



---

## **Bibliotherapy Storybook Construction: A Creative Interpretation Based on Children’s Goals, Wants, and Hindrances**

---

**Chelzea C. Tobias**

De La Salle Santiago Zobel-Vermosa

**Eliana Daniele C. Dela Rosa**

De La Salle Santiago Zobel-Vermosa

**Alexandrea Joshua A. Hembrador**

De La Salle Santiago Zobel-Vermosa

**Zirene Paz D. Umali**

De La Salle Santiago Zobel-Vermosa

**Mary Joy Jing Jing D. Gan**

De La Salle Santiago Zobel-Vermosa

**Pablo Santino B. So**

De La Salle Santiago Zobel-Vermosa

**Marlon P. Fernandez**

De La Salle Santiago Zobel-Vermosa

---

**ABSTRACT:** The difficulty to continue education in the Philippines, especially in the case of children, more often than not results from lack of motivation amid poverty. This problem brought the reason for this study – to create a way to spark motivation to continue education through a bibliotherapy storybook. Data were collected among twelve respondents, ages 6-12, through questionnaires describing their goals, wants, and hindrances, using coloring materials. Through thematic analysis, results show that most of the respondents were inclined to choose social service occupations that will help provide housing for their family. However, a considerable number of them expressed fear of not being able to finish school. The results were utilized to undertake a creative interpretation, completing the production process from narrative components to digital artwork. The created bibliotherapy storybook, *Ang Paligsahan ng Hari sa Kastilyo*, was then validated by eight experts and received an exemplary rating as a qualified material for bibliotherapy. This study successfully provided a method on how to construct a bibliotherapy storybook from one’s perspective. Hence, further studies may be conducted to test the created bibliotherapy for its motivational effects from the user’s perspective.

**KEYWORDS:** bibliotherapy; children; creative interpretation; educational motivation; storybook construction

## INTRODUCTION

Poverty is a frequent and unavoidable situation that several individuals have been subjected to. It is seen as a hindrance towards gaining upward mobility and is very much evident in developing countries such as the Philippines (Tuason, 2011). As proven by a study that sampled 200 low-income Filipinos, the situation commonly brings about emotions of hopelessness and disappointment among the victims regarding their overall condition and is in connection with motivation and academic achievement. Furthermore, motivation carries functions in relation to the learning process and achievement of students. A study concluded that motivation and self-concept is important factors in academic achievement (Sikhwari, 2017).

Children are easily influenced by what they see, hear or read around them (Horst & Houston-Price, 2015). With this in mind, the researchers aim to introduce a catalyst that would bring about positive effects on a student's educational motivation. Before children are able to read for themselves, books have constantly influenced the growth of a child. Constructing storybooks to give solutions to impending problems derived from the situations of the respondents, the researchers defined bibliotherapy storybooks to hold great potential in becoming a source of positive influence towards educational motivation.

Over the years, literature is frequently consulted to solve different conflicts that revolve around children. A study conducted by Pulimeno, Piscitelli, and Colazzo (2019) employed children's literature (specifically myths, fables, and fairytales) to promote students' holistic development and wellbeing. In another study, Stouse, Nyhout and Ganea (2018) found that literature, specifically picture books, enriches child learning and helps them transfer information from a fictional to real world setting. A 'problem-solution transfer' sequentially occurs as children are able to develop symbolic reasoning that enables them to transfer problem solutions from fiction to reality.

When hearing life through other perspectives, in this case, a story, children are able to reflect and analyze their own lives and may even see it from a new point of view (Mello, 2001). Constructing storybooks carry the potential to manifest these results as the researchers and/or creators of the book gain control of its overall concept. This is a process that involves introducing books that contain characters with similar backgrounds to the audience, which results in the presentation of both ideas and solutions in regard to their personal struggles. This is otherwise known as bibliotherapy. Imploring a similar concept to that of the said process, the construction of the proposed storybooks would be inspired by the situation and stories of their supposed audience (Mello, 2001).

Several researchers and authors have already proven and presented the positive effects that storybooks bring about within children. According to Green (2004), students may be intimidated by abstract concepts, leading them to doubt their ability to master or understand the material. As a solution, stories provide a non-threatening way for students to understand the context. Similarly, Arizps and Styles (2015) evaluate children's responses to visual text to measure perception. Apart from academic needs, storybooks can also tackle other issues. As stated by Bowman (2013), engaging with books can bring a positive impact on a child's social skills, as it has been proven that reading illustrated storybooks can be considered a form of therapeutic practice (as cited in Hanney et al., 2002). Storybooks have constantly been used as a trigger for potential solutions. Regardless, this poses the question: 'What specific type of storybook should be produced to effectively answer certain issues?' For this reason, the research introduces the concept of constructing bibliotherapy storybooks that are based on personal stories or experiences; specifically, the personal goals and the hindrances seen, of the directed audience. This concept is seen to possess the potential of invoking increased educational motivation within the readers. If the aims and challenges are used in the creation of the storybooks and all the other stories that accompany them, then the goals of the arts show their therapeutic influence.

In the article, "The High-Tech Jobs of Tomorrow Depend on Children's Books Today," Barker (2019) stated that knowledge on particular jobs or technologies are not the most valuable skills children can gain from school, but rather, these are skills associated with creative problem-solving and curiosity gained and developed through engagement with imaginative storybooks. This section presents an overview of the related literature to define and characterize the bibliotherapy storybook construction.

### **Storybook Construction**

A study conducted by Utomo (2018) aimed to produce an illustrated storybook with the purpose of improving a student's reading and learning motivation. The research took into consideration four aspects: diction, language, story, and color combination. It was mentioned that a student's learning enthusiasm was rooted in the said aspects. Accordingly, each was adjusted to cater to the characteristics of the targeted audience. To account for the above elements, data were gathered through questionnaires. The actual construction of the said storybooks was in line with the following steps: (1) formulation of story ideas and characters, (2) sketch making, (3) sketch inking, (4) coloring, and (5) lettering. The final output and used process were validated by teachers, experts, and the findings of the conducted field tryouts. Results presented improvement

regarding reading skills and learning motivation and the proponents concluded that the created storybook was able to successfully address the problem.

In another research, Rees (2017) provided insight into the type and organization of a story book's content. It was stated that a storybook must grant a child a sense of understanding, encouragement, and security, executed in a way that is both positive and unthreatening, thereby introducing a 'new approach' which follows the structure of 'present - past - present - future.' Beginning with the present is said to be a light introduction that establishes the conflict. It is followed by the past, kept honest but short, leading to a child's acknowledgment of his own situation, then ending with the future inviting both hope and encouragement for better possibilities.

### ***Children's Aspirations & Hindrances***

A child has the right to be heard in matters concerning oneself (Kyronlampi-Kylmanen & Maatta, 2010). Children are often looked upon by society as a 'person in need,' thus if their opinions are limited by finances and left unattended by adults, children will remain marginalized. To extract empirical information, the study utilizes and expounds on the aspects of gathering data with the use of constructed questionnaires. Questionnaires are a useful medium to utilize when gathering suggestions, evaluation, and ideas. This was proven in a study conducted by Read and MacFarlane (2006), where questionnaires were employed to allow children to contribute their ideas for a future or partially completed project design.

According to Rees (2017), a storybook should be appropriate for a school-age child, roughly five to ten years old. Storybooks may be read multiple times by a child, but it is only when they experience schooling will they fully grasp its context. A child will be able to accept the present and strive for a better future when they gain a clear understanding of their own background and identity as well as their aspirations and hindrances.

In summary, the process of constructing a storybook involves age appropriation, social context, and content specifications which altogether need to be expounded and validated for use. A basic foundation regarding construction was gathered; however, what the selected sources fail to expound on was the construction of bibliotherapy storybooks, specifically literature, for the purpose of healing. In addition, other research gave emphasis on the value of a child's input when targeting issues that involved them, however, these issues were not specified. For the present study, the primary issue was centered on educational motivation. Relatively, to facilitate the understanding of children in the study, ethical interaction and age appropriation within the questionnaires and final outputs respectively were considered.

## ***Writing the Story***

In a study conducted by Marshall (2012), a book entitled, “We are all Alike... We Are All Different” (Cheltenham Elementary School Kindergartners, 1991) was highlighted because of its contribution towards opening discussions on varying child appearances and because it was authored by kindergartners. In reference to this, Marshall (2012) further stated that children’s books carry the potential of igniting the feelings and emotions of a child regarding personal experiences. With regard to the concept of bibliotherapy, children form a connection with characters that they observed to be similar to them. Accordingly, the best way to gather data on what must be tackled for storybook construction is from the child itself. Gaining data directly from a child will not only provide factual situations but also authentic thoughts and feelings.

According to Guillemin and Gillam (2004), when children are used as research subjects or respondents, each phase that requires them would have to be ethically preceded by the researchers. This would include the method of extracting data and the output that the children are meant to interact with. To expound, all aspects of the final output, visuals, narrative, and characters, must be made age-appropriate to be effective (Utomo, 2018). Moreover, data gathering instruments would have to be deployed to gauge these limitations; ultimately leading back to communications and data collection instruments to be done within an ethical manner.

## ***Consulting experts for finalization and validation***

Validation is a process to determine whether an output created caters to its intended users. It establishes that the said output has met its own designated objectives and conforms with the needs of the user (Krüger, 2020). Within studies of research and development, validation is said to be the driving force that allows objectives and industrial requirements to be met. It carries primary importance because it directly affects a certain product’s performance and overall effectiveness (Maropoulos & Ceglarek, 2010). As such, validation is a necessary step within the process of constructing new products.

