

Cultural Value of Modern Art Therapy Theory and its Application in the Field of Education

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Abstract: Introduction: Modern art therapy utilizes various artistic mediums such as painting, doodles, and collages to facilitate self-expression and healing. Therapists guide clients in exploring emotions and experiences through creative processes, fostering personal growth and emotional well-being within a supportive and non-judgmental environment. Aim: The purpose of this research is to examine the cultural value of modern art therapy theory and its application in the field of education. We investigate the effectiveness of Zen-doodle modern art therapy in enhancing the positive impact and subjective wellness among teacher-training students, contributing to the understanding of its potential benefits in educational contexts. Research methodology: We conducted a questionnaire survey on 150 undergraduate students. They engaged in a Zen-doodle intervention aimed at enhancing their subjective wellness. Pre- and post-intervention questionnaires were administered to evaluate the impact of modern art therapy on their welfare. Individuals were required to answer a couple of set questionnaires before and after the Zen-doodle interventions. We utilized SPSS for statistical analysis in our research, employing descriptive and inferential methods to analyse data on the impact of Zen-doodle modern art therapy among students. Research findings: Our investigation found there is no significant correlation between stress and positive impacts pre-intervention. However, post-intervention, positive impacts significantly increased, indicating the potential effectiveness of Zen-doodle modern art therapy in enhancing subjective wellness. Incorporating contemporary methodologies in art therapy, our research explores its implications for fostering well-being in educational settings. Conclusion: This research contributes to the field of modern art therapy efficacy in improving positive impacts among students, thereby addressing mental welfare concerns..

Keywords: Modern Art Therapy, Zen-Doodle, Education Sectors, Emotional Well-Being.

1. INTRODUCTION

In past times, artistic expression has developed with human civilizations throughout the world. According to several academics, creating art is essential to the functioning of humans and could not have emerged or continued to be an aspect of human psychology in the absence of a clear adaptive role (Kaimal & Arslanbek, 2020). According to these

investigators, creating art can serve a variety of purposes, including evoking feelings, stimulating the imagination, solving problems, preserving life events, and supporting nonverbal communication. Discovered for example, that people rely on the creation of art to form rituals, communicate, and make special important occasions and turning points in each member's life within the community (Sampurno et al., 2020). However, inadequate studies have been done on the therapeutic benefits of the arts in assisting people in overcoming obstacles, such as finding strength in one's unique creative potential and feeling of community (Zubala et al., 2021).

The World Health Organization (WHO) instructed that inadequate psychological wellness is an important factor in the global disease burden, with one-fifth of young people going through psychological disorders along with 25% of people worldwide at risk of experiencing mental health issues at some point in their lives. Events such as natural catastrophes, disease, adversity, discrimination, and wars aggravate these unfulfilled requests for psychosocial support.

The majority of the world's regions have extremely few resources and a dearth of qualified experts to assist mental health and wellbeing (Sajani et al., 2020). Considered that it has its origins in our instincts for evolutionary survival, which include reacting to hazards and making decisions to provide security and an impression of identity, therapeutic approaches in art therapy build upon the conception of the prevalent artistic endeavors and the contemporary world's demands on mental health (De Witte et al., 2021).

Professional art therapists aim to promote overall well-being and mental health by facilitating creative visual self-expression. In the 20th century, art therapy initially emerged as a therapeutic field in the forms of self-expression such as painting and drawing (Vaartio-Rajalin et al., 2021). Specifically, the field started off addressing the developmental needs of children with special needs as well as the post-traumatic stress disorder (PTSD) needs of veterans (Hacmun et al., 2021). As of right now, According to the Art Therapy Association, art therapy is an integrated field of human services and mental health that uses human experience, applied psychological theory, creative processes, and active art-making in a psychotherapy relationship to improve the daily activities of people, families, and communities (Saracho, 2023). Figure 1 shows the step by step of basic Zen-doodle drawing.

