

# The Enlightenment of Psychological Counseling Combined with Exercise Therapy on Public Health Pragmatics Classroom

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## Abstract

This study evaluates the efficacy of psychological counseling (PC) and exercise therapy (ET) in public health pragmatics classrooms. Using a questionnaire, physical exercise scale, and psychological resilience scale, the author divided students with varying mental health (MH) issues into three experimental groups: PC, ET, and control. The findings revealed a significant correlation between the amount of physical activity and the five dimensions of depression, anxiety, tension, self-efficacy, and psychological resilience ( $r=0.217\sim0.413$ ,  $P<0.01$ ). This study found that as college students increased their physical activity, their negative emotional symptoms decreased. It also revealed that the results of the anxiety factor test administered to college seniors after PC and ET differ significantly. Based on a scientific comparison and analysis of experimental data, it has been determined that PC combined with ET can generate significant effects in reducing college students' employment anxiety (EA) and improving their mental health (MH) and that these effects are superior to those of PC intervention alone.

**Keywords:** Psychological counseling; exercise therapy; college student; Public health

## 1. Introduction

With the advancement of social education, students have increasingly weighty schoolwork loads and are frequently susceptible to physical problems, such as fatigue, a combination of physical and mental effects. People's bodies and minds can become exhausted if they are engaged in a specific activity, have negative emotions, or cannot complete a task. However, effective fitness activities can improve an individual's disposition (Heckendorf, Lehr, & Boß, 2022). Simultaneously, both physical and mental fatigue will diminish or dissipate. If people regularly engage in body exercises, such as swimming or ball games, their heart, and lungs will be effectively exercised, their sensory organs and coordination tonality will improve, and they will gradually become more courageous, confident, and optimistic. The body's positive qualities will also increase. According to studies, physical activity has a particularly potent therapeutic effect on neurasthenia and can cure mental illness (Cruz et al., 2021). According to the extensive knowledge of several psychologists, sports can be used as a treatment and function for anxiety and depression. The more anxiety and depression a person has, the more suitable they are for fitness activities, and the more consistent their fitness, the more their anxiety and depression will improve (Klim-Conforti et al., 2022).

Clinical psychology research demonstrates that adolescent students' mental health (MH) problems can be ameliorated through sports. This is an effective supplementary treatment

method that, on the one hand, can alleviate the psychological force of adolescents. On the other hand, adolescents' psychological malaise also improved. Teens' intellectual growth can be aided by sports participation. Teenagers can exercise their pondering, observation, and memory through sports. According to the experiment, students' intelligence will increase to differing degrees if they regularly engage in physical activity.

Additionally, sports can make individuals better. Accelerated conduction enables the nervous system to respond flexibly, allowing pupils to maximize their movement advantage and sense of self-worth. If a person is under the influence of positive emotions, his immunity will be strengthened, which will positively affect people's physical health (Jinnouchi et al., 2021). However, if a person's mood is frequently extremely negative, their physical health will be negatively impacted. On the one hand, a negative mood saps people's vitality; on the other, it diminishes their health. In recent years, as awareness of MH has grown, the prevalence of MH among college students has sparked widespread concern.

An investigation found that college students' psychological problems are more severe than those of normal people and closely related to unemployment and psychological stress reactions among college students (Ballengee, Zullig, & George, 2021). Psychological counseling (PC) and exercise therapy (ET) are the most distinctive components of school-based mental health (MH) education. It is primarily aimed at students with psychological problems or disorders

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and other students in need of assistance. These students can eliminate their psychological discomfort, prevent mental illness, and maintain their mental health (MH) through identification and referral, diagnosis, intervention, and other PC and ET procedures and techniques. Due to the influence of traditional concepts, people's comprehension of

the function and significance of PC and ET in the school education system has remained in "strengthening students' physique. At the level of traditional conceptions, such as mastering the fundamental knowledge and skills of sports, sports therapy's "MH effect" is not sufficiently recognized, and research in this area is exceedingly uncommon (Liu & Gao, 2021).

