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Analyzing Role of Emotional Intelligence Learning in Ball Games for Promoting Students' Quality Education

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Abstract
Emotional intelligence education has become a critical element in China's education reform and for the implementation of quality education. This paper attempted to examine how Emotional intelligence learning in ball games can make a strong positive impact on ball games and play a vital role in students' future life. The paper also highlights that a higher emotional intelligence can help students deal with destructive emotions. There are competition and cooperation in ball games, which are full of psychological and physical challenges. The school advocates a collective activity which requires the unity and harmony of all members through active collaboration. The collective spirit also requires teachers to cultivate the spirit of cooperation and competition among students, who can correctly handle collaboration in the game and form an improvement of emotional intelligence learning. In the process of teaching of ball game, middle school teachers always infiltrate dynamic intelligence education and guide students to recover their emotional intelligence in competition. This paper has profoundly examined the leading role of psychological intelligence training in ball games in promoting quality education for students, thus better helping students play their due competitive role and cultivate higher overall quality.
Keywords Emotional intelligence learning; Ball sports; EQ; psychological and physical competition

College students face maximum challenges in their complex and ever-changing social environment and interpersonal relationships. There is a great demand for college students' enhancement of emotional intelligence ability for developing their educational performance. There are often tragic events or psychological problems in colleges and universities that can emotionally disturb students and cause stress, trauma and low morale. The emotional intelligence determines the emotional quotient (EQ) of college undergraduates. This is the foundation of a college students' significance in the world. There is a great need to enhance the EQ in particular and overall quality of students' learning outcomes. It is the requirement of the current age to develop high-quality talents to establish a society of knowledge workers (Atherton et al., 2017; Tsimitri et al., 2018; Panades-Estruch, 2018; Garcia & Esquivel, 2019; Cirak Karadag, 2019). This century is also an age of science and technology and information communication, which causes to develop new ideas, new contradictions, and new platforms to resolve complex problems of the age.

The learning tasks and the learning content of college students are heavy and tense, deep and extensive. A few college students are not suitable for this kind of study life. They show an adverse psychological reaction which is often difficult to control. This is caused due to factors such as lack of learning, lack of concentration, low learning efficiency, difficulty in memorizing, lack of understanding of the profession, lack of interest in education, unsatisfactory test results, and depressed mood and many more (Ball, 2016). There is even fear, boredom, anxiety, and nervousness in learning. However, there is still hope as it is believed that contemporary college students have grown up in good times (Williamson, 2016).

Students from single-child families have inferior self-care abilities. They are not only incapable of adapting, but also they have poor communication skills and emotional instability. They are mentally and psychologically unhealthy. There are a few reasons for such emotional and mental abnormalities such as frustration, helplessness, sense of emptiness and sense of conflict. Frustration results when students' self-esteem is hurt or some ambition remains unsatisfied. This leads to emotional setbacks, trauma and often physical weakness. Helplessness is a state of depression that has a strong diffuseness, making people think that life is meaningless, and often produces suicidal thoughts or suicidal actions. Sense of emptiness often results when students become indifferent to any external stimulation and are not moved by feelings of sorrow, joy, separation, unity, love, and pain. For them life is meaningless (Duff, 2016). Such individuals face inner weakness, are unwilling to make choices and competition, and lack a sense of responsibility and accomplishment. The sense of conflict or contradictions is caused by imbalance of physical, social, and psychological development of college students. It is often manifested in self-esteem, sensitivity, and intense competition in emotional experience, making it easy to stimulate anger under external stimuli (Duff, 2016; Peng et al., 2019; Hadi et al., 2019; Mutereko, 2019; Mothibi & Mncayi, 2019; Niymbanira & Sabela, 2019; Ramoroka, 2019; Gonzalez-Espinosa et al., 2019).

Emotional Intelligence is an essential solution to all these traumas and emotional abnormalities. Emotional Intelligence can effectively train people's character in all aspects. People

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with high emotional intelligence have a great potential in work and life; they maintain good interpersonal relationships and can correctly handle various problems. In middle school ball sports, for instance, students consume a lot of physical strength and mental energy. During the ball game, they also come across many unexpected situations. The athletes should quickly adjust their mentality and not be temporarily successful (Nguyen & Bui, 2016). Moreover, the failure affects the mood. The outside world and the referee do not disturb the idea of the game process, so in the ball game, the athlete's emotional intelligence is vital and needs to be highly valued. Ball games need to complete by collective teamwork. It is a competitive sport. There will be many unexpected situations during the competition, and grades are more competitive and intense. Hence, emotional intelligence will have a greater impact on athletes' overall quality (Duckworth & Yeager, 2015).

