Effectiveness Of Bibliotherapy on Self-Efficacy Among Orphanage Children

Dhaksinya Dharmarajan[1], G. Umadevi[2]

[1]Student -V M.sc Clinical Psychology, Annamalai University
[2]Assistant Professor, Annamalai University

ABSTRACT

The aim of this research was to analyse the Effectiveness of Bibliotherapy on Self-Efficacy among orphanage children. The experimental, pre-post-test with control group design was undertaken on 30 children at pollachi. There are 8 female and 7 male in experimental group and 6 female and 9 male in control group. The samples were selected by purposive sampling technique. Data were collected through Generalized Self-Efficacy Scale (GSES). The data collected were analysed by using t-test. Findings revealed that in pre-test, the students had low level if Self-Efficacy. Highly significant difference was found between pre and post-test Self-Efficacy level related to Bibliotherapy. No significant association was found between post-test Self-Efficacy and their demographic variables.

Keywords: Bibliotherapy, Self-Efficacy, orphanage children

INTRODUCTION
Bibliotherapy

Bibliotherapy refers to the use of reading materials for help in solving personal problems or for psychiatric therapy. Bibliotherapy is defined as a "program of selected activity involving reading materials which is planned, conducted, and guided by mental health professionals". The term "bibliotherapy" was coined by Samuel McChord Crothers in 1916, and by 1920 was listed in medical texts as a method to guide clients back to health. Bibliotherapy is a creative art therapy that involves storytelling or the reading of specific texts. It uses an individual's relationship to the content of books and poetry and other written words as therapy. Bibliotherapy is also referred to as book therapy, reading therapy, poetry therapy or therapeutic storytelling. Bibliotherapy is effective in promoting problem solving, increasing compassion, developing empathetic understanding and enhancing self-awareness. Bibliotherapy is inexpensive and easy to apply. Thus, it may be particularly useful for patients short on time, those with limited funds, or those whose mental health concerns are mild to moderate.

Types of Bibliotherapy
Creative Bibliotherapy

This method encourages individuals to find meaning and personal growth through exploring the stories and experiences of characters in literature. Let's face it – it's easy to put up resistance to advice and suggestions, especially when you're struggling with mental health issues. Consuming normal non-fiction with eye-numbing research and statistics can make some readers fall asleep from boredom. However, put the same problems before them in a narrative format and it can light the self-help fire. If

we follow a character through the hero's journey as they encounter the same trials and tribulations we face in our lives, we resonate on a primal level, and in so doing, learn how to overcome the challenges we face.

- Can read stories, poems and fiction in a group
- When we read about events, the brain imagines we are the ones experiencing those events
- Powerful to develop empathy and self-observation
- Undermines skepticism associated with normal self-help literature

Developmental Bibliotherapy

Children are like sponges, and reading has been shown to be one of the most important developmental activities they can undertake. Therefore, it's not surprising that bibliotherapy can also be effective on early learners. As well as providing likable characters that impart vital life lessons on how to overcome daily challenges and obstacles, literature provides the language needed for children to express themselves, including difficult thoughts and feelings. When the books are discussed with an adult, these techniques become even more powerful, fostering an open dialogue and teaching children that it's safe to vocalize such topics. As such, this type of bibliotherapy involves using literature to help children learn coping skills, understand and process difficult emotions, and develop a positive self-image.

- Children are very receptive to this intervention
- Reading has hugely positive developmental effects on the human brain
- Children can engage in an enjoyable activity, while learning to express themselves in a safe space

Prescriptive bibliotherapy

This approach uses literature to help individuals challenge and change their thought patterns and behaviours. This approach has the most research supporting its use in a clinical context, and is often employed by qualified therapists as an adjunct to traditional forms of treatment, such as cognitive-behavioural therapy. As such, it might sometimes be termed therapeutic bibliotherapy. Even since ancient Greece, humans have been obsessed with figuring out how to live a good life. And our approach to that question has become ever more scientific, with research-based psychology books emerging every year to challenge long-held assumptions about the human brain. The plethora of titles on every topic means that whether you're suffering from depression or simply want to develop your leadership skills, there's something for you. Additionally, if you prefer a more scientific approach to the topic of emotional regulation, then using non-fiction books to understand the theory behind your behaviour can be a valuable tool. Interestingly, according to research, the most important element of the treatment is the selection of the content rather than an individual's interactions with a therapist. Accordingly, the most important factors in its application seem to be the empirical
strength of the research presented in the literature, the reputation of the author, and a comparative review of other material on the subject.