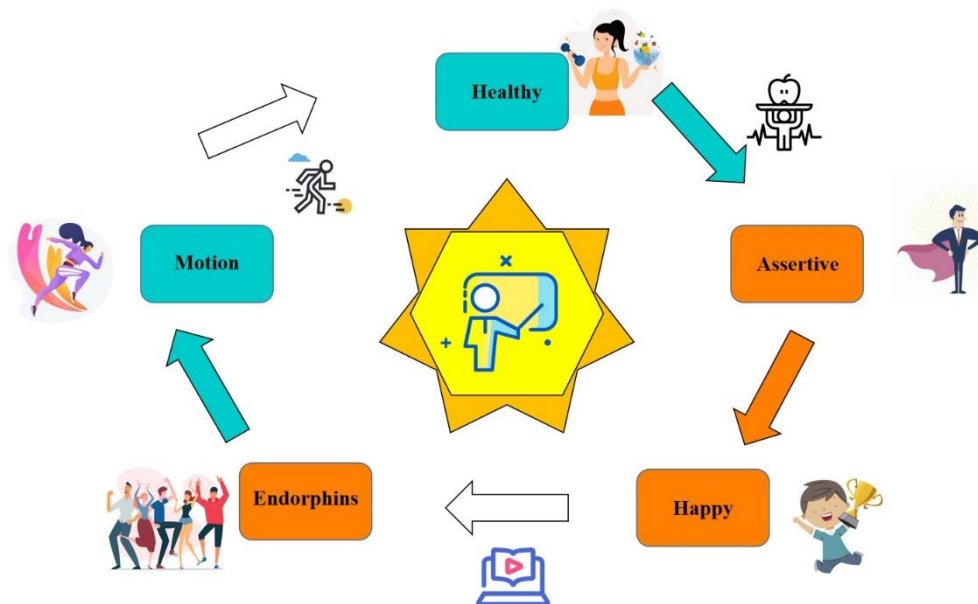


Figure 1. Impact of movement

The author will focus on discussing and analyzing the cases encountered in the student work practice and believes that the application of sports therapy in this instance can provide evidence for expanding the research on the types of psychological disease treatment methods and ultimately promote the mental health of college students more effectively. Therefore, it is essential and urgent to conduct active scientific research on the positive effects of PC and sports on the mental health of college students.

## 2. Literature Review

The tragedy of sudden death, suicide, or mental illness among college students has occasionally been reported in recent years. In August 2016, Xu Yuyu, a prospective college student in the Shandong Telecom fraud case, not only paid nearly 10,000 yuan in tuition fees to credulous fraudsters but also perished due to intolerable attacks (Yoon et al., 2022). A sophomore also suffered cardiac arrhythmia as a result of telecommunications fraud. In March 2015, a normal university student committed suicide by jumping from a building. A Beijing University of Technology graduate student fell from a building the same year. In the middle- and long-distance running tests from 2012 to 2014, more than 40 individuals collapsed due to

physical causes (Zartaloudi et al., 2021). Tragedies cast a cloud of darkness over institutions, families, and society when they are performed. In the new era, college students are expected to be the successors of the socialist country, bearing the weighty responsibility of realizing the great Chinese ideal. However, their youthful lives abruptly ended when they were in their prime, and the nation, the school, and an entire family all lamented the loss of talent. Numerous factors contribute to the frequency of such incidents being reported, but their physiological and psychological effects are more significant (Horita et al., 2020). The Report on the Development of Youth Sports in China (2016) highlighted the current disorder in youth sports; first, over 41.7% of college students spend more than two hours per day using mobile phones, tablets, and other electronic devices. Second, there is insufficient time for athletics. Even the quality of primary and secondary school students is insufficient, as 84.2% of students devote less than an hour per day to athletics. Thirdly, disregarding the significance of sports, lacking a sense of physical education, having a low awareness of physical exercise, and engaging in irregular exercise habits are almost universal problems among college students; these are the "culprits" of the currently low physical quality of college students (Guzman et al., 2020). Simultaneously, social development,

employment competition, and academic and emotional pressure present college students with challenging psychological improvement and development issues: Reasonable cognition, self-acceptance, interpersonal communication, social adaptation, etc., all of these issues impede the cultivating of high-quality talents.