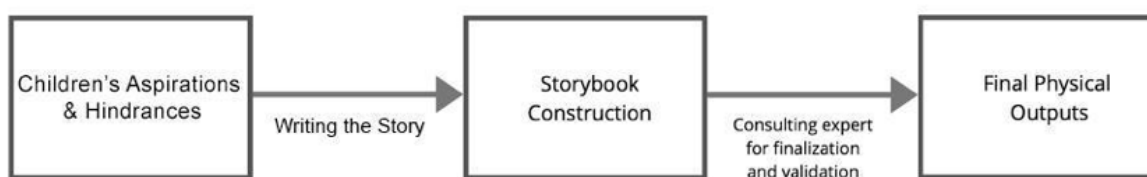
In a study conducted by Dijkstra et al. (2012), the researchers communicated with a group of experts to provide feedback and guidelines regarding a design on programs of assessment. They mentioned that given the background of the approached experts, it was to be expected that gathered data from them would be both valuable and factual. The validation process is usually employed during the digital design phases of a project. Revisions and other adjustments are made to ensure that the product fulfills its intended purpose (Maropoulos & Ceglarek, 2010). The present study corresponds to a similar goal to what was previously mentioned. A bibliotherapy storybook is constructed with a certain

aim and intended for a specific user. With guidance from experts of related fields, said books will be processed and finalized before the production of physical copies.

As a synthesis, the gathered literature presented wide considerations in designing storybooks for children which include age appropriation for scenes and settings of the story, the use of language, and characterization that leads to the validation of the created material. However, in the initial review of this study, the researchers found out that no study has been conducted on how storybooks for bibliotherapy are designed and constructed, which proves that this study may become relevant even in the remote future—a reason why this study needs to be conducted. Hence, the purpose of this study is to construct a validated bibliotherapy storybook based on children’s aspirations and hindrances. Figure 1 below shows the model adopted in the process of creating and validating the researchers’ storybook.

**Figure 1**

*Framework on the Creation and Validation of a Bibliotherapy Storybook*



In the creation of bibliotherapy storybooks, storybook construction will ultimately adhere to the gathered aspirations and hindrances of the children of Pasig in writing the story up to the construction and validation stage. It sought to answer the following research questions:

1. What are the aspirations and hindrances of the children of Pasig City?
2. Based on the aspirations and hindrances of the children, how are the bibliotherapy storybooks constructed by the artist-researchers?
3. Based on experts, what qualifies the created storybooks as bibliotherapy materials?

This study delimits the construction and validation of the bibliotherapy storybook for children. The contents were solely based on the goals, the hindrances seen, and the characteristics of the children of Pasig to form a link towards bibliotherapy and to achieve appropriation for the targeted audience. The storybook is limited to producing a digital copy due to budget restrictions and production needs. The study was conducted for

around three to four months due to school regulations and allowed schedules. All researchers, due to distance and COVID-19 restrictions, were not able to conduct in-person data gathering and needed to ask help from an adult living in the area to conduct the survey. The study did not cover the process of conducting or expounding on the storybook's mode of delivery towards the children of Pasig, such as oral storytelling, DEAR time (Drop Everything and Read) (Gardner, 2016), and several others, and including but not limited to the motivational effect on them.

It is assumed that the questions of the data gathering tool will gather honest and truthful sentiments and experiences. In addition, the completed questionnaires and final outputs are expected to be given validation once the expected criteria have been met.

This study focuses on the application of storybooks, as one of the possible means to solve several difficulties instigated by poverty. It concentrates on the different approaches in broadening a child's imagination by the correct usage and presentation of the construction of storybooks. Furthermore, this study can also serve as a reference for other researchers in the future who wish to pursue or continue a similar study.

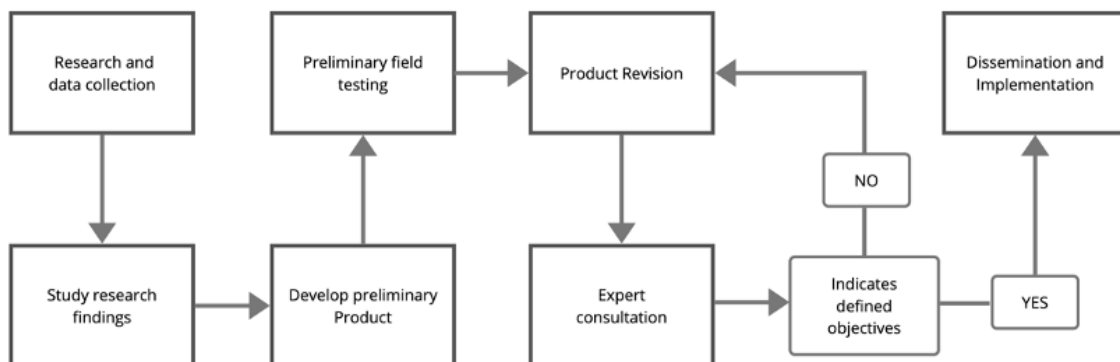
The study carries significance among the following: the students, the institution (DLSZ), the children of Pasig City, and the children's storybook authors. To begin, the results of this research study will further facilitate the wisdom of the students when it comes to culture and identity. It will enhance their sensitivity to these certain issues and gain the skill of being aware of managing the said problems. Moreover, the school will be able to potentially utilize the same methods to gain similar results within its own students. The teachers of the institution will further promote the research study's approach regarding the construction of storybooks in literature. It can also be a new tactic to further explore and develop through time. In proceeding, this study is conducted for the people in the Pasig City Community. It is performed to further broaden their comprehension of literature by means of the construction of storybooks and to channel their imagination towards it. It acts as a bridge to the children's intellect and behavior, building assertiveness or fast-thinking towards certain situations. Lastly, the study is intended to provide inspiration and suggestions to authors who profess in writing children's storybooks. Upon the completion and validation of the study and ultimately the used process, it would become a reliable source that provides sufficient and accurate examples that will give assistance to their said profession.

### Research Design

The model of research and development (R&D Cycle) was employed to manage the pre-developmental stages of the storybook construction process and to construct the overall outline or flow of the study. According to Sugiyono (cited in Anggraini, 2015), the method of R&D is primarily used to develop a certain product and to validate its effectiveness. Utomo (2018) implored the research and development approach by adapting the Borg and Gall Model (one of several other developmental models) within a similar study. The process consists of the following procedures: (1) conducting research and data collection; (2) studying research findings; (3) developing the product based on findings; (4) conducting preliminary field tests; (5) applying revisions in accordance with field test results; and (6) conducting second field tests (Nikmah, 2015). Generally, steps five to six of the cycle are repeated until results from field tests are found to meet its defined objectives. To cater to the limitations of the study, certain steps were simplified or adjusted as seen in Figure 2.

**Figure 2**

*Research and Development (R&D) Procedure*



### Participants

This study used a sample of six to twelve respondents from Pasig City Community, ages ranging from six to twelve years old. The number of respondents (6–12 children) was dependent on the availability of the children and the authorization of their parents in participating in this study. Children aged 6–12 are the fitting participants because, according to Vasquez (2004) (cited in Kim & Yang, 2021), children are moving towards



mastery and competence, and need to create and compete. This age is more receptive to games or building things, according to the same author. They are building self-esteem and using peers to assess their abilities. Compared to preschoolers, they have better recall memory and show more logical thinking. Additionally, they can analyze problems and come up with multiple solutions.

The main focus of the study is to construct stories based on the information gathered from children, specifically their goals and the hindrances they think they will face to achieve them. These children are the appropriate audience to source as they are occupying the grounds of the Pasig City Community and are raised in this society as well.

Communication and data collection with the children of Pasig was done through the provided questionnaire. In a study involving children as their respondents, the researchers are mandated to uphold the respondents' right to protection and participation (Ellonen & Pösö, 2011, as cited in Taplin et al, 2021); as such, in compliance with the social distancing guidelines, respondents were advised to accomplish the questionnaires at their respective homes. In addition, a representative from De La Salle Santiago Zobel, Dr. Henry Magahis, personally distributed the questionnaires to the respondents to avoid group gatherings.

The researchers were participants within the study as designers of the storybooks. The study required the gathered data from the children of Pasig in designing the concept and layout of the book. The researchers conducted sampling to get the needed results in order to have accurate knowledge of the children's background and be able to properly perform in the careful creation of the storybooks.

A total of eight experts were approached to participate in the study as validators. Specifically, experts in the fields of child psychology, Filipino, visual arts, and storybook writing were needed to validate specific components of the storybook. Validation occurred on an online platform. The experts were sent emails containing the specifications of the study, the created storybooks, and a document with review questions to be answered.

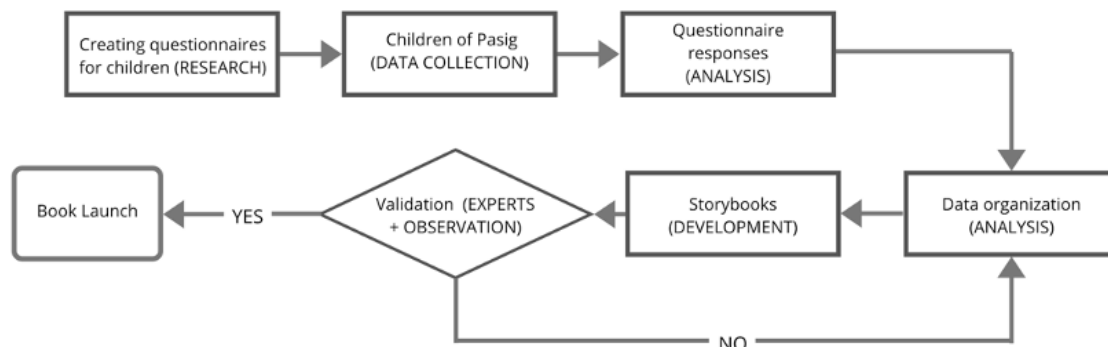
### ***Sampling***

Convenience sampling was utilized in this study. This indicates that the respondents were chosen for the reason that they were available and were willing to partake in the research. According to Bhat, Udupa, and Sreedhar (2018), in situations where time is a constraint, many researchers choose this method for quick data

collection. The rules to gather elements for the sample were least complicated in comparison to techniques such as simple random sampling, stratified sampling, and systematic sampling. Due to this simplicity, data collection took minimal time.

