

# The Influence of Segmental Psychological Guidance and Exercise on Narrative Psychology

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## Abstract

Segmented psychological counselling and physical exercise exert a beneficial influence on narrative psychology, fostering enhanced comprehension and reconstruction of personal narratives among individuals. Consequently, this facilitates the advancement of psychological well-being and developmental processes. A retrospective analysis was undertaken to identify 50 young and middle-aged patients exhibiting mild depression. These patients were subsequently randomized into two groups: an observation group and a control group, each comprising 25 cases. The control group received standard medication treatment, while the observation group received additional psychological counselling and exercise alongside standard medication, mirroring the treatment protocol of the control group. Regarding self-esteem, anxiety, and depression, the participants in the experimental cohort demonstrated notable improvements following the intervention, suggesting that engagement in taekwondo sports can effectively enhance self-esteem and bolster the mental health status of middle school students. The novelty of the research lies in uncovering the combined influence of segmental psychological guidance and exercise on narrative psychology. This innovative approach provides a distinct method for fostering personal development and enhancing well-being by amalgamating cognitive and physical interventions. Implications and Taekwondo exercise demonstrates a greater efficacy in diminishing depression compared to anxiety among middle school students. Hence, the combination of segmental psychological counselling and exercise is more beneficial in alleviating depression levels and fostering students' willingness to engage in active psychological narration. Consequently, the utilization of segmental psychological guidance and exercise holds promise in enhancing the efficacy of narrative psychology towards facilitating personal growth and promoting well-being.

**Keywords:** Segmentation, Exercise, Mental Narrative, Treatment, China.

## Introduction

As contemporary society witnesses heightened levels of competition, middle school students face escalating expectations from educational institutions, families, and the broader societal context. The cumulative pressure emanating from various sources exacerbates the psychological strain experienced by these students, thereby compromising their mental well-being. According to survey findings, approximately 13% of adolescents in China exhibit significant psychological distress. Among them, primary and secondary school students manifest psychological and behavioural issues at rates of 21.6% and 32%, respectively, with an observed upward trajectory in recent years. Incidents of psychological imbalance, runaway attempts, and suicide among high school students are frequently reported in the media. While external factors contribute to these tragedies, it is imperative to acknowledge children's emotional dysregulation, limited psychological resilience, significant emotional fluctuations, and inadequate coping mechanisms for

setbacks and failures as underlying causes (Udofia et al., 2021).

Adolescents ideally should experience a period of relative freedom from significant work and life pressures, distinct from the responsibilities faced by adults. Nevertheless, contemporary societal norms have led to a mounting academic workload, intensified competition, aspirations for higher education, and elevated parental expectations, collectively imposing a psychological burden on adolescents that exceeds the developmental appropriateness of their age (Horita et al., 2023). Certain parents, preoccupied with professional commitments, may lack sufficient time for meaningful communication with their children. Furthermore, some families, despite enjoying enhanced material affluence and living standards, may inadvertently overlook their children's fundamental psychological requirements, leading to a breakdown in parent-child communication and understanding. Inappropriate parental disciplinary methods, ranging from overprotection to excessively stringent expectations and punitive measures, impose considerable psychological

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stress on children. Moreover, both familial and educational spheres often neglect the cultivation of essential life skills in children, resulting in diminished independence, heightened dependency, and inadequate interpersonal communication abilities. These deficiencies render children ill-equipped to navigate societal demands, culminating in emotional disorders such as anxiety, fear, social withdrawal, inferiority complexes, and depression. Such emotional disturbances can significantly impede the holistic development of adolescents, affecting both their personality formation and intellectual capacities (Yoon et al., 2022). Segmental psychological counselling entails the systematic resolution of individual psychological challenges and dilemmas through confidential discourse with trained psychological practitioners. Through attentive listening, empathetic engagement, and proactive guidance, these professionals facilitate individuals in exploring and comprehending their innermost experiences, emotions, and cognitive processes. This therapeutic process fosters a deeper comprehension of one's narrative framework, cognitive tendencies, and emotional states, enabling the expression and regulation of emotions within a secure and nurturing context. Episodic psychological counselling offers individuals the opportunity to reassess and reinterpret their personal narrative, fostering the gradual development of a constructive and growth-oriented narrative schema.