Since the 1960s, the domestic and international psychological communities have accorded considerable significance to the issue of physical exercise promoting MH quality. First, the positive impact of sports on emotions, such as promoting the generation and maintenance of positive emotions and reducing stress responses. Secondly, sports and mood: According to some studies, mood is an important indicator of MH. In terms of cognitive function, thirdly: Sports have a positive effect on the prevention, regulation, and treatment of depression, according to empirical research; through the experimental comparison of two intervention and treatment modes, it was discovered that sports could effectively ameliorate depression (Tian et al., 2020). Fourthly, the overall benefit of sports to promote MH: Both theoretical research and empirical tests have confirmed that sports can reduce stress, enhance self-efficacy, and increase the amount of sleep, thereby gradually promoting MH. Hajarian Abhari et al. (2022) discovered through experimental research that jogging can help strengthen students' psychological tenacity and the development of psychological tenacity will improve students' self-confidence, problem-solving ability, and task concentration after the instruction of psychological tenacity courses. Through psychological resilience scale measurement and psychological resilience pre-practice, Vermeiren et al. (2020) confirmed that sports assisted by psychological resilience intervention directly affected adolescents' emotions. Furthermore, it is proposed that psychological firmness, as a method of behavioral intervention, significantly impacts individual quality.

According to the research, mental fortitude, a potential sports outcome, can be enhanced through specific sports forms. As an effective psychological resource at the time, psychological fortitude could not be overlooked in improving quality and psychology. According to Tatum and Vera (2020), the emotion regulation paradigm of soap consists of internal and external regulation. The model is consistent with human factors (internal factors) and support factors (external factors) in psychological resilience, suggesting that psychological resilience has a positive internal and external regulating effect on emotion (Lee et al., 2021). According to the theory of exercise psychology, physical exercise plays a positive role in modulating attention orientation, enhancing function, and adjusting emotional levels.

There are classes on the combination of physical activity and mental health. The school must alter the traditional physical education teaching method and incorporate physical education and mental health education courses, as well as the school's distinctive advantages. In addition to enhancing their sports knowledge, students should develop improved psychological qualities (Doorley et al., 2023). PE instructors should combine sports and mental health education based on the needs of their students. Experience with the effects of MH in sports increases their awareness of MH in sports. To prevent mental health issues, it is crucial to encourage students' active endeavors to acquire knowledge of mental health and mental health in combination with sports. First, schools should establish institutions where the caliber of sports and health care courses is directly proportional to students' physical and mental health. Physical education teachers should emphasize students' mastery of physical education courses, assist students in combining PE and humanistic knowledge, and promote students' physical health (Troy et al., 2022). Numerous psychological disorders are on the rise among college students; if left untreated, they will negatively impact their studies and daily lives.

In addition to psychological and medical treatment methods, we should actively expand, seek out more healthy and effective auxiliary means, and integrate them into the MH education and treatment process for college students. In addition to psychological methods, we can integrate practical innovation and sports methods to treat psychological disorders (Cooper, 2021). Increasing numbers of scholars believe that sports have a positive effect on mental health, and the therapeutic influence of sports on mental health issues is comparable to that of some psychological and medical treatments. To summarize, it focuses primarily on the following points: first, sports can stimulate and promote students' intellectual development. Second, athletics can help students develop a strong will. Thirdly, sports can alleviate stress and enhance the capacity to withstand pressure. Fourthly, sports can facilitate the development of a well-rounded personality. Lastly, sports can facilitate interpersonal coordination. The positive impact of sports on mental health is still being examined in practice (Golubinski, Opper, & Schreyögg, 2020).

### **3. Methodology**

#### **3.1 Research object**

Playing sports correctly promotes physical and mental health. Good physical activity can improve students' physical and mental health. If negative psychological

factors are present in the best PE class, the effect of sports will be diminished. If a student's mood is erratic and he or she then participates in sports, the emotional impact is likely to cause physical harm. Therefore, to integrate sports and MH instruction, the first step is to identify the attention-grabbing aspects of sports. Before engaging in athletics, we must first maintain a positive mindset. Choose moderately difficult and intense sports so students can unwind their bodies and minds. Second, students should experience positive sports emotions before but not during competition. It should not only pique students' interest in sports but also enable them to comprehend the ultimate purpose of sports so that they can draw mental attention to sports. With the development of students' mental health as the primary objective, integrating sports and MH education creates a positive and calm learning environment for students. In this way, the students can maintain a positive state of mind so that tension, anxiety, and other negative emotions can be diminished, thereby improving their mental state for athletics participation.