Athletes need to have the qualities to cope with all difficulties in the competition. They should have the ability to resist setbacks, strengthen their tolerance for problems, and have higher requirements for cooperation (Duff, 2016). During the competition, students should unite and cooperate, help each other, cultivate tacit understanding, develop a sense of honor in games, and enhance the overall competitiveness in the process of collective participation. Each student's life and learning environment are different; hence, there are individual differences in physical and psychological aspects. The general difference in this kind of existence causes students to react when dealing with competitive games (Duckworth & Yeager, 2015) or fail in maintaining interpersonal relationships. Most students who go to see a doctor is because of psychological barriers and because their emotions have not adequately been channeled. Such students' subjective quality is critical. The emotional intelligence training plays a leading role in promoting students' quality instruction. It facilitates college students' good psychological state to adapt to society and improve their ability to resist setbacks to learn to groom emotions so that they can lead their future life harmoniously. In social competition, teachers need to cultivate emotional intelligence in ball teaching and help students develop a healthier state of mind and body (Williamson, 2017).

Related Research

College Students' Emotional Intelligence Training Strategies

Physical education teaching in colleges and campuses is an activity that cultivates people's physical and mental integrity, freedom, and harmonious development. It develops individual's self-emotional control ability, strong will power, team spirit, and social adaptability. Physical education teachers therefore have irreplaceable influence on college students (Root, Snow, Belalcazar & Callary, 2017).

Improvement of emotional intelligence ability and EQ education in sports

College physical education (PE) teachers are the organizers and conductors of physical and mass sports activities, and also implementers of college students' EQ education. There are a few factors required for college PE teachers to implement EQ education in schools and campuses. First, PE teachers should have superior overall skills and knowledge of using EQ in physical education. It is necessary to master modern instructive experience and psychological knowledge related to physical teaching (Tobia, Riva & Caprin, 2016). Simultaneously, it improves the depth of their professional expertise. Secondly, it is essential that teachers reinforce sports' value through training, especially the value of emotional intelligence education, to make students strong, brave, and agile. Thirdly, it is necessary to improve teachers' ability to understand how to carry out targeted training befitting the level of students (Dyson et al., 2016). If some students are impatient and rash, teachers can focus on cultivating qualities of calmness and patience; if they are timid and weak, teachers can focus on developing their courage and decision making qualities (Shute et al., 2015).

Strengthen the Emotional Intelligence through physical education

In physical education, situational teaching is best for resolving problems of college students' emotional intelligence and improving the quality of their emotional intelligence (Friedli & Stearn, 2015). If low psychological endurance is a common problem among college students in China, teachers can introduce "frustration coping" as situational teaching. It is not easy for students to complete their PE curriculum without facing obstacles of appropriate difficulty. When students suffer emotional setbacks, teachers analyze its causes, find ways to overcome difficulties, and encourage students to overcome them. In this way, students' self-confidence and courage are improved, and their willingness to overcome the challenges cultivated, thereby gradually expanding students' psychological tolerance and improving their mental endurance. Situational teaching may also be competitive so that students apply the sports skills to overcome the classroom obstacles a well and fully develop psychological and emotional strength. Using the competition factor in teaching can endorse the overall growth of students' psychological excellence (Valentin et al., 2016).

Extracurricular events and various sports competitions

Participation in sports activities and extracurricular events is the best method for college students to cultivate emotional intelligence [9]. Sports competitions develop both physical and emotional skills in students as they gain psychological wisdom and team spirit from their coaches, opposition players, and audiences of both sides. Students' diligence and hard work develop intrinsic strength in their body and increases their emotional intelligence too. Besides,

cheering of the audience improves the psychological quality of players on the field (Friedli & Stearn, 2015). This bilateral effect of sports competition enables both players and audience to obtain a variety of healthy, vibrant, and vivid emotional experiences, irrespective of who wins or loses. They understand the meaning of tenacious struggle and experience the sense of team spirit. Hence, in organizing sports competitions, characteristics of masses should also be highlighted as students can make full use of complex and varied ground scenes to achieve the best educational results.

