

# Psychological counseling, rights protection, and dispute prevention of sports vulnerable groups

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## Abstract

The psychological difficulties of college students are researched, and sports events are employed as a kind of intervention aimed at disadvantaged groups of college athletes. As a sample, 300 poor college students from six universities in Shanghai, China, were selected as the intervention group, whereas 300 college students were randomly selected as the control group. Symptom Checklist 90 examined 10 mental health indicators (SCL-90). The intervention group designed a sports game program as an intervention. The detection rate of mental health disorders among vulnerable college student groups was 76.33 percent, compared to 25.33 percent in the control group. Before the intervention, the scores of female students in the intervention group on interpersonal relationships, depression, anxiety, hostility, and other factors were significantly higher than those of male students in the intervention group. Still, after the intervention, there was no significant difference. The study concluded that the intervention of sports games could improve the mental health of vulnerable college students, particularly in terms of hostile variables. The effect on girls is more significant than that on boys.

**Keywords:** Sports disadvantaged groups; Psychological counseling; Protection of rights and interests; Dispute prevention; mental health

## 1. Introduction

With the ongoing expansion of higher education in recent years, the number of disadvantaged sports groups in colleges and universities has increased, and the topic of education equity for sports-disadvantaged groups has become more prominent (Gibson et al., 2011). This problem has steadily raised educators' and sociologists' general concerns. Concerning the theme of vulnerable groups in college sports, some researchers have different concepts, such as "physically vulnerable groups," "healthy vulnerable groups," and "physically vulnerable groups" in colleges and universities, from various perspectives, such as "educational equity," "educational rights," and "survival education," the protection of the educational rights of sports disadvantaged groups should be. It should be dissimulation and lack of interpretation" As indicated in Figure 1, two understanding notions also propose the corresponding interpretation.

The term 'vulnerable groups' refers to individuals or groups who are socially disadvantaged due to poor natural, economic, social, or cultural conditions. It comprises natural and institutional vulnerable groups (Dessauvague et al., 2022). From the standpoint of the right to education, vulnerable groups are typically disadvantaged groups or classes while exercising this right for physiological, economic, or other reasons.

Some academics argue that education equity ensures the fairness of the entire cycle of education beginnings, processes, and outcomes (Lipson et al., 2022). To ensure the fairness of educational resources, educational rights, and educational chances, we should adhere to the three most fundamental principles: equality, difference, and compensation. Education equity in the context of this study refers to the timely compensation of educational resources for disadvantaged groups and the maximization of the distribution of differentiated resources to ensure that vulnerable groups enjoy equal rights and interests in educational resources, which is reflected in the equal possibility of receiving education, even though the means to realize this possibility vary (Tang et al., 2020).

Regarding the notion of "vulnerable groups in college sports," several scholars have performed significant studies from economics, sociology, ethics, and other viewpoints. Several researchers also described the susceptible college student sports groups: They believed that the vulnerable college student groups in sports might be split into four categories: The first refers to individuals who are physically unsuited to participate in intensive sports, have diseases or physical disabilities; the second refers to physically susceptible groups that cannot adapt to standard physical education sessions. The third group comprises patients hospitalized within six months; the fourth group includes young, elderly, and married students. According to the concept transfer principle, the disadvantaged groups in

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college sports in this study refer to all college students who cannot accomplish the work of sports learning for physical

and mental reasons, encompassing two aspects and four categories.

