A Comparative Study to Assess the Knowledge Regarding Bibliotherapy v/s Puzzle Therapy among Student Nurses in Selected College of Nursing Lucknow, Uttar Pradesh

Archana Yadav[1], Minu S. R.[2]

[1]2nd Year M.Sc Nursing Student, Child Health Nursing[1]
[2]H.O.D Department of Child Health Nursing[2]
Faculty of Nursing, Rama University, Kanpur, U.P., India

Abstract: *Bibliotherapy provides a sensitive way for a practitioner or educator, especially for children, to guide reading to help an individual understand themselves and the environment, learn from others, and possibly find solutions to their problems. Puzzle reinforces connections between brain cells, improves mental speed and is an especially effective way to improve short-term memory and reduce the anxiety. A comparative study to assess the knowledge regarding bibliotherapy v/s puzzle therapy among student nurses in selected college of nursing Lucknow Uttar Pradesh. With objectives of assess the knowledge regarding bibliotherapy among students nurses in selected college of nursing, assess the knowledge regarding puzzle therapy among student nurses in selected college of nursing, compare the knowledge regarding bibliotherapy and puzzle therapy among student nurses in selected college of nursing and find out the association between the knowledge regarding bibliotherapy and puzzle therapy among the student nurses with selected demographic variables. Non experimental comparative research design was used for the study. The setting of the study was Maa Chandrika Devi College of nursing and research centre bakshi ka talab, Sitapur, Lucknow and bhalchandra institute of nursing Dubagga, Lucknow Uttar Pradesh and the sample size was 100 student nurses selected by random sampling technique in the study. The finding of the study shows that mean value of bibliotherapy is 13.57, standard deviations value is 2.77and median value 13.00 and puzzle therapy mean value is 5.82, standard deviation is 1.97 and median value is 6.00 and majority of student nurses have more knowledge regarding bibliotherapy compare to puzzle therapy. The association between knowledge regarding bibliotherapy and puzzle therapy among the student nurses with their selected demographic variables age of the student nurses, gender, religion, studying, area of living is non-significant. It can be concluded that the majority of student nurses have more knowledge regarding bibliotherapy as compare to puzzle therapy.*

Keywords: Bibliotherapy, Puzzle Therapy, Nursing, Therapeuticcontexts

1. Introduction

Bibliotherapy, the use of books within therapeutic Contexts, first appeared in the Atlantic Monthly in 1916. Sometimes referred to as, biblioguidance, bibliocounselingor reading therapy.[1]Today the definition of bibliotherapy is simplified tobasically books to help people solve problems. The use of literature can be used to help people cope with emotional problems, mental illnesses, or changes that have occurred in their lives. As a result of the change it promotes personality and developmental growth. Bibliotherapy[2].

Play therapy is a therapy for children undergoing hospitalization. When children are having some problems with health they are treated in a hospital, children will experience various unpleasant feelings, such as anger, fear, anxiety and pain.[3] By playing the game the child will be free from the tension and stress they experience because by playing the game, the child will be able to divert the pain in the game and relaxation through the fun of playing the game. Along with its growth and development, pre-schoolers are more active, creative and imaginative.[4] So, they can engage in puzzle games as one of the games that allows the children to freely hone their motor skills. Arranging puzzles can also be used as a healing game. Children can relieve their anxiety by arranging puzzles.[5]

2. Problem Statement

A comparative study to assess the knowledge regarding bibliotherapy v/s puzzle therapy among student nurses in selected college of nursing Lucknow Uttar Pradesh.

3. Objectives

1. To assess the knowledge regarding bibliotherapy among students nurses in selected college of nursing.
2. To assess the knowledge regarding puzzle therapy among student nurses in selected college of nursing.
3. To compare the knowledge regarding bibliotherapy and puzzle therapy among student nurses in selected college of nursing.
4. To find out the association between the knowledge regarding bibliotherapy and puzzle therapy among the student nurses with selected demographic variables.

Hypothesis

H1- there is a significant knowledge regarding bibliotherapy among the student nurses in selected college of nursing.
H2- there is a significant knowledge regarding puzzle therapy among the student nurses in selected college of nursing.

