



EFFECTS OF ART THERAPY ON LONELINESS AND SELF-EXPRESSION AMONG
INTROVERTED UNIVERSITY STUDENTS

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A RESEARCH PROJECT

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Effects of Art Therapy on Loneliness and Self-Expression Among Introverted University
Students

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This research project is submitted in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Guidance and Counselling, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman. Submitted on APRIL 2023.

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Approval Form

The research paper attached herewith, titled “Effects of Art Therapy on Loneliness and Self-Expression Among Introverted University Students” written and submitted by Joey Tan Jia Ee in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Guidance and Counselling is hereby accepted.

Supervisor

(Pn Nurul Shakila Binti Ibharim)

Date

Abstract

This research aimed to study the effectiveness of art therapy as an intervention in addressing self-expression among introverted university students. This research has adopted a one-group pre-test post-test research design, recruiting 5 undergraduate students aged 20 to 22 years old ($M = 21.000$; $SD = 1.000$) through purposive sampling. The majority of the participants were female ($n = 4$; 80%), with male representing a smaller proportion ($n = 1$; 20%). This research was conducted in the premises of University Tunku Abdul Rahman, Kampar. UCLA Loneliness Scale (version 3), and Berkeley Expressivity Questionnaire (BEQ) were used to measure the changes in loneliness and self-expression. While a large effect size was observed in reducing loneliness ($r = .867$) and improving self-expression ($r = -.867$), the results did not achieve statistical significance ($p > .05$), possibly due to limited sample size and the lack statistical power. Nonetheless, this study provided insight for future research to further explore the use of art therapy in enhancing the mental well-being of undergraduate students with recommendations for a larger sample size.


Keywords: Art Therapy, Loneliness, Self-expression, Introverted university students

Declaration

I declare that the material contained in this paper is the result of my work and that due acknowledgment has been given in the bibliography and references to ALL sources be they printed, electronic, or personal.

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Date: 11 March 2024

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List of Abbreviations

UCLA-3	UCLA Loneliness Scale (version 3)
BEQ	Berkeley Expressivity Questionnaire

Chapter 1: Introduction

Background of Study

Mental health issues have been receiving increasing attention in recent years. The increased acknowledgment of the importance of mental health is vital in ensuring the well-being of an individual. However, there are approximately one billion people worldwide are suffering from some form of mental disorder, according to World Health Organization (United Nations News, 2022). Raaj et al. (2021) identified that the prevalence of mental disorders in Malaysia has tripled from 10% in 1996 to 29% in 2015. According to National Health & Morbidity Survey in 2015, the rural region of East Malaysia has the highest prevalence of mental disorders which is 43%. Ministry of Health Malaysia (2020) has stated that 40% of Malaysians will suffer from one mental issue during their lifetime, and WHO reported an estimation of 1 million people commit suicide in a year in the South-East Asia region. Amidst that, the greater concern was given to university students as there has been a rise in the number of students experiencing mental health over recent years (Worsley et al., 2022).

In accordance with The World Bank (2021), there are approximately 220 million tertiary education students in the world. Tertiary students refer to those who enrolled in formal post-secondary education, which includes public and private universities. However, it is worth noting that university students are at a higher risk of developing mental health issues compare to people in other environments (Limone & Toto, 2022). In a recent study conducted by Bruffaerts and his researchers in 2019, 35% of first year students report symptoms indicative of lifetime mental disorders and 31.4% indicate symptoms in the previous 12 months. In addition, study conducted by Wu et al. (2021) showed that 61.4% of the 6836 university students considered suicide as a method to end their problems; 15.2% of 1003 university students have suicidal ideation (Owusu-Ansah et al., 2020). This has been further

supported by the World Health Organization (2019) which stated that suicide is the fourth leading cause of death in 15-29 years old. Some of the factors contributing to mental distress and discomfort are sex, in which female students have a higher prevalence of having mental health issues than male students; introverted students have a higher chance of falling victim to mental health issues, and students who face various social challenges such as poverty (Nerissa Li-Wey et al., 2013).

A study showed that introverted individuals exhibit lower self-esteem compared to extroverts (Tuovinen et al., 2020). This could be attributed to the tendency of introverts to withdraw from social situations, which may then be interpreted by others as timid behaviour, potentially leading to lower self-esteem (Lawrence, 2006). Besides, individuals with lower self-esteem may engage in less social interaction and avoid social situations due to fear of failure, further impacting their self-esteem adversely (Murberg, 2010). A previous study showed that school burnout is negatively associated with self-esteem (Salmela-Aro & Upadhyaya, 2014), as well as extraversion traits (Grigorescu et al., 2018) and receiving social support from peers can act as a protective factor against burnout (Kim et al., 2018). In addition, Janowsky (2001) stated that there is evidence supporting that increased introversion predicts the persistence of depressive symptoms and a lack of remission. Alongside research from Shea et al. (1996), there is a probable association between the frequency and the length of depression with introversion. According to Kraav et al. (2021), their participants with depression had significantly higher loneliness. A bidirectional connection occurs between loneliness and depression suggesting that lonely individuals are more prone to engage in maladaptive behaviour which then contributes to a cycle of increased loneliness and leads to further isolation and disconnection (Dahlberg et al., 2018). In addition, Bano (2020) stated that introverted personality tendency was negatively correlated with self-esteem, and

positively correlated with suicidal ideation. Hopelessness, the experience of loneliness and perceived lack of support can create vulnerability for suicidal ideation (Tonkuş et al., 2022).

Hence, introverted university students may be vulnerable to engaging in adverse behaviour when they face challenges in seeking support and expressing themselves. This study is important in addressing the importance of mental health from the aspects of loneliness and self-expression among the population introverted university students.

Loneliness

Loneliness is a painful universal experience increasingly shared by every human. According to a global survey done by Statista Research Department (2022), in the period of 23 December 2020 to 8 January 2021, Brazil ranked as the first country where 50% of Brazilian thoughts that they feel lonely in the responses of ‘often / always / some of the times’, and Malaysia ranked in the seventh where 39% of Malaysians thought they feel lonely in the responses of ‘often / always / some of the times’.

A study conducted by researchers has revealed that loneliness contributed greatly to depression (Mushtaq et al., 2014) and depression has been one of the ruling causes of disability (World Health Organization, 2019). An individual will experience loneliness when there is a discrepancy between ideal and perceived social relationships (Abdur et al., 2017). This has cleared the myth that loneliness is synonymous with one being alone. University students are more prone to feelings of loneliness as the transition from school to university brings about changes socially, structurally and behaviorally (Diehl et al., 2018). It is important to note that loneliness affects health adversely. Loneliness has been associated with depression (Manfred E et al., 2017) and suicidal behaviour (Stickley & Koyanagi, 2016). Additionally, loneliness is directly associated with poorer physical and mental health during adolescence and early adulthood (Goosby et al., 2013).

Self-expression

Itzchakov et al. (2018) stated that individuals are constantly sharing and exchanging their thoughts and feelings daily and across various social contexts when they are expressing themselves. Others are able to take a glimpse into an individual's personality, preferences, styles of thinking and interactions when self-expression takes place (Al-Khouja et al., 2022). Self-expression is significant in allowing an individual to form meaningful relationships (Graham et al., 2008) and to develop their own personality structure (Stamatis, 2013). Al-Khouja et al., (2022) suggested that the benefits of self-expression will be accumulated on the terms that the expression is authentic, which is expressing thoughts and ideas in ways that are genuine and not aimed at pleasing others. Note that, art therapy and self-expression are related in a way that the lives of people are improved emotionally, mentally and physically through self-expression.

Art Therapy

Art therapy has been used commonly in treating mental illness, addressing manifestation correlated with cognitive decline, and enhancing quality of life (Shukla et al., 2022). The process of art-making is creative and may be able to evoke a multitude of emotions as well as memories as well as increase the blood flow in the medial prefrontal cortex, which is part of a reward circuit in the brain (Beans, 2019). The neurotransmitter dopamine also increased in the process of art-making which promotes a sense of calmness (Zaidel, 2014). For individuals who face difficulties to articulate emotions into words, art-making is a healing process for them (Erdelyi, 2022), especially individuals with a disability (Alu et al., 2018; Cui & Wang, 2022; Riscili, 2005).

Art therapy is a unique form of treatment that emphasizes experience and expression, making it effective especially among children and adolescents due to its non-threatening nature and accessibility (Bosgraaf et al., 2020). In addition to other applications, art therapy

has long been used to improve self-esteem, foster emotional resilience, boost social skills, and alleviate distress (Tiret, 2017; Upadhayay, 2023). Multiple researchers have also identified key factors such as emotional regulation (Gratz et al., 2012) and self-esteem (Baumeister et al., 2003) as mechanisms that play essential aspects in addressing various psychosocial issues. Consequently, this acknowledgment contributed to the increasing recognition of the effectiveness of art therapy in promoting positive outcomes in diverse populations experiencing psychological challenges.

Problem Statement

Numerous studies have focused on the correlation between self-esteem and loneliness among university students (Bozoglan et al., 2013; Ishaq et al., 2017; Skues et al., 2012; Van Tonder et al., 2023). However, a critical review of the literature has reviewed a dearth of research that has explored the perspective of loneliness and self-expression (Çutuk, 2021; Dedeoğlu et al., 2022; Jang and Kim, 2012; Koç and Arslan 2022), and it appears to be mostly conducted outside of the university student population. Hence, this study makes loneliness, self-expression and art therapy a unique combination among introverted university students in Malaysia.

Loneliness is most prevalent during the adolescent stage with more than 70% of them experiencing recurring loneliness at age 18 (Goosby et al., 2013). Mushtaq et al. (2014) stated that adolescents are at the stage where they are more vulnerable to loneliness as this is the time when being accepted and loved plays a significant aspect in forming one's identity. Thus, when university students are unable to develop their sense of belonging and face challenges from the transition, this may lead to loneliness. Moreover, loneliness among university students during the COVID-19 pandemic period was on the rise (Weber et al., 2022). This makes for the increase in helpline calls during the pandemic worldwide, and loneliness ranked as the second reason for calling which is 20% of the callers (Brühlhart et al.,

2021). Hence, understanding the prevalence and impact of loneliness particularly among adolescent transitioning into university emphasizes the critical need for intervention such as art therapy.

Henjum (2001) suggested that introversion is likely to be a difficult personality and lifestyle for students. Introverted individuals may face challenges due to their preference for solitary time, which can sometimes be misinterpreted by others being cold, aloof, or even antisocial to those that are more extroverted in nature (Urick, 2017). This misinterpretation can create challenges for introverts in a social situation because of their nature to incline toward solitary. Research revealed that introverts reported lower quality of relationships, lower levels of happiness, and lower levels of emotional regulation ability as compared to extroverts (Cabello & Fernández-Berrocal, 2015). Introverts are more likely to face challenges in verbally expressing their emotions (Cui & Wang, 2022), and expressing emotions has been viewed as an important aspect of physical and psychological health (Eldeleklioglu & Yildiz, 2020). When introverts are not likely to express their emotions efficiently, they may face difficulty in maintaining a relationship with peers, thus leading to feelings of loneliness. Myers and Myers (1995) stated that art therapy is powerful for introverted individuals as art therapy provides them with an opportunity for a non-verbal reflective thought process, and helps to connect their internal process with the physical word. Hence, the use of art therapy is essential in helping introverted university students in enhancing self-expression and combating loneliness.

To date, there has been no direct research regarding art therapy and introverted university students to the researcher's best extent of findings. There are past research relating art therapy and loneliness (Aydin & Kutlu, 2021; Crockett, 2020); art therapy and self-expression (Haeyen et al., 2018), however there has been no research that consists of the

unique combination of art therapy, loneliness, and self-expression especially among introverted university students.

Significance of Study

This study may contribute as a piece of empirical evidence on utilizing art therapy on loneliness and self-expression among introverted university students in Malaysia. The discoveries of this study will provide insight and information for other researchers hoping to make use of art therapy in their respective populations. Borawski, (2021) discovered that the extent to which an individual is able to express themselves authentically will heavily influence the correlation between loneliness and well-being. Hence, when one is able to convey what he truly feels and believes confidently and freely, as well as his actions align with his values, he is more likely to experience good mental health and has positive well-being.