- A plethora of books on every conceivable topic
- These non-fiction self-help titles are often supported by cutting-edge research
- This type of literature is extremely actionable

Aetiology of Bibliotherapy

Bibliotherapy is an ancient practice of reading for therapeutic effect. The existence of ancient inscriptions over libraries in Thebes and Alexandria – that when translated read 'healing place of the soul' – suggests that the idea of bibliotherapy goes back to ancient times. The word 'bibliotherapy' originates from the Greek words for book, 'biblion', and healing, 'therapy.' An American, Samuel Crothers, combined the Greek words in 1916 to describe bibliotherapy as a process in which literature was prescribed as medicine for a variety of ailments. In its early forms bibliotherapy was used in psychiatric hospitals to treat the mentally ill. By the end of the nineteenth century libraries had become established in many European and American psychiatric hospitals and towards the end of World War I libraries had also become established in many veterans' hospitals where bibliotherapy was administered to support an increase in demand to treat military veterans suffering emotional trauma.

From the mid-20th century there was a focus on reforming mental hospitals' institutional processes, which saw the treatment of mental health start to shift care from hospitals to the community. The process of mental health deinstitutionalisation was worldwide, including in the US, UK, Western Europe, North America, New Zealand and Australia, and transformed the way people with mental health concerns are supported. With the deinstitutionalisation of mental health care, bibliotherapy began to move away from the hospital environment and into a wide variety of therapeutic, educational and community settings. The use of self-help books, as traditional bibliotherapy in clinical settings, has iterated more recently into using fiction and poetry in community-based settings, facilitated by non-health practitioners. Creative bibliotherapy, sharing imaginative literature, has become a widely used means of promoting general wellbeing.

Creative bibliotherapy programs were first delivered in the United Kingdom (UK) in community settings in 1972 and were prominent in the UK by the end of the first decade of the twenty-first century. Creative bibliotherapy programs were first delivered in the United States in 1991 and Australia in 2010. Empirical research is beginning to develop a compelling narrative for the use of creative bibliotherapy within a community setting as a person-centred, collaborative group model, providing a foundation to respond to people's wellbeing needs. Creative bibliotherapy programs provide an accessible, and cost-effective way of filling a non-clinical wellbeing niche within community-based services and programs and strengthen relationships between practitioners within health care and community sectors.

Benefits of Bibliotherapy

Some benefits of reading therapy include:

- **Providing Insight and Perspective on Personal Issues**

To be human is to be a great skin-wrapped body of confusion. Conflicting thoughts and confusing emotions often reign and when we're trapped in our own heads, we lack the emotional distance to put our problems into perspective. Reading the stories and accounts of people on the page allows us to see our issues from a different angle, providing the insight we need to move forwards.

- **Reducing Loneliness and Fostering Connection**

When we suffer from psychological stress and angst, our brains have the habit of telling us that we're the only ones to ever feel this way. Negative emotions magnify and suddenly we feel that we're completely alone – in a cold, dank pit of despair. Becoming immersed in an imaginary plot or

consuming a self-help book shows us that we're not. Reading about such issues connects us to those characters, illuminating unique ways to overcome our challenges.

- **Encouraging Self-Awareness and Emotional Intelligence**

When reading, we're constantly and often subconsciously placing ourselves in the position of the characters. Their experiences in a way, become our own inasmuch as we reference them against our inner reality. Issues or accounts detailed on the page may well dovetail with our own experiences, even if we haven't previously recognized such emotional signals as areas for further exploration. This self-questioning elicits a newfound sense of mindfulness, making us more emotionally adept.