H3- there is a significant association between the knowledge regarding bibliotherapy and puzzle therapy among the student nurses in selected college of nursing

4. Methodology

Research approach: Quantitative comparative research approach.

Research design: Non experimental descriptive comparative research design.

Setting of the Study

Setting will be Maa Chandrika devi college of nursing and research centre bakshi ka talab, Sitapur road Lucknow, Bhalchandra institute of nursing Dubagga, Lucknow, Uttar Pradesh.

Variables

Research variables- knowledge regarding bibliotherapy and puzzle therapy among the student nurses.
Demographic variables- In this study, the demographic variables are, age of the student nurses, gender, religion, studying, area of living.

Population

Target population - it comprised of student nurses.
Accessible population - it comprised of student nurses studying in selected college of nursing, Lucknow Uttar Pradesh.
Sample - In present study sample will be student nurses, who full fill inclusion criteria.
Sample Size – 100 student nurses.
Sampling Technique - Simple random sampling

6. Result Findings

Section - 1

Inclusion Criteria

• Student nurses who are pursuing B.Sc nursing Program, Gnm, Post B.Sc nursing.
• Student nurses who are willing to participate in this study

Exclusion Criteria

• The student nurses who are not Available at the time of data collection

5. Method of Data Collection

Data collection was done within one week in selected hospitals, Kanpur Uttar Pradesh. 100 sample was collected who fulfilled the inclusion criteria of the study. Before data collection oral consent was taken from participants. Data was analyzed according to the objective of the study by descriptive and inferential statistics.

Development and Description of the Tool

Section-A Demographic questionnaire.

It contains of age of staff, gender, educational status, area of residence, clinical experience.

Section-B self structured knowledge questionnaire on bibliotherapy.

It comprises of 40 multiple choice question. 20 Questions for bibliotherapy and 20 Questions for puzzle therapy. And each of them had one correct answer and three distracters. Each correct answer was given score of '1'.

Table A: Frequency and Percentage wise distribution of the student nurses according to the demographic variables. N=100

S.No	Demographic variables		Frequency N	Percentage%
1.	Age (in years)	20-25	27	27.0%
		26-30	36	36.0%
		Above 30	37	37.0%
		Total	100	100.0%
2.	Gender	Female	49	49.0%
		Male	51	51.0%
		Total	100	100.0%
3.	Religion	Hindu	36	36.0%
		Muslim	36	36.0%
		Christian	28	28.0%
		Total	100	100.0%
4.	Course of studying	BSc Nursing	28	28.0%
		Post BSc Nursing	33	33.0%
		GNM	39	39.0%

		Total	100	100.0%
5.	Area of living	Rural	47	47.0%
		Urban	53	53.0%
		Total	100	100.0%

The above table shows that majority of the student nurses 37.0% [37%] were the Age above 30 Years and majority of student nurses 51[51.0%] were Gender male, Majority of student nurses were Religion 36 [36.0%] religion Hindu and Muslim, Majority of student nurses were Course of studying 39 [39.0%] were GNM and the majority of student nurses were 53 [53.0%] were living in urban area.

Table B: Table showing the knowledge regarding bibliotherapy among the student nurses. N=100

Bibliotherapy level of knowledge		
Knowledge	Frequency	Percentage
Adequate	46	46%
Moderate	54	54%
Total	100	100%
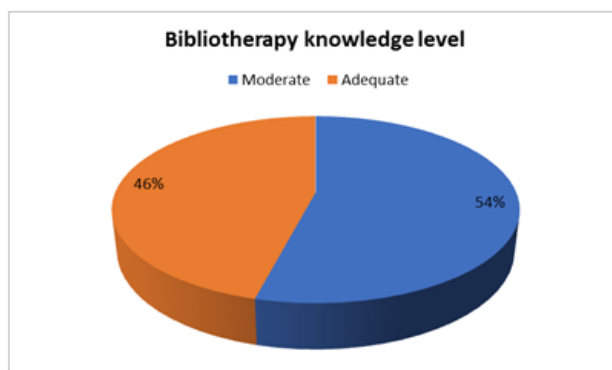
Figure 1: Pie diagram shows percentage wise distribution of the level of knowledge regarding selected bibliotherapy among the student nurses.