Self-expression plays a significant role in developing an introverted university student's identity and sense of belongingness to the world as they may be more introspective and inwardly focused, thus may create feelings of detachment from the external surrounding. Through this study, mental health professionals are able to use art as a medium for individuals, which may aid in freely expressing themselves. For instance, painting and making collage help them to express experiences and emotions that are indescribable. This is because introverted individuals may not be able to express their emotions clearly verbally.

While art therapy has been shown to be effective in promoting well-being in other populations (Kang et al., 2021; Moula, 2020; Schouten et al., 2015), there is a lack of research on its effectiveness among university students, particularly introverted ones. Hence, this study could help in filling the gap in the literature and provide valuable information and insight for individuals who work with this population.

This study will offer a fresh perspective regarding stress reduction among introverted university students. As university life can be stressful, and introverted university students may experience greater stress due to societal expectations and pressure that they have to submit to socially acceptable norms of behaviour which may cause them to be easily drained by social contact. Hence, this study provides university counsellors a reference to calm and supply introverted students with a therapeutic outlet to release stress and recharge themselves. Engaging in art-making provide a sense of comfort and control within themselves, thus allowing them to unwind and process their emotions and thoughts arising from the burnout from the interaction.

This study also provided an important opportunity to advance the understanding for individuals with an interest to provide an intervention with promising coping skills and strategies to manage introverted university students' feelings of loneliness. This study offers a valuable therapeutic tool through the creative process of art-making, introverted university students can learn ways to develop healthy coping mechanisms such as relaxation techniques, mindfulness, and tapping into their inner world, which then can be applied outside of the art therapy sessions at times when they feel lonely using a healthier and more constructive way.

Research Objectives

According to the problem statements stated above, this study aims to examine the following objectives:

1. To examine the effects of art therapy on loneliness among introverted university students.
2. To examine the effects of art therapy on self-expression among introverted university students.

Research Questions

By conducting this study, the subsequent research questions are targeted to be answered:

1. What are the effects of art therapy on loneliness among introverted university students?
2. What are the effects of art therapy on self-expression among introverted university students?

Research Hypotheses

The following research hypotheses are predicted as the findings of this study:

H_1 : There is an effect of art therapy on loneliness among introverted university students.

H_2 : There is an effect of art therapy on self-expression among introverted university students.

Definition of Terms

Conceptual and Operational Definitions

Introversion. Introversion as a personality trait is the differences among individuals in the inclinations toward the inner and outer world where they are more comfortable with their inner world of thoughts and feelings (Domina, 2019). The introversion scale that will be used in this study was developed by McCroskey. The scale consists of 18 statements using a 5-point Likert scale. A score above 48 shows high introversion, below 24 is low introversion, and those scores between 24-48 are in the moderate range.

Loneliness. Loneliness is expressed in terms of the discrepancies between an individual's desired and actual social relationships (Di Tella et al., 2023). This study will utilize UCLA Loneliness Scale (Version 3) from Russell (1996) in measuring the loneliness

in participant in the pre-test and post-test. It is a scale that consist of 20-item that measure how often a person feels disconnected from others. By using a 4-point rating scale, the trainee counsellor will then reverse the score of positively worded items, where higher score indicates greater loneliness experienced by the participant.

Self-expression. Self-expression is defined as the innate ability to express one's inner world (thoughts, feelings, moods, etc.) in a digestive and creative way (Stamatis, 2013). This study will be using the Berkeley Expressivity Questionnaire (BEQ) in measuring self-expression which consists of 16-item (Gross & John, 1997).

Art therapy. Art therapy is a form of complementary therapy in treating a wide variety of health problem (Joschko et al., 2022). The module for this art therapy is adapted from Luzzatto et al. (2017) as well as Luzzatto and Gabriel (2000), and it consisted total of 10 sessions. The participant will be joining the art therapy with the structure of each session: opening, image making and title, distancing and silent observation, verbal sharing, and closing. The art therapy session aims in addressing the self-expression and loneliness of participants.

Chapter 2: Literature Review

Art Therapy

Art serves as a uniquely human way of responding to the world, embodying experiences that hold great significance to individuals' life (Kapitan, 2017). The practice of art therapy is built upon the fundamental element of art itself, without which its very existence would be impossible (Rubin, 2016). Art therapy is predominantly used in the treatment of mental health illness, as it can effectively address manifestations associated with challenging psychosocial behaviours, reduce cognitive decline, and enhance the overall quality of life, aid in self-expression which leads to improved mental health and enhanced interpersonal relationships (Shukla et al., 2022).

Visual-image making in art therapy provides great significance for individuals especially children and adolescents, under the guidance of an art therapist, to be empowered to access and explore their deep emotions (Waller, 2006). The opportunity to express oneself creatively and engage in skill-building activities within the context of art therapy enables individuals to foster a sense of control, self-efficacy, and promote self-discovery (Dye, 2018), besides allowing individuals to explore and cope with their emotions in a supportive therapeutic environment. Findings from a randomized control study by Aydin and Kutlu (2021) indicate that the participation of 60 older adults in a group art therapy using clay as a medium has been proven to increase interaction among participants, provide opportunities for verbal expression of emotions and thoughts, and introduction to an art form that can help reduce feelings of loneliness. Hence, art therapy offers an alternative means for professionals to effectively address mental health and psychosocial challenges.

Ethical Considerations in Art Therapy

Art therapy, along with other forms of therapy, necessitates ethical conduct. As there have not been valid and reliable resources on the ethical considerations of the Malaysian Expressive Arts Therapy Association, this study refers to another art therapy associations that have been documented reliably. According to American Art Therapy Association (2013), it is imperative that written informed consent must be obtained from the clients prior to keeping clients' artwork for educational, research or assessment purposes. Canadian Art Therapy Association (2004) stated a safe and functional environment is required in order to art therapy services, and such an environment should include, but not be restricted to adequate lighting, proper ventilation, and knowledge of hazards of any art materials used. Additionally, according to Kapitan (2017), the role of an art therapist includes building compassionate connections not only with the artwork made, but also with the individuals involved in the process of creating, viewing, and responding to the art images.

Art Therapy and Loneliness

Cross-sectional associations exist between loneliness and mental health issues including (Backhaus et al., 2023, Mann et al., 2022, Mushtaq et al., 2014, Wang et al., 2020). Concerns regarding the mental health for students from tertiary education system have been increasing even before the COVID-19 pandemic (Ellard et al., 2022; Zhuang & Jenatabadi, 2022). They are at a higher risk of experiencing mental health issues due to the stress and challenges arising from the pandemic alongside with their academic stressors.

According to Amsen (2020), art therapy has demonstrated effectiveness in addressing the detrimental impacts of social isolation in diverse population such as medical patients, inmates and refugees. A study conducted by Mishra et al. (2021) using Effective Arts Therapy to enhance their participants' subjective happiness and reduce feelings of loneliness among 5 institutionalized elderly women, their loneliness, their loneliness reduces from $\mu = 24.60$ to μ

=20.00, with $t = 7.382$. Although the difference is larger in subjective happiness compared to loneliness, and a larger sample size is needed to bring a more promising result, it proves that Effective Arts Therapy is effective in reducing loneliness. Hence, art therapy can be utilized as a beneficial treatment approach for mitigating the adverse effects of mental health illness, indicating its potential as a therapeutic intervention in diverse settings and populations.

Art Therapy and Self-expression

Kaimal (2022) stated that the need for self-expression is an inherent and essential aspects of human nature. According to Hodge (2022), self-expression is beyond mere communication of thoughts and emotions, and the inability to express oneself may bring detrimental effects on mental health and well-being. Research has indicated that a correlation between loneliness and well-being is heavily dependent on the extent to which individuals are able to express themselves genuinely (Borawski, 2021). This highlighted the importance of authentic self-expression as a significant factor in emotional and psychological health.

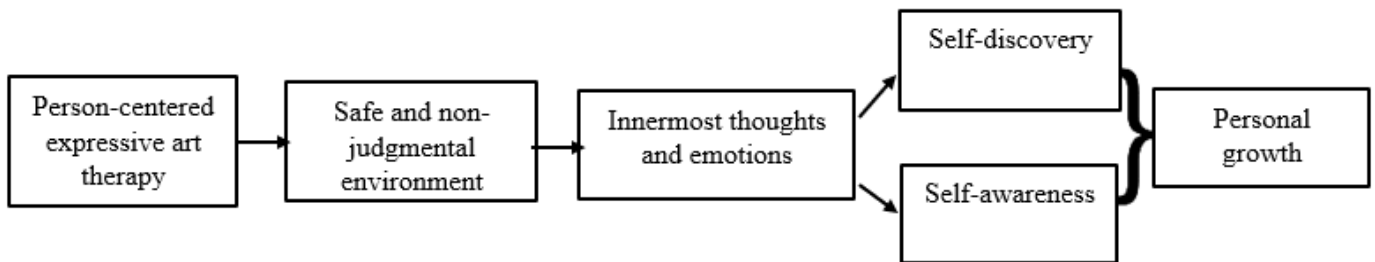
Introverted individuals may be struggling with verbally expressing their emotions or opt to keep their innermost emotions concealed (Cui & Wang, 2022). However prolonged emotional suppression can potentially trigger mental illness and have poor mental health outcome (Cui & Wang, 2022; Kaplow et al., 2014). Hence, recognizing the importance of discovering alternative outlets for emotional expression, for instance through art therapy, becomes crucial in preventing potential negative impacts on mental health. Art therapy serves as an important tool for individuals who face difficulty verbalizing their emotions or thoughts, providing them with a safe and creative way to express and process their feelings (Naidu, 2021), ultimately promoting mental well-being and reducing risk of mental health issues (Hu et al., 2021; Shukla et al., 2022).

Art therapy utilizes the act of self-expression through various art mediums such as painting, sketching, drawing. The process of art-making can encourage individuals to delve deeper into their inner selves, despite that art therapy may present itself as merely producing an artwork that is aesthetically pleasing (Ranch, 2021). Ranch (2021) also described that art therapy allows individuals to release their buried emotions, the revelation of true selves, and the exploration of feelings and thoughts that may be challenging to express otherwise.

Theoretical Framework

Figure 2.1

Theoretical framework



Natalie Rogers's person-centered expressive art therapy has been chosen as the backbone of this study. Expressive art therapy is an integrative multi-modal therapy that facilitates the healing process (Rubin, 2016). Different forms of arts such as movement, drawing, painting, and sculpting are used in a supportive, client-centered setting for the client to experience and express feelings. Arts that originate from deep emotions facilitate self-discovery and offer valuable insight (Reynolds, 2020). Through the act of creating arts, individuals are able to externalize their inner feelings and emotions. Hence, art serves as a tool for communication, allowing one to express his inner truths in a visible form, and convey emotions that allow the sharing of deepest thoughts and feelings with others that helps reduce feelings of loneliness.

Natalie described art as a language, and give similar emphasis on the art-making process as well as the product (Sommers-Flanagan, 2007). This approach aims to uncover individuals' true selves by shedding their emotional defenses. Hence, it is a more effective tool compared to using words when individuals are dealing with challenging emotions as it allows individuals to explore their emotions in a way that may not be possible through verbal communication alone.

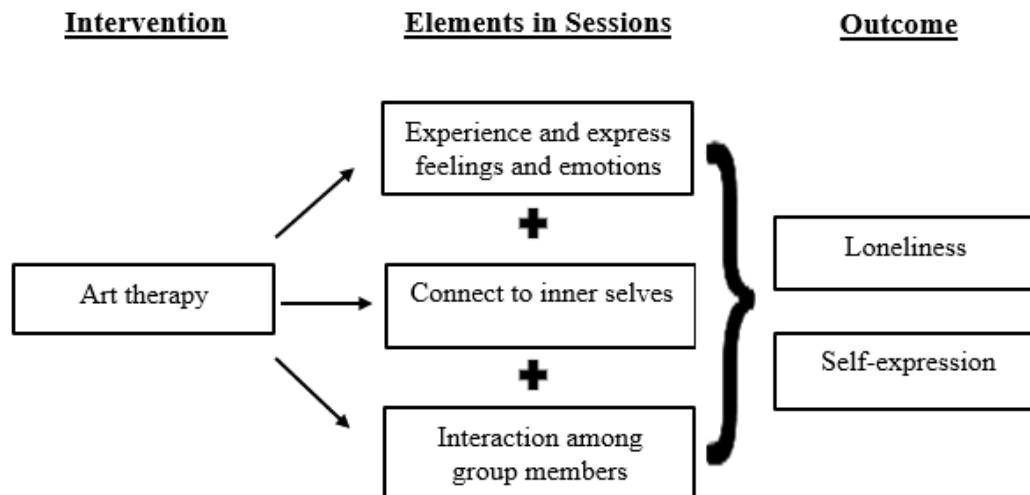
Importance of a safe and non-judgmental environment are addressed by Natalie Rogers where participants are able to put aside their fears, and engage in play and experimentation with the arts, and explore and experience their emotions (Rogers et al., 2012). By providing a safe and supportive space, individuals are able to feel more comfortable and freer to express themselves without fear of criticism or judgment. This allows for a deeper level of self-exploration and encourages individuals to tap into their innermost thoughts and emotions. By creating art in a person-centered approach, personal growth and higher states of consciousness are achieved (Rubin, 2016). This is because when an individual delves into his emotions, he achieved self-awareness, self-understanding and insight by connecting to his inner self.