Enrich the campus sports culture environment

The implementation of quality education is regarded as the key to realizing the approach of "rejuvenating the country through discipline and education." Various disciplinary reforms and curricular reforms are carried out under the term "quality education." The improvement of physical education is also subjected to implementation of quality factor. Therefore, physical education has changed from pure skill teaching to a more comprehensive teaching project that aims to promote students' overall quality development. Through the vibrant and colorful campus sports culture, it is possible to cultivate students' sentiment, develop students to adapt to the environment, deal with various interpersonal relationships, and actively participate in various sports competitions. Therefore, in teaching and education, amateur sporting can supplement learning (Friedli & Stearn, 2015). Both teaching and sports can have a mutually reinforcing relationship. Amateur sporting events can prove excellent activities to guide students' in intellectual development and energy regulation. There are various forms of amateur sporting such as extracurricular sports activities, sports competitions, sports knowledge competitions, sports appreciation events, sports newspapers, etc. (Maguire, Braun & Ball, 2014), all capable to build a rich sports culture. Figure 1 shows the framework of College Students' Emotional Intelligence learning. Various group activities are shown that can cultivate sentiments and interpersonal relationships, coordination, and will to perform.

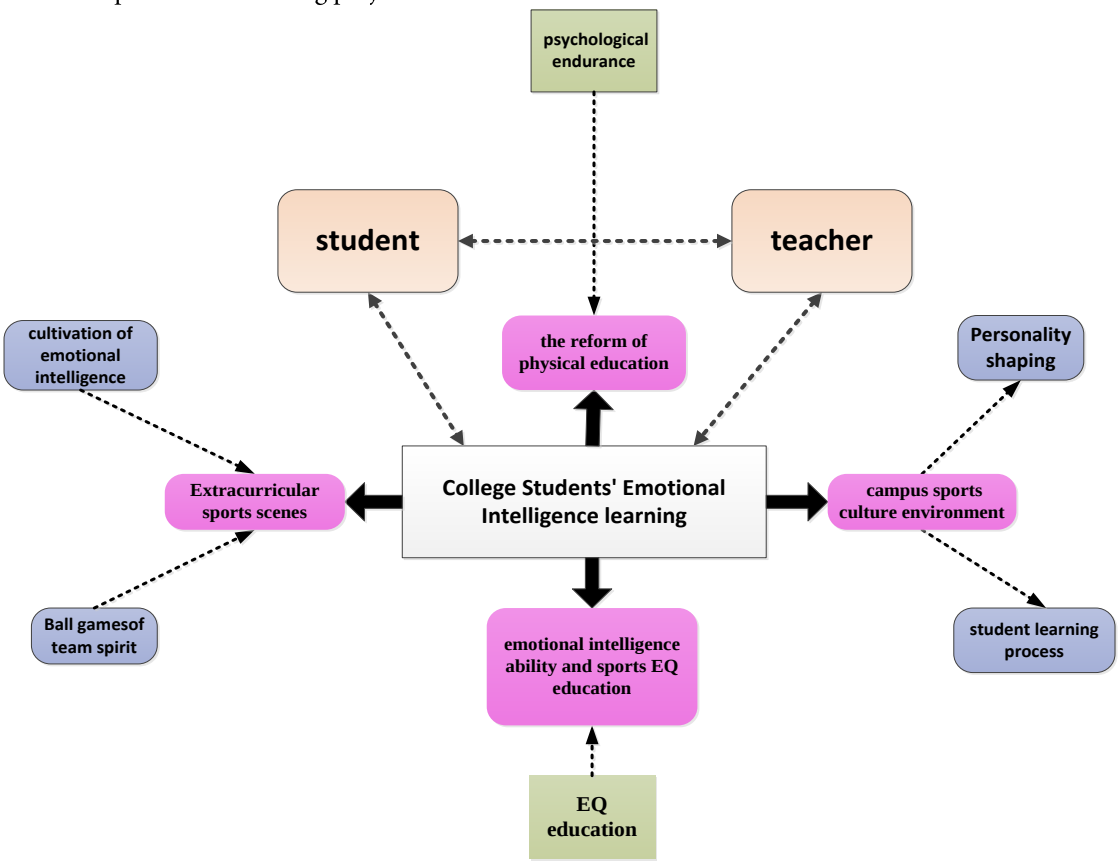


Figure 1. The framework of College Students' Emotional Intelligence learning

Related work: connotation and measurement of emotional intelligence

Emotional Quotient (EQ) is a psychological concept in terms of Intelligence Quotient. EQ is the measurement of people's emotional intelligence and mainly refers to people's degree of control and grasp in terms of emotion, emotion, will, tolerance, and setback. Professor Daniel Goleman, a psychologist at Harvard University, published a book *Emotional Intelligence* in 1995. The book has challenged the traditional educational concepts. Goleman's emotional education theory has spread worldwide (Maguire, Perryman, Ball & Braun, 2011). The term "emotional intelligence" has come out of the academic circles of psychology and entered the daily life of ordinary people. Taiwanese scholar Zhang Meihui translated Goleman's book into Chinese in 1996. Eventually, the Emotional Intelligence Theory spread rapidly in China and made a significant impact. Chinese mainland