**Figure 3**

*Data Gathering Flowchart*



**Data Collection and Analysis**

A prior study regarding formulating questionnaires was conducted to acquire knowledge on two aspects: creating questions that would prompt longer and more elaborate responses and guidelines that the researchers must take into consideration when constructing questionnaires for children specifically. In relation to this, it was a must for the researchers to account for the chosen age group of their respondents. Questions had to cater to the level of understanding of the chosen respondents and be ethically appropriate for their age group. Finally, the researchers formulated the questionnaire with the following considerations that it is mirrored towards the used questions of similar studies, is able to suffice the formulated research question, and is able to acquire details on the thoughts and characteristics of the children of Pasig.

With the consent of the children and their respective guardians, questionnaires were administered and distributed to source information directly from the respondents. Answering the questionnaires was done within the premises of Pasig City to benefit the respondents' safety and comfort. The collection was administered by Dr. Henry Magahis. The necessary material, as well as food incentives, was also provided by the researchers. There was no face-to-face contact between the researchers and the respondents due to the guidelines of General Community Quarantine (GCQ), which state that people below the age of twenty-one (21) are prohibited from leaving their homes at the period of collection. In addition, said measures were taken to eliminate any form of risk from both the side of the researchers and the respondents. To continue, a day was allotted to

completely fill up the given form which was collected by the same administrator who directly relayed the collected responses to the researchers. The researchers also gave assurance that the documented responses hold confidentiality and exclusivity towards the improvement of the study.

### ***Validation through Experts***

Qualitative research aims to capture accurate experiences and data. For this reason, instrumentations and final outputs were validated to be deemed reliable before its utilization. Adding emphasis on the created bibliotherapy storybooks, the researchers contacted experts within the fields of child psychology, visual arts, the Filipino language, and storybook writing to judge whether the presented output is able to meet its pre-defined goals (educational motivation). The final stages of this research include the creation of a bibliotherapy course proposition and curriculum based on the used bibliotherapy storybook construction process of this study, additional case studies, and expert recommendations.

Qualitative research is said to be most efficient for exploring or accessing the following: culture, phenomena, structural processes, and historical changes. With regard to culture, this focuses on investigating the behaviors and rituals of a particular tribe or a group of people in a particular setting (Grbich, 2012, as cited in Oreste & Erneste, 2021). The current research delved into collecting descriptive data from a specific group of people which is the children of Pasig. As such, the qualitative method of thematic analysis was chosen to be used. As mentioned by Joffe (2012) (cited in Terry et al, 2015), thematic analysis is a method used to analyze and identify the meaning of different patterns found within a data set as well as to determine which among the formulated themes can be considered significant. This was compatible with the current study as the researchers analyzed the responses gathered for the construction of bibliotherapy storybooks. Data were analyzed based on the visual illustrations as answers from the respondents and were categorized based on the terms from the Sustainable Development Goals (SDG) of the United Nations and other categories relating to aspirations and hindrances.

The result of the thematic analysis was primarily the basis for the formulation of storybook plots and characters. Similar themes and responses were classified into categories, allowing the researchers to form implications on what would be considered or incorporated into the overall plot through creative interpretation, an interpretation that creates as it interprets (Silvennoinen, Rousi, & Mononen, 2017). Furthermore, classified data were also organized to target the research defined purpose (educational motivation), incorporating the concept of bibliotherapy into this division of the analysis. Consequently,

the created storybook was sent to the validators to assess its qualification as a bibliotherapy material towards educational motivation.

## RESULTS

The results of this study were synthesized into the following categories: (a) aspirations: goals and hindrances, (b) hindrances, (c) bibliotherapy storybook construction, and (d) qualification.

### ***Aspirations: Goals and Wants***

**Figure 4**

*Children's Goals*

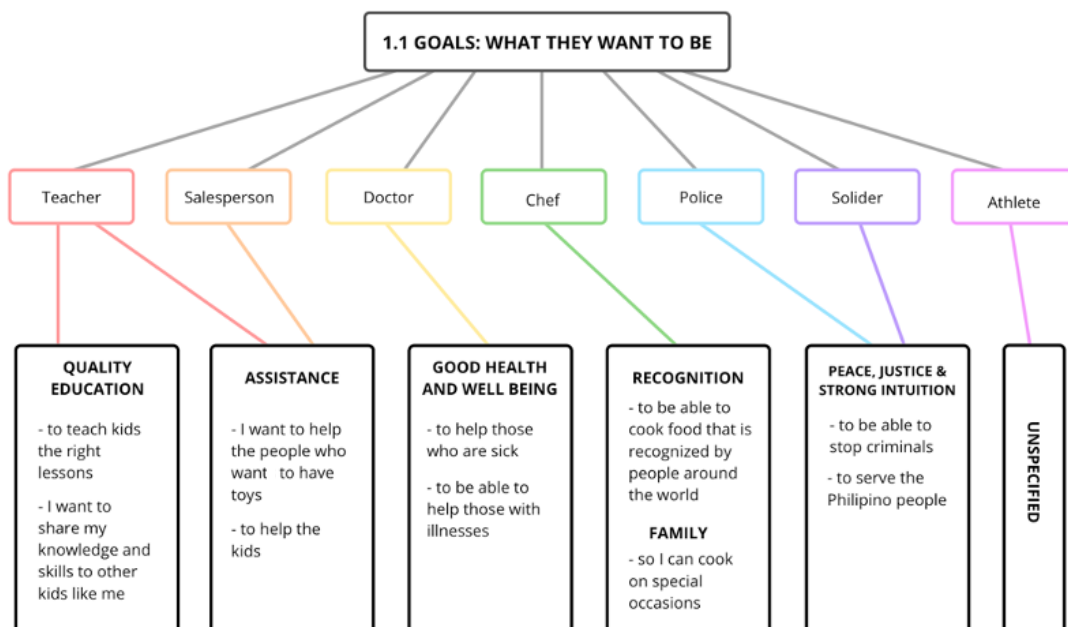


Figure 4 presents the results of the thematic analysis conducted on survey question 1: *Ano ang pangarap mong maging paglaki mo? Bakit ito ang iyong napili?* Among the chosen respondents, 11 out of 12 were able to correctly interpret and answer the given question. One response was omitted due to it having no direct connection with the question. Themes were assigned based on the reasons given alongside the dream occupation of the respondents. Three of the derived themes (Quality Education, Good Health and Well Being, and Peace, Justice and Strong Intuition) were referenced from the 17 Sustainable Development Goals (SDGs) of the United Nations. The other remaining themes (Assistance, Recognition, and Family) were formulated at the researchers' prerogative as they lacked an SDG that would generalize the specific grouped statements.

Reasoning strengthens the child’s inclination towards the occupation and results that lack thereof are assumed to be not a priority to the respondent (athlete). Results show that respondents tend to lean towards occupations that offer positive services to society and its people (teacher, salesperson, doctor, police, and soldier). Personal sentiments and relationships are factors that influence the children’s occupational aims, but said influence is quite weak (chef).

**Figure 5**  
*Children’s Wants*

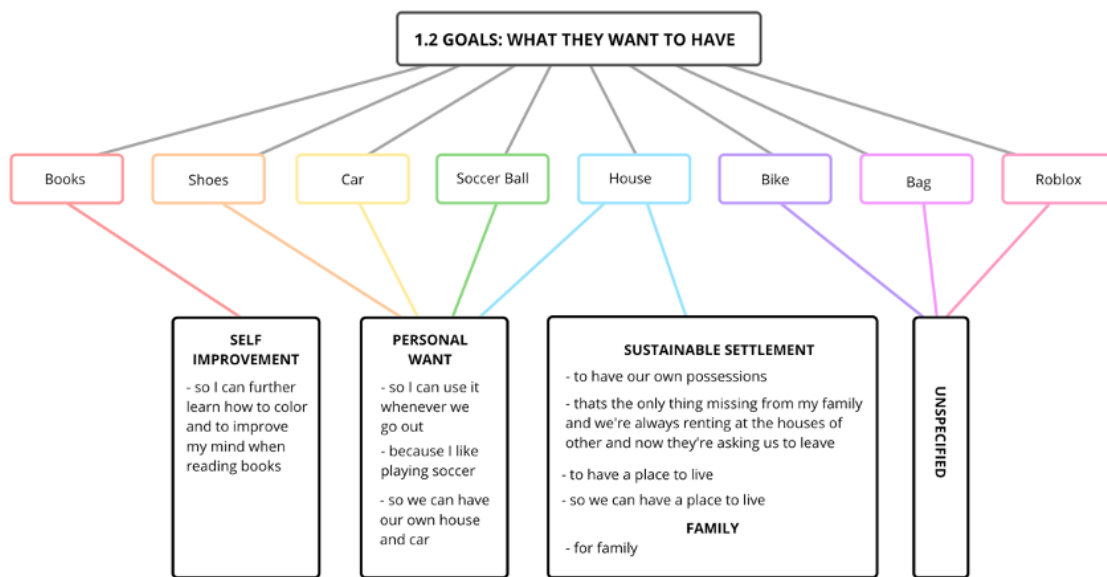


Figure 5 presents the results of the thematic analysis conducted on survey question 2: *Ano ang bagay na gusto mong magkaroon? Bakit ito ang iyong napili?* The process of analysis parallels that of the succeeded table. Themes were assigned based on the reasons given, alongside the material wants of the respondents. Since none of the 17 SDGs can be applied to the grouped responses, all the assigned themes were formulated by the researchers.

Material desires that are not considered a necessity are highly influenced by personal factors as most of the taken options were motivated by this. Even still, the house was the option most repeated among the respondents, and this leads to the assumption that familial necessities are the highest priority.

