



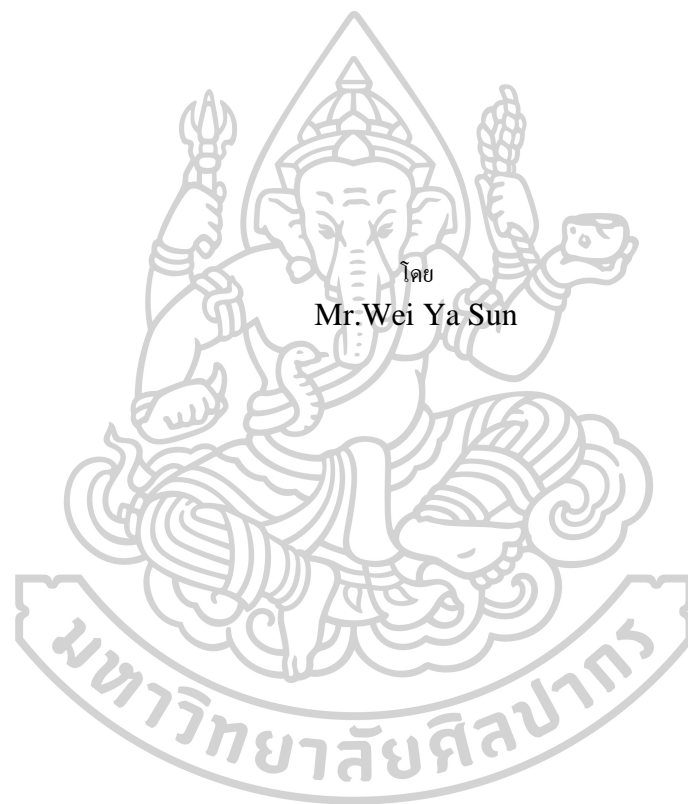
MODEL OF SPORTS TOURISM TO IMPROVE EMOTIONAL QUOTIENT OF
HUANGHUI UNIVERSITY STUDENTS



By
Mr. Wei Ya SUN

A Thesis Submitted in Partial Fulfillment of the Requirements
for Doctor of Philosophy RECREATION TOURISM AND SPORT MANAGEMENT
Department of Education Foundations
Silpakorn University
Academic Year 2024
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Model of Sports Tourism to Improve Emotional Quotient of HuangHuai University Students



โดย
Mr. Wei Ya Sun

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาตรีบัณฑิต
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The Research was aimed 1)to study the current situation of sports tourism to improve the emotional quotient of HuangHuai university students.2)To development a model of sports tourism to improve the emotional quotient of the HuangHuai University students.3)To evaluate the feasibility a model of sports tourism to improve the emotional quotient of the HuangHuai University students.This research used a research and development process with mixed research methods. According to Krejcie and Morgan (1970), the questionnaire was administered to a sample of 400 students and a sample of 290 teachers. Purposive sampling was used 8 students and 8 leaders were selected for interviews as well as 8 teachers participate in focus group discussions. Quantitative research through frequency and percentage analysis, qualitative research through textual analysis.

The results of the study found that 1)University students participate in sports tourism for a variety of motives, including strengthening the body, seeking excitement and relieving pressure. Prefer spectator, leisure and fitness, and competitive tourism. Decision-making is influenced by economic accommodation, network publicity, and consideration of geographic location, price and other factors. Consumption of major expenditures in transportation, food, accommodation, promotional videos are important. Travel more collectively, preference for train, high-speed rail, car, spring and fall, summer vacation, holiday travel, choose near destinations. Academic, economic, and health are key influencing factors. Improving emotional management and coping skills are effective measures.2) results of development of a model of sports tourism to improve the emotional quotient of HuangHuai University students. Includes 1. Motivation 2. Preferences 3. Decision-making behavior 4. Temporal and spatial choice behavior 5. Travel mode 6. Consumption behavior 7. Influence factors. 3) The results of the model evaluation found that the model has an important role to improve university students emotional quotient.

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Wei Ya SUN

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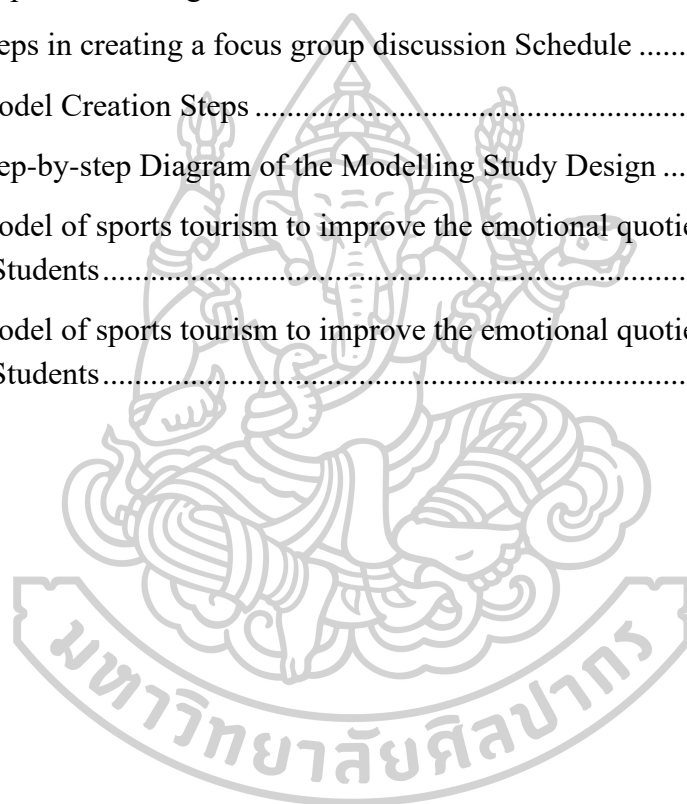
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Chapter 1

Introduction

1. Background to the Study

In recent years, the development of sports tourism has been highly valued at the national level. The State Council issued the Guiding Opinions on Accelerating the Development of Fitness and Leisure Industry, which advocated for the robust development of sports tourism. This initiative includes formulating a development outline for sports tourism and encouraging scenic locations to enhance their sports tourism programs (General Office of the State Council of the People's Republic of China, 2016). In 2017, the State General Administration of Sports and the National Tourism Administration introduced the "Belt and Road" Sports Tourism Development Action Program, emphasizing the combination of the state and enterprises, giving full play to the key role of the market in resource allocation and the leading role of each enterprise, and giving full play to the state's role in guiding and regulating the direction of the market (National Tourism Administration & State General Administration of Sports, 2017). In 2018, the General Office of the State Council issued the "Guidance Opinions on the Promotion of the Guiding Opinions on Promoting the Development of Territorial Tourism" emphasizing to establish a renowned brand in the sports tourism industry, it is essential to enhance tourist satisfaction, innovate sports tourism resources, and create high-quality sports tourism products that meet the demands of both tourists and social trends (General Office of the State Council, 2018). In 2019, the General Office of the State Council released a notice regarding the "Outline for the Construction of a Strong Country in Sports" and "Opinions on Promoting National Fitness, Sports Consumption, and the High-Quality Development of the Sports Industry". Both of which put forward a series of measures to promote the integration and development of the sports and tourism industries and to promote the consumption of sports tourism, etc. (General Office of the State Council, 2019). In 2021, the State Council issued the "14th Five-Year Plan" for Tourism Development, which pointed out that promoting In 2021, the State Council issued the "Fourteenth Five-Year" Tourism Development Plan, which pointed out that it would promote "tourism+" and "+tourism", implement the sports tourism excellence demonstration project, create a batch of influential sports tourism excellence routes, excellence tournaments and demonstration bases, and standardize and guide the construction of the National Sports Tourism Demonstration Zone (General Office of the State Council, 2021).

As can be seen from the above, a series of relevant policies and measures promulgated by the state, policies have provided a foundational basis and institutional support for the development of sports tourism. On one hand, these policies fully endorse the growth of sports tourism; on the other, they facilitate the creation of high-quality sports tourism projects in China. They also integrate various sports activities into people's daily lives and tourism, planning initiatives that include outdoor mountain sports, water sports, aviation sports, marathons, cycling, and more. This approach has, to a certain extent, inspired greater participation in sports tourism,

heightened awareness of healthy living, and promoted more rapid and sustainable economic development.

As highly educated individuals, university students have strong perception and acceptance of new things, pursue individualization, love novelty and curiosity, like to carry out adventure or thrilling tourism activities, and present high-grade and trendy characteristics in consumption. Consequently, sports tourism activities—symbolizing fashion and health—have become the top choice among university students. Moreover, Chinese university students enjoy numerous legal holidays, along with traditional summer and winter vacations, totaling around 170 days of vacation throughout the year. With the continuous introduction of school reform measures, the development of the external environment of university students' consumption behavior has changed dramatically, promoting the source of university students' consumption expenditure from a single-family supply to a multi-channel source. Because now university students are mostly from 4 + 2 family model conditions are good, in addition to the school to provide a variety of scholarships, work-study support and other reasons, the economic situation of university students has been greatly improved, university students have been equipped with the economic conditions for travel.

In the context of China's education system reform, colleges and universities are expanding their enrollment annually, leading to a continuous rise in the number of students. According to the latest data of the National Bureau of Statistics 2021, there are 2,756 general higher education schools in the country, and the number of students enrolled in general higher education schools is 34,961,307,000 (Ministry of Education, 2022). As a province with a large population, Henan Province has 156 general higher education institutions with 26,864,000 students in 2022 (ministry of education, 2023). This huge population base creates a significant sports tourism market and becomes an essential part of the sports tourism industry in Henan Province; therefore, university student sports tourism is a huge potential market should not be overlooked.

Today's society, all kinds of competition is becoming increasingly fierce, the social requirements for talents are becoming more and more diversified, relying solely on intelligence has been unable to adapt to the rapid development of society and the trend of the times. Modern high-quality talents should not only have high professional knowledge and skills, but also have a high level of emotional quotient. Modern psychological research generally indicates that if a person wants to achieve success, IQ can only explain 20% of it at most, while the remaining 80% is the result of other non-intellectual factors besides intelligence (Wang, 2016a). The importance of EQ, as an important non-intellectual factor, is obvious. The level of emotional quotient plays a crucial role in the success and development of a person, a person who does not have a high level of emotional quotient, to succeed in social life, it will be "unrecognized". Relatively speaking, those who are better able to manage their emotions, have a strong willpower, adapt to the environment, better able to socialize with others, more in the fierce social competition to achieve an advantageous position, more successful. university students who can manage their emotions well, have good teamwork spirit, high self-confidence and harmonious interpersonal relationship are more successful in their daily study, life and work, and university students are about to enter the society and accept all kinds of challenges in the society, so it is more urgent to cultivate and

improve the level of emotional quotient for university students.

2. Research Questions

(1) What is the current status of sports tourism models aimed at improving the emotional quotient of university students?

(2) How can sports tourism model be developed to enhance university students' emotional quotient?

(3) How to evaluate the feasibility sports tourism model for university students and further improve the model?

3. Purpose of the Study

(1) To study the current situation of sports tourism to improve the emotional quotient of HuangHuai university students.

(2) To develop a model of sports tourism to improve the emotional quotient of the HuangHuai University students.

(3) To evaluate the feasibility a model of sports tourism to improve the emotional quotient of the HuangHuai University students.

4. Scope of the Study

4.1 Population and sample

1) Population

(1) 21947 full-time undergraduate students of HuangHuai University in Zhumadian City, Henan Province, 6208 freshmen, 5841 sophomores, 5268 juniors, and 4630 seniors.

(2) There are a total of 19 faculties in HuangHuai University, for a total of 1,133 teacher.

(3) There are 24 leaders in charge of student management at HuangHuai University.

2) Sample

(1) According to Krejcie and Morgan (1970), the students sample size was 400 for questionnaire survey..

(2) According to Krejcie and Morgan (1970), the teacher sample size was 290 for questionnaire survey.

3) Key informant

(1) 8 students and 8 leaders for interview.

(2) 8 teachers for focus group discussion.

5. Definitions of Key Term

5.1 Sports Tourism

Sports tourism refers to the regular structure of sports tourism development, which consists of a number of different elements that condense the essential characteristics of sports tourism formation. The first is the motivation of sports tourism, the second is the preference of sports tourism, the third is the decision-making behavior of sports tourism, the fourth is the consumption behavior of sports

tourism, the fifth is the mode of travel, the sixth is the temporal and spatial choice behavior of travel, and the seventh is the influencing factors of sports tourism

5.2 Sports Tourism Model

The sports tourism model refers to the combination of sports activities and tourism experiences to satisfy the traveler's need for sport and adventure while enjoying the natural beauty, culture and other attractions of the destination. This model integrates sport and tourism to provide a new way of traveling that allows participants to engage in sport activities in different places while experiencing the unique customs of that place.

5.3 Emotional Quotient (EQ)

Emotional quotient (EQ) refers to a person's ability to management his or her own emotions and feelings, to understand and management the emotions of others, and to deal with the emotional relationship between himself or herself and others, and it is a measure of the level of a person's ability to manage his or her emotions and feelings. Emotional quotient is divided into four dimensions: emotional perception, self-emotional management, emotional management of others and emotional use.

5.4 Student

Students are defined as a group of persons who are enrolled in general full-time study and who are receiving basic and specialized higher education and have not yet graduated from it. This includes mainly undergraduate students, i.e. the group of persons enrolled in and educated at a university, collectively.

6. Benefits of the study

6.1 Theoretical Significance

The study of university students' sports tourism model enriches the research results of sports tourism to a certain extent, expands the theoretical analysis horizons, and provides theoretical references for the development of university students' sports tourism.

6.2 Practical Significance

University students are the main group of people involved in sports tourism, which is a group with consumption potential in sports tourism consumption. This paper mainly investigates and analyzes the current situation of university students' emotional intelligence, explores the influencing factors of university students' sports tourism, constructs a university students' sports tourism model in order to promote the improvement of university students' emotional intelligence, evaluates the effectiveness of the university students' sports tourism model, and further improves the model. It is not only conducive to promoting the comprehensive development of the individual comprehensive quality of university students, but also conducive to promoting the economic level of the sports industry.

Chapter 2

Literature Review

This study systematically reviews the theories related to sport tourism, emotional quotient, and patterns, as well as the current state of research on sport tourism patterns.

1. Concepts and Theories of Related Model
2. Concepts and Theories of Related Sports Tourism
3. Concepts and Theories of Related Emotional Quotient
4. Relationship between Emotional Quotient and Emotional Intelligence
5. Previous study
6. Research theoretical framework

1. Concepts and Theories of Related Model

1.1 Meaning of model

The word "model" originates from the Latin word *modulus*. In English, "model" and "style" are often used to indicate a fundamental concept such as scale, sample, or standard. These terms emphasize the abstract generalization of objective things. The Chinese dictionary interprets it as the standard style of things. In Western structuralist theory, a model refers to the subjective ideal form of the structure of things which exists in both cases of being generated according to the original experience and being generated by the current phenomenon. Regardless of the interpretation method, the so-called model all points to a certain style of development or change of things. There is a distinction between standard and non-standard, but it must be tested in practice to confirm its alignment with the objective law of the development (Zhou, 2023). Patterns are defined in the first edition of the Encyclopedia of China as follows: "Patterns are the forms through which information is transmitted, such as spectral signals, graphs, words, shapes of objects, ways of behaving, and process of states. They are belonging to the category of patterns. People acquire knowledge and form concept through these patterns, which are the foundation for understanding the external world" (Zhao, 2022). Liu (2021) in the study from two aspects to define the sports tourism model, from a holistic point of view, refers to the travelers in the relevant tourism activities to exercise the body, to achieve the purpose of physical fitness, and at the same time to promote the communication and exchange of sports and culture, so that people and people, and people and nature in close contact with each other. In a narrow sense, the sports tourism model refers to the way sports enhance the physical quality of tourists while maximizing their pursuit of their spiritual and material fulfillment. In sociological research, a pattern also denotes a theoretical schema or solution pathway that is abstracted from the study of natural or social phenomena, serving as a paradigm for thinking. Patterns are based on the common and readable characteristics hidden behind the appearance of a thousand different things. They represent the common elements in the transition from simplicity

to complexity (Chen, 2019).

1.2 types of models

Semantic Model

Semantic model was developed by psychologist Jerome Bruner in the mid-20th century to explain the nature of human language and thought. The theory suggests that at the heart of human language ability is the interaction between our understanding of the world and our mastery of linguistic structures. According to semantic schema theory, people gradually form associations between concrete things and concepts through interactions with their environment, which are reflected in linguistic units like words and sentences (Wang, 2017). These associations are reflected in the meanings we attach to linguistic units such as words, phrases and sentences, and their interrelationships. By understanding these relationships, we are able to infer, generalize and express new concepts and ideas. Semantic patterns can be categorized into two main levels: the surface level and the deep level. The surface level refers to the visible relationships between words, phrases, and sentences, such as synonyms, antonyms, and superlatives. The deeper level refers to more abstract and complex meaning relationships hidden beneath the surface, such as cause and effect relationships, constraints, and so on.

Mathematical Models

According to David F. Tragus, mathematical modeling is the precise description of the characteristics of objective things in mathematical form and the prediction of the development of objective things (GILBERT et al., 2004). Wang Desheng proposes that in scientific research, it is often necessary to transform the nature of objective things or the connection between things into mathematical language, and mathematical modeling is the mathematical representation of the connection and the nature of objective things (Wang, 2007). Essentially In essence, mathematical model is a kind of thinking model using mathematical symbols, images and other abstract knowledge for specific and concise generalization, and can explain or predict the trend of things (Xu, 2022).

Agro-tourism tourism model

Agro-tourism tourism model refers to the existing characteristics of agricultural resources as the basis, the ecological landscape, agricultural science and technology into it, to provide tourists with a combination of visit and work in one of the new tourism modes. This model includes a variety of tourism projects such as visits, recreation and vacation, processing of special agricultural products, etc., and has a high economic development value (Ding et al., 2021).

Ecotourism model

Ecotourism began to develop in the 1970s, and since then, an increasing number of countries and regions have been working to improve their ecotourism infrastructure due to its significant economic benefits and potential. Ecotourism respects the heterogeneity of nature and culture, emphasizes the combination of ecological environmental protection and local economic development in combination with development, and advocates people to know nature, enjoy nature, and protect nature. It is considered one of the best models for sustainable tourism development (Tang, 2023). The ecotourism model is guided by scientific theories such as ecological values, ecological science, circular economy, and sustainable development, and takes the natural and humanistic environments of tourist destinations as the actual

object of experience. It is to understand or study the natural, cultural and biological diversity of tourist destinations, following the goal of ecotourism is to seek the coordinated development of tourists and tourist destinations by following the principle of protecting and caring for resources, understanding or studying the natural, cultural and biological diversity of tourist destinations (Gao, 2016).

2. Concepts and Theories of Related Sports Tourism

Gibson (1998) points out that sports tourism can be categorized into three kinds: first, active sportive sports, which refers to the participation in sports by means of sports; second, sports events, which means participation in sports activities; and third, "nostalgic sports", which refers to a kind of tourists attracted by the star-studded and well-known activities. Chang and Xu (2006) from the perspective of motivation and purpose, believes that sports tourism is first and foremost a tourism activity, and to meet the tourists' sports needs or interests and other sports-related motives to travel to a foreign place for travel activities and its relationship between the people, places and things caused by these activities in general. Yang (2016) defines sports tourism from the perspective of industry integration: "Sports tourism is a combination of sports and tourism, with sports fitness and leisure programs, sports events and activities, large stadiums and other sports entity resources as the core, and tourism service elements as the carrier, through the gradual development of technological integration, business integration, and market integration to form a kind of both sports and A new type of service industry with characteristics of sports and tourism". Sports tourism belongs to the category of tourism science, is the combination of sports and tourism, taking into account the common characteristics of sports and tourism, the key is that sports tourism is an industry formed by the intersection of sports and tourism, so it also has the unique nature of sports tourism itself (Luo et al., 2018). Lian and Yi (2018) put forward from the ecological point of view: sports tourism does not just mean that people participate in and visit the relevant sports programs for pleasure, but rather to infect tourists with an ecological approach, so that they actively accept sports tourism, which will not damage the ecosystem, but also benefit the local people.

2.1 Tourism Motivation

Tourism motivation can push people to produce tourism behavior activities, is to meet the tourism needs of a psychological tendency. Tourism activities as a kind of external behavior, whether from its decision-making or the implementation of behavioral activities, need a force to promote and maintain, which is tourism motivation. Tourism activity is a main activity, there are certain activities of the goal, all the behavioral activities that do not meet the goal will be inhibited, conducive to the realization of the goal of the behavioral activities will be encouraged. Tourism motivation has the characteristics of diversity, hierarchy, development, intersectionality and periodicity. Different individuals have different motives for tourism activities, and there are differences in the level of tourism motivation. When the needs of the lower level are satisfied, it will stimulate the generation of higher-level needs and generate higher level motives, and from another point of view, the hierarchy of motives also responds to the developmental nature of motives. Tourism motivation has a certain degree of intersectionality, which is mainly due to the intersection of tourism needs formed in the process of tourism. When tourism needs stimulate the generation of tourism motivation, it will promote tourism activities,

when this need is satisfied, tourism motivation is terminated, and at the same time, it also generates a new higher level of needs, generates new tourism motivation, promotes new tourism activities, and so on and so forth (Tian, 2006).

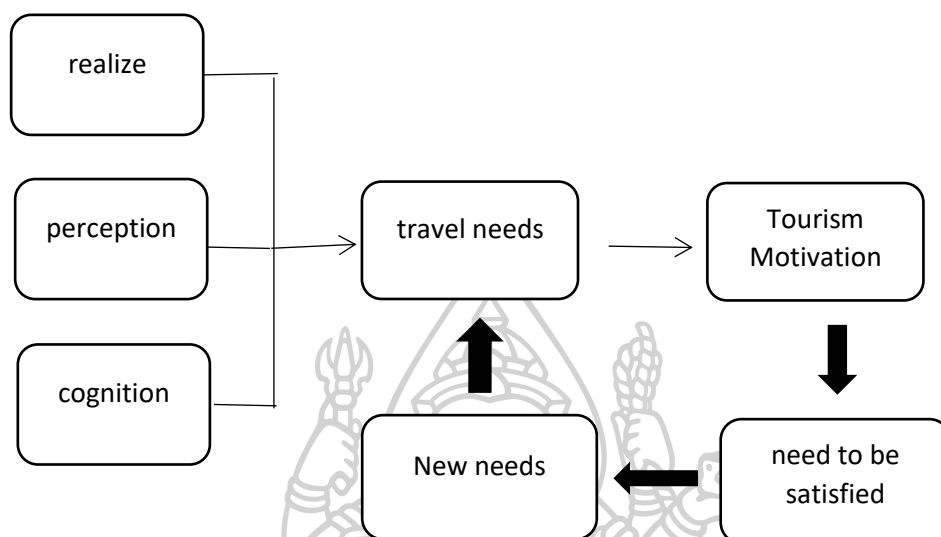


Figure 1 Tourism Motivation Process Map

Shingo Imai's Types of Travel Motives

According to Japanese psychologist Shingo Imai, modern people's motives for traveling contain "motives for removing tension", "motives for social existence" and "motives for self-improvement" (Yang, 2006), and these three motives are specifically subdivided as follows: (1) Motives to eliminate tension: these include exchanging atmospheres, freeing oneself from drudgery, and contacting nature. (2) Motives for self-improvement: including aspirations for the future, and contact with nature. (3) Motives for social existence: including friendliness of friends, traveling together, understanding common sense, family reunion.

Thomas's Types of Travel Motivation

John A. Thomas, an American tourism researcher, in his article, "Why People Travel" suggests 18 major motives that inspire people to travel, which are divided into four broad categories: Educational and cultural: (1) To see how people in other countries live, work, and play; (2) To visit unique scenic spots; (3) To better understand what is reported in the news; (4) To experience special experiences;

Rest and Recreation Aspects: (1) Getting away from the stereotypical daily routine; (2) Having a good time; (3) Getting a romantic experience;

Racial Tradition Aspects: (1) visiting one's ancestral home; (2) visiting places one's family or friends have traveled to;

Other aspects: (1) weather; (2) health; (3) sports; (4) economy; (5) adventurous activities; (6) winning; (7) conformity; (8) studying history; and (9) sociology (the desire to understand the world).

Other Types of Tourism Motivation Segmentation

Tourism motivation is the internal cause and substantial drive that sustains and drives the tourist to perform the activity. The hierarchical nature of tourism motivation and the diversity of its manifestations are important reasons for the differences in the

external forms of tourism behavior, and we believe that tourism motivation can be distinguished into five levels if ordered from low to high. The first level is relaxation motivation, where tourists temporarily leave their usual environment to visit new places, enjoy different scenery, and experience foreign customs. This change of setting allows them to relax, rest, and rejuvenate both physically and mentally. The second level is the stimulation motive, that is, through the transfer of space, the traveler understands all aspects of knowledge at home and abroad, gets new experiences, comes into contact with the residents around the world, appreciates the change of the marvelous natural scenery, experiences the culture of a different place, examines the different living systems, seeks for new feelings, new stimulation, and the formation of new ideas. The third level is relationship motivation, i.e., through traveling, travelers make friends, establish friendship, give love to get love or escape from social relations, relieve interpersonal annoyance or establish business partnerships. The fourth level is developmental motivation, i.e., the traveler cultivates multiple interests, gains new knowledge, masters new skills, and increases new experiences in the cultural atmosphere of the foreign place in order to obtain the rewards of the foreign place, improve personal prestige and charm, gain the respect of others, and develop the self-potential. The fifth motive is the realization motive, i.e., tourists make full use of all kinds of tourism resources with the help of tourism, develop the dynamic role of the object on the subject, enrich, change and create the spiritual quality of human beings, dominate their own lives, get higher achievements, and realize their own dreams and spiritual values. Of course, each level of motivation in tourism activities in different forms, the same form of tourism is often from a variety of motives to promote (Zhu, 2007).