psychologists have carried out international researches on "emotional intelligence" in the Chinese context and used the term "emotional intelligence" at a very high frequency.

Professor Golman simplified the "Emotional Intelligence Theory," allowing people to understand "Emotional Intelligence" more easily. The theory focuses on five aspects: 1) ability to recognize emotions; 2) Ability of proper management of emotions; 3) ability to self-motivate; 4) ability to know other people's feelings; 5) ability to manage interpersonal relationships. After a lot of research, Professor Golman proposed the success factor that IQ only plays 20% of a person's decision-making while EQ plays 80% role. He believed that emotional intelligence theory could explain the difference between 85% and 90% between outstanding leaders and ordinary people. The minimum characteristics required to become an emotionally charged leader are intelligence, decision-making, and professional skills. Figure 2 shows the connotation and measurement method of emotional intelligence [14]. China's current EQ measurement methods mainly come from translating appropriate measurement methods available in the western world and customizing them appropriately to suit the measurement requirements in China. The EQ measurement research of students generally follows the same model in China.

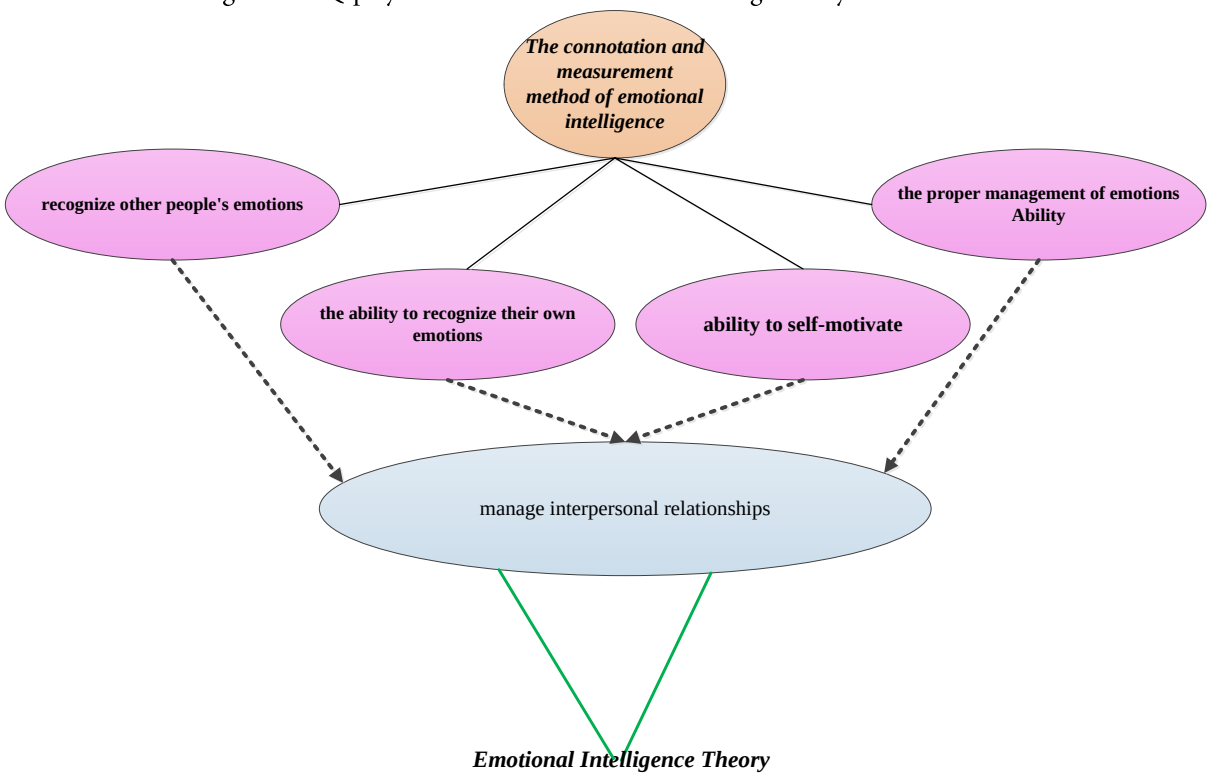


Figure 2. The connotation and measurement method of emotional intelligence ability