- **Promoting Coping Skills During Difficult Times**

Resilience is a vast and often overlooked factor in mental health. However, it can also be a vague and inaccessible term for those experiencing emotional difficulty, lacking the concrete steps needed to offer solutions. Fortunately, reading offers a new avenue to learn this vital life skill. By sharing the journeys of fictional and non-fictional characters, we begin to see how we can apply this mysterious art. For example, when I read Can't Hurt Me by David Goggins, I was at a particularly low point and it was only by reading how the author overcame similar demons that I had the determination to do the same.

- **Offering Story-Based Learning**

"Show, don't tell" is an oft-told journalistic aphorism and it means taking the reader on a journey with the words. Don't tell someone how bad something was – instead show them in vivid detail, by describing the circumstances and letting them decide for themselves. Stories fulfill our primal urge to hear campfire tales. They bypass our sensitive bullshit filter, which has developed in response to the marketing age of greed and misinformation. Reading boring facts and statistics send us to sleep immediately. Weave those facts between the lines of a compelling story, however, and we remain engaged throughout, retaining the necessary information for action.

- **Books are Constant Companions and Lifelong Teachers**

As much as we'd like our favourite people to remain constant throughout our lives, unfortunately, this isn't the case. In contrast, books are often our best friends and constant companions, or as Stephen King once said, "a uniquely portable kind of magic". They also provide unremitting access to the best of the human hive mind. So even if you grow up lacking access to adequate education or role models, learning to read provides a gateway into another world, and the ability to learn life lessons from the most revered authors to have picked up a pen.

- **Reducing Stress and Anxiety**

Book lovers will know the sensation of curling up in their favourite place and getting lost in a literary world. There's something uniquely relaxing about reading that we don't always experience with other forms of media, like television. This form of escapism has been shown to reduce stress and anxiety and when the reading materials are specifically selected to help you deal with such emotional issues, even better. The combination of reading as a form of relaxation with the consumption of actionable information is potentially life-altering.

- **Offering an Accessible Adjunct to Traditional Therapy**

Psychotherapy and counseling aren't cheap. Often these interventions are long-running and unblocking psychological obstacles might require multiple sessions. While undoubtedly effective, this comes at a cost. Bibliotherapy on the other hand, while more effective if used in combination with therapy, can also be utilized as a self-management method, acting as a starting point to encourage you to seek aid or increasing the time required between traditional face-to-face sessions.

Self-Efficacy

Self-Efficacy, a concept originally proposed by the psychologist Albert Bandura, refers to an individual's belief in their capacity to execute behaviour necessary to produce specific performance attainments.

Self-efficacy affects every area of human endeavour. By determining the beliefs, a person holds regarding their power to affect situations, self-efficacy strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to investment behaviours such as in health, education, and agriculture.

A strong sense of self-efficacy promotes human accomplishment and personal well-being. A person with high self-efficacy views challenges as things that are supposed to be mastered rather than threats to avoid. These people are able to recover from failure faster and are more likely to attribute failure to a lack of effort. They approach threatening situations with the belief that they can control them. These things have been linked to lower levels of stress and a lower vulnerability to depression.

In contrast, people with a low sense of self-efficacy view difficult tasks as personal threats and shy away from them. Difficult tasks lead them to look at the skills they lack rather than the ones they have. It is easy for them to lose faith in their own abilities after a failure Low self- efficacy can be linked to higher levels of stress and depression.

Factors affecting Self-Efficacy

Bandura identifies four factors affecting self-efficacy.

1. Experience, or "enactive attainment" - The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it. According to psychologist Erik Erikson: "Children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better, but what I call their accruing ego identity gains real strength only from wholehearted and consistent recognition of real accomplishment, that is, achievement that has meaning in their culture."

2. Modelling, or "vicarious learning experience" - Modelling is experienced as, "If they can do it, I can do it as well". When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modelling is particularly useful for people who are particularly unsure of themselves.