During adolescence, middle school students exhibit heightened responsiveness to diverse stimuli and are susceptible to intense excitement. The unexpected upheavals resulting from significant emotional fluctuations manifest characteristics such as suddenness, explosiveness, lack of control, irrationality, and rapid escalation. Minor incidents or contradictions can swiftly escalate into major events, with tragic occurrences not uncommon. A closer examination of various societal issues reveals an underlying emotional dimension behind incidents of personal or self-inflicted harm. Consequently, emotional disorders have emerged as significant factors impacting adolescent mental well-being (Saadatnia et al., 2022). The integration of segmental psychological counselling and exercise interventions within narrative psychology proves synergistic. Segmental psychological counselling offers a secure and nurturing milieu for individuals to comprehend and reconstruct their narratives, facilitating emotional regulation and the establishment of growth-oriented narrative frameworks. (Xu, 2023) provides a safe and supportive environment that helps individuals understand and reconstruct their narrative, promotes emotional regulation, and establishes a narrative model for growth. By combining both

approaches, individuals can derive cognitive insights and emotional support from psychological counselling, thereby fortifying their impact on narrative psychology through exercise (Hutto, 2012).

As the competitive demands for academic achievement and future career prospects, such as higher education and employment, continue to escalate, students are confronted with increasingly burdensome academic loads. Consequently, the prevailing mental health landscape among students is a source of growing concern, with a noticeable uptrend in the prevalence of various levels of mental disorders observed annually (Kopylova et al., 2021). Exercise further amplifies its impact on narrative psychology by providing physical sensations, fostering positive emotional experiences, bolstering resilience, and facilitating social interaction. These aspects collectively aid individuals in comprehending and reshaping their personal narratives, thus fostering favourable narrative development and mental well-being (Caponnetto et al., 2021; Mikkelsen et al., 2017). Previous research underscores the significant influence of segmental psychological counselling and exercise on narrative psychology, highlighting its relevance in the Chinese context where prior studies primarily focused on other countries, neglecting China's unique circumstances. Hence, this study investigates the effects of segmental psychological guidance and exercise on narrative psychology to address this research gap and its implications.

This study proposes to investigate the impact of episodic psychological counselling and exercise on narrative psychology. Employing a 12-week regimen of taekwondo exercise as an experimental intervention, the study evaluated the levels of self-esteem, anxiety, and depression among participants before and after the intervention using a standardized scale. Statistical analysis of the collected data was conducted using SPSS 17.0 software. The findings revealed that the students in the experimental group exhibited notable improvements in self-esteem, anxiety, and depression post-intervention, suggesting that taekwondo exercise has the potential to enhance the self-esteem and mental well-being of middle school students. The research comprises five chapters: an introduction outlining the research topic's significance and objectives, a literature review summarizing relevant scholarly literature and establishing a theoretical framework, a research methodology section detailing the study's design and data collection methods, a research analysis and discussion section presenting and analysing the findings, and a conclusion summarizing the key findings and their implications.

## Literature Review

The concept of narrative psychology has received considerable attention in prior literature, examining how personal narratives influence individual identity, sense-making processes, and psychological well-being (Dai et al., 2021). Recent studies have underscored the potential advantages of integrating segmental psychological guidance and exercise into narrative-based therapeutic interventions. Segmental psychological guidance involves strategically incorporating specific psychological techniques and interventions throughout the narrative therapy process with the aim of improving therapeutic outcomes. Conversely, exercise integration entails including physical activities or movement-based interventions alongside narrative-focused approaches to enhance embodiment, emotional regulation, and overall well-being (Fitch et al., 2020). In essence, existing research suggests that integrating segmental psychological guidance and exercise within narrative psychology interventions yields positive effects on individuals' psychological well-being and personal development (Jones et al., 2021). Scholars have observed that segmental psychological guidance, encompassing techniques such as cognitive restructuring, mindfulness practices, and emotion regulation strategies, effectively addresses maladaptive cognitive patterns and emotional distress, thus facilitating the development of more adaptive and empowering personal narratives (Zhang, 2020). Furthermore, the incorporation of exercise within narrative interventions has shown promising outcomes in enhancing emotional regulation, alleviating symptoms of depression and anxiety, and fostering feelings of embodiment and self-compassion (Massey-Chase, 2020).

