

# **A Study of Impact of Bibliotherapeutic Approach on the Psychological Challenges Faced by B.Ed. Students of Chembur Sarvankash Shikshanshastra Mahavidyalaya: A Case Study**

Dr. Suvarna S. Parab

Librarian

Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur, Mumbai – 71

[suvarna.parab@gmail.com](mailto:suvarna.parab@gmail.com)

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## **Abstract:**

This study investigates the effectiveness of bibliotherapy in addressing the psychological challenges faced by B.Ed. students. B.Ed. students face increasing stress and pressure in training programme of teacher education thereby often faced emotional turmoil and psychological breakdown that may affect their performance in the class, exams, extracurricular and co-curricular activities consequently obstruct academic performance and personal development. The investigator used self-help books, motivational books to administer the supportive therapy that is bibliotherapy as a structured intervention. Bibliotherapeutic technique was administered on 50 students out of which 34 students responded to the intervention. Structured reading, reflection and group discussion tools are used. The analysis demonstrates that use of bibliotherapy remarkably reduced the level of stress, anxiety among students. The therapy reveals that student's emotional regulation motivation, confidence was enhanced. This paper suggests incorporating bibliotherapy into academic framework and counseling practices for holistic development of the B.Ed. students.

**Keywords: Bibliotherapy, Emotional Wellness, Self Help Books, Psychological Challenges**

## **1. Introduction**

The concept bibliotherapy has ancient origin. In ancient Egypt the library of Pharaoh Ramses inscribed with the words the House of Healing for the Soul, it's an evident that literature was used to heal the minds of the people. In 1916 American essayist coined the term 'Bibliotherapy' in an article titled 'A Literary Clinic. In recent years Bibliotherapy broadly implemented in academic set up, hospitals, counseling sessions for self-reflection and personal growth, counseling and psychotherapy mental health support.

Teacher education is a rigorous journey for aspiring educators. Bachelor of Education is a two-year training programme. It's a professional course designed to prepare a future teacher. Apart from theory classes students are bound to complete teaching practice in the schools, micro teaching sessions, peer observation, assignments, projects, notes and prepare for extra and co-curricular activities. Amidst these professional and academic journey B.Ed. students face emotional exhaustion and psychological pressure. All these tasks often give rise to psychological issues like anxiety, low self-esteem, interpersonal conflicts, fear of lagging back and failure, low motivation. To co-op with psychological issues, emotional turmoil educators have researched supportive therapeutic approaches for the students. These challenges if left unaddressed may affect student's academic growth, mental well-being, teaching effectiveness and learning capacity.

Therefore, bibliotherapy is an approach involving the use of carefully selected reading material to ease the usefulness of bibliotherapy in addressing psychological challenges faced by B.Ed. students.

Bibliotherapy enables individuals to connect with the characters, situations, narratives, thoughts and that mirror their own experiences and thoughts that helps in reflection, new perspective and emotional release. Through this supportive therapy students learnt emotional balance, build inner resilience, discover alternative ways of thinking and coping. Within academic setup student learnt cultivate positive outlook, managing stress, coping strategies, improve focus on learning and life.

## 2. Objectives of the study

- To identify the challenges faced by B.Ed. students of CSSMahavidyalaya.
- To implement bibliotherapeutic approach as therapeutic intervention.
- To evaluate the impact of bibliotherapy on psychological challenges.
- To gather feedback on students attitude towards bibliotherapeutic approach.

## 3. Significance of the study

B.Ed. students as future educators are expected to possess great amount of knowledge in their pedagogy and other subjects too. To foster learning environment and to effectively manage classroom students are expected to have emotional competence, resilience and mental stability. Demanding nature of their coursework, teaching practice, performance expectations often led to stress, anxiety, low motivation and these issues are frequently overlooked in the college. Bibliotherapy, a therapeutic tool, carefully selected reading material for healing minds. This research paper holds significance for teacher education, emotional stability, mental health awareness in academic structure.

