



**STUDY ON PSYCHOLOGICAL COUNSELING AND SUPPORT
STRATEGIES OF COLLEGE STUDENTS IN SPORT
MANAGEMENT IN NANTONG VOCATIONAL UNIVERSITY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in International
Business Management

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Degree: Master of Business Administration
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Abstract

With the increase of social pressure and the prominence of mental health problems, the need for psychological counseling and support in sports activities among college students has become increasingly evident. The aim of this study is to explore in depth the psychological counseling and support strategies in the management of student sports in colleges and universities in order to improve students' sports performance and mental health. The main objectives of the study are: 1) to gain a comprehensive understanding of the current situation of psychological counseling and its problems; 2) to propose effective counseling strategies and methods; 3) to provide practical suggestions for actual administrators. In order to achieve these goals, this study selected the students of Nantong Vocational University as the research object, utilized a mixed research method of qualitative and quantitative, and adopted various research methods such as literature analysis, questionnaire survey, in-depth interview, data analysis method, etc. along with psychological theories and theories of sports management.

After an in-depth study, it is found that although psychological counseling has a positive role in sports management activities in colleges and universities, there are still obvious problems.1) Insufficient resources for psychological counseling limit the wide implementation of counseling; 2) Neglect of individual differences of students makes some students unable to get appropriate psychological support;3)Some counseling strategies are inappropriate and unable to achieve the expected results, and the lack of an effective evaluation mechanism leads to the fact that the counseling effects are difficult to quantify. In view of the above findings, this paper suggests

increasing counseling resources, focusing on individual differences, innovating counseling and support strategies, and establishing a comprehensive assessment mechanism. It is hoped that these recommendations will better meet students' mental health needs and enhance their performance in physical activity.

Keywords: college students, Sport management, Psychological counseling, support

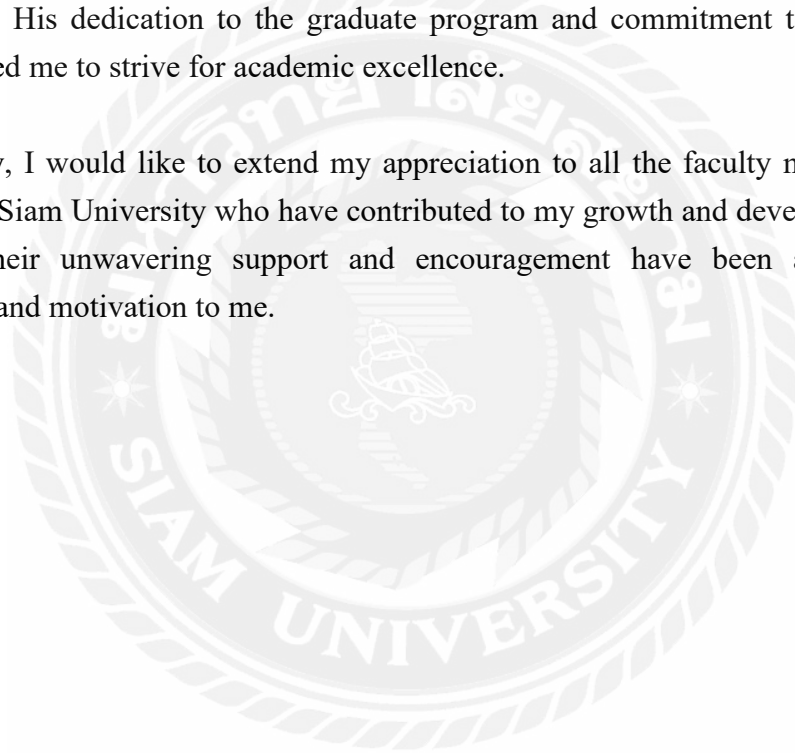


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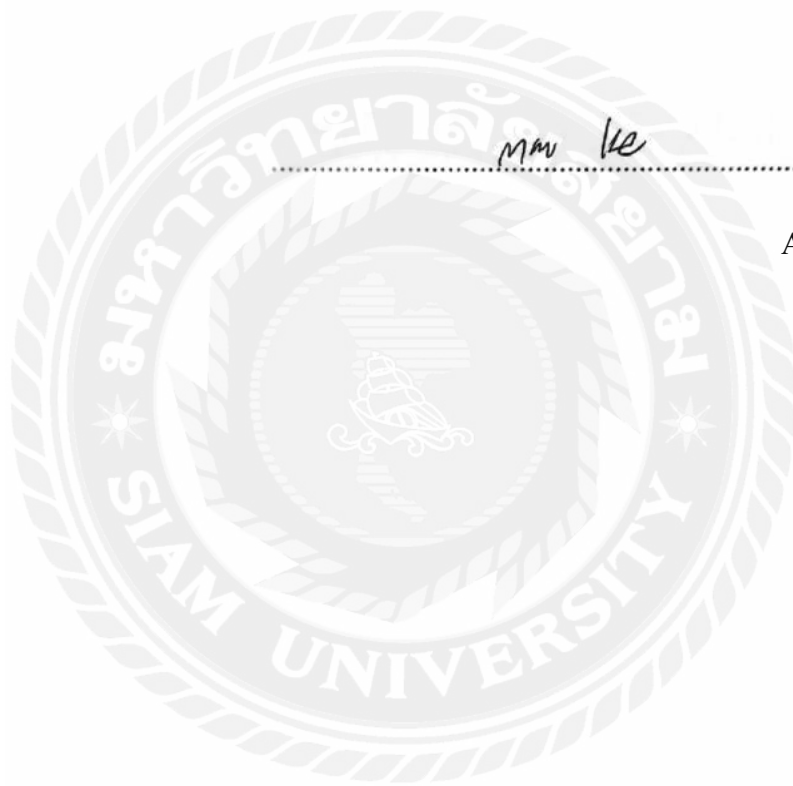
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Declaration

I, MAO KE, hereby certify that the work embodied in this independent study entitled “Study on Psychological Counseling and Support Strategies of College Students in Sport management in Nantong Vocational University” is result of original research and has not been submitted for a higher degree to any other university or institution.



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(MAO KE)

Aug 18, 2023

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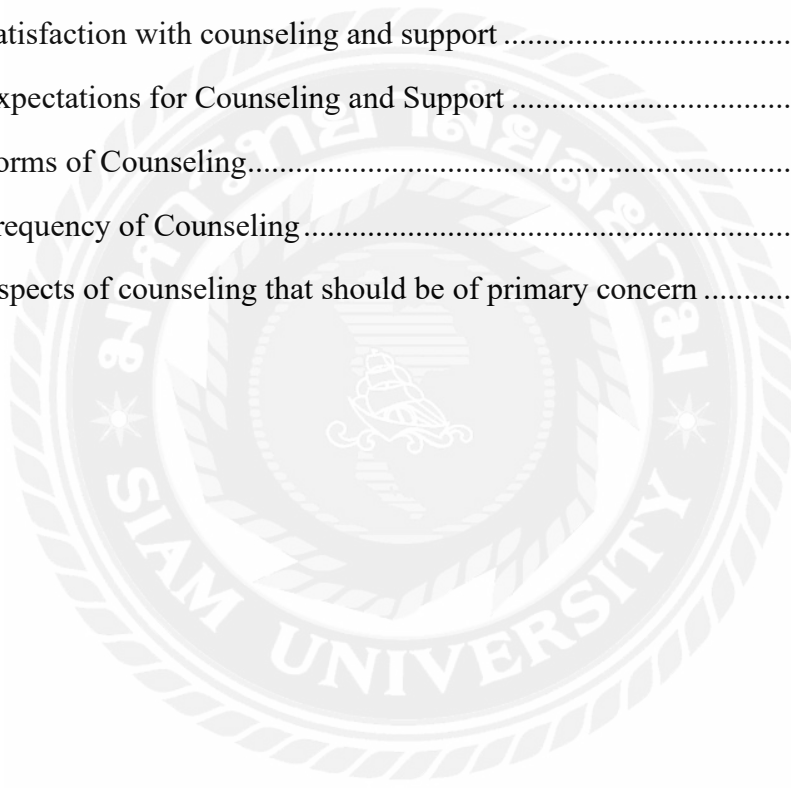


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Chapter 1 Introduction

1.1 Research background

Physical activity occupies an integral part of the higher education system. From traditional curricular sports to intercollegiate athletic competitions to fitness clubs and sports groups, physical activity takes various forms, aiming to provide students with a platform for all-round development. It not only promotes students' physical health and strengthens their resilience, but also helps to cultivate the spirit of teamwork, enhance social skills, and even improve students' leadership skills.

Looking at the broad state of affairs, there are still some challenges in the management of sports activities in higher education. First of all, students' participation in sports is not satisfactory. Many students focus their energy mainly on academic studies and neglect the importance of sports activities. Second, students often suffer from various psychological problems, such as anxiety, fear, and sense of loss, when they face the pressure and challenges of sports competition. These problems hinder the active participation and development of students' sports activities to a great extent.

1.1.1 The Importance of Counseling in the Management of Collegiate Athletic Activities

The emergence of psychological problems in the management of sports activities in higher education has led this study to see the importance of counseling in this context. In an environment of high competitive pressures, students often need to adapt to changing circumstances and challenges, which places high demands on their psychological stability and adaptability. It is in this context that counseling plays a crucial role.

Counseling can help students understand and manage their emotions, reduce stress, and enhance their sense of self-efficacy, as well as help them build healthy interpersonal relationships and improve teamwork. In addition, psychological counseling is even more essential for high-level athletes. In intense sports competitions, psychological factors often play a decisive role. A good psychological state can improve athletes' performance in competition and also help them recover and adjust better.

Although the importance of psychological counseling in the management of sports activities in colleges and universities has been widely recognized, the actual counseling work has not been fully emphasized and implemented. Many colleges and universities have not set up specialized sports psychological counseling institutions, and the quality and quantity of counseling personnel are difficult to meet the needs of students. In addition, many students do not know enough about counseling to actively seek and receive counseling.

