

A Study to Assess the Effectiveness of Bibliotherapy on Stress Among Nursing Students of Narayan Nursing College, Jamuhar, Rohtas, Bihar

Dr. K. Latha¹, Mohit kumar Gupta², Purnima Kumari³, Jagriti Kumari⁴, Roushan Kumar Singh⁵
Hira Kumar⁶, Sandeep Kumar Giri⁷

¹Dean cum Principal, Narayan Nursing College, Gopal Narayan Singh University, Jamuhar, Rohtas, Bihar

²Assistant Professor, Department. of MHN, Narayan Nursing College, Gopal Narayan Nursing University, Jamuhar, Rohtas, Bihar

^{3 4 5 6 7}B. Sc Nursing 8th Semester Students of Narayan Nursing College, Gopal Narayan Singh University, Jamuhar, Rohtas, Bihar

Abstract—BACKGROUND

Stress is a common problem among nursing students due to academic and clinical demands. It affects their mental well-being and performance. Bibliotherapy is a simple and cost-effective method that helps in managing stress by improving coping ability.

OBJECTIVES-To assess the pre-test level of stress among nursing students.

To administer bibliotherapy intervention among nursing students. To assess the post-test level of stress among nursing students.

To compare pre-test and post-test stress scores.

To association post-test with socio-demographic Variable
RESEARCH METHODOLOGY-A quantitative research approach with a pre-experimental one group pre-test post-test design was adopted. The study was conducted among 100 nursing students selected by convenience sampling. Data were collected using socio-demographic variables and PSS-10 scale. Pre-test and post-test were conducted to evaluate the effectiveness of bibliotherapy.

RESULT-The results of the study showed that majority of the nursing students had moderate stress in the pre-test, whereas after bibliotherapy intervention, the stress level was reduced with an increase in the number of students in the low stress category. The mean pre-test score (21.4) was higher than the mean post-test score (16.2), indicating reduction in stress. The calculated paired 't' value (8.5) was statistically significant at $p < 0.05$, which proves that bibliotherapy was effective in reducing stress among nursing students.

CONCLUSION-The study concluded that bibliotherapy is an effective,

simple and cost-effective method for reducing stress among nursing students. It significantly improved stress levels and can be used as a supportive strategy to promote mental well-being and coping ability among students.

Index Terms—Bibliotherapy, Stress, Nursing Students, PSS-10, Stress Management, Non- pharmacological Intervention

I. INTRODUCTION BACKGROUND OF THE STUDY

Nursing students experience high levels of stress due to academic pressure, clinical duties, examinations, and adjustment to new environments. Persistent stress can negatively affect mental health, academic performance, concentration, and patient care.[7]

Different stress management methods are available, but many require time, trained professionals, and financial resources.[8] Bibliotherapy is a simple and cost-effective intervention that uses therapeutic reading materials to improve emotional wellbeing, self-awareness, and positive thinking.[9]

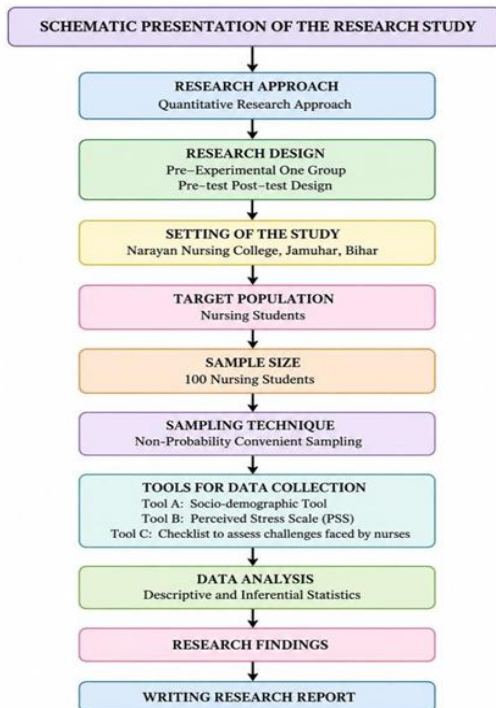
At Narayan Nursing College, Jamuhar, nursing students also face academic and clinical stress, while structured stress management programs are limited. Therefore, the researcher felt that bibliotherapy could be an effective intervention to reduce stress among nursing students

