

The Artistic Expression of Interpersonal Communication Eases the Attachment Barriers of College Students

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Abstract

This Article aimed to study the artistic expression of interpersonal communication eases the attachment barriers of college students:(1) Through a questionnaire survey, we can understand the situation and main manifestations of attachment disorder among college students; (2) To explore the feasibility of applying art therapy to alleviate college students' attachment barriers and improve their interpersonal relationships; (3) Improve symptoms through group counseling and case consultation, collect and analyze data through self-evaluation, others' evaluation and behavior changes, and evaluate whether the artistic expression of interpersonal communication effectively alleviates college students' attachment barriers. The sample was university students and the average age was 18-28 years old. A total of 600 questionnaires were distributed and 575 questionnaires were returned, with a return rate of 95.80%. After excluding some non-response ($\geq 5\%$) or regular responses, 541 valid questionnaires remained, with an effective rate of 94.09%. The AAS and ECR scales were used to screen 150 students with attachment disorders. Expressive arts therapy type of group counselling was conducted for the students. Analysed for reliability with the aid of the application software Statistical Products and Services Solution SPSS 22.0, and data were processed. The differences were considered statistically significant. A validation factor analysis was also conducted with the aid of AMOS 16.0 to test its construct validity. Using t-test and ANOVA for demographic variables, Pearson correlation to analyse the correlation between variables. The research results were found as follows:

- 1 This article explores there are three attachment disorders of college students, namely attachment anxiety, attachment avoidance, and attachment fear.
- 2 Art therapy can really alleviate college students' attachment barriers, improve interpersonal relationships, help college students have more insight, and bring about improvement in emotion, cognition, behavior, and interpersonal relationships in a more comfortable way without increasing harm.
- 3 Through experiments and interventions, it is verified that the artistic expression of interpersonal communication effectively alleviates college students' attachment barriers.

Keywords: Interpersonal communication; Art therapy; College student; Attachment disorder; Attachment anxiety; Attachment avoidance.

Introduction

The author found in the mental health service work of college students that the main problems in the counseling of college students include interpersonal relationship problems.

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Psychological confusion is encountered by everyone, and the university stage is an important period for the establishment of individual self-identity and the development of self-awareness, which will face more psychological contradictions, conflicts and pressures, etc. In recent years, the study of adult attachment has received increasing attention from researchers, especially the relationship between adult attachment and psychological and psychopathological factors has become the focus of attention. The study of adult attachment, which reflects our interpersonal style and bears the imprint of our family of origin, can reveal the interaction styles of individual family members and further explore how the interaction styles of different family members affect individuals' later interpersonal interactions, especially how they influence individuals' judgement of their own interpersonal skills. The reasons for the formation of interpersonal disorders in university students are multifaceted, mainly caused by the differences in the family environment, socio-cultural background, experiences and the status, needs, motivations and personality traits of each of the interacting parties, but their cognitive biases and irrational beliefs are important reasons for the intervention and use of attachment disorders in art therapy for university students with interpersonal disorders. Traditional psycho-educational work struggles to effectively address and resolve such issues.

Numerous studies have shown that expressive arts therapy uses multiple media as a medium of expression, through structured creation and play, followed by spoken or written expression, in which the creator narrates his or her own life story, allowing potential emotions to be perceived and organised in the form of images, spoken or written words. In addition, some emotions and feelings that are unacceptable to popular culture are given a safe form of expression, and the inner world of the self is reflected upon from an outsider's point of view, allowing the body and mind to be integrated and the mental image and self-concept of the self to be changed.

In this study, in order to enable contemporary university students to better adapt to society in the future and face fierce competition and complicated interpersonal interactions, it is necessary to deeply analyse and grasp the psychological factors that create barriers to interpersonal interactions among contemporary university students, to adjust them from the psychological level in a targeted manner, and to improve the psychological quality level of contemporary university students. The psychological problems of contemporary university students should be divided into three categories: first, common psychological confusion. It is a temporary state of tension, worry and depression caused by the change of environment, the pressure of study and the tension of interpersonal relationship, which usually lasts for a short time and the symptoms are light. This state can be encountered by everyone, and with a little self-adjustment or psychological counselling, one can get rid of it. The second is a general psychological disorder. These include neuroses such as neurasthenia, anxiety disorders and behavioural deviations and personality deviations. The third is mental illness. These include schizophrenia, paranoid psychosis, affective psychosis and mental retardation. Patients have difficulty in holding on to normal studies and life. For the vast majority of university students, the psychological problems they have are only minor disorders or adaptation problems, which are not mental illnesses, but psychological problems encountered by mentally healthy students, and belong to the lesser of the first and second categories. Through in-depth understanding, it is found that attachment disorders formed at an early age have a great impact on the comparison. Therefore, it is necessary to study and analyse the causes of the disorder and to further understand the interpersonal situation of university students.