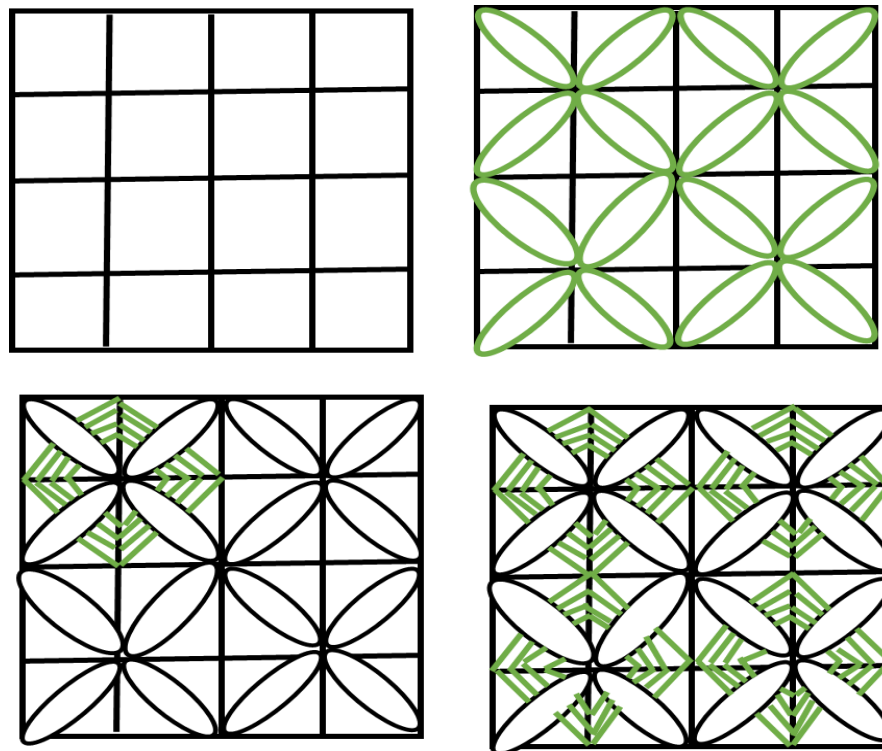


Figure 1: Basic Zen-doodle drawing steps

It has been demonstrated that the zen-doodling technique can be used as a therapeutic and artistic practice in medical environments. It can help patients relax, sleep better, feel more confident, overcome phobias (like a fear of flying), and reduce stress. Zentangle and doodling have also been shown to be beneficial as an artistic activity, especially in that they can foster inspiration, enhance one's capacity for creativity, and refine hand dexterity, eye contact, fine motor skills, handwriting, and attention span (Manion, 2022). An art therapist can utilize the isotherapy product to enhance group relationships by having participants reflect on shared experiences, both in individual work with clients and in group art practices (Havelia & Oleksandra, 2024). To improve group members' emotional states and foster a sense of security, the environment in which art therapy is practiced is crucial (Beerse et al., 2020). The advance knowledge of modern art therapy's potential advantages in educational settings, it is important to examine the cultural significance of the theory and its application in the field of education. Specifically, this study will look into how well Zen-doodle modern art therapy works to improve positive impact and subjective wellness among teacher-training students. Section 2 outlines the existing literature. Section 3 covers the techniques for data collecting, data analysis, participant selection, and research design. Section 4 presents the study's result and discussion. Conclusion is described in Section 5.