Related work: Role of emotional athletes in Ball sports

Controlling emotions

In a sports class, there are many conditions when athletes are required to effectively deal with emotions, such as misjudgment of referees, changes in the weather, changes in the mood of the audience, etc. These conditions affect athletes' feelings and emotions and they are required to control their feelings during the game. If they cannot, they will be adversely affected by the surrounding environment, which will result in poor performance in the game, nervousness, and other negative emotions. In such a state, training in emotional intelligence can effectively alleviate the athletes' feelings, and help them learn properly how to handle their bad mental state, adjust in the shortest time, and play the ball games up to the level they deserve and have the potential for (Maguire, Perryman, Ball & Braun, 2011).

Self-motivation

If athletes are not self-motivated in the field, they only play a casual and formal role which may not be of their level. After proper encouragement and regular training, however, they can maximize their level and try to achieve their best state, especially in the field (Maguire, Perryman, Ball & Braun, 2011). In more significant cases, players who are self-motivated, encourage others and stimulate their own athletic potential adequately, maximize their ability, and achieve the best results.

Improve interpersonal skills

Ball sport is a collective sport that cannot be accomplished by one person's physical strength. All athletes need to work together, and display a strong sense of teamwork, and communicate effectively during the game. Effective communication achieves the best state adjustment in the shortest time, including communication among athletes and the connection between athletes and coaches, facilitating interpersonal interaction. Figure 3 shows the role of

emotional athletes in ball sports. Also, it enables the team to form a robust and cohesive force, to cultivate emotional intelligence. It also facilitates the establishment of interpersonal relationships, allowing the entire team to achieve its ultimate goal.

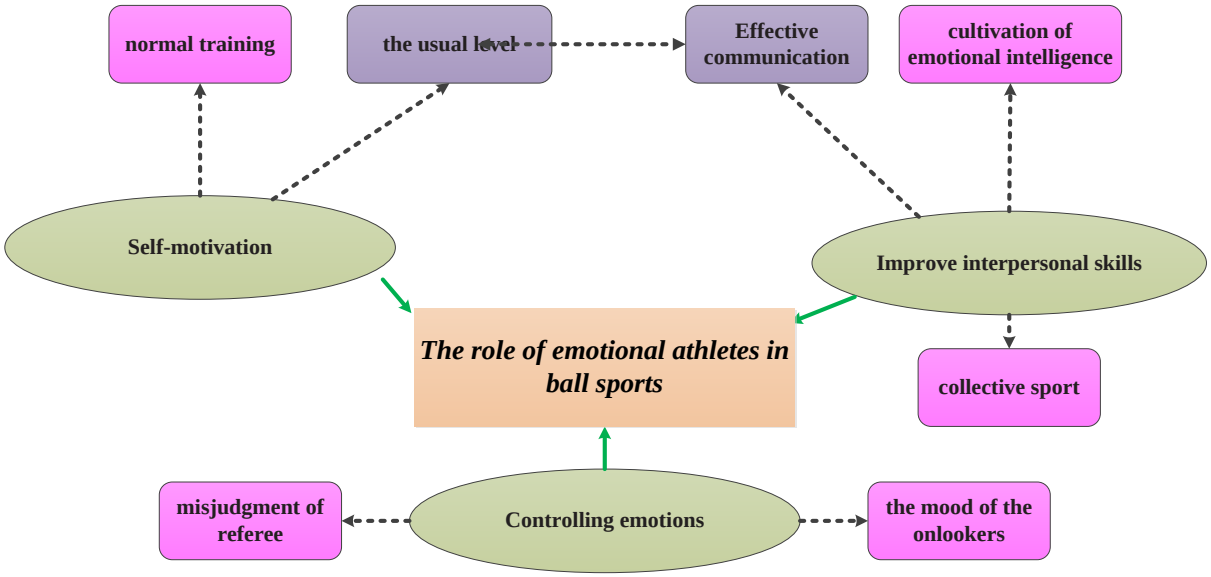


Figure 3. The role of emotional athletes in ball sports

Research Method

Research Sample

The subject of this study is to examine the leading role of emotional intelligence learning in ball games for promoting students' quality education. To achieve this objective,458 students from year 1 to Year 4 of different majors and 430 undergraduate students majoring in sports training were selected for an empirical survey. The valid questionnaires were collected. The sample distribution is shown in Table 1.