This article is aimed at the psychologically healthy university student, to guide them through the confusion they encounter in their interpersonal interactions, and to eliminate psychological attachment barriers. In particular, through the study of some methods of artistic

expressive psychological adjustment, university students learn to psychologically adjust themselves, so that they can establish a good sense of interpersonal relationships, optimise their psychological qualities of personality and improve their interpersonal skills.

This Article aimed to study the artistic expression of interpersonal communication eases the attachment barriers of college students:(1) Through a questionnaire survey, we can understand the situation and main manifestations of attachment disorder among college students; (2) To explore the feasibility of applying art therapy to alleviate college students' attachment barriers and improve their interpersonal relationships; (3) Improve symptoms through group counseling and case consultation, collect and analyze data through self-evaluation, others' evaluation and behavior changes, and evaluate whether the artistic expression of interpersonal communication effectively alleviates college students' attachment barriers.

The sample was university students and the average age was 18-28 years old. A total of 600 questionnaires were distributed and 575 questionnaires were returned, with a return rate of 95.80%. After excluding some non-response ($\geq 5\%$) or regular responses, 541 valid questionnaires remained, with an effective rate of 94.09%. The AAS and ECR scales were used to screen 150 students with attachment disorders. Expressive arts therapy type of group counselling was conducted for the students. Analysed for reliability with the aid of the application software Statistical Products and Services Solution SPSS 22.0, and data were processed. The differences were considered statistically significant. A validation factor analysis was also conducted with the aid of AMOS 16.0 to test its construct validity. Using t-test and ANOVA for demographic variables, Pearson correlation to analyse the correlation between variables.

Research Objectives

Artistic expression can reveal our innermost thoughts and emotions, and people's ability to think pictorially has always taken precedence over the written word, and the re-experiencing of subconscious emotions can help to promote behavioural and cognitive change. -This means that in the analysis of artwork we can analyse the subconscious motivations in the minds of the participants in the experiment, in order to study the effectiveness of the intervention in the treatment of attachment disorders in university students.

Expressive art therapy uses artworks as a mediator to externalise and project the inner being of university students with attachment disorders. Through the process of art creation, they are able to re-experience their own emotional experiences, to reorganise their inner state, to feel the penetrating power of art and to stimulate their creativity.

The goal of this study is to alleviate the symptoms of attachment disorder in university students by assessing self-assessment, other-assessment and behavioural change in the areas of physical arousal, somatic change, cognitive change, behavioural adjustment and interpersonal relationship improvement, in contrast to the artistic expression of interpersonal relationships that alleviates attachment disorder in university students.

Literature Review

Mikulincer M (1998) argues that securely attached adults tend to cope more effectively with stress, whereas insecure attachment not only insecure attachment not only does not help

individuals to cope more effectively, but may reduce their ability to cope. Securely attached individuals tend to express themselves proactively by acknowledging the threat individuals with secure attachments tend to express negative feelings proactively by acknowledging the presence of a threat, and to use positive ways to engage with the worry, for example, by asking a close person for help. In contrast, attachment-anxious individuals exaggerate the distress and uncontrollability they face and overreact; attachment-avoidant individuals deny negative feelings in order to avoid rejection. In contrast, individuals with attachment anxiety exaggerate the distress and uncontrollability they face and react too strongly; individuals with attachment avoidance deny the threat of negative emotions in order to avoid rejection and keep their need for emotional expression and comfort. Therefore, the reason why attachment-anxious or attachment-avoidant individuals are severely distressed is because they often adopt ineffective coping strategies, and the use of these strategies does not engage with negative emotions which in turn increases their distress.