2. RELATED WORK

The experience of practicing Zen tangling among patients with Borderline Personality Disorder (BPD) was investigated by (Morales-Alonso et al., 2024). In this qualitative study, patients in an emotional disorders unit who had finished a 6-session Zen tangling program once a month for six months were interviewed semi-structured using a phenomenological interpretative technique. Fifteen patients were interviewed as part of this inquiry. The Smith, Flowers, and Larkin approach was employed for evaluation in the data analysis. The benefits of an organized Zentangle-textile-art-based (ZTAB) interference on older Hong Kong individuals' quality of life and self-esteem in community settings were examined in Lam (Lam, 2022). To support an evidence-based evaluation, the ZTAB program framework combined Zentangle and doodling drawing exercises with Borba's five-stage self-esteem paradigm. In three steps, twenty-one participants finished the protocol: 1) Before the intervention, a demographic data survey was conducted; 2) before the intervention, the World Health Organization's Quality of Life (WHOQOL-BREF) brief form was used to assess life quality; 3) after the intervention, RSES and WHOQOL-BREF evaluations were conducted along with a closed-ended questionnaire. To investigate how high school students' academic stress was affected by a Zentangle intervention was determined by Bennett et al. (Bennett et al., 2022). The sample, comprising 44 participants, was selected by Purposive Sampling. The participants were 9th and 10th students from a school that adheres to the Board of Education. Random assignment was used to place the individuals in the intervention or control groups. The Educational Stress Scale for Adolescents (ESSA) was given to both groups. Masika employed a single-blinded randomized controlled trial (RCT) approach to fulfill its primary target (Masika, 2020). The Lawton Instrumental Activities of Daily Living (IADL) quantity and the Short-form Geriatric Depression scale measure secondary outcomes, while the major outcome of the 5-minute Montreal Cognitive Assessment technique is the measurement of cognitive functions. Two methodological investigations were carried out to interpret and verify the instruments before the RCT's implementation. They looked into the variations in results over time between the VAT groups using the generalized estimating equation (GEE). Immel focused on demonstrating whether a person's everyday stress levels could be associated with a lack of commitment to mental health, which is assumed to be disregarded during busy periods or in situations when a problem isn't immediately apparent

(Immel, 2020). Ultimately, the project's much more general objective was to determine whether Zentangle was a useful tool for treating anxiety and sadness brought on by upsetting world events. Emotions of powerlessness and media negativity are especially frequent during a particularly delicate period when everyone is depending on the news for updates. They want to learn more about the strategies for overcoming these unfavorable feelings that result from trying circumstances that affect society. The fundamental ideas behind the concepts of fear, anxiety, and art therapy were covered in (Kramchenkova et al., 2023). Aspects about the effects of stress on children, its origins, and the primary strategies for mitigating it were developed. According to the study, one of the best ways to reduce stress and increase stress resistance is through art therapy. The study's findings support the theory that art therapy can be used to combat stress while also serving as a preventative measure. The ways to deal with stress have been identified; these include art therapy, fairy-tale treatment, and so on. They also looked into the neurophysiological characteristics of stress in children.

Pike (Pike, 2021) discussed the way social isolation and indoor living which was particularly evident during the COVID-19 pandemic has produced an expanding need for holistic therapeutic approaches like eco-art therapy. Eco-art therapy is in line to assist professionals in improving their quality of life by utilizing natural environments to boost mental and physical well-being. Eco-art therapy emphasizes positive psychology, builds on the strengths of the client, and encourages gratitude, optimism, and purpose. It promotes a perspective change away from stressors and toward things that improve happiness and well-being. In the end, it wants to give customers a sense of fulfillment and coping mechanisms for life. Dealing with the parents of an angry child can be a difficult task. The primary reason for was that those parents behaved aggressively as children (Abdukarimovich & Melikmurodovich, 2022). Their children will also inherit mental health problems. Consequently, the psychologist ought to interact with parents in psychotherapy as much as feasible. When their child gets into a dispute with them, parents believe that the child would later regret, apologize, and calm down. Instead, they view angry children as ungrateful. They will discuss ideas and recommendations for using art therapy to assist people in overcoming their anger. Both quantitative and qualitative research analyses were used in (Padilla, 2024) mixed methods research design. This method employed the Self-Care Assessment for Psychologists (SCAP) scale in conjunction with pre- and post-directive surveys to evaluate the participants' subjective experiences and artistic