## Hindrances

Figure 6

### Children's Hindrances

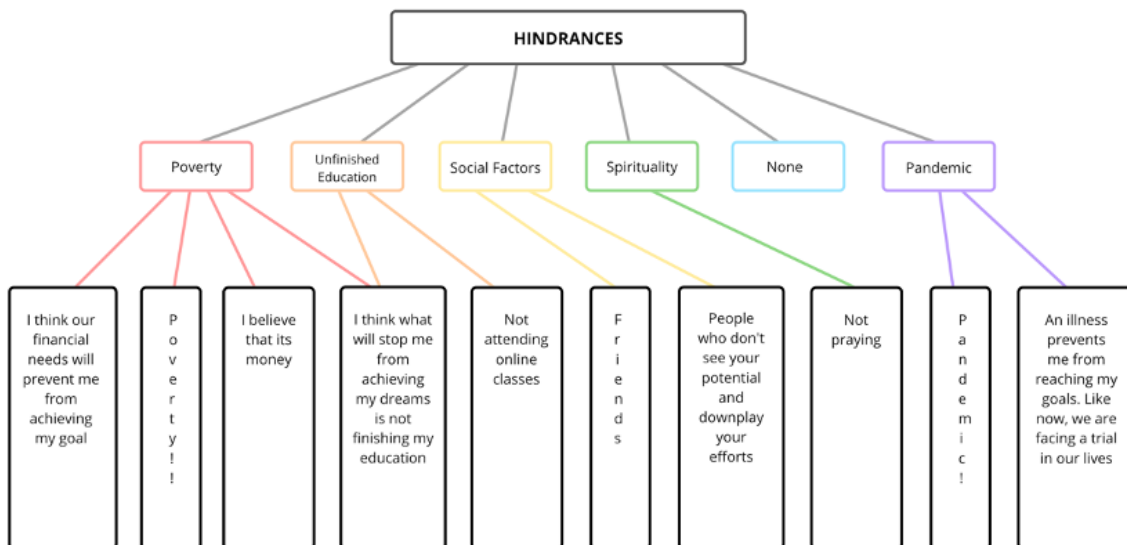


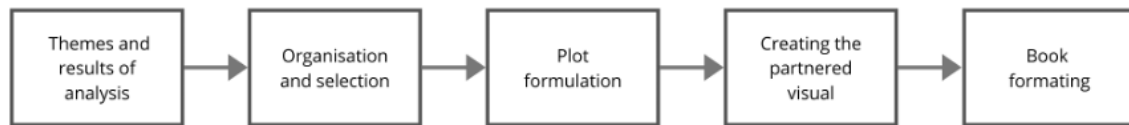
Figure 6 presents the results of the thematic analysis conducted on survey question 3: *Ano sa tingin mo ang maaaring humadlang sa pag-abot mo sa iyong mga pangarap?* The themes serve as a generalization for responses with a similar context. One of the six themes was taken from the 17 SDGs (Poverty). The remaining five themes (Unfinished Education, Social Factors, Spirituality, None, and Pandemic) were formulated by the researchers themselves, taking into consideration the context of the grouped statements. Regarding the theme of 'Unfinished Education,' an SDG on education is existing (Quality Education); however, the said goal focuses on ensuring inclusive and equitable quality education. It fails to fit the characteristics of the supposed assigned themes and thus, it was decided that 'quality' is to be replaced with 'unfinished.'

Seen hindrances are highly connected to monetary status; their lifestyle and what they may be deprived of because of it. The children also seem to be affected by the input of others. Being overwhelmed by this factor transforms this into a hindrance. In addition, the respondents are highly aware about current issues and understand the difficulty, changing normality posed on their own development. Spiritual underdevelopment is a recognized hindrance but is generally not given much urgency. Lastly, those who saw no hindrances chose to focus on the positives and the strong belief that they will achieve their goals.

## ***Bibliotherapy Storybook Construction***

**Figure 7**

*Creative Interpretation of the Children's Aspirations and Hindrances*



The results of the thematic analysis conducted were utilized within this segment by performing the process of creative interpretation. The researchers reflected on the data gathered and made it the center of the plot of the storybook. Figure 7 reflects the storybook construction process that follows after the data analysis.

### *Organization and selection*

One member of the group was assigned to formulate the storybook plot and another to proofread and give suggestions when finished. This process was done and written on a shared Google Docs within the group.

The researchers reflected on the gathered data and took into consideration the weight of each answer as based on their given reasoning, focusing on the spirituality factor and making it the center of the plot of the storybook. Key points in the collected data such as poverty, education, social factors, spirituality, and the material desires of the respondents were discussed. Morality plays a big role in the plot and aims to encourage the children that success starts with being a good person with pure intentions. The researchers chose themes that can be related to morality among all other factors to instill in these children the true key to success. The goal was to circle around a topic that most children's storybooks do not revolve around.

### *Plot formulation*

In the formation of the plot, the researchers wanted to further incorporate the idea in the plot that being a hard-working person must be balanced with having a big heart to further lead one to success, and not just by having one factor. Numerous symbolisms were portrayed in the story such as the character selection that was embedded in a real animal's personality and traits. In the process of creating the storybook, the researchers aimed to unveil their different identity to make their purpose in the story clear. An example of this is how the main character is a duck, who is gentle and humble, and the other animals such as the eagle were portrayed to be snobbish and ill-mannered. The plot revolves around characters being tested for their morality in getting a job. This allows the

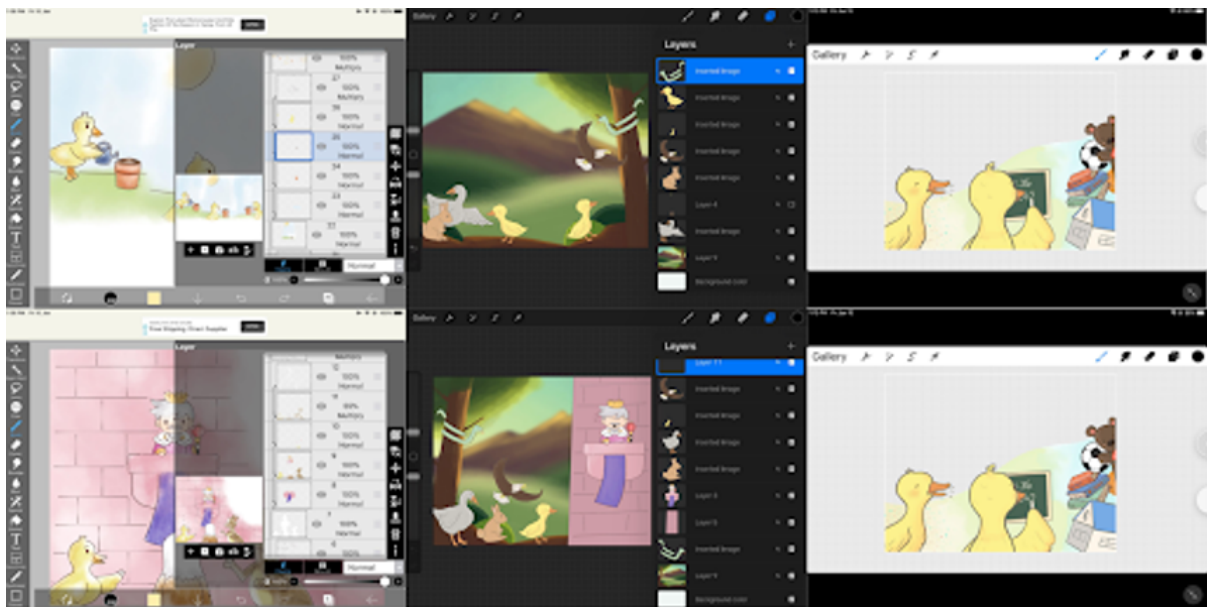
children to understand that one's outlook is essential in the future profession ahead of them. It is made clear how these things affect the choices one makes and how to avoid them.

### *Creating the Partnered Visuals*

At the finalization of the plot, the visuals were created for the designated story parts. Four members among the researchers participated in this process and were each tasked to create two different scenes. Parts of the plot that needed visuals were highlighted in its Google Docs file. The members who took part in the creation process had the freedom to choose two scenes they wished to create. The digital applications used included Clip Studio Paint and Procreate.

### **Figure 8**

*Screenshots of the Visual-making Process on Clip Studio Paint and Procreate*



Drawings were created in a cartoon style as referenced by storybooks the researchers themselves have read as a kid or seen online. The researchers also took reference to some of the drawings done by the respondents in the survey feedback. The sketches were referenced if it either fits the interpreted scene or if the scene was inspired by that specific answer. Each image was specified to fit one page, and the overall process took about five days to be accomplished.



