RESEARCH DESIGN

A quasi-experimental research design was used to observe the effectiveness of STP on bibliotherapy on self-esteem among adolescents in R l school morena.” The non-randomized control group design adopted for the present study is represented in Figure.



RESEARCH VARIABLE

- **Independent variable:** structured teaching programme on bibliotherapy on self-esteem.
- **Dependent variable:** Adolescent girls are the dependent variables.
- **Demographic variable:** the demographic variables are age, sex, religion, type of family place of residence, educational status, education of parents, family income, occupation of father, order of birth.

POPULATION

- The population for this study is adolescent’s boys and girls.
- Target population includes all the adolescents studying in private highersecondary schools.

SAMPLING SIZE

- In the study, the sample comprised of 60 adolescent girls studying in class IXTH – XIITH from Sr. Sec. School, fulfilling the sample criteria, than equally divide into experimental group (30) and control group randomly.

SAMPLING TECHNIQUE

- The sampling technique used in this study was Non-probability Purposive sampling technique was used to select the sample because of the limited amount of time and availability of the subjects according to the sampling criteria.

RELIABILITY OF THE TOOL

- The tool was tested for reliability on 14 respondent’s i.e. adolescent girls studying in sr. Public Sr. Sec. School, under pilot study.
- The data collected during Pilot Study was used to establish the reliability. It was found that Chronbac’s Alpha reliability estimates for the structured knowledge Questionnaire was good (r = 0.708).
- The reliability coefficient of structured knowledge questionnaire was 0.708, which showed that the tool was reliable.

MAJOR FINDING OF THE STUDY

Table 1
Frequency and percentage distribution of adolescent according to socio demographic variables.

Demographic Variables	N=60 (30+30)			
	Experimental Group		Control Group	
	No.	%	No.	%
	Age			
12 - 14 years	12	40.00	12	40.00
14 - 17 years	17	56.67	15	50.00
17 - 19 years	1	3.33	3	10.00
Sex				
Male	23	76.67	18	60.00
Female	7	23.33	12	40.00
Religion				
Hindu	25	83.33	19	63.33
Muslim	3	10.00	5	16.67
Christian	2	6.67	6	20.00



Family Type				
Joint family	10	33.33	9	30.00
Nuclear family	20	66.67	21	70.00
Place of Residence				
Urban	8	26.67	17	56.67
Rural	22	73.33	13	43.33
Occupation of Parents ± Father				
Private employee	6	20	11	36.67
Self employed	14	46.67	14	46.67
Government employee	10	33.33	5	16.67
Occupation of Parents ± Mother				
Homemaker	3	10.00	9	30.00
Private employee	20	66.67	8	26.67
Self employed	4	13.33	8	26.67
Government employee	3	10.00	5	16.67
Education of Parents ± Father				
No formal education	7	23.33	11	36.67
Primary education	14	46.67	14	46.67
Diploma Degree	9	30.00	5	16.67
Post graduate	0	0.00	0	0.00
Education of Parents ± Mother				
No formal education	1	3.33	9	30.00
Primary education	10	33.33	6	20.00
Diploma Degree	13	43.33	10	33.33
Post graduate	6	20.00	5	16.67
Family Income (Monthly)				
Below Rs.3000	4	13.33	9	30.00
Rs.3001 - Rs.5000	3	10.00	3	10.00
Rs.5001 - Rs.7000	6	20.00	7	23.33
Rs.7001-Rs.9000	5	16.67	6	20.00
More than Rs.9001	12	40.00	5	16.67
Order of Birth				
First	10	33.33	6	20.00
Second	14	46.67	12	40.00
Third	6	20.00	7	23.33
More than three	0	0.00	5	16.67

The table 1 shows that in the experimental group, the majority age group of 14-17 years and 1(3.33%). With respect to the gender majority 23(76.67%) were male. Regarding the religion, majority 25(83.33%) were belongs to Hindu. Regarding family type the majority 20(66.67%) were belongs to nuclear family. Regarding place of residence majority 22(73.33%) were in rural. Regarding occupation of father majority 14(46.67%) were self-employed and 10(33.33%) regarding occupation of mothers majority 20(66.67%). Regarding education of father majority 7 (23.33%) were undergone no formal education. Regarding mother's education majority of 13(43.33%) were undergone diploma. Regarding monthly family income majority Rs.7001-Rs.9000, 12(40.00%) were earning more than Rs.9001 respectively. Regarding order of birth majority 14(46.67%) were belongs to second order of birth. Regarding number of sibling's majority of 30(100.00%) have English as their medium of education.

Whereas in the control group, the majority the age group of 12-14 years, 15(50.00%) years respectively. With respect to the gender majority majority 19(63.33%) were belongs to Hindu. Regarding family type the majority 21(70.00%) were belongs to nuclear family. Regarding place of residence majority 17(56.67%) were in urban. Regarding occupation of father majority 11(36.67%) were private employee, 14(46.67%) were self-employed. Regarding education of father majority 14(46.67%) were undergone primary education. Regarding mothers education majority of 3001-5000 7(23.33%) were earning respectively. Regarding order of birth majority 12(40.00%) were belongs to second order of birth, order of birth respectively. Regarding number of sibling's majority of 30(100.00%) have English as their medium of education



Table 2: Frequency and percentage distribution of Pre-test and Post-test level of self-esteem among adolescents in the experimental group

Self-Esteem	Low (≤ 27)		Moderate (28 ± 52)		High (53 ± 80)	
	No.	%	No.	%	No.	%
Pre-test	14	46.67	16	53.33	0	0
Post Test	0	0	1	3.33	29	96.67

The table 2 reveals the percentage distribution of Pre-test and Post-test level of self-esteem in the experimental group. The analysis of Pre-test level of self-esteem in experimental group, revealed that 16(53.33%) had moderate level of self-esteem and 14(46.67%) had low level of self-esteem. Whereas the Post-test level of self-esteem in experimental group, revealed that 29(96.67%) had high level of self-esteem and 1(3.33%) had moderate level of self-esteem.

Table 3: Frequency and percentage distribution of Pre-test and Post-test level of self-esteem among adolescents in the control group

Self-Esteem	Low (≤ 27)		Moderate (28 ± 52)		High (53 ± 80)	
	No.	%	No.	%	No.	%
Pre-test	6	20.0	24	80.0	0	0
Post Test	6	20.0	24	80.0	0	0

The table 3 reveals the percentage distribution of Pre-test and Post-test level of self-esteem in the control group. The analysis revealed that 24(80%) had moderate level of self-esteem and 6 (20%) had low level of self-esteem both in the Pre-test and posttest.

DISCUSSION & CONCLUSION

Self-esteem can be found by dividing ones successes in various aspects of life, individuals give more importance to failures than success. Hence this problem makes self-esteem contingent upon success, this implies inherent instability because failures can occur at any moment. Adolescence with high self-esteem have no need to believe in their superiority. According to the study conducted by clean cut media all over the world, reported that almost 50% of the adolescents with low self-esteem are engaged in negative activities such as injuring and cutting themselves or engaging in unhealthy eating habits due to self-esteem and self-image issues.

The aim of the present study was to evaluate the effectiveness of bibliotherapy on self-esteem among adolescents in R L Public School Morena. The study was conducted by quantitative research approach and quasi experimental design, non-randomized (pretest Post-test control group design). The adolescents studying R L School Morena between 12- 19 years was selected for the study. The sample size was 60 [30 experimental group and 30 control group] and was selected by non-probability convenient sampling technique. KEN WILLIAMS Modified self-esteem questionnaire was used to assess the level of self-esteem.

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