creations. The purpose of this method is to raise awareness about better self-care, well-being practices, and strategies in the art therapy and mental health fields. To safeguard the mental health of healthcare workers, (Ho et al., 2021) investigated the effectiveness of a brand-new, multimodal, group-based Mindful-Compassion Art-based Therapy (MCAT) that combines creative emotional expression with reflective self-awareness. A randomized controlled trial with two arms and an open-label waitlist was carried out. The effects of instruction (directed expression and free expression) and mandala (organized and unstructured) on anxiety, mood, and mindfulness were investigated in (Campenni & Hartman, 2020). 69 undergraduate students were among the participants; they were randomized to one of four conditions after being made to feel nervous. The design used a mixed factorial design with dimensions of 2 (mandala) X 2 (instruction) X 3 (duration). A reflective writing assignment was examined for language use. The findings showed that all circumstances are equally useful methods for enhancing mood, reducing anxiety, and increasing bodily awareness. Language patterns showed that, in comparison to structured mandala coloring, unstructured mandala creation produced greater impact and insightful word use. According to this study, there are differences between coloring and making mandalas when it comes to achieving specific therapeutic objectives. Identified as a complementary and alternative medical intervention that is non-pharmacological, art therapy has demonstrated beneficial clinical outcomes for mental diseases. Although paintings and sketches have historically been used in therapeutic procedures, a thorough comprehensive review in clinical settings is absent. Hu et al., (Hu et al., 2021) focused on painting and sketching while searching PubMed for art therapy material. Art therapy showed promising results in lowering mental symptoms, especially in depression, anxiety, autism, schizophrenia, Alzheimer's disease, and dementia. These findings point to the dual benefits of art therapy in promoting emotional expression and offering diagnostic assistance, indicating a strong case for its wider therapeutic application in the field of mental health. Carsley & Heath researched the benefits of free drawing and coloring, mindfulness coloring (mandala), and a non-coloring control exercise to lower test anxiety in college students (Carsley & Heath, 2020). Additionally, it assessed how dispositional mindfulness and response to intervention affected test anxiety and mindfulness states. Methods: Two dispositional mindfulness exercises and standardized assessments indicating anxiety about tests and state awareness pre-post activity were completed by participants before an exam. Reports of pre-intervention state awareness and test anxiety completely

mediated the link between dispositional awareness and after the treatment state mindfulness and test anxiety.

3. METHODOLOGY

Essentially, the purpose of this quantitative, single-group pretest-posttest investigation is to assess how well undergraduate (UG) students in China universities can regulate their positive emotions using creative art therapy. The goal of this study is to increase participants' good emotions. The Zen-doodle intervention serves as the study's independent variable. This investigation showed that emotional disorders are common among Chinese UG students, suggesting a lack of psychological health. Selecting participants that are equivalent to the population they originate from is the first step in the sampling procedure. Following thorough assessments of the expenses, practicality, and representatives' factors, the random sampling approach was used in this assessment. When collecting samples, the sampling approach used groups as the sampling unit rather than individuals. Random UG-level candidates were chosen for this experiment among other students.

3.1 Selection Criteria

A crucial part of the present analysis is the selection criteria. There are two categories into which the selection criteria can be divided. They are standards for inclusion and exclusion. The following describes the classes of the selection criterion.

3.1.1 Inclusion Criteria

1. UG students obtaining education Bachelor's degrees.
2. Include the age range of 18 to 25.
3. Fluent in the Chinese language.
4. Willingness to do the pre and post-test questionnaires and take part in the Zen-doodle intervention.

3.1.2 Exclusion Criteria

1. UG that aren't assigned to the teacher candidate that has been chosen.
2. Those who have previously trained in Zen-doodle or other creative art therapy techniques.
3. Students who missed the pre-test and post-test examinations as well as the whole intervention period.

3.2 Data collection

This investigation conducted a questionnaire survey on 150 undergraduate teacher training students in China. Unfortunately, only 112 UG students' submitted responses are taken for this assignment because of missing data. Of these 112 students, 93 students are interested in the art field. Only these students were trained by Zen-doodle training teachers. Both assessments of pre-test and post-test were conducted and the whole data collection process took about 3 hours and 30 minutes.

3.3 Pre- and post-intervention Questionnaires

3.3.1 Pre-Intervention Questionnaires:

1. What is your current stress level and how does it impact your day-to-day activities?
2. What are the primary causes of your anxiety or depressive states?
3. How do you usually handle stress or unpleasant feelings?
4. Have you previously engaged in any kind of mindfulness or art therapy?
5. What goals do you have for yourself when you attend the Zen-doodle modern art therapy sessions?