3. Social persuasion - Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it.

4. Physiological factors - In stressful situations, people commonly exhibit signs of distress: shakes, aches and pains, fatigue, fear, nausea, etc. Perceptions of these responses in oneself can markedly alter self-efficacy. Getting "butterflies in the stomach" before public speaking will be interpreted by someone with low self-efficacy as a sign of inability, thus decreasing self-efficacy further, where high self-efficacy would lead to interpreting such physiological signs as normal and unrelated to ability. It is one's belief in the implication of physiological response that alerts self-efficacy, rather than the physiological response itself.

RESEARCH DESIGN

The purpose of the present study was to evaluate the effectiveness of Bibliotherapy (BT) since this study employed experimental method using intervention, it is quantitative in nature. Therefore, the research design adopted for the present study was experimental research design with quantitative nature. Experimental, pre-post-test with control group research design is carried on through systematic procedures of scientific investigation.

INSTRUMENT USED

GENERALIZED SELF-EFFICACY SCALE (GSES) was originally developed by Matthias Jerusalem and Ralf Schwarzer in 1981 and has been used to analyse the general sense of perceived Self-Efficacy with the aim in mind to predict coping with daily hassles as well as adaptations after experiencing all kind of stressful life events.

Administration of the scale: The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. Time: It requires 4 minutes on average. Scoring Responses are made on a 4-point scale. Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40. The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

Reliability: Internal reliability for GSE= Cronbach's alphas between .76 and .90

Validity: The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

REVIEW OF LITERATURE
INTRODUCTION

Research is a process of exploration; it is an investigation for something new, which has remained hidden or unnoticed. In other words, it is a process of gathering, recording and analysing relevant data about the problem in a selected branch of human activity. The research need up to date information about what has been thought and done in their particular area from which he is intends to take up the problem of research. The development of research design and the determination of the size and scope of the problems depend to a great extent, on the care and intensity with which the researcher has examined the literature related topics for investigations. In short the survey of literature helps the researcher to find what is already known, what others have attempted to find out, what methods of attack have been promising and what problem remain to be solved. It furnishes indispensable suggestion about comparative data, good procedure, likely methods and tired techniques. It also prevents repetition of research. Thus, the search for related literature is one of the important steps in research process, It is

valuable guide for defining the problem, recognizing its significance, formulating hypothesis, suggesting appropriate research design, and source of data.

In this chapter an attempt has been made to bring together the existing empirical evidence of emotional intelligence and depression of respondents in various aspects

STUDIES

Research pertaining to the variables of the present study have been conducted in this past are presented here.

Studies related to Bibliotherapy

1.   Nurit Betzalel & Zipora Shechtman (2010) conducted a study on Bibliotherapy Treatment for Children With Adjustment Difficulties. A Comparison of Affective and Cognitive Bibliotherapy. This study compared outcomes following cognitive and affective bibliotherapy treatment with 79 children and adolescents in a residential home in Israel. Treatment children were compared to a control–no treatment group from the same home. Anxiety was measured through a self-report measure (Revised Children's Manifest Anxiety Scale; Reynolds & Richmond, 1985), and adjustment symptoms were measured with the Teacher's Report Form (Achenbach, 1991) completed by counselors in the residential home. Results indicate a reduction in social anxiety in both treatment groups compared with control. A reduction in adjustment symptoms was found only under affective bibliotherapy conditions. The study concludes that affective bibliotherapy is superior to cognitive bibliotherapy.

2.   Moulton, E., Heath, M. A., Prater, M. A., & Dyches, T. T. (2011). Conducted a study on Portrayals of Bullying in Children's Picture Books and Implications for Bibliotherapy. Bullying, a serious issue in today's schools, negatively impacts children. This article summarizes research and emphasizes the need for effective tools, such as bibliotherapy, to deter bullying. To assist professionals in selecting books for bibliotherapy, 38 bully-themed children's K-3 picture books ranked 1- 4 by The Horn Book Guide (HBG) from January 1, 2004 through January 1, 2010 were analyzed. Comparisons were made between the selected books' portrayals of bullying and aspects of bullying, and bully prevention described in research literature. Information was summarized, including the following details: (a) gender of bully and victim, (b) type of bullying, (c) location of bullying, (d) responses of bystanders and adults, and (e) resolution of bullying problems. Considering this descriptive information, professionals are advised to more selectively recommend books to fit the unique needs of students and encourage desired bullying resolution strategies.