In 2015, Du Jianghong, Wang Huaxin and Li Yongxin translated the foreign Adult Attachment Scale (AAS) and administered it twice to 799 university students in China. The exploratory factor analysis showed that the item factor loadings ranged from 0.42 to 0.75, with the two factors explaining 45.23% of the overall variance; the fit indices of the validation factor analysis were satisfactory; the convergent validity, discriminant validity, validity scale validity, alpha coefficient and combined reliability of the two dimensions of attachment avoidance and attachment anxiety all met the psychometric requirements. The revised AAS is a true and stable measure of adult attachment in university students and can be used as an assessment tool in future studies.

Hazan and Shaver (1987) identified three types of attachment in adults: secure attachment - individuals who are comfortable with intimacy and trust their partner; dismissive avoidant attachment - individuals who are uncomfortable with intimacy and distant from others; and anxious/ambivalent attachment. Brennan further crossed the dimensions of attachment anxiety and attachment avoidance to indirectly obtain four (Fraley, Waller, & Brennan, 2000), as shown in Figure 1.2: (1) the low anxiety and low avoidance quadrant is secure; (2) the high anxiety and low avoidance quadrant is preoccupied; (3) the low anxiety and high avoidance quadrant is dismissing; and (4) the high anxiety and high avoidance quadrant is fearful (fearful). avoidance quadrant is fearful.

Adult attachment is measured in two main forms: interviews and self-report questionnaires. The earliest method used to measure adult attachment was the Adult Attachment Interview (AAI), which consists of 20 items and measures adult attachment by assessing spoken records related to attachment experiences (George, Kaplan, & Main, 1985). The self-administered questionnaire consists of the Adult Attachment Scale (AAS), the Relationship Questionnaire (RQ) and the Experiences in Close Relationships Inventory (ECR).

The ECR is an adult attachment scale developed by Brennan et al. It has two dimensions, Anxiety and Avoidance, with 36 items and 18 questions on both dimensions (Brennan, Clark, & Shaver, 1998). Shaver, 1998). Fraley, Waller, and Brennan (2000) later revised the ECR based on item response theory to produce the Experiences in Close Relationship-Revised (ECR-R), which classifies attachment anxiety and attachment avoidance according to their scores. In 2006, Li Tonggui and Kazuo Kato (2006) from the Department of Psychology, Peking University, translated and revised the Experiences in Close Relationships-Revised (ECR-R) to obtain a Chinese version of the ECR with 371 Chinese university students as subjects, with good reliability and validity. In this study, the Chinese version of the ECR

revised by Tonggui Li and Kazuo Kato was used to measure adult attachment and to examine the current status of attachment anxiety and attachment avoidance among heterosexual university students respectively.

What is more consistently accepted by domestic scholars is that through artworks, emotions can be expressed and released. At present, the main ones that are more recognized in explaining the mechanisms of the effects of art therapy on human mental health are the left-right brain division of labour theory and the psychological projection theory (Li Xiaohong, Wu Mingxia 2011; Zhang Xiuchen, He Jin, Fan Fumin 2017).

Mirror neurons are anatomical entities that can improve the understanding of behaviour and emotions and may serve as a basis for the development of novel cognitive therapies. (Poikonen, H., Toiviainen, P., Tervaniemi, M. 2018) By examining an extensive and complex network of brain processes that emerge when people watch performing arts, it was found that cortical communication is enhanced in dancers when watching dance and that in addition, this enhancement is associated with multimodal cognitive and emotional processes, rather than simply observing dance movement. It is the 'mimicry' and creative processes of expressive arts that can activate behavioural patterns in mirror neurons and cause neural activity. In other words, mirror neurons provide the scientific and biological basis for the healing function of artistic activity.

Conceptual Framework

This research is a research study. The intervention research in this paper is drawn from attachment theory and positive emotion construct theory.

Attachment theory suggests that the adult attachment anxiety dimension and the adult attachment avoidance dimension should be associated with different coping styles, with attachment anxious individuals tending to over-activate and attachment avoidant individuals tend to de-activate and inhibit responses, i.e. individuals with different attachment dimensions should have an impact on relationships through different coping styles. Researchers argue that attachment theory is essentially a theory of emotion regulation, theorising that attachment-anxious individuals should use more over-activation strategies in order to try to get more attention from the attachment object, while attachment-avoidant individuals should adopt more inactivation strategies, inhibiting their emotional needs and avoiding others.