This situation makes the role of psychological counseling in the management of sports activities in colleges and universities has not been fully played. In order to change this situation, it is necessary to deeply study the current situation and problems of psychological counseling in the management of sports activities in colleges and universities, and to find effective solution strategies to improve the effect of psychological counseling. In this way, this study can really play a positive role in sports activities and promote the overall development of students.

1.1.2 Status of Nantong Vocational University

Nantong Vocational University (NVU) is a school with the main theme of cultivating applied talents, emphasizing the cultivation of practical ability and technical skills. In terms of sports, the school actively advocates total fitness and encourages students to participate in various sports activities to promote physical and mental health. However, a recent survey shows that students' performance in sports has not improved significantly despite the increasing investment of schools in sports facilities and teacher resources. What is more worrying is that many students show obvious stress and anxiety when participating in sports activities.

After an in-depth study of this problem, it is found that it is closely related to the psychological condition of students in sports activities. Firstly, many students have misconceptions about sports, and they believe that sports performance is an important measure of personal value, which creates great psychological pressure. Second, the current sports management style in schools places too much emphasis on performance and neglects students' psychological needs and emotional experiences. In addition, the lack of effective psychological counseling and support mechanisms also prevents students from responding effectively when they face sports setbacks and stress.

Therefore, Nantong Vocational University needs to pay more attention to students' psychological needs and explore effective psychological counseling and support strategies in the process of improving their sports performance. In this way,

not only can students be helped to improve their sports performance, but also they can gain more happiness and sense of achievement in sports activities and realize all-round development.

1.2 Research problem

In recent years, research in the field of sport management and counseling in colleges and universities has flourished in China, but after exhaustive literature combing and analysis of the current situation, this study found the following issues that have not yet been adequately addressed:

(1) Disconnect between professional resources and practical application: the gradual increase in college counseling resources has been mentioned several times in the studies of the last three years, but there is a relative lack of their use in actual sport management activities. Referring to the study of Coleman et al. they found that lack of expertise and experience, insufficient resources, and low student engagement were frequent problems in the implementation of counseling. How these issues and challenges affect students' physical activity participation and mental health will be explored in depth.

(2) Lack of strategies to cope with students' individual psychological differences: The current psychological counseling strategy still largely adopts the "one-size-fits-all" model, which lacks accurate identification and targeted solutions to students' individual differences. This difference is especially obvious in sports management activities, how to carry out targeted counseling according to the different psychological characteristics of students, there is no clear strategy or program.

(3) Shortcomings of the research on the correlation between psychological counseling and the effectiveness of physical activities: Although most studies emphasize the importance of psychological counseling, few studies have explored in depth its correlation with the actual effectiveness of students' physical activities, i.e., to what extent psychological counseling can really promote the enhancement of students' physical skills, the cultivation of positive attitudes, and the exercise of teamwork.

1.3 Opportunity of the study

The purpose of this study is to fill the academic knowledge gap regarding counseling and support in the management of college athletics. The main objectives of the study are as follows:

(1) Uncovering the problems and challenges in the process of counseling in the management of sports activities in universities and colleges The purpose of this study is to identify and clarify the key issues and challenges faced in the process of counseling in the management of collegiate sports activities at Nantong Vocational University. By understanding and analyzing these issues and challenges, it is hoped to provide an empirical basis for subsequent strategies and approaches.

(2) Analyzing the current situation of psychological counseling and support for sports management in colleges and universities in Nantong Vocational University In order to better understand the importance of psychological counseling in the management of sports activities in higher education and its current situation, this study will analyze the actual situation of Nantong Vocational University in depth. This aims to provide accurate and comprehensive information in order to better understand the importance of sport counseling and its current situation.

(3) Proposing effective strategies and methods for solving the problem of psychological counseling in the management of sports activities in colleges and universities

After identifying the main problems and challenges, effective strategies and methods will be sought and proposed to improve counseling in the management of sports activities in higher education, and this study hopes to provide Nantong Vocational University with specific and practical strategies and methods to optimize counseling services.

1.4 Research significance

1.4.1 Theoretical significance

The theoretical significance of this study is summarized in the following three areas:

First of all, by thoroughly exploring the current situation of psychological counseling in the management of sports activities in colleges and universities, this study enriches the theoretical system of the field, covering the basic concepts, methods and techniques of psychological counseling, as well as the specific applications and roles of management in sports activities. This not only helps this study to understand and explain the relevant practical phenomena, but also provides theoretical references and insights for subsequent studies.

Second, this study furthered the development of relevant theories by revealing and analyzing psychological issues and challenges in the management of college physical activity and their impact on student physical activity participation and mental health.

Finally, this study proposes effective strategies and methods for psychological counseling in the management of college sports activities, which provides new perspectives and reflections on the development of theories. Applying these theories to practice helps this study to better understand the theories and to validate and revise them.

1.4.2 Practical significance

The practical significance of this study can be seen in the following three areas:

First, this study provides specific, actionable psychological counseling strategies and methods for administrators of collegiate athletic activities, which can better help students cope with psychological problems in athletic activities and improve their athletic participation and mental health.

Secondly, through the in-depth study of the practice phenomenon, this study provides a scientific assessment and improvement basis for the psychological counseling of sports activities in colleges and universities, which enables the administrators to make targeted improvement and optimization according to the actual situation.

Finally, this study helps to improve the overall quality and effectiveness of sports activities in colleges and universities. Through effective psychological counseling, students' participation in sports activities and mental health can be improved, thus positively affecting the quality and effect of the whole college sports activities.

This study explores psychological counseling in college sports activities from

both theoretical and practical perspectives, which not only promotes the development of related theories, but also provides effective guidance for practical work, which is of great significance for the overall development of students.

1.5 Scope of the study

In the literature review section, 200 academic articles related to sport management and counseling within the past five years (2018-2023) were analyzed by referring to well-known academic repositories, such as CNKI China Knowledge, Wipro, Wanfang, and Google, in order to gain insights into the current status and development trends of the field.

The object of this study mainly focuses on the student group of Nantong Vocational University, totaling 500 people. Among them, the questionnaires were mainly for college students, including students from freshmen to seniors. In order to ensure the comprehensiveness and representativeness of the data, students of all grades were selected. A total of 500 questionnaires were sent out and 472 valid questionnaires were successfully returned. In addition, in-depth interviews were conducted with 20 college physical education teachers to obtain teachers' views and suggestions.

The body of knowledge involved in this study was screened based on the Chinese Ministry of Education's regulations related to the management of sports activities and psychological counseling in colleges and universities. At the macro level, this study screened the core content related to the management of sports activities and psychological counseling in colleges and universities from the guidance of the Chinese education department. It also combined the results of field surveys and interviews, as well as the published literature during the study period, to construct the theoretical foundation and content framework of this study.

Chapter 2 Literatures Review

2.1 Introduction

There are two main theoretical frameworks used in this thesis: psychological theory and sport management theory.

Psychological theory: this theory is used to explore the psychological problems that students in higher education may experience during physical activity, such as stress, anxiety and lack of motivation, and how counseling and support strategies can help them overcome these problems.

Sport Management Theory: This theory provides guidance on how to effectively manage and organize physical activity to ensure that students are able to have the best possible experience and outcomes from their physical activity.

In addition to that, this paper involves various research methods, such as literature analysis, questionnaire survey, in-depth interviews and statistical analysis of data.

By combining these research methods and the two major theoretical frameworks mentioned above, this thesis aims to provide a more systematic and comprehensive analysis and recommendations for psychological counseling and support in the management of student sports in higher education.

2.2 Literature Reviews

2.2.1 Overview of China Studies

In recent years, China scholars have shown great interest in the study of psychological counseling and support strategies in the management of student sports in colleges and universities. Their studies mainly focus on how psychological counseling can improve students' sports performance and how to reduce students' anxiety in sports through psychological counseling. For example, a study by (Luo, 2018) found that through psychological counseling, students' motor skills can be

effectively improved while reducing anxiety in sports. Their study found that psychological counseling can help students better understand and cope with the stress of sports, which in turn improves their sports performance. In addition, study emphasized the importance of psychological counseling in dealing with athletic stress and improving self-confidence and motivation. According to (Zhang, 2019).through psychological counseling, students can better handle athletic stress and improve their self-confidence, which in turn improves their athletic performance.

The effectiveness of the implementation of psychological counseling and support strategies in the management of student sports in higher education relies on a range of factors. Specifically, coaching expertise, frequency and duration of counseling, and individual student differences may affect the effectiveness of counseling (Jia,2022). The expertise of the coach is particularly important. Coaches not only need to have specialized sports knowledge, but also need to understand the principles and methods of psychological counseling. In addition, they need to have good interpersonal skills and be able to effectively establish a trusting relationship with students, thus making psychological counseling more effective (Nan,2021). The frequency and duration of counseling is also an important factor. Research has shown that appropriate frequency and duration of psychological counseling can help students better absorb and apply the content of psychological counseling, thus improving their sports performance (Xia, 2021). However, each student's psychological and physiological state is different, and thus their responses to psychological counseling will vary. This requires coaches to develop a personalized psychological coaching program based on each student's specific situation (Liu ,2019).

2.2.2 Overview of foreign studies

In foreign countries, the research on sports psychological counseling is more in-depth. For example, some studies in the U.S. focus on how to use psychological counseling to improve students' teamwork ability.(Gao,2017) study found that through psychological counseling, students' teamwork ability can be effectively improved, which in turn improves their sports performance. In addition, research in the UK has focused on how to improve students' sports performance and recovery from sports injuries through psychological counseling.(Hu,2018) study found that through psychological counseling, students could cope better with sports injuries and improve their rate of recovery.

Foreign studies have similarly emphasized the importance of psychological counseling in the management of student sports in colleges and universities. For

example(Shen,2019) study found that psychological counseling not only improves students' sports performance, but also improves their teamwork ability and reduces their sports injury rate. In addition, some foreign studies have explored how psychological counseling can improve students' recovery from sports injuries. For example, (Yang,2019) study found that through psychological counseling, students can be helped to recover from sports injuries more quickly, leading to an early return to sports.