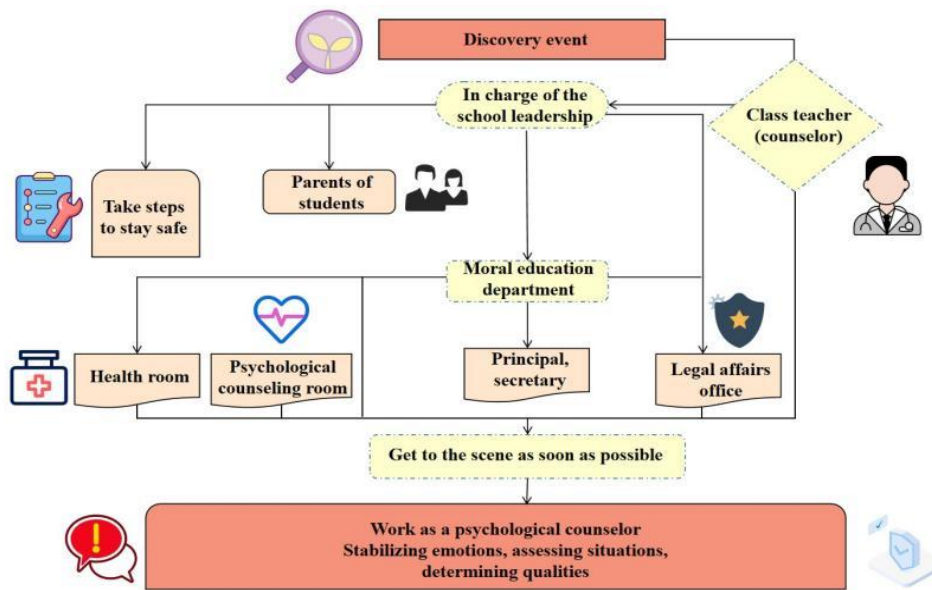


Figure 1. The protection mechanism of vulnerable groups in schools

On the one hand, it refers to those with low sports ability due to diseases, disabilities, unusual body shape, or weakness; on the other, it is a set of sports learning disabilities due to mental health hurdles and other factors. The four categories include groups with physical limitations, unique body forms (overweight or thin), low physical fitness, and mental health concerns (Beausang, 2020). In this study, 300 college students were chosen randomly as the control group, and 10 mental health indicators were assessed using Symptom Checklist 90 (SCL-90). The intervention group consisted of six universities in a single province, and a sports game program was designed to intervene with the intervention group. The detection rate of mental health disorders among vulnerable college student groups was 76.33 percent, compared to 25.33 percent in the control group. Before the intervention, the scores of female students in the intervention group on interpersonal relationships, depression, anxiety, hostility, and other factors were significantly higher than those of male students in the intervention group. Still, after the intervention, there was no significant difference.

## 2. Literature Review

The Sports Law was promulgated in 1995 as the fundamental law of China's laws and regulations; however, as the society enters a period of transition, the social transformation and the reform of sports render the fundamental legislation of sports insufficient for its implementation and guarantee. The Sports Law does not

specify that the rights of citizens to participate in sports activities and obtain physical education are fundamental rights. In supporting sports policies to guide the execution and growth of China's sports enterprises, the issuance of the Sports Law has played an important role; it has also made substantial contributions to the development of the sports-legal system (Chang et al., 2020). The Sports Law comprises eight chapters covering every area of sports, including the protection of the sports rights of vulnerable groups. For instance, Article 5 of the Sports Law states: The State shall give a unique guarantee to the sports activities of young people, adolescents, and children to improve their physical and mental health; Article 16 states that the entire society should care about and encourage the elderly and disabled to engage in sports activities.

Governments at all levels should also take active steps to provide opportunities and conditions for the elderly, the disabled, and other socially vulnerable groups to participate in sports activities; Article 18 Schools are required to offer physical education classes and assess students on their participation. Schools must facilitate the organization of sporting programs according to the needs of sick and disabled children. The sole provision of the Sports Law relates to the protection of the sports rights of disadvantaged groups, thereby ensuring the actualization of those rights. However, in the Sports Law, the vulnerable groups are primarily physiologically fragile, such as the elderly and the disabled, with no mention of the legal protection of socially disadvantaged groups, such as farmers and urban laid-off migrant workers (Rice et al., 2016).

Following the Constitution and the Sports Law, administrative regulations on sports are developed to promote sports development and ensure the implementation of people's sports rights. The State Council shall declare administrative regulations governing sports, including normative clauses, notification of resolutions, etc. (Gallant, Spitze, & Grove, 2010). On the website of the General Administration of Sport of China, under the column of policies and regulations, the author discovered the Notice of the General Office of the State Council on Forwarding the Opinions of the Ministry of Civil Affairs and the Ministry of Public Security of the General Administration of Sport on Strengthening the Management of Fitness Qigong Activities, the Regulations on National Fitness and the Regulations on School Physical Education, and the Measures for the Promotion of Fitness Qigong (Maloku, Jasarevic, & Maloku, 2021).