This research paper provides insights into how bibliotherapeutic intervention led to reflective and structured intervention thereby offers a cost effective and meaningful tool to support the emotional regulation of B.Ed. students. The researcher has curate the reading material that can reduce emotional issues, enhance motivation, confidence, stress management among B.Ed. students of CSSMahavidyalaya.

Furthermore, the study underscores the importance of integrating bibliotherapeutic approach in guidance and counseling sessions in B.Ed. colleges. This promotes counselors, librarians and administrators to collaborate in creating supportive teaching learning environment. This study contributes to suggesting alternative educational support for the students in academic institution. It emphasizes self-help books, motivational books literature for healing the minds of the students. The findings of the study may facilitate inclusion of mental health literacy and life skills components in the B.Ed. curriculum.

## 4. Review of Literature

**Shrodes (1955)** one of the pioneers in bibliotherapy research, suggested a three-stage model: identification, catharsis, and insight. In this model, readers first identify with characters, then experience emotional release, and finally gain insight into their own issues. This framework remains central to bibliotherapeutic practices even today.

**Pardeck (1993)** emphasized that bibliotherapy can be a powerful tool in academic set up especially when integrated into classroom discussions or counseling programs. His study revealed that carefully selected reading materials can foster emotional growth, encourage critical thinking, and support students dealing with anxiety, low self-esteem, and decision-making difficulties.

**Parab, Suvarna S. (2023)** studied academic, psychological, social challenges faced by students of TEI's. Student often face stress, anxiety, parental pressure, emotional imbalance, low motivation and confidence since high expectations therefore cost-effective tool like bibliotherapy will help in support of student's well-being.

## **5. Research Methodology**

**5.1 Research design:** The researcher has adopted pre-experimental research method using one group pretest posttest design. This design was chosen to evaluate pretest and posttest of psychological wellbeing of the students after intervention of bibliotherapeutic intervention. The objective of the research to observe the changes in the emotional wellbeing, anxiety, low self-esteem after application of bibliotherapy.

**5.2 Population and Sample:** The population of the study comprises of B.Ed. students of Chembur Sarvankash Shikshanshastra Mahavidyalaya. The researcher has taken the purposive sampling method. Students those are willingly participate in the session and are available for all sessions. Total sample size was 50 students out of which 34 valid responses were received. 34 B.Ed. students attained all bibliotherapeutic cycles. Among the participants both male and female included from first- and second-year B.Ed. Course.

**5.3 Tools and Instruments used:** The researcher has developed various tools and instruments to carry out research.

**Psychological self-assessment scale:** The researcher has developed a scale to measure stress, motivation, interpersonal relationship, confidence.

**Pretest posttest questionnaire:** The researcher administered pretest posttest questionnaire to the students and administered bibliotherapeutic intervention to evaluate the changes in emotional wellbeing and psychological challenges.

**Feedback Form:** The researcher administered both close ended and open-ended questionnaire to get qualitative feedback on student's experiences.

**Reflective Journals:** The researcher motivated students to write reflective journals on weekly basis after each bibliotherapy session to document their behavioural changes, thoughts, feelings.

## **5.4 Implementation Of Bibliotherapy Programme - Intervention Procedure**

The intervention was administered over duration of 4 weeks period. The programme comprises of structured reading sessions, group discussion and reflective journaling. In a week one session was arranged for the bibliotherapy session in the library.

### **SelectionOf Books for The Intervention Procedure.**

The researcher carefully selected the books keeping in mind therapeutic value of the book, motivational content and accessibility of books to students.

1. Ikigai by Hector Garcia & Francesc Miralles:To help students find peace and purpose of life.
2. The Power of Your Subconscious Mind by Joseph Murphy:To inculcate affirmative thinking.
3. You Can Win by Shiv Khera:To help students toachieve success by focused work and to build strong personal qualities.
4. Make India Awesome by Chetan Bhagat:To instill hopes, national pride and responsibility.

### **Weekly sessions: -**

Week 1:Orientation of Bibliotherapy and the researcher administered pretest.

Week 2: Reading on text Ikigai and reflection in journal.

Week 3: Reading from the text the power of your subconscious mind and reflection in journal.

Week 4:Reading from the text You can win and its reflection in the journal.