When an individual engages in person-centered expressive art therapy, they are encouraged to explore and express their emotions through a variety of creative medium. By doing so, they can achieve a deeper sense of self-awareness and self-understanding, which can help them to better manage feelings of loneliness by understanding the root cause and improving their ability to express themselves.

Conceptual Framework

Figure 2.2

Conceptual Framework of Art Therapy on Loneliness and Self-Expression



The conceptual framework is directed by the theoretical framework in this study. Through the art-making process in a safe environment that is free from criticism, participants are able to explore and integrate their thoughts and emotions, leading to increase self-awareness and self-understanding. As person-centered approach is grounded in the humanistic aspect, the researcher would not engage in the interpretation of the participants' artwork. Participants are encouraged to express themselves freely through their art without fear of being interpreted by others. The safe environment allows for participants to interact with connect with each other, which can lead to greater sense of understanding and connection with oneself and others.

The researcher will motivate participants' innate ability to find their own meaning and insight through the art-making process. Art therapy allows for self-exploration and self-expression of participants' inner world, allowing them to experience and process their inner feelings and emotions, thus enabling them to gain insights into their loneliness from a

psychological perspective, the underlying cause and discover potential ways to cope or find meaning in their experiences.

Chapter 3: Methodology

Research Design

This study was conducted using a one-group pre-test post-test research design, evaluating the impacts of an intervention on a group of participants who were not randomly assigned. This was achieved by measuring their levels of loneliness and self-expression both before and after the art therapy sessions (session 1 and session 10). Through this method, the study aimed to assess the effects of art therapy in improving the participants' self-expression and reducing their feelings of loneliness. The data collected method used was the quantitative method.

Sampling Procedures

Sampling Method

According to Davidson and Rossall (2014), group art therapy has been found to be more effective compared to individual art therapy practices. The sample size of this study was aimed at a group of 6, including the provision for a 10% potential withdrawal of any of the participants. This aligned with Luzzatto et al.'s (2017) study that consisted of 4 to 10 members in each group. Students enrolled in any tertiary education system were eligible to participate in this study.

A non-probability sampling technique was chosen as it was time-saving and convenient for gathering data. The purposive sampling technique was used for selecting participants to identify and select individuals with beneficial information for this study. Participants underwent a screening test of the Introversion scale developed by McCroskey to successfully register for the art therapy session, as the study specifically targeted the introverted university student population. This population was chosen as they may benefit greatly from art therapy as a means of self-expression and personal exploration. This is

because they may be more inclined towards solitary activities, find it challenging to express themselves in social settings and generally have a lower self-esteem and lower level of happiness (Tuovinen et al., 2020; Zelenski et al., 2014).

Inclusion and Exclusion Criteria

The inclusion criteria were carefully defined to align with the research objectives and enhance the internal validity of the study. Eligible participants were required to be (a) university students (b) proficient in either English or Mandarin, ensuring effective communication during the art therapy sessions, (c) physically able to utilize art materials for session purposes, (d) scoring of 37 or above on the Introversion scale, indicating a moderate to high level of introversion. This strategic inclusion aimed to ensure that the study's findings were tailored to the unique experiences of introverted university students, contributing to the precision and relevance of the research outcomes.

Participants were excluded if (a) they were currently receiving any form of mental health services, (b) possessed a history of serious mental illness leading to altered mental states that might prevent full engagement in art therapy sessions, (c) demonstrated severe motor impairments preventing active engagement in the art-making process. These criteria were diligently implemented to exclude individuals whose conditions could introduce variables that might compromise the accuracy and reliability of the research outcomes.

Location of Study

This research took place in Malaysia, specifically at Universiti Tunku Abdul Rahman. The premises involved include UTAR Community Counselling Centre (UCCC), and Block H008.

Ethical Clearance Approval

Upon the completion of Project Paper I, the researcher seek approval for university ethical clearance from the UTAR Scientific and Ethical Review Committee. This approval was facilitated through the research supervisor (Puan Nur Shakila Binti Ibharim), Head of Department of Psychology and Counselling (Dr Pung Pit Wan) and Dean of Faculty of Art and Social Science (Dr Lee Lai Meng). Additionally, assurance of no ethical concerns was sought from the UTAR Scientific and Ethical Review Committee (SERC) before initiating data collection. The authorization to proceed with data collection was granted upon the completion of the research proposal. Obtaining ethical clearance was essential to ensure the ethical integrity of this study and to confirm the appropriateness of conducting sessions before commencing data collection from potential research participants. With the ethical clearance approval obtained on 18 May 2023 (RE: U/SERC/128/2023), the researcher started the data collection process.

Procedure of Obtaining Consent

The researcher reviewed the informed consent form and the underlying principle of the art therapy sessions. These included the creation of a non-judgmental environment and the researcher's commitment to not interpret participants' art, allowing them to freely express themselves without the fear of being judged. These aspects have been collectively discussed with the participants. During the history intake process, individual consent was obtained. The research provided detailed information regarding the study's objectives, session structure, possible risks and advantages, confidentiality measures, financial aspects, and the voluntary nature of participation. It was emphasized that participant information would only be utilized for academic and research purposes. Participants were explicitly informed of their right to withdraw at any point if they felt uncomfortable, with assurance that no harm would come to them.

Instrumentation

There were 3 instruments that were used in this study, the Introversion Scale, UCLA Loneliness Scale (version 3), and Berkeley Expressivity Questionnaire (BEQ).

Introversion Scale

The scale used to measure the introversion in potential participants is McCroskey Introversion Scale (McCroskey & Richmond, 1998). The introversion scale was developed to measure participants' personality types on the spectrum of an extrovert to an introvert, with the use of 18 items using Likert scale of 1 to 5. The questionnaire results will be calculated to determine as a screening test for the study. Example of items include 'Can you usually let yourself go and have a good time at a party?' and 'Do you derive more satisfaction from social activities than from anything else?'. Six such statements are not scored and act as distractors (Wanchoo et al., 2022).

The accumulation score's formula is in the range of 12-60. Score 12 remains the lowest which is an extreme extrovert; 60 is the highest labeled as an extreme introvert (Citra & Zainil, 2021). Further elaboration on the scoring reveals that scoring of 12-24 are indicative of highly extroverted traits; 25-35 indicates moderate extroversion, scores from 37-48 are moderate introversion, and 49-60 are labeled as high introversion (Citra & Zainil, 2021). The scale presented Cronbach's alpha of .83 (Girelli, 2019).

UCLA Loneliness Scale (version 3)

UCLA-3 consists of 9 items which are worded positively and 11 worded negatively (Da Mata et al., 2022). Likert scale of 1-4 is used for the scale, and a reverse score has to be calculated for positively formulated items. The total score varies from 20-80, with a higher score indicating higher loneliness of the respondents. Scoring of 60 and above indicates a higher level of loneliness; 50-59 is a moderately high level of loneliness. The coefficient

alpha of the scale ranged from .89 to .94, and showed a test-retest correlation of .73 in the sample (Russell, 1996). Example of items include 'How often do you feel that you lack companionship?', 'How often do you feel alone?', and 'How often do you feel outgoing and friendly?'

Berkeley Expressivity Questionnaire (BEQ)

BEQ is a questionnaire consisting of 16 items aimed at assessing an individual's emotional expressiveness (Gross & John, 1997). Although this scale consists of 3 factors: Negative Expressivity, Positive Expressivity, and Impulse Strength, this study will examine it holistically, focusing on the participants' overall scores rather than analyzing each of the 3 factors separately. Each item on the scale uses a 7-point Likert scale, where responses range from 1 (strongly disagree) to 7 (strongly agree). Example of items include: 'When I'm happy, my feelings show.', 'I've learned it is better to suppress my anger than to show it.', and 'What I'm feeling is written all over my face.'

The BEQ has a score range of 16 to 112, with higher scores indicating that the individual possesses the traits assessed by the corresponding subscale (Çutuk, 2021). In other words, if the participants score high on a specific subscale, it suggests that they have the qualities related to that particular subscale. Conversely, a low score implies a lack of those characteristics. Reverse scoring is needed for items 3, 8, and 9. These items, along with 5, 13, and 16, make up the Negative Emotionality facet. Items 1, 4, 6, and 10 form the Positive Emotionality facet, while items 2, 7, 11, 12, 14, and 15 form the Impulse Strength facet. The Cronbach Alpha for the total BEQ ranged between .74 and .84 (Çutuk, 2021).

Intervention

The art therapy sessions conducted are adapted from the Creative Journey from Luzzatto et al. (2017) as well as Luzzatto and Gabriel (2000).

Table 3.1

The flow of sessions, purpose, components, and descriptions of the sessions

Session	Purpose	Component	Description
0	A small bonding, and introduce art therapy. Assess capability of using art materials.	History intake Brief chatting Briefing of art therapy	-Introduce the non-judgmental environment of the art therapy session. Inform that researcher would not interpret the arts of participants.
1 Colours and Shapes	To explore and develop a personal visual style.	Getting started Ice-breaking Arts-making Arts-sharing	-Introduce facilitator, members, informed consent, group rules. -Members each rotate and add on things that give them positive feelings onto the art of self and others. -A simple and success-oriented session to start the session as it allows choices to strengthen the sense of self for participants. -Example of questions asked : How did you choose the colours in your artwork?

		Closing	<p>: Did the colours you selected reflect your current mood or emotions?</p> <p>: If your artwork could speak, what would it say about you or your experience</p> <p>-Invite further sharing from participants, their experience towards today's art journey, compliment members (participation, sharing), summary of what have been done today</p>
2 The Blind Drawing	Gives the participants an opportunity to move deeper into unconscious material.	<p>Check-in</p> <p>Summary of last session</p> <p>Guided imaginary</p> <p>Arts-making</p> <p>Arts-sharing</p> <p>Closing</p>	<p>Verbal mood check-in on their current mood and their past week's experience.</p> <p>-Free association of the 6 pieces of shape and colour paper.</p> <p>-Choice to close eyes and use their non-dominant hand to draw while guided imaginary going on.</p> <p>-Example of questions asked : Create a fairy tale based on your image.</p>

<p>3</p> <p>Self-introduction</p> <p>Collage</p>	<p>Allow participants to move safely from creativity to self-expression.</p> <p>The selection of image strengthens self-identity</p>	<p>Check-in</p> <p>Summary of last session</p> <p>Arts-making</p> <p>Arts-sharing</p> <p>Closing</p>	<p>- Verbal mood check-in on their current mood and their past week's experience.</p> <p>-Tap into unconscious mind.</p> <p>- 3 magazines each and find images that you like, dislike, related to your life or any that you can resonate with. Arrange it in a way that holds meaning to you.</p> <p>-Share the choice and significance of the image.</p> <p>-How does it feel to create and share their collage?</p> <p>-Did your collage effectively express something about you that might be challenging to put into words?</p>
<p>4</p> <p>'I have made it'</p>	<p>Strengthen participants' inner energy and provide a feeling of being accepted and</p>	<p>Check-in</p> <p>Summary of last session</p>	<p>- Verbal mood check-in on their current mood and their past week's experience.</p> <p>-Symbolization of your self-identity through collage.</p>

	trusted, just for existing and making a mark.	Arts-making Arts-sharing Mindfulness Closing	-Focus on sense of playfulness, embrace lack of control to reduce anxiety and stress -No requirement is needed, just play with the colours. -Compliment on their success of putting a mark on the paper. -Since is near the exam period, a mindfulness to relax their mind
5 Still Life and Transformation	Help the participants to explore their capacity to transform an external image into a personally meaningful symbol.	Check-in Summary of last session Observation of candles and stones Arts-making Arts-sharing	- Verbal mood check-in on their current mood and their past week's experience. - Summary of last session - Set aside time for reflection on the object and participants' connection to the objects. -Create an image that reflect either the actual object or one stemming from the sensations, memories, or emotions evoked. -Can you share a bit about your creative process? What thoughts

			<p>or emotions guided your artistic choices?</p> <p>-Did you encounter any challenges during the art-making process? How did you navigate through them?</p> <p>-Art is a form of communication. What do you feel your artwork communicates about your inner world?</p>
		Closing	
6	Explore	Check-in	-Mood check-in (more art way)
The visual	meaninglessness	Summary of	-Encourages participants to delve
poem	and the capacity to	last session	and explore into their inner
	give meaning.	Arts-making	world.
			-Browse magazines and choose a
			dozen words that capture their
			interest. Arrange them in a way
			that is meaningful to them. Cut
			out a few images that further
			illustrate their 'visual poem'.
		Arts-sharing	: What criteria did you use when
			choosing the words that gained
			your attention?