First and foremost, schools should devote more resources to sports and mental health education to foster a positive learning environment for students and provide them with superior teaching resources. Second, we should increase the visibility of sports and mental health education to increase students' understanding of sports and their motivation to learn. Third, based on the varying sports requirements of students, implement engaging sports activities, encourage students' mental health, and realize the organic integration of sports and MH education. One hundred fourth-year students from the Chinese Department of Normal University were investigated with the SCL-90, and 98 had complete data for analysis. Eighteen college students, including ten men and eight women, were eliminated because their scores exceeded the cutoff value. The students' average age was 22.59 years. Six students were assigned to the PC, PC combined with ET, and the control group.

### 3.2 Research methods

#### 3.2.1 Literature method

Following the requirements of the research questions, the Chinese academic journal network and electronic library are used to consult relevant literature (Golubinski et al., 2020). The experimental intervention of PC combined with ET on college students' mental health provides more scientific methods and reference standards and minimizes blinding and invalidity of experiments.

#### 3.2.2 Survey method

The SCL-90 general MH questionnaire assessed the subjects' MH levels and characteristics. The scale contains

nine factors and ninety items, which address physical symptoms, interpersonal relationships, emotional status, living habits, diet, and sleep, among other topics. The questionnaire and each question are scored using a five-level scale; the higher the score, the lower the MH level, and the lower the score, the higher the MH level (Zhao & Tong, 2021). The scale has been revised and is used by relevant domestic parties; it is acknowledged to have the advantages of a large capacity, comprehensive symptoms, and a more accurate description of conscious symptoms. The validity coefficient of the scale falls between Q77 and Q90, and the reliability and validity of the evaluation results are high.

#### 3.2.3 Self-efficacy Scale

The Breda et al. (2022) (revised) general self-efficacy scale (GSES) were used for measurement. The scale consists of ten questions, and using the Likert 4-point scoring system, scores range from 1 to 4, with higher scores indicating greater self-efficacy. The internal consistency coefficient of the scale in this investigation was 0.892%.

#### 3.2.4 Psychological resilience scale

Bricca et al. (2021) compiled the Adolescent Mental Resilience Scale in 2021. The scale consists of five dimensions and 21 items; the first three dimensions measure personal fortitude factors, while the last two measure support factors. There are 5 items in the goal focus dimension, 6 items in the emotion control dimension, 4 in the positive cognition dimension, 6 in the family support dimension, and 6 in the interpersonal assistance dimension. The scale uses a 4-point Likert scale, with scores ranging from 1 to 4; the higher the score, the greater the psychological resilience. Each dimension's internal consistency coefficient in this investigation is 0.714~0.786.

#### 3.2.5 Mathematical statistics

The obtained data were input into the computer and processed with SPSS 22.0 software package. The statistical results were significant at  $p \leq 0.05$  and very significant at  $P \leq 0.01$ .

#### 3.2.6 Group experiment method

Based on the examination results, the subjects were divided into three groups. PC was used to administer a psychological intervention to the six experimental participants. The PC activity lasted 8 weeks, occurred 16 times for 0.5 hours per session, and consisted of extracurricular activities. To ensure the efficacy of the PC, each activity is planned and carried out by the PC instructor. After counseling, test-takers are required to complete specific assignments. Psychological instructors analyze the test-takers changes based on their assignments and provide individual PC and counseling to each test-



taker. Six subjects were given a post-test following a series of PC-based activities, and the results were statistically analyzed using SPSS 22.0. In addition, PC and ET were utilized to conduct a psychological intervention on six subjects. ET was utilized to intervene in extracurricular activities under the same PC and counseling conditions as the previous group. The intervention is primarily group-based, utilizing activities that are more or more engaging to the participants, such as badminton, table tennis, volleyball, basketball, aerobics, rope skipping, etc. The activity spanned eight weeks and consisted of sixteen sessions lasting between 0.75 and 1 hour each. Lastly, the

control group of six pupils did not participate in PC and ET but received standard school curriculum counseling.