Conversely, scholarly literature underscores the significance of tailoring interventions within segmental psychological guidance and exercise approaches in narrative psychology to meet individuals' specific needs and preferences. For instance, cognitive restructuring techniques may be more beneficial for some individuals, while others may respond better to mindfulness practices or expressive movement exercises. The collaborative and client-centred framework of narrative psychology allows for the customization and adaptation of interventions based on the client's objectives and preferences (Hutto, 2012). Moreover, studies suggest that the combination of segmental psychological guidance and exercise in narrative interventions can yield synergistic effects, as these modalities complement and reinforce each other (Mannion et al., 2009). Integrating movement-based interventions into narrative therapy sessions, for instance,

can facilitate the embodiment of personal narratives, enabling individuals to engage with their emotions and experiences more deeply (Murray, 2003). Additionally, physical activity enhances cognitive functioning, elevates mood, and promotes overall psychological well-being, further bolstering the therapeutic process and the construction of empowering narratives (Eisenhut et al., 2022; Hassmen et al., 2000; Netz et al., 2005).

In recent years, scholars have extensively investigated the influence of episodic psychological counselling and exercise on narrative psychology. These inquiries stem from an understanding of the importance of enhancing individuals' narrative psychology and mental well-being through practical means (Pinna & Edwards, 2020; Prince et al., 2007). Psychological therapy, as a form of mental health intervention, aims to foster individuals' psychological growth and assist them in overcoming challenges (Serafini et al., 2020). Extensive research has explored the efficacy of episodic psychological counselling, revealing its positive effects on emotional regulation, psychological stress reduction, and self-awareness. Additionally, it is considered instrumental in promoting the development of positive narrative patterns (Patel et al., 2018).

Exercise, recognized as a vital promoter of physical and mental health, has been extensively studied. Numerous investigations have shown that exercise enhances positive emotional experiences, life satisfaction, and cognitive function while reducing negative emotions like tension, anxiety, and despair. Moreover, exercise has been associated with improvements in self-esteem and social relationships (Cloninger, 2006; Rogowska et al., 2020). These findings suggest that physical activity contributes to psychological well-being and advances narrative psychology.

Krpan et al. (2021) explored whether expected future activities, such as exercise, influence current behaviour, particularly intellectual task performance. Their experiments demonstrated that individuals with high general self-efficacy (GSE), which reflects confidence in overcoming challenges, exhibited better intellectual performance when expecting exercise compared to relaxation. Conversely, those with low GSE showed the opposite effect. These findings suggest that task-centred attention mediates the impact of future activities on current intellectual performance across different levels of GSE.

Previous research underscores the significant impact of segmental psychological guidance and exercise on narrative psychology, emphasizing the need to consider these factors in Chinese contexts where such studies have

received comparatively less attention. Hence, further exploration is warranted to assess the effects of segmental psychological guidance and exercise on narrative psychology in China.

## Research Methodology

Between October and December 2020, primary patient data were collected from the psychological consultation room and affiliated hospital of a medical college. Following evaluation using scales and clinical diagnosis by physicians, patients aged between 55 and 70 years were diagnosed with depression, exhibiting moderate to mild symptoms, resulting in a total of 42 confirmed cases. Inclusion criteria involved adherence to the diagnostic standards for depression outlined in the Chinese Classification and Diagnostic Standards for Mental Disorders, 3rd Edition (CCMD-3). Patients with Hamilton Depression Scale (HAMD) scores ranging from 15 to 30 points were categorized as having moderate to mild illness. Exclusion criteria encompassed severe cases of depression with extreme symptoms, communication difficulties, or suicidal tendencies, as well as patients with limb dysfunction or severe organic lesions hindering participation in physical exercise. Random allocation divided the selected patients into an observation group and a control group, each comprising 25 patients. The control group, consisting of 14 males and 11 females, exhibited an average age of ( $11.39 \pm 4.50$ ) years and a mean disease duration of ( $4.57 \pm 1.82$ ) months. Meanwhile, the observation group comprised 13 males and 12 females, with an average age of ( $11.72 \pm 4.86$ ) years and a mean disease duration of ( $4.80 \pm 1.77$ ) months. There were no statistically significant differences in baseline characteristics between the two groups ( $P > 0.05$ ), ensuring comparability (Audrey et al., 2022).