Positive emotion theory is a key component of positive psychology, and Fredrickson's extended-construct theory explains that positive emotional experiences not only reflect individual well-being, but also contribute to individual growth and development and have long-term adaptive value. This means that positive emotions have two core functions: the transient expansion of the individual's immediate sphere of thought-action, and the long-term construction of the individual's long-term physical, cognitive and social resources. Through these two functions, positive emotions contribute to the individual's upward spiral and enhance his or her well-being. Until the mid to late 1980s, attachment theory was mostly confined to the study of children until 1987, when personality and social psychologists joined the research to expand it to the adult stage, typified by the publication of a paper by Hazan and Shaver entitled 'Romantic love can be seen as an attachment process'. They argue that the three types of attachment proposed by Ainsworth et al. can also be applied to the adult love process. Therefore, they constructed a simple self-report scale based on Ainsworth et al.'s description of infant attachment patterns. In

this measure, participants were asked to select one of three descriptions of attachment types that best reflected the feelings and thoughts they often have in relationships. For example, the secure description is characterised by trust in the other person and a preference to remain close, while the avoidant description is characterised by a lack of trust and a preference to remain emotionally distant from the other person, and the anxious attachment type is typically characterised by a lack of information about the emotional utility of the lover and a strong, yet less than satisfactory, desire to be close to the other person. Since then, scales on adult attachment have emerged and have contributed significantly to the progress of research in this area.

Addressing interpersonal disorders in university students is a complex systemic project involving the disciplinary fields of education, psychology and sociology. This paper uses the knowledge of art disciplines to analyse all aspects of the ways to resolve interpersonal communication barriers among university students, and to analyse the relevant research literature and data collected in a comprehensive manner, which helps to propose more scientific suggestions and countermeasures, and to draw more scientific and reasonable conclusions. Unlike other research frameworks, this study incorporates art therapy to intervene in attachment disorders in university students. Art therapy is a direct approach to the subconscious that awakens the pleasure hormones on a physiological level, while positive emotions not only expand the mind, but also construct the best possible future. Through a theoretical overview of expressive arts therapy, drawing therapy, and mental health, we provide theoretical support for the application of expressive arts therapy to enhance mental health education for university students.

The subject population is a group of university students with high knowledge and cognitive ability, aged 18-28 in early adulthood, who have a high interest in intimacy but are often inappropriate in their approach. They are eager to enter into intimate relationships, but for various reasons, the relationships are blocked and they are unable to reach their goals. For this group, interventions can go a long way towards alleviating attachment disorders, promoting interpersonal efficiency and quality, and can lay a foundation for future entry into society and the establishment of one's own family.

The use of expressive arts therapy techniques and methods to implement group counselling with university students can reduce the mean values of mental health dimensions such as anxiety and impulsive tendencies, and can improve the attachment disorders of university students.

In this paper, the author firstly reviews the literature and research to explore the basic conditions in which interpersonal articulation alleviates attachment disorders in university students. Secondly, a preliminary investigation of the basic situation of a sample of university students was conducted by means of questionnaires and interviews, and the causes of the attachment disorder among university students were analysed superficially according to the findings. Again, from the perspective of the artistry of interpersonal interaction, group objectives and corresponding group activities were designed based on the group research method to establish that the attachment disorder of university students was alleviated; finally, based on the evaluation results and research findings, the overall situation and intervention effects of the group were summarised from the perspective of artistry, and targeted countermeasures and suggestions were summarised, reflected upon and put forward.