It is evident from the preceding laws and regulations that the state has considered preserving the sports rights of vulnerable groups in its legislation and has provided them with particular legal protections. Yet, it is evident from the rules mentioned above and regulations that the sports rights of vulnerable groups are protected by law; greater attention should be paid to protecting the sports rights of physiologically fragile groups, such as the elderly and children, and then the disabled. Individual laws and regulations protect the sporting rights of socially vulnerable populations in rural and impoverished locations. Nevertheless, nearly none of the existing rules and regulations include migratory labor or poor urban residents (Saadatnia, Tiznobaik, & Saber, 2022).

### 3. Methodology

As the intervention group, 300 vulnerable college students were selected from six universities in a province, including 153 boys and 147 girls. At the same time, 300 college students, 154 males and 146 females were randomly picked from six colleges to serve as the control group. These students were chosen randomly as the control group, and Symptom Checklist 90 was used to examine ten mental health indicators (SCL-90). The intervention group designed a sports game program as an intervention. The mental health indicators of 300 college students were examined using the symptom checklist 90 (SCL-90), while the intervention group created a sports game program. The scale contains 90 items representing 10 categories: somatization, compulsion, interpersonal interaction, sadness, anxiety, anger, fear, paranoia, and psychosis. The scale uses a zero-to-four-point scoring system (none, very light, moderate, heavy, and severe), and a total score of more than 160 points was used to determine the presence of mental health issues (Gülgün & Deniz, 2021).

Due to the economic situation, social status, competitiveness, employment opportunities, and other disadvantages of college students in the intervention group, a series of sports game programs were designed to improve the group's self-confidence, social adaptability, and mental health quality, and to create a harmonious atmosphere of relaxation, sharing, playing, and expansion, as well as cooperation between students and teachers. In the control group, standard athletic activities were performed. The intervention will be executed from 3 April to 3 June 2020, the implementation process will utilize physical education as its primary carrier, and each intervention will be limited to 80 minutes so as not to interfere with students' normal studies and life (Han, 2022). Using SPSS19.0 software, the validity of the received data was examined scientifically and appropriately, and statistics were performed. The measured data are represented as  $x \pm s$  and compared using the t-test; statistical data are provided as comparisons or comparisons using the 2 statistics. Differences are significant ( $P < 0.05$ ).

### 4. Results

According to the inquiry and research conducted by scholars on the SCL-90, the reference criterion for a positive screening is a total score of more than 160. This study indicated that 229 persons in the intervention group had a total SCL-90 score of more than 160, or 76.33 percent of the total, whereas only 76 people in the control group (or 25.33 percent) had a total score of more than 160. (Kurniawan, Suwidagdhho, & Ningsih, 2021). The group's diagnostic rate for somatization, obsessive-compulsive disorder, interpersonal relationships, depression, anxiety, hostility, fear, mental disease, and other mental disorders was compared to that of the control group, and the difference was statistically significant ( $P < 0.05$ ). Figure 2 demonstrates the outcomes.

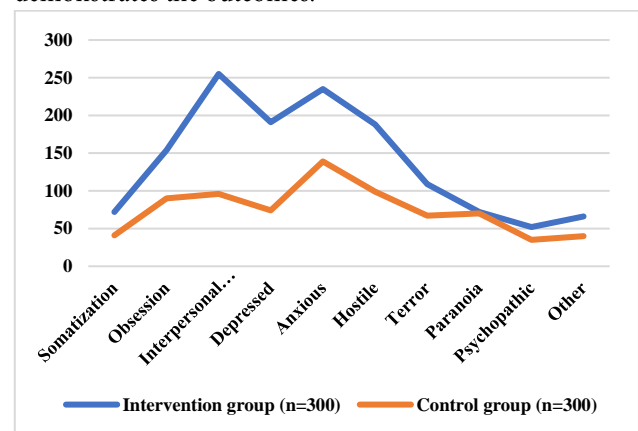


Figure 2. Detection of mental health problems of college students in the intervention group and control group of six universities in a province in 2020 [cases (%)]

Before the intervention, the groups had disparities in the scores of mental disorders such as somatization, interpersonal relationships, sadness, anxiety, anger, and mental illness. There was no change in symptoms of obsessive-compulsive disorder, phobia, paranoia, and other mental diseases ( $P>0.05$ ). The results are presented in Table 1 (Lee & Kim, 2020).