2.2 Tourist Destination Choice

Traditional Tourism Destination Decision-making Model

Usually, the spatial collection that can attract tourists to form a tour and can satisfy individual specific tourism purposes with various tourism service systems is listed as a tourism destination. The choice of tourism destination is related to the choice of tourism activity programs, travel time, and travel mode, which is a key link in tourism activities (Weed & Bull, 2009). The core of the traditional tourism destination decision-making model is the awareness domain or choice domain, which assumes that tourists are rational consumers who narrow down the choice of tourism destinations through the analysis of tourism facilitators and tourism constraints, and finally make a decision. The whole process is carried out according to certain procedures, such as the opportunity portfolio model and the behavioral model. The opportunity portfolio model is typical of the process of narrowing down the range of tourism destination choices continuously. Before engaging in tourism activities, all the objectively existing tourist destinations form the initial set of alternative options. However, a destination becomes a potential option only if the tourist has a strong perception of it (perceived opportunity portfolio) and the destination falls within the tourist's economic affordability (attainable opportunity portfolio). From this point, it becomes a potential tourist destination, eventually leading to the final selection of a real tourist destination (real opportunity portfolio). The tourist then makes a decision by selecting from the available options within the choice opportunity portfolio. When making decision choices, tourism expectations, tourism preferences, and comparative evaluation of the perceived image of the destination become the consideration

opportunity portfolio, which are three crucial factors influencing decision choices and part of the perceived opportunity portfolio (Liu, 2004).

2.3 Concept and Theories of Tourist Consumption Behavior

Tourism consumption behavior is the superposition of tourism behavior activities and consumption activities, is a tourist in a certain time and economic conditions, from their own needs, in the process of tourism activities on material and non-material forms of tourism resources and services purchased and used, including tourism Food, housing, travel, tourism, shopping, entertainment and so on many links, throughout the tourism process. Tourism consumption includes the consumption to meet people's physiological needs, including the consumption of the development needs of tourists, is a high-level social consumption, consumers are mainly in pursuit of spiritual enjoyment (Ma, 1995).

There are many kinds of tourism consumption behavior models constructed by academics, mainly including Wahabi et al.'s model of tourists' purchasing decision process, Small's model of tourists' decision process, Mayo and Jarvis's model of influencing factors of tourism decision making, Mathieson and Wohl's model of tourists' decision-making process, Mottinho's model of vacation tourists' behavior, Middleton's "stimulus-response" model, and so on. "model(Sun, 2006). Wahabi, Crompton and Rotherfield proposed a simpler process of tourism consumption, initial stimulation - forming concepts - gathering information - determining spending - forming programs - outcome prediction - decision-making - results, they believe that tourist consumers are willing to spend a lot of savings on intangible products, but not easy to produce tangible returns, and are more prone to dissatisfaction than other consumers in general. Small's model outlines the relationship between factors influencing tourism consumption- such as tourism stimuli, personal and social factors, external variables, and destination characteristics -and tourism consumption itself. It is a multiple-screening decision-making model, building upon a simple decision-making framework. Mayo and Jarvis' model of factors influencing tourism decision-making states that exploring the intrinsic psychological factors and external social factors influencing tourism decision-making is key to understanding decision-making behavior. Intrinsic psychological factors include consumer perceptions, personality traits, motivations and attitudes, and learning. External factors consist of four areas: role and family influences, reference groups, social class, and culture and subculture. This model further suggests the influence of social factors on tourism consumption, but ignores the stimulation of tourism consumption behavior by market business marketing principles. Mathison and Wall's model of tourist decision-making process better combines the dynamic process and static influencing factors of the previous tourism decision-making, and proposes that the tourism effect is the product of decision-making, and the tourism effect is a dynamic process. Mathison and Wall's model of tourist decision-making process better combines the dynamic process and static influencing factors of the previous tourism decision-making, and proposes that tourism effect is the product of decision-making, and tourism effect is a dynamic process. Mo Tinghuo's vacation tourist behavior model is divided into three stages of pre-decision and decision-making process, post-purchase evaluation, and the designation of future decisions to explore the decision-making process of tourism consumption (Guo et al., 2009). The model of vacation traveler behavior proposed by Motipo consists of three parts: pre-decision and decision-making process, post-

purchase evaluation, and future decision-making, each of which consists of a different domain and its subdomains (Stanciu & Tichindelean, 2010).

2.4 Tourism Attitude Theory

It is of great significance to study the influence of tourism attitude on tourists' travel behavior. Attitude refers to the more durable individual internal psychological structure composed of three factors: cognition, emotion and intention, which is an important intermediary factor between environmental stimuli and individual behavioral responses. Attitude has a specific object, which includes the subject's cognition and evaluation of an object, as well as specific emotional experience and reaction readiness (Luo, 2007).

The object of tourism attitude is tourism, which refers to the cognition, evaluation and intention to travel to a certain tourist attraction, etc. Thus, tourism attitude is one of the main factors affecting tourism decision-making and tourism preference (Zhu, 2007).

Tourism Attitudes and Travel Decision Making

Tourists need to go through a series of psychological processes to make decisions. Tourists first need to receive knowledge and all kinds of tourism information from the social environment, on the basis of which they form an attitude towards tourism, and then form a certain action preference and intention. At this time, many social factors influence this preference or intention, and the result of the interaction between the two determines whether a specific tourism behavior can occur (Liu, 2004).

Tourism Attitude and Tourism Preference

Tourism preference is a kind of psychological tendency that people tend to a certain tourism target, which is built on the extreme certainty attitude of tourists on the basis of a kind of behavioral tendency towards the attitude object. Usually, the more distinct and prominent the nature of the tourism attitude object, the more tourists estimate that it can satisfy their own tourism needs, thus generating extreme certainty, which leads to the formation of tourism preference. The more and more complex information the tourist has about the object, the stronger the attraction of the object, the easier it is to form a preference (Ma, 1995).

It is generally believed that attitudes and behaviors are consistent—affirmative attitudes promote the occurrence of tourism behavior, while negative attitudes inhibit it. However, attitudes and behaviors can sometimes be inconsistent. According to Shironghua, there are two reasons for this: first, the object of agreement has a variety of attributes and characteristics, when an individual affirms a certain attribute but denies another attribute, resulting in inconsistency between attitudes and behaviors, for example, people may have a positive attitude toward the landscape of a tourist area, but a negative attitude toward the transportation conditions to the destination, and then they may cancel the tourist behavior to that place. Secondly, individual behavior is affected by individual experience, the prevailing situation and other factors in addition to attitude, which leads to inconsistency between attitude and behavior (Liu, 2004).

Table 1 Sports tourism related studies

Author, Time	Core elements						
	Motivation	Preferences	Decision- making behavior	consumer behavior	Travel mode	Temporal and spatial choice	influence factor
Ma (1995)	√	√	√	√			
Gibson (1998)		√	√	√			√
L.C (2004)	√	√	√	√	√	√	
GILBERT et al., (2004)	√			√			√
Pizam (2005)		√	√			√	
T.L (2006)	√	√	√	√			
Mike Weed and Chris Bull (2009)	√	√	√	√	√	√	
Y.Q;L.F (2015)	√		√	√			
XH (2016)	√	√			√	√	
L,PQ; F,YX (2017)	√		√	√	√		
M,HM; Z ,KY (2018)	√	√		√			
T,B (2018)	√			√	√		√

The researcher summarized the current situation of sports tourism research. As can be seen from the above table, the summary of researchers' studies related to sports tourism mainly focuses on tourists' motivation, preference, consumption behavior, decision-making behavior, travel mode, spatial and temporal choice behavior of trips, publicity (Internet and APP software), influencing factors of participation in sports tourism, cultivation of talents in sports tourism, tourism development mode, and research on tourism stakeholders, etc., and in terms of research methodology, it mainly focuses on the combination of quantitative research. In terms of research methodology, the combination of quantitative research and qualitative research is the main focus. By combing the literature related to sports tourism, it provides a theoretical reference for the model of sports tourism to improve the emotional quotient of Huanghuai University students.

3. Concepts and Theories of Related to Emotional Quotient

3.1 Salovey and Mayer's Model of Emotional Quotient

Salovey and Mayer built their theory on the foundation of psychological competence proposed by Gardner. In 1990, they proposed a three-factors model of emotional intelligence, which is (1) perception and expression of emotions including verbal and nonverbal emotion perception and expression in the self, as well as nonverbal perception, expression, and empathy for others; (2) management of emotions including the management of self and others; and (3) the use of emotions, including resilient planning creative thinking, shifting the focus of attention, and priming the engine. In this competency-based model, emotions are viewed as signals. It includes information that people must have to make their relationships meaningful (Mayer et al., 2001). In 1997, Mayer and Salovey expanded the emotional intelligence components from three to four factors, the four-factors model of emotional intelligence: (1) Accurate perception of one's own and others' emotions is a key dimension that reflects the ability to recognize emotions. This involves perceiving emotions through facial expressions, posture, voice, and other communication channels. It involves the perception of language and the expression of emotions in the face, voice, and related communication channels. Additionally, it includes the ability to accurately express one's own emotions and emotional needs. At a more advanced level, this dimension allows individuals to distinguish between accurate and inaccurate, as well as honest and dishonest, expressions of emotions; (2) Utilizing Emotions to Facilitate Thinking. This dimension involves the use of emotions as signals to environmental stimuli. In this dimension, emotions begin to interact with the cognitive system and influence information processes. Information is processed in a way that is dependent on the perceived emotion. (3) Understanding emotions, the language of emotions, and the signals they convey. This dimension reflects the ability to analyze emotions, to understand trends in one's emotions over time and to understand their consequences. Essentially, in this dimension, people define emotions as happiness, sadness, anger, fear, or other, with the ultimate goal of engaging in problem solving. The result of the interaction between the emotional and cognitive systems is that individuals are able to give meaning to emotional experiences. (4) Managing emotions to achieve specific goals. This dimension reflects people managing emotions in the context of personal goals, personal knowledge and social awareness. Managing emotions produces behavioral outcomes, which may be expressions or suppression of emotions. Many view dimension 4 as the essence of emotional intelligence because it involves interactions with others (Mayer et al., 2004).

Mayer and Salovey suggest that each dimension has its own developmental trajectory from relatively easy skills to more complex ones.

Table 2 Salovey and Mayer's model of Emotional Quotient

Dimension	Descriptive
1. Emotion recognition: perceiving, evaluating and expressing emotions	<ol style="list-style-type: none"> 1. Identify your own emotions 2. Identify others' emotions 3. Correctly express emotions and related needs 4. Distinguish between true and false expressions of emotions
2. Using emotions: Emotions for thinking	<ol style="list-style-type: none"> 1. Use emotions to prioritize thinking and participation in important activities. 2. Generate and check emotions to help with judgment and decision making. 3. Use changes in emotions to think from multiple perspectives. Thinking from multiple perspectives 4. Use emotions to generate a variety of solutions to problems.
3. Understanding emotions: understanding and analyzing emotions; using emotional knowledge	<ol style="list-style-type: none"> 1. Label emotions and recognize the relationship between labels and emotional-emotional knowledge 2. Interpreting emotions to convey meaning about relationships 3. Understand complex feelings: conflicting emotions or combinations of emotions 4. Recognize emotions and predict their development
4. Managing emotions: reflecting on emotions and regulating them to take advantage of their development	<ol style="list-style-type: none"> 1. Stay open to feeling both positive emotions and negative emotions 2. Contemplating or detaching from an emotion 3. Reflectively monitor emotions related to self and others Manage your own and others' emotions rather than suppressing or exaggerating the messages they send.

In 1999, Mayer, Caruso, and Salovey (1999) revised their model of emotional intelligence to consider emotional intelligence as the ability to perceive and analyze the relationships between emotions as a basis for reasoning and problem solving. Thus, emotional intelligence includes awareness of emotions, emotionally facilitated thinking, understanding of emotional information, and the ability to manage emotions. In 2000, they simplified the 1997 model of emotional intelligence but still included four dimensions (Salovey et al., 2001).

3.2 Goleman's Model of Emotional Quotient

Goleman's personal emotional intelligence consists of five aspects: the ability to recognize one's own emotions, the ability to manage one's own emotions, the ability to motivate one's own emotions, the ability to recognize the emotions of others, and the ability to deal with interpersonal relationships.

Goleman's emotional intelligence was proposed in relation to traditional cognitive intelligence, which he considered to be all personal characteristics of a

person in addition to cognitive intelligence, and one of the most notable of which is a person's ability to handle interpersonal relationships (Goleman, 2006).

3.3 Bar-On's Model of Emotional Quotient

Bar-On's emotional quotient is also known as hybrid emotional quotient, which he believes is the sum of an individual's abilities, including an individual's ability to cope with stress, interpersonal skills, etc. Bar-On's definition of emotional quotient is somewhat similar to Goleman's, in that he believes that emotional quotient contains an intra-individual component, an interpersonal component, an adaptive component, a stress-management ability, and a general state of mind, and that it incorporates social quotient, and personality into emotional quotient as well (Bar-On, 1997).

3.4 summary

Table 3 Current situation of research related to Emotional Quotient (EQ)

Author, time	Core elements			
	Emotional perception	Self-emotional management	Emotional management of others	Emotional use
Mayer (1990)	√	√	√	√
Daniel (1995)	√	√	√	√
Bar-On, (1997)	√	√	√	√
Salovey, Woolery, Mayer (2001)	√	√	√	√
Mayer et al (2004)	√	√	√	√
Daniel Goleman (2006)	√	√	√	√
M,J. (2017)	√	√	√	√
F,X (2020)	√	√	√	√
Hadion Wijoyo (2020)	√	√	√	√
M,LK (2020)	√	√	√	√
AsgharAli (2021)	√	√	√	√
Z,CE (2021)	√	√	√	√
Bekircar (2023)	√	√	√	√
JeanneSegal,MelindaSmith and LawrenceRobinson (2024)	√	√	√	√

As can be seen from the above table, the current research on the emotional quotient of university students mainly focuses on the emotional perception, self-emotional management, emotional management of others, emotional use of the constituent factors of emotional quotient, the impact of diversified activities on the emotional quotient of university students, the impact of new media advocacy on the emotional quotient of university students, the search for ways to improve the emotional quotient level of university students in terms of family support services, the integration of school curricula and diversified activities, the external social security and the university students themselves, the investigation of the current situation of the ways to improve the emotional quotient level of university students, the impact of different sports programs on the emotional quotient of students, the impact of game education on the emotional quotient of students, and the lack of in-depth research on the enhancement of the sports tourism mode. The current situation of university students' EQ level investigation, the impact of different sports on EQ, the impact of game education on students' EQ, and the lack of in-depth research on the enhancement of EQ in sports tourism mode. Because of its unique and colorful forms, sports tourism has advantages that are difficult to be replaced by other sports programs in improving the emotional quotient of university students. It is necessary to explore how to improve the emotional quotient level of university students in this way from the perspective of sports tourism model.

4. Relationship between Emotional Quotient and Emotional Intelligence

From 1990, Salovey and Meyer firstly proposed emotional intelligence: "It is the ability to recognize the meaning of emotions and their relationships, the ability to use knowledge to reason and solve problems, and the ability to use emotions to promote cognitive activities" (Zhang, 2021). Especially, the publication of Gorman's book "Emotional Intelligence" classified emotional quotient into the ability to recognize one's own emotions; the ability to manage emotions; the ability to self-motivate; the ability to recognize the emotions of others; and the ability to manage interpersonal relationships. The publication of Goleman's Emotional Intelligence, which categorizes emotional intelligence into the ability to recognize one's own emotions, the ability to manage emotions appropriately, the ability to self-motivate, the ability to recognize the emotions of others, and the ability to manage interpersonal relationships, made the concept of Emotional Intelligence well known to the world and set off a wave of research on Emotional Intelligence (Liu, 2009). In 1998, in his book, Exploring Emotional Intelligence, Guo and Zhao (1998) pointed out, "Emotional Intelligence can be seen as a conceptual system related to the ability to understand, management, and utilize emotions". Lu (2005) in his study "Exploration of the Concept of Emotional Intelligence", argued that "Emotional intelligence refers to the psychological characteristics of a person's personality that are needed to fulfill emotional activities". Xu and Zhang (2002) in her "Review of the Development of Emotional Intelligence Theory", clearly explains that "interpersonal intelligence and introspective intelligence are related to emotional intelligence and are one of the theoretical foundations of emotional intelligence".

Emotional intelligence, the meaning of emotional quotient (EQ) and its role in 1991, the United States, Yale University psychologist Peter Salovey and the University of New Hampshire Joan Meyer pioneered the "Emotional Intelligence" is a term

coined by Meyer to describe talents such as understanding and management one's own emotions, empathizing with others' emotions, and improving quality of life through emotional management (Zhang, 2021).

In fact, the concept of Emotional Intelligence is based on the concept of "non-intellectual factors". Before this concept was proposed, only the human intellectual activity is divided into "intellectual factors" and "non-intellectual factors" generalized two categories, and "non-intellectual factors" is relative to the "intellectual factors". The "non-intellectual factors" are relative to the "intellectual factors". To a large extent, the definition of "non-intellectual factors" refers to those factors other than intellectual factors such as perception, memory, thinking and imagination, but are "non-intellectual factors" itself something. Can it be defined independently or can it be theoretically summarized and qualified by a concept? It can be said that the concept of "Emotional Intelligence" solves this problem, and other factors relative to intelligence can become "Emotional Intelligence Factors", and compared to "Intelligence Quotient" (IQ), "Emotional Intelligence Factors" can become "Emotional Intelligence Factors" and "Non-Intelligence Factors". The new term is also known as Emotional Quotient (EQ), after the concept of Intelligence Quotient (IQ) (Yu, 1997).

5. Previous study

5.1 Previous Studies in China

Zhang et al. (2017) Sanya rural low-carbon sports tourism model innovation research, using literature, expert interviews, field visits and case study analysis and other methods. Firstly, the theory of circular economy is integrated into the whole process of rural low-carbon sports tourism development and construction, and the rural low-carbon sports tourism industry chain is constructed through the creation of a rural low-carbon agricultural resource recycling chain, the research and development of rural low-carbon sports tourism products, and the creation of a waste recycling system; secondly, the integration of scientific planning and new rural construction in the rural community, the creation of a rural low-carbon community environment, and the promotion of community farmers' low-carbon production and life. Secondly, through the integration of scientific planning and new rural construction in rural communities, the creation of a rural low-carbon community environment, and the promotion of community farmers' low-carbon production and lifestyle in three aspects to build up a rural low-carbon sports tourism community, which provides a low-carbon environment for the development of rural low-carbon sports tourism, and also makes the development of rural low-carbon sports tourism an engine for the construction of the new countryside; again, the government departments at all levels as the leading role in leading the sports tourism industry and its tourists to actively participate in the development and construction of rural low-carbon sports tourism, which provides an opportunity for the development of rural low-carbon sports tourism. The development of rural low-carbon sports tourism provides a low-carbon guarantee in terms of policy system, financial input, education guidance, management personnel training, as well as supervision and coordination.

Du (2017) Exploration of Rural Leisure Tourism Mode Based on the Concept of Ecological Civilization--Taking Hangzhou as an Example, Rural leisure tourism is a new form of tourism, which is getting more and more attention and exploration. In

recent years, China's rural leisure tourism has developed rapidly although it started late. Based on the related concepts of countryside, leisure and tourism, the article takes the specific development of rural leisure tourism in Hangzhou as an example and carries out the research on literature, observation and interview, etc. It explores the current situation of the development of rural leisure tourism in Hangzhou, summarizes the idyllic agriculture mode, green farmhouse mode, vacation and leisure mode, village residence mode, science education mode, natural ecology mode, etc., and provides a clear picture of the future development of rural leisure tourism in Hangzhou is further considered.

Li and Fu (2017) In the ecological sports tourism tourists' behavioral characteristics of the study - to the example of Guangzhou liuxihe national forest park, using questionnaire survey, factor analysis and other research methods, the liuxihe national forest park ecological sports tourism tourists' consumption behavior characteristics of the analysis. The study found that: firstly, the motive of sports tourism is second only to the motive of ornamental tourism, and becomes one of the important motives of ecological sports tourists; secondly, the sports consumption willingness of ecological sports tourism tourists is obvious, but the level of consumption is not high; and lastly, the satisfaction degree of the ecological sports tourism tourists is higher overall, while the satisfaction degree of the safety index of ecological sports services is average.

Mu (2017) In the study of emotional quotient survey and education countermeasures of university students, using literature analysis method, questionnaire survey method, interview method and other research methods, in the light of and absorbing the research results of previous scholars at home and abroad, on the basis of the basic issues of emotional quotient education of university students, to collate the basic situation of emotional quotient of university students and the main problems, and to carry out a comprehensive and systematic analysis of the factors affecting the emotional quotient of university students, on this basis, put forward the strengthening of emotional quotient education of university students. analyze, and on this basis, put forward the countermeasures to strengthen the emotional quotient education of university students.

Long (2018) Research on the development mode of intelligent sports tourism in Hunan Province, this paper studies the existing literature related to intelligent sports tourism, at the same time, through the fieldwork method, expert interview method combined with the actual situation in Hunan Province to carry out research. The main contents of the study are as follows: first, the concept and connotation of intelligent sports tourism are clarified, and the characteristics of intelligent sports tourism are analyzed, including intelligence, professionalism and quality; the advantages of intelligent sports tourism include low cost, strong promotability, wide range of participating objects and all-round coverage from low-end to high-end. Secondly, the feasibility analysis is proposed for the development of smart sports tourism model in Hunan Province, which includes policy support, social demand, market support and technical support of Internet and APP software. Finally, on the basis of the existing domestic Hong Kong, Macao and Taiwan regional cooperation mode and the Yangtze River Delta regional linkage mode of intelligent tourism mode, it is proposed that in the Internet of Things technology, mobile communication technology, artificial intelligence technology and cloud computing technology and

other core technologies, it is basically concluded that the overall structure of the Hunan intelligent sports tourism system can be summarized as "an information integration platform, three basic systems, four systems, and six guarantees"; at the same time, the intelligent sports tourism includes the construction of the cloud service platform, the construction of the government website, and the construction of the intelligent sports public service platform.

Du and Jia (2018) In *Analyzing the Current Situation and Development Trend of University Students' Sports Tourism Market*, it adopts the current situation investigation and the analysis of development trend, and explores the economic factors, product factors, promotion factors, safety factors, time factors and other influencing factors restricting the university students' participation in the process of sports tourism, clarifies the dominant position of the university students, and puts forward the opinions of developing and creating the products of university students' sports tourism and perfecting the regulations and infrastructural constructions. It contributes to the theoretical research on the development of university sports tourism market.

Wang (2019) *Research on the development mode of outdoor adventure tourism in Fujian Province* focuses on analyzing and comparing the development of outdoor adventure tourism industry in Fujian Province from the aspects of policy conditions, social conditions, resource conditions, and market development, respectively. The article adopts the questionnaire survey method and participatory observation method, and conducts the research with human subjects. Through the questionnaire, it is concluded that the main types of destinations for tourists participating in outdoor adventure tourism are concentrated in the three categories of eco-tourism, mountain and forest adventure, and sports adventure, and there is a discrepancy between the expectations and satisfaction of most tourists. Thus, three types of outdoor adventure development modes, namely, resource-driven, service-driven, and market-driven, are derived based on tourists' experience in Fujian Province. According to the own resource endowment of adventure tourism in Fujian Province. Starting from these three models, combined with their own conditions. Thus, the strategy of optimizing the development of outdoor adventure industry in Fujian Province is proposed. Therefore, attention is paid to the improvement of the policy environment of outdoor adventure tourism. Promoting the development strategy of outdoor tourism can effectively promote the development progress of outdoor adventure tourism in Fujian Province.

Sun (2019) In the study of behavioral characteristics of university students participating in sports tourism in Henan Province, used the literature method, logical analysis method, questionnaire survey method, as well as the synthesis of mathematical statistics and other related research methods, to analyze the characteristics of demand behavior, decision-making behavior, and consumption behavior in the process of university students participating in sports tourism in Henan Province, as well as to explore the factors affecting them, and put forward the corresponding recommendations.

L. K. Ma (2020) In the exploration of the basic ways of emotional quotient education for university students in colleges and universities-taking the international class as an example, it is found that the difference between the international class and the ordinary version is that they are cultivated in both China and foreign countries,

and that they not only have to adapt to the domestic environment, but also to the foreign environment as well as to the international environment.

Y. Ma (2020) In the study of the impact of sports on the emotional intelligence of university students, used literature, questionnaire survey, mathematical statistics and other methods to test, compare and analyze the level of emotional intelligence of university students with different sports participation experiences. The results show that students who regularly participate in sports have higher levels of problem awareness, use of emotion, and problem processing dimensions than those who do not regularly participate in sports; the number of years of sports participation shows a high correlation with the level of students' emotional intelligence; and there is a significant difference in the level of emotional intelligence among students who regularly participate in group-type programs. The study suggests that in the future education of universities, more attention should be paid to the cultivation of the comprehensive quality of talents by sports and physical education, more attention should be paid to the extensive development of sports collective projects for university students, and more attention should be paid to the opportunities for university students to organize sports activities on their own.

Y. J. Ma (2020) The effect of sports on university students' emotional intelligence, using literature, questionnaires and other methods to test, compare and analyze the level of emotional intelligence of university students with different sports participation experiences. The results of the study show that students who regularly participate in sports are higher than those who do not regularly participate in sports in the dimensions of problem awareness, use of emotion, and problem processing; the number of years of sports participation shows a high correlation with the level of students' emotional intelligence; and there is a significant difference in the level of emotional intelligence among students who regularly participate in group-type programs.

Yuan and Xie (2021) constructed a sports tourism industry development model in the field of regional tourism, using literature, comparative analysis and other methods, based on the concept of regional tourism development, constructed "leading scenic area-driven", "characteristic resource-driven", "regional scenic area development", "city-wide radiation type" and "industry deep integration type". Based on the concept of overall tourism development, we construct five sports tourism industry development modes: "leading scenic spot driven", "characteristic resource driven", "overall scenic spot development", "city-wide radiation" and "industry deep integration". The core strategy of the construction is proposed: strengthening brand awareness, magnifying brand value effect, focusing on radiation ability, strengthening the design of multi-planning; focusing on market supply and demand, focusing on the excavation of regional characteristics, developing resources and culture, focusing on the use of cultural resources; innovative industrial projects, promoting the connection of attractions and lines, enriching the product pattern, implementing the linkage of regional industries; implementing the urban-rural intergradation, focusing on the development of urban-rural differences, and implementing the urban-city development synergy; clarifying the development of industrial synergy; and clarifying the development of urban-city development, Promote the synergy of urban-city development; clear industrial ecology, establish the concept of ecological industry, distinguish industrial forms, and implement the depth of industrial integration.