The above pie diagram shows that 46% of student nurses had adequate knowledge, 54 % of student nurses had knowledge regarding the bibliotherapy among student nurses.

Table C: Table showing the knowledge regarding puzzle therapy among the student nurses. N=100

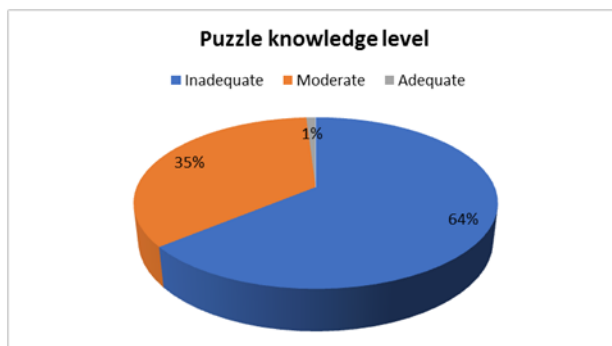| Puzzle therapy level of knowledge		
Knowledge	Frequency	Percentage
Adequate	1	1.0%
Moderate	35	35.0%
Poor	64	64.0%
Total	100	100%

Figure 2: Pie diagram shows percentage wise distribution of the level of knowledge regarding selected puzzle therapy among the student nurses.

The above pie diagram shows that 1.0% of student nurses had adequate knowledge, 35.0% of student nurses had moderate knowledge and 64% mothers of had poor knowledge regarding the puzzle therapy among student nurses.

Table D: Table showing mean, standard deviation, median and percentiles of the level of Knowledge regarding bibliotherapy and puzzle therapy among student nurses. N= 100

S.No	Level of Knowledge	Mean	SD	Median	Percentile 25	Percentile 75
	Bibliotherapy score	13.57	2.77	13.00	11.00	16.00
	Puzzle therapy score	5.82	1.97	6.00	5.00	7.00

The above table shows the mean of bibliotherapy were 13.57, SD 2.77, Median 13.00, and Applied paired t test were used for significance. T_value=22.65; df=99; p-value=<0.001; consider highly significant.

Table E: showing association between the knowledge regarding bibliotherapy with their selected demographic variables. N=100

S.No	Demographic variables		Bibliotherapy knowledge level				χ^2 value (df)	p-value
			Moderate		Adequate			
			N	%	N	%		
1.	Age (in years)	20-25	14	25.9%	13	28.3%	0.73 (2)	0.696 (NS)
		26-30	18	33.3%	18	39.1%		
		Above 30	22	40.7%	15	32.6%		
		Total	54	100.0%	46	100.0%		
2.	Gender	Female	28	51.9%	21	45.7%	0.38 (1)	0.537 (NS)
		Male	26	48.1%	25	54.3%		
		Total	54	100.0%	46	100.0%		
3.	Religion	Hindu	22	40.7%	14	30.4%	1.15 (2)	0.562 (NS)
		Muslim	18	33.3%	18	39.1%		
		Christian	14	25.9%	14	30.4%		
		Total	54	100.0%	46	100.0%		
4.	Course of studying	BSc Nursing	16	29.6%	12	26.1%	0.61 (2)	0.738 (NS)
		Post BSc Nursing	16	29.6%	17	37.0%		
		GNM	22	40.7%	17	37.0%		
		Total	54	100.0%	46	100.0%		
5.	Area of living	Rural	25	46.3%	22	47.8%	0.02 (1)	0.879 (NS)
		Urban	29	53.7%	24	52.2%		
		Total	54	100.0%	46	100.0%		

P-value is significant at <0.005. The above table shows that there is no significant association between the selected demographic variables such as age, gender, religion, Course of studying and area of living.