Table 1. *Sample structure of the questionnaire survey*

Profession	No. of people	Ball sport	No. of people
Medicine / biology	3	Aquatic ball	63
Foreign language/art	25	Collective ball	142
Science class	89	Small ball	134
Engineering	266	Ball art performance	14
Financial class	58	Ball game	105
Law	8		
Literature and history	9		

Research methods and tools

This study used questionnaires, literature methods, statistical methods, interviews, and observations. The questionnaire contained items related to the basic situation of the test subjects and the emotional intelligence measurement form. The EQ table used is a self-made scale based on the Xu Xiaoyan Baan Emotional Quotient Scale. It consisted of 46 questions and score was collected on 1 to 5 points. The numbers from 1 to 5 represent the subjects and items listed. "3" is the midpoint, and the higher the score, the higher the level.

The scale had all five dimensions of emotional intelligence that Professor Golman suggested. The internal constancy coefficients of the five dimensions in this research are: 0.66, 0.75, 0.85, 0.81, and 0.86, reliability test. They meet the requirements of measurement (Maguire, Perryman, Ball & Braun, 2011). The validity test was carried out for the questionnaire items through expert identification method, and the validity test results met the research requirements. Statistical analysis of the collected data was performed using SPSS 16.0.

Research results

Analysis of test results of the EQ test

EQ test score of all dimensions

This section presents the differences in sports preferences due to the emotional intelligence measured for all dimensions included ability to recognize emotions; 2) Ability of proper management of emotions; 3) ability to self-motivate; 4) ability to know other people's feelings; 5) ability to manage interpersonal relationships. These scores are a result of preferences analysis. Table 2 shows that in self-management dimension, the scores of those who like collective ball sports are significantly higher than those who want small balls, or who go for track and field/swimming (P = 0. 00; P = 0. 03). The difference is not significant in other dimensions. It shows that if one likes the collective ball sport, everyone else define their responsibilities and goals. Everyone's efforts and due diligence for their duties are reflected in the mutual competition and are collectively confirmed and rewarded. Everyone's sense of responsibility and honor is also improved.

Table 2. *EQ test results in different dimensions*

Project	n	Self-awareness	*F*	Self-management	*F*	Self-motivation	*F*	Cognitive others	*F*
Aquatic ball	63	3.76±0.54		3.46±0.51		3.76±0.54		3.73±0.64	
Collective ball	142	3.74±0.56		3.54±0.48		3.84±0.56		3.84±0.56	
Small ball	134	3.66±0.58		3.34±0.49		3.76±0.60		3.68±0.68	
Ball art performance	14	3.74±0.48	1.21	3.47±0.39	3.88	3.91±0.48	2.08	3.94±0.35	2.46
Ball game	95	3.76±0.64		3.40±0.32		3.76±0.74		3.76±0.84	
Others	10	3.56±0.62		3.20±0.42		3.50±0.62		3.44±0.42	

Differences in the dimension score of the EQ in the exercise time (h/week)

Table 3 presents that in the self-motivation dimensions the standard deviation of subjects with a weekly exercise time of more than 5h are significantly higher than those of the weekly exercise time of 1 to 3 h and 3 to 5 h (P = 00, 00, P = 0. 05). The weekly exercise time is 3 to 5 h and five h or more in the self-management dimension. The subjects' scores are significantly higher than those of the weekly exercise time of 1 to 3 h (P = 0.22, P = 00); in the self-motivation dimension, the participants' scores with exercise time above 5h were significantly higher than each. The weekly exercise time was 1 to 3 h (P = 0. 00). The weekly exercise time was 3 to 5 h and 5 h or more in the cognitive dimension, and the score was significantly higher than the weekly exercise time. 3 h for each subject (P = 0. 02, P = 0. 00). The weekly exercise time was significantly higher in the interpersonal relationship dimension than the weekly exercise at 3 to 5 h. Subjects with a duration of 1 to 3 h and 5h is more (P = 0.04, P = 0.0000).

It is also observed that college students who have achieved the recommended level of physical activity may have higher emotional intelligence levels and quality of life than those who do not participate in physical exercise. Likewise, college students who have a more extensive physical exercise experience will have higher emotional intelligence. Studies have confirmed that engaging in physical activity can improve health and prove an effective way for college students to enhance their emotional intelligence.