II. NEED FOR THE STUDY

Stress among nursing students is increasing due to academic workload, clinical duties, examinations, and personal problems. Excessive stress affects concentration, emotional wellbeing, academic performance, and clinical competency. Therefore, effective stress management is essential. Bibliotherapy is a simple, low-cost, and non-pharmacological intervention that helps students improve coping ability and emotional stability through guided reading. Since limited studies on bibliotherapy have been conducted among nursing students in Bihar, the researcher felt the need to assess its effectiveness on stress among nursing students of Narayan Nursing College, Jamuhar.

III. OBJECTIVES OF THE STUDY

- To assess the pre-test level of stress among nursing students.
- To evaluate the effectiveness of bibliotherapy on stress among nursing students.
- To assess the post-test level of stress after bibliotherapy. To compare pre-test and post-test stress scores.
- To find the association between stress level and selected demographic variables.



IV. DESCRIPTION OF THE TOOL

Section A: Socio demographic variables such as age, gender, course, year of study, type of residence, marital status, monthly family income, previous exposure, any part time job, average duty per hours.

Section B:

The Perceived Stress Scale (PSS-10) was used to assess the stress level among nursing students. It consists of 10 items scored on a 5-point Likert scale from 0 (Never) to 4 (Very Often). Items 4, 5, 7, and 8 were reverse scored.

The total score ranges from 0–40 and is interpreted as Low Stress (0–13), Moderate Stress (14–26), and High Stress (27–40)

Table 1: Scoring And Interpretation of stress

Stress Level	Score Range
Low stress	0-13
Moderate stress	14-26
High stress	27-40

V. MAJOR FINDINGS

SECTION -I:

Majority of nursing students were female (62%), belonged to the age group of 21–23 years (55%), and were from Basic B.Sc Nursing course (60%). Most students were unmarried (90%) and residing in hostel (68%).

SECTION – II

Pre-test findings showed that majority of students (68%) had moderate stress, while 20% had high stress and 12% had low stress. The mean pre-test score was 21.4 ± 5.8 .

SECTION – III

Post-test findings revealed that majority of students (52%) had moderate stress, 40% had low stress, and only 8% had high stress. The mean post-test score was 16.2 ± 4.9 .

SECTION – IV

The mean difference between pre-test and post-test score was 5.2. The calculated paired ‘t’ value was 8.5 at $p < 0.05$ level, indicating effectiveness of bibliotherapy in reducing stress among nursing students.

SECTION – V

A significant association was found between pre-test stress level and variables such as year of study, previous exposure to stress management, and study hours.

SECTION – VI

A significant association was found between post-test stress level and year of study, previous exposure to stress management, and study hours.

VI. DISCUSSION

A. Objective 1: To assess the pre-test level of stress among nursing students

The pre-test findings revealed that majority of nursing high stress and only 12% had low stress before administration of bibliotherapy. The mean pre-test stress score was 21.4 ± 5.8 , indicating moderate level of stress among nursing students. Academic workload, clinical duties, examinations, hostel life, and adjustment problems may be the major contributing factors for stress among students.

B. Objective 2

To assess the post-test level of stress among nursing students after administration of bibliotherapy

The post-test findings showed improvement in stress level after administration of bibliotherapy. Majority of students (52%) had moderate stress, 40% had low stress, and only 8% had high stress. The mean post-test stress score was reduced to 16.2 ± 4.9 . The reduction in stress level indicates that bibliotherapy helped students to manage stress effectively through positive coping strategies and self-awareness.

C. Objective 3

To determine the effectiveness of bibliotherapy on stress among nursing students

The comparison of pre-test and post-test scores revealed that the mean pre-test score (21.4) was higher than the mean post-test score (16.2) with mean difference of 5.2. The calculated paired 't' value was 8.5 and was statistically significant at $p < 0.05$ level. These findings proved that bibliotherapy was effective in reducing stress among nursing students. Bibliotherapy provides emotional support, improves coping ability, and promotes positive thinking through reading-based intervention.