Fang (2021) In the discussion of the situation and cultivation path of emotional quotient of contemporary university students, found that the problem of emotional quotient of university students is highlighted, which mainly manifests itself in the biased self-cognition, strong self-consciousness, poor emotional regulation, poor psychological endurance, tense interpersonal relationships, poor social adaptation and so on. It also elaborates the connotation and significance of emotional quotient, analyzes the situation of emotional quotient of contemporary university students, and thinks and discusses the path of cultivating emotional quotient of university students.

Guo et al. (2021) revote customization mode sports tourism research, the traditional tourism status quo has been unable to meet the public's demand for the tourism industry, private customization sports tourism mode is gradually favored by the people. Using the literature method, interview method and other research methods, the private customized mode sports tourism research, found that private customized tourism exists in the market lack of professionals, lack of product characteristics, information privacy protection is insufficient, the scale of the face of the dilemma and other problems. Based on this, it is proposed that the path of private customized mode sports tourism: on the one hand, it should make use of a variety of media, online and offline synchronization combined to do a good job of pre-publicity and promotion, and on the other hand, it is to design the customized mode of sports tourism products around the high-end sports clubs, sports theme parks and the holding of sports events.

Liu (2021) sports tourism model and its development prospects to explore, with the rapid development of social and economic development, people's living standards are constantly improving, lifestyle is gradually changing, amateur life is becoming more and more rich. Fitness exercise, health maintenance, leisure tourism and other activities have gradually become the main content of people's lives. As an emerging mode of tourism development, sports tourism contains a huge potential market, with broad prospects for future development. The article analyzes the current sports tourism mode and development status quo, and further discusses the future development prospects of the sports tourism mode, and proposes that the relevant government departments should effectively do a good job of macro-management, reasonably coordinate the relationship between various departments, increase the cultivation efforts to cultivate excellent sports tourism talents, and scientifically and reasonably excavate sports tourism resources.

Tang et al. (2022) In the new coronary pneumonia epidemic on China's tourism industry and its response to the discussion, from the willingness of residents to travel, the place of space capacity, the main market business, tourism policy and other supply and demand relationship aspects of the new coronary pneumonia epidemic on China's tourism industry was analyzed. It is found that the epidemic has had a greater impact on residents' confidence, willingness and ability to travel, but the potential demand for travel still exists. The epidemic has caused greater physical and psychological compression of the tourism spatial environment, and the production spatial capacity of the cultural industry and entertainment industry, which are closely related to tourism, have also been indirectly affected. The epidemic has caused a comprehensive and far-reaching impact on the tourism industry chain and the operation of tourism market entities.

5.2 Previous Studies Abroad

Tom Dieck and Jung (2018) Theoretical Model of Mobile Augmented Reality Technology in Urban Heritage Tourism in Acceptance by conducting five focus group discussions with young female British tourists visiting Berlin and experiencing mobile AR applications and analyzing the data using thematic analysis revealed seven aspects that should be included in an AR acceptance study, including information, quality of the system, cost of use, recommendations, innovativeness, risk, and convenience conditions that influence AR acceptance among young travelers.

Sulistyawati (2018) The Effect of Emotional Intelligence on Students' Speaking Skills, the purpose of the study was to investigate the effect of emotional intelligence on students' speaking skills. The subjects of observation in this study were the second-year students of East Jakarta State Higher Secondary School. Simple random sampling technique was used in the study. Data were obtained from questionnaires, objective tests and speaking tests. The obtained data were analyzed through correlation analysis and multiple regression analysis. The empirical results showed that emotional intelligence has a significant effect on students' oral expression ability and emotional intelligence is related to students' oral expression ability.

Zysberg (2018) presents a relatively novel concept in emotional quotient and health, using existing literature to present what is known about emotional quotient in determining a variety of health outcomes, to describe emerging trends, and to highlight what is not yet known. The authors provide an interpretive analysis of the existing evidence and present a preliminary explanatory model of the association between emotional quotient and various health outcomes. The model is discussed and directions for future research and applications are suggested.

Snguanayat et al. (2019) Guidelines to Improve the Emotional Quotient (EQ) for student in Suan Dusit University. Data were collected through qualitative and quantitative methods. Quantitative data were collected from 370 undergraduate students from 7 faculties by using the Emotional Quotient Assessment Form and analyzed through t-test, one-way ANOVA and correlation analysis. For qualitative data, in-depth interview method was used. It was found that the overall Emotional Quotient (EQ) of the students of SDU University is at normal standard level. In the comparison between personal status and students' emotional Quotient (EQ), it was found that students with different personal status (gender, faculty, course and GPA) differed significantly at the 0.05 level. Pearson's correlation was used to analyze the relationship between students' EQ levels and GPA. The level of statistical significance was 0.05. and suggested two ways to improve emotional intelligence of university students, 1. Developing a university policy for the development of emotional intelligence for all students and 2. Teachers should encourage and increase training and activity programs to develop students' emotional intelligence holistically inside and outside the classroom.

Kant (2019) Emotional intelligence: a study on university students. Emotional intelligence has become a phenomenon of interest to researchers and psychologists. The purpose of this study is to explore the level of emotional intelligence among university students and to find out the differences between the emotional intelligence of university students according to gender, course and stage of study, based on gender, region, course level and school attended. Through the survey of 200 students, the results show that the students have a high level of emotional intelligence. All the students of the Faculty of Education have high level of EQ except the students of the

Faculty of Law and Management. There is a significant difference between male and female students in terms of emotional intelligence. In the overall sample, there is a significant difference between male and female students in terms of emotional intelligence. Female students have higher emotional intelligence with higher mean. There is no significant difference between undergraduate and graduate students in terms of emotional intelligence. In terms of mean, undergraduate students have higher emotional intelligence. There was no significant effect of place of residence, but rural students had higher emotional intelligence than urban students.

Muliansyah and Handoko (2020) *The Development of Affective Learning Model to Improve Student's Emotional Quotient*. The success of students is not only scrutinized in terms of intelligence but also in terms of Emotional Intelligence, that is, the attitudinal and emotional aspects. However, learning is implemented only by teachers imparting knowledge to students. The development of attitudinal and affective skills is not fully implemented. The purpose of this study is to develop and analyze the emotional learning model of SMA Negeri2Bangli. The research methodology used was Borg and Gall's quantitative and qualitative data analysis techniques. The findings of the study include 1. The affective learning model positively affects teachers and students during the learning process and 2. The development of the affective learning model provides implications for improving emotional intelligence in the subject of Hindu Religious Education.

Ali et al. (2021) *Emotional Intelligence of University Students: a Gender Based Comparison*. The purpose of this study was to explore the differences in emotional intelligence by gender. The study used a survey research design. The population of the study was selected from 180 undergraduate students of which 67 were females and 113 were males. Six faculties were randomly selected from all the faculties of the university. Thirty subjects were randomly selected from B.A. Honors class of each department. Self-Rating Scale of Emotional Intelligence (SRMEI) was used as a data collection tool. The data was analyzed through SPSS. Independent sample t-test was used for data analysis. The results of the study showed that the emotional intelligence of male students was higher than that of female students. Boys were also higher than girls in in emotional self-Management and emotional self-awareness factors, while there was no significant difference in interpersonal subscales.

Lin et al. (2022) *Marketing strategy and willingness to pay for sport tourism in the Kinmen marathon event*. In this study, an evaluation model of multiple attributes of sport tourism was applied to the marketing strategy of the Kinmen (Taiwan) marathon event based on a choice experiment approach. It was found that participants appreciated the experience of authentic food and the availability of marathon souvenirs. They also preferred to participate in eco-tourism activities and supported the establishment of a sports development fund. A market segmentation approach was used to categorize participants into two groups. The first group was mainly young people with higher incomes who had participated in the Kinmen Marathon before. The second group consisted mainly of people with lower incomes, over 40 years old, and first-time participants in the Kinmen Marathon. Both groups preferred entertainment, education, and aesthetic experiences, but only the first group wanted an escapist experience. We propose three marketing strategies for the sports tourism experience to inform future practice of sports tourism in Kinmen.

Dastgerdi et al. (2022) *Iranian Sport Tourism Development Model*. Tourism is

one of the most important industries of the new century, highly dynamic and profitable. Sport tourism is an important part of this industry. The purpose of this study is in identifying and categorizing sports attractions in Iran and designing a development model for sports tourism. The research methodology was rooted theory and systematic approach. Sampling method was theoretical sampling. In addition to studying the literature, semi-structured interviews were conducted with 35 experts. The results of the study showed that there are 11 types of sports attractions in Iran and that identification, analysis, marketing, planning, and organization of reception of sports attractions are necessary measures for the development of sports tourism. The development of sports tourism is related to the development of the whole tourism industry and requires investment, planning, organization. Marketing, providing necessary services, creating unique and exciting experiences for tourists and meeting their needs are the key variables for the success of the industry development. By identifying and categorizing the types of sports attractions in Iran, an integrated development model for the development of sports tourism industry has been proposed.

Morfoulaki et al. (2023) Sport Tourism as Driving Force for Destinations' Sustainability. The purpose of this research paper is to identify existing sport tourism initiatives, explore the Adriatic-Ionian region's sport tourism situation; to analyze the current and future potential of sport tourism in the sustainable development of the region; and to propose policy recommendations for the development of sport tourism in the region in support of a broader vision of sustainable development. In order to gain a clearer understanding of the willingness and opportunities for investing in sport tourism as a driver of sustainable development in the region as a tourism destination, an interpretive example study approach and a targeted questionnaire survey are used in this paper, which describes how the survey should be conducted with tourism-related stakeholders (policy makers, service providers, tourists and locals) and should be repeated to gather ideas, suggestions and considerations from different groups. Comparing the results of the surveys among different categories of stakeholders will reveal more aspects of the problem and help to improve the recommendations.

Çar et al. (2023) The effect of 8-week educational game training on cognitive flexibility, emotional intelligence and coping strategies. The purpose of this study is to investigate the relationship between 8week game education in relation to cognitive flexibility, emotional intelligence and coping strategies of secondary school students. One of the quantitative research methods was used as a mode of investigation. The population of the study consisted of high school students of Bandelema district, Balikesir province in the academic year 2022-2023 through simple random sampling. In examining the cognitive flexibility, emotional intelligence and coping strategies of the study group, it was found that there was no significant difference between the experimental and management groups in both the pre-test and post-test, but the researcher concluded that the integration of games into the classroom can improve students' learning ability, positively affect academic performance, regulate the quality of sleep, and improve students' academic performance. as well as promote the overall physical, psychological and cognitive development of the individual.

Through combing through the literature, it is found that the research on sports tourism, in terms of research content, mostly focuses on the development of the model; in terms of research methodology, it is mainly based on a combination of

quantitative research and qualitative research. In the research on university students' emotional intelligence, it mostly focuses on the investigation of the current situation of university students' emotional intelligence, without more in-depth research. And there is a lack of research on improving the emotional intelligence of university students from the perspective of sports tourism model.

6. Research theoretical framework

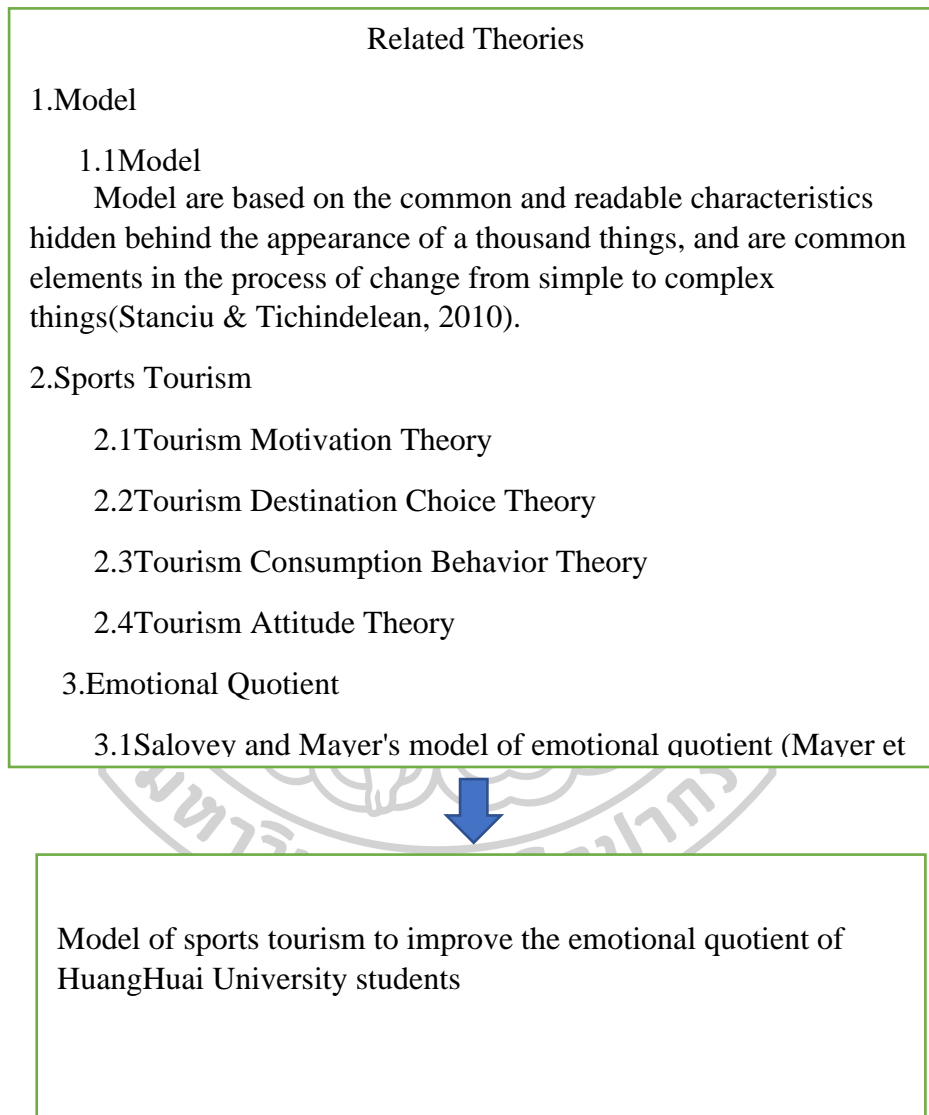


Figure 2 Conceptual Framework of the Study

Chapter 3

Research Methodology

This research aims to build sports tourism model tailored to the needs of university students at HuangHuai University. The goal is to enhance their emotional quotient (EQ) and promote their overall development. The research and development (R & D) process follows these specific steps:

Step 1: Study the theories related to models, emotional quotient, sports tourism. This includes examining the current state of sports tourism among university students and the current background information of EQ development status. The research focuses on HuangHuai University to improve students' emotional quotient through a sports tourism model (Research (R1)).

Step 2: Develop the model of sports tourism to improve the emotional quotient of HuangHuai University students, based on the basic information related to sports tourism and the emotional quotient enhancement (Development (D1)).

Step 3: Validate the feasibility of the model through further research, ensuring it is applicable to improve the emotional quotient of HuangHuai University students (Research (R2)).

Step 4: Evaluate and modified the model, ensuring its effectiveness in improving the emotional quotient of Huanghuai University students. (Development (D2)).

Step 1 Research (R₁)

The researcher used a combination of emotional quotient, sports tourism related theories, the use of questionnaires, focus group discussion, survey research to study the current state of sports tourism of university students in HuangHuai University and the current background information of the development of EQ of university students in HuangHuai University, mainly selecting the full-time undergraduate students of HuangHuai University of Zhumadian as the research overall, research to improve the emotional quotient of university students in the sports tourism model. Details are as follows:

1. purpose

To study the current situation of sports tourism to improve the emotional quotient of HuangHuai university students.

2. Population and sample

1) Population

(1) 21947 full-time undergraduate students of HuangHuai University in Zhumadian City, Henan Province, 6208 freshmen, 5841 sophomores, 5268 juniors, and 4630 seniors.

(2) There are a total of 19 faculties in HuangHuai University, for a total of 1,133 teacher.

(3) There are 24 leaders in charge of student management at HuangHuai University.

2) Sample

(1) According to Krejcie and Morgan (1970), the students sample size was 400 for questionnaire survey..

(2) According to Krejcie and Morgan (1970), the teacher sample size was 290 for questionnaire survey.

3) Key informant

(1) 8 students and 8 leaders for interview.

(2) 8 teachers for focus group discussion.

3. Tools

The tool that used in this research as:

3.1 Model of sports tourism to improve the emotional quotient of the HuangHuai University students questionnaire (students).

3.2 Model of sports tourism to improve the emotional quotient of the HuangHuai University students questionnaire (teachers).

3.3 Outline of Interview (Students)

3.4 Outline of Interview (leaders)

3.5 Outline of focus group discussion (teachers)

4. Design and Development of Tools

4.1 Questionnaire survey on the situation of university students' participation in sports tourism was conducted on 290 teachers and 400 students of Huanghuai University respectively. Step 1: Principles, concepts, theories and relevant research to develop the questionnaire

Step 2: Research and analysis of literature, concepts, theories and studies related to emotional quotient, sport tourism and education to provide guidance for the design of the questionnaire.

Step 3: Develop teacher and student questionnaires separately.

Step 4: Create separate teacher and student questionnaires and submit them to the instructor for consideration and modification based on suggestions.

Step 5: Test the validity of the questionnaires using validity tests. Content validity and structural validity were assessed by five relevant experts using a 5-point scale; all means ranged from 3.6 - 5. The standard deviation for all questions was less than 1.

Step 6: The questionnaire was summarized and modified according to the experts' suggestions. Finally, data on the situation of sport tourism among university students were collected.

The questionnaire on the current status model of sports tourism to improve the emotional quotient of the HuangHuai University students, are as follows:

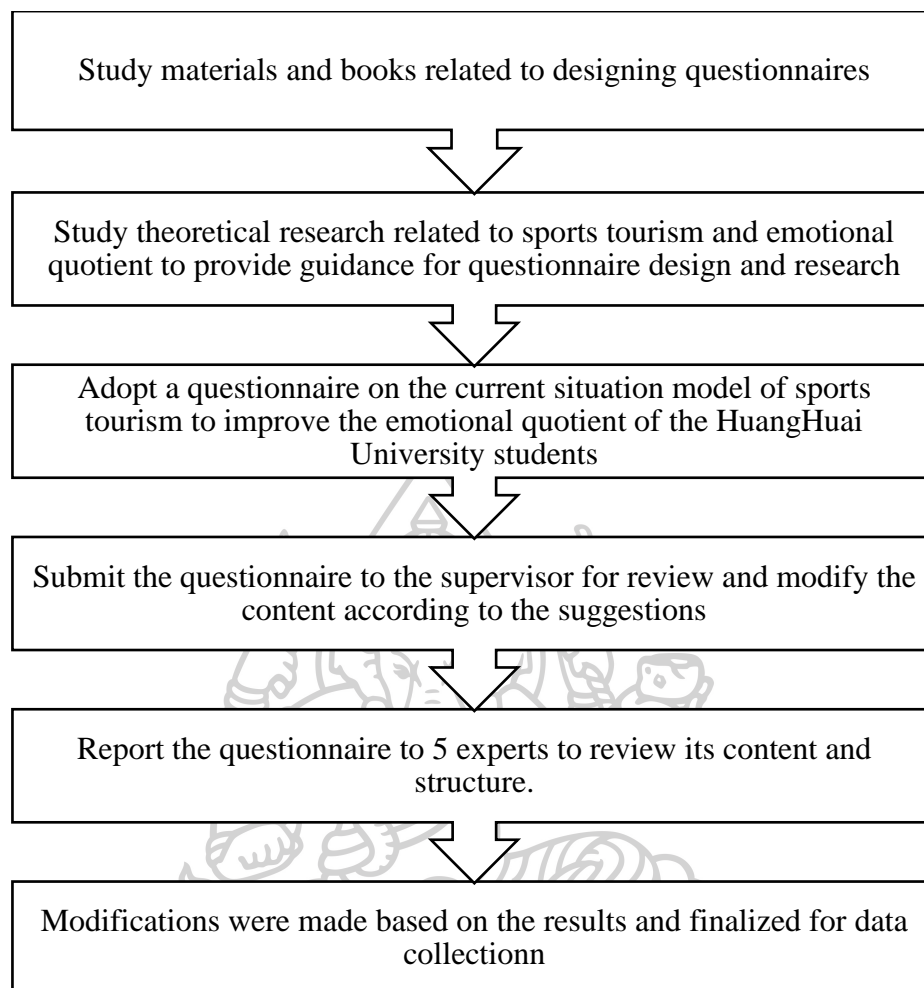


Figure 3 Citation Questionnaire Creation Steps

4.2 Interview survey research on the status quo of university students' participation in sports tourism was conducted on 8 teachers and 8 students of Huanghuai University respectively, and focus group discussion was used for 8 leaders.

Step 1: Principles, concepts, theories and related studies of the study, the development of the interview format

Step 2: Research and analysis of literature, concepts, theories and studies related to emotional intelligence, sport tourism and education to provide guidance for the transcription format of the focus group discussion.

Step 3: Create separate teacher and student interview outline forms.

Step 4: Create separate teacher and student interview outline forms and submit them to the instructor for consideration and modification based on suggestions.

Step 5: The validity of the self-administered interview outline transcript form was tested using the validity test. The content validity and construct validity were assessed by 5 relevant experts using a 5-point scale; all mean values are between 3.6 - 5. The standard deviation for all questions was less than 1.

Step 6: Summary and modification of the interview outline form based on the experts' suggestions. Finally, it was used to collect data on the current situation of university students' sports tourism.

The steps for designing a structured interview record form are as follows:

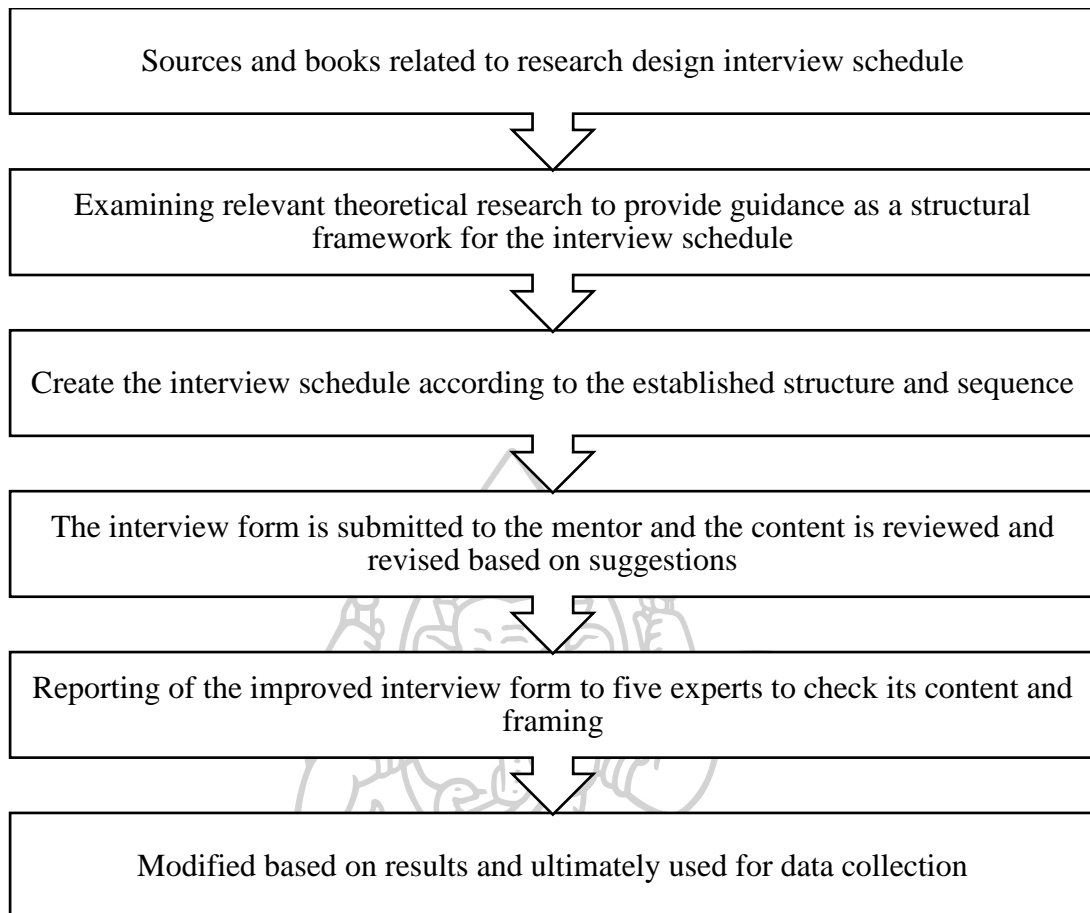


Figure 4 Steps for Creating Interview Schedule

4.3 Conducting focus group discussions with eight relevant leaders of the university on the current status of the development of the emotional quotient model of sports tourism to enhance the students of Huanghuai University.

Step 1: Research the theoretical basis of how to make a focus group discussion form

Step 2: Research and analyze the concepts and theories related to improving the emotional intelligence of college students, establish the structural framework of the focus group discussion form, and provide guidance for the production of the discussion form.

Step 3: Construct the focus group discussion form according to the established structure and sequence.

Step 4: Submit the interview form to the instructor for review and revise the content according to the suggestions.

Step 5: Modify the interview schedule according to the instructor's suggestions. Firstly, the validity of the interview form was tested, the mean value and standard deviation were also used to assess the content and structural validity of the questionnaire. The interview form was submitted to 5 experts for evaluation and rated on a 5-point scale; the mean value is between 3.6 and 5 The standard deviation for all questions was less than 1.

Step 6: Refinement and modification of the interview form based on the results. The final results will be used for data collection.

