

國立臺灣師範大學教育學院圖書資訊學研究所

圖書資訊學數位學習碩士在職專班碩士論文

Online Continuing Education Master's Program of Library and Information

StudiesGraduate Institute of Library and Information Studies

College of Education

National Taiwan Normal University

Master's Thesis

書目療法成效評估研究：

以金門縣之國中教師為例

A Study of the Effectiveness Evaluation of Bibliotherapy:

The Case of Kinmen's Junior High School Teachers

陳佳幼

CHIA-YU CHEN

指導教授：曾品方 博士

Advisor: Pin-Fang Tseng, Ph.D.

中華民國 111 年 1 月

Jan 2022

## 中文摘要

本研究旨在探討發展性個別式書目療法，對國中教師在遇到職場情緒困擾時的情緒療癒效用。研究目的包括(1)探討金門縣國中教師在職場上所遇到的情緒困擾來源，(2)分析金門縣國中教師選擇情緒療癒素材的考量因素，(3)分析金門縣國中教師閱讀過程的情緒療癒效用。

本研究以質性研究為主，利用立意取樣徵求九位在職場有情緒困擾之受訪者，透過內容分析法選擇適合受訪者且有經過實證研究，或專家推薦之情緒療癒素材，採用半結構式深度訪談法進行三次個別訪談，第一次為了解受訪者在職場所遭遇之情緒困擾，第二次為媒合情緒療癒素材，第三次為受訪者在閱讀後是否有經歷認同、淨化及領悟之心理歷程，訪談期間再輔以「正負向情緒量表」於第一次與第三次訪談後，及每次閱讀前後進行量測。

本研究結果顯示，金門縣國中教師情緒困擾來源可分為行政要求、同儕關係、師生互動及親師溝通等四個面向；其次，教師們在選擇情緒療癒素材時，會考量書籍類型、書籍內容及其他考量因素；最後，統整發現並非每本情緒療癒素材對每位受訪者皆有情緒療癒效用，但整體而言，大多數受訪者在運用書目療法後都有經歷情緒療癒歷程。

最後，根據研究結果，研究者提出以下建議：(1)當遇到職場情緒困擾問題時，教師們可運用發展性個別式書目療法，使其情緒獲得舒緩；(2)學校圖書館可蒐集有情緒療癒效用之素材，設置專區提供有需求之教師，以推廣書目療法服務；(3)成立教師情緒療癒讀書會，落實書目療法理念，促進教師心理健康；(4)培育專業書目療法人員，造福更多有情緒療癒之需求者。

關鍵詞：書目療法、發展性個別式書目療法、情緒療癒效用、國中教師、職場情緒困擾

## **Abstract**

This study aims to explore whether developmental individual bibliotherapy has the effect of emotional healing when Kinmen County Junior High School teachers encounter emotional distress in the workplace. The purposes of the research include (1)discussing the source of Kinmen County Junior High School teachers' emotional disturbances encountered in the workplace, (2)analyzing the considerations of Kinmen County Junior High School teachers' choices of emotional healing materials, (3)generalizing the emotional healing efficacy of Kinmen County Junior High School teachers through the reading process.

The research design is qualitative research selecting nine interviewees of emotional distress in the workplace with purposive sampling. Through literature analysis and content analysis, the select emotional healing materials have been empirically researched and determined suitable for interviewees. Semi-structured interviews and three individual interviews have been utilized respectively.

The first round's purpose was to understand the emotional distress experienced by the interviewee in the workplace. The second round was to select emotional healing materials suitable for the interviewee. The third round was to check whether the interviewee experienced the emotional healing efficacy of identification, catharsis and insight after reading. The "Positive and Negative Affect Schedule" was used to measure in the first and third interviews, and before and after each reading.

The results of this study indicate that the sources of emotional disturbance for Kinmen County Junior High School teachers can be divided into four categories -- administrative requirements, colleague relations, teacher-student interaction, and parent-teacher communication. Finally, to summarize the findings, not every emotional healing material has emotional healing benefits for every interviewee. Overall, most interviewee experienced emotional healing after using bibliotherapy.

Based on the findings of the research, the researchers make the following recommendations: (1)When encountering emotional distress in the workplace, teachers can use developmental individual bibliotherapy to relieve their anxiety and emotions stress. (2)The school library can collect emotional healing materials, and set up special areas to provide teachers in need to promote bibliotherapeutic services. (3)Establish a teacher's emotional healing group, thereby promoting the effectiveness of teachers'

mental health and implementing the concept of bibliotherapy. (4) Cultivate professional bibliotherapy personnel to benefit a wider range of people who need emotional healing.

Keywords: bibliotherapy, developmental individual bibliotherapy, emotional healing efficacy, junior high school teachers, workplace emotional distress