		Closing	: Did you notice any patterns or themes in the words you selected?
7 From Chaos to Order	Allow participants to accept and use feelings of confusion to reach inner clarity.	Check-in Summary of last session Arts-making Arts-sharing	-Mood check-in (more art way) -The words that caught their interest that form their own visual poem. -Tempera or pastels. Visualize 'chaos' and make a colourful mess on paper. Quickly cover as much of the page as possible. Then, take a moment to relax and observe the outcome. Focus on detail that you like, then develop it on another paper into a personally meaningful image. -Upon completing the chaotic expression, what was your immediate reaction when looking at the result? -Describe the experience of developing the chosen detail on another paper.

		Closing	Reflect on the experience of transforming chaos into order through the art-making process. (Your life experience)
8 The Hidden Seed	Help the participants to sustain a negative thought for some time and also to experience that a negative thought may become part of a positive creative process.	Check-in Summary of last session Arts-making Arts-sharing Closing	-Mood check-in (more art way) -Possibility of transforming chaos into order often provides comfort and occasionally serves as motivation, as it can symbolically mirror various aspects of participants' lives. -Visualize a landscape without life. Then with guided imaginary visualize the hidden seed and what would happen if you take care of the seed. -How does it feel when told to imagine a barren environment? -Explore the concept of a negative thought becoming part of a positive creative process. -Have you experience this before?

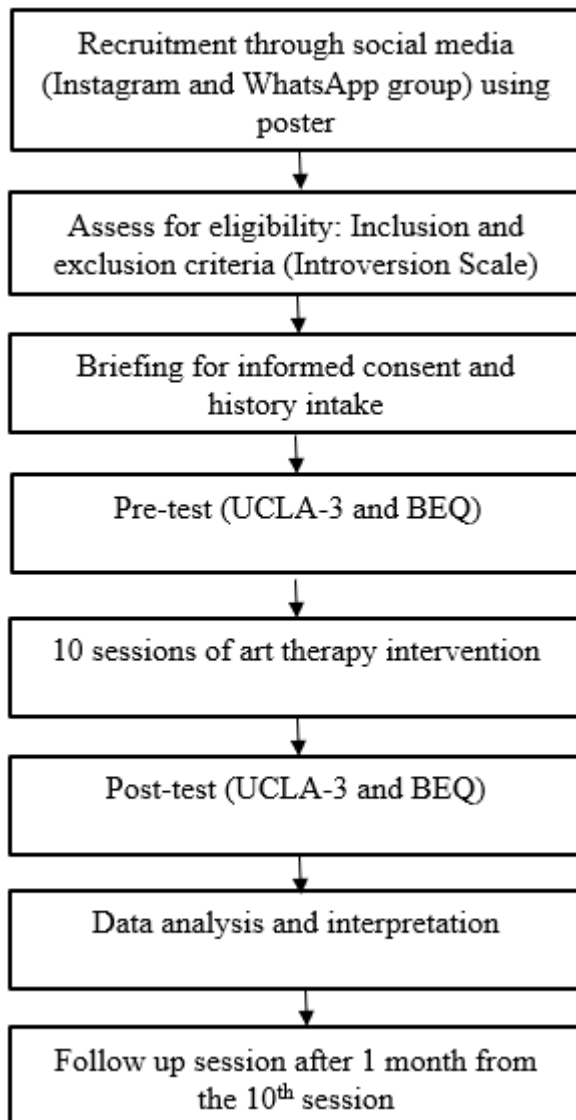
<p>9</p> <p>Stress and Its Opposite</p>	<p>Explore ways to cope with stress by visualizing both “stress” and “its opposite feeling.”</p>	<p>Check-in</p> <p>Summary of last session</p> <p>Arts-making</p> <p>Arts-sharing</p>	<p>-Mood check-in (more art way)</p> <p>-The freedom to convey negativity or hopelessness without the expectation to produce a positive outcome.</p> <p>-Explain stress define differently for every person. Choose colours that associated with stress experience and create a visual metaphor.</p> <p>Each feeling has its opposite for participants. Take a moment to try to transition it to a different mood: peace, friendship. Then draw this on the other half page.</p> <p>-What associations or emotions did you connect with the term ‘stress’?</p> <p>-Consider how the insights gained from this workshop might be integrated into your daily coping strategies. Are there specific techniques you find valuable for managing stress?</p>
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		Closing	
10	-self-discovery	Check-in	-Mood check-in (more art way)
My Creative	-reflection	Summary of	-Reinforce the awareness in their
Journey	-positive growth	last session	mind that the opposite feeling does indeed exist and that they have the capability to experience both.
		Reflection and arts-making	-Review the 10 arts created, then create an art that most accurately represents their creative journey along the 10 sessions or the creative aspect of themselves.
		Closing	-Sharing of resources, reinforce and motivate their strength in coping future difficulties. -Schedule of follow up (with the return of the letter that participants wrote to themselves after 1 month).

Proposed Research Procedure

Figure 3.1

Flow of the Research Procedure



A recruitment poster was publicized on the researcher's Instagram accounts, WhatsApp group. The poster included information about the program's purpose, the nature of participation (physical sessions), contact information for the researcher and the researcher's supervisor, inclusion criteria, and the link or QR code for registration. The registration period ended once 5 participants were recruited.

Participants were screened for inclusion and exclusion criteria using the Introversion Scale through the Google Form. A history intake was conducted physically with each individual prior to the commencement of the art therapy sessions, along with an explanation of informed consent. After obtaining consent from participants, the researcher conducted two assessments as part of the pre-test data collection, namely the UCLA-3 and the BEQ.

After data collection for the pre-test, 10 sessions of art therapy were scheduled. Post-tests of the UCLA-3 and BEQ were administered after the completion of the 10th session as part of the post-test data collection.

All participants were provided with contact information of the UTAR Community Counselling Centre (UCCC), the contact of practicum counsellor, as well as contact of organization such as Befrienders, Life Line Malaysia for any potential future needs or in case any discomfort arose during the session that required professional mental health services.

Data Analysis Plan

The main objective of this study was to examine the effectiveness of art therapy on loneliness and self-expression among introverted university students. The pre-test and post-test of loneliness and self-expression were collected and examined: before and after the art therapy sessions using descriptive statistics and score interpretation. JASP 0.16.4.0 and the Microsoft Excel application were used to analyze the data. The statistical technique used to analyze the data was the Paired Sample *t*-Test. This statistical test was suitable as the sample size in the current study was small due to the personalized nature of the intervention, and the paired observations that exist in the data. It could assess the effects of art therapy by comparing the pre-test and post-test results and determine if there was a statistically significant improvement in the participants' outcomes in loneliness and self-expression after undergoing the art therapy intervention.

Chapter 4 Results

Descriptive Statistics

Demographic Characteristics

The demographic characteristics of the participants in this study are outlined in Table 4.1. A total of 5 undergraduates participated, aged between 20 to 22 years ($M = 21.000$; $SD = 1.000$). In particular, there were 40% ($n = 2$) of undergraduates who were 20 years old, 20% ($n = 1$) who were 21 years old, and 40% ($n = 2$) who were 22 years old. The majority of participants were female ($n = 4$; 80%) with only one male participant ($n = 1$; 20%). All participants were of Chinese ethnicity. Approximately 60% of the participants ($n = 3$) were Year 2 students, whereas the remaining were from Year 4 ($n = 2$; 40%). 80% of the participants ($n = 4$) were pursuing a degree in psychology, while the remaining 20% ($n = 1$) were studying Civil Engineering (Environmental).

Table 4.1

Demographic Characteristics of Participants ($n = 5$)

	<i>n</i>	<i>%</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Gender						
Male	1	20				
Female	4	80				
Age			21.000	1.000	20.000	22.000
20	2	40				
21	1	20				
22	2	40				
Race						
Chinese	5	100				
Program						

Psychology	4	80
Civil engineering	1	20
Year of Study		
Year 2	3	60
Year 4	2	40

Note, n = number of respondents; % = percentage; M = mean; SD = standard deviation;

Min = minimum value; Max = maximum value

Descriptive Statistics of Topic-Specific Variables

Table 4.2 below presents the descriptive statistics for the topic-specific variables. For the pre-test of UCLA-3 ($n=5$) reported a mean score of 52.200, median score was 52.000, with an interquartile range of 4.000 and a range score of 41.000. In the post-test of UCLA-3 ($n=5$), the mean score was 44.400, median score was 48.000, with an interquartile range score of 4.000 and a range score of 26.000.

For the pre-test of BEQ ($n=5$), the mean score was 77.400, median score was 82.000, with an interquartile range score of 15.000 and a range score of 26.000. In the post-test of BEQ ($n=5$), the mean score was 84.600, median score was 87.000, with an interquartile range score of 15.000 and a range score of 25.000.

Table 4.2

Frequency Distribution of UCLA-3 and BEQ for pre-test and post-test ($n=5$)

Descriptive Statistics

	Sum_PreUCLA	Sum_PostUCLA	Sum_PreBEQ	Sum_PostBEQ
Valid	5	5	5	5
Missing	0	0	0	0
Mean	52.200	44.400	77.400	84.600
Median	52.000	48.000	82.000	87.000
IQR	4.000	4.000	15.000	15.000
Range	41.000	26.000	26.000	25.000

IQR = Interquartile Range

Data Diagnostic and Missing Data

Frequency and Percentages of Missing Data

No missing data was identified in this study. Therefore, all 5 datasets were complete and suitable for further data analysis.

Methods Employed for Addressing Missing Data

Participants were required to complete all questions within each section of the questionnaire before proceeding to the next question and submitting their responses. This is conducted by using the 'necessary' function in the Google Form survey for each and every question.

Analyses of Data Distributions

Normality of Variables

The skewness, kurtosis, and Shapiro-Wilk were included for all variables, including loneliness and self-expression for the pre and post-test. Skewness and kurtosis were utilized to evaluate the normal distribution of the dataset. The standard score for assessing data normality using skewness and kurtosis is within ± 2.00 .

Based on Table 4.3 below, the Skewness values for each distribution fall within the acceptable range of ± 2.00 . To illustrate the Skewness value for Pre_UCLA is -0.560, Post_UCLA is -1.794, Pre_BEQ is -0.306, Post_BEQ is 0.240. The Kurtosis value for Pre_UCLA and Post_BEQ are within normal range, which are 1.933 and -1.431. However, the Kurtosis value for Post_UCLA and Pre_BEQ are out of acceptable range, which are 3.562 and -2.192.

Moreover, all data appeared to be normally distributed, as indicated by their p -value being above the standard $p = .05$ for Shapiro-Wilk p -values. This indicates that the null hypothesis of normality fail to be rejected. To illustrate, Pre_UCLA ($W = 0.925, p = .562$),

Post_UCLA ($W = 0.810, p = .097$), Pre_BEQ ($W = 0.912, p = .477$), Post_BEQ ($W = 0.896, p = .387$).

Table 4.3

Skewness, Kurtosis, and Shapiro-Wilk Table

	Sum_PreUCLA	Sum_PostUCLA	Sum_PreBEQ	Sum_PostBEQ
Valid	5	5	5	5
Missing	0	0	0	0
Skewness	-0.560	-1.794	-0.306	0.240
Std. Error of Skewness	0.913	0.913	0.913	0.913
Kurtosis	1.933	3.562	-2.192	-1.431
Std. Error of Kurtosis	2.000	2.000	2.000	2.000
Shapiro-Wilk	0.925	0.810	0.912	0.896
P-value of Shapiro-Wilk	0.562	0.097	0.477	0.387

Data Analysis

H_1 : There is an effect of art therapy on loneliness among introverted university students.

