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BUILDING PSYCHOLOGICAL WELLBEING THROUGH STORY READING IN LITERATURE UNDERGRADUATES: AN INTERVENTION OUTCOME

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ABSTRACT

Psychological Wellbeing in students has recently have lot of attention, especially after the pandemic outburst. Positive psychological intervention was proved as helpful in promoting psychological wellbeing and it is also connected with the story reading intervention; stories which support positive indicators. This study showed the effect of story reading intervention on positive indicators of psychological wellbeing over time for a group of literature undergraduates (n=60). This included 8 stories provided to the intervention group only for comparison with control group. The result showed that story reading led to improvement in students' positive constructs over a period of eight weeks. The obtained results are discussed in the context of their implications for story reading intervention in higher educational institutions.

Keywords: *Psychological Wellbeing, Story Reading Intervention, hedonic happiness (enjoyment, pleasure), Eudaimonic (meaning, fulfillment) happiness, Resilience (coping, emotion regulation), and Academic Satisfaction (Self-efficacy and Achievements)*

INTRODUCTION

Field of positive psychology focuses on the science of positive Psychological Wellbeing states and has become an important area of research (Shoshani & Slone, 2017). The World Health Organization also states that health is a state of complete mental, social; and physical wellbeing. Absence of disease is nor reflect happiness and good Psychological Wellbeing. Thus, designing the intervention to prioritize psychological health can be as important as treating illness (Morrish et al., 2018). Prevention of mental problems can be viewed as a product of promoting Psychological Wellbeing. Research demonstrated that positive Psychological Wellbeing leads to better health as well as better social and economic outcomes (Kardas et al, 2019). Positive Psychological Wellbeing is associated with better social relationships, coping, income, satisfaction, physical health as well as reduced the risk of suicide and mental illness (Li & Xu, 2019). Finding positive psychology research on different types of interventions are imperative to psychological wellbeing. Story reading can be an effective approach for the promotion of psychological wellbeing in a school setting (Milaré et al., 2021). In the previous researches, storytelling is employed as a systematics technique which was used in higher education also specially with reference to literature students. Storytelling/story-reading/ Story acting based interventions have been found

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very effective to promote psychological health in young adults (Schickedanz & McGee, 2010). Its therapeutic approach has also been shown to lead to reduction of depression and anxiety. Evidence from the previous studies support the positive effect of story reading on psychological health, also highlighting that it can be used to build empathy, resilience, happiness, enjoyment, self-efficacy, self-confidence etc (Arslan et al., 2022). After Pandemic not all students are able to form the concept understanding at a level proficiency and for this concept understanding in the form of storytelling intervention strategies are necessary (Arslan et al., 2022). This intervention provides additional strategies and activities to boost the concept understanding skills in the area of comprehension and understanding for struggling students. It acts as a supplement to the mainstream program curriculum (Zuanetti el al., 2021). Positive Psychology literature has emphasized positive psychological interventions and training to promote positive wellbeing (Joshi el al., 2021). A systematic review of appropriate literature conducted to know the depth of the problem. For the same story reading intervention was selected where in all the stories are related to the positive psychology construct which promotes the psychological wellbeing with reference to Hedonic Happiness, Eudaimonic Happiness (Shinde, 2017), Resilience and Academic Satisfaction. Positive Psychology involves promotion of psychological wellbeing. In examining it distinguish by the hedonic and eudaimonic wellbeing (Delle Fave et al., 2011). The hedonic approach focuses on happiness and pleasure attainment. It promotes positive emotions rather than negative emotions (Nikolaev, 2018). The eudaimonic approach on the other hand, related to meaning and self-realization (Park & Ahn, 2022). Research has also shown that resilience is a key individual trait of the wellbeing of the person. Resilience refers to the ability of individuals to face and overcome adversity adaptively. It also refers to an array of resources that enable individuals to transform from challenges to opportunities (Ishak, Yusoff, & Madihie, 2020). Researchers show a positive relation between resilience and hedonic, eudaimonic wellbeing. It also promotes academic satisfaction as research shows a happy individual achieves more rewards in terms of achievement and self-efficacy (Joshi et al., 2021).

METHOD AND MEASURES

Participants included literature undergraduates attending an Educational Institution of Bhopal city. After announcing the study in two sections, 126 students initially volunteered to participate in intervention. Of these 66 were assigned to the control group, while 60 were in the intervention group that included the story reading. Participants were assigned to groups according to their willingness not by random selection. Both the groups completed pre and post-test before and after the intervention respectively.