#### 4. Results and Discussion

##### 4.1 Effects of physical exercise, self-efficacy, and psychological resilience on negative emotions of college students

A bivariate Pearson correlation analysis was conducted to examine the direct effect of physical exercise, self-efficacy, and psychological resilience on negative emotions in college students; the correlation coefficients are presented in Table 1.

**Table 1**

The mean value, standard deviation, and correlation of each variable

	variable	M	SD	1	2	3	4	5	6	7	8	9
1	Physical activity	15.61	17.65									
2	depressed	6.47	5.47	-0.3471)	(0.893)							
3	anxious	8.53	5.92	-0.3401)	-0.7851)	(0.870)						
4	pressure	8.71	6.18	-0.3851)	-0.8211)	-0.8231)	(0.881)					
5	Self-efficacy	26.66	5.84	0.4131)	-0.3271)	-0.3331)	-0.3691)	(0.892)				
6	Self-focus	16.68	3.76	0.2861)	-0.3671)	-0.3081)	-0.2771)	0.2431)	(0.714)			
7	Emotional control	20.50	3.98	0.2771)	-0.4291)	-0.3871)	-0.4461)	0.3131)	0.2971)	(0.752)		
8	Positive cognition	14.34	3.45	0.2311)	-0.3201)	-0.2381)	-0.2771)	0.1851)	0.6581)	0.2591)	(0.768)	
9	Family support	21.55	4.12	0.2551)	-0.4931)	-0.3911)	-0.4191)	0.2041)	0.4751)	0.2671)	0.5021)	(0.750)
10	Interpersonal assistance	19.58	4.47	0.2171)	-0.3791)	-0.2851)	-0.3011)	0.1901)	0.1971)	0.4041)	0.2611)	0.4001)

Table 1 shows a very significant correlation between the amount of physical exercise and the five dimensions of depression, anxiety, pressure, self-efficacy, and psychological resilience ( $r=0.217\sim0.413$ ,  $P<0.01$ ). There was a significant correlation between self-efficacy and depression, anxiety, and stress ( $r=0.327\sim0.369$ ,  $P<0.01$ ). The five dimensions of psychological resilience were significantly correlated with depression, anxiety, and stress

( $r=0.238\sim0.493$ ,  $P<0.01$ ).

To more obviously and precisely observe the changes in the influence of physical exercise on the negative emotions of college students, the mean values of the three dependent variables were examined. The levels of depression, anxiety, and stress were significantly lower in the moderate and large exercise volume groups than in the small exercise volume groups ( $P < 0.001$ ), as shown in Table 2.

**Table 2**

The results of variance analysis of the impact of physical exercise on college students' negative emotions

variable	Small amount of exercise	Moderate amount of exercise	Much exercise	P
depressed	7.38±5.17	4.73±4.58	4.91±3.77	<0.001
anxious	9.33±7.01	5.80±5.62	6.14±4.45	<0.001
pressure	9.64±7.89	6.03±5.17	5.31±4.88	<0.001

##### 4.2 Survey results of mental health characteristics of subjects

The university stage is crucial for young people's physical and mental development and maturity; many factors can influence their physical and mental development and their

future lives and careers. Unquestionably, employment pressure is a significant factor influencing the MH of college students. Therefore, college students' mental health merits more attention. As shown in Table 3, the difference between the SCL-90 factor scores of fourth-year college students and the norm was statistically significant.