3.3.2 Post-Intervention Questionnaires:

1. Consider how your level of stress has altered as a result of taking part in the Zen-doodle modern art therapy workshops.
2. Please list any particular advantages or favourable affects you have had from the art therapy sessions.
3. After the art therapy sessions, have you noticed any changes in your general emotional or well-being state? If so, could you kindly elaborate?
4. How likely are you to stick with mindfulness exercises like Zen-doodle art in the future?
5. Tell us anything else you want to say about your experience using Zen-doodle modern art therapy and how it affected your subjective well-being.

3.4 Instrumentation

One form of survey response scale that is frequently used in this analysis and evaluations to determine attitudes, views, and agreement levels is the 3-point Likert scale. There are three response options available to responders to indicate their level of agreement or disagreement with the statements or items: "Agree", "Neutral", and "Disagree". Compared to scales with more response options, this scale provides a modest level of

granularity and is comparatively simple and uncomplicated to use for data collection. It helps investigate and effectively record respondents' opinions on a range of topics and is especially effective for immediate evaluations where a more complex response scale is neither required nor practical.

3.5 Statistical Analysis

Using the Statistical Package for the Social Sciences (SPSS), we performed a statistical study and found numerous noteworthy results on the correlation between different variables. First, there was a notable drop in stress levels after the intervention, as seen by the substantial negative association we identified ($p < 0.005$) between stress levels and positive outcomes post-intervention. Additionally, a small positive correlation ($p = 0.25$) was seen between coping strategies and the favorable outcomes following the therapy, suggesting a meaningful but weaker link between the two variables. Even though there was no significant correlation ($p = 0.185$) between well-being evaluations and favorable outcomes following the intervention, the rise in well-being was not deemed statistically significant. Furthermore, expectations and positive outcomes after the intervention showed a somewhat negative connection ($p = 0.003$), indicating a significant decline in expectations after the intervention. A noteworthy improvement in enjoyment was seen after the intervention, as evidenced by the high positive connection ($p < 0.005$) between pleasure ratings and positive effects. These statistics shed important light on how successfully Zen-doodle modern art therapy works to improve teacher-training students' subjective wellbeing.

4. RESULT

The demographic profiles of $N = 150$ participants including age, gender, nationality, and field of interest are the categories that have been gathered. Table 1 depicts the demographic data of participants. The respondents were young individuals, with an age of 22-25 years for 112 of them. There were more than twice as many female respondents ($n = 67$, 59.82%) as male respondents ($n = 45$, 40.17%). Only 16.97% ($n=19$) of the 112 students indicated they had no interest in art, while 83.03% ($n=93$) admitted they were interested in it. The majority of them (75.62%) do not have any prior experience with medication. Merely 24.38% ($n=27$) engaged in yoga or medication. Only a few of the 27 individuals who medicated regularly practice it. When prompted to assess their level of satisfaction with their current life, the majority of respondents (48.21%) reported they

were somewhat satisfied, while 14.28 % indicated they reacted neutrally to their level of satisfaction. Of these, 18.75% declared they were extremely happy with their current living circumstances, while the remaining 18.75% admitted they were extremely unhappy.

Table 1: Demographic data of participants

		Number of	
Category		Participants	Percentage (%)
Age	22-23	64	57.14
	23-24	27	24.10
	24-25	21	18.75
	Total	112	100
Gender	Female	67	59.82
	Male	45	40.17
	Total	112	100
Country	Chinese	60	53.57
	Malaysia	27	24.10
	India	10	8.92
	Other ethnics	15	13.39
	Total	112	100
Field Interested	Arts field interested	93	83.03
	Other field interested	16	16.97
	Total	112	100

4.1 Degree of PI in Pre-test Painting Therapy

In this part, we look at the participants' happiness in terms of PI before their mindfulness artistic engagement. Table 2 depicts the PI and stress level of respondents before the assistance. It shows the mean PI scale score of 57.24 (SD = 16.28). The possible grades are 15 to 27. Assess the participants' stress levels before beginning Zen-doodle creative art therapy. The mean stress level score of the participants, which is 68.61 (SD = 23.45). A score of 15 is the lowest and 28 is the highest possible score.