D. Objective 4

To find out the association between pre-test stress level and selected socio-demographic variables

The study findings revealed significant association between stress level and selected socio-demographic variables such as year of study, study hours, and previous exposure to stress management programs. However, no significant association was found with variables such as age, gender, residence, marital status, family income, and part-time job. These findings indicate that academic factors and awareness regarding stress management may influence stress level among nursing students

VII. CONCLUSION

Based on the findings of the present study, it can be concluded that nursing students experience moderate levels of stress due to academic, clinical, and personal factors. The pre-test results indicated that a considerable number of students had moderate to high stress, highlighting the need for effective stress management strategies.

After the administration of bibliotherapy, a significant reduction in stress levels was observed in the post-test. The decrease in mean stress score from 21.4 to 16.2, along with a statistically significant t-value at $p < 0.05$, clearly indicates that bibliotherapy was effective in reducing stress among nursing students.

VIII. IMPLICATIONS OF THE STUDY

Based on the findings of the study, the following recommendations are suggested:

Nursing Practice

Bibliotherapy can be used as an effective non-pharmacological intervention in clinical as well as educational settings to reduce stress. Nurses can guide students and patients regarding reading materials to understand their problems, improve coping abilities, and manage emotional stress. It can be implemented without the need for special equipment or training, making it a practical approach in day-to-day nursing care.

Nursing Education

The findings of the study highlight the need to include stress management strategies and

bibliotherapy in the nursing curriculum. Nursing students experience academic, clinical stress, and early exposure to coping techniques can help them manage stress effectively. Educators can encourage students to develop positive habits like reading self-help materials and participating in stress management programs.

Nursing Administration

Nursing administrators play an important role in promoting the mental health of students. Based on the findings, administrators can organize regular stress management programs, workshops, and counseling services within the institution. Providing access to suitable reading materials and creating a supportive environment can help students reduce stress and improve their academic performance.

Nursing Research

The study provides a basis for further research in the area of stress management. Similar studies can be conducted on larger samples, in different settings, and using different research designs. Comparative studies can be done to assess the effectiveness of bibliotherapy with other interventions. This will help to generate more evidence and improve nursing practices. Further research can also be conducted to develop standardized bibliotherapy modules and to assess its effectiveness along with other techniques like relaxation or counseling. Future research may also explore its impact on coping skills and academic performance.

IX. RECOMMENDATIONS

Based on the findings of the present study, the following recommendations are made:

- A. The study can be conducted on a larger sample size.
- B. Similar studies can be done in different settings.
- C. A study can be conducted using experimental design with control group.
- D. Comparative studies can be done with other stress management techniques.
- E. Long-term effectiveness of bibliotherapy can be assessed.
- F. Similar studies can be conducted among different groups.

REFERENCES

- [1] Lazarus RS, Folkman S. Stress, appraisal, and coping. New York: Publishing Company; 1984.
- [2] Roy C. Introduction to Nursing: An Adaptation Model. 2nd ed. New Jersey: Prentice Hall; 1984.
- [3] Labrague GC, De los Santos JAA. Stress and coping strategies among nursing students: An integrative review. *J Nurs Educ Pract*. 2018;8(11):67–75.
- [4] Savitsky B, Findling Y, Erel A, Hendel T. Anxiety and coping strategies among nursing students during the COVID-19 pandemic. *Nurse Educ Pract*. 2020; 46:102809.
- [5] Singh C, Kaur J. A study to assess stress and coping strategies among nursing students in India. *Int J Nurs Educ*. 2023;15(2):45–50.
- [6] Kim Y, Park H. Bibliotherapy and stress reduction among nursing students. *J Psychosoc Nurs Ment Health Serv*. 2021;59(3):22–28.
- [7] Cohen S, Kamarck T, Mermelstein R. A global measure of perceived stress. *J Health Soc Behav*. 1983;24(4):385–396.