Observation criteria encompassed several facets:

1. Emotional State Evaluation: Utilization of the Hamilton Depression Scale (HAMD) to assess the emotional state of patients. The HAMD serves as a widely utilized tool for evaluating depression, gauging the severity of depressive symptoms and monitoring improvements through scoring.
2. Quality of Life Assessment: Employing quality of life assessment instruments like the Quality-of-Life Measurement Scale (SF-36) to gauge patients' satisfaction across various life domains and ascertain changes in functional status.
3. Alleviation of Depressive Symptoms: Monitoring and documenting the amelioration of depressive symptoms among patients throughout the study duration, encompassing aspects such as emotional distress, sleep quality, appetite changes, self-appraisal, among others.
4. Physical Health Evaluation: Assessing alterations in patients' physical health status during the study period, involving measurements of physiological parameters such as weight, blood pressure, and heart rate.
5. Enhancement of Social Functioning: Observing and recording enhancements in patients' social functioning, encompassing interactions with others, engagement in social activities, and related domains.

Moreover, the control group received only one oral medication. Specifically, doxepin manufactured by Shandong Renhetang Pharmaceutical Co., Ltd. (GYZZ No. H37020797) was administered as an oral therapeutic agent. It was taken once daily in the morning and evening, with a dosage of 10 mg each time, over a period of 12 weeks in the experiment. In addition to oral medication, the intervention treatment for both the observation and control groups involved a combination of psychological counselling and physical exercise.

The rationale behind integrating psychological counselling with physical exercise lies in addressing the primary challenge of engaging patients with depression, who often experience low moods and exhibit reluctance or incapacity to communicate. Guiding patients through psychological counselling serves as a pivotal strategy, encouraging them to participate in outdoor activities and join fitness exercise groups. The selection of appropriate exercise programs is paramount to ensuring participants experience physical and mental pleasure during and after exercise, fostering a sense of voluntary engagement. This synergistic approach aims to cultivate a positive interaction between counselling and exercise (Bianca Andrade Monteiro et al., 2021).

Psychological counselling and fitness exercise methods were employed throughout the experiment. Professional psychological counsellors provided tailored counselling sessions, with content adapted based on individual patient personality traits and illness origins. Initially, psychological support therapy was emphasized, employing methods such as explanation, encouragement, comfort, and assurance to establish patient trust. Subsequently, cognitive counselling, narrative therapy, emotional counselling, and behavioural therapy were employed to address and reconstruct patients' emotions. As part of behavioural therapy, Taekwondo, a popular and accessible fitness exercise, was introduced, particularly suitable for adolescent participation. During training sessions, patients were assigned to separate groups to maintain an active atmosphere and avoid language stimulation. Team leaders provided encouragement and assistance to foster a positive

group exercise experience. Researchers engaged patients in discussions about their exercise experiences, offering guidance, encouragement, and praise to facilitate their autonomy and mental adjustment. Patients were instructed to engage in exercise once daily or every other day for approximately 50 minutes per session over a period of 12 weeks (Chen et al., 2023).

The 24-item version of the Hamilton Depression Rating Scale (HAMD) was utilized, employing a 4-level scoring system ranging from 0 to 4 points for each item. Total scores below 8 points were considered normal, scores between 8 and 20 points indicated possible depression, while scores ranging from 21 to 35 points indicated definite depression. Scores exceeding 35 points were indicative of severe depression. Assessments were conducted before and after a 12-week treatment period, with comparisons made between the observed score changes in both subject groups. Additionally, the efficacy of each student was evaluated based on the reduction rate of their HAMD scores before and after the experiment, calculated using the formula:  $\text{Score reduction rate} = \frac{(\text{pre-experiment score} - \text{post-experiment score})}{\text{pre-experiment score}} \times 100\%$ . Efficacy was categorized into four levels: a reduction rate  $\geq 75\%$  denoted cure,  $\geq 50\%$  signified significant improvement,  $\geq 25\%$  indicated effectiveness, and  $<25\%$  was deemed ineffective. Follow-up evaluations were conducted after the 12-week experiment, with students achieving a HAMD score of  $<8$  and a reduction rate of  $\geq 75\%$  considered cured. These cured students from both groups underwent a 3-month follow-up period to observe the recurrence rate (Niu et al., 2022).