The independent observations and normally distributed data required by Paired Sample t -Test were achieved in this study. The normality of data for the pre-test of loneliness was assessed using Skewness = -0.560 and Kurtosis = 1.933, both falling within ± 2.000 , which is within the acceptable range. For the post-test of loneliness, Skewness = -1.794 and Kurtosis = 3.562. However, when proceeding to use Shapiro-Wilk to assess the normality of the dataset, the data exhibited normality $p = .294$, as its p -value is above the standard $p = .05$. Ultimately, since the Shapiro-Wilk test indicated normality, the parametric test, Paired Sample t -Test was performed.

The results showed that $t = 1.826, df = 4, p = .071 > .05$. Therefore, H_1 is rejected. Noteworthy that the loneliness level before the art therapy ($\bar{x}_{\text{pre-loneliness}} = 52.200, SD = 14.670$) is higher than after art therapy ($\bar{x}_{\text{post-loneliness}} = 44.400, SD = 10.139$). It was reported that the 95% Confidence Interval $(-1.305, \infty)$. Additionally, Cohen's $d = 0.817$ showed that

there was a large effect size.

Table 4.4

Paired Sample t-Test of UCLA-3

Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Mean Difference	SE Difference	95% CI for Mean Difference		Cohen's d
							Lower	Upper	
Sum_PreLone - Sum_PostLone		1.826	4	0.071	7.800	4.271	-1.305	∞	0.817

Note. For all tests, the alternative hypothesis specifies that Sum_PreLone is greater than Sum_PostLone.

Note. Student's t-test.

Table 4.5

Test of Normality (Shapiro-Wilk) of UCLA-3

Test of Normality (Shapiro-Wilk)

		W	p
Sum_PreLone	- Sum_PostLone	0.877	0.294

Note. Significant results suggest a deviation from normality.

Table 4.6

Descriptive statistics for UCLA-3

Descriptives

	N	Mean	SD	SE
Sum_PreLone	5	52.200	14.670	6.560
Sum_PostLone	5	44.400	10.139	4.534

H_2 : There is an effect of art therapy on self-expression among introverted university students.

The independent observations and normally distributed data required by Paired Sample t-Test were achieved in this study. The normality of data for pre-test of expression was assessed using Skewness = -0.306 and Kurtosis = -2.192. For post-test of expression, Skewness = 0.240 and Kurtosis = -1.431, both falling within acceptable range of ± 2.000 .

When proceed to using Shapiro-Wilk to assess the normality of the dataset, the data exhibited normality $p = .959$, as its p -value is above the standard $p = .05$. Ultimately, since the Shapiro-Wilk test indicated normality, the parametric test, Paired Sample t -Test was performed.

The results showed that $t = -2.555$, $df = 4$, $p = .031$, $> .05$. Therefore, H_2 is failed to reject. The expression level before the art therapy ($\bar{x}_{\text{pre-expression}} = 77.400$, $SD = 10.945$) is lower than after art therapy ($\bar{x}_{\text{post-expression}} = 84.600$, $SD = 10.691$), indicating an improvement in self-expression. A 95% Confidence Interval ($-\infty$, -1.193) was reported. Additionally, Cohen's $d = -1.143$ showed that there was a fairly large effect size.

Table 4.7

Paired Sample t-Test of BEQ

Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Mean Difference	SE Difference	95% CI for Mean Difference		Cohen's d
							Lower	Upper	
Sum_PreBEQ - Sum_PostBEQ		2.555	4	0.031	-7.200	2.818	$-\infty$	-1.193	-1.143

Note. For all tests, the alternative hypothesis specifies that Sum_PreBEQ is less than Sum_PostBEQ.

Note. Student's t -test.

Table 4.8

Test of Normality (Shapiro-Wilk) of BEQ

Test of Normality (Shapiro-Wilk)

		W	p
Sum_PreBEQ	- Sum_PostBEQ	0.985	0.959

Note. Significant results suggest a deviation from normality.

Table 4.9*Descriptive statistics for BEQ***Descriptives**

	N	Mean	SD	SE
Sum_PreBEQ	5	77.400	10.945	4.895
Sum_PostBEQ	5	84.600	10.691	4.781

Chapter 5 Discussion and Conclusion

Discussion

The primary objective of this study was to examine the effectiveness of art therapy in reducing loneliness and improving self-expression among introverted university students.

Loneliness

H_1 was rejected, which indicated that there has not been a clinically significant result for art therapy in addressing loneliness. However, it can be observed that there is an improvement level of loneliness from the pre and post-test ($\bar{x}_{pre-test} = 52.200$; $\bar{x}_{post-test} = 44.400$). The findings of the present study consisted to the findings from numerous studies in the past regarding the effectiveness of using art therapy in combating loneliness (Aydın & Kutlu, 2021; Ghadampour et al., 2019; Mishra et al., 2021). All of the findings indicated that there are improvements in loneliness from the use of pre-test and post-test which supported H_1 of the current research. Although H_1 was rejected ($p = .052, > .05$), which may be due to small sample size. Nonetheless, while the definitions and understandings of loneliness as well as the group session settings were consistent across studies, it is mindful that the population of the study is different: institutionalized elderly women, older adults, and primary school students. Hence, to fulfill the research gap, this research has put its attention on introverted university students. Noteworthy that the past findings were similar to current research where participants were asked to engage in guided imagery and express emotions.

Self-expression

H_2 was failed to be rejected, suggesting that there was a clinically significant result found for art therapy in improving self-expression among participants. It can be observed that there is an improvement in terms of self-expression from the pre and post-test ($\bar{x}_{pre-test} = 77.400$; $\bar{x}_{post-test} = 84.600$). It is worth noting that there has not been much research that

conducted experimental studies on self-expression as a variable using art therapy. However, past research (Czamanski-Cohen & Weihs, 2023; Stephenson, 2006) has mentioned that art therapy has been a powerful tool for the expression of emotions and self, which is consistent with the findings of the current study. The observed improvement in self-expression scores suggests that art therapy still holds potential benefits in improving this aspect, contributing to the growing body of literature on the therapeutic effects of creative expression. The improvement observed also highlights the value of art therapy in addressing the exploration of the self and inner world. As such, when the researcher asked what do participants learned about themselves from this journey of art therapy, many of the feedback mentioned that they had gained a better understanding of themselves, and had been provided an opportunity to think and understand about themselves in ways never considered before. Hence, it is crucial to bear in mind that the objective is not to produce the art itself, but the art is a tool to achieve positive changes in participants' lives (Hoffmann, 2016).

Implication of the Study

Theoretical Implication

The theoretical implication of this study is grounded in person-centered expressive art therapy by Natalie Rogers. Natalie Rogers approach to person-centered expressive art therapy is deeply rooted in the client-centered philosophy pioneered by her father, Carl Rogers (Rogers, 2016). This therapy emphasizes the facilitation of self-expression and personal growth through the creative process, which is creating art for this study, within a supportive and non-judgemental therapeutic environment. The findings of this study demonstrate how this therapy explores and expresses their inner experiences, which is consistent with participants' feedback where they feel more understanding of themselves, and are aware of themselves that they have not been aware of before.

This study highlights the important role of creative expression as a powerful tool in self-discovery. Through art-making, participants can externalize their inner experiences that verbal expression cannot. This enables participants to gain insight into their emotions and explore new perspectives about themselves. Participant feedback that the art therapy sessions provide a space for them to understand their inner self and desire, which was supported by Murphy (2020) that art therapy has provided a safe and transitional space that allows for self-exploration. Another participant used the term 'self-healing' to describe this journey of 10 sessions, which is align with Sharma (2017) findings that art therapy is related to cure, treatment and healing. These aligns with the person-centered belief that people are capable of self-awareness and self-growth, as they engage in the self-exploration session facilitated by the therapeutic use of art in the sessions.

Additionally, as this study does not enter into the interpretation of art by the researcher based on person-centered expressive art therapy, the participants will be in a safe and supportive space to explore and express themselves. Multiple participants have feedback that this art therapy session is a 'once-a-week time that they feel relaxed in the week', and the 'environment and process are relaxing and comfortable'. The researcher has emphasized multiple times throughout the journey that there is no 'right or wrong art', the process of art-making is more important. As the environment is of atmosphere of unconditional positive regard and acceptance, participants felt safe to explore themselves without fear of being evaluated.

Moving forward, future research could build upon these theoretical implications by further exploring specific aspects of person-centered expressive art therapy, investigating its effectiveness with different populations or in diverse settings, and examining the long-term impact of the therapy outcomes, especially in Malaysia context.

Practical Implication

This study offers a practical model to mental health professionals who are assisting clients who face difficulties with loneliness and/or self-expression, regardless of whether they are in clinical or non-clinical settings. Although the results are not significant, there is an improvement in both loneliness and self-expression among participants. For instance, a university counsellor can use a variety of art materials to prompt the expression of self. This is because there is multiple feedback received from participants regarding the diversity of art material helping them to explore and express themselves. However, the mental health professional can provide some guidance or prompt before allowing the participants to create the art because the participant feedback that he is clueless on what to draw at the beginning. For instance, the mental health professional may explore the emotions, memories, or themes that resonate with participants before creating art, rather than after the art is done.

Moreover, mental health professionals can utilize the group dynamics in group therapy settings to enhance the therapeutic experience for participants. By fostering a supportive and inclusive atmosphere, where there is no judgmental environment and participants can freely express their experiences, the power of peer support within the group can be used to reduce feelings of loneliness and foster a sense of belongingness within the group. There is the feedback received from participant that ‘hearing other’s feeling from their life also somehow benefit myself’. Besides, another participant feedback that she felt happy with herself during the first session when she did not know the other participants but still was brave enough to open up and get to know others as well as be brave enough to explore and understand herself.

In addition, mental health professionals can also emphasize the importance of building a sense of identity within the group. By creating opportunities for participants to bond over shared experiences, mental health professionals can help members develop a sense

of connection that serves as a protection factor against loneliness. This can include activities such as group discussion, and collaborative art projects where this is used in the first session in this study.

Limitation of the Study

The use of purposive sampling, a non-probability technique, limits the generalizability of the study findings. While this approach was chosen for its convenience and time efficiency given the nature of the assignment, it would have been preferable to have a sample with greater representativeness of the research population. Additionally, single-case studies, including the one conducted in this research, are often considered to have weaker evidence-based research designs in comparison to other methodologies such as cross-sectional or longitudinal studies, potentially limiting the strength of the conclusions drawn from the study (Yin, 2012).

The absence of a control group makes it difficult to accurately attribute changes observed during the study to the intervention rather than other variables. Including a control group would have strengthened the study design and allowed for better control of confounding factors (Pithon, 2013).

The study population did not accurately reflect the diversity of university students in Malaysia. All participants were ethnic Chinese students from UTAR, which does not represent the broader population of undergraduates in the country. The overrepresentation of the Chinese ethnic group and the unequal gender distribution (female = 80%) within the sample may limit the external validity of the study findings, cautioning against generalizing the results to the entire Malaysian youth population.

The art therapy sessions implemented for this study were adapted from previous studies (Luzzatto et al., 2017; Luzzatto & Gabriel, 2000). but were not specifically developed

for use in Malaysia. Despite earlier research demonstrating effectiveness in enhancing participants' communication towards self and others, which is a crucial aspect in loneliness and self-expression, the cultural differences may have limited the applicability of certain aspects of the intervention to the Malaysian context.

A gap between sessions, specifically from sessions 5 to 6, occurred due to the semester break and Chinese New Year holidays, during which participants were not physically available on campus for sessions. Hence, part of the art therapy sessions were then conducted online. The consent was obtained from the participants before conducting the online sessions. The confidentiality and limitations of online sessions were briefed to participants as well, together with ways to maximize privacy and confidentiality such as the use of earphones and password encrypted files of the downloaded meeting. Besides that, to reduce the potential disruptions in the intervention's effectiveness before the online sessions, participants were invited to engage in journaling activities to maintain the therapeutic effects during the break period. Additionally, participants committed to the criteria of the research, which included refraining from entering into another mental health session during the gap period. Follow-ups during the break were made through group WhatsApp. While efforts were made to maintain the effects of the intervention, this gap may have impacted the continuity and effectiveness of the intervention. Although the reliance on participants' self-reporting introduces a potential source of bias, the researcher as a trainee counsellor trusts her participants will stay by their 'promises'.