The importance of psychological counseling in sports management is widely recognized both at home and abroad. Psychological counseling can help students better cope with sports stress and improve sports performance, as well as improve their teamwork and self-confidence. These studies provide important theoretical support for sports management in colleges and universities. However, despite the widely recognized importance of psychological counseling in sport management, how to implement psychological counseling more effectively remains an issue for further research. Future research could explore this issue from multiple perspectives, such as how to design effective counseling programs, how to assess the effectiveness of counseling, and how to improve the counseling abilities of coaches and teachers.

2.3 Theory of Reviews

2.3.1 Psychological theory

(1) Self-Determination Theory

Self-Determination Theory (SDT) has been used to explain students' intrinsic motivation to participate in physical activity. This theory primarily emphasizes the central role of intrinsic motivation in human behavior, especially in the case of high-performance and enduring behaviors. This theory has three basic elements: autonomy, competence, and relatedness.

Autonomy is when people have the ability to make their own decisions and have a sense of control over their behavior. Competence is when people have the ability to achieve goals and feel confident about it. Relatedness is when people find self-worth and a sense of belonging in a community.

In sport management, sport coaches and teachers can increase students'

autonomy and sense of competence by creating a supportive environment and providing positive feedback to enhance their intrinsic motivation to participate in sport activities. In addition, they can enhance student relatedness by promoting teamwork and community building.

(2) Coping Theory

Coping Theory has been used to understand how students cope with stress and challenges in physical activity. This theory proposes that the way people respond to stress can be categorized into two types: problem-oriented coping and emotion-oriented coping.

Problem-oriented coping is when people directly address stressors through positive actions and strategies. Emotionally oriented coping refers to people attempting to alleviate the negative emotions associated with stress rather than directly addressing the stressor.

In sport management, sport coaches and teachers can help students develop and use effective coping strategies to deal with the stresses and challenges of physical activity through counseling. They can teach students how to set reasonable goals, how to cope with failure and frustration, and how to manage and regulate emotions.

Self-determination theory and coping with stress theory provide strong theoretical support and direction for this study. These two theories can not only help us understand the motivation and coping strategies of students' participation in sports activities, but also provide practical guidelines for psychological counseling and support in sports management in colleges and universities.

2.3.2 Sports Management Theory

Sports management theory is a theoretical system that organizes, manages and enhances sports activities with scientific principles and methods, and this theoretical system includes three main theoretical dimensions: management principles, organizational behavior and leadership theory .

Management principles. Management principles are the basic rules and standards that guide the behavior of sport management. They include, inter alia, the principles of efficiency, effectiveness, fairness and responsibility. The principle of efficiency emphasizes the use of limited resources as much as possible to achieve maximum results. The principle of effectiveness emphasizes the integration of sports activities

with the value objectives of students' physical and mental health, social development and cultural heritage. The principle of justice emphasizes the realization of fair play in sports activities and the protection of the rights and interests of every participant. The principle of responsibility emphasizes the sports administrators' commitment to students' physical and mental health, personal development and social responsibility (Chen, 2023).

Organizational Behavior. The theory of organizational behavior focuses on the behavioral dynamics of interpersonal interactions, teamwork, and organizational climate in sport organizations. It emphasizes motivating students, improving team cohesion, and creating a harmonious organizational climate through motivation, communication, and conflict resolution (Zeng, 2022).

Leadership Theory. Leadership theory focuses on how athletic administrators lead and guide students to achieve the goals of athletic activities. It includes theories such as transactional leadership and transformational leadership. Transactional leadership emphasizes guiding students through goal setting, task allocation, and reward and punishment systems to accomplish physical education tasks. Transformational leadership emphasizes stimulating students' innovative spirit and team spirit through vision opening, emotional infection and personality care.

Sports management theory provides scientific principles and methods for the organization, management and enhancement of sports activities in colleges and universities, as well as a theoretical basis and practical guidance for psychological counseling and support in sports management in colleges and universities.

2.4 Research Relevant

2.4.1 Definition and content of sport management

Sport management is a diverse and comprehensive field that involves all aspects of the organization, management and development of sport activities and sports. The goal of sport management is to operate and develop sport organizations and activities in an efficient and effective manner in order to meet the sport needs of a variety of groups and to promote the social and commercial value of sport, while also providing individuals with a sport environment for leisure, recreation and health.

The definition of sport management can be understood from different perspectives:

(1) From the perspective of function, sport management is an activity about the acquisition, allocation, utilization and maintenance of sport resources, including human resources, material resources, financial resources and information resources (Xia, 2021).

(2) From the perspective of goals, sport management is about realizing the social and commercial goals of sport, including improving people's physical health, enhancing community cohesion, promoting economic development, and improving the international reputation of the country and region (Liu, 2019).

(3) From a process perspective, sport management is a series of decision-making and implementation activities, including planning, organizing, directing, coordinating, controlling, and evaluating sport activities (Nan, 2021).

The contents of sports management can be divided into the following aspects:

(1) Management of sports organizations. This includes the establishment, operation and development of sports organizations, as well as their strategic planning, human resource management, financial management, marketing management, facility management, and information management.

(2) Management of sports activities. It includes the planning, organization, implementation and evaluation of sports activities, as well as the publicity, safety, service, and volunteers of sports activities (Zhang, 2019).

(3) Management of sports programs. Including the selection, preparation, implementation and summarization of sports programs, as well as the time management, quality management, risk management, and cost management of sports programs.

(4) Management of sports personnel. Including the selection, training, motivation, evaluation and development of sports coaches, athletes, referees, staff, volunteers, etc. (Wu, 2012).

(5) Management of sports policies and regulations. Includes research, formulation, implementation and supervision of sport policies and regulations, as well as compliance with sport laws, ethics and norms.

(6) Management of sport public relations and communication. This includes the maintenance of relationships and communication with the public, media, sponsors, government, community and other parties, as well as the handling of sports news, publicity, events, crises and so on.

In modern society, sport management has become an important discipline and

career field, covering a wide range of areas from grassroots to elite sports, from school to professional sports, and from traditional to emerging sports. Sports management is not only about the effective organization and high-quality development of sports activities, but also about the fairness, justice and openness of society, people's health, happiness and satisfaction, as well as the cultural, educational and scientific values of sports. Therefore, sport management is an important field that deserves our in-depth study and extensive attention.

2.4.2 Definition and content of counseling and support

Counseling and support is a person-centered professional service that helps individuals solve psychological problems and promote their mental health and personal development by building a relationship of mutual trust.

Psychological counseling is a special kind of interpersonal activity that helps individuals identify and understand their emotional, behavioral and psychological problems, discover and develop their resources and potentials, enhance their self-knowledge and self-management abilities, and solve their disturbances and problems in life and work by means of professional techniques and methods, so as to promote personal health and growth. Counselling can be provided to individuals as well as teams and organizations.

The concept of psychological counseling is embodied in a variety of forms and contents, which include psychological counseling, psychological assessment, psychological intervention, and psychoeducation, each of which is an indispensable component for the healthy development of the individual. First, psychological counseling is the foundation of psychological counseling. It helps individuals solve specific problems in life, study and work through a form of interpersonal communication, through dialog and interaction. Psychological counseling mainly provides emotional support to help individuals cope with various emotional disturbances, improve their emotional adjustment ability, and better cope with various life stresses. In addition, it also helps individuals enhance their self-knowledge and self-understanding, better understand their needs and expectations, and improve their sense of life satisfaction. Secondly, psychological assessment is an important means of psychological counseling. It provides a comprehensive assessment of an individual's psychological condition, ability, personality and so on through the use of psychological measurement and observation. Psychological assessment not only provides individuals with a way of self-understanding and self-knowledge, but also provides counselors with important information about an individual's psychological

condition, thus contributing to more effective counseling. Psychological intervention is then a key component of counseling. It is a targeted approach to changing an individual's poor emotions, behaviors and thinking patterns through techniques and strategies to improve the individual's psychological resilience and health. The purpose of psychological intervention is to help individuals develop more positive and healthy mental attitudes and behaviors, improve mental resilience, and better cope with life's challenges. Finally, psychological education is an extension and supplement to psychological counseling. It imparts psychological knowledge and skills to individuals through lectures, workshops, trainings and other forms to enhance their psychological quality and improve their ability to cope with life's stresses and challenges. Psychological education can help individuals understand psychological knowledge, improve self-adjustment, and develop a healthy lifestyle and coping strategies. Psychological counseling involves a variety of aspects, which not only pays attention to the emotions and behaviors of individuals, but also pays attention to their psychological needs and health conditions, and helps individuals achieve psychological health and personal growth through a full range of services (Hu, 2018).

Psychological support is an interpersonal relationship and activity based on care, understanding, acceptance, and respect, with help, companionship, and support as the means to meet the psychological needs of an individual and to promote his or her mental health and personality development. Psychological support can come from professionals, as well as from family, friends, peers, communities, etc.

Psychological support encompasses a number of dimensions, mainly including emotional support, information support, practical support and social support. These four levels of support fulfill the diversified needs of individuals in their lives and play a crucial role in their mental health. First of all, emotional support is an important part of psychological support, and emotional support is provided to meet the emotional needs of individuals. Emotional support can take various forms, such as comfort, encouragement, affirmation, understanding, empathy or listening. It aims to provide individuals with emotional catharsis and relief, enhance their self-esteem and self-confidence, and enable them to have greater psychological resilience in the face of life's challenges. Secondly, information support mainly helps individuals to solve problems and improve their problem-solving ability by providing information, knowledge and advice. Information support can help individuals understand their own situation and obtain new ideas and methods for solving problems, thus improving their ability to cope with life stress. Furthermore, practical support involves the provision of specific resources, help and services to individuals to meet their actual

life needs. For example, providing financial assistance, material help or service support. Practical support helps to improve the individual's living conditions and reduce his or her life stress, so that he or she can focus more on coping with psychological stress. Finally, social support is a way to fulfill the social needs of individuals and enhance their sense of social belonging through interpersonal relationships, community environment, and social policies. It is a way of enhancing an individual's social ties by providing a friendly interpersonal and community environment to increase his or her psychological fulfillment and sense of belonging (Luo, 2018).