## Results and Discussion

### Test of Self-Esteem, Anxiety, and Depression in the Experimental and Control Groups Before the Experiment

Table 1

Comparison of Differences Between Experimental and Control Groups in the Pre-Experimental Test (X Soil S, N=25)

Group	Experimental Group	Control Group	Overall Score	T	P
Self-esteem score	29.10±4.5	28.23±3.1	28.67±3.6	2.852	0.06
Anxiety score	47.67±7.8	48.80±6.4	45.60±6.9	-2.569	0.1
Depression score	50.32±7.5	50.40±6.4	50.36±6.8	-.176	0.8

Based on the data presented in Table 1, it can be inferred that the self-esteem scores for middle school students in the experimental group were 29.10±4.5, whereas those in the control group were 28.23±3.1. The anxiety scores for the experimental group were 47.67±7.8, while for the control group they were 48.80±6.4. Similarly, the depression scores in the experimental group were 50.32±7.5, and in the control group, they were 50.40±6.4. The combined self-esteem, anxiety, and depression scores

## Statistical Methods

In this study, SPSS 17.0 software was utilized to conduct t-tests and chi-square tests to assess the influence of exercise on patients with depression. The following elaborates on the rationale and objectives of employing these statistical methods:

T-test: The t-test is employed to ascertain whether there exists a significant disparity between the mean values of two sets of samples. In this context, t-tests are employed to discern whether there are statistically significant discrepancies in scores between the observation group and the control group across various assessment criteria. For instance, independent sample t-tests are utilized to compare score variations between the two patient groups in assessments of emotional state or quality of life.

Chi-square test: The chi-square test is utilized to determine whether there exists a correlation between two or more categorical variables. In this study, the chi-square test is utilized to discern whether notable differences exist between the observation group and the control group in categorical variables such as gender and age distribution. It assists in determining whether observed group differences are contingent on specific variables.

The application of these statistical methodologies aims to substantiate the statistical significance of differences between the observation group and the control group through quantitative analysis. By conducting t-tests and chi-square tests, researchers can establish whether the impact of exercise on patients with depression is statistically significant, thereby furnishing a statistical foundation for the research finding.

for both groups were 28.67±3.6, 45.60±6.9, and 50.36±6.8, respectively. After conducting a t-test, a P-value greater than 0.05 was obtained, indicating no significant difference in the data between the experimental and control groups. Thus, there was no substantial variance in the self-esteem, anxiety, and depression scores between the two groups before the experiment, rendering them comparable and suitable for statistical analysis of post-experiment outcomes.

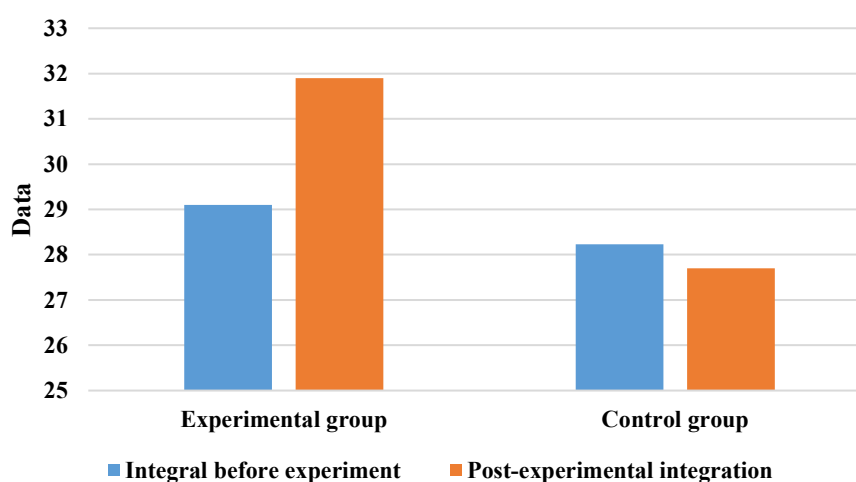
Numerous investigations have delved into the origins of anxiety and depression among middle school students. This phase of schooling holds significant weight in shaping their life perspectives and value systems, making the cultivation of a sound psychological state paramount for educational endeavours. Presently, high school students grapple with formidable academic pressures, with educational institutions emphasizing the mastery of cultural knowledge to secure admission to prestigious universities and promising career prospects. Additionally, middle school students navigate the challenges of physical development, and their apprehension and psychological inhibition towards sports activities can engender prolonged states of anxiety and even severe depression. Moreover, erroneous parental approaches, fixating solely

### Comparison of Differences in Self-Esteem Scores Between the Two Groups of Students Before and After the Experiment

**Table 2**

*Comparison of Self-Esteem Points Between the Two Groups Before and After the Experiment ( $X \pm S$ ,  $N=25$ )*