Week 5Reading from the text Make India Awesome and its reflection in the journal.

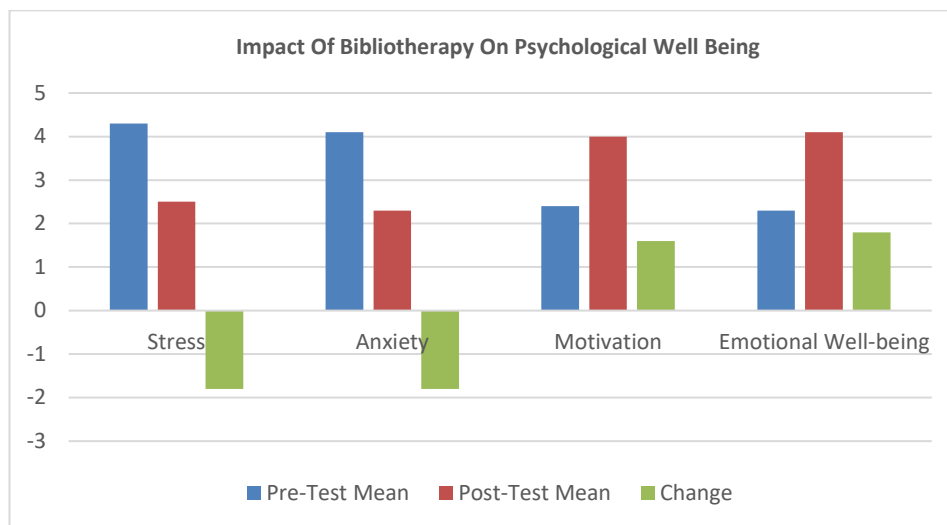
Students were given original copies of the book and e format book and encourage to highlight, annotate and record their responses. The students were given 1 hour for reading text during the session researcher assist them interpreting the content and relating it to their personal life.

### **5.5 Data Collection and Analysis**

The present study aimed at to investigate the impact of bibliotherapy on the psychological challenges faced by students of B.Ed. students. In the intervention 50 students were invited to participate out of which 34 students attended the whole session of bibliotherapy and submitted the complete response.The data collection was done through structured questionnaire. Components of qualitative and quantitative were incorporated to study the psychological challenges named low motivation, lack of confidence and emotional instability. The researcher administered pretest before implementing bibliotherapeutic intervention to understand prior psychological state of B.Ed. students.Students reported moderate to high level of stress, motivation, confidence, anxiety among them. Bibliotherapy sessions comprises of guided reading of selected books and reflective journals help them to relate book with their own personal experiences and challenges.

Following the sessions of bibliotherapy, posttest was administered by the researcher. Notable improvement was seen in the emotional and psychological state of the students. For example, most of the students reported high level of anxiety among them but after bibliotherapeutic intervention anxiety was visibly reduced.Further those students who have reported high level of stress, low motivation showed greater amount of positivity in the post assessment.

## A) Data representation:



Quantitative analysis of data revealed that there is prominent change in the anxiety, stress level. Many students mentioned they are feeling emotionally stable, confident, focused after administering bibliotherapeutic intervention with them. Responses received from open ended questionnaire that students liked reading books feeling more connected with inner selves, feeling peaceful inside and can overcome academic and psychological challenges.

One of the students wrote about Ikigai that she has learnt 10 rules of life from the books like stay active-don't retire, gratitude, reconnect with nature, smile, don't fill your stomach and so on.

The overall effect is that bibliotherapeutic intervention has positive effect on student life. It helps in improving psychological well-being, coping emotional wellbeing, managing stress, gain clarity on personal and academic goals. This research suggests that bibliotherapeutic intervention is cost effective tool in academic setting to manage psychological challenges faced by students.

**5.6 Conclusion:** Bibliotherapy though its cost effective holds substantial potential to heal the mind of the students. It makes students emotionally strong, enhance resilience power, fosters self-awareness, motivation, focused among the students. Incorporating bibliotherapy in academic set up may contribute positively to holistic development of the students. Further research with more diverse sample is recommended to expand and to validate upon this research.

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