Psychological counseling and support is a person-centered, help-oriented and health-oriented professional activity, which involves a comprehensive understanding of the person, an in-depth analysis of the problem, the effective use of resources, the flexible application of methods, the scientific evaluation of results, and the strict observance of ethics. Therefore, psychological counselling and support is a task of great value and significance, contributing significantly to the promotion of individual mental health, the improvement of quality of life, the safeguarding of social harmony and the development of human civilization.

2.4.3 Support Strategy

In collegiate sport management, support strategies are used as a method to help students cope with stress, improve performance, and achieve personal goals.

Mental Skills Training. Mental skills training refers to a range of methods and techniques to help students better understand their emotions and cope with stress. This may include some cognitive-behavioral therapy techniques such as relaxation training, breath control, and positive emotion regulation.

Positive Feedback. Positive feedback is a strategy that encourages students to understand what they are doing well and where they can improve. This may involve praising students for their performance in training and competitions, or giving them advice on how to improve their skills or strategies (Wang, 2018).

Goal Setting. Goal setting is a process that can help students focus, stay motivated, and identify what they want to achieve. Goals can be short-term (e.g., improving a skill) or long-term (e.g., winning a game or improving overall health and fitness).

Coping Strategies. Coping strategies include a range of techniques designed to help students deal with the stresses and challenges associated with sport. This may include teaching them how to handle competitive pressure, how to stay calm during a game, and how to stay upbeat and positive when frustrated.

Connect and communicate. Maintaining open and honest communication is an important support strategy. Coaches, teachers, and other support staff should encourage students to share their feelings, be attentive to their concerns, and provide support as needed (Zhang, 2018).

2.5 Theoretical Framework

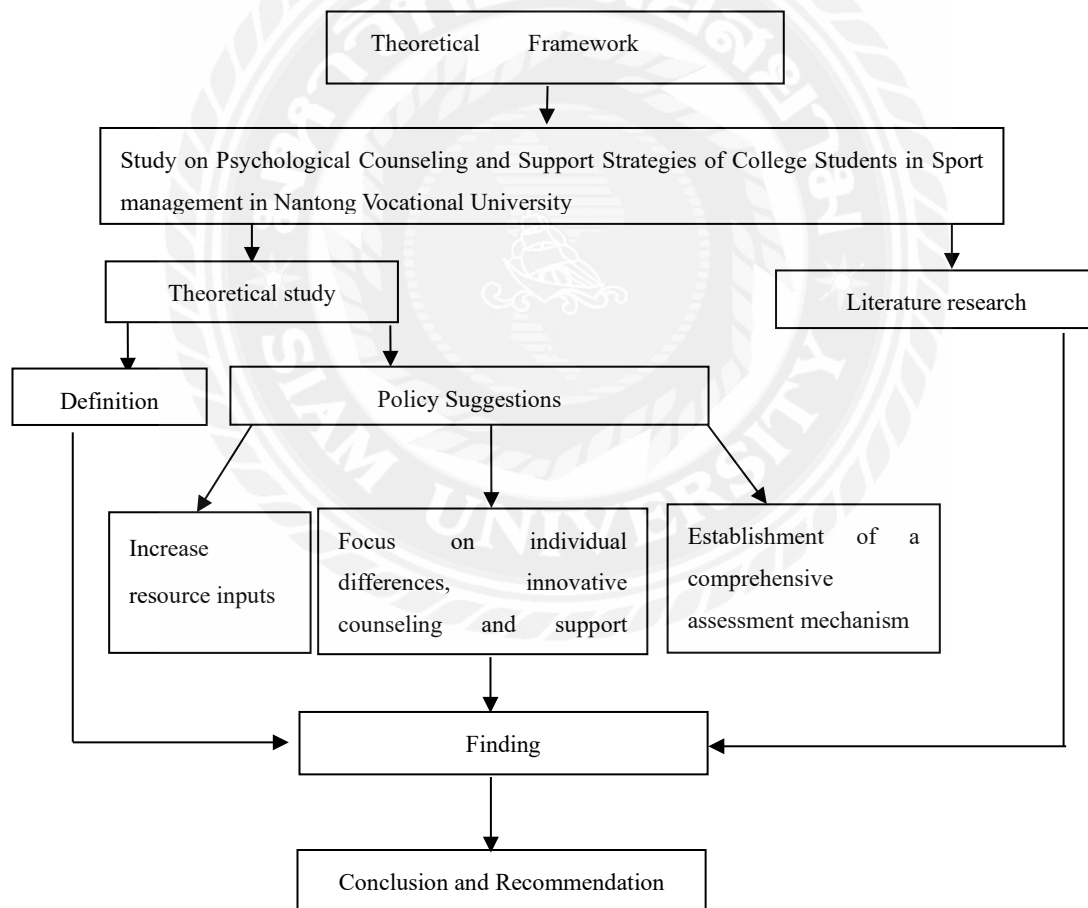


Figure 2-1 Theoretical Framework

Chapter 3 Research Methodology

This study utilized a mixed qualitative and quantitative research methodology in order to gain an in-depth understanding and explanation of counseling and support strategies in the management of student athletics in higher education. Qualitative research allowed this study to gain insight and understanding of individual experiences, while quantitative research provided a statistical description and analysis of those experiences (Creswell, 2014). The strength of this mixed-methods approach is that it combines the strengths of both qualitative and quantitative research and is able to provide the researcher with more comprehensive and in-depth information (Johnson, Onwuegbuzie, & Turner, 2007).

Existing studies on psychological counseling and support strategies in sports management for students in higher education were first collected and organized through literature analysis to establish a theoretical framework. Then, a questionnaire was designed and distributed in this study to collect quantitative data. A total of 500 questionnaires were distributed and 472 valid questionnaires were returned. Along with the quantitative data, qualitative data were also collected through the in-depth interview method by interviewing 20 university physical education teachers.

Finally, data were analyzed using SPSS software. Quantitative data were analyzed through descriptive and inferential statistics to summarize the basic characteristics of the sample and explore the relationships between variables. Qualitative data were then processed through content analysis to obtain in-depth information and to interpret the results of the quantitative data.

3.1 Research location

The study chose Nantong Vocational University as the study site.

Nantong Vocational University has a wealth of physical education programs and activities. In addition, the university has diverse student backgrounds and rich sports resources, which can provide a broad sample for the study. The selection of such a research location helps to understand and analyze more comprehensively the psychological counseling and support strategies in the management of student sports in higher education.

3.2 Research target

The questionnaire was sent to mainly college students, including freshmen through seniors, and students from all grades were selected to ensure the representativeness of the data. These students, regardless of gender, were involved in physical activities to some extent. Their physical activity habits, their need for counseling, and their attitudes and feedback on the counseling services currently provided by colleges and universities are all important sources of data for this study.

The in-depth interviews of this study were mainly conducted with 20 college physical education teachers. They are the main organizers and implementers of physical education courses and activities, and have a direct and in-depth understanding of students' psychological conditions, psychological needs, and psychological difficulties, as well as a wealth of observations and experiences about the importance of psychological counseling, methods of implementation, and evaluation of effects. Through in-depth interviews with teachers, we can understand and analyze their knowledge and attitudes towards psychological counseling, their evaluation and suggestions on psychological counseling services, as well as their practical experience and confusion about psychological counseling.

3.3 Data collection process and research tools

Step 1: Scope of research content

It was determined that the main information to be collected was related to students' participation in physical activities, counseling needs, evaluation of existing counseling, and teachers' experiences with counseling practices.

Step 2: Preparation of the research instrument

The questionnaire was divided into four main parts. The first part was to collect basic information about the respondents, including gender and grade level. This information helps to understand the basic characteristics of the survey sample so that comparisons between levels and groups can be made during data analysis. The second part was about the respondents' participation in physical activities, including time of participation, type of activity, motivation, and difficulties encountered. This information helped to understand the current status and main problems of students' participation in physical activities. The third section was about whether the respondents had received counseling, and if so, by whom these counseling sessions were mainly provided, and to what extent they found the counseling helpful in their participation in physical activities. This information helps to understand the students'

needs and feedback on counseling. The fourth section is about the respondents' satisfaction with the current psychological counseling and support provided by the school, the areas in which they would like the school to increase psychological counseling and support, whether they would be willing to receive psychological counseling specific to sports activities, and the form in which they think the counseling should be provided, how often it should be provided, and what should be the main areas of focus. This information helps to understand students' needs and suggestions for counseling in order to improve and optimize physical activity counseling services in higher education.

The interviews were structured around the following areas: teachers' teaching experience and major assignments, teachers' perceptions and understanding of counseling, teachers' experiences and methods of implementing counseling in their teaching and activities, teachers' observations and perceptions of students' psychological challenges and problems, teachers' evaluations of and suggestions for current counseling services provided by the school, teachers' training in counseling and the effectiveness of that training, and teachers' expectations and suggestions for future counseling.

Step 3: Implementation of the research instrument

The questionnaire was distributed mainly online, through the school's online learning platform or social media, the link of the questionnaire was sent to the students so that they could fill it out at their convenient time. The advantage of this method is that it is efficient and can collect a large amount of data in a short period of time; the disadvantage is that some students may ignore the questionnaire because they are busy or do not care. In order to increase the recovery rate of the questionnaire, the purpose and importance of the questionnaire can be briefly explained at the beginning and at the end of the questionnaire to remind the students to fill in the questionnaire carefully.

Questionnaires were distributed and collected through an online platform. The choice was made to use Questionnaire Star, an online survey tool, to distribute and administer the questionnaires. Students were invited to participate in the questionnaire via email and school social media.