3.   Elley, Sara (2014) conducted study on Examining the Use of Bibliotherapy in a Third Grade Classroom. This six-week biliotherapy study was developed to determine if using children's literature books to help students think about, understand, and work through social and emotional issues helped third grade students' develop more social and emotional skills (Sullivan & Strang, 2002). Data collection included pre- and post-surveys, interruption tally charts, pre-and post-sociograms, class meeting videos, student work, and a teacher-research journal. Findings revealed that students had a more accepting attitude of their classmates, had a significant decrease in interruptions, and had an overall growth in their social and emotional skills.

4. **Eva Imania Eliasa ,Sri Iswanti (2014)** conducted a study on Bibliotherapy with the Career Topic to Increase the Student's Career Motivation of Guidance and Counseling. This research was aimed to investigate the influence of bibliotherapy with the career topic on the increase of the student's career motivation of Guidance and Counseling. This research employed Classroom Action Research (CAR) based on research method by Kemmis and McTaggart model and conducted in one cycle. The data were collected by observation, interview, documentation and questionnaire. The data from observation and interview were analyzed in a descriptive qualitative way, while the data resulted from the questionnaires were analyzed quantitatively. The qualitative result showed that bibliotherapy within career topic leads the students to have the positive change of expression, gesture and self-confidence to become a counselor in the future. Quantitatively, bibliotherapy was effective to increase students' career motivation, which was measured by questionnaire test. The highest increase of the questionnaire test was revealed on career motivation aspect which means that the bibliotherapy treatment has succeeded in enhancing the knowledge and utility of the text book for counseling. Therefore, it can be concluded that the bibliotherapy within career topic could be developed to overcome the career problems, especially career motivation.

5. **Tessa E. Wimberley, Laurie B. Mintz & Hanna Suh (2016)** conducted study on Perfectionism and Mindfulness: Effectiveness of a Bibliotherapy Intervention. This study examined the effectiveness of a mindfulness-based bibliotherapy intervention to reduce perfectionism and associated distress. Sixty-three individuals were randomly assigned to the intervention or wait-list control group. The intervention group completed measures of perfectionism, perceived stress, affect, and mindfulness before receiving and reading the self-help book over the course of 6 weeks and then completing the measures again. They also completed the measures 6 weeks following the conclusion of the intervention. The wait-list control group completed the same measures 6 weeks apart. Compared to the wait-list control group, the intervention group made greater gains over time on measures of perfectionism and perceived stress. Both groups evidenced decreased negative affect. Among the intervention group, all gains were maintained at follow-up, along with additional decreases in negative affect. The intervention evidenced fidelity to its theoretical approach via increases in levels of mindfulness across time. Results have implications for future investigations of mindfulness-based self-help interventions and the treatment of perfectionism and associated distress via mindfulness approaches.

6. **Dawn DeVries & Susan Sunden (2019)** conducted a study on Bibliotherapy with children who have a sibling with a disability. Children who have a sibling with a disability face unique challenges and experiences throughout their lives. Because of the varied situations that are due to their sibling's condition, these children may face emotions they are not able to articulate or which may lead to confusion. Bibliotherapy is an intervention that has been shown to help children identify and express their feelings, as well as identify ways to cope with these feelings. This study provides support for these identified benefits of bibliotherapy, and further demonstrates the needs that these children have to interact with peers in similar situations and to be given opportunities to safely and openly express their feelings to caring adults.

7. **Glinda Rawls,Dynetta Clark shamika Hall (2020)** conducted a study on Bibliotherapy and Group Counseling with African-American College Students: A Case Study Approach.Many African Americans students face numerous challenges on today's college campuses. As such, non-traditional therapeutic interventions and group work have emerged in counseling literature to assist these students. This case study explored the use of bibliotherapy and group counseling as an innovative therapeutic intervention. The purpose of the study was to understand how African-American college students experienced this intervention and how it promoted a transformative experience. Students reported the intervention enhanced their intrapersonal intelligence through shared learning, introspective learning, and perspective-taking in relationships. Implications for group workers and college counselors were offered.