Table 3

Comparison of SCL-90 Factor Scores and Norms of 98 College Students ( $x \pm sd$ )

project	Student Group	Norm Group	t-value	P value
depressed	1.89±0.69	1.50±0.59	7.99	<0.05
anxious	1.63±0.85	1.39±0.43	3.99	<0.05

Table 4

Comparison of psychological factor questionnaire test results before and after psychological counseling ( $x \pm sd$ ) items

project	control group	Experimental group 1	t value	P value
depressed	1.89±0.69	1.65±0.59	6.89	<0.05
anxious	1.63±0.85	1.40±0.43	3.16	<0.05

#### 4.4 Comparison of psychological factors before and after psychological counseling and exercise therapy intervention

Table 5 demonstrates that (1) there is a significant difference between the anxiety factor test results of the six

Table 5

Comparison of psychological factor questionnaire test results before and after psychological counseling and exercise therapy ( $x \pm sd$ )

Project	control group	Experimental group 2	t-value	P value
Depressed	1.89±0.69	1.55±0.59	6.3685	<0.05
anxious	1.63±0.85	1.40±0.43	2.7866	<0.05

#### 4.5 Intervention Effect of psychological counseling on mental health

In this study, PC and PC combined with ET, two easy-to-implement psychological intervention methods, significantly reduced EA and enhanced MH in college students. Furthermore, there is a substantial distinction between the two initiatives regarding reducing EA among college students. PC is the most professional aspect of school MH education, of which it is one of the methods. Through the procedures and techniques of psychological consultation, such as identification, referral, diagnosis, and intervention, these students can eliminate their psychological discomfort, prevent psychological diseases, and maintain their mental health (MH).

#### 4.6 Intervention Effect of exercise therapy on mental health

ET primarily takes the form of collective intervention by selecting activities with powerful or patients' interests, for example, badminton, table tennis, volleyball, basketball, aerobics, rope twirling, etc. These exercises are one of the best methods to maintain fitness and one of the best sports therapies, as they can regulate various physiological processes and the coordination function of various organs. Recent scientific research indicates that aerobic exercise

#### 4.3 Comparison of psychological factors before and after psychological counseling intervention

It can be seen from Table 4 that there is a very significant difference between the MH levels of the six subjects before and after PC, and PC effectively reduces their EA levels.

subjects after PC and ET, and (2) the combination of PC and ET reduced the subjects' EA and improved their MH. (2) The combination of PC and PC with ET can substantially reduce the EA factors of subjects and improve students' MH. (3) The effect of PC plus ET on the MH of test subjects was greater than the effect of PC alone.

can maintain the equilibrium of the cerebral cortex's excitation and inhibition and increase noradrenaline levels in the blood and brain. Noradrenaline is an excitatory hormone that can increase the nervous system's excitability. In addition, scientific research indicates that the powerful hormone endorphin, secreted by the body in response to aerobic exercise, is responsible for many of the health and comfort benefits of aerobic exercise. Endorphins have a powerful analgesic effect, so regular aerobic exercise can improve the excitability of the nervous system, inhibit depression, and decrease pain (Bartholdy et al., 2020). Comparing the psychological effects of ET and other psychotherapies on EA revealed that ET can reduce anxiety symptoms and is as effective as psychotherapy.

The adjustment treatment of ET can achieve people's attention diversion, emotional venting, interest change, and tension relaxation. Emotion tends to be stable. It is required to adopt different means and different sports therapy items. Sports activities with varying intensity, speed, direction, and rhythm can interfere with and destroy the negative psychological guidance of psychological patients and consume a significant amount of psychological energy accumulated by the patient. Last but not least, we will attain physical and mental stability and eradicate the sick psychological order that has been

established (Bernal-Utrera et al., 2021). ET strengthens college students' determination. In order to accomplish sports goals and deal with difficult situations during exercise, you must overcome the interference of inertia and negative natural phenomena with sweat and effort. ET can assist college students in developing positive psychological traits, enhancing their reaction time and intuitive judgment ability, fostering human cognitive ability growth, learning how to express their talents and strengths, and mastering the laws of competition and cooperation (Macintosh et al., 2020). Sports make individuals more mature, robust, cheerful, and optimistic.

#### **4.7 Intervention Effect of psychological counseling combined with exercise therapy on mental health**

This type of therapy is advantageous for developing an ideal coping mechanism, reducing emotional conflicts and frustrations, and becoming more rational. Exercise is a significant stressor that is of considerable importance to humans. Its purpose is to compel individuals to complete specific objectives or act following specific requirements, despite the pressure or coercion that their physiology and psychology impose. The combination of ET and PC can expedite the growth of self-awareness. Everyone's ability, accomplishment, attention, and attitude can be fully displayed in sports, particularly in team events.