The steps for designing the Focus Group Discussion Form are as follows:

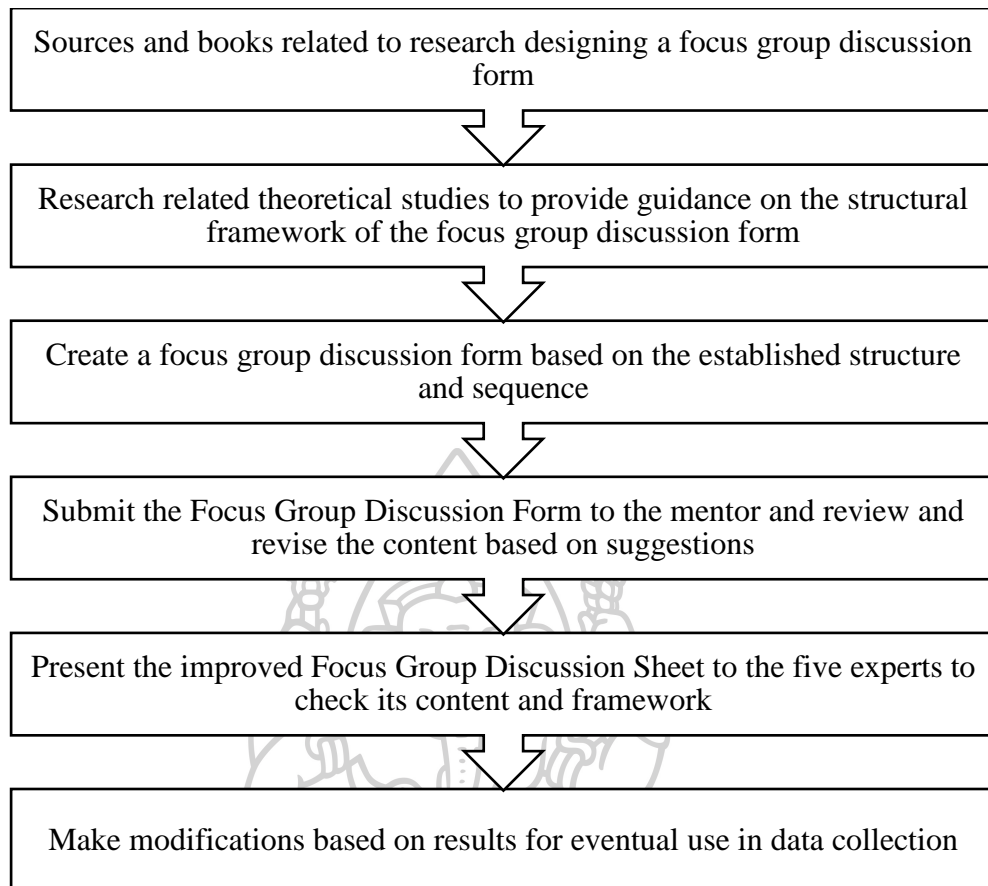


Figure 5 Steps in creating a focus group discussion Schedule

5. Process

5.1 Study the concepts and theories related to the model, emotional quotient, and sports tourism related principles.

5.2 Investigation and research based on the questionnaire on the current status model of sports tourism to improve emotional quotient of HuangHuai University students.

5.3 Interviews with 8 teachers and 8 students and focus group discussion method with 8 leaders on the status quo, influencing factors and demand factors of university students' participation in sports tourism through HuangHuai University.

6. Data Analysis

6.1 Analyzing quantitative data through descriptive statistics

Quantitative data were analyzed through descriptive statistics. The questionnaire method was used to investigate and study the current situation of the sports tourism model in order to improve the emotional intelligence of the students of Huanghuai University by using the questionnaire. The data collected from teachers and students' questionnaires were analyzed by descriptive statistics.

6.2 Analyzing qualitative data by content analysis method

The qualitative data were analyzed through the content analysis method. According to the model, emotional quotient, sports tourism and other related concepts, theories and policy information, the content analysis of the university students' emotional quotient was carried out to improve the viewpoints, theories and related literature on the model

of the university students' emotional quotient in sports tourism with the main focus on the policy information of sports tourism, designing the outline of the interviews, and carrying out the interviews with teachers and students and the discussion of the leadership focus group.

Step 2 Development (D₁)

The researcher, based on the investigation of relevant theories and the current situation of the sports tourism model for improving university students' emotional quotient in the example of HuangHuai University, uses the basic information obtained in the first step in the development 1 process to carry out the design and development of the sports tourism model for improving university students' emotional quotient, as detailed below:

1. Purpose

To development a model of sports tourism to improve the emotional quotient of the HuangHuai University students.

2. Tools

Development of a university sports tourism model for improving emotional quotient, tool application to improve emotional quotient in university sports tourism model.

3. Design and Development of Tools

The creation of a research tool for the creation model of sports tourism to improve emotional quotient of HuangHuai University students in the following way.

3.1 Drafting the process concept model of sports tourism to improve emotional quotient of HuangHuai University students. The information obtained from step 1 can be used to provide scientific specificity, so as to synthesize the sports tourism model to improve university students' emotional quotient based on the development status of university students' emotional quotient and the current situation of university students' sports tourism in HuangHuai University.

3.2 Innovate the model of sports tourism to improve emotional quotient of HuangHuai University students, and submit the generated scientific model structure to the thesis supervisor to verify its theoretical correctness and appropriateness, and then make modifications.

3.3 According to the model of sports tourism to improve the emotional quotient of HuangHuai University students, it can be modified according to the suggestions of the instructor.

3.4 Based on the model of sports tourism to improve emotional quotient of HuangHuai university students, the model was evaluated using the Connoisseurship method.

3.5 Use the information obtained in the feasibility study to improve and refine the model to construct the final model of sports tourism to improve emotional quotient of HuangHuai University students.

Creating a Model of Sports Tourism to Improve the Emotional Quotient of Huanghuai University Students, the steps are summarized as follows:

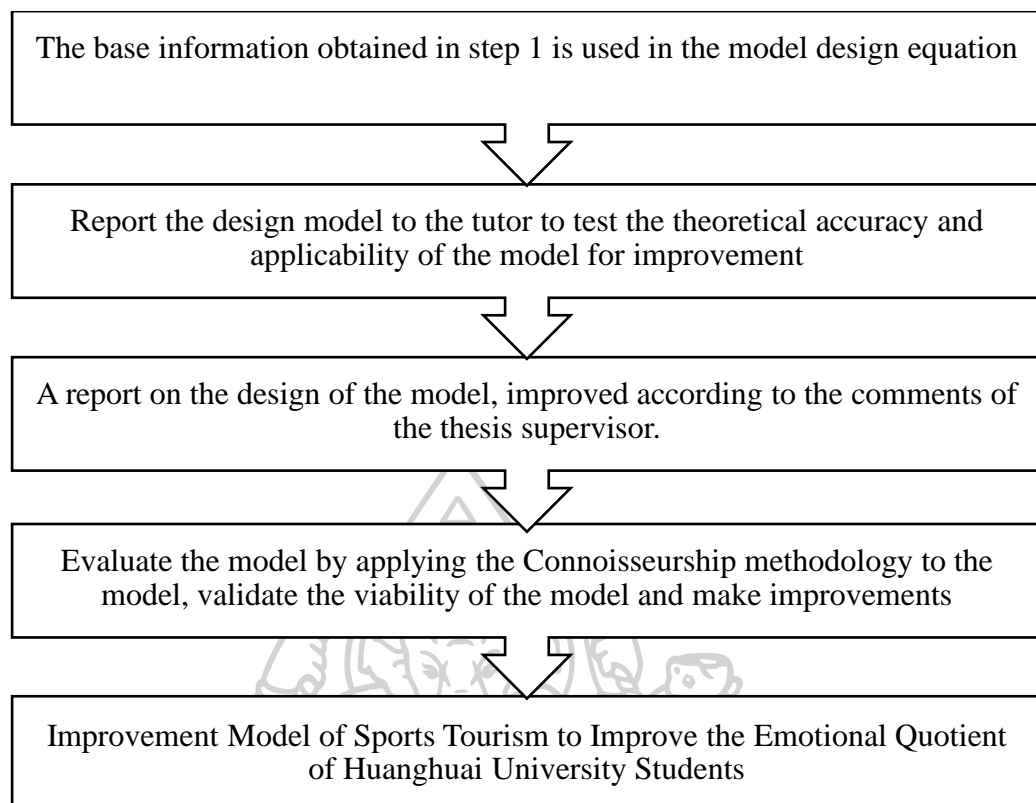


Figure 6 Model Creation Steps

4. Innovation modeling process

4.1 Purpose of Creation

To improve the emotional quotient of university students

4.2 Creation principle

According to the first stage of research and analysis of the "model of sports tourism to improve emotional quotient of HuangHuai University students" related theories and related literature, based on the principle of ① theories related to emotional quotient ② theories related to sports tourism ③ theories related to the model, the innovation of sports tourism model to improve the emotional quotient of university students.

4.3 Utilization process

(1) Define the goal of emotional quotient development

Before using the model, it is clear that university students want to improve the specific goals of emotional quotient. Emotional quotient includes 4 dimensions, which are emotion perception, self-emotion management, others' emotion management and emotion use. Determining which aspect needs to be improved can help better choose sports tourism activities.

(2) Selecting appropriate sports tourism activities

Choose appropriate sports tourism activities based on clear EQ development goals. Different activities may help develop different aspects of emotional quotient.

(3) Participate in sports activities

Once you arrive at your travel destination, actively participate in the chosen sports activities. When participating in the activities, focus on the following

areas to improve emotional quotient:

Emotional perception: listen to your feelings and emotions to understand your strengths and weaknesses.

Self-emotional management: staying calm under pressure, responding effectively to challenges, and setting reasonable goals.

Emotional management of Others: Observe and understand other people's emotional states and needs, and increase empathy.

Emotional use: Establishing positive interpersonal relationships, resolving conflicts, and communicating effectively.

(4) Teamwork

If you choose team sports activities, actively participate in teamwork and learn to cooperate, coordinate and support your teammates. This helps to improve cooperation and social skills.

By using this sports tourism model, university students can improve their emotional quotient through hands-on experience and practice, as well as enjoy a fun travel experience. The improvement of emotional quotient helps them understand themselves and others better and cope with various challenges in life more effectively.

4.4 Conditions of use

(1) Interest and Motivation

University students must be interested in sports tourism and emotional quotient enhancement and have enough motivation to participate in such activities. Interest and motivation are the key factors in initiating the process.

(2) Health and Fitness

Participation in sports activities may require a certain level of health and fitness. Ensure that participants are in good physical condition and are able to adapt to the chosen physical activity.

(3) Time and resources

Sports tourism requires time and financial resources, including travel expenses, accommodation, transportation and activity costs. Ensure that there is enough time and money to support the travel program.

(4) Appropriate sports activities

Select physical activities that are relevant to the goal of improving emotional quotient.

Provided these conditions are met, using a sports travel model that improves university students' emotional quotient can be a rewarding learning and growth opportunity that helps to develop emotional quotient, improve social skills, and broaden horizons. Ensure that these conditions are fully considered before embarking on a trip to ensure a smooth and effective implementation.

Step 3 Research (R₂)

Based on the design and development model of sports tourism to improve emotional quotient of HuangHuai University students, the researcher used the model created in development 1 in a connoisseurship to evaluate the feasibility of a sports tourism model to improve the emotional quotient of HuangHuai University students. The details are as follows:

1. Purpose

To evaluate the model of sports tourism to improve emotional quotient of

HuangHuai University students.

2. Connoisseurship Process

1. Determine the objectives and agenda of the Connoisseurship: the researcher needs to clarify the main objectives and agenda of the workshop. This may include discussing the purpose, formulating principles, and key issues of the model of sports tourism to improve emotional quotient of HuangHuai University students.

2. invite 9 experts with experience in sports tourism, university administrators, university students' mental health, etc. to apply for an introduction to the model of sports tourism to improve the emotional quotient of HuangHuai University students.

3. Apply to the experts to introduce the application the model of sports tourism to improve emotional quotient of HuangHuai University students.

4. Indicate to the experts the details of the application of the model, explaining the understanding of the model design, establishment process, methodology, outcome measurement and evaluation, and necessary activities.

5. record the content of the meeting and ask a note taker to record the discussions and decisions of the meeting for subsequent organization and summarization.

6. at the end of the workshop, organize the minutes and report the results to the mentor.

7. Further refine and improve the model of sports tourism to improve emotional quotient of HuangHuai University students.

Step 4 Development (D₂)

The researcher conducts a connoisseurship based on the model of sports tourism to improve emotional quotient of HuangHuai University students created in research 2, and further improves and modifies the model according to the test results in order to build the final model. The details are as follows:

1. Purpose

In order to improve the model of sports tourism to improve emotional quotient of HuangHuai University students.

2. Data collection

According to the evaluation results and opinions of the expert seminar on the innovative sports tourism model for improving university students' emotional quotient in the case of HuangHuai University, the model will be further improved.

The conceptual framework model of sports tourism to improve emotional quotient of HuangHuai University students adopts a research and development (R&D) approach and is summarized below:

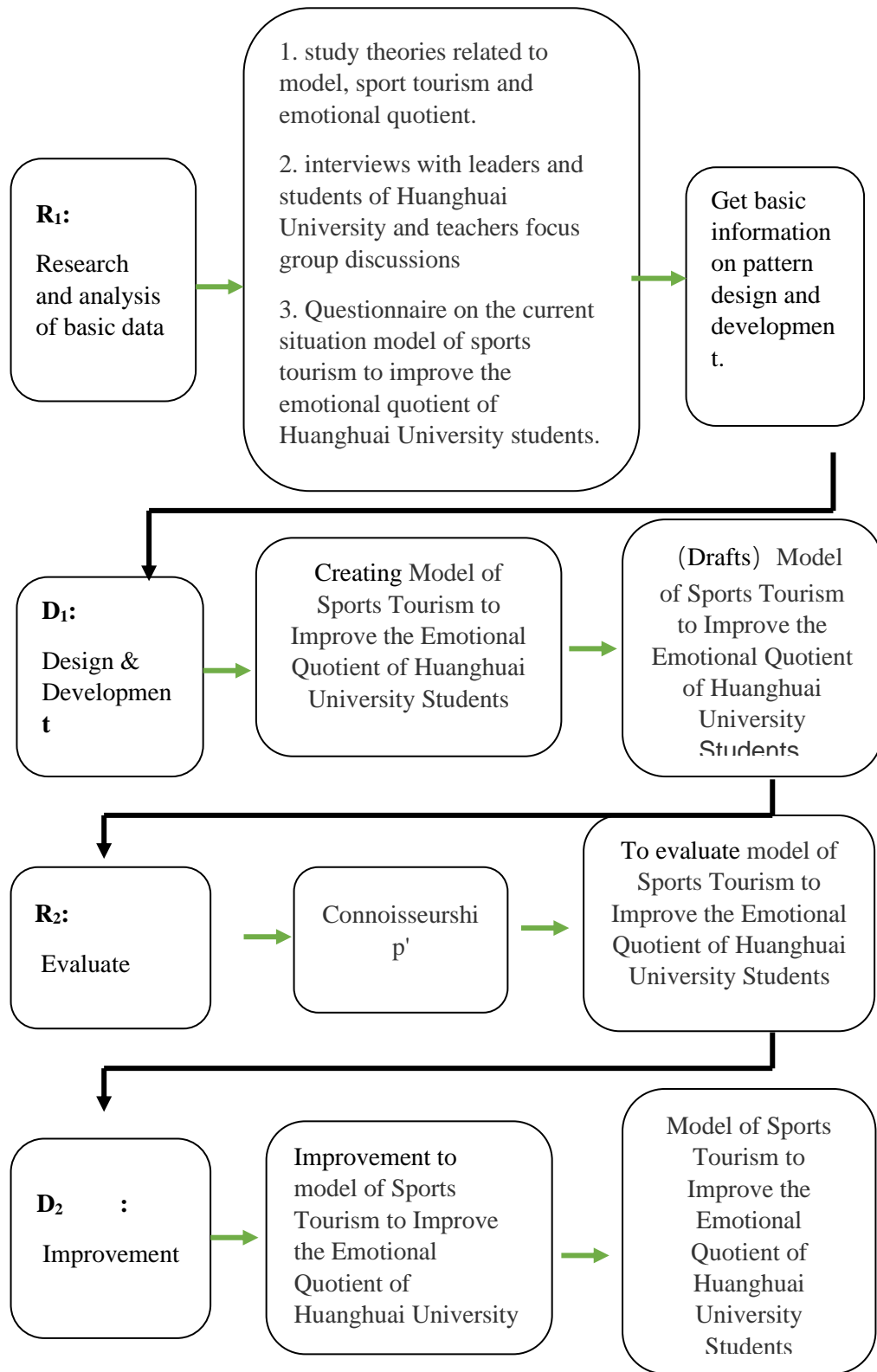


Figure 7 Step-by-step Diagram of the Modelling Study Design

Chapter 4

Results

This study on the model of sports tourism to improve the emotional quotient of HuangHuai University students has the following research objective, divided into 3 sections:

Section 1: To study the current state of sports tourism and its role in improving the emotional quotient of HuangHuai University students.

Section 2: To develop a model of sports tourism aimed to improve the emotional quotient of HuangHuai University students.

Section 3: To evaluate the effectiveness of the developed model in improving the emotional quotient of HuangHuai University students.

Section 1: The Current Situation of Sports Tourism to Improve the emotional quotient of HuangHuai University students.

Research on the current state of sports tourism and emotional quotient of Huanghuai University students can provide a foundation for creating a model aimed at improving their emotional quotient. The researcher used qualitative and quantitative methods such as literature research, questionnaire survey, interviews, and focus group discussions, to conduct this study. Through these research methods, the researcher summarized the current state of sports tourism and emotional quotient among Huanghuai University students. The specific findings are as follows:

1. Questionnaire survey

This part of the study includes two parts: HuangHuai University students' questionnaire and teacher's questionnaire.

1.1 Survey of the current situation model of sports tourism to improve emotional quotient of HuangHuai University Students. (Students)

The questionnaire on the current situation model of sports tourism to improve emotional quotient of HuangHuai University Students (students) is divided into 3 parts, the first part of the basic information, the second part of the sports tourism, the third part of the emotional quotient.

1.1.1 Basic information

The basic information section of the questionnaire included the gender, number, grade and percentage of the university students.

Table 4 **Basic information**

(n=400)		
	Frequency	Percentage
1.Sex		
Male	194	48.5
Female	206	51.5
Total	400	100
2.Grade		
Freshman	112	28
Sophomore	108	27
Junior	96	24
Senior	84	21
Total	400	100

From the above table, it can be seen that the questionnaire on the current status of sports tourism model to improve the emotional quotient of university students (students) was distributed to a total of 400, of which 194 were male students, accounting for 48.5% of all. Female students 206, accounting for 51.5% of all. There are 112 freshmen, 108 sophomores, 96 juniors and 84 seniors, accounting for 28%, 27%, 24% and 21% of the total number of students respectively.

1.1.2 Current situation of university students' sports tourism

There are seven dimensions of sports tourism, motivation of sports tourism, preference of sports tourism, decision-making behavior of sports tourism, consumption behavior of sports tourism, mode of travel, time and space selection behavior of travel, and influencing factors of university students' participation in sports tourism.

(1) Motivational dimensions

This dimension mainly includes the motivation to participate in sports tourism.

Table 5 Motivation of university students in sports tourism

(n=400)			
1.	Motivation(Multiple choice)	Frequency	Percentage
	Strengthening the body	265	66.25
	Pursuing excitement	231	57.75
	To relieve stress	222	55.5
	Recreation	219	54.75
	Socializing	175	43.75
	Fitness and weight loss	173	43.25
	Others (please add)	0	0
	Total	1285	321.25

From the above table, it can be seen that the main motives for university students to participate in sports tourism ranked 66.25% for strengthening their health, 57.75% for seeking excitement, and 55.5% for relieving pressure.

By examining the main motivations of university students' participation in sports tourism, the researcher found that university students' emotional perceptions valued their health and physical state, and also indicated that they sought novelty and excitement, as well as the desire to reduce stress in their daily lives through sports tourism activities.

(2) Preference dimensions

This dimension consists of what type of sports tourism university students participate in to improve their moods.

Table 6 Preferences of university students in sports tourism

(n=400)

1. Product Type	Frequency	Percentage
Spectator sports tourism	115	28.75
Recreation and fitness sports tourism	98	24.5
Athletic Sports Tourism	86	21.5
Excitement Sports Tourism	65	16.25
Folklore Sports Tourism	36	9

From the above table, it can be seen that when University students participate in sports tourism, the types of sports tourism products that are ranked in front of each other are spectator-type sports tourism 28.75%, leisure and fitness-type tourism 24.5%, and competitive sports tourism 21.5%.

The researcher found that university students emotionally perceive the demand and interest for diverse sports experiences by examining which type of sports tourism products they prefer when they participate in sports tourism.

(3) Decision-making behavioral dimensions

This dimension mainly includes the choice of accommodation and the main ways of obtaining relevant information when participating in sports tourism among university students.

Table 7 Decision-making behavior of university students in sports tourism

(n=400)

1. Choice of accommodation	Frequency	Percentage
Guest House	123	30.75
Dormitory	78	19.5
Youth hostel	70	17.5
Family and friends' homes	65	16.25
Affordable Chain Hotels	49	12.25
Star Hotels	15	3.75
Others (please add)	0	0
2. Access to information (Multiple choice)		
Travel agency publicity	280	70
Publicity in school	245	61.25
Internet	241	60.25
Television broadcasting	203	50.75
Recommendation from friends and relatives	182	45.5
Newspaper	144	36
Others (please add)	0	0
Total	1295	323.75

From the above table, it can be seen that most of the university students' choices of accommodation when participating in sports tourism are relatively inexpensive guesthouses accounting for 30.75%, followed by dormitories of their classmates accounting for 19.23%, youth hostels 17.5%, and homes of friends and relatives 16.25%. This indicates that university students prefer affordable accommodation options when participating in sports tourism. When participating in sports tourism, the main ways for university students to learn relevant information are travel agency publicity (70%), on-campus publicity (61.25%), and the Internet (60.25%).

The researcher found that university students' self-emotional control in choosing accommodations when participating in sports tourism preferred affordable accommodations through a survey of their decision-making behaviors in sports tourism. The fact that university students learn about the relevant information mainly through travel agencies may be due to the fact that travel agencies can provide

comprehensive travel services and arrangements, and that on-campus publicity, as an important way of obtaining information, reflects the self-emotional control of university students in the process of obtaining travel information.

(4) Consumer Behavior Dimensions

It mainly includes the amount of monthly spending of university students, the amount of personal spending when a single sports tourism activity is carried out, the sources of money spent when participating in sports tourism, and the greater weight in spending decisions.

Table 8 Consumer behavior of university students in sports tourism

(n=400)

1. Monthly Consumption	Frequency	Percentage
Less than 1000yuan	151	37.75
1000yuan 11500yuan	118	29.5
1501 yuan -2000yuan	105	26.25
More than 2000yuan	26	6.5
2.Amount of individual consumption in a single transaction		
Less than 500 yuan	148	37
501-1000 yuan	122	30.5
1001-1500 yuan	109	27.25
More than 1501	21	5.25
3. Sources of costs		
Living expenses	156	39.25
Scholarships	118	29.5
Part-time job to earn money	63	15.75
Parental Provision	62	15.5

Consumer behavior of university students in sports tourism (Continue)

4. Percentage of consumption (Multiple choice)	Frequency	Percentage
Food and drink	254	63.5
Accommodation	246	61.5
Transportation	204	51
Sports Tours	194	48.5
Tickets	154	38.5
Shopping	126	31.5
Entertainment	103	25.75
Others (please add)	0	0
Total	1281	320.25

From the above table, it can be seen that 37.75% of university students spend less than 1,000 yuan per month, 29.5% from 1,001 to 1,500 yuan, and 26.25% from 1,501 to 2,000 yuan. Whenever they engage in sports tourism activities, the amount of personal spending is less than 500 yuan (37%), 501-1000 yuan (30.5%), and 1001-1500 yuan (27.25%). When participating in sports tourism, the source of expenses accounted for 39.25% of living expenses, 29.5% of scholarships, and 15.75% of part-time jobs. Participating in sports tourism with a large share of consumer decisions are food and drink at 63.5%, accommodation at 61.5%, and transportation at 51%.

The researcher found that the majority of university students spend less than 1500 yuan per month, which indicates that University students' spending power is average. Most of the University students spend less than 500 yuan each time they go on a sports tour. This indicates that most university students spend at a low to medium level, which is also related to the low total amount of monthly consumption of university students, indicating that university students carry out self-emotional management in terms of consumption. When university students participate in sports tourism, the source of expenses spent is mainly living expenses followed by scholarships and part-time jobs to earn money. University students' participation in sports tourism has a large proportion of expenditure, ranked ahead of food, accommodation and shopping. This indicates that they believe that food and accommodation are the main expenses during sports tourism, and they may manage their own emotions and budget and consider in detail when spending money in these areas. However, shopping is not a necessary expense, and there is a need to improve emotional management in this area.

(5) Travel mode dimensions

This dimension focuses on which mode of transportation can improve mood when participating in sports tourism, and which mode of transportation is often chosen when participating in sports tourism.

Table 9 Travel mode of university students in sports tourism

(n=400)

1. Mode(Multiple choice)	Frequency	Percentage
Individual	274	68.5
School organization	256	64
With classmates and friends	225	56.25
With family	189	47.25
Travel agency group	178	44.5
With lovers	135	33.75
Others (please add)	0	0
Total	1257	314.25
2.Transportation(Multiple choice)		
Train	284	71
high speed rail	204	51
Automobile	189	47.25
Bicycle	146	36.5
Airplane	137	34.25
Walking	134	33.5
Self-driving	90	22.5
Other (please add)	0	0
Total	1184	296

From the above table, it can be seen that when university students participate in sports tourism, the choice of mode of travel to improve the emotion, ranked in front of with classmates and friends accounted for 68.5%, the school organization accounted for 64% and individual accounted for 56.25%. When university students participate in sports tourism, the frequent choice of transportation in front of the train accounted for 71%, high-speed rail accounted for 51% and car accounted for 47.25%.

The researcher found that when university students participate in sports tourism, they tend to participate in the activities through the school or co-organized with their

classmates and friends, and also have the tendency to explore independently, so that they can increase the social interaction and sharing experience, and become subject to the emotional management of others. The transportation mode that university students often choose when they participate in sports tourism reveals that they tend to choose convenient, safe and relatively comfortable modes of transportation for self-emotional management.

(6) Temporal and spatial choice behavior dimensions

This dimension focuses on what season is typically chosen when participating in sports tourism; what time period is typically chosen when participating in sports tourism; and the range of ideal sports tourism destinations.