First-hand, qualitative data were provided for further analysis and research. During the actual interviews, questions could be asked flexibly and in-depth based on teachers' responses.

Step 4: Material Collection

Collect all questionnaires and interview materials within the determined timeframe. For the recorded interview materials, text transcription was done.

Five hundred (500) questionnaires were distributed and 472 valid questionnaires were returned with a return rate of 94.4%. These data were entered into SPSS software for subsequent data processing and analysis, which provided rich empirical data for the study of this research.

Step 5: Data Analysis

A total of 472 valid questionnaires and transcribed transcripts of 20 in-depth interviews were collected for this study. These data represent quantitative and qualitative research data, respectively, and they provide a comprehensive and in-depth perspective for the research of this study.

For quantitative data, SPSS software was used for statistical analysis. First, descriptive statistical analysis was performed in this study, which included calculating the mean, standard deviation, and frequency in order to understand the basic distribution of the data. Second, this study used t-test and ANOVA to examine whether there were significant differences in perceived sport management and counseling among different groups (e.g., gender, grade level, major, etc.). Finally, this study used regression analysis to investigate the effects of different counseling and support strategies on student athletic performance and satisfaction.

For the qualitative data, a thematic analysis was used. This study began by carefully reading and coding all the interview transcripts and then identified key themes and patterns in the data. These themes and patterns not only deepened this study's understanding of the quantitative data, but also helped it to reveal complex and nuanced contexts and dynamics that might have been overlooked in the questionnaire.

Such statistical analysis of the data resulted in a series of powerful findings and insights about counseling and support strategies in the management of student athletics in higher education.

Chapter 4 Finding

In this chapter, the results of the research on counseling and support strategies in the management of student sports in higher education are discussed in detail and conclusions are presented. First, the current state of practice and its main features are summarized. Then, the findings of this study are analyzed to reveal the problems that exist in practice. Finally, conclusions are presented to answer the main questions of the study.

4.1 Overview of counseling and support in the management of student sports in higher education institutions

4.1.1 Current state of practice

In contemporary higher education, sport management is no longer just about organizing and directing physical activity, but includes attention to and counseling of students' mental health. This stems largely from the realization that physical activity not only strengthens the body, but also serves as an important arena for shaping students' psychological qualities, fostering teamwork, and enhancing their sense of personal accomplishment. However, students in higher education often face psychological pressures from skills, competition, team, and self in their participation in sports activities. Therefore, psychological counseling and support have received increasing attention in the management of student sports in colleges and universities.

Currently, many colleges and universities have integrated psychological counseling and support into student athletic activities. These colleges and universities usually have specialized sports coaches and psychological counselors, who are responsible for providing various psychological counseling and support, such as psychological counseling, emotional regulation, stress management, team building, goal setting, and sports skills improvement. Among them, psychological counseling is the most basic service, which is mainly through communication and conversation with students to understand their psychological conditions and give them appropriate advice and guidance. Emotional regulation and stress management, on the other hand, are mainly used to help students cope with negative emotions and stress that may arise

during sports activities through training and counseling. Team building and goal setting are mainly to enhance students' team spirit and goal orientation through organizing various activities and discussions. Sports skill enhancement is mainly about improving students' sports skills and sense of achievement through practice and coaching(Nan, 2021).

Although these universities have made some efforts, the current counseling and support still faces some problems and challenges in practice. First, there is a gap between the demand for counseling and support and the supply. Many students say they have a strong need for counseling and support, but the supply in universities is not sufficient to meet these needs. Second, the quality and effectiveness of counseling and support varied widely. While some HEIs are able to provide high quality and effective counseling and support, the quality and effectiveness of counseling in other HEIs is unsatisfactory. Finally, some students have questionable and rejecting attitudes towards counseling and support, believing that these services are unnecessary, or feeling scared and uneasy.

Psychological counseling and support in the management of student sports in higher education has made some progress in practice, but it has also revealed some problems and challenges. This requires us to further strengthen our research to improve the quality and effectiveness of our services to meet students' needs and promote their overall development.

4.1.2 Main features in practice

In the practice of student sports management in colleges and universities, psychological counseling and support presents some remarkable features.

First, diversified service forms. The current psychological counseling and support is no longer limited to the traditional one-on-one counseling, but has adopted a variety of forms, such as group counseling, psychological lectures, psychological workshops, online counseling and so on. These diversified forms of services aim to meet the needs of different students and improve the coverage and effectiveness of services. For example, group counseling enables students to support and encourage each other in teams, enhancing their teamwork spirit and social adaptability. Psychological lectures and workshops enable students to understand and master some basic psychological knowledge and skills, and improve their psychological quality and stress resistance. Online counseling enables students to obtain psychological counseling and support at any time and place, improving the convenience and

accessibility of services.

Second, personalized service content. The content of counselling and support is personalized according to the specific situation and needs of students. For example, for students who struggle with sports skills, the focus of counseling may be on how to improve motor skills and self-efficacy. For students who feel stressed during team activities, counseling might focus on how to build and maintain good relationships and how to communicate and cooperate effectively. For those students who feel nervous and anxious during competitions, counseling may focus on how to regulate emotions and deal with stress and frustration. This personalized service content makes the counselling and support closer to the actual needs of the students and improves the effectiveness of the service(Jia, 2022).

Finally, systematic service management. Many colleges and universities have established complete psychological counseling and support systems, including counseling teams, service programs, service processes, and evaluation mechanisms. The counseling team usually consists of professional psychological counselors, sports coaches, social workers, etc. They have rich experience and professional knowledge, and are able to provide students with all-round psychological counseling and support. The service programs, on the other hand, are set up according to the needs and problems of students in a number of areas, such as mental health education, individual counseling, team counseling, stress management, emotion regulation, and sports skills enhancement. The service process sets out the specific steps and ways of service delivery, such as demand analysis, service planning, service implementation, and effectiveness evaluation. The evaluation mechanism establishes the quality standards and evaluation methods of the service, such as satisfaction survey, effect assessment, feedback and improvement. This systematic service management makes psychological counselling and support more organized and efficient, and improves the quality and effectiveness of services.

Despite the above characteristics of psychological counseling and support in practice, there are some problems and challenges. For example, the insufficiency of service resources has made it difficult for the coverage and quality of services to meet expectations. The content of the service is not highly personalized, which makes it difficult for the service to meet the needs of all students. Inadequate evaluation and feedback mechanisms for services have made it difficult to effectively ensure the quality and effectiveness of services. For these problems and challenges, it is necessary to further strengthen the research and exploration, and continuously

optimize and improve the practice of psychological counseling and support(Luo, 2018).

4.2 Survey and Analysis of Counseling and Support in Sports Management for Higher Education Students

4.2.1 Survey results

(1) Personal information. 60% male and 40% female. Grade distribution was more even, with 25% of freshmen, 25% of sophomores, 26% of juniors, and 24% of seniors.

Table 4-1 Personal Information

	Freshman (%)	Sophomore (%)	Junior (%)	Senior (%)	Male (%)	Female (%)
Proportion	25	25	26	24	60	40

(2) Physical activity participation. 42% of students participated in physical activity for 1-2 hours per week, 35% for 2-4 hours, 15% for less than 1 hour, and 8% for more than 4 hours. The type of physical activity most frequently participated in was ball games with 35%, followed by fitness with 30%, athletics with 25%, and other types with 10%. The main motivation for participating in sports activities was health (45%), followed by recreation (30%), athletics (20%), and others (5%). The main difficulties encountered in sports activities are technical problems (40%), followed by physical problems (25%), time problems (20%) and others (15%).

Table 4-2 Physical Activity Participation

	<1hour (%)	1-2hours (%)	2-4hours (%)	>4hours (%)	Ball games (%)	track and field sports (%)	Fitness(%)	Other (%)
Proportion	15	42	35	8	35	25	30	10

(3)Receipt of psychological counseling. Fifty-five percent of the students had

received psychological counseling, which was provided primarily by the school counseling center (70%) and athletic coaches (25%) and others (5%). Of the students who had received psychological counseling, 40% thought it was extremely helpful to their participation in sports, 35% thought it was somewhat helpful, 20% thought it was not very helpful, and 5% thought it was not helpful.

Table 4-3 Counseling Acceptance

	YES (%)	NO (%)	sports coach (%)	School Counseling Center (%)	Other (%)
Proportion	55	45	25	70	5

Table 4-4 Feelings about counseling

	Very helpful (%)	Somewhat helpful (%)	Not very helpful (%)	Unhelpful (%)
Proportion	40	35	20	5

(4) Feelings and suggestions about counseling and support. Currently the school provides psychological counseling and support students feel that it is Very helpful 40%, Somewhat helpful 35%, Not very helpful 20%, unhelpful 5%, then very satisfied 15%, satisfied 35%, usual 30%, unsatisfactory 15%, Very dissatisfied 5%. Students who would like the school to increase psychological counseling and support in terms of improving the quality of counseling were 42%, provide a wider variety of counseling services were 30%, provide more counseling hours were 20%, and others were 8%. The percentage of students who would like to receive specialized counseling for athletic activities was 70%. Students who wanted counseling to be in the form of one-on-one counseling accounted for 40%, group counseling for 30%, lectures or workshops for 25%, and others for 5%. The frequency of counseling should be once a week (40%), once a month (25%), once a semester (25%), and others (10%). The percentage of students who thought that counseling should mainly focus on coping with competition pressure was 45%, improving sports skills was 30%, improving teamwork was 20%, and others were 5%.