Moreover, sports provide individuals with a sense of control, success, and competition and enhance mutual communication. Consequently, it facilitates the formation and growth of self-evaluation by assisting individuals in gaining a more complete and accurate understanding of themselves. College students' sense of self-efficacy can be enhanced by combining the computer with sports. Through psychological transfer, college athletes are also confident in their abilities when performing other tasks (Zimmermann, Bledsoe, & Papa, 2022). Rickman et al.'s research confirmed this psychological mechanism by which exercise increases self-efficacy.

### **5. Conclusion**

Students' health is the most important aspect of education; therefore, in light of the current emphasis on personalized development, every teacher should also be a mental health (MH) worker. Under the new curriculum, understanding students' mental health is crucial to their development. Chinese youth and many individuals with low psychological health cannot rely solely on psychological consultation and hospital diagnosis to treat their psychological problems; they must also address the underlying cause. On adjustment, the combination of sports and MH education in this mode of instruction is

more conducive to the healthy development of students' bodies and minds, promotes the rise of students' overall quality, and enables society to cultivate outstanding talents with sound personalities. The emergence of positive psychology not only ended the dominance of negative psychology but also broadened the scope of psychological research. We all strive for a positive outlook on life and a positive attitude towards living.

In this research, PC and PC combined with ET, two easy-to-implement psychological intervention techniques, significantly reduced EA and enhanced MH in college students. Furthermore, there is a substantial distinction between the two initiatives regarding reducing EA among college students. Positive psychology is a form of positive mental processing that cultivates positive thought. The development of good MH can influence college students' bodies, minds, and work, and encourage them to adapt to improved social development, for college students who frequently experience emotional difficulties in the present day. Improving students' mental health has become a realistic necessity due to the severity of college students' psychological issues, which merits the attention of society, school parents, and pertinent departments. PC can effectively reduce college students' EA levels and increase their MH. The effect of PC combined with ET on the mental health of college students is superior to that of PC alone.

### **6. Implications and Future Directions**

Based on its significant findings, this research has remarkable implications. This research found that the MH of college students is related to their athletic ability and mental fortitude. Moreover, this study revealed that it is crucial to affect the problems of students' mental health by enhancing and enhancing their MH. The research revealed that when confronted with problems, students with healthy MH reflect on their comprehension, characteristics, reasoning, and behavioral ability. Teachers must enhance college students' mental health through various methods and strategies and cultivate distinct school cultures, such as school, classroom characteristics, leadership, and development. Significantly, this study revealed that colleges and universities build their campuses on a mental health (MH) culture and that it is necessary to enhance the MH of students.

On the other hand, this study revealed that various disciplines or classes could also develop students based on the characteristics of their discipline, thereby encouraging students to understand themselves and be happy with themselves. In addition, this study revealed that college

students must maintain positive thinking and a positive, optimistic attitude. In the meantime, the study revealed that instructors' positive attitudes can influence the students in their vicinity. Teachers and parents must, therefore, not only articulate and share positive thoughts but also correct them promptly and control negative ones. In addition, this study revealed that college is an essential venue for promoting students' positive voices. Thus, the primary objective of university education is to teach students how to conduct themselves, which entails fostering their independence and integrity. This study also highlighted that personal autonomy would encourage students to have a positive outlook on life.

This study has undoubtedly contributed important findings to the corpus of knowledge and literature. Indeed,

the objective of this study has been met, as it has been determined that PC combined with ET can produce significant effects in reducing college students' EA and enhancing their MH, with the effect being greater than that of PC intervention alone. To enhance the corpus of knowledge in a critical manner, however, future research must take a variety of approaches. Future research should use the psychological well-being and attitude of students as mediators to determine the effect of athletics on students' physical and mental performance. Future research is encouraged to acquire data from various geographic regions to determine the findings and contribute substantially to the literature. Future research policy implications can enhance the student's learning performance if the student works in the following directions.

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