Table 10 Temporal and spatial choice behavior of university students in sports tourism

(n=400)

1. Period(Multiple choice)	Frequency	Percentage
Spring	313	78.25
Autumn	305	76.25
Summer	209	52.25
Winter	197	49.25
Total	1024	256
2.Times(Multiple choice)		
Weekend	328	82
Winter Vacation	224	56
Summer Vacation	182	45.5
Holidays	175	43.75
No classes Monday through Friday	92	23
Other (please add)	0	0
Total	1001	250.25

**Temporal and spatial choice behavior of university students in sports tourism
(Continue)**

3. Destination range	Frequency	Percentage
Within the city, the closer the better	168	42
Doesn't matter.	102	25.5
Out of province, but not too far	92	23
The farther abroad, the better	38	9.5

4. Number of times	Frequency	Percentage
1 time	187	46.75
2 times	137	34.25
3 times	44	11
4 and above	32	8

From the above table, it can be seen that when university students participate in sports tourism, they typically choose spring and fall, accounting for 78.25% and 76.25% of participants, respectively. When university students participate in sports tourism, what time period they usually choose is weekend accounting for 82%, winter vacation accounting for 56%, summer vacation accounting for 45.5. The ideal range of sports tourism destinations for university students to participate in sports tourism is primarily within the city, with 42% preferring closer locations. The frequency of participate in sports tourism per year is concentrated in 1-2 times.

Through the investigation of university students' travel time and spatial choice behavior dimensions, it was found that students tend to choose spring and autumn due to the pleasant weather, which is suitable for outdoor activities. This reflects the students' ability to engage in self-emotional management. When participating in sports tourism, students often choose more time periods, such as weekends, winter holidays, or summer vacations, and their rational time selection reflects that university students are engaged in self-emotional management. University students participate in sports tourism ideal range of sports tourism destinations which shows that they prefer to choose places close to campus or residence for sports activities, which is easy to arrange and save travel time, showing that university students manage their self-emotions. Most university students participate in sports tourism 1-2 times a year, suggesting that their participation is moderate and may be influenced by practical considerations. The rational selection of travel time and destination illustrates their effective self-emotional management.

(7) Influence Factors dimensions

This dimension consists of the factors that influence university participation in sports tourism.

Table 11 Influence factors of university students in sports tourism

(n=400)

1.Factors (Multiple choices)	Frequency	Percentage
Pressure to study	239	59.75
Course scheduling	237	59.25
Economic status	211	52.75
Tourism product factors	204	51
Health condition	158	39.5
Family unsupportive factors	138	34.5
Level of interest	128	32
Others (please add)	5	1.25
Total	1320	330

From the above table, it can be seen that the influencing factors of university students' participation in sports tourism are 59.75% of study pressure, 59.25% of course schedule, and 52.75% of economic status.

The researcher found that study pressure is one of the main factors affecting University students' participation in sports tourism through the investigation of the dimensions of university students' participation in sports tourism, the tightness of the course schedule affects whether University students have enough time and flexibility to participate in sports tourism, and the more limited economic conditions may limit their choice of sports tourism products and the frequency of participation.

1.1.3 Analysis of the Current Situation of University Students' Emotional Quotient

Emotional quotient is categorized into four dimensions: emotional perception, self-emotional management, emotional management of others, and emotional use.

(1) Emotional perception dimension

This dimension consists of how to be able to accurately perceive one's own emotions and how to be able to perceive changes in the emotions of one's peers when participating in sports tourism.

Table 12 Emotional Perception

(n=400)

1. Sense your own emotions (Multiple choice)	Frequency	Percentage
Self-reflection	257	64.25
Using meditation and relaxation techniques Emotions	237	59.25
Communicating with others	227	56.75
Listening to body signals	201	50.25
Keeping an emotional journal	191	47.75
Setting up emotional reminders	180	45
Total	1293	323.25
2.Sensing Peer Emotions (Multiple choice)		
Verbal communication	260	65
Facial expressions and body language	212	53
Observation of physical states	198	49.5
Listening to your partner's sharing	193	48.25
Team interaction	184	46
Communication and Expression	182	45.5
Total	1229	307.25

From the above table, it can be seen that university students can accurately perceive their own emotions in sports tourism in the first place are self-reflection accounted for 64.25%, listening to the body's signals accounted for 59.25%, and communicating with others accounted for 56.75%. University students in sports tourism to perceive the emotional changes of their peers' team activity interaction accounted for 65%, facial expressions and body language 53%, and observation of the physical state of 49.5%.

The researcher investigated university students' emotional perception while participating in sports tourism they may be able to regulate and manage their emotions by reflecting on their feelings and experiences, by listening to their body's signals understanding their physical reactions and emotional changes can help to better enjoy and manage the experience as well as sharing and communicating with others, they are able to receive feedback and support, which can also help to make sense of their own emotional state and emotional experience. In perceiving emotional changes in their peers on team activities and interactions they can directly understand the emotional state and mental state of their peers, and perceive changes in their emotions by observing their peers' facial expressions and body language, which is also an intuitive and important way of expressing their emotions. Self-reflection,

listening to body signals, and communicating with others to perceive their emotions. Perceived changes in peers' emotions through team activity interactions, facial expressions and body language, and observing body states.

(2) Self-emotional management dimension

This dimension mainly includes how to effectively use various methods to regulate your emotions in sports tourism, and how you can remain calm and unaffected by your emotions when facing difficulties and challenges in sports tourism.

Table 13 Self-emotional management

(n=400)

1.Managing your own emotions(Multiple choice)	Frequency	Percentage
Recognizing Your Emotions	245	61.25
Learning Emotion Regulation Skills	237	59.25
Interacting with peers	229	57.25
Setting goals	202	50.5
Finding Fun	195	48.75
Participating in feedback	172	43
Total	1280	320
2.Unaffected by emotions (Multiple choice)		
Develop a plan to cope	237	59.25%
Adjustment of thinking patterns	219	54.75
Accepting the uncontrollable	219	54.75
Focus on goal orientation	202	50.5
Taking breaks at the right time	192	48
Teamwork	167	41.75
Total	1236	250.34

From the above table, it can be seen that in participating in sports tourism, university students' self-emotional control can be used to recognize their own emotions accounted for 61.25%, learn emotional regulation skills to interact with their peers accounted for 59.25%, and interact with their peers accounted for 57.25%, and develop a coping plan in the face of difficulties and challenges in sports tourism accounted for 59.25%, adjust the mode of thinking accounted for 54.75%, and accept the factors that are not controllable accounted for 54.75%.

By investigating how University students can remain calm and unaffected by

their emotions when facing difficulties and challenges in sports tourism, the researcher found that they can better cope with various challenges and pressures and manage their emotions by understanding their own emotions, and enhance their ability to manage their emotions by interacting with peers, and alleviate their emotional pressures and enhance their coping abilities by interacting with their peers. When facing difficulties and challenges in sports tourism, they are able to flexibly adjust their way of thinking so as to solve problems and cope with challenges more effectively, and they are able to formulate solutions methodically when facing difficulties, and they are able to accept certain situations that are beyond their full control, and this acceptance helps them to be calmer and more rational in the face of unforeseen situations.

(3) Emotional management dimensions of others

This dimension focuses on how to help other members control their emotions during team sports tourism and how effective emotional coordination among team members during sports tourism can enhance the overall team experience.

Table 14 Emotional management of others

(n=400)

1. Emotional control of other members(Multiple choice)	Frequency	Percentage
Foster teamwork	250	62.5
Teaching conflict resolution skills	245	61.25
Establishing a good communication atmosphere	210	52.5
Focusing on individual needs	203	50.75
Encourage positive emotional expression	190	47.5
Provide support and encouragement	182	45.5
Total	1280	320

Emotional management of others (Continue)

2. Harmonization of emotions (Multiple choice)	Frequency	Percentage
Build trusting relationships	250	62.5
Setting up an emotional regulator	237	59.25
Learning effective conflict resolution	231	57.75
Setting goals together	209	52.25
Encourage open communication	183	45.75
Sharing emotional experiences	182	45.5
Total	1929	323

From the above table, it can be seen that how university students help other members to manage their emotions in a sports tourism team is prioritized by cultivating teamwork (62.5%), teaching conflict resolution skills (61.25%), and establishing a good communication atmosphere (52.5%). Effective emotional coordination among team members to enhance the overall team experience in sports tourism among university students was ranked by building trusting relationships (62.5%), setting up an emotional regulator (59.25%), and learning effective conflict resolution (57.75%).

By examining how university students help other members manage their emotions in sports tourism teams, the researcher found that university students can reduce personal emotional fluctuations and enhance trust and support among team members by promoting team cooperation and collaboration; university students teach team members effective conflict resolution skills to deal with problems through rationality and negotiation to avoid emotional escalation affecting the team atmosphere; and university students establish open and effective communication channels so that team members can express their emotions. Students establish open and effective communication channels to enable team members to express their emotions and needs. What an effective emotional coordination among team members in sports tourism can enhance the overall team experience. By building trust and respect among students, team members can better understand and tolerate each other's emotional reactions. University students can help manage the emotions of team members by creating roles within the team that specialize in emotional regulation and coordination; University students learn and practice effective conflict resolution methods that help the team remain emotionally stable and cohesive.

(4) Emotional use dimension

This dimension focuses on how to transform positive emotions in sport tourism into more positive actions or experiences and in sport tourism, and how to effectively utilize emotions to enhance teamwork or individual achievement.

Table 15 Emotional use

(n=400)

1.Emotional transformation (Multiple choice)	Frequency	Percentage
Record positive experiences	247	61.75
Setting clear goals	240	60
Create a positive feedback loop	209	52.25
Participate in teamwork	198	49.5
Taking positive action	191	47.75
Sharing to convey positive emotions	175	43.75
Total	1260	315
2. Use of emotions (Multiple choice)		
Inspire team passion	252	63
Positive expression of emotions	230	57.5
Stimulate self-encouragement	227	56.75
Build emotional resonance	224	56
Provide timely positive feedback	180	45
Building a positive team culture	165	41.25
Total	1278	319.5

From the above table, it can be seen that how university students can transform positive emotions in sports tourism into more positive actions or experiences is ranked by recording positive experiences at 61.75%, setting clear goals at 60%, and taking positive actions at 52.25%. How to effectively utilize emotions to enhance teamwork or individual achievement was ranked by inspiring team passion at 63%, expressing emotions positively at 57.5%, and inspiring self-encouragement at 56.75%.

University students make good use of positive emotions in sports tourism, transforming emotions into motivation by recording positive experiences, setting clear goals, and establishing positive feedback mechanisms. At the same time, they inspired team enthusiasm and expressed emotions positively to promote teamwork and personal achievement, demonstrating efficient emotion utilization and transformation abilities.

1.1.4 The results of the survey of students on the current situation model of sports tourism at improving the emotional quotient of HuangHuai University students are summarized as follows:

Emotional quotient plays a vital role in university students' engagement with sports tourism, significantly impacting emotional perception, self-emotional management, other people's emotional management, and the use of emotions. These influences extend to students' motivation, preference, decision-making processes, consumption behavior, travel modes, temporal and spatial choices in sports tourism. A detailed summary of these influences is presented below:

Emotional Perception Dimension: A love for sports activities and anticipation of travel experiences often stems from a keen perception of emotional changes, prompting students to choose sports tourism as a form of leisure. They tend to prefer destinations and activities that bring deep emotional experiences. Their perception of tourism value influences their consumption decisions, with students possessing a high emotional quotient being more likely to choose cost-effective products and services. They make decisions that align with personal emotional preferences based on perceptions of the atmosphere of various destinations and activities. Additionally, they have high demands on the comfort and convenience of travel modes to ensure emotional pleasure during the trip.

Self-Emotional Management Dimension: faced with study pressure, course schedules or economic conditions, students with strong self-emotional control may release pressure and seek relaxation and pleasure through sports tourism. More inclined to choose activities that can challenge themselves and improve self-control. Calmly analyze and weigh the pros and cons, avoid impulsive decision-making, and ensure that the sports tourism program chosen meets personal needs and budget. Spend rationally, avoid emotional shopping, and ensure spending is within control. Plan your trip rationally according to your time.

Emotion Management Dimension of Others: Perceiving and understanding others' positive emotional experiences may motivate University students' sport tourism. Be influenced by those around them to choose sports activities to participate in with friends or family. Consider the opinions and feelings of others and seek consensus in team decision-making. Being influenced by others, such as recommendations from friends or publicity on social media, may increase willingness to spend money. Consider the travel needs of team members and choose travel options that are appropriate for most people. Considers the schedules and preferences of others and makes joint decisions about when and where to travel. Enhance teamwork and travel experience by sensing and understanding others' emotions and needs.

Emotion Use Dimension: University students may choose sports travel for the pursuit of positive emotions such as excitement and challenge. Prefer activities that bring strong emotional experiences, such as extreme sports and team activities. During the decision-making process, positive emotions may motivate University students to make quick decisions and choose preferred sport tourism activities. Positive emotions may motivate University students to increase their spending on sports tourism, such as food, lodging, and transportation. Choose the appropriate mode of travel, such as train, high-speed rail or bus, according to personal circumstances to ensure emotional stability during the trip. Choose the time and place that can bring the best emotional experience, such as spring and fall, summer and winter holidays, and weekends. Actively use emotions as motivation to overcome difficulties and challenges during traveling.

In summary, emotional quotient plays a crucial role in all aspects of university

students' engagement with sports tourism. By enhancing their emotional quotient, students can participate in sports tourism activities more rationally and pleasantly, and obtain a richer tourism experience

2. Survey and analysis of the current situation model of sports tourism to improve emotional quotient of HuangHuai university Students. (Teachers)

The questionnaire on the current situation model of sports tourism to improve the emotional quotient of HuangHuai University Students (Teachers) is divided into 3 parts, the first part of the basic information, the second part of the university students' participation in sports tourism related issues, the third part of the university students' emotional quotient related issues.

2.1. Basic information

This includes, inter alia, the gender, number, years of teaching experience and percentage of teachers.

Table 16 Basic information

(n=290)		
1. Gender	Frequency	Percentage
Male	143	49.31
Female	147	50.69
Total	290	100
2. Teaching Experience		
1-5	43	14.83
6-10	86	29.66
11-15	120	41.38
16-20	41	14.14
Total	290	100

From the above table, it can be seen that the total number of teachers surveyed was 290, 143 were male and 147 were female accounting for 49.31% and 50.69% of the total respectively. Out of 290 teachers surveyed, the teaching experience of 1-5 years, 6-10 years, 11-15 years and 16-20 years were 43 or 14.83%, 86 or 29.66%, 120 or 41.38% and 41 or 14.14% respectively.

2.2 Current situation of university students' sports tourism

There are seven dimensions of sports tourism, motivation of sports tourism, preference of sports tourism, decision-making behavior of sports tourism, consumption behavior of sports tourism, mode of travel, time and space selection behavior of travel, and influencing factors of university students' participation in sports tourism.

(1) Motivational dimension

This dimension mainly includes the motivation of university students to participate in sports tourism.

Table 17 Motivation of university students in sports tourism

(n=290)

1.Motivation (Multiple choice)	Frequency	Percentage
Stress Relief	201	69.31
Strengthening the body	199	68.62
Thrill-seeking	181	62.41
Fitness and Weight Loss	149	51.38
Socializing	140	48.28
Recreation	140	48.28
Others (please add)	0	0
Total	1010	348.28

From the above table, it can be seen that in the survey of teachers that university students participate in sports tourism motivation, ranked in front of the pressure relief accounted for 69.31%, Strengthening the body for 68.62%, Thrill-seeking for 62.41%.

The researcher found that the main motives for university students to participate in sports tourism through the teachers' survey also showed that university students' emotional perception of the importance of health and physical condition, but also showed that they seek freshness and excitement, as well as the desire to reduce the pressure of daily life through sports tourism activities.

(2) Preference dimension

This dimension consists of what type of sports tourism university students participate in to improve their moods.

Table 18 Preferences of university students in sports tourism

(n=290)

1. Product Type	Frequency	Percentage
Leisure and Fitness Sports Tourism	82	28.28
Spectator Sports Tourism	54	18.62
Athletic Sports Tourism	52	17.93
Exciting Sports Tourism	52	17.93
Folk Sports Tourism	50	17.24

From the above table, it can be seen that in the survey of teachers that university students participate in the preference type of sports tourism, ranked in front of the leisure and fitness type of sports tourism accounted for 28.28%, spectator type of sports tourism accounted for 18.62%, stimulation type of sports tourism and athletic type of sports tourism both accounted for 17.93%.

The researcher through the teachers that University students in the choice of

sports tourism, the main preference for leisure and fitness-type and spectator-type experience, but also a certain percentage of students like to participate in stimulation-type and competitive sports activities. These preferences likewise reflect the emotionally perceived need for and interest in diverse sport experiences.

(3) Decision-making behavioral dimension

This dimension mainly includes the choice of accommodation and the main ways of obtaining relevant information when participating in sports tourism among university students.

Table 19 Decision-making behavior of university students in sports tourism

(n=290)

1. Access to information (Multiple choice)	Frequency	Percentage
Internet Publicity	188	64.83
Television broadcasting	185	63.79
Travel Agency Publicity	181	62.41
On-campus publicity	175	60.34
Newspaper	153	52.76
Recommendation from friends and family	133	45.86
Others (please add)	0	0
Total	1015	349.99
2. Choice of accommodation		
Classmate Dormitory	114	39.31
Youth Hostel	100	34.48
Guest House	35	12.07
Star Hotels	21	7.24
Hotel Chain	11	3.79
Family and friends' homes	9	3.1
Others (please add)	0	0

From the above table, it can be seen that in the teachers' survey, the top choices of accommodation for university students participating in sports tourism were dormitories of fellow students (39.31%), youth hostels (34.48%), and guesthouses (12.07%). In the survey of teachers, the main ways for university students to learn relevant information when participating in sports tourism were the Internet (64.83%),

television and radio (63.79%), and travel agency publicity (62.41%).

The results of the teacher's survey indicated that when university students select sports tourism activities, they prefer affordable accommodation options, which reflects their self-emotional management. Additionally, students tend to obtain relevant information through the Internet and traditional media. The main way to get information when participating in sports tourism also reflects the self-emotional management of university students in the process of obtaining tourism information.

(4) Consumer behavior Dimension

It mainly includes the amount of monthly spending of university students, the amount of personal spending when a single sports tourism activity is carried out, the sources of money spent when participating in sports tourism, and the greater weight in spending decisions.

Table 20 Consumer behavior of university students in sports tourism

(n=290)

1. Monthly Consumption	Frequency	Percentage
1501 yuan - 2000 yuan	118	40.69
1001 yuan - 1500 yuan	79	27.24
Above 2001yuan	64	22.07
Less than 1000yuan	29	10
2. Single consumption		
Less than 500 yuan	104	35.86
501-1000 yuan	90	31.03
1001-1500yuan	61	21.03
More than 1501yuan	35	12.07
3. Sources of costs		
Living expenses	108	37.24
Parents provide	88	30.34
Part-time Earnings	61	21.03
Scholarship	33	11.38
4. Percentage of consumption (Multiple choice)		
Food and Drink	183	63.1
Shopping	183	63.1
Accommodation	174	60
Transportation	165	56.9
Tickets	148	51.03
Total	853	294.13

Consumer behavior of university students in sports tourism (Continue)

4. Percentage of consumption	Frequency	Percentage
Sports	145	50
Recreation	144	49.66
Others (please add)	0	0

From the above table, it can be seen that in the survey of teachers, the monthly spending amount of university students was ranked as 1501-2000 yuan (40.69%), 1001-1500 yuan (27.24%), and 2001 yuan or more (22.07%). In the survey of teachers, it is believed that each time university students engage in sports and tourism activities, the amount of personal spending is ranked ahead of the amount of less than 500 yuan accounted for 35.86%, 501-1000 yuan accounted for 31.03%, 1001-1500 yuan accounted for 21.03%. In the survey of teachers, the sources of expenses for university students to participate in sports tourism were 37.24% for living expenses, 30.34% for parents' support, and 21.03% for part-time jobs. In the survey of teachers who believe that University students participate in sports tourism, the proportion of the expense is higher in the ranking of food and shopping are 63.1%, accommodation is 60% and transportation is 56.9%.

The researcher through the teachers that university students involved in sports tourism activities, the survey of consumer behavior, that University students in the economic ability to allow the scope of choice for their own level and mode of consumption, reflecting the consumer behavior generally show economic management ability and consumption choices are self-emotional management to show a relatively rational attitude, but in the shopping of emotional management needs to be improved.

(5) Travel mode dimension

This dimension focuses on which mode of transportation can improve mood when participating in sports tourism, and which mode of transportation is often chosen when participating in sports tourism.

Table 21 Travel mode of university students in sports tourism

(n=290)

1.Mode (Multiple choice)	Frequency	Percentage
With classmates and friends	190	65.52
School organization	178	61.38
With lovers	172	59.31
Travel agency	163	56.21
With family members	147	50.69

Travel mode of university students in sports tourism (Continue)

1.Mode(Multiple choice)	Frequency	Percentage
Individuals	133	45.86
Others (please add)	0	0
Total	983	338.97
2. Transportation (Multiple choice)		
Train	226	77.93
High-speed train	194	66.9
Car	181	62.41
Walking	161	55.52
Bicycle	117	40.34
Self-driving	77	26.55
Airplane	68	23.45
Other (please add)	0	0
Total	1024	353.1

From the above table, it can be seen that in the survey of teachers who think that when University students participate in sports tourism, in which way to rank ahead of with classmates and friends accounted for 65.52%, school organizations accounted for 61.38%, and with lovers accounted for 59.31%. In the survey of teachers who think that when University students participate in sports tourism, which means of transportation they often choose is ranked ahead of the train accounting for 77.93%, high-speed rail accounting for 66.9%, and the car accounting for 62.41%, respectively.

The researcher showed the importance of social interaction and shared experience by surveying teachers who believed that university students tend to participate with classmates and friends, school organizations and lovers when choosing to participate in sports tourism activities, reflecting the importance of being emotionally managed by others. They mainly preferred trains, high-speed railways and automobiles in their choice of transportation, taking into account factors such as comfort, efficiency and flexibility, reflecting self-emotional management.

(6) Temporal and spatial choice behavior dimension

This dimension focuses on what season is typically chosen when participating in sports tourism; what time period is typically chosen when participating in sports tourism; and the range of ideal sports tourism destinations.

Table 22 Temporal and spatial choice behavior of university students in sports tourism

(n=290)

1. Period (Multiple choice)	Frequency	Percentage
Autumn	228	78.62
Spring	206	71.03
Summer	195	67.24
Winter	167	57.59
Total	796	274.48
2. Times (Multiple choice)		
summer vacation	218	75.17
Holiday	205	70.69
Winter Vacation	171	58.97
Weekend	149	51.38
No classes Monday through Friday	109	37.59
Other (please add)	0	0
Total	852	293.8
3. Destination range		
The closer within the city, the better	138	47.59
Doesn't matter.	86	29.66
Out of province, but not too far	35	12.07
The farther abroad, the better	31	10.69
4. Number of times		
2 times	127	43.79
1 time	79	27.24
3 times	62	21.38
4 and above	22	7.59

From the table above, it can be seen that, according to the survey of teachers, university students participate in sports tourism when the general choice of what

season, spring accounted for 71.03%, while fall was chosen by 78.62%. In the survey of teachers that University students participate in sports tourism, generally choose in what time period ranked by the summer vacation accounted for 75.17%, holidays accounted for 70.69%, winter vacation accounted for 58.97%. Regarding the ideal range of sports tourism destinations for university students, 47.59% of teachers indicated that the closer, the better—within the city. Meanwhile, 29.66% preferred destinations outside the province but not too far, and 12.07% stated that distance did not matter. In the survey of teachers who think that University students participate in sports tourism times per year, 2 times accounted for 43.79% and 1 time accounted for 27.24%.

Through this survey of teachers, it is clear that university students tend to prefer participating in sports tourism during the spring and fall, with a preference for scheduling travel during summer vacations and holidays. Their choice of destination and the frequency of trips reflects a rationalized approach to travel, showing self-emotional management and a balanced pursuit of experience and relaxation.

(7) Influence Factors dimension

This dimension consists of the factors that influence university participation in sports tourism.

Table 23 Influence factors of university students in sports tourism

(n=290)

1. Factors (Multiple choice)	Frequency	Percentage
Academic pressure	193	66.55
Economic status	192	66.21
Health condition	187	64.48
Course schedule	186	64.14
Level of interest	168	57.93
Others (please add)	0	0
Total	926	319.31

From the above table, it can be seen that in the survey of teachers' perception of the factors affecting university students' participation in sports tourism, the top ones are academic pressure accounting for 66.55%, economic situation accounting for 66.21%, and health situation accounting for 64.48%.

The researcher reflected that the factors affecting university students' participation in sports tourism were significantly affected by academic pressure, economic condition and health condition.

2.3 Current Situation of University Students' Emotional Quotient

Emotional quotient is categorized into four dimensions: emotional perception, self-emotional management, emotional management of others, and emotional use.

(1) Emotional perception dimension

This dimension consists of how to be able to accurately perceive one's

own emotions and how to be able to perceive changes in the emotions of one's peers when participating in sports tourism.

Table 24 Emotional perception

(n=290)

1. Sense your own emotions (Multiple choice)	Frequency	Percentage
Self-reflection	181	62.41
Communicate with others	179	61.72
Use meditation and relaxation techniques Emotions	168	57.93
Listening to body signals	162	55.86
Communicating with others Keeping an emotional log	159	54.83
Setting up emotional reminders	138	47.59
Total	987	340.34
<hr/>		
2. Sensing Peer Emotions (Multiple choice)		
Team Activity Interactive	188	64.83
Verbal Communication	182	62.76
Facial expressions and body language	174	60
Team Interaction	172	59.31
Listening to what your peers are sharing	159	54.83
Observing body states	140	48.28
Total	1015	350.01

From the above table, it can be seen that in the survey of teachers how University students can accurately perceive their own emotions when participating in sports tourism, ranked ahead of the self-reflection accounted for 62.41%, communication with others accounted for 61.72%, and the use of meditation and relaxation techniques emotions accounted for 57.93%. In the survey of teachers think how university students can perceive the emotional changes of their peers in sports tourism, ranked in front of the team activity interaction accounted for 64.83%, verbal communication accounted for 62.76%, and facial expression and body language accounted for 60%, respectively.