Procedure and Intervention

This study was conducted using an experimental research design, including control and intervention groups (Joshi et al., 2021). An online survey including the study measures and demographic items was conducted. Before administering the survey, participants are provided with the orientation about the study and its objectives. All the participants were informed to give their consent form for the participation in the study. The study was conducted between February 4 to May 2, 2022, during the college time only. The duration of intervention was eight weeks. All the permission was taken by the educational institution (The Bhopal School of Social Sciences) in writing prior to orientation. Pre-test was conducted during the time of orientation of the study. Stories were selected by expert literature professor Dr. Shibani Basu of BSSS college. The stories were chosen based on positive psychology construct and reading ability. Participants were given total 8 different stories character with the theme of Hedonic Happiness, Eudaimonic Happiness, Resilience and Academic Satisfaction.

Table 1. Positive Psychology Based Storytelling Intervention Model

Module	Topic Covered	Time	Story Title
Hedonic Happiness (Hd)	Enjoyment	Week-1	Character- Dr Faustus enjoyment in " The Tragical History of Doctor Faustus"
	Pleasure	Week-2	Dr Faustus enjoys the material pleasures of life for 25 years
Eudaimonic Happiness (EH)	Meaning	Week-3	Marchbanks in Bernard Shaw'a play "Candida"
	Fulfillment	Week-4	As Candida aims in Shaw's play with the same name
Resilience(R)	Coping	Week-5	Hamlet coping with his anger in Shakespeare's anger
	Emotion Regulation	Week-6	Tess in Harry's novel "Tess of D'uberviles"
Academic Satisfaction (AS)	Self-Efficacy	Week-7	Candida in Shaw's play
	Achievement	Week-8	Professor in Shaw's "Pygmalion"

Participants were asked to write down what they had understood from the stories, and then report whether they had experienced such stories in their lives. Afterwards they were asked to practice the learning in their daily lives. This procedure was repeated for each week. At the end of the eighth week the post tests were conducted on both the groups to know the effect of story reading intervention on their psychological wellbeing in terms of Enjoyment, Pleasure, Meaning, Fulfillment, Coping, Emotion Regulation, Self-Efficacy and Achievement. To study the effect of story reading on the psychological wellbeing of literature undergraduates, this study surveyed a sample of undergraduates of higher education institutions regarding their appraisals of story reading. It provides an opportunity to examine individual differences within the individual (Kim et al., 2018). Providing Intervention to promote the psychological health of undergraduates is an essential step to understand their academic positive growth. Therefore, this study can help to fill the gap in the literature by providing a story reading based intervention program to literature undergraduate and empirically evaluating its effect. Because there is lack of research that examined the effects of story reading on literature undergraduates on psychological wellbeing, Hypothesis were generated based on the earlier similar evidence

- Story reading has a positive effect on Hedonic happiness in terms of Enjoyment and Pleasure of literature undergraduates.
- Story reading has a positive effect on Eudaimonic Happiness in terms of Meaning and Fulfillment of literature undergraduates.
- Story reading has a positive effect on Resilience in terms of Coping and emotional regulations of literature undergraduates.
- Story reading has a positive effect on Academic Satisfaction in terms of self-efficacy and achievements of literature undergraduates.

CONCEPTUAL FRAMEWORK

The process of evaluation of results of the partial least squares structural equation modelling (PLS-SEM) involves two steps. In step 1, the examination of reflective and formative measurement models is conducted. This is a necessary part of the evaluation because it provides support for the measurement quality. When quality is confirmed, the structural model evaluation is conducted in step 2. While in step 1, the measurement theory is examined, step 2 covers the structural theory that involves testing the proposed hypotheses and that addresses the relationships among the latent variables. Our model contains only reflective measures (Jr, L. M. Matthews, R. L. Matthews, & Sarstedt, 2017). Pandemic effects on learners' psychology,