Table 2: PI and stress level of respondents

	Pre-Test	
	PI	Stress Level
Mean Value	57.24	68.61
Standard Deviation	16.28	23.45
Minimum	13	15
Maximum	27	28

4.2 Investigation of Pre- and Post-Intervention Questionnaire Data to Assess the Impact of Interventions on Psychological Measures

The mean and standard deviation values for every item in the pre-intervention questionnaire are represented by the Pre-Intervention Mean

(SD). The mean and standard deviation values for every item in the post-intervention questionnaire are represented by the term Post-Intervention Mean (SD). The Pearson correlation coefficient (r) and its associated p -value are displayed by the Pearson Coefficient (p -value). Figure 2 and Table 3 represent the pre and post-interventions based on mean value. With a negative correlation ($r = -.73$) and a p -value of less than 0.005, the stress level, for instance, significantly decreased after the intervention. This suggests that there is a very significant association between the stress levels before and after the intervention. With a positive correlation ($r = .27$) and a p -value of 0.025, indicating a meaningful but lesser group activity, coping strategies improved somewhat after the session. After the intervention, there was a little rise in well-being ratings, but there was no discernible improvement in well-being as the correlation was not significant ($r = .39$, $p = 0.185$). Expectations sharply decreased following the intervention, with a p -value of 0.003 and a moderately negative association ($r = -.53$). The significantly increased post-intervention pleasure ratings demonstrated a very significant improvement in enjoyment along with a strong positive correlation ($r = .63$) and a p -value of less than 0.005. The therapy showed an average improvement in coping mechanisms and a large reduction in stress and enjoyment. However, expectancies dropped after the treatment and there was no discernible difference in well-being.

Table 3: Questionnaire analysis of pre and post intervention

Questionnaire	Pre-Intervention Mean (SD)	Post-Intervention Mean (SD)	Pearson Coefficient (p)
Stress Level	6.31 (1.3)	4.9(1.2)	$r = -.73, p < 0.005$
Response Method	3.84 (.9)	4.9 (1.0)	$r = .27, p = 0.025$
Well-Being Rating	7.43 (1.4)	8.2 (1.0)	$r = .39, p = 0.185$
Predicted	4.67 (1.3)	6.7 (1.3)	$r = -.53, p = 0.003$
Degree of Enjoyment	6.76 (1.9)	7.6(1.1)	$r = .63, p < 0.005$

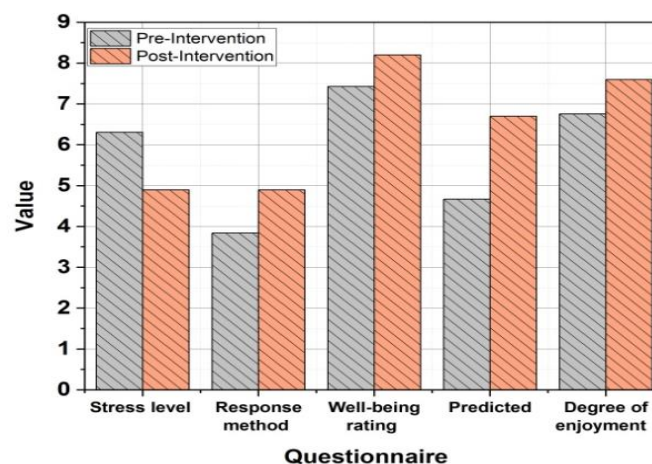


Figure 2: Pre and post-interventions based on mean value

4.3 Relationships between PI and Stress Level during Creative Practicing Mindfulness

To investigate the association between stress and PI in undergraduate research participants before they had thoughtful illustration psychotherapy with Zen-doodle, Pearson's correlation was calculated. The finding reveals that there is no meaningful correlation $r(93) = -0.354$, $n = 112$, $p = 0.147 > 0.01$, which was discovered to exist among the two parameters. As a result, the study's initial hypothesis is rejected. Figure 3 depicts a Relationship among pre-test between PI-score and stress level.