	Integral before experiment	Post-experimental integration	T	P
Experimental group	29.10±4.1	31.9±3.1	-9.499	0.000
Control group	28.23±3.1	27.7±2.6	2.572	0.13



**Figure 1:** the Change of Self-Esteem Score Before and After the Two Groups.

Based on the statistical findings presented in Table 2, it is evident that the self-esteem scores of the control group remained relatively stable before and after the experiment, as indicated by a non-significant change. Intriguingly, upon conducting a paired t-test within the experimental group, it was revealed that the self-esteem scores exhibited a notable improvement following two months of exercise training. The resulting P-value, being less than 0.01, underscores a statistically significant difference in self-esteem score alterations among students engaged in exercise training pre- and post-experiment. These outcomes underscore the positive impact of exercise in

on academic performance while overlooking their child's emotional well-being, perpetuate misconceptions and misguided directives from both parents and educators towards students (Zhao et al., 2022).

As educational researchers, it is imperative to possess a comprehensive understanding of students' psychological states. Proactively engaging in ideological and moral education with students before issues arise is crucial. In instances of student adversity, it is essential to consistently foster a constructive perspective towards life challenges, encouraging students to approach difficulties with clear mindedness, discern the underlying causes, and exhibit unwavering determination to surmount obstacles. It is through confronting and overcoming adversities that individuals can achieve accelerated personal growth.

bolstering students' self-esteem. Notably, in comparison with the control group, participants in the experimental group demonstrated a marked increase in self-esteem scores through their engagement in exercise training. This underscores the beneficial influence of exercise in fostering self-esteem among individuals grappling with depression. Such findings offer compelling evidence and endorse the utilization of exercise as a psychological intervention to augment the self-esteem of individuals afflicted with depression.

Furthermore, Figure 1 visually elucidates the substantial changes in self-esteem pre- and post-exercise within the

experimental group, juxtaposed with a decline in self-esteem observed in the control group. This visual representation underscores the salutary effect of exercise on bolstering the self-esteem of middle school students, thereby exerting a significant influence on its enhancement. Self-esteem, denoting an individual's perception of their own worth and self-acceptance, is intrinsically linked to one's belief in their capacity to achieve desired outcomes and successfully navigate challenges. Elevated self-esteem can engender the confidence to undertake demanding tasks, with successful outcomes further amplifying self-assurance.

Moreover, the pedagogical approach in exercise instruction underscores the cultivation of respect and humility, thereby nurturing a congenial learning environment characterized by mutual support and camaraderie. Such an environment inherently values and nurtures students' self-esteem. Notably, students derive a sense of fulfilment and accomplishment upon mastering technical manoeuvres, thereby fuelling their enthusiasm for learning and significantly enhancing their self-esteem. Additionally, exercise programs emphasize the cultivation of unwavering self-confidence, instilling a robust and enduring sense of empowerment that propels practitioners

forward with courage and resolve. A plethora of studies corroborate the efficacy of exercise in bolstering students' self-confidence, consequently elevating their self-esteem (Krpan et al., 2021).

### Comparison of HAMD Scores and Clinical Efficacy Between the Two Groups Before and After The Experiment

Following the 12-week experiment, there was a notable improvement in HAMD scores within both groups compared to pre-experiment scores ( $P < 0.05$ ). Particularly, the improvement observed in the observation group surpassed that of the control group ( $P < 0.05$ ). Additionally, the clinical efficacy and overall effectiveness of the observation group were markedly superior to those of the control group ( $P < 0.05$ ), as depicted in Table 3. Moreover, after the 12-week experiment, the clinical cure rate in the observation group exhibited significant superiority over that in the control group ( $P < 0.05$ ). Subsequent to a 3-month follow-up period among cured students, the recurrence rate in the observation group (18.18%) was significantly lower than that in the control group (33.33%) ( $P < 0.05$ ).