8. **Sarah R. Radtke, Ashley Muskett, Mary F. Coffman & Thomas H. Ollendick (2021)** conducted a study on Bibliotherapy for Specific Phobias of Dogs in Young Children: A Pilot Study. Bibliotherapy, particularly when supplemented with therapist contact, has emerged as an effective treatment for anxiety symptoms in children. However, its effectiveness in treating specific phobias in young children has been explored in only one study which targeted nighttime fears. The current study tested a novel bibliotherapy for fears of dogs in four to seven-year-old children. The therapy was conducted over four weeks and was supplemented with brief, weekly videoconference calls with a therapist. A non-concurrent multiple baseline design was used to evaluate the effectiveness of this treatment in a sample of seven children between four and seven years of age. Significant reductions in specific phobia diagnostic severity, parent and child fear ratings, and child avoidance during a behavioral approach task were all observed. Additionally, treatment adherence, retention, and satisfaction were all high. Future research is needed to replicate the findings in larger, more heterogeneous samples and to explore possible predictive variables; however, this study provides initial support for bibliotherapy as a non-intensive, first-line intervention for specific phobias in young children.

9. **Daneshwar Sharma (2021)** conducted a study on Using developmental bibliotherapy design to improve self-management skills of post-graduate students.Students come to schools and college to not only learn academic subjects but also gain personal effectiveness skills for life. During the developmental and transition phase of growing up, young students can face a lot of issues and problems related to the self and their surroundings. The participants of this research were post-graduate management students who suffered from a lack of self-management skills. A reading course/intervention based on Shrodes (1950) model of bibliotherapy was developed. Using developmental and didactic bibliotherapy based on CBT a short reading course was conducted with 138 students. Reflective writing and discussion activities were conducted along with group reading. The impact of the reading course/intervention was analyzed using descriptive research methods (paired sample t-test) and qualitative reading of the reflective writing. The intervention has been successful in bringing positive habit formation and attitude change in the students.

10. **María Martínez-Caballero, Ángeles Melero(2022)** conducted a study on Grief in children's story books. A systematic integrative review.To provide the nursing professional with information on story books aimed at children from 7 to 11 years of age as a tool to help them understand and cope with

grief. A systematic integrative review was conducted. A search was performed in the ISBN database of the Ministry of Culture and the University Libraries Network. Data extraction was performed by two coders using a protocol registered in PROSPERO. Fifty-six books met the inclusion criteria. Twenty-five percent of the deceased characters were grandparents and 30.4% died due to illness. The most frequent emotion was sadness, (43.3%) and the most repeated coping strategy was remembering the deceased person, (28.7%). The grieving process was depicted in 32.1% of the selected stories. The children's books reviewed support understanding and coping with grief. However, some limitations were detected, and therefore it is advisable to accompany the child while reading these books to discuss aspects that have not been addressed.

Studies related to Self-Efficacy

11.   S. Pavani and Agrawal (2015) conducted "a study of self -efficacy and academic achievement among college students" For this 60 students were taken from D.S.V.V. and S.M.N. Inter College (Hardwar). In which 20 students were high academic achievers, 20 were medium academic achievers and 20 were low academic achievers. General self-efficacy scale prepared by S. Sud, R. Schwarzer and M. Jerusalem was administered on the 3 groups. Analysis of variance was applied on all the 3 groups. A significant level of 0.01 was found among high and medium academes. Also a significant level of 0.01 was found among high and low academes. Results indicated that one who has high self-efficacy posses' high academic achievement.