The researcher's investigation of the dimensions of university students' emotional

perception as perceived by teachers reflects that university students' participation in sports tourism reflects that they have effectively enhanced their ability to perceive their own emotions. This ability not only helped them to better cope with the emotional fluctuations and challenges of the trip, but also helped to enhance their personal emotional management skills and the overall quality of the tourism experience. In terms of perceiving the emotional changes of their peers, it reflects that University students are able to perceive the emotional changes of their peers more effectively through team activity interaction, verbal communication, and observation of their peers' facial expressions and body language in sports tourism.

(2) Self-emotional management dimension

This dimension mainly includes how to effectively use various methods to regulate your emotions in sports tourism, and how you can remain calm and unaffected by your emotions when facing difficulties and challenges in sports tourism.

Table 25 Self-emotional management

(n=290)

1. Managing your own emotions (Multiple choice)	Frequency	Percentage
Learning emotional regulation techniques	178	61.38
Interacting with peers	169	58.28
Participate in feedback	147	50.69
Have fun	146	50.34
Setting goals	143	49.31
Recognizing your emotions	138	47.59
Total	921	317.59

Self-emotional management (continue)

2. Unaffected by emotions Develop a plan to cope (Multiple choice)	Frequency	Percentage
Develop a coping plan	193	66.55
Adjusting thinking patterns	178	61.38
Taking breaks	178	61.38
Teamwork	169	58.28
Focus on goal orientation	164	56.55
Accept uncontrollable factors	106	36.55
Total	988	340.69

From the above table, it can be seen that in the survey of teachers think how university students effectively use various methods to regulate their emotions in sports tourism. The most popular ones are learning emotional regulation skills (61.38%), interacting with peers (58.28%), and participating in feedback (50.69%). In the survey of teachers, it is believed that how can university students remain calm and unaffected by their emotions when facing difficulties and challenges in sports tourism. In the first place were making a coping plan accounting for 66.55%, adjusting thinking mode accounting for 61.38%, and resting at the right time accounting for 61.38%.

The researcher reflected that University students were able to effectively manage their emotions in sports tourism by learning emotion regulation skills, interacting with peers, and engaging in feedback, as perceived by the teachers on university students' self-emotion management dimensions. Strategies when facing difficulties and challenges in sports tourism not only help them cope with tension and stress, but also enhance the efficiency and success rate of coping with difficulties.

(3) Emotional management of others dimension

This dimension focuses on how to help other members control their emotions during team sports tourism and how effective emotional coordination among team members during sports tourism can enhance the overall team experience.

Table 26 Emotional management of others

(n=290)

1.Emotional control of other members (Multiple choice)	Frequency	Percentage
Encourage positive emotional expression	186	64.14
Foster teamwork	182	62.76
Establishing a good communication atmosphere	173	59.66
Focus on individual needs	164	56.55
Provide support and encouragement	147	50.69
Teach conflict resolution skills	147	50.69
Total	999	344.49
2. Harmonization of emotions (Multiple choice)		
Setting goals together	181	62.4
Sharing Emotional Experiences	181	62.41
Setting up an emotional regulator	178	61.38
Build trusting relationships	169	58.28
Encourage open communication	163	56.21
Learn effective conflict resolution	162	55.86
Total	1034	356.54

From the above table, it can be seen that in the survey, teachers shared their views on how university students can help other team members manage their emotions during sports tourism. The top strategies identified were encouraging positive emotional expression (64.14%), fostering teamwork (62.76%), and establishing a good communication atmosphere (59.66%). The faculty survey also highlighted how effective emotional coordination among team members can enhance the overall experience in university sports tourism. The top-ranked strategies for this were setting goals together 62.41%, sharing emotional experiences 62.41%, and appointing an emotional regulator 61.38%.

The researcher reflected that university students can adopt effective methods to help other members manage their emotions in a sports tourism team by examining what teachers believe that university students others manage their emotions on. Team members are able to effectively conduct team member emotional coordination among themselves, thus enhancing the overall team experience.

(4) Emotional use dimension

This dimension focuses on how to transform positive emotions in sport tourism into more positive actions or experiences and in sport tourism, and how to effectively utilize emotions to enhance teamwork or individual achievement.

Table 27 Emotional use

(n=290)

1. Emotional transformation (Multiple choice)	Frequency	Percentage
Sharing to convey positive emotions	197	67.93
Participate in teamwork	193	66.55
Setting clear goals	174	60
Take positive action	171	58.97
Create positive feedback loops	147	50.69
Record positive experiences	134	46.21
Total	1016	350.35
2. Use of emotions (Multiple choice)		
Stimulate team passion	184	63.45
Building a Positive Team Culture	177	61.03
Expressing emotions positively	177	61.03
Provide timely positive feedback	176	60.69
Build emotional resonance	164	56.55
Motivate Self-Encouragement	151	52.07
Total	1029	354.82

From the above table, it can be seen that in the survey of teachers think how university students can transform positive emotions in sports tourism into more positive actions or experiences. The top rankings are sharing to convey positive emotions 67.93%, participating in teamwork 66.55%, and setting clear goals 60%. In the survey of faculty members think how university students can improve the use of emotions to re-enforce teamwork or personal achievement in sports tourism. The top rankings were inspiring team passion 63.45%, establishing a positive team culture 61.03%, and expressing emotions positively 61.03%.

The researcher reflected that university students are effective in promoting positive actions and experiences by sharing and conveying positive emotions, aligning with the faculty's belief that emotions can be used in a multidimensional way. Utilizing emotions effectively within a team setting helps members collaborate to achieve common goals. Setting clear goals was found to be beneficial in translating positive emotions into more positive actions or experiences. The effective use of emotions to enhance teamwork or individual performance underscores the importance of stimulating team passion among university students. This, in turn, serves as a key means to improve both teamwork and individual achievement. A positive team culture creates an atmosphere that supports and encourages growth and enhances trust and

willingness to cooperate among team members. By expressing emotions positively, students can significantly boost teamwork and individual success.

Summary of Teacher and Student Questionnaire Results:

By integrating the student questionnaire and teacher questionnaire, the extracted factors are motivation, preference, decision-making behavior, consumption behavior, travel mode, temporal and spatial choice behavior, and influence factors.

In the motivation dimension they seek novelty and excitement as well as want to reduce the stress in daily life through sports tourism activities. Preferences are more inclined to the need and interest in diverse sports experiences. Decision-making behavior prefers affordable accommodations, and Internet publicity as an important way to obtain information. In terms of consumption, food and accommodation are the main expense items. The choice of travel mode of university students in sports tourism both tend to participate in activities through the school or with classmates and friends co-organized way, are mainly group travel. When choosing time and space, university students prefer spring and fall, especially in summer vacation and holidays, and tend to choose the place close to campus or residence. The learning of emotion regulation skills and the development of coping plans used to address the influencing factors of university students when participating in sports tourism are categorized as support services, in that these measures can effectively enhance the emotion management ability and coping ability of university students. The reason for categorizing the dimension of influencing factors in participating in sports tourism as support services lies in its positive effect on enhancing the emotional quotient of university students and its specific performance as an influencing factor. By providing good support services, it can stimulate the enthusiasm of university students to participate, improve their emotional quotient and promote their overall development. Therefore, the importance and role of support services should be fully considered when designing and promoting sports tourism models aimed at improving the emotional quotient of university students.

3. Interviews

In order to understand the current situation model of sports tourism to improve the emotional quotient of HuangHuai University students this part includes interviews with the HuangHuai University students and leaders.

In order to understand the current situation of sports tourism to improve the emotional quotient of HuangHuai University students, by determining the goal, determining the outline of the interview, selecting the target group and face-to-face interviews, then the information obtained in the process of the group conversation and summarized and analyzed.

Table 28 List of interviewed students

Time of interview	List of persons	No
2024.4.22	Students	1
2024.4.22	Students	2
2024.4.22	Students	3
2024.4.22	Students	4
2024.4.22	Students	5
2024.4.22	Students	6
2024.4.22	Students	7
2024.4.22	Students	8

From the above table, it can be seen that outline of the interview with the students consisted of 9 questions, the first 7 questions were prepared by combining the dimensions of sports tourism and emotional quotient, and the 8th question was a summarizing question. The 9th question was whether or not it consisted of suggestions for the interview questions.

Table 29 List of interview leaders

Time of interview	List of persons	No
2024.5.13	Leader (Student Management)	1
2024.5.20	Leader (Student Management)	2
2024.5.20	Leadership (Student Management)	3
2024.5.23	Leader (Student Management)	4
Time of interview	List of persons	No
2024.5.24	Leader (Psychology)	5
2024.5.27	Leader (Sports)	6
2024.5.27	Leader (Sports)	7
2024.5.28	Leader (Psychology)	8

From the above table, it can be seen that sample of managers was selected using purposive sampling, and eight managers were selected who were engaged in student management-related work and leaders of the School of Physical Education and Sport, etc. There were nine questions in the interview outline of the leaders, the first seven questions were prepared by combining the dimensions of sports tourism and the dimensions of emotional quotient, and the eighth question was a summarizing question. The 9th question was entitled whether there were any additional suggestions to the interview questions.

(1) Motivation Dimension

Interviews can be seen in the participation of sports tourism motivation, the emotional perception of university students will choose the beautiful environment of the scenic area to go hiking, cycling and other participation has the release of pressure, will choose to stimulate the challenge such as rock climbing, kayaking, bungee orienteering cross-country, to improve the mood. Schools will design experiential activities, social media platforms to promote, organize sports tourism

theme activities, psychological or emotional training and other effective use of emotions to improve student participation.

Emotional perception is closely related to the motivation of sports tourism, and in times of stress, they will choose scenic spots with beautiful environments to go hiking and biking, etc. to participate in sports tourism activities that have the effect of releasing stress (2024.4.22 Student 1; 2024.4.22; Student 4; 2024.4.22 Student 7).

Positive emotions are more willing to try new experiences and exciting challenges such as rock climbing, kayaking, bungee jumping, orienteering, and are more inclined to choose relaxing and enjoyable tourism to improve their emotions (2024.4.22 Student 3; 2024.4.22 Student 5).

Emotion perception is more aware of their own needs and sometimes chooses sports tourism as a way to relax and fitness or pleasure and improve overall mood (2024.4.22 Student 2; 2024.4.22 Student 8).

Create emotional resonance through well-designed experiential activities to make students more engaged in sports tourism and enhance their emotional experience (2024.5.20 Leader 2).

Utilize social media platforms to convey positive energy and share students' enjoyable time in sports tourism to trigger more students' interest and desire to participate. Regularly organize emotional experience activities, such as emotional sharing sessions, to allow students to create a deeper connection with sports tourism by expressing their emotions and stimulating their interest (2024.5.20 Leader 3).

Create a relaxing and enjoyable atmosphere by organizing sports tourism themed activities to stimulate positive emotional experiences and increase student participation (2024.5.23 Leader 4).

Provide regular psychological and emotional training to help students recognize and understand emotions and motivate them to actively participate in sports tourism (2024.5.27 Leader 6, Leader 7).

(2) Preference dimension

Interviews reveal that the process of sports tourism will be used to enhance the use of emotions to enhance their preference for stimulating activities such as rock climbing, skydiving, but also to adjust their emotions to improve the experience of leisure and pleasure. Schools will establish online resource platforms, such as WeChat public number, jitterbugs, microblogging to share about emotion regulation skills, provide emotion management training for students to learn the skills of self-emotion regulation, the comprehensive quality development program includes some emotion regulation content, emotion regulation workshops to help them learn and develop emotion management programs to cope with the problems in their travel and travel preferences.

The process of sports tourism will use calm emotions to adjust their travel preferences and focus more on relaxation and enjoyment (2024.4.22 Student 2;).

Will consciously use pleasurable emotions to enhance their preference for exciting activities such as rock climbing and skydiving, and enhance their overall tourism experience through positive emotional experiences (2024.4.22 Student 3; 2024.4.22 Student 5).

Will adjust their emotions to better enjoy the process of sports tourism by focusing on the beautiful natural scenery to enhance the experience of leisure pleasure (2024.4.22 Student 4; 2024.4.22 Student 7).

Establish an online resource platform, such as WeChat, Shake, and Weibo to share information about emotion regulation and positive emotional experiences to help students better cope with the emotional challenges of sports tourism.

(2024.5.13 Leader 1; 2024.5.20 Leader 3).

Provide workshops on emotion regulation and opportunities for students to learn and apply emotion management skills to become more confident in participating in various sports tourism activities (2024.5.23 Leader 4).

Emotion management training is provided for students to help them learn self-emotion regulation skills to better influence their preferences in sports tourism through the Center for Mental Health Services (2024.5.24 Leader 5).

The college offers a comprehensive quality development program that includes some emotional regulation. Workshops on emotion regulation are offered to provide students with the opportunity to learn and apply emotion management skills in order to become more confident in participating in various sport tourism activities (2024.5.27 Leader 6).

Encourage students to participate in counseling services that provide individualized advice on emotion regulation to influence their travel choices and preferences Offer workshops on emotion regulation that provide students with the opportunity to learn and develop a plan for managing their emotions so that they can participate more confidently in all types of sports tourism activities (2024.5.28 Leader 8).

(3)Decision-making behavioral dimension

The interviews revealed that the ratings of accommodation location, price, facilities and services as well as online platforms in sports tourism decision-making are able to self-regulate their emotions, remain conscious and rational, and make comprehensive considerations before making choices. The school will understand their emotional needs through communication and feedback mechanisms with students and regular interviews, and adjust and improve sports tourism activities accordingly to provide better experiences and support.

Students will work to manage over-excited or anxious emotions in order to remain calm and choose better located, less expensive accommodation Consider the pros and cons of sports tourism more fully (2024.4.22 Student 2; 2024.4.22 Student 6).

Students will be able to adjust their emotions to ensure that they are alert and rational when making decisions by taking into account the services of scenic facilities and services as well as the ratings of online platforms to avoid being affected by mood swings through deep breathing and meditation (2024.4.22 Student 5). By managing their emotions and maintaining a calm state, students can more objectively assess the advantages and disadvantages of sports tourism options, taking into account the information provided by online platforms (2024.4.22 Student 4; 2024.4.22 Student 8).

Communication and feedback mechanisms with students, such as student representative interviews allow for a better understanding of their emotional needs and adjusting and improving sport tourism activities accordingly to provide a better experience and support (2024.5.13 Leader 1).

Create a profile of students' emotional experiences and collect data on students' emotional perceptions of sports tourism through regular interviews and questionnaires to provide the school with a more comprehensive understanding. Conduct class discussions to gain insight into students' emotional experiences during

sports tourism to better grasp their decision-making psychology (2024.5.20 Leader 2, 2024.5.20 Leader 3).

Collaborate with the student union to organize regular seminars to listen to students' true feelings about the emotional experience of sports tourism so that the school can make adjustments to the activities (2024.5.27 Leader 7).

(4) Consumption behavior dimension

Interviews show that in sports tourism consumption, in the necessary transportation, accommodation and food, they will carry out self-emotional regulation to avoid overspending, and are able to rationally control their emotions and reduce unnecessary emotional fluctuations. Schools produce promotional videos, social media platforms, etc. to show students' happy moments in sports tourism to trigger more resonance and enhance students' willingness to spend.

During the consumption process of sports tourism, budgets will be set up and shopping impulses will be controlled to avoid overspending and stay within reasonable limits (2024.4.22 Student 1; 2024.4.22 Student 3).

Will consciously control emotions, especially when seeing a favorite item, to avoid making irrational spending decisions due to impulse ((2024.4.22 Student 2; 2024.4.22 Student 4).

Will consider the actual needs before spending, consciously control their emotions to avoid overspending, will set a budget on necessary transportation, accommodation and food, consciously control their emotions to avoid unnecessary spending, and spend more rationally ((2024.4.22 Student 5; 2024.4.22 Student 6).

Focusing on experiences rather than material gratification, which can reduce unnecessary mood swings (2024.4.22 Student 7).

Create a promotional video showing students' happy moments in sports tourism to trigger more empathy and increase students' willingness to spend money (2024.5.20; Leader 2).

Participate in the production of promotional videos with students to show the emotional experience of sports tourism through the students' perspective to enhance the authenticity and infectiousness of the promotion (2024.5.20 Leader 3).

Through social media platforms, share students' pleasurable moments in sports tourism and produce microfilms and other forms to influence more students' consumption decisions (2024.5.23 Leader 4).

(5) Travel mode dimension

Interviews can be seen in sports tourism involves teamwork, university students can improve the use of emotions in teamwork through positive emotion transfer, expression, and self-emotion regulation. School team sports tourism activities, case studies and counseling, team building activities through which students learn how to effectively communicate and cooperate as well as the use of other people's emotional management and synergistic processing of team members.

In teamwork, positive emotions can promote a better atmosphere for cooperation and boost the mood of the whole team through encouragement and support to help everyone work together to overcome difficulties (2024.4.22 Student 3).

Sharing pleasurable emotional experiences promotes the transfer of positive emotions among team members and enhances willingness to work together (2024.4.22

Student 4).

Proactively utilize emotions to communicate with team members, positive emotional expression, and sharing of pleasant and optimistic emotions to enhance overall teamwork climate (2024.4.22 Student 5).

Consciously self-regulate emotions to avoid negative emotions adversely affecting teamwork and to promote smooth cooperation (2024.4.22 Student 6).

Organize simulated team sports tourism activities so that students can learn to regulate and understand the emotions of others in collaboration through practical experience, and enhance overall team effectiveness (2024.5.13; Leader 1).

Case studies and counseling are used to help students deal with emotional conflicts that may arise in team sports tourism (2024.5.24 Leader 5).

The college arranged several team building activities, such as Trust Fall and Human Knot, through which students learned how to communicate and cooperate effectively (2024.5.27 Leader 6, 2024.5.27 Leader 7).

(6) Temporal and spatial choice behavior dimension

The interviews revealed that in terms of temporal and spatial choices for sports tourism, university students were able to balance time and spatial choices through self-emotional management, consider personal needs and travel plans more comprehensively, and avoid over-pursuing emotional fulfillment that leads to unrealistic travel plans. Through leadership training, the school learns to conduct positive others' emotion management in sports tourism, learns how to understand and others' emotion management, and communicates and coordinates more effectively in teamwork so as to optimize the time schedule and choose the appropriate space.

Will keep calm and make more rational choices through self-emotional management to ensure a more rational temporal and spatial arrangement for sports tourism (2024.4.22 Student 2). Ensure more informed choices by adjusting emotions and considering personal needs and travel plans more thoroughly (2024.4.22 Student 3). Acts as a guide to avoid being influenced by mood swings and make decisions that are more realistic to needs (2024.4.22 Student 4). Will balance temporal and spatial choices through self-emotional control to avoid over-seeking emotional fulfillment that leads to unrealistic travel plans (2024.4.22 Student 7). Self-emotional management contributes to more rational time and space choices and avoids unwise decisions influenced by mood swings (2024.4.22 Student 8). Encourage students to learn positive emotion management of others in sports tourism through leadership training to improve the efficiency of time and space choices for the whole team (2024.5.20; Leader 2). Organize regular group building activities to enhance trust among team members and improve the efficiency of cooperation by guiding students in positive others' emotion management (2024.5.23 Leader 4).

Emphasizing emotional quotient in leadership training and learning how to understand and others' emotional management, these skills help them to communicate and coordinate more effectively in teamwork to optimize time scheduling and choosing the right space (2024.5.20 Leader 3, 2024.5.27; Leader 7).

(7) Influence factor dimension

The interviews revealed that different university students adopt different self-emotional management strategies when facing health conditions in sport tourism. These strategies include staying calm, using psychological techniques, adjusting

alone, staying optimistic, facing challenges positively, and reflecting afterwards. All of these strategies help university students to better manage their emotions and cope with unexpected situations. Schools will provide training in emotional perception and regulation, offer professional counseling on emotional management, and develop individualized emotional support plans to help students deal with factors that affect participation in sports tourism, thereby improving emotional quotient.

I think the key is to stay calm and not panic. You can start by assessing your situation, and if it's not serious, try to adjust your breathing, relax your mind, and then continue to enjoy the activity. If it is serious, seek help promptly (2024.4.22 Student 1).

I will use some psychological emotion regulation techniques such as positive thinking meditation or emotional release exercises. These methods help me to quickly calm my emotions and face problems rationally (2024.4.22 Student 2).

I may choose to leave the crowd for a while and find a quiet place to be by myself for a while to adjust my mind. Sometimes being alone can help me regain my peace more quickly (2024.4.22 Student 4).

Regulate emotions through positive emotional experiences to better engage in sports tourism activities (2024.4.22 Student 5).

Provide training in emotional perception and regulation to help students cope with challenges, including academic stress and the impact of economic status on sports tourism (2024.5.24 Leader 5).

Collaborate with the Center for Mental Health Services to provide professional emotional management counseling to help students cope with stress and increase their confidence to participate in sports tourism (2024.5.27; Leader 6, 2024.5.27 Leader 7)).

Develop an individualized emotional support plan to help students deal with academic and financial concerns to promote better enjoyment of sports tourism (2024.5.28 Leader 8).

(8) Summative Questions

The interviews revealed that university students improve their emotional quotient by adjusting their emotions, better coping with various emotional fluctuations, and continuously accumulating experience in emotional management during sports tourism. The university will add more mental health resources and services in the future and strengthen cooperation with psychology majors, such as psychological counseling, support groups, and online platforms, to further optimize the emotional guidance and emotion management aspects of sports tourism activities.

Emotional management experiences enable university students to enjoy sports tourism more and feel the beautiful moments of the journey more deeply by adjusting their emotions (2024.4.22 Student 2).

Being better able to find fun in sports tourism helps to enhance the overall travel experience (2024.4.22 Student 3; 2024.4.22 Student 4).

Better able to cope with various emotional swings, making the journey more fulfilling and meaningful. Better adapting to a variety of environments and relationships made the journey more fulfilling and meaningful, increasing overall travel satisfaction (2024.4.22 Student 7).

Better coping with a variety of journey challenges improved the smooth running of travel activities (2024.4.22 Student 8).

Additional mental health resources and services such as counseling, support groups, and online platforms are planned to be added to meet the needs of students and promote a positive experience at travel events (2024.5.13 Leader 1, 2024.5.20 Leader 2).

Feedback from students will be collected on an ongoing basis to continuously optimize the emotional guidance and mood regulation strategies of sports tourism activities based on their needs and expectations to ensure that the activities are more relevant to the psychological needs of the students. Provide training on emotional perception and management to help students cope with various challenges, including the impact of academic stress and economic status on sports tourism (2024.5.24 Leader 5).

Collaboration with the psychology program will be strengthened to incorporate the latest research findings on emotions to continually innovate and improve emotion guidance and emotion regulation strategies in sports tourism activities. Provide training in emotion perception and regulation to help students cope with various challenges, including academic pressures and the impact of economic status on sports tourism (2024.5.27 Leader 6).

Emotional perceptions are closely related to sport tourism motivation of university students, affecting their decision-making and consumption behaviors. When under stress, university students tend to choose activities that release pressure; while positive emotions motivate them to pursue new experiences and challenges. Self-emotional control is crucial in sports tourism, helping university students to maintain rational decision-making, reasonable consumption, and optimism in the face of challenges. During sport tourism, university students utilize positive emotions to enhance teamwork, adjust personal preferences, and enhance the overall experience.

School administrators have adopted a variety of strategies to promote motivation, preference, and emotion regulation in university sports tourism, including designing experiential activities, utilizing social media to convey positive energy, and providing psychological and emotional training. Schools also use emotional perception and promotional strategies, such as student interviews, emotional experience profiles, and promotional videos, to enhance the attractiveness of activities and student participation. In managing sports tourism activities, the school focuses on training in emotional perception and regulation, mental health services, personalized emotional support, and teamwork and leadership training to help students better manage their emotions, promote teamwork and cope with challenges. The school plans to further optimize emotional guidance and emotion regulation strategies, and increase mental health resources and services, such as counseling, support groups and online platforms, to meet students' needs and enhance positive experiences in sports tourism. Meanwhile, the school will continue to collect student feedback and optimize strategies to better meet students' psychological and emotional needs.

Interview summary:

Synthesize the influential factors extracted through the interviews with students and leaders of Huanghuai University to improve the emotional quotient of university students in the study of sports tourism model:

Motivation, preference, decision-making behavior, consumption behavior, travel mode, temporal and spatial choice behavior, and influence factors. These factors affect the development of emotional quotient of university students, and good

emotional management can enable them to better enjoy the tourism experience, while improving the overall level of physical and mental health.

University students' participation in sports tourism to release pressure can be categorized as a motivation because it meets the needs of university students for physical and mental relaxation, health promotion, social cooperation and other aspects, and helps them to effectively cope with the pressures and challenges of life. The preference of university students for exciting activities such as rock climbing, kayaking, bungee jumping and orienteering stems from the pursuit of challenge and self-transcendence, the desire to explore the unknown and nature, and the desire for teamwork and social interaction. Accommodation location, price, facilities and services, as well as online reviews are important factors that cannot be ignored by university students in their travel decision-making process. These factors are interrelated and affect each other, and together they form the decision-making framework for university students' choice of accommodation. Factors such as transportation, food, shopping and promotional videos play an important role in tourism consumption behavior. They influence the purchasing behavior of university students in different ways, which together constitute the diversity and complexity of tourism consumption behavior. Teamwork and emotional management are inextricably linked in the way of traveling. Team travel is not only the basis for accomplishing activities, but also an important platform for promoting personal growth and emotional exchange. University students' use of emotion management strategies in teamwork and how schools can enhance their teamwork ability through a variety of activity forms. The personal needs and travel plan of university students participating in sports tourism can be categorized as temporal and spatial choice behaviors because they also give full consideration to factors such as time, space, cost, and activity arrangements when planning their travel plans. Among the influencing factors, emotional training, comprehensive literacy courses, microblogging to promote conflict resolution skills, mental health services, psychological counseling, and thematic and group building activities can provide all-around, multi-level support and help for university students to improve their emotional quotient in the process of participating in sports tourism.

3. Focus group discussion

3.1 Focus group discussion on teachers with the current situation model of sports tourism to improve the emotional quotient of HuangHuai University students.