Table 4-5 Satisfaction with counseling and support

	Very satisfied (%)	Satisfied (%)	usual (%)	unsatisfactory (%)	Very dissatisfied (%)
Proportion	15	35	30	15	5

Table 4-6 Expectations for Counseling and Support

Expected improvements	Increased counseling and support (%)	Provide a wider variety of counseling services (%)	Provide more tutoring time(%)	Other (%)
Proportion	42	30	20	8

Table 4-7 Forms of Counseling

Forms of counseling	One-on-one counseling (%)	Group counseling (%)	Lecture or workshop (%)	Other (%)
Proportion	40	30	25	5

Table 4-8 Frequency of Counseling

Frequency of Counseling	Weekly (%)	Monthly (%)	Once per semester(%)	Other (%)
Proportion	40	25	25	10

Table 4-9 Aspects of counseling that should be of primary concern

Aspects of counseling that should be of primary concern	Coping with the pressure of competition (%)	Improvement of motor skills(%)	Improve teamwork (%)	Other(%)
Proportion	40	35	20	5

4.2.2 Analysis of results

According to the results of the survey, students generally recognized the role of psychological counseling in physical activities, and most of the students (75%) thought that psychological counseling helped them to participate in physical activities, even greatly. However, 25% of the students also thought that counseling was not very helpful. This may be due to the fact that the main difficulties they encountered in participating in sports activities were technical and physical problems which may require more technical instruction and physical training than counseling.

With regard to satisfaction with counseling, while half of the students (50%) indicated that they were satisfied or very satisfied, 20% indicated that they were dissatisfied or very dissatisfied. This indicates that there is still room for improvement in the school's psychological counseling and support. In terms of the direction of improvement, students most hoped that the school could improve the quality of counseling (42%), followed by providing a wider variety of counseling services (30%) and providing more counseling hours (20%).

Students' views on the form and frequency of counseling were scattered. This may indicate that different students have different needs and preferences for counselling, and thus schools may need to take into account such individualized needs when providing counselling by offering a variety of forms and frequencies of counselling services.

In terms of the focus of psychological counseling, the majority of students (45%) believed that the main focus should be on coping with competition stress, followed by improving athletic skills (30%) and improving teamwork (20%). This may reflect the fact that the greatest psychological pressure on students to participate in sports activities comes from competitions, and therefore, schools should focus on how to help students cope with competition pressure when providing psychological counseling.

4.3 Problems with psychological counseling and support in the management of student sports in higher education institutions

4.3.1 Lack of resources for psychological counseling

According to the findings of this study, while 55% of students reported receiving counseling, these counseling sessions were primarily provided by school counseling centers (70% of the total). Counseling services provided by athletic coaches accounted for only 25%, and other sources accounted for only 5%. This may indicate a possible lack of resources at colleges and universities to provide counseling specific to athletic activities. In this regard, one faculty member interviewed stated, "Our athletic department does not have a dedicated counseling staff, and we usually advise students to go to the school's counseling center for help with psychological problems that may arise during athletic activities."

This result reflects that there are certain problems in the allocation of psychological counseling resources in college athletic departments. On the one hand, sports departments often lack specialized psychological counseling staff, and sports coaches may have difficulties in switching roles between technical instruction and psychological counseling, making it impossible for them to provide professional and effective psychological counseling services. On the other hand, although school counseling centers have professional counselors, they may not be familiar with the specifics of sports activities, and may have difficulty in accurately diagnosing and counseling the special psychological problems that may arise in students' sports activities.

Additionally, the lack of resources for counseling may be manifested in the lack of time and content of services. In current collegiate sports activities, students may need to receive counseling in a variety of situations, including pre-competition preparation, stress management during competition, and post-competition reflection. However, due to the lack of counseling resources, students may not be able to receive timely and effective counseling when needed. In addition, although some schools provide psychological counselling services, the contents of these services may not be specifically designed for the characteristics of sports activities, making it difficult to meet the actual needs of students.

From a larger perspective, the lack of resources for psychological counseling may also reflect a lack of awareness of the importance of psychological counseling in college physical education. In the process of allocating educational resources, there may be a situation that favors technical instruction and neglects psychological counseling. In addition, schools may also lack a mechanism to train sports coaches in psychological counseling skills, making them incapable of responding to students' psychological problems.

The lack of psychological counseling resources in sports management in colleges and universities is a complex and multifaceted problem that needs to be addressed from multiple perspectives, such as raising awareness of the importance of psychological counseling, increasing the investment in psychological counseling resources, and improving the content and form of counseling services.

4.3.2 Neglecting students' individual differences

According to the survey data, students in colleges and universities show obvious individual differences in their participation in sports activities and their needs for

psychological counseling. Students participate in different types of sports activities, and their needs for forms of psychological counseling are also diverse. However, current counseling services may not be effective in meeting these individual differences. Specifically, data show that 40% of students would like to receive counseling in the form of one-on-one counseling, 30% would like group counseling, and 25% would like to receive counseling through lectures or workshops. This data reflects that students' demand for counseling includes not only diversity of contents but also diversity of forms. The counseling services they expect should be able to respect their individual differences and provide a variety of forms of counseling for them to choose from.

However, the reality may not meet this expectation. One teacher interviewed said, "Counseling nowadays is mainly conducted in the form of group lectures, which may not have sufficiently taken into account the special needs of each student." This means that current counseling services may focus too much on a fixed form of counseling and fail to provide students with enough room for choice. In particular, for students who wish to receive one-on-one counseling, they may therefore not be able to access counseling services that meet their individual needs.

In addition, individual differences are reflected not only in the needs of the form of counseling, but also in the needs of the content of counseling. Students participate in a variety of sports activities, which may lead to differences in the problems and needs they face in counseling. However, existing counseling services may fail to take this into full consideration, resulting in counseling content that may not accurately correspond to students' actual needs. From this perspective, ignoring students' individual differences may lead to a significant reduction in the effectiveness of counseling services. If counseling services that meet students' individual needs are not provided, students may be resistant to counseling, thus affecting the effectiveness of counseling.

4.3.3 Inadequate psychological support and counseling strategies

The survey data revealed a concern: 20% of the students thought that psychological counseling was not very helpful to their participation in physical activities, and 5% even thought that it was not helpful to them. This finding may imply that the school's counseling strategies are failing to achieve the desired results to some extent. While there are a number of possible explanations, one teacher interviewed provided one possible reason: "Existing counseling strategies may focus too much on dealing with competitive stress and fail to focus sufficiently on how to

improve students' athletic skills, teamwork, and other aspects.” This statement triggered a deeper reflection on whether counseling strategies are too homogenous and whether their diverse needs are neglected.

Counseling is supposed to be a diverse process designed to meet the various mental and emotional needs of students. However, a counseling strategy may lose its intended effect if it focuses too much on dealing with a particular issue, such as athletic stress, at the expense of other important areas, such as improving athletic skills and teamwork.

Motor skills and teamwork are vital for students' participation in physical activities. A good motor skill not only improves students' performance in physical activities, but also enhances their confidence and motivation towards physical activities. Similarly, teamwork is an integral part of physical activity, especially in team sports. If counseling does not help students improve these skills and spirit, then its effectiveness may be greatly diminished. In addition, counseling strategies that focus too much on dealing with the pressures of athletics may also overlook some key psychological issues. For example, some students may develop resistance to physical activity due to a lack of confidence in their athletic skills. If the counseling strategy fails to effectively address these issues, then the effectiveness of counseling may also be compromised.

When implementing counseling, colleges and universities need to consider the holistic needs of students and provide diverse counseling strategies to improve the effectiveness of counseling. This may require colleges and universities to further study students' needs and develop more targeted counseling strategies to better meet students' psychological and emotional needs. There is also a need to enhance the training of sports coaches and counseling staff to improve their ability to implement diversified counseling strategies.

4.3.4 Lack of effective assessment mechanism

The survey data indicated that 50% of the students expressed moderate or unsatisfactory feedback about the counseling and support provided by the school (see Table 4). This finding may indicate that there are some problems with the school's counseling assessment mechanism, which may not accurately reflect students' satisfaction with counseling and the actual effectiveness of counseling. According to one of the interviewed teachers, it was mentioned that “the current assessment mechanism mainly relies on students' self-reports, which may be subjective and

biased to some extent, thus there is a need to introduce more objective and scientific assessment methods.”

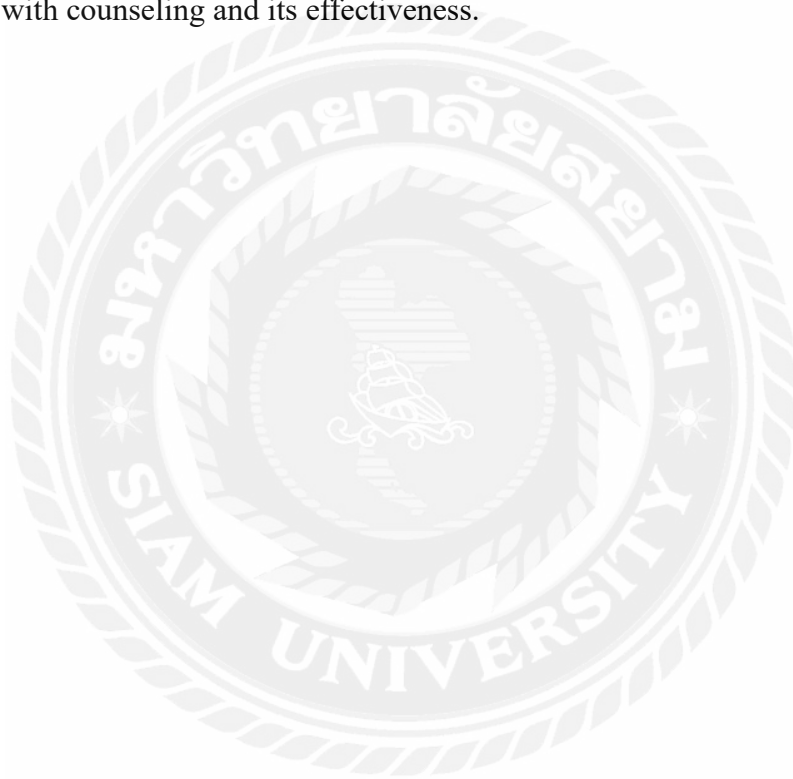
First, relying primarily on students’ self-reports may raise several issues. Self-reports are inherently subjective, and their results may be influenced by factors such as students’ personal emotions, cognitive biases, and social expectations. For example, students may overemphasize the stress they feel or downplay their progress, both of which may lead to assessment results that deviate from reality. In addition, students may choose to express satisfaction with counseling services out of fear that giving negative feedback will adversely affect them. Second, relying only on students’ self-reports to assess the effectiveness of counseling may not provide a comprehensive and in-depth assessment perspective. The effects of counseling may be evident at multiple levels, including students’ emotional changes, behavioral changes, academic performance, and social relationships. These effects may be difficult to measure comprehensively through a single self-report. In addition, it may take time for the effects of counseling to become apparent, thus requiring continuous, long-term tracking and assessment. However, if the assessment mechanism lacks continuous tracking, it may not be able to accurately assess the long-term effects of counseling.