Hence, these limitations should be considered when interpreting the findings of the study and highlight areas for improvement in future research.

Recommendations for Future Research

The use of mixed methods can be considered in future research. As mixed method consists of quantitative and qualitative approaches, it allows a researcher to gather both numerical data (quantitative) and rich, detailed insights (qualitative). Quantitative data can provide statistical evidence of the effectiveness of art therapy, while qualitative data can offer deeper insights into participants' experiences and perceptions of their self-growth. Thus, the researcher will be able to gain a more holistic understanding of how art therapy influence participants.

Future research should also consider the use of more diverse and representative sampling techniques, such as random sampling, to ensure the inclusion of participants from varied demographic backgrounds. By employing a sampling strategy that reflects the broader population, researchers can enhance the external validity of their findings and draw more reliable conclusions about the effectiveness of interventions across diverse groups.

To strengthen the internal validity of research findings, it is recommended that future studies incorporate a control group into the study design. By including a control group, researchers can better isolate the effects of the intervention from other confounding variables, thus providing more powerful evidence of intervention efficacy and provide a clearer interpretation of study results.

Given the cultural diversity of populations, future research should prioritize the cultural adaptation of interventions to ensure greater relevance and effectiveness within specific cultural contexts. Collaborating closely with local practitioners and conducting pilot studies can be beneficial. This approach allows interventions to be finely tailored to align with Malaysia cultural norms and values, ensuring they're not only sensitive but also highly relevant to Malaysian participants' cultural context. By taking these steps, interventions can

become more inclusive and effective, ultimately leading to outcomes that are truly meaningful for participants.

To maintain the continuity and effectiveness of interventions, researchers should explore strategies for minimizing gaps between intervention sessions. It is essential to plan therapy sessions well in advance, ideally at the start of the academic term or even earlier, and ask for input from participants regarding their availability in the screening session. Additionally, regularly checking in with participants to assess their availability and any potential scheduling conflicts such as sudden meetings with their clubs or assignment groups allows for proactive adjustments to be made as needed. This approach enables researchers to prioritize the needs and availability of participants while maintaining the effectiveness and continuity of the therapy program.

Conclusion

In essence, this study has explored the effectiveness of art therapy in reducing loneliness and improving self-expression among introverted university students. While no statistically significant results were observed for H_1 , participants do showed improvement in both loneliness and self-expression from the pre-test and post-test measures. These findings were consistent with previous research on the benefits of using art therapy in addressing loneliness and self-expression. Despite the limitations such as the absence of a control group during the intervention implementation, this study provided valuable insights into the potential for utilizing art therapy as a therapeutic tool for university students who are experiencing difficulties in loneliness and self-expression. It is essential for the researcher in the future to focus on developing culturally sensitive interventions especially in Malaysia context and integrate a control group in their research design to enhance the significance of the findings. Ultimately, this study contributes to the growing body of existing research on

the therapeutic advantages of art therapy and highlights the importance of tailored intervention in addressing mental health concerns among university students.

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Appendices

Appendix A: Introversion Scale

Below are eighteen statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Are undecided =3; Agree = 4; Strongly Agree = 5

1. Are you inclined to keep in the background on social occasions?
2. Do you like to mix socially with people?
3. Do you sometimes feel happy, sometimes depressed, without any apparent reason?
4. Are you inclined to limit your acquaintances to a select few?
5. Do you like to have many social engagements?
6. Do you have frequent ups and downs in mood, either with or without apparent cause?
7. Would you rate yourself as a happy-go-lucky individual?
8. Can you usually let yourself go and have a good time at a party?
9. Are you inclined to be moody?
10. Would you be very unhappy if you were prevented from making numerous social contacts?
11. Do you usually take the initiative in making new friends?
12. Does your mind often wander while you are trying to concentrate?
13. Do you like to play pranks upon others?
14. Are you usually a "good mixer?"

15. Are you sometimes bubbling over with energy and sometimes very sluggish?
16. Do you often "have the time of your life" at social affairs?
17. Are you frequently "lost in thought" even when you should be taking part in a conversation?
18. Do you derive more satisfaction from social activities than from anything else?

Appendix B: UCLA Loneliness Scale (version 3)

Indicate how often each of the statements below is descriptive of you.

Never = 1; Rarely = 2; Sometimes = 3; Often = 4

1. How often do you feel that you are “in tune” with the people around you?
2. How often do you feel that you lack companionship?
3. How often do you feel that there is no one you can turn to?
4. How often do you feel alone?
5. How often do you feel part of a group of friends?
6. How often do you feel that you have a lot in common with the people around you?
7. How often do you feel that you are no longer close to anyone?
8. How often do you feel that your interests and ideas are not shared by those around you?
9. How often do you feel outgoing and friendly?
10. How often do you feel close to people?
11. How often do you feel left out?
12. How often do you feel that your relationships with others are not meaningful?
13. How often do you feel that no one really knows you well?
14. How often do you feel isolated from others?
15. How often do you feel that you can find companionship when you want it?
16. How often do you feel that there are people who really understand you?
17. How often do you feel shy?
18. How often do you feel that people are around you but not with you?
19. How often do you feel that there are people you can talk to?
20. How often do you feel that there are people you can turn to?

Appendix C: Berkeley Expressivity Questionnaire (BEQ)

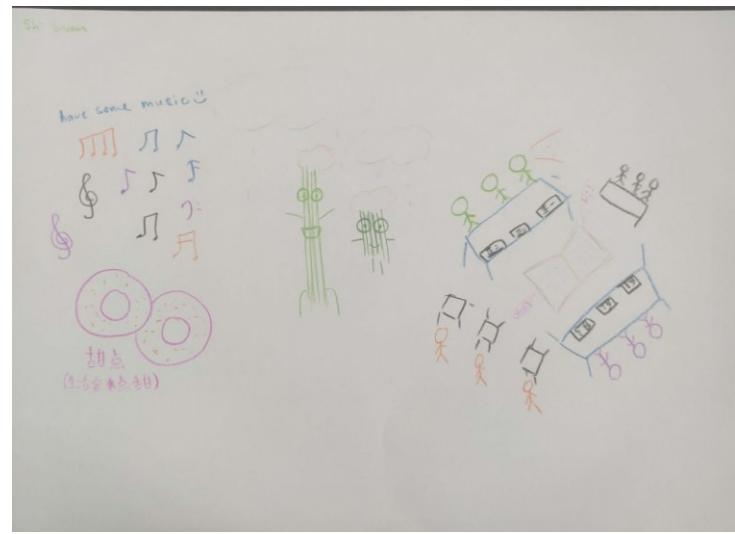
For each statement below, please indicate your agreement or disagreement.

1	2	3	4	5	6	7
Strongly disagree			Neutral			Strongly agree

1. Whenever I feel positive emotions, people can easily see exactly what I am feeling.
2. I sometimes cry during sad movies.
3. People often do not know what I am feeling.
4. I laugh out loud when someone tells me a joke that I think is funny.
5. It is difficult for me to hide my fear.
6. When I'm happy, my feelings show.
7. My body reacts very strongly to emotional situations.
8. I've learned it is better to suppress my anger than to show it.
9. No matter how nervous or upset I am, I tend to keep a calm exterior.
10. I am an emotionally expressive person.
11. I have strong emotions.
12. I am sometimes unable to hide my feelings, even though I would like to.
13. Whenever I feel negative emotions, people can easily see exactly what I am feeling.
14. There have been times when I have not been able to stop crying even though I tried to stop.
15. I experience my emotions very strongly.
16. What I'm feeling is written all over my face.

Appendix D: Participants' Art-making

Ice Breaking session



Session 1



GiXX (Gosh Bai Xuan)

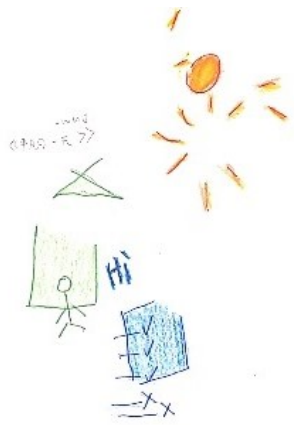


Celine

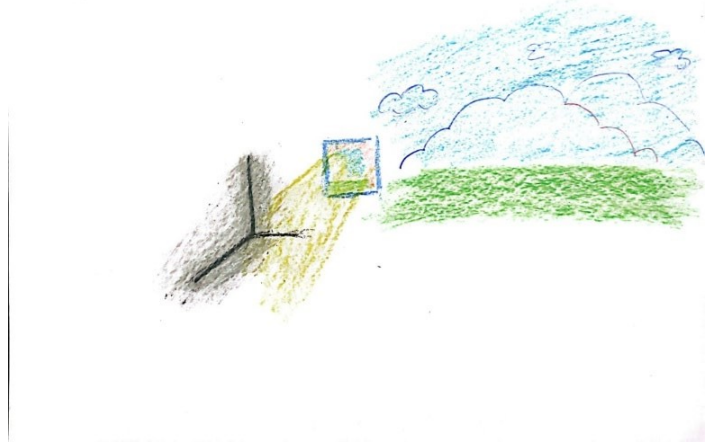


Celine

Session 2



《一个人》 Shi Sun

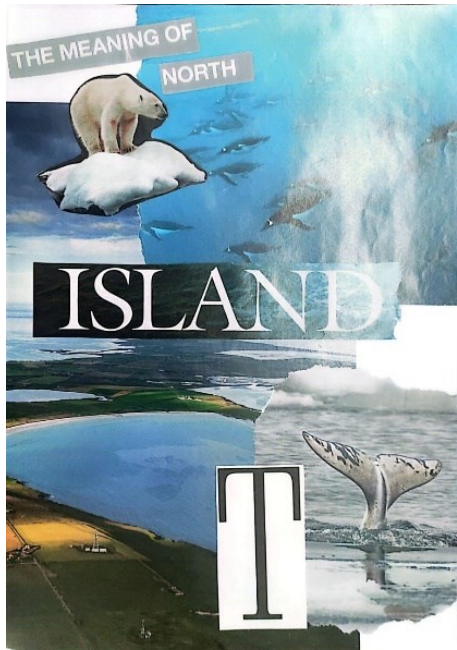
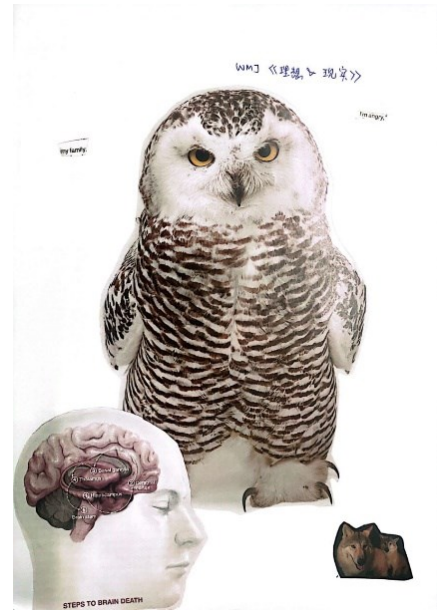