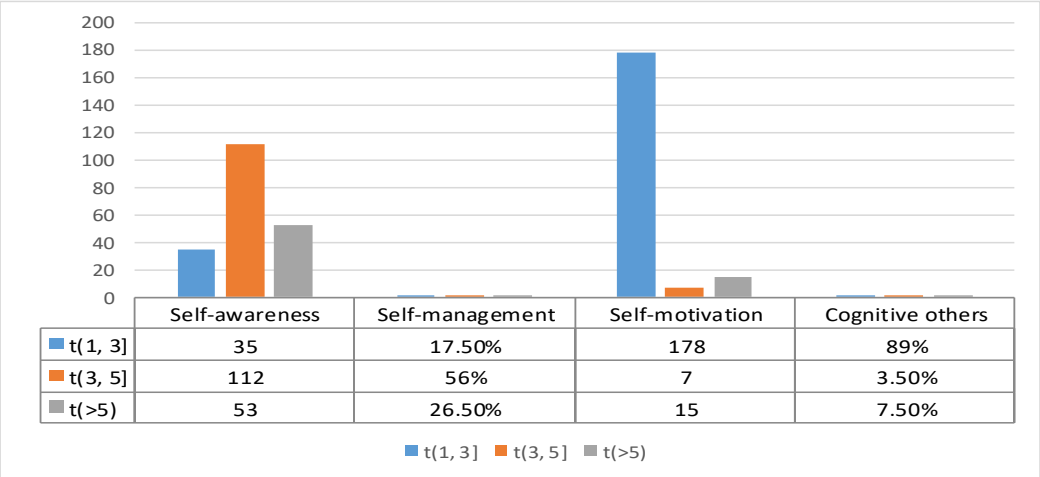
Table 3. *Mean and standard deviation of scores of each dimension of the EQ of different test subjects*

time of sport	n	Self-awareness	*F*	Self-management	*F*	Self-motivation	*F*	Cognitive others	*F*
[1,3)	175	3.66±0.54		3.36±0.51		3.66±0.64		3.63±0.64	
[3,5)	127	3.74±0.56	4.58	3.44±0.48	9.8	3.78±0.56	6.17	3.78±0.56	6.73
>=5	156	3.86±0.58		3.54±0.44		3.90±0.52		3.88±0.68	

The difference in the EQ dimension is based on the special variance analysis of the EQ scores. The special subjects' scores for the performance category are significantly lower than the special track and field in the self-cognitive dimension. The track and field/swimming scores are significantly higher in the interpersonal relationship dimension than the special items. Figure 4 shows the test result of EQ. Participants in the collective ball and art performance related to different categories included self-awareness, self-motivation, self-management, and cognitive others. This result is somewhat unexpected.

Differences in the exercise scores of the test EQ

The analysis of variance of the exercise level for each dimension of emotional intelligence was also obtained. In the interpersonal relationship aspect, the national secondary test score was significantly higher than that of the national health tester (P = 0.02) in other dimensions.



	Self-awareness	Self-management	Self-motivation	Cognitive others
t(1, 3]	35	17.50%	178	89%
t(3, 5]	112	56%	7	3.50%
t(>5)	53	26.50%	15	7.50%

Figure 4. The test result of EQ

The students majoring in sports training have reached the national second-level athletes' standard, and they all have a specific professional sports background. The variance analysis of the sports age of each student's emotional intelligence scores is different from the sports years of the participants in the emotional intelligence. The athletes' exercise years are more than one year, so people who insist on exercising for more than one year have little difference in emotional intelligence level.

Discussion

School sports have experienced such students who have great potential in future. Teachers have realized that Emotional Intelligence Education is the need for such students for their all-round development. However, it is difficult to conclude that students who have reached the recommended level of physical exercise may have higher emotional intelligence and their quality of life is better than that of ordinary college students. The latter do not exercise and lack physical activity. The study proves that the longer the physical exercise time is, the higher is the students' emotional intelligence. Our country has pointed out that strengthening school physical education is a crucial tool in quality teaching and promoting students' overall development. The integration of college sports into emotional intelligence education is undoubtedly a higher requirement for college physical education teachers and promotes dynamic intelligence education in college sports. There will be various problems inevitably, but we must dare to face up issues and challenges. Emotional intelligence education brings positive changes through college sports in students.