The school’s counseling assessment mechanism needs to be improved to more accurately reflect students’ true feedback and the effectiveness of counseling. Possible improvement strategies include introducing third-party assessment, adopting multiple assessment methods, and adding long-term tracking assessment. In this way, schools will be able to evaluate and improve their counseling services more effectively to better meet students’ needs and enhance students’ satisfaction and the effectiveness of counseling.

4.4 Summary

This chapter has provided an in-depth investigation and analysis of counseling and support in the management of student sport in higher education. First, an overview of the current state of practice was provided and the main features of the practice were summarized. Then, data were obtained through the survey and these data were analyzed in detail in order to reveal the current situation and problems of psychological counseling and support in the management of student sports in colleges and universities.

From the survey results, there are some problems in the current sports psychological counseling in colleges and universities. First, there is a lack of counseling resources, and the facilities, personnel and services related to sports counseling are insufficient to meet students' needs. Second, school counseling services tend to ignore students' individual differences, and counseling programs lack personalization to provide appropriate support for different students' needs. Again, existing counseling strategies may fail to achieve the expected results, and may focus too much on dealing with athletic stress, while neglecting how to improve athletic skills, team spirit and other aspects. Finally, the school's counseling assessment mechanism may be problematic, making it difficult to accurately reflect students' satisfaction with counseling and its effectiveness.



Chapter 5 Conclusion and Recommendation

5.1 Summarize results

This study conducted a comprehensive and in-depth research on psychological counseling and support strategies in the management of student sports in colleges and universities, both because of scholars' concern about the current situation of sports activities in colleges and universities and because of the important role of psychological counseling in enhancing students' athletic performance and mental health. Through comprehensive analysis of the literature, questionnaire surveys, in-depth interviews, and statistical analysis of the data, this study reveals the state of practice, main features, and problems of psychological counseling and support in college sports.

The findings indicate that although psychological counseling plays a positive role in college sports activities, there are still some problems that need to be improved. These include the lack of counseling resources, the neglect of individual student differences, inappropriate counseling and support strategies, and the lack of effective assessment mechanisms. In order to address these problems, this study makes a series of specific recommendations. These include increasing the investment of resources in counseling, focusing on the consideration of students' individual differences, innovating counseling and support strategies, and establishing an effective assessment mechanism. The implementation of these strategies may help to improve current counseling services, meet students' needs, and enhance their athletic performance, as well as help to maintain students' mental health.

By conducting an in-depth study on psychological counseling and support in sports management of students in colleges and universities, this study aims to provide some theoretical references and practical guidance for school sports management departments in order to enhance the efficiency and effectiveness of their psychological counseling and to further promote the physical and mental health development of students. In the future, with the further development of sport psychology, and the in-depth understanding of students' individual differences, the strategy of psychological counseling in college sports may have more room for improvement, which requires scholars' continuous attention and research.

5.2 Research notes

In the realm of higher education, sport management and student mental health are two topics that receive frequent attention. However, combining these two topics to explore counseling and support strategies in the management of student sport in higher education is not widely studied. This study aims to fill this gap and bring new insights to the academic and practice communities.

Physical activity in colleges and universities is not only about motor skills and abilities, but also about the impact it has on students' physical and mental health, social skills, and attitudes towards life. This is why counseling and support occupy such an important place in the management of college sports. By digging deeper in this study, the conclusions and findings reached provide a more solid theoretical foundation for understanding this phenomenon.

The unique study of Nantong Vocational University adds empirical value to the study. Nantong Vocational University serves as the specific background and case of the study, which makes the study more practical and applied. Through fieldwork and in-depth research on Nantong Vocational University, this study not only reveals its characteristics and problems in sports management and psychological counseling in colleges and universities, but also provides a case for other colleges and universities to learn from and study.

In addition, this study's comprehensive analysis of related literature at home and abroad is also unique. Through in-depth exploration of research results from different cultures and institutional contexts, this study reveals the universality and specificity of counseling and support strategies in sports management in colleges and universities. This comparative analysis not only provides researchers with a macroscopic view, but also provides theoretical support for future cross-cultural or transnational cooperation.

Another important contribution of this study is that it provides a research model and methodology for subsequent research. Through the combination of various research methods, such as literature analysis, questionnaire survey, and in-depth interviews, this study demonstrates how to conduct in-depth and systematic research in a relatively narrow field. In addition, the rigor of the study in terms of data statistics and analysis sets a good example for the academic community.

Overall, this study makes a valuable contribution to the field of counseling and

support in college sport management, providing not only new theoretical and practical perspectives, but also valuable lessons and references for subsequent research and practice.

5.3 Recommendations and suggestions

5.3.1 Applications of this study

In the contemporary higher education system, students' physical and mental health as well as their sports participation has become a topic that cannot be ignored. The results of this study, especially the in-depth discussion on counseling and support strategies, are instructive for sports management in Nantong Vocational University. In addition, it has a wide range of applications for other higher education institutions, sports organizations, and educational administrations.

First, this study provides a reference model for colleges and universities on how to enhance student counseling and support. Students face many pressures during their college years, and physical activities can provide an outlet for them to release their stress. However, in order for students to become more active in sports activities, they need to be properly counseled. In this way, they can not only improve their sports skills, but also enjoy the physical and mental health benefits of sports.

In addition, educational administrations and sports organizations can develop better policies and strategies based on the recommendations of this study. By increasing resources for psychological counseling and improving the quality of counseling, they can ensure that every student can receive the psychological support they need.

5.3.2 Recommendations for future researchers

(1) Increase resource inputs

In the face of the current lack of resources for counseling in physical education, schools need to pay sufficient attention to this problem and make effective improvements.

In order to change this situation, increasing resources is a feasible and necessary solution. Schools should focus on the following aspects. Firstly, the creation of specialized sports counseling positions. This measure aims to provide targeted

counseling services to meet the specific needs of students participating in physical activities. For example, schools can create positions for sport psychological counselors or psychological coaches. These professionals would not only be able to understand the psychological needs of students participating in sports activities, but also provide specialized psychological counseling based on the students' situation. Such specialized positions can make students feel that the school pays attention to their psychological needs and can also improve the effectiveness of psychological counseling. Second, schools can set up specialized sports counseling services in existing counseling centers. This could be accomplished by setting up a sports counseling hotline or an online counseling service. In this way, when students encounter psychological problems during physical activities, they can obtain professional psychological counseling at any time. This convenient and quick form of service can enhance students' motivation to utilize psychological counselling resources, thus improving the effectiveness of counselling. Furthermore, organizing workshops or seminars on sports psychological training is also an effective method. Workshops and seminars can be organized in a focused manner to teach students how to deal with psychological problems in sports activities, such as competition pressure, fear of failure, and so on. At the same time, such activities allow students to learn how to improve their athletic performance through mental skills. Workshops and seminars can enable more students to know and understand the psychology of sports, thus improving their knowledge and ability to deal with psychological problems.

Investing resources in psychological counseling is not just a matter of increasing funding and personnel, but more critically, building a counseling system that is adapted to the needs of students and able to provide psychological support effectively. This requires comprehensive consideration and planning by schools at multiple levels, including systems, services and activities, to ensure that the resources invested can truly help students solve their psychological problems in sports activities, thereby improving their sports performance and physical and mental health.

(2) Focus on individual differences, innovative counseling and support strategies

Focusing on individual differences of students is an integral part of providing counseling services. Each student has unique physical activity and counseling needs, which may be affected by many factors, such as the type of physical activity, hobbies, personality traits, life experiences, etc. If schools can take individual differences into account when providing counseling services, the services may be more effective. If schools can fully consider the individual differences of students when providing

counseling services, these services may be more responsive to students' needs, thus increasing their satisfaction and the effectiveness of counseling.

In order to achieve this goal, schools should adopt several strategies. First, provide individualized counseling. Each student is a unique individual who may have different types of physical activity and psychological characteristics. Therefore, schools should provide individualized psychological counseling based on each student's specific situation. For example, for students who often participate in competitive sports activities, schools can provide specialized competitive psychological counseling to help them deal with competition pressure and improve their competitive psychological quality. For students who are mainly involved in fitness or recreation, schools can provide specialized fitness counseling to help them enhance their sense of self-efficacy and cultivate a positive attitude towards sports. Second, provide multiple forms of psychological counseling. Students' preferences for forms of counseling may vary according to individual differences. Therefore, schools should provide multiple forms of counseling to meet the needs of different students. For example, one-to-one counselling can provide more in-depth and personalized counselling; group counselling allows students to gain support through sharing and communication; and lectures or workshops can impart psychological skills and knowledge to more students. In this way, no matter which form of counseling students need, they can find appropriate resources and support in school. Further, students' needs and feedback are regularly assessed. Students' needs and feelings may change over time and in context. Therefore, schools should regularly assess students' needs and feedback, as well as the effectiveness of counseling services. This can be done through questionnaires, interviews, feedback sessions and so on. In this way, schools can keep abreast of students' needs and problems so that they can adjust and optimize their counselling services.

Consideration of individual student differences is key to improving the effectiveness of counseling services. Through personalized counseling, diversified forms of services, and ongoing needs assessment, school counseling services may be more responsive to students' individual needs, thereby improving their mental health and performance in physical activities.