After the intervention, the ratings for somatizations, interpersonal connections, sadness, anxiety, mental disease, and other mental illnesses significantly differed between the two groups ( $P<0.05$ ). Mental problems such as obsessive-compulsive disorder, interpersonal interactions, depression, anxiety, the adversary, and the brain have changed significantly compared to the control group. The scores were statistically significant before and after the intervention ( $P<0.05$ ). The mental health of the control group improved significantly after the intervention, and the scores of somatizations, obsessive-compulsive symptoms, interpersonal connections, depression,

and anxiety are also noteworthy. The outcomes are shown in Table 1 and Figure 3.

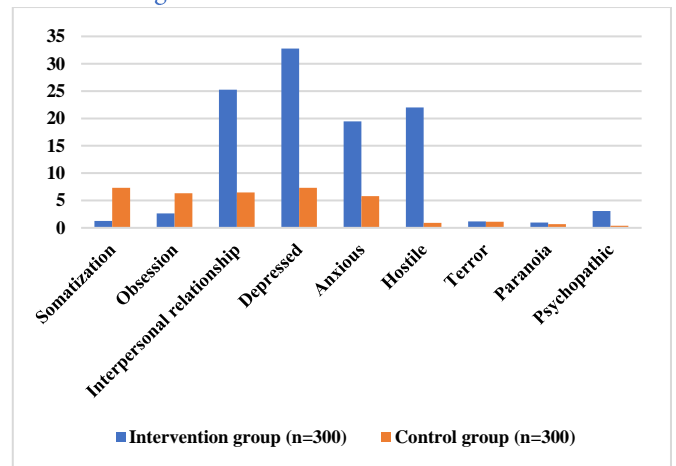


Figure 3. Mental health level t value of students in the intervention and control groups

Table 1

The score of mental health of students in the intervention group and control group after intervention in 6 universities in a province in 2020 ( $x \pm s$ )

group	Number of people	Somatization			Obsessive-compulsive symptom			interpersonal relationship		
		Before intervention	After intervention	P value	Before intervention	After intervention	P value	Before intervention	After intervention	P value
Intervention group	300	1.36±0.38	1.34±0.23	>0.05	1.38±0.42	1.33±0.41	<0.05	1.86±0.46	1.38±0.32	<0.05
control group	300	1.24±0.32	1.13±0.36	<0.05	1.45±0.46	1.33±0.32	<0.05	1.35±0.40	1.24±0.36	<0.05
T value		4.18	8.5		1.94	0.81		14.57	5.04	
P value		<0.05	<0.05		<0.05	>0.05		<0.05	<0.05	

group	Number of people	depressed			anxious			hostile		
		Before intervention	After intervention	P value	Before intervention	After intervention	P value	Before intervention	After intervention	P value
Intervention group	300	1.36±0.38	1.34±0.23	>0.05	1.38±0.42	1.33±0.41	<0.05	1.86±0.46	1.38±0.32	<0.05
control group	300	1.24±0.32	1.13±0.36	<0.05	1.45±0.46	1.33±0.32	<0.05	1.35±0.40	1.24±0.36	<0.05
T value		4.18	8.5		1.94	0.81		14.57	5.04	
P value		<0.05	<0.05		<0.05	>0.05		<0.05	<0.05	

group	Number of people	terror			Paranoia			Psychopathic		
		Before intervention	After intervention	P value	Before intervention	After intervention	P value	Before intervention	After intervention	P value
Intervention group	300	1.36±0.38	1.34±0.23	>0.05	1.38±0.42	1.33±0.41	<0.05	1.86±0.46	1.38±0.32	<0.05
control group	300	1.24±0.32	1.13±0.36	<0.05	1.45±0.46	1.33±0.32	<0.05	1.35±0.40	1.24±0.36	<0.05
T value		4.18	8.5		1.94	0.81		14.57	5.04	
P value		<0.05	<0.05		<0.05	>0.05		<0.05	<0.05	

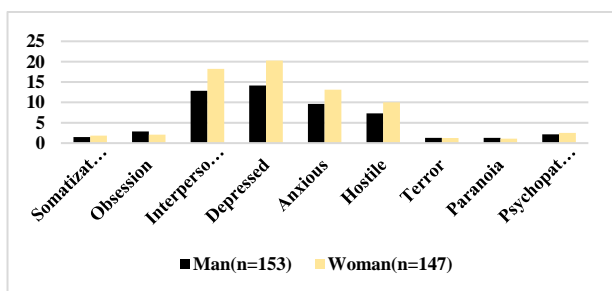


Figure 4. t values of different gender students in the intervention group

Before the intervention, girls in the intervention group scored considerably higher on interpersonal connections, sadness, anxiety, and anger than boys ( $P<0.05$ ). After the intervention, the scores of female students' interpersonal relationship, depression, anxiety, and hostility factors were similar to those of male students, with no significant difference (all  $P>0.05$ ), indicating that the intervention of sports games significantly improved female students' psychological health indicators such as interpersonal relationship, depression, anxiety, and



hostility. It also demonstrates that sports game intervention improves the mental health of college

students (Oliveira et al., 2020). The outcomes are displayed in Table 2 and Figure 4.