12.   Khan, A., Fleva, E., et al (2015) Conducted a study on "Role of Self-Esteem and General Self-Efficacy in Teachers' Efficacy in Primary Schools". The data was collected from 200 teachers. Data was accomplished and administered by teachers' efficacy scale developed by Bandura. The results indicated significant relationship between teachers' efficacy and general self-efficacy and self-esteem. It was found that high teachers' efficacy was a reflection of high self-esteem and high general self- efficacy where as low self-esteem and low general self-efficacy led to low teachers efficacy and performance in the class. It was observed in the study, that self-esteem significantly influenced teachers' efficacy.

13.   Mishra and Shanwal (2014) conducted a study on Role of Family Environment in developing Self Efficacy of adolescents. In this study the data was collected from 130 adolescents with age ranging from 13-18 years. Results revealed a positive relationship between family environment and self-efficacy among adolescents.

14.   Janjbus, Chaudhary, et al (2014) conducted a study on Relationship between Employees' Self-efficacy Belief and Role Stress, 80 employees were selected for data collection. Employees' self-efficacy belief has been noted high. The levels of self- efficacy belief have been found higher among the males, unmarried, older and higher experienced employees as compared to their counterparts.

15.   Kumar, Talvar, et al (2013) conducted a study on Psychological distress, General Self-Efficacy and Psychosocial Adjustments among first year medical college in New Delhi, India. From 88 first year medical students the data was collected. For data collection Socio-demographic data, Goldberg's General Health Questionnaire Schwarzer's General Self-efficacy Scale and modified Pareek's Pre-adolescent Adjustment Scale were used. Results revealed that students had psychological distress which was

slightly higher in female students than their male counterparts. Student's Psychological distress was greater when both of their parents are doctors. The students were found to be maladjusted towards college and some students were found to be maladjusted with teachers. Adjustment towards peers was found to be good. Psychological distress prevalence among first year medical students was high.

16.   S. Ravikumar and T.K. Manimozhi (2011) conducted a study on Self-efficacy among the students of biological sciences. It is concluded that the medium of instruction, gender difference and the community do not affect the self efficacy among the biology students but certain educational institutional environment influenced positively.

17.   Elahi, Amraci, et al (2011) conducted a study was done on Relation between self- efficacy and academic achievement in high school students: In this study, 250 students in the academic year 2010/2011 were selected by means of cluster sampling. Data was accomplished and administered with self efficacy scale by pour Jafar Doust (2007) and for achievement score grade point average in classes was used. Results shows that self- efficacy is a considerable factor in academic achievement.

18.   B. Singh and R. Udainiya (2009) conducted a study on Self-Efficacy and Well-Being of Adolescents. In this study, 100 adolescents 9 50 girls and 50 boys from joint family and nuclear families were administrated the measures of self-efficacy and well-being. Data was accomplished and administered with general self-efficacy questionnaire Sherer (GSESH). Results disclosed a significant effect of type of family and gender on self-efficacy. The interaction between gender and type of family was also found to be significant. There was no significant effect of gender or family type on the measure of wellbeing.

19.   RL Zinta (2006) conducted a study on Performance among the High and Low Self- efficacious Students. The data were collected from 416 adolescence (208 rural and 208 urban age of 16.5 years) they were given problem solving task (anagram solution) to perform. The results revealed that the urban self efficacious students significantly outperformed rural self-efficacious students and the females of rural and urban backgrounds competed equally well with males in self efficacy.

20.   Rajesh Kumar and Roshan Lal (2006) conducted a study on The Role of Self Efficacy and Gender Difference among the Adolescents. In this study, a random sample of 200 students (100 boys & 100 girls) studying in I, II and III Year of under- graduation were selected from different colleges of Chandigarh. Self-efficacy scale by Jerusalem and Schwarzer General Mental Ability Test by Jalota was used for data collection. Significant gender differences were also found, where female scored higher than their male counterparts.

CONCLUSIONS

The study aimed to investigate the effectiveness of bibliotherapy on Self- Efficacy orphanage children. This study adopts the purposive sampling technique. The data was collected from 30 samples at Gandhi ashram, pollachi. A pre-post-test design is used. The instrument used was the standardized scale, Generalized Self-Efficacy Scale (GSES) and followed by implementation of bibliotherapy. After 15 days post-test was done. After the collection of the data, it was statistically analysed to find out the

results. The data collected were analysed with the help of statistical package of social science (SPSS) version-IBM SPSS 26,0. Correlation, t-test was used for the present study. The findings revealed that there was a significant difference between the pre-test and post-test of experimental and control group which means that the Bibliotherapy is effective on increasing Self-Efficacy.