Table 30 List of Focus Group Discussion teachers

Time of interview	List of persons	No
2024.5.17	Teacher	1
2024.5.17	Teacher	2
2024.5.17	Teacher	3
2024.5.17	Teacher	4
2024.5.17	Teacher	5
2024.5.17	Teacher	6
2024.5.17	Teacher	7
2024.5.17	Teacher	8

From the above table, it can be seen that sample of teachers was selected using

purposive sampling, and eight teachers, including teachers of physical education, managers of student work in higher education, and teachers of mental health and other related professions, were selected. The outline of the focus group discussion interviews with the teachers consisted of 9 questions, the first 7 questions were prepared as a combination of sport tourism dimensions and emotional quotient dimensions, and the 8th question was a summarizing question. The 9th question was whether or not it consisted of suggestions to the interview questions.

(1) Motivational dimension

Teachers believe that the pleasant emotional perception of university students plays a crucial role in guiding the motivation of sports tourism, and at the same time, this positive emotional perception further increases the motivation of university students to participate in the program, forming a benign interactive relationship between emotion and motivation.

Emotional perception and motivation are closely linked, and university students may use sports tourism to relieve academic stress and enhance their emotional state (2024.517; Teacher 1).

Directly affecting the interest and enthusiasm of university students in sport tourism, a pleasant emotional experience may increase their motivation to participate (2024.517; Teacher 2, Teacher 3).

Emotional perception plays a guiding role in sport tourism motivation, and pleasurable emotions can motivate them to be more engaged in the activity (2024.517; Teacher 5).

Emotional perception may be associated with the motivation to find relaxation and decompression, and some students may wish to relieve academic stress through sports tourism (2024.517; Teacher 7, Teacher 8).

(2) Preference dimension

Teachers believe university students collaborate with team members to fulfill their respective preferences through effective communication and emotional support, sharing their emotional experiences, and managing their emotions.

University students may actively adjust their emotions through communication and support to better fit into the team and meet individual and team preferences (2024.517; Teacher 2).

Adjust their emotions to fit the team atmosphere through emotional communication to better collaborate. May facilitate team communication by proactively sharing their emotional experiences to better understand the emotional states of team members (2024.517; Teacher 4).

Better coordinate collaboration with team members by adjusting their personal emotions to meet their respective preferences and expectations (2024.517; Teacher 6, Teacher 7).

(3) Decision-making behavior dimension

Teachers believe that through leadership development, emotion management training, and psychology skills, university students can effectively improve their ability to manage their own emotions in sports tourism activities, and thus make more informed decisions.

Developing leadership skills in students includes the ability to manage

emotions. A good leader needs to be able to stay calm under pressure and make wise decisions, and this applies to every student in sports tourism. (2024.517; Teacher 1).

University students should have some emotional management training before participating in sports tourism to understand how to stay calm under pressure, which is crucial for them to make good decisions during the activity (2024.517; Teacher 2, Teacher 3).

Self-emotional management is crucial in decision-making. University students can learn psychological skills, such as emotion regulation and cognitive restructuring, to more rationally analyze situations and make informed decisions (2024.517; Teachers 5, 6).

Training in emotion management skills is critical so that we can teach students how to recognize, accept, and manage their emotions so that they can be more rational and not be swayed by their emotions when making decisions (2024.517; Teacher 7).

(4) Consumption behavior dimension

Teachers believe university students need to improve their self-emotional management in the process of sports tourism consumption in a number of ways, including rational choice, advance planning, setting up a budget and rational consumption, as well as developing positive emotions and emotional control. These strategies not only help university students better manage their emotions, but also enhance their self-confidence and coping ability, so that they can enjoy a more enjoyable and fulfilling sports tourism experience.

It can better resist the impulse of the moment, rationally choose sports tourism programs, and improve the effectiveness of consumption (2024.517; Teacher 3).

Planning the itinerary in advance, including the arrangement of sports tourism projects, means of transportation, places of accommodation, food and drink, etc. Detailed planning can reduce uncertainty and anxiety during the trip (2024.517; Teacher 5, Teacher 6).

It can better resist the impulse of the moment, rationally choose sports tourism programs, and improve the effectiveness of consumption. Self-emotional control by setting up a budget, rational spending, and positive emotions towards tourism activities (2024.517; Teacher 8).

(5) Travel mode dimension

Teachers believe when university students participate in sports tourism, the management of others' emotions plays a crucial role in the team for decision-making about the mode of travel. By facilitating the formation of team consensus, coordinating the needs of each member, enhancing decision-making efficiency and participation, and facilitating effective communication and consensus building, emotion management helps the team to develop a more reasonable and efficient travel plan, which provides a strong guarantee for the smooth running of sports tourism activities.

Emotion management of others has a positive effect on university students' travel mode decisions in team sport tourism and helps to form team consensus (2024.517; Teacher 2).

Positive effect on travel mode decision-making of university students helps to harmonize the needs of each member (2024.517; Teacher 4).

The emotional state of each member of the team affects their participation and

decision-making efficiency in the discussion and decision-making process, and positive emotions can promote effective communication and consensus building among members, leading to more rapid decision-making in the overall interest (2024.517; Teacher 6).

(6) Temporal and spatial choice behavior dimension

Teachers believe that by arranging sports activities that require teamwork, establishing an atmosphere of mutual understanding and support, and strengthening communication and exchange within the team, we can effectively improve the emotional management ability of others in the team and promote team harmony and stability.

Arranges physical activities that require teamwork and that promote understanding and trust among team members and enhance emotional management of others on the team. (2024.517; Teacher 1, Teacher 3).

Establishing an atmosphere of mutual understanding and support in a team allows everyone to feel valued and supported, leading to better management of individual emotions and team emotions. (2024.517; Teacher 4).

Enhance communication and exchange within the team to ensure that information flows freely and that team members' emotional problems are identified and resolved in a timely manner. (2024.517; Teacher 7).

(7) Influence factor dimension

Teachers concluded that when health problems arise during sports tourism, university students are able to manage their emotions effectively through self-emotional management and remain calm and rational when facing health problems, thus better coping with the challenges and promoting the recovery of physical and mental health.

Self-emotional management plays a protective role for university students when they develop health conditions during sport tourism, for example, by calming their nervousness, better coping with emergencies, and reducing discomfort (2024.517; Teacher 3).

Through emotion management, they can better recognize their health conditions and take timely action to avoid exacerbation of health problems (2024.517; Teacher 4, Teacher 6).

Health problems such as fatigue and muscle strain may be encountered during activities, and through self-emotional management, they can stay focused and calm to avoid aggravating injuries due to emotional stress (2024.517; Teacher 7).

Serving to protect mental health, for example, when faced with physical challenges or accidents, students can reduce anxiety and stress through deep breathing and positive self-talk (2024.517; Teacher 8).

(8) Summary questions

Teachers believed university students in the process of participating in sports tourism by choosing activities of interest, actively participating in team interactions, maintaining a positive mindset, setting reasonable expectations, paying attention to body perception, and sharing emotions and experiences, these strategies not only help to improve university students' ability to manage their emotions, but also effectively

regulate and manage their own emotions, which can lead to a more positive and enjoyable experience.

University students will adjust their emotions and improve the overall experience by choosing activities of interest, actively participating in team interactions, and maintaining a positive mindset (2024.517; Teacher 2).

Adjusting emotions and making the overall experience more positive by participating in enjoyable activities in sports tourism and maintaining good interpersonal relationships (2024.517; Teacher 3). Improve and manage emotions for a more pleasurable experience by participating in some strategies of sports tourism through some trainings at school (2024.517; Teacher 4).

Regulate emotions through positive social interactions, share emotions and experiences with peers to manage emotions, and support and encourage each other (2024.517; Teacher 5).

They can improve their emotion management by learning what the school media promote such as paying attention to their breathing, muscle tension, and other body signals, and improving their emotion management through deep breathing and relaxation techniques such as in-participation sports tourism conditioning (2024.517; Teachers 7, Teachers 8).

Interaction between emotional perception and motivation: pleasant emotional perception plays a guiding role in sport tourism motivation, increases university students' motivation to participate, and forms a positive interactive relationship between emotion and motivation. Emotion management and teamwork: university students collaborate with team members to fulfill their respective preferences and enhance team efficacy through effective communication, emotional support, sharing of emotional experiences, and managing personal emotions. The role of self-emotional management in decision-making: Through leadership development, emotional management training, and psychological skills, university students are able to analyze the situation more rationally and make wise decisions during sports tourism activities. Emotion management in sports tourism consumption: Strategies such as rational choice, advance planning, setting up a budget, rational spending, and cultivating positive emotions and emotion control help university students improve their self-emotion management skills during sports tourism consumption. The influence of others' emotion management on team travel mode decision-making: good emotion management promotes consensus formation, coordinates members' needs, enhances decision-making efficiency and participation in teams, and provides a guarantee for the smooth running of sports tourism activities. The relationship between temporal and spatial choices and emotion management: By arranging teamwork activities, establishing an atmosphere of mutual understanding and support, and enhancing communication and exchange, temporal and spatial choices of university students can improve the emotion management ability of others in the team. Health problems and emotion management: When health problems arise during sports tourism, self-emotion management plays a protective role, helping university students to remain calm and rational, effectively respond to challenges, and promote physical and mental health recovery. Enhancement and management of emotions for a positive experience: By choosing activities of interest, actively participating in team interactions, maintaining a positive mindset, applying emotion management skills, and positive social interactions, university students can effectively enhance and

manage their emotions, thus obtaining a more positive and enjoyable sports tourism experience.

In summary, emotion management plays a crucial role in the whole process of university participation in sport tourism, not only affecting the individual experience, but also relating to the harmony and overall effectiveness of the team. Therefore, it is of great significance to strengthen the education and training of emotion management to enhance the quality of sport tourism for university students.

Focus group discussion Summary:

To summarize the influence factors extracted through the study of sports tourism model of Focus Group Discussion to improve the emotional quotient of university students by the teachers of Huanghuai University: motivation, preference, decision-making behavior, consumption behavior, travel mode, temporal and spatial choice behavior, and influence factors.

University students' participation in sports tourism to release academic pressure can be categorized as a motivation because it meets the needs of university students in various aspects such as physical and mental relaxation, health promotion, and social cooperation, and helps them to effectively cope with the pressures and challenges in life. University students' preference for stimulating activities stems from their pursuit of challenge and self-transcendence, their desire to explore the unknown and nature, and their desire for teamwork and social interaction. With leadership development, emotional management training, and psychology skills, university students can effectively improve their self-emotional management ability in sports tourism activities, and thus make more informed decision-making behaviors. The arrangement of sports tourism programs and rational choice of food and drink, planning in advance, setting up a budget and rational consumption are categorized as consumption behaviors in sports tourism because these rows work together in the consumption process of university students, so that they can make smarter and more rational consumption choices in sports tourism. Emotional management is crucial in team travel decision-making, which can promote consensus, coordinate demand, improve efficiency and increase participation, ensure smooth communication, so as to develop an efficient and reasonable travel program to ensure the smooth progress of sports tourism activities. Time and space selection behavior, through rational arrangement of time and use of space, can promote communication and interaction between team members, enhance team cohesion, and improve the overall level of emotional management. Emotion management training, leadership development and learning of psychology skills are categorized as support services in the influencing factors because they have an important role in promoting the overall personal development of university students, the improvement of emotion management, and the satisfaction of individualized development needs.

4. Synthesized summary of questionnaire, interview, focus group discussion common factors

Table 31 Factor extraction

Factors	Questionnaire	Interviews	FGD	Factors for extraction
Motivation	√	√	√	√
Preferences	√	√	√	√
Decision-making behavior	√	√	√	√
Consumption behavior	√	√	√	√
Travel mode	√	√	√	√
Temporal and Spatial Choice	√	√	√	√
Influence Factors	√	√	√	√

From the above table, it can be seen that the synthesis and through the questionnaire survey of students and teachers of Huanghuai University, interviews with students and leaders, and the FGD of teachers in the current state of sports tourism aspects in order to improve the emotional quotient of the study to extract the common influencing factors, including 1. Motivation 2. Preference 3. Decision Making Behavior 4. Consumption Behavior 5. Travel mode 6. Temporal and Spatial Choice 7. Influence Factors. These factors affect the development of emotional quotient of university students, and good emotional management can enable them to better enjoy the travel experience while improving the overall level of physical and mental health.

In the motivation dimension, they take the activities of strengthening the body, pursuing excitement and releasing pressure. The preference dimension is dominated by universities with spectator sports tourism, leisure and fitness sports tourism, and competitive sports tourism. Decision-making behavior dimensions to affordable accommodation, the Internet publicity is an important way to get information. Accommodation location, price, facilities and services, and online reviews are important factors that cannot be ignored by university students in the travel decision-making process. In the consumer behavior dimension, transportation, food and accommodation are the main expenditure items, and factors such as promotional videos play an important role in travel consumer behavior. The travel mode dimension tends both to participate in activities through school organization or co-organization with classmates and friends, and is dominated by group travel. In the dimension of time and space choice, trains, high-speed trains and automobiles are mainly preferred in the choice of transportation, taking into account factors such as comfort, efficiency

and flexibility. University students prefer spring and fall, especially in summer vacation and holidays, and are more inclined to choose places closer to campus or residence to participate in sports tourism. Influencing factor dimensions of university are dominated by academic pressure, economic status and health status. The learning of emotion regulation skills and the development of coping programs for the influencing factors of university participation in sports tourism are measures that can effectively improve the emotion management ability and coping ability of university students.

Section 2: Development of the model of sports tourism to improve the emotional quotient of HuangHuai University students

Development of the model of sports tourism to improve the emotional quotient of HuangHuai University. Based on the relevant basic information obtained from qualitative and quantitative methods such as literature research, questionnaires of students and teachers, interviews with students and administrators, and teachers' FGD. The model is shown in Figure 8.

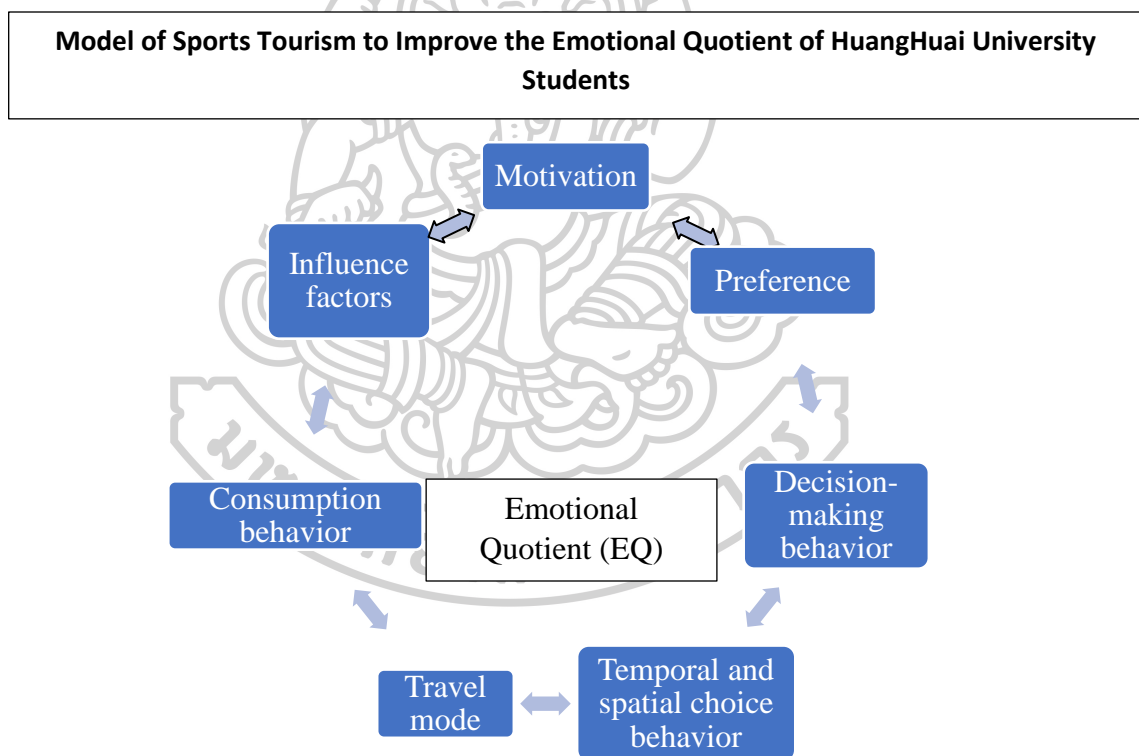


Figure 8 Model of sports tourism to improve the emotional quotient of HuangHuai University Students

Each factor in the model of sports tourism to improve the emotional quotient of Huanghuai University students will directly or indirectly affect the improvement of the emotional quotient of university students. The purpose of improving emotional quotient is achieved through the full consideration and reasonable arrangement of these factors. Through this study, the researcher can explain the concepts of the model based on relevant documents, policies, related literature research, students' and

teachers' questionnaires, students' and leaders' interviews, and teachers' focus group talks. The concepts are explained as follows:

1. Motivation

University students are at an exploratory and growth stage in their lives, eager to try new things and explore different interests to discover their passion and goals. Their interest in the experience and fulfillment that tourism activities provide stems from their need for diverse experiences and personal growth. The primary motivations for university students to participate in sports tourism include physical strengthening, stress relief, and leisure. Emotional perception is closely related to sport tourism motivation, emotional perception plays a guiding role in sport tourism motivation, and pleasurable emotions motivate university students to engage in activities more actively.

2. Preference

When choosing sports tourism products, the product programs are mostly based on leisure and fitness-oriented tourism, scenic tourism, and competitive stimulation-type sports tourism programs. University students will relieve academic pressure and manage emotions through sports tourism. Sports tourism not only meets the needs of university students to explore their interests and develop their skills, but also helps them manage their emotions and stress. By participating in these activities, students not only exercise physically, but also enhance and enrich their emotional quotient. This holistic experience helps them develop themselves more fully and become more emotionally quotient and life-skilled.

3. Decision-making behavior

In terms of information access, students primarily rely on the internet and travel agency publicity to obtain information related to sports tourism, showing that university students acquire information through multiple channels, reflecting the importance they attach to comprehensive information and convenient access. Most university students choose affordable accommodation like guesthouses, and they manage their emotions by means of deep breathing and meditation, which helps them stay conscious and rational in decision-making. This self-emotional regulation allows them to consider various factors, balance personal and overall interests, and minimize subjective bias and uncertainty, thus protecting their mental health. This shows that self-emotional control helps to consider various factors, balance personal interests with the overall interests, and reduce the influence of subjective bias and uncertainty in decision-making, and that self-emotional regulation plays a role in protecting mental health. The decision-making process in sports tourism participation significantly contributes to improving students' emotional quotient.

4. Temporal and spatial choice behavior

University students usually prefer traveling in spring and fall, on weekends, and during summer and winter vacations. They often choose sports tourism destinations near their campuses or residences, which are easier to organize and save

travel time. The moderate frequency of participation, typically 1-2 times a year, demonstrates their ability to maintain emotional control, ensuring rational decisions regarding the timing and location of sports tourism activities.

5. Travel mode

In terms of travel, they prefer convenient, safe, and relatively comfortable modes of transportation, avoiding impulsive decisions driven by emotional fluctuations. It can be seen that it is important for university students to improve their emotional quotient in the process of making arrangements for sports travel.

6. Consumption behavior

University students' spending on sports tourism is characterized by strong economic management ability and rational spending choices. They are able to ensure rational decision-making and reasonable consumption through self-emotional control, avoiding overspending and unnecessary emotional fluctuations. And they can use deep breathing, meditation and other techniques to adjust their emotions to ensure that they remain conscious and rational in decision-making and avoid the adverse effects of emotional fluctuations on decision-making. It can be seen that the participation of university students in sports tourism consumption behavior on the improvement of emotional quotient is of great significance.

7. Influence factors

Through interviews with stakeholders, the university provides supportive service measures by opening workshops on emotion regulation, providing students with emotion management training, group building activities, leadership training, thematic activities, providing professional emotion management counseling, and promoting emotion management skills on an online resource platform to help university students can better learn and apply emotion management skills. As well as the strategy of using emotional guidance to influence consumption decisions in the publicity and promotion of sports tourism, the production of promotional videos, student participation in the production of promotional videos, the activities of social media platforms, the emotional experience of students in sports tourism, and the effective use of emotional guidance to enhance student participation and the attractiveness of the activities. Emotion regulation strategies were also publicized through an online resource platform.

To summarize, each factor in the model of sports tourism designed to improve the emotional quotient of Huanghuai University students will directly or indirectly affect the improvement of university students' emotional quotient. Through comprehensive planning and organization of these factors, the purpose of improving the emotional quotient of Huanghuai University students is finally achieved.

1. Emotional perception: Participation in sports tourism can improve individuals' ability to recognize and understand their own and others' emotions.

2. Self-emotional management: Participating in sports tourism can effectively improve the ability to manage and regulate one's own emotional reactions.

3. Emotional management of others: Participation in sports tourism can enhance the ability to understand and respond to the emotions of others, as well as to help others manage their emotions effectively.

4. Emotion use: Participating in sports tourism can effectively utilize one's own and others' emotions to promote goal achievement.

The researcher synthesized relevant related questionnaire surveys for students and teachers, interviews with students and leaders, and focus group talks with teachers. A sports tourism model to improve the emotional quotient of HuangHuai University students was developed, which considered various factors such as diversified tourism products, decision-making behaviors, travel arrangements, consumption behaviors, support services, and publicity. The implementation of this model aims to improve the emotional quotient of HuanHuai University students.

Section 3: Evaluation of the Model of sports tourism to improve the emotional quotient of HuangHuai University Students

In order to evaluate the model of sports tourism to improve the emotional quotient of HuangHuai University students, it was evaluated through a connoisseurship, a total of nine experts, including experts related to sports tourism, sports psychology and tourism management, evaluated the model of sports tourism to improve the emotional quotient of HuangHuai University students, and the experts all gave relevant suggestions and agreed and gave out detailed comments as follows.

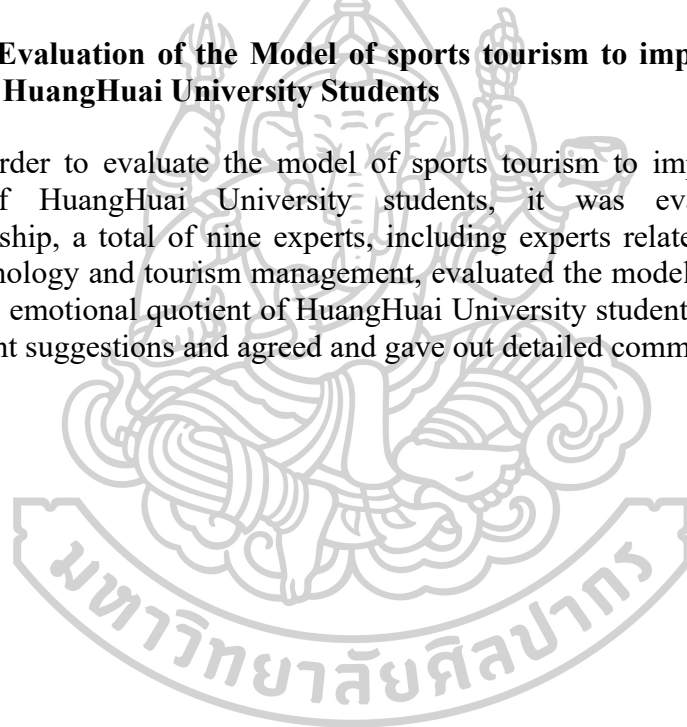


Table 32 Connoisseurship results

Model of sports tourism to improve the emotional quotient of HuangHuai University Students	Observations or recommendations	Revise
1. Can this model improve the emotional perception of emotional quotient of HuangHuai University students?	9 experts believe that the model has a significant impact on improving the emotional perception of emotional quotient of university students. Not only does it integrate the challenging nature of sports with the fun of traveling, but it also guides students to directly experience and reflect on emotional changes to enhance emotional perception	
2. Can this model improve the self-emotional management of emotional quotient of HuangHuai University students?	9 experts believe that the model has a significant impact on improving self-emotional management of emotional quotient of university students. It not only allows students to learn emotional control and stress coping skills in activities, but also enhances emotional cognition and self-awareness through diverse emotional experiences and challenges.	
3. Can this model improve the emotional management of others of emotional quotient of HuanHuai University students?	9 experts believe that the model has a significant impact on the management of others' emotions to improve the emotional quotient of university students. It not only helped students learn to communicate, listen and give feedback effectively, but also mastered the skills of managing others' emotions through targeted training, thus greatly improving their ability to manage others' emotions.	

Connoisseurship results (Continue)

Model of sports tourism to improve the emotional quotient of HuangHuai University Students	Observations or recommendations	Revise
4.Can this model improve the emotional use of emotional quotient of HuanHuai University students?	9 experts concluded that the model has a significant impact on improving the use of emotions in emotional quotient of university students. Students not only learn to transform their emotions into positive motivation for personal growth and team development, but also significantly improve their ability to use emotions by remaining calm under pressure and using positive emotions to motivate themselves and their teams.	
5. Are the extracted factors in the model of sports tourism to improve the emotional quotient of HuangHuai University Students reasonable? Are there any factors that need to be deleted or added?	9 experts considered the factors mentioned in the model of sports tourism to improve the emotional quotient of university students to be important and did not need to be removed.	
6. Is the model of sports tourism to improve the emotional quotient of HuangHuai University Students feasible?	All 9 experts agreed that the model is feasible and concluded that by combining sports and tourism, the sports tourism model provides university students with diverse emotional experiences and challenges, which not only promotes physical fitness, but also significantly improves emotional quotient.	

Connoisseurship results (Continue)

Model of sports tourism to improve the emotional quotient of HuangHuai University Students	Observations or recommendations	Revise
7. Discuss the applicability of the Sports Tourism Model Manual to improving the emotional quotient of university students?	9 experts agreed on the applicability of the model manual for improving the emotional quotient of university students. two experts mentioned that there are various ways to guide students to acquire management skills to improve the promotion of the emotional quotient of university students.	The manual guides students to identify emotional changes and master management skills through case studies, role-playing and other interactive methods, deepening their emotional experience and growth in a common experience, and comprehensively promoting the enhancement of emotional quotient of university students.
8. Any other suggestions for the model?	1 expert Advises on the Importance of Emotional Feedback. 1 expert advises on the importance of reflection.	In actual implementation, students should be encouraged to record their emotional changes, lessons learned and future directions for improvement after each activity.