**Figure 9**

*Some Drawings of the Respondents used as Inspiration*



Malaya isaguhit o idrawing dito ang iyong sagot



Malaya isaguhit o idrawing dito ang iyong sagot

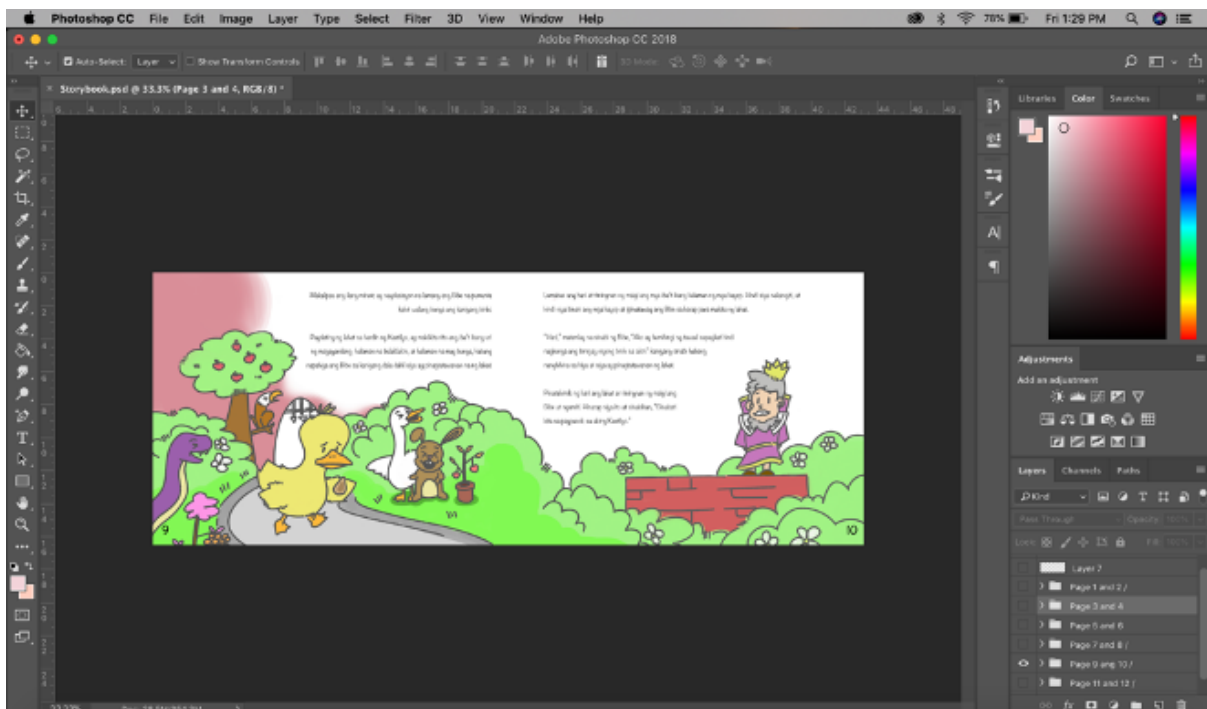
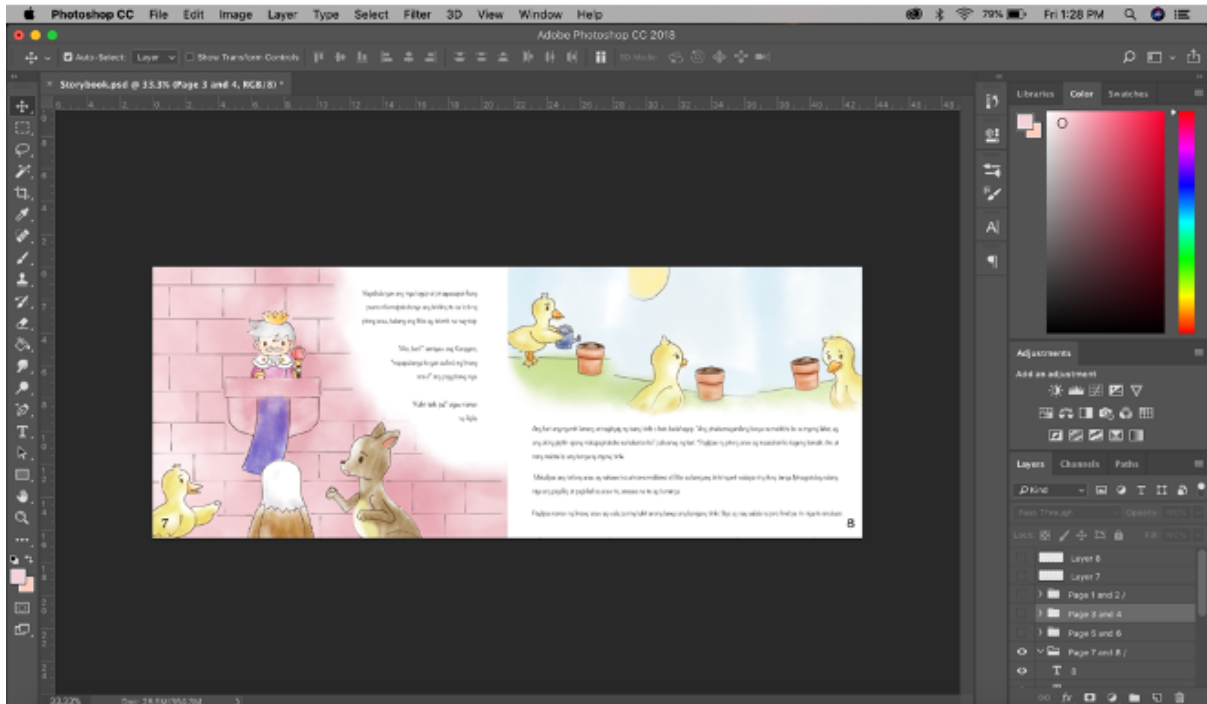
*Book Formatting*

The final step of the initial construction process was to format both the visuals and text into a singular file. The overall look and flow of the storybook were formed and prepared for expert analysis. Only one member of the group was assigned to accomplish this. The application Adobe Photoshop was used to create the layout and combine the storybook parts.

The landscape orientation was decided on the member's own creative discretion. Other illustrations were edited or extended to overlap pages. This decision was made to improve the visual flow of each page.

**Figure 10**

*Screenshots of the book being formatted on Adobe Photoshop*



## Bibliotherapy Qualification

**Figure 11**

*Thematic Analysis Framework on Bibliotherapy Qualification*

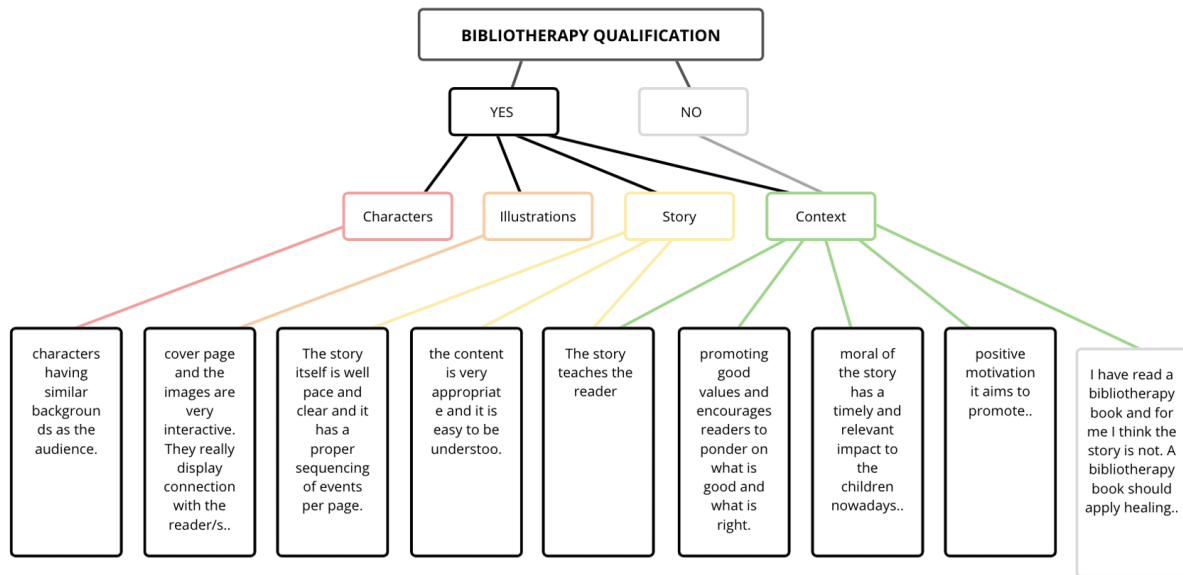


Figure 11 presents the results of the thematic analysis conducted on expert validation Question 1: *Does the storybook qualify as bibliotherapy material? Why or why not?* The question implies a 'yes-or-no answer, and the themes were formulated as a generalization of the included explanations with similar contexts. The said themes are named or referenced from the terms of different storybook aspects (Characters, Illustrations, Story, and Characters).

The themes represent the aspects of the created storybook that either qualify it or not as bibliotherapy material. Statements from the experts present that the four reviewed aspects of the book do qualify it as bibliotherapy material. The characters of the book were said to parallel its intended audience (kids); a quality of bibliotherapy storybooks mentioned in the previous chapters. Illustrations are interactive and would easily connect with the young readers. The storybook plot is appropriate and understandable for its directed audience, and, lastly, the context of the book provides positive implications relevant to children nowadays, thus making it qualified. However, a response of one expert disagrees with the qualification of the context, mentioning that it tackles certain problems within a person like depression, anxiety, and many more. The said expert has stated that he/she has read a bibliotherapy storybook before, thus leading the researchers to assume that, despite a majority of the experts agreeing that the created storybook is bibliotherapy material, the said statement carries a heavier implication than that of the others.