Independent Variables Dependent Variables

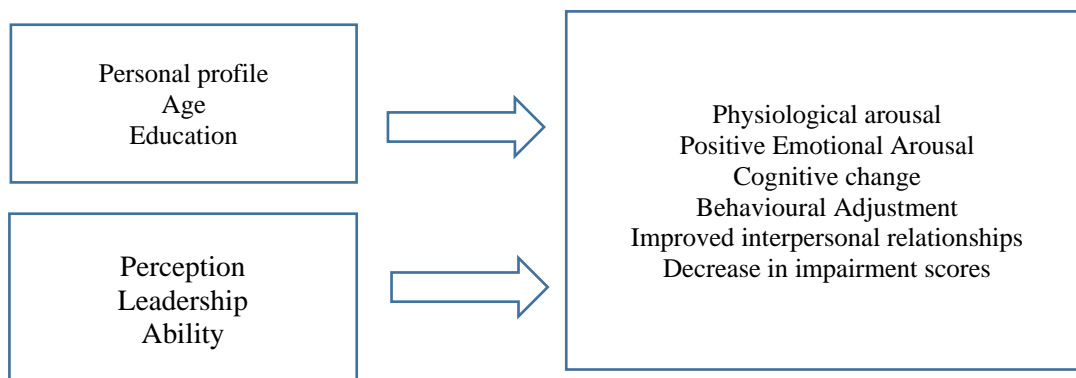


Fig.1 *Conceptual Framework: Independent variables and dependent variables in Research*

Research Methodology

The sample of the study was university students at the author's university. All participants signed a written informed consent form before the experiment, and the average age of the subjects was 18-28 years old. A total of 600 questionnaires were distributed and 575 questionnaires were returned, with a return rate of 95.80%. After excluding some non-response ($\geq 5\%$) or regular responses, 541 valid questionnaires remained, with an effective rate of 94.09%. The AAS and ECR scales were used to screen 150 students with attachment disorders, regardless of gender. Through pre-interviews and pre-testing, we learned that the overall psychological and behavioural characteristics of the students in the school were more evenly distributed across the classes, and in order to support the normal school management and to facilitate the promotion of group counselling, we decided to conduct an expressive arts therapy type of group counselling for the students.

In this study, through observation and interviews with university students with attachment disorders, we were able to grasp the psychological changes of university students and their personal needs, and then clarify the research hypothesis and the specific research direction of this paper; based on this, we decided to intervene in the attachment emotions of university students through a combination of art therapy and group activities. The final conclusions of the study are drawn and a series of recommendations for future research are made.

The purpose of using the two scales is to validate each other, and university students were chosen as the subjects of the study because it was convenient for the author to work in a university and to conduct the study. At the same time, the university student population has a guaranteed IQ, a better understanding, a greater likelihood of change and far-reaching implications.

Publicity and recruitment. The researcher briefly introduced the group activities, their duration and how they would be conducted by putting up posters. A copy of the recruitment notice for the interpersonal growth camp was also given to each class leader to advertise and register applicants in each class.

Screening of subjects. The researcher administered 600 copies of the AAS and ECR scales at the same time and place to a total of 600 subjects, and collected the questionnaires in time for completion. After screening according to the criteria for rating valid questionnaires in

the scales, 541 valid questionnaires were selected, and a total of 150 students with some interpersonal relationship problems were screened according to the scoring criteria of the scales. The students were randomly assigned to the experimental and control groups and divided into seven experimental groups and two control groups. Through pre-interviews, 140 valid subjects were finally identified for the experimental group, and the remainder were randomly assigned to the control 8 and 9 groups of 5 each, resulting in a final control group of 10 and an experimental group of 140.

Research Results

Objective 1. The results showed that there are three attachment disorders of college students, namely attachment anxiety, attachment avoidance, and attachment fear. Fear (38.365%) accounts for the largest proportion of adult attachment types among college students, followed by security (25.786%), preoccupation (18.553%) and rejection (17.296%), with the proportions of preoccupation and rejection types being very close to each other.

Table 1 *Distribution of Adult Attachment Types among College Students (N = 541)*

	Security	Fearful	Pre-occupied	Denial
Number of people	139	208	100	94
Proportion (%)	25.786	38.365	18.553	17.296

The results of table 2 shows that college students scored 3.561 ± 0.807 on adult attachment anxiety and 3.177 ± 0.795 on attachment avoidance, with a t-value of 6.645, $p < 0.01$. The scores on attachment anxiety were significantly higher than the scores on attachment avoidance with a t-value of 6.645, $p < 0.01$. This indicates that the postgraduate students have a relatively positive model of others, but a more negative self-model, with anxiety and dissatisfaction about their current situation.

Table 2 *Paired samples t-test results (N = 541)*

	Security	Fearful
Number of people	139	208
Proportion (%)	25.786	38.365

Note: M is the mean, SD is the standard deviation; * indicates significant difference at 0.05 level; ** indicates significant difference at 0.01 level

Objective 2. The results showed that art therapy can really alleviate college students' attachment barriers, improve interpersonal relationships, help college students have more insight, and bring about improvement in emotion, cognition, behavior, and interpersonal relationships in a more comfortable way without increasing harm.