sudden change of learning process from face-to-face learning to digital learning have a huge impact on learners' psychology, they are less connected with the teachers as well as peers, a big false of this switching is their thinking is more narrow or convergent. For the same positive psychology-based Storytelling interventions were provided with their normal classes. Keeping all these parameters, the proposed framework has been conceptualized (Figure 1).
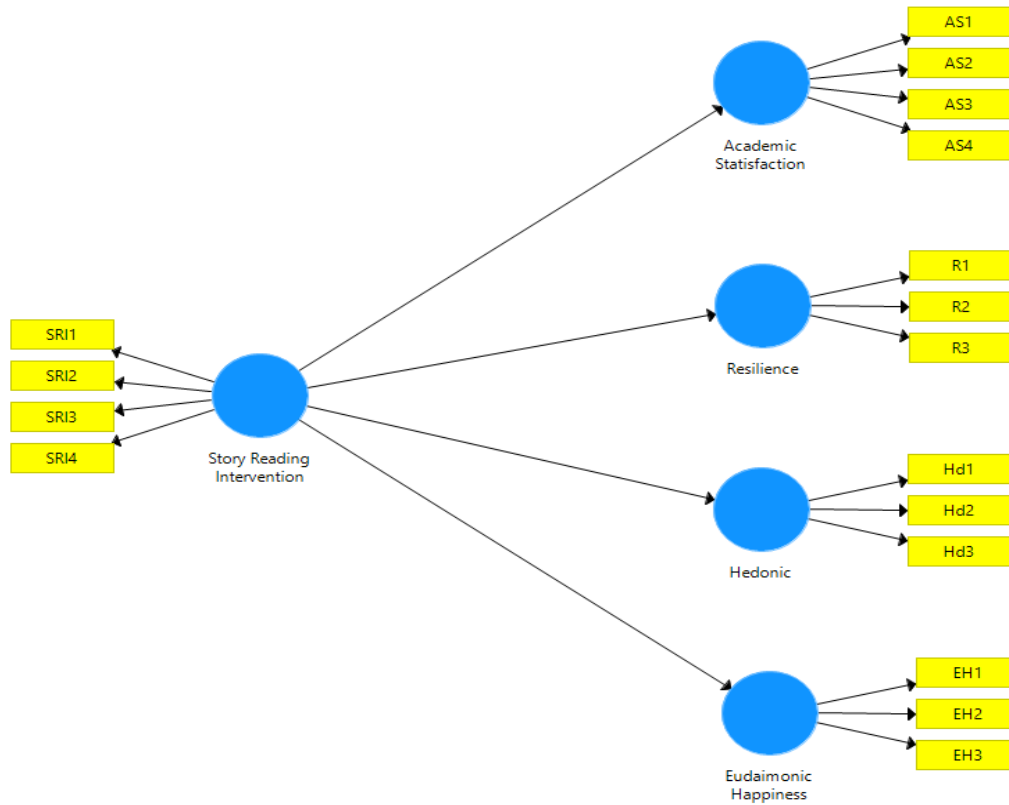

Figure 1: Conceptual Framework

The research model for this study is depicted in figure 1. Positive Psychology based story reading Intervention is considered as the independent variable. Hedonic, Eudaimonic Happiness, Resilience and Academic Satisfaction were considered as dependent variables (Arslan et al., 2022).

Pilot studies were conducted over the sample of 30 to check the reliability and validity of self-reported questionnaire following are the values {Data analysis was done with the help of SEM Software (Structural equation Model) via online} (Khan T et al., 2021)

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Academic Satisfaction	0.9	0.90	0.93	0.76
Eudaimonic Happiness	0.94	0.94	0.96	0.89
Hedonic	0.81	0.84	0.88	0.72
Resilience	0.86	0.89	0.91	0.79
Story Reading Intervention	0.95	0.95	0.97	0.88

At this stage, we start by examining the indicator loadings. Loadings above 0.70 indicate that the construct explains more than 50% of the indicator's variance, demonstrating that the indicator exhibits a satisfactory degree of reliability. The constructs' internal consistency reliability was assessed. For the composite reliability criterion, higher values indicate higher levels of reliability. Results between 0.70 and 0.95 represent "satisfactory to good" reliability levels. Cronbach's alpha measures internal consistency reliability that assumes the same thresholds. Results between 0.70 and 0.95 represent "satisfactory to good" reliability levels. Convergent validity was calculated, which is the extent to which a construct converges in its indicators by explaining the items' variance. Convergent validity is assessed by the average variance extracted (AVE) across all items associated with a particular construct and is also referred to as communality. An acceptable threshold for the AVE is 0.50 or higher. This level or higher indicates that, on average, the construct explains (more than) 50% of the variance of its items. The last step in reflective measurement is to assess discriminant validity. This analysis reveals to which extent a construct is empirically distinct from other constructs both in terms of how much it correlates with other constructs and how distinctly the indicators represent only this single construct.