Innovating counseling and support strategies is a critical step in improving the effectiveness of counseling. Where existing counseling services may not be achieving the desired results, there is a need to innovate and improve counseling and support strategies. The following are several possible innovative strategies.

First, introduce more psychological skills training. Mental skills training is an important component of counseling that can help students improve their motor skills and stress tolerance. For example, relaxation training can help students relieve competition stress and improve concentration; self-suggestion can help students build self-confidence and improve self-efficacy; and goal setting can help students clarify their goals and improve motivation. By introducing these mental skills training, students may be able to better cope with the mental challenges of physical activity and improve their athletic performance.

Second, team counseling is introduced. For team sports, team cohesion and cooperative spirit may have a significant impact on the outcome of the game. Therefore, schools can introduce team psychological counseling to improve team cohesion and cooperative spirit. For example, through team building activities, students can better understand and accept the importance of teamwork; through team conflict management training, students can better handle conflicts within the team and improve team harmony. In these ways, students' team performance may improve.

Finally, new counseling techniques are introduced. New counseling technologies can provide more intuitive and effective means for psychological counseling. For example, virtual reality technology can provide students with simulations of actual game scenarios, helping them to familiarize themselves with and cope with the pressure of the game in a safe environment. Biofeedback technology can provide real-time data about students' physiological responses, such as heart rate and muscle tension, helping them to understand and control their physiological responses. By introducing these new counseling technologies, school counseling services may become more intuitive and effective, thus improving counseling effectiveness.

(3) Establishment of an assessment mechanism

Establishing an effective assessment mechanism is a key part of improving the effectiveness of psychological counseling. From the findings, it is clear that the current assessment mechanism for counseling may be problematic, and therefore there is a need to establish a better assessment mechanism. The following are a few aspects that may need to be considered in establishing such an assessment mechanism.

First, third-party assessment is introduced. Third-party assessment can provide a more objective and impartial assessment perspective. This may involve professional assessment organizations or independent experts who not only possess assessment skills and experience, but also have no conflict of interest, so their assessment results

may better reflect the actual effectiveness of psychological counselling. Third-party assessments may also provide new insights and recommendations that can help improve counseling services.

Secondly, a diversified assessment methodology should be adopted. A comprehensive assessment should be conducted from multiple perspectives and levels. Schools can use a variety of assessment methods, such as observation, questionnaires, interviews and tests, to obtain comprehensive data and information. For example, observation can directly reflect students' behavioral and attitudinal changes; questionnaires can obtain students' subjective feelings and satisfaction; interviews can provide insights into students' needs and problems; and tests can quantitatively assess the effectiveness of psychological counseling. Through these diversified assessment methods, schools may be able to gain a more comprehensive and in-depth understanding of the effectiveness of psychological counseling.

Lastly, long-term follow-up and evaluation should be conducted. It may take some time for the effects of psychological counseling to become apparent; therefore, schools should conduct long-term tracking and assessment. This may include continuous tracking of students' psychological state, athletic performance, quality of life, etc. to assess the long-term effects and impact of counseling. Long-term tracking and evaluation can not only assess the immediate effects of counseling, but also understand the lasting effects of counseling and provide data support for continuous improvement.

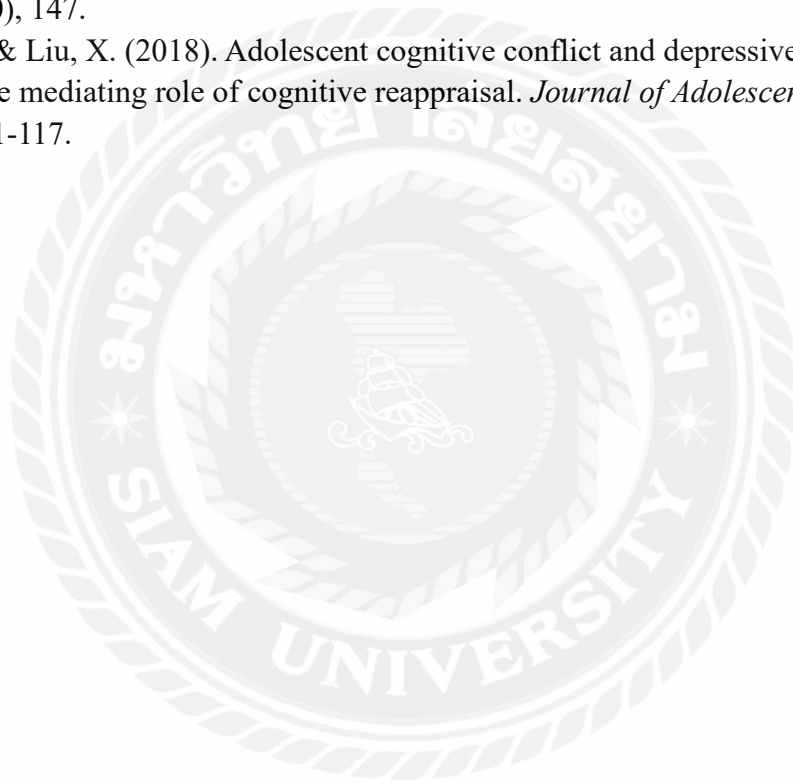
Through the introduction of third-party assessment, the adoption of diversified assessment methods and long-term tracking and evaluation, schools can better and accurately assess the counselling services, so as to improve and optimize the counselling services in a more effective manner.

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Appendix I Questionnaire

Part I: Personal Information

1. What is your gender?
 - Male
 - Female

2. What is your grade level?
 - Freshman
 - sophomore
 - junior
 - senior

Part II: Physical Activity Participation

2. Approximately how long do you participate in physical activity each week?
 - Less than 1 hour
 - 1-2 Hours
 - 2-4 Hours
 - More than 4 hours

4. What type of sports activities do you participate in most often?
 - Ball Games
 - track and field sports
 - Fitness
 - other

5. What is your main motivation for participating in sports activities?
 - Health
 - Entertainment
 - Athletics
 - other

6. What are the main difficulties you encounter in your sporting activities?
 - Technical issues
 - Strength issues
 - timing issue

- other

Part III: Receipt of Counseling

7. Have you ever received psychological counseling?

- YES
- NO

8. If received, by whom was this counseling primarily provided?

- sports coach
- School Counseling Center
- other

9. To what extent do you think counseling has helped you to participate in physical activity?

- Very helpful
- Somewhat helpful
- Not very helpful
- unhelpful

Part IV: Feelings and Suggestions about Counseling and Support

10. Are you satisfied with the counseling and support currently provided by the school?

- Very satisfied
- Satisfied
- usual
- unsatisfactory
- Very dissatisfied

11. In what ways would you like to see more counseling and support in schools?

- Provide more tutoring time
- Provide a wider variety of counseling services
- Improving the quality of tutoring
- other

12. Would you be willing to receive specialized psychological counselling for sports activities?

- YES
- NO

13. What form do you think counseling should take?

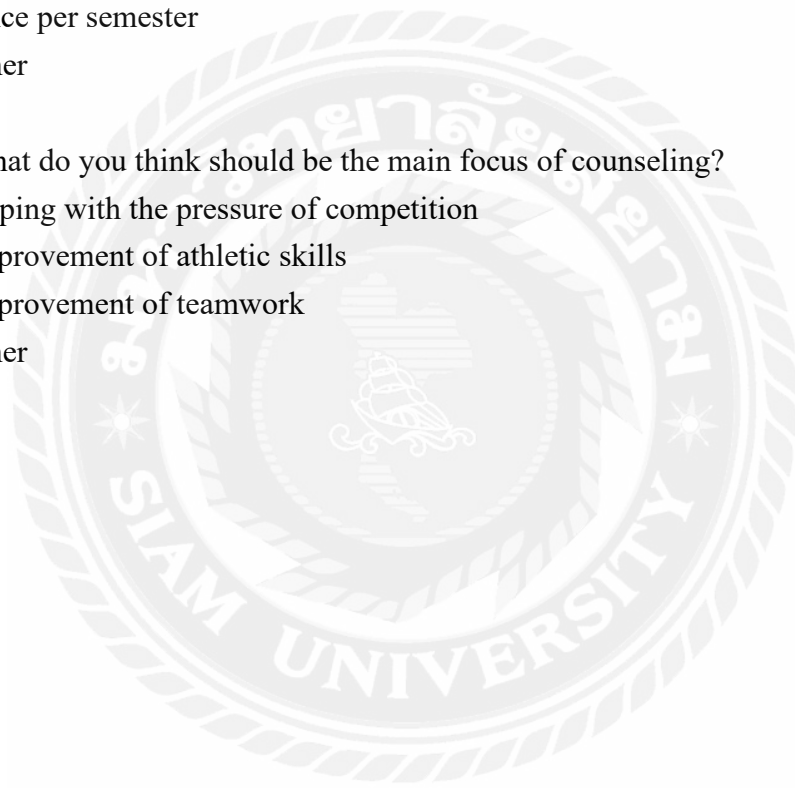
- One-to-one consultation
- Group counseling
- Lecture or Workshop
- other

14. What do you think the frequency of counseling should be?

- weekly
- monthly
- Once per semester
- other

15. What do you think should be the main focus of counseling?

- Coping with the pressure of competition
- Improvement of athletic skills
- Improvement of teamwork
- other



Appendix II Outline of interviews

1. Please tell us about your teaching experience and what physical education courses and activities you are mainly responsible for?

2. How do you see the role of counseling in physical education and activities? Are there some specific examples you can share?

3. Have you implemented counseling in your teaching and instruction? What are the main areas targeted by these counseling sessions?

4. What do you think are the main psychological challenges or problems that students face when participating in physical activities? And how do they cope with them?

5. How do you feel about the counseling services currently provided by the school? Do you have any suggestions or expectations?

6. Have you received any training in counseling? How have these trainings helped you in your teaching?

7. What do you think about implementing counseling in a more systematic and in-depth way in physical education teaching and activities? What difficulties and challenges might be encountered in the implementation process?