Shi Sun 画龙点睛

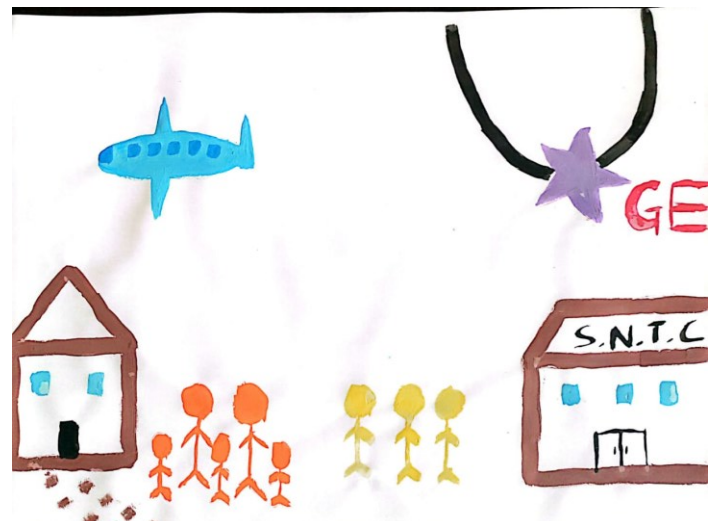


叶建任
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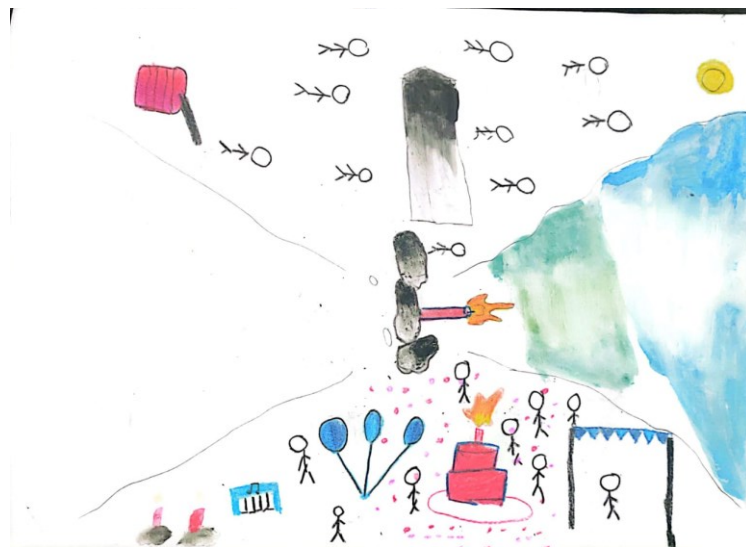
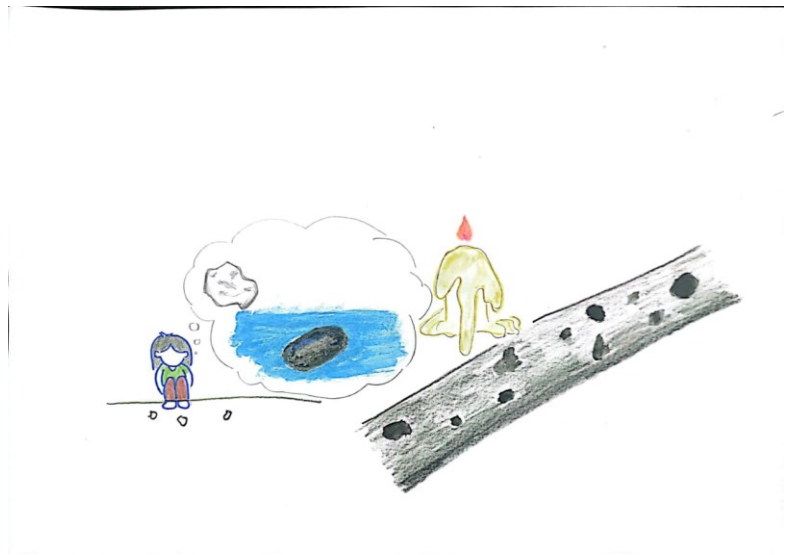
Session 3



Session 4



Session 5



Session 6

gorgeous **adventure** home-cooked food
 uniquely music, start Times
 tea, chocolate, star songs, snow



gift
Bonus
Forgot

song calm sweet temperature food uniquely Oranges City hot



rarities,

Golden Ear.

calm

sentimental

alone

uniquely

respectful **Forgot**

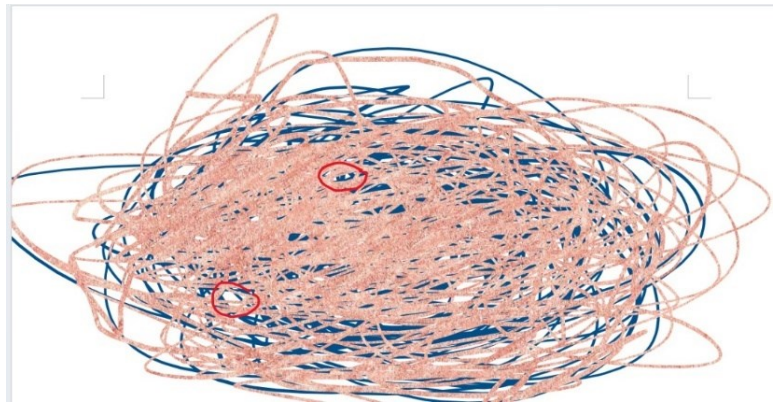
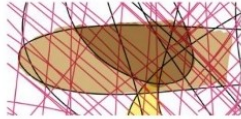
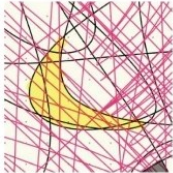
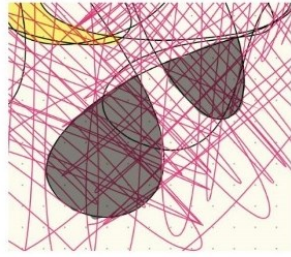
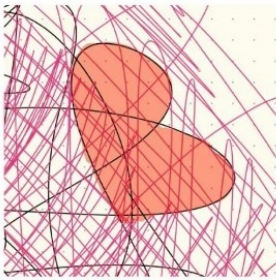
Sweet-and-Sour

balance.

personalized,

Me.

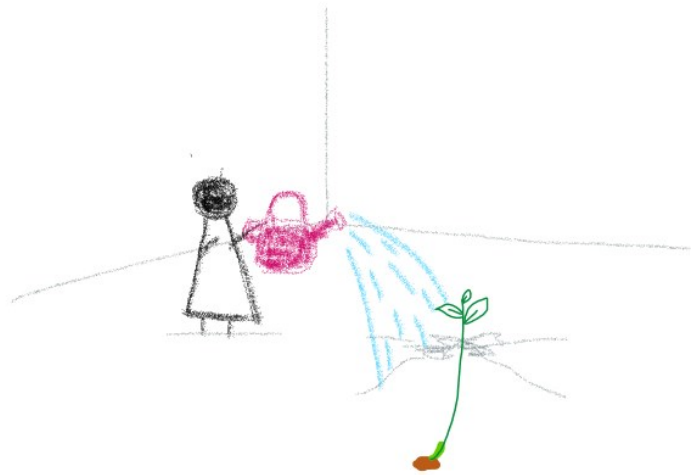
Session 7



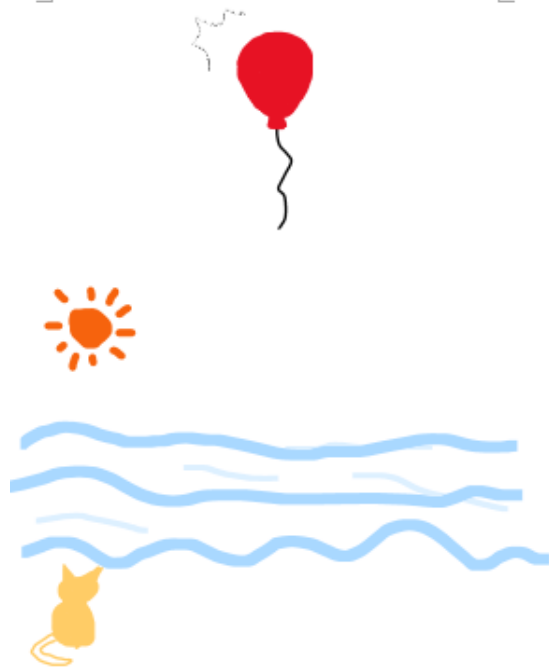
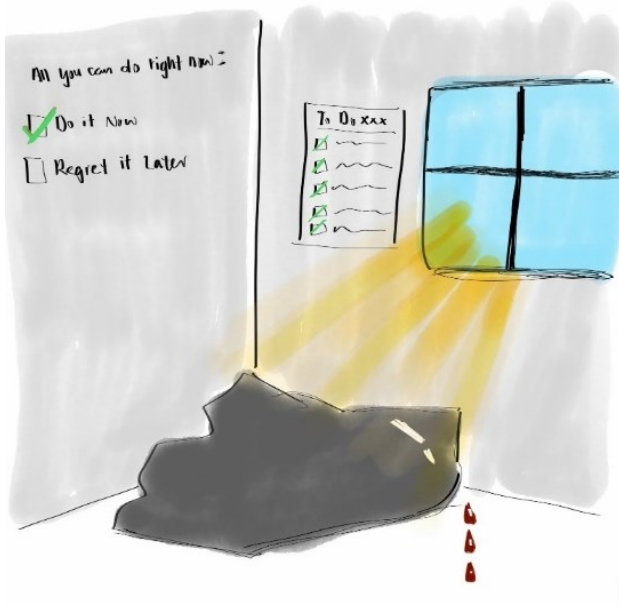
Session 8



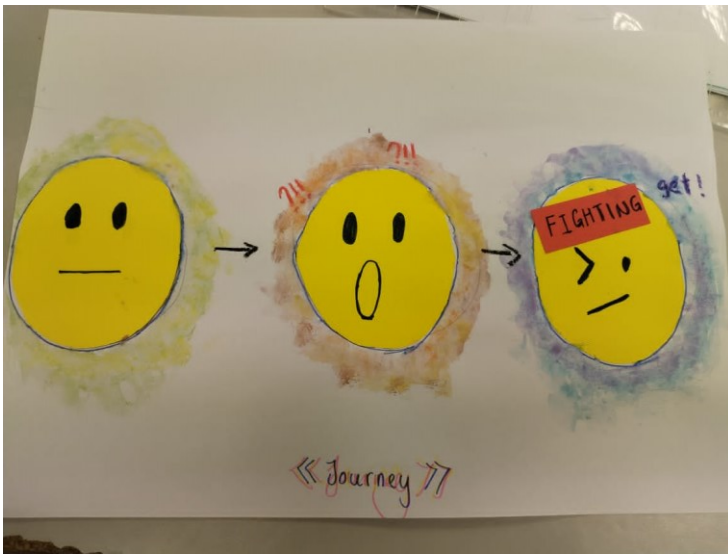
发芽成长



Session 9



Session 10



Appendix E: Informed Consent



Welcome to the Art Therapy sessions. I am Guidance and Counselling student who is undergoing my Final Research Project. This document contains important information regarding confidentiality and privacy, potential benefits and risks. Please read it carefully. I am governed by various laws and regulations and by the code of ethics of our profession. To better convey how these policies and procedures may affect you, they are provided in this written form.

***Signature** will be required.

Confidentiality: All information disclosed during the session(s) will not be revealed to any third parties without your (client's) written permission, except the disclosure is required by laws or professional code of ethics.

Where disclosure is required by law:

- Where there is a reasonable suspicion of child, dependent, or elder abuse or neglect
- Where you (the client) present thoughts that might cause damage to self, to others, or to property

* Disclosure may be required in accordance with legal proceedings.

It is also important to note that certain information gathered during the counselling or psychological services session(s) may be disclosed among the professionals (e.g. supervisors and colleagues) as an effort to provide you (the client) the best service and experience. Also, certain information which exclude identifying information might be used for education purposes.

Potential Benefits and Risks

Counselling and other psychological treatments have both potential benefits and risks. They require an active and cooperative effort that involves both you (the client) and the counsellor.

The counsellor(s) or psychologist(s) helps you (the client) to identify and explore life concerns and issues, to identify and pursue relevant goals and expectation, and to identify and promote positive changes in life.

However, through face-to-face or virtual counselling process, since the personal concerns are discussed, it may result in greater emotional distress at times. It may also affect certain interpersonal relationships. If you have any concerns or issues about progress and/or the results of the counselling or psychological treatment, we encourage and welcome you to discuss with us.

I have been informed and understand the limits of privacy and confidentiality in the upcoming counselling session, have been made aware that how my records may be used and disclosed, and understand the potential risks and benefits of the services.

Client:

Signature

Name

Date

Trainee Counsellor:

Signature

Name

Date

Appendix F: Ethical Clearance Approval



UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)
Wholly owned by UTAR Education Foundation Co. No. 578227-M

Re: U/SERC/128/2023

18 May 2023

Dr Pung Pit Wan
Head, Department of Psychology and Counselling
Faculty of Arts and Social Science
Universiti Tunku Abdul Rahman
Jalan Universiti, Bandar Baru Barat
31900 Kampar, Perak.

Dear Dr Pung,

Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your students' research project from Bachelor of Social Science (Hons) Guidance and Counselling programme enrolled in course UAPC3083/UAPC3093. We are pleased to inform you that the application has been approved under Expedited Review.