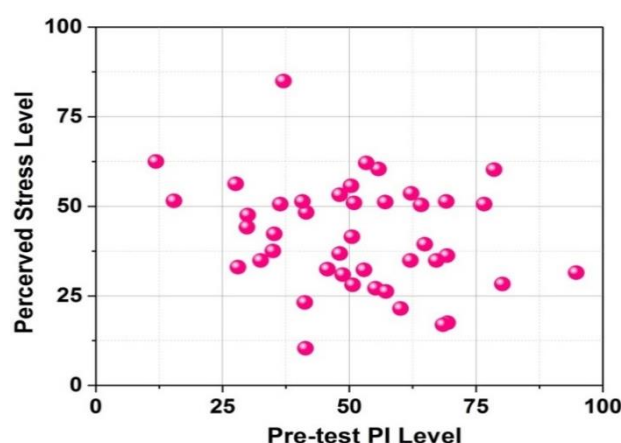


Figure 3: Relationship among pre-test between PI-score and stress level

4.4 Effect of Mindfulness Artistry on PI of Participants

To determine whether there is a link between the amount of PI before and following assistance, Pearson's correlation was calculated. The findings demonstrate a substantial two-tailed correlation between the PI levels for the pre-and post-tests ($r(93) = 0.634$, $n = 112$, $p = 0.001$). Figure 4 represents the PI correlation among pre-and post-test scores. Overall, there was a significant positive association among the PI score before and after the mindfulness artistic therapy. A greater post-test PI score was linked with an improved pre-test PI score.

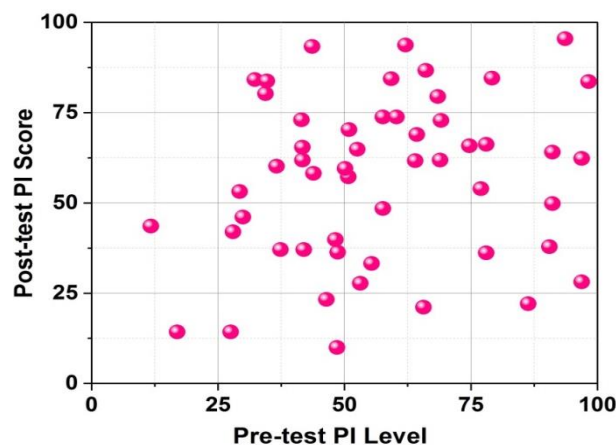


Figure 4: PI correlations among pre-and post-test scores

4.5 Participant Perspectives in Zen-doodle Artistry

Participant A and Participant B displayed their own interpretations of complex patterns and forms in pre-defined spaces while they engaged in Zen-doodle art. Participant A's artwork could include fluidity and organic patterns, whilst Participant B's production would highlight exact geometric forms and symmetrical groupings. Both pieces of art, albeit having different styles, perfectly capture the imaginative and contemplative spirit of Zen-doodling. Figures 5 (a) and 5 (b) show the Zen-doodle art of participants A and B, respectively. In instance, Participant A's drawing shows a decrease in tension after the post-test evaluation. Participants enter a realm of awareness with their Zen-doodle gestures, where drawing serves as an avenue for self-expression and relaxing. The movement and simplicity of Participant A's lines and forms suggest that work could indicate a sense of ease and emancipation, which may have been affected by her decreased stress. These creative expressions not only depict the reflective path of Zen-doodling but also emphasize the various ways people perceive and interact with the practice, expanding our comprehension of its restorative possibilities.