**Figure 12**

*Thematic Analysis Framework on Storybook Audience Appropriation*

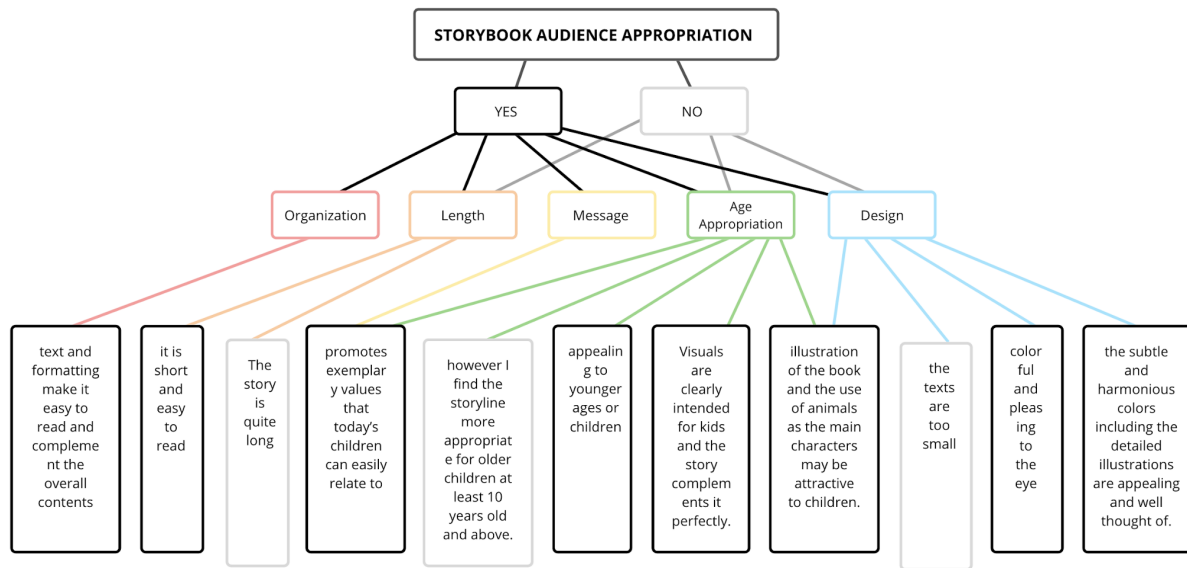


Figure 13 presents the results of the thematic analysis conducted on expert validation Question 1: *Is the book appropriate for its designated audience (visuals, text, etc.)? Why or why not?* Similar to the previous chart, the question implies a yes-or-no answer, and the themes were formulated as a generalization of the included explanations with similar contexts. The said themes are named or referenced from the terms of different storybook properties (Organization, Length, Message, Age Appropriation, and Design).

Results show that ‘organization’ and ‘message’ are fully appropriate for their intended audience. Organization was mentioned to be easy to read and compliments the content overall, while the message was positive and something children can easily connect with. On the other hand, the responses in relation to length, age appropriation, and design showed contradictions to one another as one expert agrees with their appropriation and another disagrees. The researchers assumed that this was due to the difference in the background of the experts, thus explaining the contrast in standard.

**Table 1**

*Synthesis of experts’ ratings*

EXPERT RATING (on a scale of 1 - 4)		
Code Name	Rating	Narrative
Art Teacher # 1 (AT1)	Story (4); Visuals (3)  Ave: 3.5	AT1 divided their rating into two components: story and visuals. A rating of 4 was given to the book’s plot for it was direct and clear with its intentions. The low score on the visuals, which is a rating of 3, was due to the inconsistency of the art style.

Filipino Teacher # 1 (FT1)	3	FT1 gave a rating of 3 based generally on its appeal to children, content, and bibliotherapy quality. The said rating was also affected by two other components: story writing and character. FT1 mentioned that the story itself was good; however, it needs some revisions. On the characters, FT1 stated that the use of animals was positive for children; however, it would have been better if the animals are local.
Filipino Teacher # 2 (FT2)	3	FT2's rating of 3 was affected by the text's size within the storybook layout, mentioning that it should be bigger to be more easily understood.
Storybook Writer (SW)	3	SW complimented the presented twist in the plot and the good values it promotes. Improvements on the other hand can be done on the story's overall flow. In addition, the story also contained some grammatical errors. Overall, it was given a rating of 3.
Child Therapist (CT)	3	CT gave a rating of 3, mentioning that, overall, the book could still be improved. CT specified the improvement of the story phrasing to establish the good traits of the main character.
Art Teacher # 2 (AT2)	3.8	AT2 expounded on the symbolism when giving a rating of 3.8. AT2 commended the chosen animals and one human for their implications or connections to their character in the plot. AT2 also connected the main task in the story to the pandemic and quarantined situation at the time the storybook was being validated, stating that it was appropriate for the times and somehow connecting it to reality. Overall, the book was simple, engaging, and appropriate for its audience. The book, however, required improvements in grammar and spelling. In addition, the synopsis can be revised to say less and create more suspense.

The scores are defined according to validating descriptors as follows: 4 exemplary, 3 satisfactory, 2 developing, 1 beginning. In the synthesis of the given rating of all the expert validators, the average score of 3.2 corresponds to a high satisfactory rating.

The use of symbolism was given great attention by the experts. It was mentioned that animal characters would appeal to children, thus contributing to its cause. The underlying symbolism of the chosen animals was also commended as it gave much more depth to the story without adding too much complexity to the point that young children would disconnect with it. Despite the need for some grammatical revisions, the experts

also gave high regard to its plotline. Overall, the storybook was seen to be compatible with its intended audience.

The results of the thematic analysis conducted on surveys given to the selected children of Pasig present the different occupational and material desires (their goals) of the respondents, along with the reasoning to their answers. The reasonings became the basis of the formulated theme. These themes determined the gravity of each answer and contributed to the selection process for the plot. The same could be said with analysis on survey Question 3 on the seen hindrance. The results of those mentioned provided answers for the problems present within SOP 1 and 2. Moving on, SOP 3 questions the incorporation of the primary analysis results within the storybook construction process. This was answered through the researcher's engagement within the materialization of the storybook from the formulated themes. Finally, in relation to SOP4, the results of the secondary data collection (expert validation) present the storybook's bibliotherapy qualifications (bibliotherapy quality and target audience appropriation). With an overall rating of 3.2, the book showed a general high satisfaction among the selected experts.

## DISCUSSION

Poverty is seen to be a hindrance towards an individual's upward mobility within society (Tuason, 2011). Education is seen as the primary solution to escaping the cycle of poverty; therefore, the research aims to contribute to the solution by formulating a catalyst that would invoke educational motivation within its target audience. The said catalyst is in the form of a bibliotherapy storybook. The researchers are then left to determine the following: (1) the data to be used in the storybook construction; (2) the actual storybook construction; and (3) the bibliotherapy qualifications. The completion of the study will provide data on the process of creating this type of bibliotherapy storybook that can be used to address different issues within a specific group of people.

This chapter is explained in three parts: (1) Data collection on children; (2) Storybook construction; and (3) Bibliotherapy qualifications.

### ***Part I: Data collection on children***

The construction of the book requires preliminary data gathering from its target audience, children of Pasig City. This step is required to move on to storybook construction. Data is specified on the respondents 'goals' and 'hindrances' seen to achieving them.

As stated by Homeyer (2000), bibliotherapy makes use of limited sources to simultaneously accommodate a number of children. The data collection that pioneers the storybook construction invokes a method that will allow the researcher to manifest the said principle within the bibliotherapy storybook during construction. By gathering corresponding data from the respondents and organizing them into generalized themes, utilized in plot formulation, the mentioned principle was able to manifest. Furthermore, according to Scott (2012), it is recommended to utilize both interview and questionnaire methods in reaching out to child respondents. This is to ensure that the respondents have a clear grasp on the context of the question and in turn provide quality answers; however, the research failed to utilize interviews due to the COVID-19 quarantine situation at the time the data collection occurred.

At the analysis for 'hindrances,' spirituality was considered an unexpected finding. The researchers expected only answers pertaining to extensive factors within the child respondent's life, yet the response of spirituality provides indications to the hindrances seen within oneself. It was presumed that the specific child grew up in an environment that conditioned him/herself to act on the premise of spirituality. An unexpected finding was also found in the analysis for 'goals,' specifically under 'what do you want to have.' Responses were expected to contain a variety of both material and non-material (love, success, happiness) answers. Results were perceived to have occurred as the respondents may have taken it too directly due to the failure of further expounding the question and its possible answers. This occurrence is in conjunction with Scott's (2012) recommendation of utilizing both questionnaires and interviews to be able to clarify certain questions.

## ***Part 2: Storybook construction***

After acquiring the results of the thematic analysis, the researchers then proceed to determine how they will utilize the results for the bibliotherapy storybook. This part of the study is conducted and circulates around 'creative interpretation.'

According to Leddy (2016), creative interpretation enhances the interaction of the meaning of a work to its surroundings. There is a difference between interpreting what is directly true and what is transcended or connected to the experience. Similarly, the reasoning for having chosen creative interpretation as the main mode within the construction process follows the given explanation. In a study conducted by Berns (2004), terminologies used within a book for bibliotherapy should be accurate and honest with words such as "died," "dead," "sorrow," and "funeral"; however, in the same study, when first introduced to bibliotherapy, it was suggested to start with a piece non-threatening. In

the process of plot formulation, the researchers took into consideration the age group (6 to 12 years old) of the storybook's intended respondents, as such, words that may sound too critical like the four mentioned were avoided. The decision was made to accommodate audience appropriation and those who will be introduced to bibliotherapy through the study's storybook. According to 'CollegeGrad' (2014), to be qualified as an official author/writer, one must have the education, work experience, training, and certification/licensing/registrations. Some of these are said to just be prerequisites for writer advancement. The writer of the study's bibliotherapy storybook, group researcher Zirene Paz Umali, has the qualifications in training and experience as she has already written and released her own book of poems as mentioned in the previous chapters; however, she lacks the formal degree because she is still a senior high school student.

There were two unexpected findings. One occurred during plot formulation, with the time constraint and the researcher's personal experience reading a children's storybook, it was decided that the story would be kept short. Another unexpected occurrence was the creation of only one storybook instead of the multiple initially planned. By the end of this step, the plot writing was longer than expected. The researchers surmised that the unexpected findings were due to the time constraints that led to the formation of only one book. As many themes as possible were needed to be incorporated within the storybook to accommodate several children simultaneously (Berns, 2004). With only a single product, the need to integrate the chosen themes was what was assumed to be the cause of the story's lengthiness.

### ***Part 3: Bibliotherapy qualifications***

As part of the R&D cycle, bibliotherapy validation will serve as the secondary data collection within the said cycle. At the completion of the initial storybook, a validation process must be conducted to determine its qualifications as bibliotherapy material to verify if it can meet the initial aims of the study (to create a bibliotherapy storybook that carries the therapeutic potential to invoke educational motivation within its directed audience).