**Table 3**

*Comparison of HAMD Scores and Clinical Efficacy Before and After Treatment Between the Two Groups ( $X \pm S, N=25$ )*

Group	HAMD determine and review				Clinical effects			
	Pretherapy	Post-treatment	Cure	Excellence	Effective	Of no avail	Show efficiency	Total effective rate
Control group	24.94±3.81	16.81±2.97	7	7	6	5	57.14	80.95
Observation group	25.15±3.90	11.65±2.18	13	6	6	0	76.19	100

## Discussion and Implications

Depression, recognized as a psychiatric illness, is often described in modern medical parlance as the "common cold" of psychiatry, frequently afflicting young individuals. Its aetiology remains elusive, though it is often associated with genetic predispositions, personal disposition, alterations in physiological and biochemical brain functions among youth, interventions in daily life, or environmental factors. Manifesting as despondency, cognitive impairment, and diminished motivation, severe cases may entail suicidal ideation or actions, inflicting profound anguish upon students and their families and posing significant threats to the physical and mental well-being of youth.

Conventional therapies predominantly revolve around oral antidepressants, yet prolonged medication regimens can impose substantial physical and psychological burdens

upon students. Antidepressant medications, known for their adverse effects on the human body, pose particular risks for young individuals, given their relatively low physical resilience and metabolic capacity to tolerate drug toxicity and side effects. Prolonged drug usage may inadvertently foster dependence, exacerbating secondary harm to the physical health of youth. Furthermore, protracted medication courses may inadvertently reinforce students' perceptions of mental illness, potentially compromising the efficacy of drug treatments due to psychological burdens.

Psychological counselling therapy, leveraging language as a conduit, fosters trust between clinicians and patients through verbal communication, thereby facilitating constructive information exchange and feedback channels. Through the nurturing of a supportive dialogue, psychological counselling gradually fosters rapport with students, fostering emotional openness and mitigating

psychological afflictions.

The selection of taekwondo fitness training as a therapeutic modality for young and middle-aged patients with depression was deliberate, primarily driven by its widespread popularity and accessibility, facilitating local participation among students. Moreover, taekwondo is characterized by its simplicity and ease of acquisition compared to other fitness regimens, offering a group-oriented recreational activity that fosters student engagement. The findings of this study underscore the significant efficacy of combining psychological counselling with physical exercise in ameliorating drug treatment outcomes and reducing recurrence rates among young and middle-aged patients grappling with moderate to severe depression. This synergy is attributed to the mutually reinforcing effects of psychological counselling and taekwondo fitness exercises, wherein holistic physical and mental well-being are concurrently addressed (Souza et al., 2021).

The exacerbation of academic performance-related stress becomes increasingly pronounced with advancing grades, albeit also exhibiting a downward trend in age and grade levels. Students entering junior high school often face parental pressure solely focused on academic achievement, leading to punitive measures in response to suboptimal grades, thereby engendering substantial psychological strain. Consequently, these students perceive learning as a daunting endeavour, thereby adversely impacting their performance. Conversely, some students, regardless of their academic aptitude, grapple with an overwhelming burden of study, resulting in excessive immersion in academic pursuits and insufficient relaxation. Additionally, persistent anxiety regarding academic performance engenders psychological fatigue and various psychological maladies among students. This pervasive academic-related anxiety profoundly impacts students' psychological development throughout their middle school tenure, largely stemming from the exigencies of higher education and employment, compounded by parental expectations and parenting styles (Ballard et al., 2021).

The majority of contemporary middle school students, many of whom are only children, often exhibit early developed unhealthy tendencies such as self-centeredness, lack of empathy, high dependency, and intolerance towards others. This prevalent isolation and social exclusion exacerbate challenges in interpersonal relationships, with many students lacking the requisite communication skills and personality traits necessary for fostering healthy social bonds. Consequently, numerous students experience significant pressure in navigating interpersonal interactions, with some even succumbing to interpersonal crises.

Interpersonal conflicts frequently afflict middle school students, precipitating illnesses, truancy, and academic setbacks. Thus, there is an imperative to fortify interpersonal guidance among middle schoolers.

Beyond these factors, contemporary psychological issues among middle school students stem chiefly from a cultural deficiency in filial piety education over recent decades. Absent this essential teaching, children lack an understanding of filial obligations towards their parents, eroding traditional values of respect and morality and fostering heightened self-centeredness. Furthermore, excessive parental indulgence exacerbates this trend, prioritizing self-interest in interpersonal interactions. Consequently, unresolved self-dissatisfaction may culminate in psychological maladies.

Taekwondo emerges as a salutary intervention for enhancing students' mental health. Integrating Taekwondo courses into secondary school curricula is recommended to stimulate student interest and foster physical fitness. Taekwondo practice substantially enhances students' strength, speed, flexibility, agility, and coordination, while its emphasis on etiquette facilitates moral education, nurturing virtuous character and enhancing moral and cultural literacy.