REFERENCES

1. 1 .Bibliotherapy Treatment for Children With Adjustment Difficulties: A   Comparison of Affective and Cognitive Bibliotherapy.Betzalel & Shechtman - Journal of Creativity in Mental Health – 2010
2. Research Trends of the Journal of Bibliotherapy by the Korean Association of Bibliotherapy Kang - Korean Association Of Bibliotherapy – 2022
3. Clinical Applications Of Bibliotherapy Pardeck & Pardeck - Bibliotherapy – 2021
4. Bibliotherapy: A therapeutic medium for helping children. Nickerson - Psychotherapy: Theory, Research & Practice - 1975
5. Learning Our Lessons: A Proactive Approach to Bibliotherapy and Its Application to Children & Augustine
6. Reinventing the Modeling of Moral Values in Children: Bibliotherapy To The Rescue Dahunsi - International Journal of Research in Library Science - 2022
7. Development of a Bibliotherapy Module for Reducing meltdown Behavior (Temper Tantrum) in Autistic Children at SLB Kuncup Mas Banyumas Journal of Medical Science And clinical Research - 2022
8. Influences of Bibliotherapy with Picture Books on Self-Perception & Utterances of Young Children Kim & Kang - Korean Association Of Bibliotherapy – 2020
9. Separation And Divorce Pardeck & Pardeck - Bibliotherapy - 2021
10. Changing Role Models Pardeck & Pardeck - Bibliotherapy – 2021
11. Janjhua, Yasmin & Chaudhary, Rashmi & Chauhan, Mahima (2014). Relationship between Employees' Self-efficacy Belief and Role Stress: A Study. Journal of Psychology,2014
12. Kumar. Varun & Talwar, Richa & Raut, Deepak. (2014). Psychological distress, general self-efficacy and psychosocial adjustments among first year medical college students in New Delhi, India. South East Asia Journal of Public Health. 3. 10.3329/seajph.v312.20038
13. 13.Ravikumar, s & Manimozhi, T.K (2011). Self-efficacy among the students of biological sciences at Cuddalore district, TN, India. 4,68-71. 10.17485/jst/2011/v4i1/29934
14. Motlagh, S., Amrai, K., Yazdani, M., Abderahim, H., & Souri, H. (2011). The relationship between self-efficacy and academic achievement in high school students. Procedia - Social and Behavioral Sciences, 15. doi: 10.1016/j.sbspro.2011.03.180
15. Singh, B. & Udainiya, R.. (2009). Self-efficacy and well-being of adolescents. J Indian Acad Appl Psychol. 35, 227-232
16. Triantoro, Safaria. (2013). Effects of Self-Efficacy on Students Academic Performance. Journal of Educational, Health and Community Psychology, 2, 19-25.
17. Chandalia TA, & Desai M D (2017). A Study of Suicidal Tendency and Self-Efficacy with Reference to Family Income among Higher Secondary School Students International Journal of Indian Psychology, Volume 4, (4), DIP:18.01 004/20170404, DOI:10.25215/0404.004

18. Hwang, Machyang & Choi, Hee & Lee, Anna & Hee, bullet & Choi, Cheol & Culver, Jennifer D. & Hutchison, Brian, (2015). The Relationship Between Self-Efficacy and Academic Achievement: A 5-Year Panel Analysis. The Asia-Pacific Education Researcher: 24. 10.1007/s40299-015-0236-3

19. Peer Support and Exercise Adherence in Adolescents: The Chain-Mediated Effects of Self-Efficacy and Self-Regulation Zou et al. - Children – 2023.

20. Self-Efficacy, Physical Activity, and Aerobic Fitness in Middle School Children: Examination of a Pedometer Intervention Program Manley.