In a study conducted by Rozalski, Stewart, and Miller (2010), the researchers presented a table on determining a book's bibliotherapy appropriateness. Categories under the said table include the following: (1) Grade/Interest Level; (2) Presentation of Characters; (3) Context; (4) illustrations; and (5) Author's Message. The researchers' own formulated themes on the validation of the experts actually closely match the four categories stated. Under 'bibliotherapy qualification (figure 3.5),' the four themes made were: (1) Characters, (2) Illustrations, (3) Story, and (4) Context. Three of five categories



are found within the themes. Moving to 'storybook audience appropriation (figure 3.6);' it contained themes such as 'message' and 'age appropriation,' a probable equivalent to 'Grade/Interest Level.'

In 2004, Berns cited that bibliotherapy books should contain literary merit to be a catalyst of self-discovery, communication, and change. With the validation feedback, an expert suggested that something qualified as bibliotherapy is a book that tackles certain problems within a person like depression, anxiety, and many more. However, the statement given by Berns (2004) contradicts that limitation as he presents a broader sense of what these storybooks evoke. In a study conducted by Iaquinta and Hipsky (2006), bibliotherapy is regarded as helpful in the following ways: identification (the child is able to identify themselves with the character or event); catharsis (be emotionally involved and uses the book to release pent-up emotion); and insight (becomes aware of the possible solutions to his/her own problems). Results from the experts show the current book was able to satisfy 'identification' and 'insight.' The experts provided positive responses to 'characters' and their relation to the readers and in addition to 'message' and 'context' (positive to a number of experts). It was mentioned that the book presented positive implications and/or solutions for the children.

A result within this section showed an unexpected contradiction of answers. Under the question on storybook audience appropriation, one expert mentions the clear and concise length of the book overall, while another expert contrasts this by critiquing its lengthiness. Similarly, the majority of the experts agreed to the bibliotherapy quality of the constructed book's context, yet one who has claimed to have read a bibliotherapy storybook, responds otherwise. The researchers assume that the occurrence of these unexpected contradictions is due to the different profiles of the expert validators. Experts are classified by occupation: Filipino teacher, art teacher, storybook writer, and child therapist. The difference in the work field may have affected their critical viewpoint on certain aspects of the book, thus explaining the contrast in some.

## CONCLUSION

Due to physical limitations brought upon by COVID-19, the researchers failed to conduct an interview-type data collection to add to the gathered data. In addition, the researchers were also unfamiliar or had not read actual bibliotherapy storybooks which caused the final output to miss some criteria.

At the book's validation, the children of Pasig become the main benefactors. The bibliotherapy storybook was intended to specifically help in their societal struggles by

providing a therapeutic effect to bring about educational motivation. In addition, the formulated and used storybook construction process can be referenced by De La Salle Santiago Zobel and the present or aspiring children's book authors. The institute is able to utilize the gathered data to broaden its students' comprehension of literature and can as well be used as a reference for future studies. As a detailed process was provided, authors can utilize it as an optional method for storybook formulation. Furthermore, implications garnered from the primary data collected can be utilized by the students to further enhance their sensitivity to certain issues. At the completion of the overall study and the implementation of revisions to the book, this would lead to a book launch to be conducted on the subject Research 4 of the DLSZ Grade 12 students.

In light of the findings of the current study, the researchers offer the following recommendations: (1) In the process of acquiring expert validation, inform them of the background of the primary respondents (the target audience of the book) to allow them to formulate connections between the book and its intended audience; (2) Conduct interview-based data collection to be partnered with the data gathered from questionnaires that will invoke clarity between the researchers and respondents to acquire concrete data; (3) Read or take reference to books that are already identified as bibliotherapy, as knowledge on such will contribute to the development of the book's plot and bibliotherapy quality; (4) Read twenty (20) Filipino storybooks prior to storybook construction to gather data on appropriate length, font style, organization and etc.; (5) Gather data on the reading comprehension skills of the audience selected for the bibliotherapy storybook (look into 'Lexile'); (6) Explore other mediums where bibliotherapy can be incorporated with (ex. Animations); and lastly (7) Engage in some form of interaction with the target audience to further understand their background.

## REFERENCES

- Anggraini, & Agustia, F. (2015, September). *Developing English multimedia-based teaching media by using Adobe Flash CS3 for VII Grade of MTs Al Huda Bandung Tulungagung*. <http://repo.iain-tulungagung.ac.id/2297/>
- Arizpe, E., & Styles, M. (2015). *Children reading pictures*. doi: 10.4324/9781315683911
- Armstrong, J. (2015, April). *Poverty and education: Exploring teachers' perspectives*. <https://viurrspace.ca/bitstream/handle/10613/2544/Armstrong.pdf?sequence=5&isAllowed=y>
- Austin, G. (2014, July). *Designing surveys for children*. Austin Research - Market Research Consultants. <https://austinresearch.co.uk/designing-surveys-for-children/>
- Barker, K. (2019, June). *The high-tech jobs of tomorrow depend on children's books Today*. <https://asiafoundation.org/2019/06/19/the-high-tech-jobs-of-tomorrow-depend-on-childrens-books-today/>
- Berns, C. F. (2004). Bibliotherapy: Using books to help bereaved children. *OMEGA-Journal of Death and Dying*, 48(4), 321-336.
- Bhat, B. B., Udupa, N., & Sreedhar, D. (2018). *Knowledge and attitude of Ayurvedic Physicians towards Adverse drug reactions and reporting methods in Udupi region*. *Research Journal of Pharmacy and Technology*, 11(1), 117-120.
- Bowman, D. (2013). Parent Experiences with Child Social Interventions and their Perception of Bibliotherapy.
- Budhathoki, D. K. (2016). Quality management: An effective approach to success. *Journal of Nepalese Business Studies*, 9(1), 87-90. doi: 10.3126/jnbs.v9i1.14598
- Burnett, K. (2002). *Relationship fundraising: A donor-based approach to the business of raising money*. San Francisco, CA: Jossey-Bass.
- Collegegrad. Jobs, Career, Salary and Education Information. (2014). Retrieved December 6, 2021, from <https://collegegrad.com/careers/writers-and-authors>.
- Dijkstra, J. et al (2012). Expert validation of fit-for-purpose guidelines for designing programmes of assessment. *BMC Medical Education*, 12(1). <https://doi.org/10.1186/1472-6920-12-20>
- Ellonen, N. & Pösö, T. (2011). Children's experiences of completing a computer-based violence survey: Ethical implications. *Children & Society*, 25(6), 470-481.
- Farr, R. H., Crain, E. E., Oakley, M. K., Cashen, K. K., & Garber, K. J. (2016). Child interview guide. *PsycTESTS Dataset*. doi: 10.1037/t57621-000
- Freng Svendsen, M., Haugland, S., Grønhaug, K., & Hammervoll, T. (2011). Marketing strategy and customer involvement in product development. *European Journal of Marketing*, 45(4), 513-530. <https://doi.org/10.1108/03090561111111316>
- Gall, M.D., et al. (2003). *Educational research: An introduction*. 7th ed. Boston: Pearson Education, Inc.

- Gardner, T. (2016). *A daily dear program: Drop everything, and read!* Academia.edu. Retrieved December 6, 2021, from [https://www.academia.edu/27460346/A\\_Daily\\_DEAR\\_Program\\_Drop\\_Everything\\_and\\_Read\\_](https://www.academia.edu/27460346/A_Daily_DEAR_Program_Drop_Everything_and_Read_).
- Gibson, W. & Brown, A. (2009). *Working with qualitative data*. SAGE.
- Grbich, C. (2012). *Grbich final proof*. sagepub. Retrieved December 6, 2021, from [https://us.sagepub.com/sites/default/files/upm-binaries/50313\\_Grbich\\_Chapter\\_1.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/50313_Grbich_Chapter_1.pdf).
- Green, M. C. (n.d.). *Storytelling in teaching*. <https://www.psychologicalscience.org/observer/storytelling-in-teaching>
- Greenhalgh, Russell, J., & Swinglehurst, D. (2005, December). *Narrative methods in quality improvement research*. <https://qualitysafety.bmj.com/content/14/6/443.full>
- Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and “ethically important moments” in research. *Qualitative Inquiry*, 10(2), 261–280. <https://doi.org/10.1177/1077800403262360>
- Hanney, L. & Kozlowska, K. (2002). *Healing traumatized children: Creating illustrated storybooks in family therapy*. <https://www.ncbi.nlm.nih.gov/pubmed/11924089>
- Homeyer, L. E. (2000, September). When is group play therapy appropriate? *Psychiatric Times*, 17(9), 49–51.
- Horst, J. S. & Houston-Price, C. (2015). Editorial: An open book: What and how young children learn from picture and story books. *Frontiers in Psychology*, 6, 1719. doi:10.3389/fpsyg.2015.01719
- Iaquinta, A. & Hipsky, S. (2006). Practical bibliotherapy strategies for the inclusive elementary classroom. *Early Childhood Education Journal* 34(3): 209–13.
- Irwin, L. G. & Johnson, J. (2005). Interviewing young children: Explicating our practices and dilemmas. *Qualitative Health Research*, 15(6), 821–831. doi:10.1177/1049732304273862
- Joffe, H. (2012). Thematic analysis. *Qualitative Research Methods in Mental Health and Psychotherapy* 1, 1. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119973249>
- Kam, C.D., Wilking, J.R., & Zechmeister, E.J. (2007). Beyond the “Narrow Data Base”: Another convenience sample for experimental research. *Polit Behav* 29, 415–440. <https://doi.org/10.1007/s11109-007-9037-6>
- Kim, S. J., & Yang, S. J. (2021). Enriching critical literacy through children’s Literature: A case study in South Korea. *Publishing Research Quarterly*, 37(1), 69–89. <https://doi.org/10.1007/s12109-021-09790-0>
- Krüger, N. (2020, January). *Design verification vs. validation: 6 tips for medical device development*. Perforce Software. <https://www.perforce.com/blog/alm/design-verification-validation-medical-device>