Table 3. Discriminant Validity – Fornell-Larcker CriterionDiscriminant validity assessment in PLS-SEM involves analyzing Henseler et al. (2015) heterotrait–monotrait ratio (HTMT) of correlations.

	Academic Satisfaction	Eudaimonic Happiness	Hedonic	Resilience	Story Reading Intervention
Academic Satisfaction	0.877				
Eudaimonic Happiness	0.712	0.948			
Hedonic	0.704	0.685	0.854		
Resilience	0.514	0.622	0.782	0.889	
Story Reading Intervention	0.768	0.801	0.743	0.617	0.943

Table 4. Outer Loadings

	Academic Satisfaction	Eudaimonic Happiness	Hedonic	Resilience	Story Reading Intervention
AS1	0.86				
AS2	0.888				
AS3	0.85				
AS4	0.908				
EH1		0.942			
EH2		0.948			
EH3		0.954			
Hd1			0.486		
Hd2			0.881		
Hd3			0.889		
R1				0.918	
R2				0.92	
R3				0.824	
SRI1					0.941
SRI2					0.954
SRI3					0.928
SRI4					0.948

Table 5. Model_Fit – Fit Summary

	Saturated Model	Estimated Model
SRMR	0.064	0.099
d_ULS	0.627	1.492
d_G	0.693	0.876
Chi-Square	345.02	403.54
NFI	0.806	0.773

Structural Equation Measurement

The data for research were collected through a survey in Google Forms. As the nature of the study was experimental, the data was collected before and after the intervention of ten weeks. Next the data were screened, there were no missing frequency since it was guaranteed by the structure of the survey. The sample size of 60 is sufficient for the experimental study and also for the PLS path Model estimation (Bretones, Jain, Leka, & García-López, 2020). After the pilot test of structure, researcher found that all the items constructed were appropriate and have above value than the threshold values and were showed strong connection with the latent construct, so all the items were taken for final data collection and analysis. The numbers on the path relationships represent the standardized regression coefficients, while the numbers displayed in the circles of the constructs represent the R^2 values.
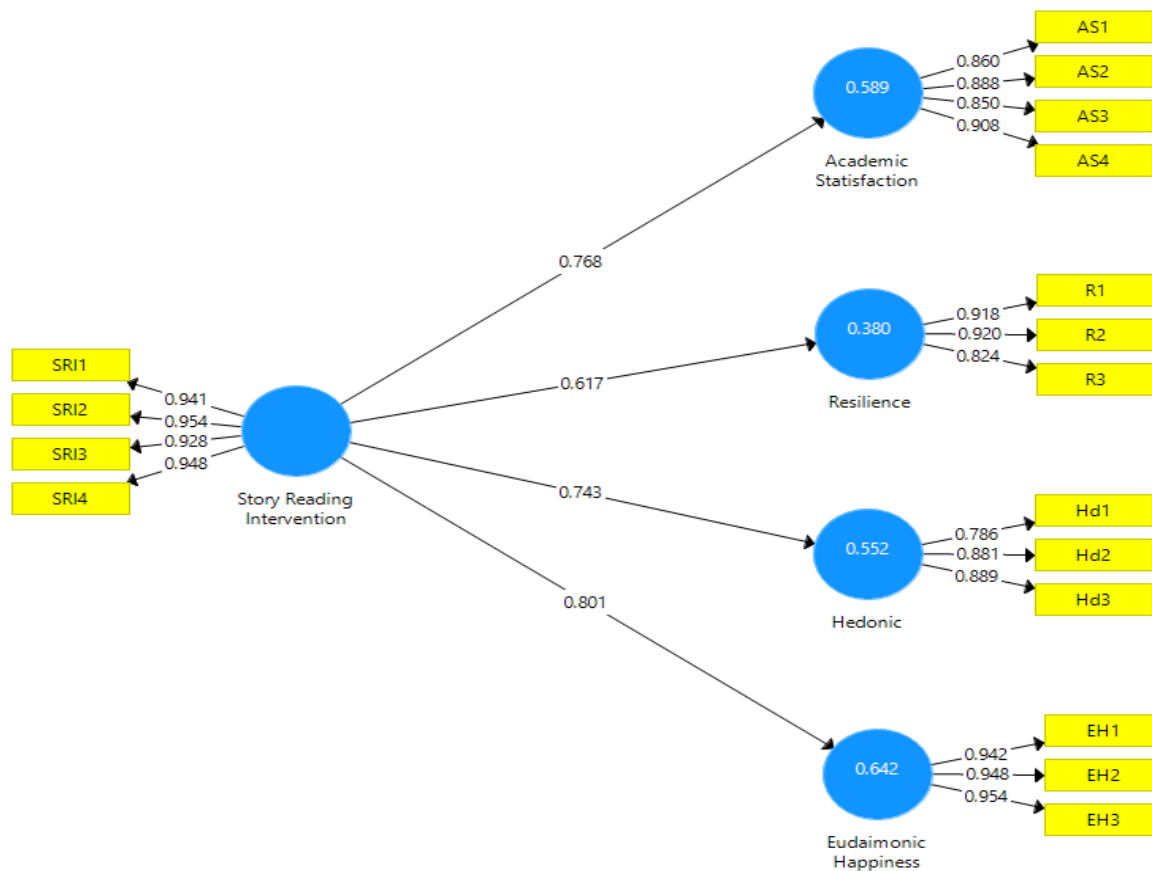
Figure 2. Regression Values