Table F: Showing association between the knowledge regarding bibliotherapy with their selected demographic variables. N=100

S.No	Demographic variables		Puzzle knowledge level						χ^2 value (df)	p-value
			Inadequate		Moderate		Adequate			
			N	%	N	%	N	%		
1.	Age (in years)	20-25	17	26.6%	9	25.7%	1	100.0%	3.89 (4)	0.421 Ns
		26-30	21	32.8%	15	42.9%	0	.0%		
		Above 30	26	40.6%	11	31.4%	0	.0%		
		Total	64	100.0%	35	100.0%	1	100.0%		
2.	Gender	Female	27	42.2%	22	62.9%	0	.0%	4.84 (2)	0.089 Ns
		Male	37	57.8%	13	37.1%	1	100.0%		
		Total	64	100.0%	35	100.0%	1	100.0%		
3.	Religion	Hindu	25	39.1%	10	28.6%	1	100.0%	4.07 (4)	0.397 Ns
		Muslim	24	37.5%	12	34.3%	0	.0%		
		Christian	15	23.4%	13	37.1%	0	.0%		
		Total	64	100.0%	35	100.0%	1	100.0%		
4.	Course of studying	BSc Nursing	19	29.7%	9	25.7%	0	.0%	2.36 (4)	0.670 Ns
		Post BSc Nursing	21	32.8%	11	31.4%	1	100.0%		

		GNM	24	37.5%	15	42.9%	0	.0%		
		Total	64	100.0%	35	100.0%	1	100.0%		
5.	Area of living	Rural	30	46.9%	16	45.7%	1	100.0%	1.15 (2)	0.562 Ns
		Urban	34	53.1%	19	54.3%	0	.0%		
		Total	64	100.0%	35	100.0%	1	100.0%		

P -value is significant at <0.005. The above table shows that there is no significant association between the selected demographic variables such as age, gender, religion, Course of studying and area of living.

7. Discussion

The study aimed to compare the knowledge regarding bibliotherapyv/s puzzle therapy among the student nurses. Majority of 54% student nurses have moderate knowledge and 46% student nurses have good knowledge regarding the bibliotherapy and majority of 64% have poor knowledge, 35% have moderate knowledge, 1% have adequate knowledge regarding puzzle therapy. The finding shows that student nurses have good knowledge compare to puzzle therapy. The finding of the study shows that mean value of bibliotherapy is 13.57, standard deviations value is 2.77 and median value 13.00 and puzzle therapy mean value is 5.82, standard deviation is 1.97 and median value is 6.00 and majority of student nurses have more knowledge regarding bibliotherapy v/s puzzle therapy. Hence the hypothesis H1, H2 has been accepted and H3 rejected.

8. Conclusion

The study aimed to compare the knowledge regarding bibliotherapy among student nurses of Maa Chandrika Devi College of nursing and research centre bakshi ka talab Sitapur road Lucknow, bhalchandra institute of nursing Dubagga, Lucknow. The data was collected and analyzed on the basis of objectives. It is concluded that the majority of student nurses have good knowledge as compare to puzzle therapy and association between knowledge regarding bibliotherapy and puzzle therapy regarding selected student nurses age of the student nurses, gender, religion, studying, area of living have no significant knowledge regarding bibliotherapy and puzzle therapy.(p<0.05).

9. Recommendation

The recommendation is made on the basis of present study are;

- The study can be done by using other methods of data collection assessment.
- The similar study can be done on large sample size.
- The study can be done in different setting.

References

[1] Campbell, M. M., & Knoetze, J. J. (2010). Repetitive symbolic play as a therapeutic process in child-centered play therapy. International Journal of Play Therapy, 19(4), 222-234. doi:10.1037/ A0021030

[2] Cochran, J. L., Cochran, N. H., Cholette, A., & Nordling, W. J. (2011). Limits and relationship in child-centered play therapy: Two case studies. International Journal of Play Therapy, 20(4), 236-251. doi:10.1037/a0025425.

[3] Rubin, Lawrence (2007). Using Superheroes in Counselling and Play Therapy. New York: Springer Publishing Company LLC. P. 230

[4] Rubin, Lawrence (2007). Using Superheroes in Counselling and Play Therapy. New York: Springer Publishing Company LLC. p. 230

[5] Aiex, N (1993, June). Bibliotherapy. Retrieved June 13, 2009, from Eric Clearinghouse on Reading, English, and Communication Digest #82 available on-Web site: http://library.unlv.edu/faculty/research/bibliotherapy/