Objective 3. The results showed that through experiments and interventions, it is verified that the artistic expression of interpersonal communication effectively alleviates college students' attachment barriers. The qualitative research for this study consisted of records of art therapy group activities and interviews with clients. Quantitatively, the AAS and ECR scales were used to conduct pre and post tests and comparative tests on 150 college students, from which we found that art therapy can alleviate attachment disorders.

The table shows that the average score for each question was around 6, with the highest item scoring 6.4 and the lowest item scoring 5.8. The overall result shows that the subjects in the experimental group were more satisfied with the group counselling, which indirectly reflects that

the implementation of the group counselling activity was relatively successful. The results of the group counselling intervention showed that the experimental and control groups showed significant improvements in attachment disorders, reaching a significant level, and in interpersonal interactions, but the degree of change did not reach a significant level of 0.05, which indicates that such group counselling activities can still produce the desired effect to a certain extent. This suggests that the expressive arts group counselling intervention helped to significantly reduce attachment disorders and to reduce interpersonal distress among university students.

Table 3 *Descriptive statistics of group counselling satisfaction (N=130)*

Title	M	SD
1. I enjoy participating in this group activity.	6.4	.52
2. I feel accepted in this group.	6.2	.63
3. I feel safe in this group.	6.2	.63
4. In this group, I feel group cohesion.	6.0	.67
5. I feel that every time the group meets, there is mutual trust and openness.	5.8	.92
6. I like the way the leader leads the group.	6.3	.48
7. I felt that the group activity was helpful to me.	6.1	.74
8. I was satisfied with the content and format of the group activity.	5.9	.74
9. This activity fulfilled the expectations I had when I entered the group.	6.2	.42
10. I would like to continue to participate in such activities if there are any in the future.	6.2	.79

Discussions

Firstly, the overall condition of the group members before and after the activity was good. In the seven levels of emotional expression, the overall condition before participating in the activity was good, around the level of level five, and no participation was affected due to individual bad emotions, and secondly, the overall level of the members improved to a certain extent after participating in the activity, indicating that the group counselling was conducive to the improvement of the overall condition of the members.

Secondly, the group members' gains during the activities were reported by means of open-ended questions, and by summarising the feedback from the group members, it was found that the group members' gains during the activities matched the content of the group counselling programme and its objectives to a very high degree, indicating that the activities were well organised and guided, and that they were able to give the members a deeper experience and insight into attachment disorders. The group counselling activities were highly effective.

Furthermore, the feedback from the group members on their satisfaction and dissatisfaction with the activity shows that the group members were satisfied with the activity, the organisation, the content and the leader, and the results were consistent with the overall evaluation of the effectiveness of the group counselling activity. The group members' dissatisfaction with the activity mainly included some objective aspects that should be noted or improved. It is important to note that some members commented that the art dialogue

exercises were a little difficult to practice, so the content of the activity should be designed to be as in-depth as possible, and guidance should be provided to those who are slow to accept it.

Finally, the suggestions made by the group members after the activity, one being the atmosphere created before the activity and the other being the difficulty of the exercises, indicated that the group counselling activity was not perfect and could be further improved. The last suggestion made by the group members was that the number of group counselling activities could be increased to help them practice and apply the attachment disorder, from which two aspects emerged. The other aspect is that the limited number of group sessions was not enough to consolidate the members' complete mastery and use of art therapy, and it is possible that the attachment-relieving effects that the members learnt from the sessions will deteriorate after the sessions.

In summary, the group counselling activities were effective, but the set-up and organisation of the activities need to be further improved and the timeliness of the activities needs to be investigated in the future, such as:

- 1 Offer courses on the topic of interpersonal interaction and communication.
- 2 Focus on the correction of interaction cognitive biases in mental health counselling.
- 3 Adding new knowledge to education in response to new situations of interaction disorders.
- 4 Focus on the training and enhancement of practical interaction skills as a defusing approach.
- 5 Efforts to enable students to master interpersonal communication skills and language arts.
- 6 Emphasis on the development of students' self-adjustment skills to overcome interaction barriers.
- 7 The creation of a good interaction environment as a necessary way of resolving.
- 8 Create diverse activity platforms to increase students' communication channels.
- 9 Strengthen campus psychological counselling to eliminate students' bad mentality in interaction in a timely manner.
- 10 Improve the design, link selection and effect evaluation methods of art therapy group counseling activities, and increase case consultation to improve the effect of interpersonal relationship.