Table 6. Path coefficient of the structural model and significance testing results of Control Group (Pre-Test Scores) – Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Story Reading Intervention -> Academic Satisfaction	-0.19	-0.15	0.17	1.12	**0.26**
Story Reading Intervention ->Eudaimonic Happiness	-012	-0.11	0.16	0.76	**0.45**
Story Reading Intervention -> Hedonic	0.57	0.60	0.21	2.78	0.01
Story Reading Intervention -> Resilience	0.03	0.10	0.41	0.08	**0.60**

Table 7. Path coefficient of the structural model and significance testing results of Intervention Group (Pre-Test Scores) – Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Story Reading Intervention -> Academic Satisfaction	0.00	0.01	0.16	0.00	**1.00**
Story Reading Intervention ->Eudaimonic Happiness	0.07	0.16	0.23	0.3.	**0.76**
Story Reading Intervention -> Hedonic	0.68	0.70	0.09	7.42	0.00
Story Reading Intervention -> Resilience	0.19	0.31	0.35	0.49	**0.60**

Table 8. Path coefficient of the structural model and significance testing results of Control Group (Post-Test Scores) – Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Story Reading Intervention -> Academic Satisfaction	0.53	0.45	0.41	1.31	**0.19**
Story Reading Intervention ->Eudaimonic Happiness	0.48	0.48	0.30	1.62	**0.11**
Story Reading Intervention -> Hedonic	0.37	0.36	0.15	2.44	0.01
Story Reading Intervention -> Resilience	0.19	0.31	0.36	0.52	**0.60**

Table 9. Path coefficient of the structural model and significance testing results of Intervention Group (Post-Test Scores) – Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Story Reading Intervention -> Academic Statisfaction	0.76	0.77	0.06	12.66	0.00
Story Reading Intervention ->Edaimonic Happiness	0.80	0.80	0.05	15.09	0.00
Story Reading Intervention -> Hedonic	0.74	0.74	0.05	12.62	0.00
Story Reading Intervention -> Resilience	0.61	0.62	0.09	6.19	0.00

Results reveals that Story Reading Intervention was affected on undergraduates' psychological health. Hypothesis "Story reading has a positive effect on Academic Satisfaction in terms of self-efficacy and achievements of literature undergraduates" is true. On comparison of Pre-test score (t-value 0.00 with P-Value 1.00) and Post-test scores (t-value 12.66 with P-Value 0.000) showed that intervention affected students' psychological health. With the Story Reading Interventions students were able to developed Academic Satisfaction in terms of self-efficacy and achievements. Hypothesis "Story reading has a positive effect on Hedonic Happiness in terms of Enjoyment

and Pleasure of literature undergraduates" is false. On comparison of Pre-test score (t-value 7.428 with P-Value 0.00) and Post-test scores (t-value 12.62 with P-Value 0.000) showed that intervention does not have major affected students' psychological health. Hypothesis "Story reading has a positive effect on Eudaimonic Happiness in terms of Meaning and Fulfillment of literature undergraduates" is true. On comparison of Pre-test score (t-value 0.3 with P-Value 0.76) and Post-test scores (t-value 15.09 with P-Value 0.000) showed that intervention affected students' psychological health. With the Story Reading Interventions students were able to developed Eudaimonic Happiness in terms of Meaning and Fulfillment. Hypothesis "Story reading has a positive effect on Resilience in terms of Coping and emotional regulations of literature undergraduates." is true. On comparison of Pre-test score (t-value 0.49 with P-Value 0.60) and Post-test scores (t-value 6.199 with P-Value 0.000) showed that intervention affected students' psychological health. With the Story Reading Interventions students were able to developed Resilience in terms of Coping and emotional regulations.