The details of the research projects are as follows:

	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	The Relationship Between Social Anxiety, Social Media Use, and Resilience Among University Students in Malaysia	Dhurvinash a/l Shanmugam Sundram	Ms Kavitha a/p Nalla Muthu	18 May 2023 – 17 May 2024
2.	A Study of the Relationship Between Psychological Distress, Procrastination, and Sleep Quality Among Undergraduate Students in Malaysia	Lim Chew Suan		
3.	Effects of Compassion-Focused Therapy on Self-Criticism in University Student with Social Anxiety: A Single Case Study	Lee Yi Hui	Pn Nurul Shakila Binti Ibharm	
4.	Effects of Art Therapy on Loneliness and Self-Expression Among Introverted University Students	Joey Tan Jia Ee		

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia

Tel: (605) 468 8888 Fax: (605) 466 1313

Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia

Tel: (603) 9086 0288 Fax: (603) 9019 8868

Website: www.utar.edu.my



Should the students collect personal data of participants in their studies, please have the participants sign the attached Personal Data Protection Statement for records.

Thank you.

Yours sincerely,



Professor Ts Dr Faidz bin Abd Rahman

Chairman

UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Arts and Social Science
 Director, Institute of Postgraduate Studies and Research

Appendix G: Evaluation Rubric

**UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY AND COUNSELLING**

UAPC3093 PROJECT PAPER II

Quantitative Research Project Evaluation Form

TURNITIN: *'In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students' final report contains the similarity level below 20%.'*

Project Title: Effects of Art Therapy on Loneliness and Self-Expression Among Introverted University Students	
Supervisor: Pn Nurul Shakila Binti Ibharim	
Student's Name: Joey Tan Jia Ee	Student's ID 21AAB00105

INSTRUCTIONS:

Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.
2. Please mark only **3(A)** or **3(B)** for **Proposed Methodology**.
3. For criteria 7:
Please retrieve the marks from "**Oral Presentation Evaluation Form**".

1. ABSTRACT (5%)	Max Score	Score
a. State the main hypotheses/research objectives.	5%	
b. Describe the methodology: <ul style="list-style-type: none"> • Research design • Sampling method and sample size • Location of study • Instruments/apparatus/outcome measures (if applicable) • Data gathering procedures 	5%	
c. Describe the characteristics of participants.	5%	
d. Highlight the outcomes of the study or intervention, target behaviour and outcomes.	5%	
e. Conclusions, implications, and applications.	5%	
Sum	25%	/25%
Subtotal (Sum/5)	5%	/5%
Remark:		
2. (A) METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> • For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking (if applicable). • For non-experiment, describe the design of the study and data used. 	5%	
b. Sampling procedures: <ul style="list-style-type: none"> • Justification of sampling method/technique used. • Description of location of study. • Procedures of ethical clearance approval. 	5%	
c. Sample size, power, and precision: <ul style="list-style-type: none"> • Justification of sample size. • Achieved actual sample size and response rate. • Power analysis or other methods (if applicable). 	5%	
d. Data collection procedures: <ul style="list-style-type: none"> • Inclusion and exclusion criteria. • Procedures of obtaining consent. • Description of data collection procedures. • Provide dates defining the periods of recruitment or repeated measures and follow-up. • Agreement and payment (if any). 	5%	
e. Instruments/questionnaire used: <ul style="list-style-type: none"> • Description of instruments • Scoring system • Meaning of scores • Reliability and validity 	5%	

Subtotal	25%	/25%
Remark:		
2. (B) METHODOLOGY – SINGLE-CASE EXPERIMENT (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> Identify the design, phase and phase sequence, and/or phase change criteria. Describe procedural changes that occurred during the investigation after the start of the study (if applicable). Describe the method of randomization and elements of study that were randomized (if applicable). Describe binding or masking was used (if applicable). 	5%	
b. Participants AND Context AND Approval: <ul style="list-style-type: none"> Describe the method of recruitment. State the inclusion and exclusion criteria. Describe the characteristics of setting and location of study. Procedures of ethical clearance approval. Procedures of obtaining consent. 	5%	
c. Measures and materials used: <ul style="list-style-type: none"> Operationally define all target behaviours and outcome measures. Reliability and validity. Justify the selection of measures and materials. Describe the materials. 	5%	
d. Interventions: <ul style="list-style-type: none"> Describe the intervention and control condition in each phase. Describe the method of delivering the intervention. Describe evaluation of procedural fidelity in each phase. 	5%	
e. Data analysis plan: <ul style="list-style-type: none"> Describe and justify all methods used to analyze data. 	5%	
Subtotal	25%	/25%
Remark:		
3. RESULTS (20%)	Max Score	Score
a. Descriptive statistics/Sequence completed: <ul style="list-style-type: none"> Demographic characteristics Topic-specific characteristics 	5%	

<ul style="list-style-type: none"> For single-case study, report the sequence completed by each participant, trial for each session for each case, dropout and reason if applicable, adverse events if applicable 		
b. Data diagnostic and missing data (if applicable): <ul style="list-style-type: none"> Frequency and percentages of missing data (compulsory). Methods employed for addressing missing data. Criteria for post data-collection exclusion of participants. Criteria for imputation of missing data. Defining and processing of statistical outliers. Data transformation. Analyses of data distributions. 	5%	
c. Appropriate data analysis for each hypothesis or research objective.	5%	
d. Accurate interpretation of statistical analyses: <ul style="list-style-type: none"> Accurate report and interpretation of confidence intervals or statistical significance. Accurate report of p values and minimally sufficient sets of statistics (e.g., dfs, MS, MS error). Accurate report and interpretation of effect sizes. Report any problems with statistical assumptions. 	5%	
Subtotal	20%	/20%
Remark:		
4. DISCUSSION AND CONCLUSION (20%)	Max Score	Score
a. Discussion of findings: <ul style="list-style-type: none"> Provide statement of support or nonsupport for all hypotheses. Analyze similar and/or dissimilar results. Justifications for statistical results in the context of study. 	5%	
b. Implication of the study: <ul style="list-style-type: none"> Theoretical implication for future research. Practical implication for programs and policies. 	5%	
c. Relevant limitations of the study.	5%	
d. Recommendations for future research.	5%	
Subtotal	20%	/20%
Remark:		
5. LANGUAGE AND ORGANIZATION (5%)	Max Score	Score
a. Language proficiency	3%	
b. Content organization	1%	

c. Complete documentation (e.g., action plan, originality report)	1%	
Subtotal	5%	/5%
Remark:		
6. APA STYLE AND REFERENCING (5%)	Max Score	Score
a. 7 th Edition APA Style	5%	/5%
Remark:		
*ORAL PRESENTATION (20%)	Score	
Subtotal	/20%	
Remark:		
PENALTY	Max Score	Score
Maximum of 10 marks for LATE SUBMISSION, or POOR CONSULTATION ATTENDANCE with supervisor.	10%	
**FINAL MARK/TOTAL	/100%	

*****Overall Comments:**

Signature: _____

Date:

Notes:

1. **Subtotal:** The sum of scores for each assessment criterion
2. **FINAL MARK/TOTAL:** The summation of all subtotal score
3. Plagiarism is **NOT ACCEPTABLE**. Parameters of originality required and limits approved by UTAR are as follows:
 - (i) **Overall similarity index is 20% or below**, and
 - (ii) **Matching of individual sources listed must be less than 3%** each, and
 - (iii) Matching texts in continuous block must **not exceed 8 words**

Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words.

Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN (7)** days.

*The marks of “Oral Presentation” are to be retrieved from “**Oral Presentation Evaluation Form**”.

**It is compulsory for the supervisor/examiner to give the overall comments for the research projects with A- and above or F grading.

Appendix H: Supervisor's Comment on Originality Report

Universiti Tunku Abdul Rahman			
Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1 of 1



FACULTY OF Arts and Social Science

Full Name(s) of Candidate(s)	Joey Tan Jia Ee
ID Number(s)	21AAB00105
Programme / Course	Bachelor of Social Science (Hons) Guidance and Counselling
Title of Final Year Project	Effects of Art Therapy on Loneliness and Self-Expression Among Introverted University Students

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
Overall similarity index: _____% Similarity by source Internet Sources: _____% Publications: _____% Student Papers: _____%	
Number of individual sources listed of more than 3% similarity: _____	
Parameters of originality required and limits approved by UTAR are as follows: (i) Overall similarity index is 20% and below, and (ii) Matching of individual sources listed must be less than 3% each, and (iii) Matching texts in continuous block must not exceed 8 words <i>Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.</i>	

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.

Signature of Supervisor

Name: _____

Date: _____

Signature of Co-Supervisor

Name:

Date:

Appendix I: Turnitin Report

FYP 2		
ORIGINALITY REPORT		
13%	12%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS
		5%
		STUDENT PAPERS
PRIMARY SOURCES		
1	eprints.utar.edu.my Internet Source	8%
2	Submitted to University of Portsmouth Student Paper	<1%
3	e-lib.efst.hr Internet Source	<1%
4	Submitted to Bournemouth University Student Paper	<1%
5	Submitted to Lenoir - Rhyne College Student Paper	<1%
6	Submitted to University College London Student Paper	<1%
7	Submitted to University of Durham Student Paper	<1%
8	Submitted to University of Newcastle Student Paper	<1%
9	Submitted to University Of Tasmania Student Paper	<1%

10	easychair.org Internet Source	<1 %
11	Submitted to Cardiff University Student Paper	<1 %
12	Submitted to Brigham Young University Student Paper	<1 %
13	Xinli Zhai, Li Zhang, Lingyuan Li, Lin Yang, Pingzhi Ye. "Kindergarten teachers' objective career success and subjective well-being: The mediating role of professional identity", <i>Journal of Psychology in Africa</i> , 2023 Publication	<1 %
14	eltvoices.in Internet Source	<1 %
15	journal.trunojoyo.ac.id Internet Source	<1 %
16	Submitted to Manchester Metropolitan University Student Paper	<1 %
17	www.ncbi.nlm.nih.gov Internet Source	<1 %
18	Submitted to Ryerson University Student Paper	<1 %
19	Submitted to Maastricht University Student Paper	<1 %
20	Chinasa Emelda Nnanyelugo, Timothy Onosahwo Iyendo, Nathan Oguche Emmanuel, Charles Okwuowulu et al. "Effect of Internet-mediated music therapy intervention on reduction in generalized anxiety disorder symptoms among displaced Nigerians of the Russia-Ukraine war", <i>Psychology of Music</i> , 2022 Publication	<1 %
21	www.researchgate.net Internet Source	<1 %
22	1library.net Internet Source	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

Appendix J: IAD Consent Form

Universiti Tunku Abdul Rahman			
Form Title : Sample of Submission Sheet for FYP/Dissertation/Thesis			
Form Number : FM-IAD-004	Rev No: 0	Effective Date: 21 June 2011	Page No: 1 of

**FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN**

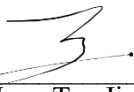
Date: 11 March 2024

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that Joey Tan Jia Ee (ID No.: 21AAB00105) has completed this final year project titled “Effects of Art Therapy on Loneliness and Self-Expression Among Introverted University Students” under the supervision of Pn Nurul Shakila Binti Ibharim (Supervisor) from the Department of Psychology and counselling, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my final year project in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,









Name: Joey Tan Jia Ee


Appendix K: Action Plan

Action Plan of UAPC3093 Project Paper II

Supervisee Joey Tan Jia Ee

Supervisor Pn Nurul Shakila Binti Ibharim

Task Description	Date	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time
Methodology Submit Chapter 3: Methodology Amend Chapter 3: Methodology	24 Feb 2024				
Results & Findings Submit Chapter 4: Results Amend Chapter 4: Results	24 Feb 2024				
Discussion & Conclusion Submit Chapter 5: Discussion Amend Chapter 5: Discussion	26 Feb 2024				
Abstract	26 Feb 2024				
Turnitin Submission	4 March 2024			Generate similarity rate from Turnitin.com	
Amendment	2 March 2024				

Submission of final draft	11 March 2024			Submission of hardcopy and documents	
Oral Presentation	-				

- Notes:**
- 1. Deadline for submission cannot be changed, mark deduction is as per faculty standard.**
 - 2. Supervisees are to take the active role to make appointments with their supervisors.**
 - 3. Both supervisors and supervisees should keep a copy of this action plan.**
 - 4. This Action Plan should be attached as an appendix in Project Paper 2.**