- Kyronlampi-Kylmanen, T. & Maatta K. (2010, December 13). *Using children as research subjects: How to interview a child aged 5 to 7 years*. <https://pdfs.semanticscholar.org/78c9/3d52250be0a899383d543b130a79e9e562c6.pdf>
- Leddy, T. (2016). BRILL. Chapter Sixteen. *Creative Interpretation Of Literary Texts*, 293–311. [https://brill.com/view/book/edcoll/9789047427902/Bej.9789004174443.i-348\\_017.xml](https://brill.com/view/book/edcoll/9789047427902/Bej.9789004174443.i-348_017.xml)
- Lyon, T. D. (2014). *Interviewing children*. <https://www.annualreviews.org/doi/pdf/10.1146/annurev-lawsocsci-110413-030913>
- Maropoulos, P. & Ceglarek, D. (2010). Design verification and validation in product lifecycle. *CIRP Annals*, 59(2), 740–759. <https://doi.org/10.1016/j.cirp.2010.05.005>
- Marshall, C. S. (2012). Using children's storybooks to encourage discussions among diverse populations. *Childhood Education*, 74(4), 194–199.
- Mello, R. (2001, February). *The power of storytelling: How oral narrative influences children's relationships in classrooms*. <http://www.ijea.org/v2n1/>
- Nikmah, M. (2015, April). *Developing Moodle-based interactive online media to teach narrative reading in SMA N 13 Semarang*. <http://journal.walisongo.ac.id/index.php/vision/article/view/1633/1200>
- Oreste, M., & Erneste, D. S. (2021). Governance practices and socio-economic development in Rwanda. *International Journal of Scientific and Research Publications (IJSRP)*, 11(5), 316–333. <https://doi.org/10.29322/ijsrp.11.05.2021.p11338>
- Pulimeno, M., Piscitelli, P., & Colazzo, S. (2019, November). *Children's literature to promote students' global development and wellbeing: Semantic scholar*. <https://www.semanticscholar.org/paper/Children's-literature-to-promote-student-s-global-Pulimeno-Piscitelli/17ced529f5347ec42bae5fb198eeadaa2b4daa12>
- Ratminingsih, N. M. & Budasi, I. G. (2018). *Local culture-based picture storybooks for teaching English for young learners*. In SHS Web of Conferences (Vol. 42, p. 00016). EDP Sciences.
- Read, J. C. & MacFarlane, S. (2006, June). *Using the fun toolkit and other survey methods to gather opinions in child computer interaction*. In proceedings of the 2006 Conference on Interaction Design and Children (pp. 81–88).
- Rees, J. (2017). *Life story books for adopted and fostered children: A family friendly approach*. London: Jessica Kingsley Publishers.
- Rozalski, M., Stewart, A., & Miller, J. (2010). Bibliotherapy: Helping children cope with life's challenges. *Kappa Delta Pi Record*, 47(1), 33–37. doi: 10.1080/00228958.2010.10516558

- Sargeant, A., Jay, E., & Lee, S. (2006). Benchmarking charity performance: Returns from direct marketing in fundraising. *Journal of Nonprofit & Public Sector Marketing*, 16(1-2), 77–94. doi:10.1300/j054v16n01\_05
- Scott J. (2012). *Children as respondents: Methods for improving data quality. Survey measurement and process quality*. 3. Hoboken, NJ, USA: John Wiley & Sons, Inc.; 1997. p. 331-50.
- Sikhwari, T.D. (2017, September). *A study of the relationship between motivation, self-concept and academic achievement of students at a University in Limpopo Province, South Africa*.  
<https://www.tandfonline.com/doi/abs/10.1080/09751122.2014.11890113>
- Silvennoinen, J., Rousi, R., & Mononen, L. (2017). Creative interpretation in web design experience. *The Design Journal*, 20(sup1).  
<https://doi.org/10.1080/14606925.2017.1352693>
- Strouse, G. A., Nyhout, A., & Ganea, P. A. (2018). The role of book features in young children's transfer of information from picture books to real-world contexts. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00050>
- Sugiyono (2014). *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Taplin, S., Chalmers, J., Brown, J., Moore, T., Graham, A., & McArthur, M. (2021). Human Research Ethics Committee experiences and views about children's participation in research: Results from the Messi study. *Journal of Empirical Research on Human Research Ethics*, 155626462110482. <https://doi.org/10.1177/15562646211048294>
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2015). Thematic Analysis. In *Qualitative Research in psychology* (p. 17). essay, Sage.
- Thomas-Adams, H. (2015). Child life specialists use of bibliotherapy with grieving children. [https://www.researchgate.net/publication/275953249\\_Child\\_Life\\_Specialists\\_Use\\_of\\_Bibliotherapy\\_With\\_Grieving\\_Children\\_How\\_Books\\_Can\\_be\\_Used\\_to\\_Aid\\_Emotional\\_Expression\\_Meaning\\_Making\\_and\\_Healing](https://www.researchgate.net/publication/275953249_Child_Life_Specialists_Use_of_Bibliotherapy_With_Grieving_Children_How_Books_Can_be_Used_to_Aid_Emotional_Expression_Meaning_Making_and_Healing)
- Tuason, M. T. G. (2011). Those who were born poor: A qualitative study of Philippine poverty. *International Perspectives in Psychology: Research, Practice, Consultation*, 1(S), 38–57. <https://doi.org/10.1037/2157-3883.1.S.38>
- Webber, D. (2004). Understanding charity fundraising events. *International Journal of Nonprofit and Voluntary Sector Marketing*, 9(2), 122–134. doi:10.1002/nvsm.239
- University of Cincinnati. (2013, August). *How books can have a positive impact on a child's social struggles*. ScienceDaily.  
[www.sciencedaily.com/releases/2013/08/130812121457.html](http://www.sciencedaily.com/releases/2013/08/130812121457.html)

- Utomo, F. (2018). Developing illustrated story books to improve beginning reading skills and learning motivation. *Jurnal Prima Edukasia*, 6(2), 118-128. doi:<http://dx.doi.org/10.21831/jpe.v6i2.16456>
- Vasquez, V. M. (2004). Negotiating critical literacies with young children. <https://doi.org/10.4324/9781410611109>

## ACKNOWLEDGMENTS

Foremost, we wish to extend our praise to our Father and Savior up above for gracing us with strength and wisdom across the entire research process.

We would also like to thank the research participants from Pasig City for lending us the chance to experience their lives so that we may fully understand their situation and provide aid through the contents of this paper.

Our sincere gratitude also goes to our English for Academic and Professional Purposes (EAPP) teacher, Ms. Diojana Natanawan, for collaborating with Mr. Marlon Fernandez in the preparation of our research during its initial stages. In our revisions, we offer our sincere thanks to Mr. Gerard Macabali for his continuous guidance, advice, and support. We would also like to acknowledge the input of Ms. Raquel Cerado for logistics and communications.

Also, we would like to give thanks to Dr. Henry Magahis who has given us aid during the data collection stage. We greatly appreciate his willingness and enthusiasm in the development and further improvement of this study.

Lastly, we greatly value our fellow classmates and families for supporting us as we confronted difficulties and trials in the progress of this project. Our motivation always remained high even in our most troubling times.



## ABOUT THE AUTHORS

### Chelzea C. Tobia

Chelzea Caparas Tobias is an Arts and Design senior at De La Salle Santiago Zobel-Vermosa Campus. As an artist, she specializes in its visual aspects. Her current study revolves around the cohesion of both literary arts and psychology in the form of bibliotherapy; as a means to provide healing.

### Zirene Paz D. Umali

Zirene Dris Umali is a student of the Arts and Design Class Batch 2021 at De La Salle Santiago Zobel School in Imus, Cavite. Her work is deeply rooted into “Healing With Books” Bibliotherapy, a rising alternative to therapy against health issues.

### Eliana Daniele C. Dela Rosa

Eliana Daniele Chavez Dela Rosa is a Grade 12 Arts and Design student at De La Salle Santiago Zobel School in Imus, Cavite. Her studies revolve around various art forms and their cultural backgrounds in various communities; the research she has conducted with her group members mainly focuses on bibliotherapy.

### Mary Joy Jing Jing D. Gan

Mary Joy Jing Jing D. Gan is an Arts and Design student from De La Salle Santiago Zobel School in Vermosa. Her study centers on different forms of art and its connection of various backgrounds from certain communities; currently focusing on bibliotherapy, which Jing and her group conducted.

### **Alexandrea Josha A. Hembrador**

Alexandrea Josha Angeles Hembrador is a Grade 12 Arts and Design student at De La Salle Santiago Zobel-Vermosa School. She is currently applying to college in order to study Theatre Arts. As a student under Arts, her research currently focuses on healing with Bibliotherapy as an alternative to therapy.

### **Pablo Santino B. So**

Pablo Santino Bernardo So is a student of Batch 2021 at De La Salle Santiago Zobel - Vermosa. Being an Arts & Design student, his work is currently on the research of being able to help provide help for mental health issues using bibliotherapy.

### **Marlon P. Fernandez**

Marlon Fernandez is a music and art teacher, visual graphic designer, and speaker. He earned a Master of Music in Music Education at St. Paul University Manila in 2021 (magna cum laude). He is a proud product of Minervina D. Singson Music Heritage Foundation. He has been a speaker or trainer of the Junior High School INSET Program of the Private Education Assistance Committee since 2016. He is a Google Certified Educator Level 2, Apple Teacher, Microsoft Innovative Educator Expert, and a Visual Graphic Designer (NCII Certified). Currently, he works as a teacher of Arts and Design Track and a Subject Area Specialist for the Arts in the Senior High School Department of De La Salle Santiago Zobel - Vermosa Campus.