**Table 2**

*Mental health level scores (x ± s) of students of different gender in the post-intervention group of 6 universities in a particular province in 2020*

group	Number of people	Somatization			Obsessive-compulsive symptom			interpersonal relationship		
		Before intervention	After intervention	P value	Before intervention	After intervention	P value	Before intervention	After intervention	P value
Man	153	1.38±0.37	1.34±0.46	<0.05	1.41±0.40	1.49±0.47	<0.05	1.73±0.39	1.37±0.47	<0.05
Woman	147	1.39±0.37	1.34±0.46	<0.05	1.42±0.44	1.48±0.47	<0.05	1.88±0.44	1.37±0.43	<0.05
T value		0.23	8.1		0.21	0.19		3.13	0.13	
P value		>0.05	>0.05		>0.05	>0.05		<0.05	>0.05	
group	Number of people	depressed			anxious			hostile		
		Before intervention	After intervention	P value	Before intervention	After intervention	P value	Before intervention	After intervention	P value
Man	153	1.78±0.29	1.37±0.49	<0.05	1.68±0.46	1.42±0.37	<0.05	1.70±0.44	1.51±0.38	<0.05
Woman	147	1.89±0.43	1.36±0.34	<0.05	1.79±0.49	1.41±0.31	<0.05	1.82±0.41	1.50±0.55	<0.05
T value		2.62	0.24		2.01	0.22		2.44	0.18	
P value		<0.05	>0.05		<0.05	>0.05		<0.05	>0.05	
group	Number of people	terror			Paranoia			Psychopathic		
		Before intervention	After intervention	P value	Before intervention	After intervention	P value	Before intervention	After intervention	P value
Man	153	1.44±0.40	1.40±0.54	>0.05	1.40±0.39	1.37±0.35	>0.05	1.37±0.29	1.32±0.37	<0.05
Woman	147	1.44±0.51	1.40±0.22	>0.05	1.41±0.34	1.37±0.46	>0.05	1.37±0.30	1.32±0.32	<0.05
T value		0.13	0.16		0.24	0.14		0.10	0.12	
P value		>0.05	>0.05		>0.05	>0.05		>0.05	>0.05	

## 5. Discussion

The rapid development of the economy and the earth-shaking changes in society, against the backdrop of the process of economic globalization and the deepening of social reform, have had a profound psychological impact on today's college students; For college students with financial difficulties, the gap between them and their classmates after entering colleges and universities will cause a psychological gap in comparison, damage their self-esteem, and produce negative psychological effects. Under the influence of examination-oriented teaching in schools, the previous evaluation method has resulted in examination failure, undue psychological strain, and a heavy curriculum load for pupils (Klaperski & Fuchs, 2021).

Many of these factors have left certain college students mentally vulnerable, and many educators and psychologists have observed an apparent increase in psychological issues among today's college students. Currently, the psychological suffering of college students from vulnerable groups is predominantly negative, and they exhibit a more severe inferiority complex, a more

prevalent psychological imbalance, and frustration. Lack of correct self-evaluation leads to the establishment of unsound personality traits and even extreme behavior, which is detrimental to the steady growth of colleges and universities, the building of a peaceful society, and their development (Malagodi et al., 2021).

For vulnerable groups among college students, we should be concerned not only with their financial well-being but also with their mental health and other factors so that they can overcome obstacles with a positive outlook on life and dogged determination and complete their studies. Interpersonal relationships, depression, anxiety, and hostility detection rates among college students in the intervention group were 85.0%, 63.63&percent, 78.33%, and 62.67&percent, respectively. The author believes that most disadvantaged groups of college students have weak family status, social status, or competitiveness. Their objective environment is backward or low, which causes them to close themselves tightly in college study and life. It is hoped to change the status of being looked down upon by others through my efforts, this will inevitably lead to disharmony in interpersonal relations, but self-sealing cannot be eliminated (Ji & Zheng, 2021).