Students grappling with psychological and emotional issues are advised to engage in regular physical exercise, particularly through Taekwondo practice. Leveraging school-based opportunities for Taekwondo training can positively impact students' mental well-being, emotional equilibrium, and physical resilience.

Tailored and multi-tiered physical education instruction is essential. Differential student aptitudes necessitate varied teaching approaches to ensure equitable learning experiences. Hence, implementing diverse instructional methods can accommodate students' varying skill levels, enabling comprehensive classroom engagement.

Schools should prioritize middle school students' mental health, employing dedicated psychological counsellors to conduct routine mental health assessments. Teachers should proactively engage with students, fostering a nurturing environment that prioritizes holistic well-being. Establishing equitable teacher-student relationships fosters a sense of belonging and reduces emotional estrangement, thereby fostering students' overall development.

Proverbially, "teachers' actions speak louder than words," underscoring the influential role of teachers and parents in shaping children's behaviour. By embodying exemplary conduct and imparting positive values, educators and parents can inspire beneficial outcomes. Teachers, especially, bear the responsibility of instilling traditional Chinese cultural values in students, nurturing wholesome



worldviews and ethical principles to address contemporary psychological challenges among middle school students.

The research also holds significant practical and theoretical implications. Theoretically, this study contributes to the existing body of literature, thereby making a substantial contribution to the field. Moreover, the application of segmental psychological guidance and exercise presents promising prospects for enhancing the effectiveness of narrative psychology in fostering personal growth and well-being. Furthermore, the impact of segmental psychological guidance and exercise on narrative psychology underscores the potential of targeted interventions that integrate mental health support and physical activity to enhance individuals' capacity to construct and reshape their life narratives. In essence, by integrating segmental psychological guidance, which addresses specific psychological challenges, with exercise, individuals may experience enhanced psychological well-being, heightened self-awareness, and a sense of empowerment through the physical manifestation of their narratives. This approach acknowledges the interconnectedness of mind and body, underscoring the role of exercise as a catalyst for narrative transformation by facilitating emotional processing, mitigating stress, and fostering resilience.

The integration of segmental psychological guidance and exercise presents a comprehensive approach to narrative psychology, recognizing the significance of both internal psychological processes and external physical engagement in shaping personal narratives. These previous findings underscore the importance of segmental Psychological Guidance and Exercise in Narrative Psychology, highlighting its relevance and significance in current discourse.

## **Conclusion and Future Recommendations**

After a 12-week exercise program, there was a significant increase in middle school students' self-esteem, coupled with significant reductions in anxiety and depression, while no significant changes were observed in the control group. The presence of a lively fitness and recreational

environment can subtly influence students, alleviating feelings of depression. Additionally, such an environment fosters teamwork and interpersonal communication, allowing students to relax fully and experience the benefits of physical comfort. Specifically, improvements in sleep quality and appetite following exercise have a positive impact on students' physical and mental health, aiding in their recovery.

Taekwondo demonstrates a positive effect on students' mental well-being, suggesting the incorporation of Taekwondo courses in secondary schools to enhance students' academic engagement. Taekwondo's emphasis on physical fitness significantly enhances students' strength, speed, flexibility, agility, and coordination. Furthermore, Taekwondo etiquette promotes moral education, fostering students' character development and enhancing their moral and cultural literacy, facilitating comprehensive growth.

Based on the research findings, it is advisable for students, especially girls, with psychological and emotional issues to engage in more physical activity, such as Taekwondo practice, to improve their mental health and physical fitness. Episodic psychological counselling and exercise have shown positive effects on narrative psychology, suggesting avenues for further research:

**Expand Sample Size:** Increasing the sample size can enhance the reliability and generalizability of research findings. Recruiting more participants, particularly individuals with depression, and randomly assigning them to various groups can facilitate a comprehensive comparison of intervention methods' impact on narrative psychology.

**Implement a Control Group:** Introducing a control group (without intervention) alongside segmental psychological counselling and exercise groups enables a more accurate evaluation of the intervention's effect on narrative psychology, eliminating potential confounding variables.

**Long-Term Follow-Up Research:** Extending the research duration and conducting long-term follow-up assessments allow for a deeper understanding of the sustained impact of episodic psychological counselling and exercise on narrative psychology, including potential time-dependent effects.

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