Knowledge from Research

Independent Variables Dependent Variables

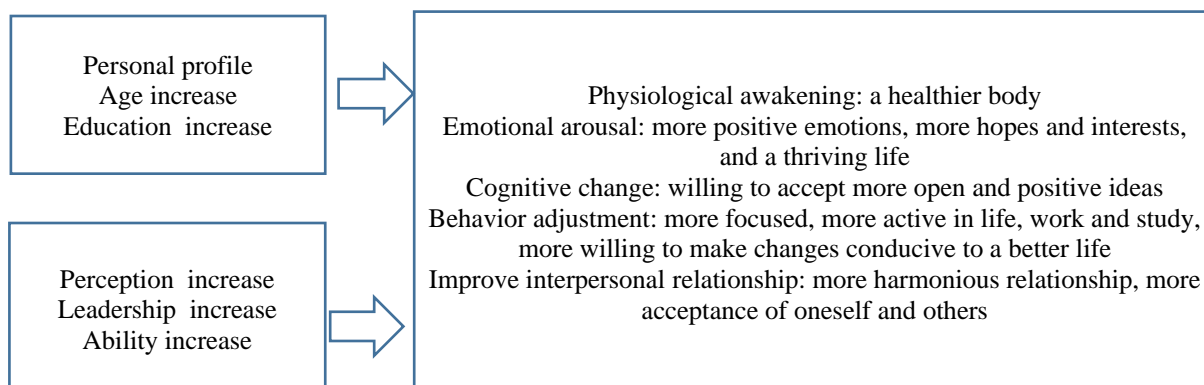


Fig.2 Research knowledge

Conclusion

The activities related to the art therapy group that unfolded during the course of this study provided an in-depth exploration of attachment remission in college students, with the intervention study being a single domain. In this study, all clients in the experimental group showed a more or less significant decrease in attachment, signifying that the art therapy group played a crucial role in the alleviation of depression among the university students. For this group of university students, the art therapy group activities helped to alleviate their depression while building their social networks, thus achieving a deeper alleviation of depression in this group and helping the university students to gain the benefits of cognitive, emotional and social support for their well-being and to improve their quality of life. The study observes various benefits associated with the use of art therapy group work methods in each art therapy session, which is a useful reference and practical implication for research related to art therapy interventions for people with emotional problems.

Through the analysis of the theory, it is logically concluded that the failure to resolve interpersonal attachment disorders among contemporary university students is due to more or less misleading attributions, and that only by changing negative attributions and preventing misguidance in resolving interpersonal attachment disorders can we properly guide the right way to resolve them.

Through the unfolding analysis of art theory, it is equally logical to conclude that art therapy influences the effectiveness of the dissociative approach, and that it is important to emphasise the ability and opportunity of individual university students to make decisions for their own lives and to stimulate their initiative and potential in a variety of ways in order to enable them to increase their self-confidence and develop a good mindset for overcoming interpersonal disorders.

The theoretical deepening of understanding should become the guiding principle in the practical optimisation of the way interpersonal attachment barriers are resolved in contemporary university students. So it is necessary to help students correctly understand the real causes of interpersonal attachment disorders and correct cognitive biases, and in this process, special emphasis should be placed on educating students to be able to correctly examine themselves from the actuality of their thoughts, strengthen their self-confidence on the basis of self-knowledge, get rid of such undesirable attitudes as paranoia and pessimism, and realise The educator and the target can communicate with each other in a positive way. In the specific mediation practice, we should also pay attention to the understanding and mastery of scientific mediation techniques, and choose the appropriate mediation pathway, so that the students can consciously get out of the psychological dilemma of interpersonal attachment disorder with the education of spring and rain. These findings both raise the theoretical level of this thesis and form a practical value that can to some extent solve the problems in the way of dissociation.

First, the two experimental groups showed significant improvements in aggressive behaviour, self-affirming behaviour and relationships with others compared to the control group, suggesting that group counselling can be effective in improving the interpersonal relationships of university students.