DISCUSSION

Prevalence of psychological wellbeing issue among young people is extremely high worldwide. Maximum number of young students experience anxiety and depression in their academic time. However the studies show that the benefit of story reading is helping in promoting psychological wellbeing (Jiang, 2020). Although there are studies emphasizing the importance of positive psychology constructs for the wellbeing among school students very have focused on undergraduate's level. This study may present one of the first attempts to promote psychological wellbeing of literature undergraduates with the help of story reading intervention. It benefits for cultivating positive indicators of psychological wellbeing and decrease negative indicators (Chodkiewicz & Boyle, 2017). Results of the study indicated a significant effect of the story reading intervention for psychological wellbeing in terms of Enjoyment, Pleasures, Meaning, Fulfillment, Coping, Emotional Regulation, self-efficacy and achievements (Costa et al., 2019). We therefore conclude that the story reading intervention can be an important resource to promote psychological wellbeing. It was also concluded that everyone who is reading stories will not become more positive, but we can conclude that those who participated in story

reading will become more better psychologically (Cruz de Quirós et al., 2012). There story reading intervention may lead psychological wellbeing. The findings are consistent with previous studies showing the positive effects of story reading intervention on psychological wellbeing. Researches evident that by utilizing therapeutic reading, participants displayed more positive behavior. Research finding revealed a significant effect of the intervention for depression and anxiety and negative emotions (Khan & Thomas, 2022). This study shows that story reading intervention showed moderate to large beneficial changes in psychological wellbeing in terms of enjoyment, pleasure, meaning, fulfillment, coping, emotional regulation, self-efficacy and achievements (D'Errico et al., 2018). Result shows that story reading intervention has negative impact on negative emotions. Researches evidence proved that the therapeutic approaches have various benefits to participants from reducing loneliness, isolation and depressive symptoms. This suggests that story reading is promoting and useful therapeutic approach to solve psychological wellbeing.

FUTURE IMPLEMENTATION

On the bases of previous researches our findings offer empirical supports for the benefits of story reading for promoting psychological wellbeing. Results are also important for the practice psychological wellbeing for undergraduates. In higher educational institutions, we recommend that teachers acknowledge their students for their strengths through story reading. Parents and Peers should also encourage for the same, which may ultimately allow them to build new skills for coping from psychological wellbeing problems. This study focused on several strong points: It was an experimental study having control and intervention group, allowing isolation of the difference in dependent variables (i.e. psychological wellbeing) attributable to the story reading intervention (Seligman et al., 2009). Without the control group, it could be difficult to examine the effect of story reading intervention on psychological wellbeingin terms of hedonic happiness (enjoyment, pleasure), eudaimonic (meaning, fulfilment) happiness, resilience (coping, emotion regulation) and academic satisfaction (Self-efficacy and Achievements) It is a longitudinal impact story reading on psychological wellbeing included multiple positive indicators like in terms of hedonic happiness (enjoyment, pleasure), eudaimonic (meaning, fulfillment) happiness, resilience

(coping, emotion regulation) and academic satisfaction (Self-efficacy and Achievements) Examined the impact of story reading on those psychological wellbeing indicators simultaneously, which has rarely been done in the academic literature (Beri & Dorji, 2021).

LIMITATIONS

Sample was relatively small and included only literature undergraduates of BSSS, as this sample barely representative of all undergraduates. We did not take all the positive and negative constructs like optimism, hope, stress, fear etc into the study. In conclusion the results of this study suggest that story reading is an effective approach for improving positive emotions among undergraduates. The findings also point to need to study the experience of undergraduates in different states of psychological wellbeing by using story reading intervention. These finding can be useful to develop and support the psychological wellbeing and preventing from negative emotions in the long term.

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