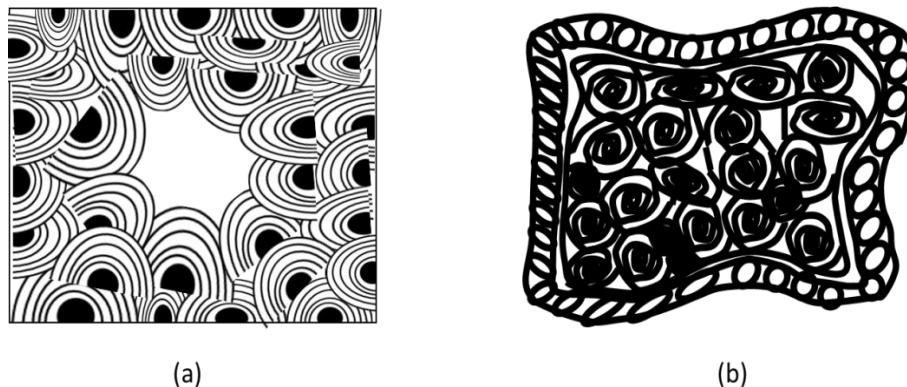


Figure 5: Zen-doodle art (a) Participant a (b) Participant b

4.6 Comparing the Impact Levels Before and After the Zen-doodle Intervention

To compare the respondents' levels of PI across categories, a histogram was constructed. Additionally, comparisons are made between the pre-and post-intervention levels of beneficial effects in each category. Table 4 and figure 6 depicts the impact of pre and post test. Following the Zen-doodle intervention, the level of impact with very low levels of PI (65%) dropped to (52%). The level of impact falling into the low group decreased from (74%) to (66%). Furthermore, the ratio of participants to moderate levels is (70%) and (73%). High level of impact achieved (83%) and (92%). At the very high PI level category, the level of impact (90%) had used Zen-

doodle nearly twice the number of individuals in the identical group (96%) before the interaction.

Table 4: Impact of pre and post test

Level of Impact	Pre-Test (%)	Post-Test (%)
Very low	65	52
Low	74	66
Moderate	70	73
High	83	92
Very high	90	96

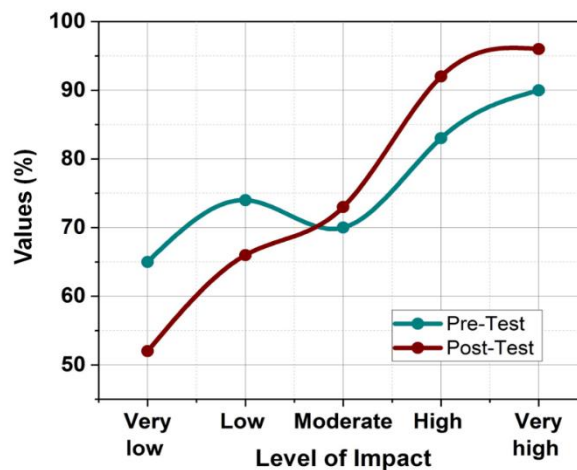


Figure 6: Impact of pre and post test

5. DISCUSSION

This study investigates the cultural significance of contemporary art therapy theory and how it is used in the educational setting. As a contribution to the understanding of its potential benefits in educational contexts, we examine the efficacy of Zen-doodle modern art therapy in boosting positive impact and subjective health among teacher-training students. The objective of their Zen-doodle intervention was to improve their subjective well-being. Comparing data from psychological measures collected before and after the intervention was the main focus of the investigation. Before the intervention, the majority of participants reported mild to moderate levels of stress and perceived effect (PI). After the session, stress levels dramatically dropped, indicating a positive result. Further research employing correlation analysis yielded intriguing results. Although there was no significant correlation between stress and PI before to the session, there was a large positive association between the pre-and post-intervention PI evaluations, suggesting that the intervention had a

consistent influence on participants' perceptions. A histogram was also used to compare the PI levels in each category both before and following the operation. The results showed that following the operation, the distribution of PI levels shifted, with a decrease in very low and low impact levels and an increase in intermediate to high effect levels.

6. CONCLUSION

This investigation explores the possible benefits of Zen-doodle, a type of modern art therapy, for students pursuing educator accreditation about of their emotional state. Zen-doodle provides a space free of criticism where individuals can explore their emotions and experiences via artistic expression. We questioned 112 students participating in teacher preparation programs using a questionnaire. The respondents appeared to have moderate levels of stress, as shown by the mean stress level of 68.61 among them. A moderate level of felt impact was also indicated by the participants' mean score of 57.24 on the perceived impact (PI) scale. It emphasizes the significance of art therapy in culture as a way to improve mental health and education. The study has significance for teacher preparation programs because of the crucial role that instructors play in impacting the mental and emotional health of their pupils. When art therapy techniques like Zen-doodle are incorporated into teacher education programs, future educators may acquire the ability to lower stress and enhance mental well-being. As a result, the teaching approach will become more insightful and supportive. The findings show a noteworthy increase in beneficial effects after the intervention, suggesting that by providing patients with a healthy outlet for their feelings, Zen-doodle art therapy may enhance subjective health.

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