Secondly, both expressive arts therapy and spiral group counselling were similarly effective in improving college students' general avoidance of anxiety, avoidance, dependency, shyness and other relationships with others, and therefore both expressive arts therapy and

spiral group counselling are suitable for improving college students' interpersonal attachment disorder and relationships with others.

Thirdly, compared to spiral group counselling, structured expressive arts therapy groups with the theme of self-affirmation are more effective in improving self-affirmation behaviours such as self-confidence, positive self-affirmation, defensive self-affirmation, confession, praise (giving/bearing), asking for help and refusing requests. group counselling approach is more appropriate for improving self-affirming behaviours in interpersonal attachment disorders.

Interventions and treatments that address the internal working model, poor self and other representations of patients with anxiety disorders are important in improving anxiety symptoms, interpersonal relationships and cognitive-emotional behaviour.

Although there are some shortcomings in this study that need improvement, there are several innovations.

Firstly, the programme design of the expressive arts therapy group counselling incorporates some new media as well as the use of a combination of media, such as the inclusion of musical elements when conducting free writing, in addition to traditional activities such as drawing and music.

Secondly, two observers are assigned to each group to provide post-event feedback to help leaders understand issues that they have overlooked during the group process and to gain a good understanding of the characteristics of the members.

Thirdly, due to the specific requirements of spiral group counselling, leaders reflect on their leadership skills afterwards and watch videos to reflect on areas for improvement in the two group counselling sessions.

Fourthly, the type of group counselling used was clearly defined and the three groups of subjects were compared on a pre- and post-test to find a more suitable group counselling approach for improving interpersonal relationships among university students. This provides a useful basis for finding appropriate group counselling methods for future interpersonal interventions with university students.

Suggestions

Future research in this area could be carried out in the following ways.

Firstly, increasing the range of subjects studied. Expanding the sample size and increasing the diversity of the sample will enable further analysis of the suitability of the two types of group counselling for different genders or ages. This would provide a sound basis for helping students of different ages or genders to improve their interpersonal relationships. At this stage, research into art therapy interventions for emotional wellbeing is somewhat limited, and there is limited research involving art therapy with university student groups. In the actual course of the activities, this study found that art therapy can have some well-being benefits for university students. In future, we can expand the study group and conduct cross-sectional comparative studies across multiple age groups as well as longitudinal follow-up studies to leave valuable data for future research. It is therefore suggested that research in this area could try to expand the categories of research subjects, which could enhance the possibilities and

complexity of art therapy activity programmes, as well as the practical experience and value implications of art therapy, while also promoting the practicality, science and effectiveness of art therapy.

Second, focus on continuity. A longitudinal follow-up study of the members who participated in the two group counselling approaches was conducted to explore the effects of the two group counselling approaches on the improvement of interpersonal relationships among university students. The longitudinal study was conducted to find out the sustained effects of the two group counselling approaches on the improvement of interpersonal relationships among university students. In this study, the students had significant effects during the group activities, but when interviewed after the activities, the students indicated that the benefits of the art therapy group activities were relatively short-lived and did not last long after the activities were over, and many of the benefits began to fade, so the practice of social work interventions for university students needs to last for a longer period of time, and it is best to accompany the students through the whole attachment disorder and focus on the family of the university students. It is best to accompany the students throughout their attachment disorder and to focus on their families. The characteristics of the field after the students return to their families are not guaranteed and require appropriate social work attention.

Thirdly, refine the group counselling approach to be used for each of the different dimensions of interpersonal relationships, and break down the improvement of interpersonal relationships as a whole to improve one or more of the areas in which the individual is lacking. The combination of art therapy and group activities achieves a "one plus one greater than two" effect. The social benefits of group activities are more difficult to achieve with art therapy alone, and the focus and sense of colour that art therapy has on university students is difficult to achieve with a single group activity. Therefore, it is more effective to combine art therapy with group activities to address the characteristics of the university student population. This has greater reference value for intervention research with university students.

Fourth, understanding the processes that trigger insecure attachment, especially in-depth research into the nature of fearful attachment. with fearful attachment groups having negative attitudes towards themselves and others, often experiencing more negative emotional experiences and interpersonal difficulties, and being the group with the most worrying psychological conditions. The causes of fearful attachment should be examined in depth and how best to improve their attachment status and psychological well-being, to avoid unsafe attachment and inter-generational transmission of adult attachment affecting more family members.

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