In the university physical education teaching, it is important to effectively implement the EQ education for college students in accordance with evaluation standards and EQ training given. In general, there are many evaluation criteria namely whether the teacher has strong psychological literacy; the feasibility and operability of the teaching content and objectives; the ability of teachers to implement the Emotional Education concept in teaching; students' psychological acceptance in teaching practices; and students' self-evaluation and cognitive standards (Williamson, 2017). These criteria are well established and contribute greatly to mental health education.

This study has drawn attention to the differences in college students' emotional intelligence from sports participation perspectives. It is important to understand that sports should not underestimate the development of emotional intelligence. In real society, the functions of education, probation, cohesion, and socialization are embodied in sports very straightforwardly and directly. Sport is like a practice-oriented science, which is undoubtedly the best environment for training emotional intelligence in practice. Therefore, front-line educators need to pay attention to optimizing the effect of EQ education in college physical education. We cannot talk only about sports but must also show how to acquire its full knowledge, according to students' actual situation, and how to enrich and stimulate students' strong sports enthusiasm with productive and flexible teaching methods. Simultaneously, students should also be actively involved in extracurricular sports activities to help develop healthy emotions

In mental health education, it is important to use appropriate and effective elements of psychological knowledge and skills, in order for college students' to grasp emotional intelligence before, during and after school. Teachers should take adequate measures and create an excellent psychological environment to promote their mental health education. These measures include guiding students to establish a correct outlook on life; understanding the current situation of physical education and removing the flaws in the psychological knowledge of college students; developing appropriate teaching objectives and tasks for students; strengthening college students' self-evaluation, timely detection, and control of some unhealthy evaluation psychology; and helping them build a harmonious relationship and a pleasant learning environment.

Students are generally taught two self-regulation methods: venting method and spiritual transfer law. The venting method is particularly useful in the face of psychological

setbacks. When students are bored or frustrated, it is recommended not to suppress emotions, but promptly and appropriately vent their feelings. They should talk to teachers, friends, and relatives actively, and vent out their negativity. The spiritual transfer method means to divert one's mind when in distress. If a person stimulates his spirit, the cerebral cortex establishes a point of excitement, which suppresses the original excitement point. If a student is in a bad mood, s/he can watch movies, listen to music, and let the happy emotions drown out the melancholy.

Also, it is important to strengthen college students' EQ which often gets suppressed due to rapid changes in modern society. It is therefore necessary to cultivate a sound personality, pursue the spiritual realm's perfection, build an optimally exemplary character, and build high moral values. Such a growth of EQ will strengthen the true nature of college students' education, and prevent their personality from being hypocritical to develop a consistent moral character. The students may also be encouraged to establish the values of mental and psychological health, and prevent the disharmony between idealizing self-value realization and the realization of social value in order to reduce negative effects.

With the full implementation of self-management, EQ education has become an essential trend in China's education reform. Recovering the excellence of college students' emotional intelligence requires all educators' joint efforts and the involvement of the whole society comprehensively. It is hard to imagine that people who are not good at resolving life's resistance can achieve great careers and create high realms. Therefore, to endorse individual and society's overall growth, it is imperative to carry out the "Emotional Intelligence Education Project."

Conclusion

This paper has profoundly studied and analyzed the leading role of emotional intelligence training in ball sports in promoting students' quality education, to provide new theoretical support and practical guidance for the reform and development of higher physical education in China in the modern era. The findings stimulate about students' taking interest in sports as there exists a campus ball activity atmosphere. They immerse themselves and participate in it, and transform their interests into habits, cultivate lifelong sports ability, promote their comprehensive and harmonious development, and build a peaceful campus sports culture. The construction of campus ball culture has an irreplaceable role in stimulating students' interest and cultivating exercise habits. Results concluded that emotional intelligence shows positive analyzing Role of Emotional Intelligence Learning in the Ball Games for Promoting Students' and also that the Quality Education.

Training objectives and curriculum of physical education majors in most sports colleges are still dominated by the academic "body." It is completely new for a sports college to talk about reforms and enhancement of EQ among the students. The EQ education is not a part of China's physical education. Teachers and students still stay groping in superficial practice stages, lacking a complete theoretical knowledge. The relevant departments in Sport College do invite experts and teach relevant theories while also showing how to rationally utilize and innovate opportunities in sports. Several important issues and challenges of physical education are discussed, keeping up with social development needs, re-positioning, training objectives, and curriculum. Researchers should also try to carry out proper empirical research in schools in China and explore a diversified physical education model suitable for the healthy development of college students' physical and mental health.

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