The sports game intervention is a series of game programs explicitly designed to improve group self-confidence, social adaptability, and mental health quality and to create a harmonious atmosphere of relaxation, sharing, games, expansion, etc. Cooperation between students and teachers to experience, share, and cooperate with the emotional acquisition and psychological counseling and subsequently form a high-level emotional expression method for vulnerable groups. Through the intervention and selection of targeted sports games, the vulnerable groups of college students can feel warmth, help, and happiness in the harmonious environment created so that their negative emotions can be dispelled, interpersonal relationships can be formed, anxiety can be reduced, and psychological pressure can be alleviated; College students in vulnerable groups can sense warmth and care through cooperative and collaborative sports activities. With the open collective gaming project, vulnerable groups of college students can develop a form of united and friendly relationship between classmates, teachers, and students, respond to current challenges with an open mind, and eliminate hostility between students, teachers, and students (Granet et al., 2023).

Mental disorders such as somatization, interpersonal relationships, depression, anxiety, hostility, and emotions improved after the intervention of sports activities in this study ( $P < 0.05$ ), confirming the positive effects of sports activities on the mental health of college students from vulnerable groups. Similarly, before the intervention, the scores of somatization, interpersonal connections, depression, anxiety, hostility, mental illness, and other characteristics were different in the intervention group compared to the control group ( $P < 0.05$ ). Except for the scores of obsessive-compulsive symptoms and negative reactions, there was no difference after the intervention ( $P > 0.05$ ). This may be due to the short duration of sports, self-management, and counseling of students with mental health problems, school mental health counseling, and others in this study (Coventry et al., 2021). Although there are specific disparities in the mental development of various college students, we assessed the mental health of a sample of college students with lower mental development, which differed before and following the intervention (Toohey et al., 2020).

## 6. Conclusion

Although there are specific disparities in the mental development of various college students, we assessed the mental health of a sample of college students with lower mental development, different before the intervention and

afterward. Before the intervention, there were disparities in the development of mental health across other groups of college students, particularly in interpersonal interactions, high problems, anxiety, and hostility. Boys scored lower than girls. The objective of the sports game intervention is to increase group confidence, social adaptability, and mental health quality and to create a harmonious atmosphere of relaxation, sharing, games, expansion, experience, sharing, emotional acquisition, and psychological counseling to create a high-level method for vulnerable groups to express their emotions. After the intervention of sports, the mental development of the weak group of college students of varying ages improved. There was no difference between the scores of male and female students on the four variables mentioned above. This may be because girls feel the heart before boys do at this age. While people are vulnerable, the external environment exerts a more significant influence on their brains. As a result, individuals are more likely to return to a positive mood. Future studies can focus on protecting the right of disadvantaged primary and middle school pupils to participate in physical education, preserving and enhancing their fairness, and reducing the unfair treatment of this vulnerable population. The requirement that disadvantaged sections of primary and secondary school children have access to physical education should be made a reality by imposing legal penalties corresponding to illegal activities.

## 7. Theoretical Implications and Practical Implications

This study has significant theoretical and applied ramifications. The study emphasized in the literature that students must play sports to boost their mental health. The impact of games on students' health at educational institutions is essential. In this way, the literature is expanded because the data collected by disadvantaged groups indicated that student health could be significantly improved when they have access to sporting events. In addition, the credibility of health information substantially impacts pupils who have never participated in sports. Students must participate in sporting games since their participation influences their psychological development. This study has contributed to the body of knowledge by demonstrating the importance of sports games for improving students' mental health. To significantly improve their health, the pupils must participate in numerous competitions. Less motivated pupils to enhance their health suffer emotional obstacles. Students' mental health has a substantial effect on their academic success.

When students are committed to improving their mental health with the aid of sports, their work dependability might be enhanced over time. The professors of students majoring in health must be aware of the need to encourage their pupils to participate in athletics.

## 8. Future Directions

This research objective has been met since it has been determined that sports games significantly impact pupils' psychological health. So, additional research is required to fill the vacuum in the literature. Regarding the health of

students with disabilities in sports, the literature remains mute. The researchers must collect data from impaired students at various colleges and universities to establish sports' effect on mental health. In addition, this study has collected data from a single province; subsequent studies must pay attention to this study by collecting data from other places in China. This will help to validate this research's findings.

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