Evaluation the model of sports tourism to improve the emotional quotient of HuangHuai University students' feasibility with nine experts. The endorsement of the model to improve the emotional quotient of the students of HuangHuai University with sports tourism was discussed and detailed comments were given.

In response to the model use manual, two experts suggested that adopting various methods can guide students to master emotional management skills, thus improving the emotional quotient of university students. The revised manual adds case studies, role plays and other interactive methods to guide students to discover emotional changes, master management skills, and deepen their emotional experience and growth through shared experiences, thus promoting the overall improvement of emotional quotient of university students. 1 expert suggested the importance of emotional feedback. Another expert suggested the importance of reflection. One expert suggested the importance of emotional feedback, and the other suggested the importance of reflection. The modification is that in the actual implementation, students should be encouraged to record their emotional changes, lessons learned, and directions for future improvement after each activity.

Chapter 5

Conclusion, Discussion and Recommendation

The Research was aimed 1)to study the current situation of sports tourism to improve the emotional quotient of university students.2)To development a sports tourism model for university students to improve their emotional quotient .And3)to evaluate the feasibility sports tourism model for university students and further improve the model. This research used a research and development process with mixed research methods. According to Krejcie and Morgan (1970), the questionnaire was administered to a sample of 400 students and a sample of 290 teachers. Purposive sampling was used 8 students and 8 leaders were selected for interviews as well as 8 teachers participate in focus group discussions. Quantitative research through frequency and percentage analysis, qualitative research through textual analysis.This study is about the model of sports tourism to improve the emotional quotient of Huan Huai University students, with the following three parts of research objectives:

Section 1: The current situation of sports tourism to improve the emotional quotient of Huanghuai University students.

Section 2: Development of the model of sports tourism to improve the emotional quotient of Huanghuai University students.

Section 3: Evaluation the model of sports tourism to improve the emotional quotient of Huanghuai University students' feasibility.

Conclusion

Section 1: The current situation of sports tourism to improve the emotional quotient of Huanghuai University students.

Based on 290 questionnaires completed by teachers, 400 questionnaires by students in Huanghuai University, interviews with 8 students and 8 leaders, and a focus group discussion with 8 teachers, the common influencing factors were extracted. These factors include: 1. Motivation 2. Preferences 3. Decision-making behaviors 4. Consumption behaviors 5. Travel mode 6. Spatio-temporal choices 7. Other influencing factors. These factors significantly impact the development of university students' emotional quotient. Effective emotional management enables students to enhance their travel experiences while improving their overall physical and mental well-being.

In the motivation dimension, they participate in sports tourism to strengthen their bodies, seek excitement, and relieve stress. In the preference dimension, their interests lean toward spectator sports tourism, leisure and fitness sports tourism, and competitive sports tourism. In terms of decision-making behavior, affordable accommodation and online publicity play an important role in gathering information. Factors such as location, price, facilities, services, and online reviews significantly influence university students' travel decisions. In the consumer behavior dimension,

transportation, food, and accommodation are the main expenditure items, with promotional videos playing a crucial role in travel consumer behavior. The travel mode dimension reveals that students to participate in activities through school organization or co-organization with classmates and friends, and is dominated by group travel. In the time and space choice dimension, trains, high-speed trains, and automobiles are mainly preferred in the choice of transportation, taking into account factors such as comfort, efficiency and flexibility. University students prefer to travel in spring and fall, particularly during summer vacation and holidays, favor destinations closer to campus or their residence. In term of influencing factors, academic pressure, economic status, and health are significant. Learning emotional regulation skills and developing coping strategies to address these influencing factors of university participation in sports tourism are measures that can effectively improve university students' emotional management and coping abilities.

Section 2: Development of the model of sports tourism to improve the emotional quotient of Huanghuai University students.

Each factor in the model of sports tourism designed to improve the emotional quotient of Huanghuai University students directly or indirectly affects the improvement of the emotional quotient of university students. The purpose of improving emotional quotient is achieved by fully considering and systematically organizing these factors. The researcher proposes a comprehensive model to improve the emotional quotient of students in Huanghuai University through sports tourism, consisting of the following components:

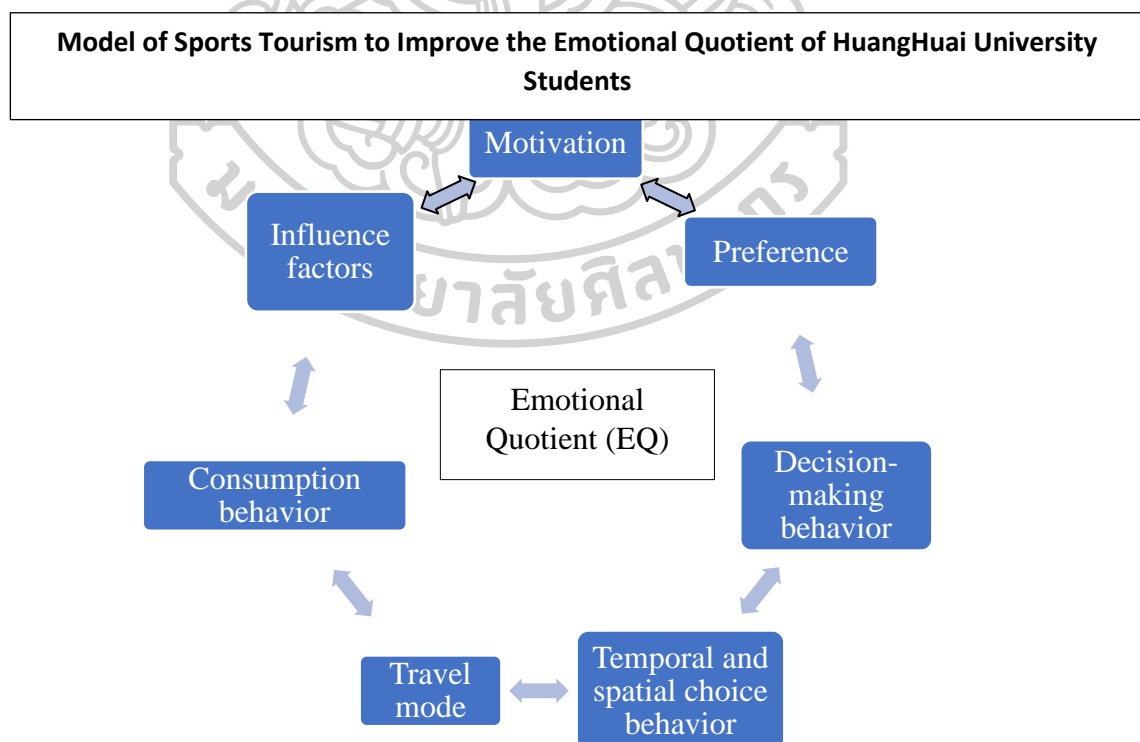


Figure 9 Model of sports tourism to improve the emotional quotient of HuangHuai University Students

1. Motivation

University students are at an exploratory and growth stage in their lives, eager to try new things and explore different interests to discover their passion and goals. Their interest in the experience and fulfillment that tourism activities provide stems from their need for diverse experiences and personal growth. The primary motivations for university students to participate in sports tourism include physical strengthening, stress relief, and leisure. Emotional perception is closely related to sport tourism motivation, emotional perception plays a guiding role in sport tourism motivation, and pleasurable emotions motivate university students to engage in activities more actively.

2. Preference

When choosing sports tourism products, the product programs are mostly based on leisure and fitness-oriented tourism, scenic tourism, and competitive stimulation-type sports tourism programs. University students will relieve academic pressure and manage emotions through sports tourism. Sports tourism not only meets the needs of university students to explore their interests and develop their skills, but also helps them manage their emotions and stress. By participating in these activities, students not only exercise physically, but also enhance and enrich their emotional quotient. This holistic experience helps them develop themselves more fully and become more emotionally quotient and life-skilled.

3. Decision-making behavior

In terms of information access, students primarily rely on the internet and travel agency publicity to obtain information related to sports tourism, showing that university students acquire information through multiple channels, reflecting the importance they attach to comprehensive information and convenient access. Most university students choose affordable accommodation like guesthouses, and they manage their emotions by means of deep breathing and meditation, which helps them stay conscious and rational in decision-making. This self-emotional regulation allows them to consider various factors, balance personal and overall interests, and minimize subjective bias and uncertainty, thus protecting their mental health. This shows that self-emotional control helps to consider various factors, balance personal interests with the overall interests, and reduce the influence of subjective bias and uncertainty in decision-making, and that self-emotional regulation plays a role in protecting mental health. The decision-making process in sports tourism participation significantly contributes to improving students' emotional quotient.

4. Temporal and spatial choice behavior

University students usually prefer traveling in spring and fall, on weekends, and during summer and winter vacations. They often choose sports tourism destinations near their campuses or residences, which are easier to organize and save travel time. The moderate frequency of participation, typically 1-2 times a year, demonstrates their ability to maintain emotional control, ensuring rational decisions

regarding the timing and location of sports tourism activities.

5. Travel mode

In terms of travel, they prefer convenient, safe, and relatively comfortable modes of transportation, avoiding impulsive decisions driven by emotional fluctuations. It can be seen that it is important for university students to improve their emotional quotient in the process of making arrangements for sports travel.

6. Consumption behavior

University students' spending on sports tourism is characterized by strong economic management ability and rational spending choices. They are able to ensure rational decision-making and reasonable consumption through self-emotional control, avoiding overspending and unnecessary emotional fluctuations. And they can use deep breathing, meditation and other techniques to adjust their emotions to ensure that they remain conscious and rational in decision-making and avoid the adverse effects of emotional fluctuations on decision-making. It can be seen that the participation of university students in sports tourism consumption behavior on the improvement of emotional quotient is of great significance.

7. Influence factors

Through interviews with stakeholders, the university provides supportive service measures by opening workshops on emotion regulation, providing students with emotion management training, group building activities, leadership training, thematic activities, providing professional emotion management counseling, and promoting emotion management skills on an online resource platform to help university students can better learn and apply emotion management skills. As well as the strategy of using emotional guidance to influence consumption decisions in the publicity and promotion of sports tourism, the production of promotional videos, student participation in the production of promotional videos, the activities of social media platforms, the emotional experience of students in sports tourism, and the effective use of emotional guidance to enhance student participation and the attractiveness of the activities. Emotion regulation strategies were also publicized through an online resource platform.

To summarize, each factor in the model of sports tourism to improve the emotional quotient of Huanghuai university students will directly or indirectly affect the improvement of university students' emotional quotient. Through the full consideration and reasonable arrangement of these factors, the purpose of improving the emotional quotient of Huanghuai university students is finally achieved.

The model was used in a connoisseurship for discussion and research to ensure its validity.

Section 3: Evaluation the model of sports tourism to improve the emotional quotient of HuangHuai University students' feasibility.

Evaluation the model of sports tourism to improve the emotional quotient of HuangHuai University students' feasibility with nine experts. The endorsement of the model to improve the emotional quotient of the students of HuangHuai University

with sports tourism was discussed and detailed comments were given.

In response to the model use manual, two experts suggested that adopting various methods can guide students to master emotional management skills, thus improving the emotional quotient of university students. The revised manual adds case studies, role plays and other interactive methods to guide students to discover emotional changes, master management skills, and deepen their emotional experience and growth through shared experiences, thus promoting the overall improvement of emotional quotient of university students. 1 expert suggested the importance of emotional feedback. Another expert suggested the importance of reflection. One expert suggested the importance of emotional feedback, and the other suggested the importance of reflection. The modification is that in the actual implementation, students should be encouraged to record their emotional changes, lessons learned, and directions for future improvement after each activity.

Discussion

Section 1: The current situation of sports tourism to improve the emotional quotient of Huanghuai University students.

1. The main motives for university students to participate in sports tourism: strengthening the body, pursuing excitement and relieving pressure. The preferred types of tourism products are spectator sports tourism, leisure and fitness sports tourism, and competitive sports tourism. The choice of accommodation is guest house, dormitory, youth hostel. The main ways to get information are the Internet and travel agency publicity. Monthly consumption amount mainly focuses on less than 1,000 yuan and 1,001-1,500 yuan. The individual consumption amount of single sports tourism is mainly under 500 yuan. The main sources of expenses are living expenses, scholarships, parents' provision, and part-time job earning. The aspects of spending decisions with larger weights are food and accommodation. The travel mode is mainly with classmates and friends, school organization. The choice of transportation is train, high-speed rail, car. The choice of travel time is mainly spring and fall, and the time period is mainly weekend, winter vacation, summer vacation. The destination range is within the city, the closer the better. The number of participations is concentrated in 1-2 times. Influencing factors are mainly study pressure, economic situation. The above study of the situation through the questionnaire is consistent with the design of the questionnaire in Li (2013) study of undergraduate emotional quotient education in university.

2. Emotional perception is closely related to the motivation of university students in sports tourism, influencing their decision-making and consumption behavior. University students tend to choose activities that can release pressure; while positive emotions motivate them to pursue new experiences and challenges. Self-emotional management is crucial in sports tourism, which helps university students maintain rational decision-making, reasonable consumption and optimism when facing challenges. During sport tourism, university students utilize positive emotions to enhance teamwork, adjust personal preferences, and enhance the overall experience.

School leaders used a variety of strategies to promote motivation, preference, and emotion regulation among university students in sport tourism, including designing experiential activities, utilizing social media to convey positive energy, and providing mental and emotional training. Schools also used affective perception and promotional strategies, such as student interviews, affective experience portfolios, and

promotional videos, to enhance the appeal of the activities and student engagement. In the management of sports and tourism activities, the school focuses on emotion perception and regulation training, mental health services, personalized emotional support, teamwork and leadership training, etc., to help students better manage their emotions, promote teamwork and cope with challenges. The school plans to further optimize the strategies of emotion guidance and emotion regulation, and to increase mental health resources and services, such as psychological counseling, support groups, and online platforms, in order to meet the needs of students and improve their emotion management skills. Meanwhile, the school will continue to collect students' feedback and optimize strategies to better meet students' psychological and emotional needs. The above study of the situation through the questionnaire is consistent with the design of the questionnaire in Li (2013) study of undergraduate emotional quotient education in university.

The above study of the status quo through interviews is consistent with Wang (2016b) study of the strategies for cultivating emotional quotient in university students, which also adopted the research method of interviews to arrive at the current situation.

3. Teachers believe that pleasant emotional perception becomes a key factor in stimulating and enhancing the motivation of university students to participate in sports tourism, forming a virtuous cycle between emotion and motivation, effectively enhancing the attractiveness and participation of the activity. Emotion management plays an important role in teamwork, and through effective communication, emotional support and emotion sharing, it promotes understanding and collaboration among team members and improves emotion management ability. Leadership development, emotional management training and mental skills training enhanced the self-emotional management ability of university students in sports tourism activities, enabling them to cope with complex situations more wisely. Rational consumption concepts, advance planning and budgeting, combined with emotion control strategies, helped university students stay calm during sports tourism consumption. Good emotional management promotes the formation of consensus within the team, harmonizes the differences in needs among members, and improves the emotional management ability of others. Reasonable time and space arrangements and the creation of a positive emotional atmosphere not only improved the emotional management ability of team members, but also enhanced mutual understanding and support. In the face of health challenges in sports tourism, self-emotional management becomes the key for university students to keep calm and respond rationally. By choosing activities that match their interests, actively participating in team interactions, maintaining a positive mindset, and utilizing emotion management skills, university students are able to fully enjoy the fun of sports tourism and have a more positive and enriching experience. The above situation study through the focus group discussion shows that the focus group can make the information clearer and clearer and generate new perspectives. The information obtained from the focus group not only represents individuals, but also reflects the attitudes held by individuals in the group. In line with Xu (2013) research idea, focus group discussion was also used to arrive at the current situation.

Section 2: Development of the model of sports tourism to improve the emotional quotient of Huanghuai University students.

1 Motivation

In the research related to sports tourism among university students, strengthening the body, pursuing excitement and relieving pressure are considered to be the main motives for participating in sports tourism, for example. Ye and LAN (2015) As university students, they are independent in their thinking, love travel, prefer adventure and stimulation, and have diverse tourism motives induced by and stimulated by new types of sports tourism products. In order to meet the motivation of university students, we try to satisfy their needs and improve their emotional perception. In addition, Yang (2006) found in his study that the need to relieve tension and regulate emotions is very strong in the motivation of university students to participate in tourism.

2. Preference

Product programs for university students are mostly leisure and fitness-type tourism, spectator tourism and competitive and exciting sports tourism programs. Being able to adopt the use of emotions to enhance the activities of their own preference category can also adjust the emotions to improve the experience of leisure and pleasure. Ye and LAN (2015) University students mostly prefer leisure-type sports tourism products, and also have varying degrees of favoritism for tournament-type, competitive-type, and stimulation-type sports tourism products.

3. Decision-making behavior

The access to information is mainly through the Internet and travel agency publicity to obtain information related to sports tourism, showing that university students acquire information through multiple channels, reflecting the importance they place on comprehensive information and convenient access. Yu (2022) in her study also showed that university students acquire travel information through new media. Most university students tend to choose relatively affordable guest houses as their accommodation options when planning sports tourism. Behind this choice is not only a rational consideration of the budget, but also a demonstration of their ability to ensure sobriety and rationality in the decision-making process through self-emotional regulation means such as deep breathing and meditation. This ability of self-emotional control, as pointed out by Hong (2023) in her study, profoundly influences decision-making behavior, enabling university students to consider various factors more comprehensively when facing multiple choices, effectively balancing personal interests with the overall interests, and thus reducing the negative impact of subjective bias and uncertainty brought about by emotional fluctuations on the quality of decision-making.

4. Travel Mode

Wang (2020) in the study similarities with the researcher, also focuses on the choice of travel mode university students in sports tourism both tend to participate in the activities through the school or co-organized with classmates and friends, which can increase social interaction and shared experience, showing subject to the emotional management of others. In addition, university students reflect their tendency in self-emotional management when choosing the means of transportation to participate in sports tourism trips. University students tend to choose those modes of transportation that are convenient, safe, and provide a relatively comfortable

experience to complete their journeys. When this finding is combined with the specific context of Chu (2020) study, although the university population may theoretically be more inclined to try diverse or more exploratory modes of travel due to their more abundant disposable time, in practice, many of them still tend to choose the train as their primary means of travel. This choice not only reflects the university group's economic consideration, i.e., saving money by choosing the train as a relatively affordable mode of travel, but also indirectly reflects their pursuit of convenience, safety, and a certain degree of comfort, which is consistent with the above study on the self-emotional control tendency of the preference for transportation.

5. Temporal and spatial choice behavior

The study of Hu and Fan (2016) shows similarities in that university students tend to choose spring, fall, weekends, and summer and winter vacations for their travel activities due to the relative abundance of free time after school and holidays. Most students chose neighboring cities for their trips, a preference that is highly consistent with the need to save travel time and facilitate scheduling. Sun (2020) study adds to this, noting that the vast majority of students travel at least once a year, and that most of them take advantage of the various long and winter and summer vacations as a window of time to travel. University students show good self-emotional control and rational decision-making thinking. They are not only able to reasonably choose the temporal and spatial layout of sports tourism according to their own schedule and actual situation, but also enjoy the fun of traveling while avoiding the unrealistic travel plans caused by excessive pursuit of emotional satisfaction.

6. Consumption behavior

Feng (2023) study in the same place in the source of consumption of university students on the main source of travel funds from the family, in addition to scholarships, grants and part-time jobs usually earn money. The heavier aspects of traveling are also food and accommodation. They are characterized by strong economic management ability and rational consumption choice, and can ensure rational decision-making and reasonable consumption through self-emotional control. Able to ensure rational decision-making and reasonable consumption through self-emotional management, avoiding over-consumption and unnecessary emotional fluctuations.

7. Influence factors

Influencing factors dimensions of university are mainly academic pressure, economic situation and health condition. Wang et al. (2019) similar to this study, economic factors are the most influential factors affecting university students traveling, followed by time, although there are summer and winter vacations, but the academic pressure is heavy, and the leisure time is limited, so it can be seen that the money and time are still the main factors restricting the university students to go out to travel. The learning of emotional regulation skills and the development of coping programs for the influencing factors of university students' participation in sports tourism are measures that can effectively improve university students' emotional management ability and coping ability.

Section 3: Evaluation the model of sports tourism to improve the emotional quotient of Huanghuai University students' feasibility.

The model of sports tourism to improve the emotional quotient of HuangHuai

University students is a model created through quantitative and qualitative research. Questionnaires, interviews, and focus group discussions enabled the researchers to draft the model, which consisted of seven factors namely motivation, preference, decision-making behavior, Spatio-temporal choice behavior, travel mode, consumption behavior, and influence factors. One of the most important factors is motivation, because motivation is an endogenous factor, and if students do not have the motivation to want to participate in sports tourism, a series of the latter is unlikely to arise. The researchers held an connoisseurship to validate the feasibility of the model, which is the same as Cui (2019) proposed that the model should be constructed with a circular system consisting of multiple factors. Qian and Zhang (2017) pointed out in her study that different motivations and preferences have a significant impact on emotional quotient, and individuals need to understand their own types of motivations and preferences and adopt corresponding strategies to improve their emotional quotient. This is consistent with the model's suggestion that motivation and preference can improve the emotional quotient of university students. Ke (2020) pointed out in the analysis of the situation and problems of the cultivation of college students' emotional quotient in higher vocational colleges and universities that the cultivation of college students' emotional quotient should be improved from the factors affecting college students' emotional quotient, which is consistent with the influencing factors proposed in the model. Wang (2020) investigated the motivation, preference, travel time, consumption behavior, and influencing factors in the study of tourism behavior in university provinces, which is consistent with the factors selected in the model to improve emotional quotient. Yu and Wang (2005) and Wang Jun pointed out in the study of sports tourism and students' emotional quotient development that sports tourism has an irreplaceable role for students' emotional quotient development in other sports and activities, and proposed that sports tourism can improve students' ability of self-emotional management, which is consistent with this study.

Recommendation

1. Recommendations for the application of research results

Implement the experiment, carry out the changes in the emotional quotient level of the experimental group and the control group before and after the experiment, and analyze and assess the effect of emotional quotient improvement based on the data.

Further refine the emotional quotient cultivation program and design more targeted sports and tourism activities for students of different grades and majors. At the same time, attention should be paid to the specific performance of students in the activities, and data should be collected to assess the effect of emotional quotient cultivation.

2. Recommendations for further research

Develop more sports tourism activities with novel and interesting forms, such as outdoor adventure, sports competition, international cultural experience, etc., to improve the emotional quotient of university students in a rich form.

Use the Internet, social media and other channels to increase publicity and attract more students to come and experience by organizing sports events and cultural festivals.

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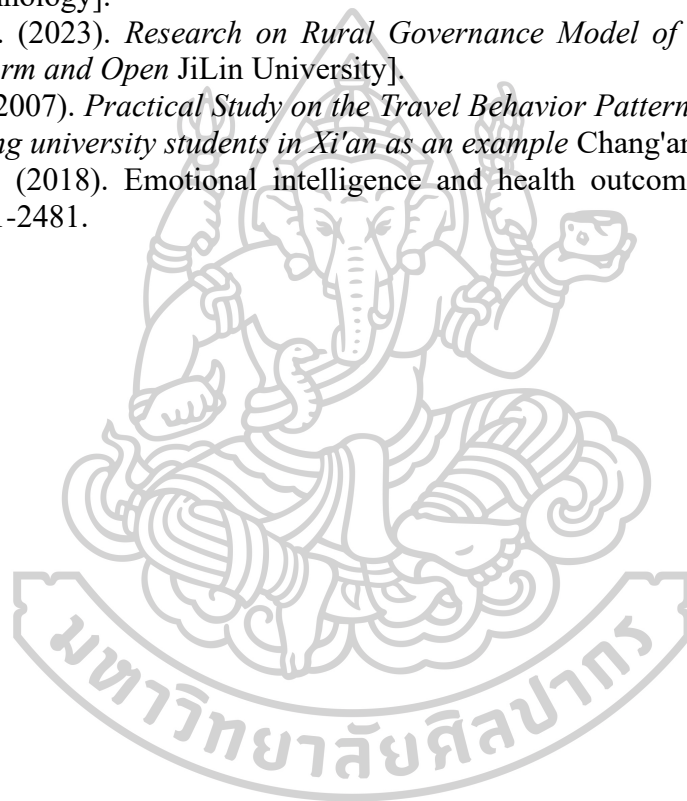
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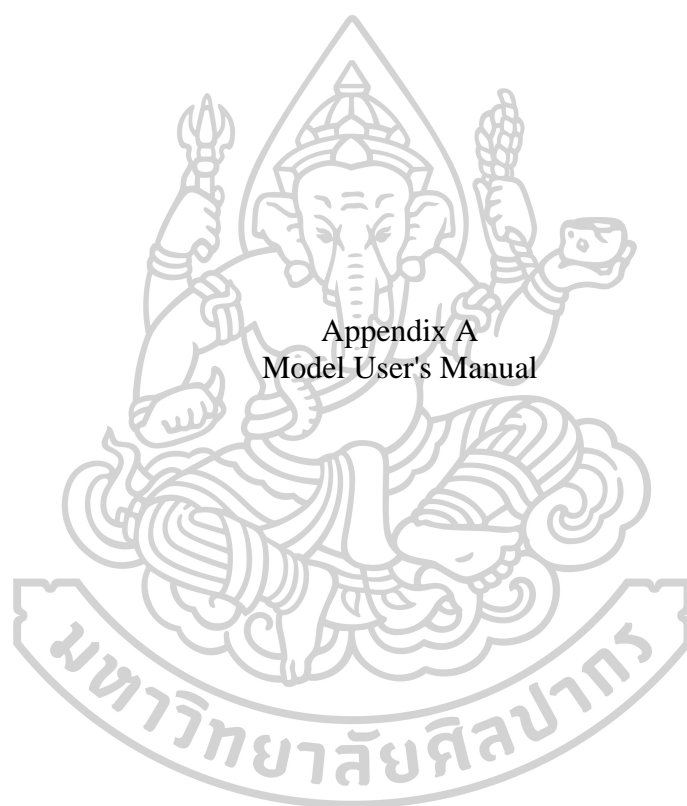
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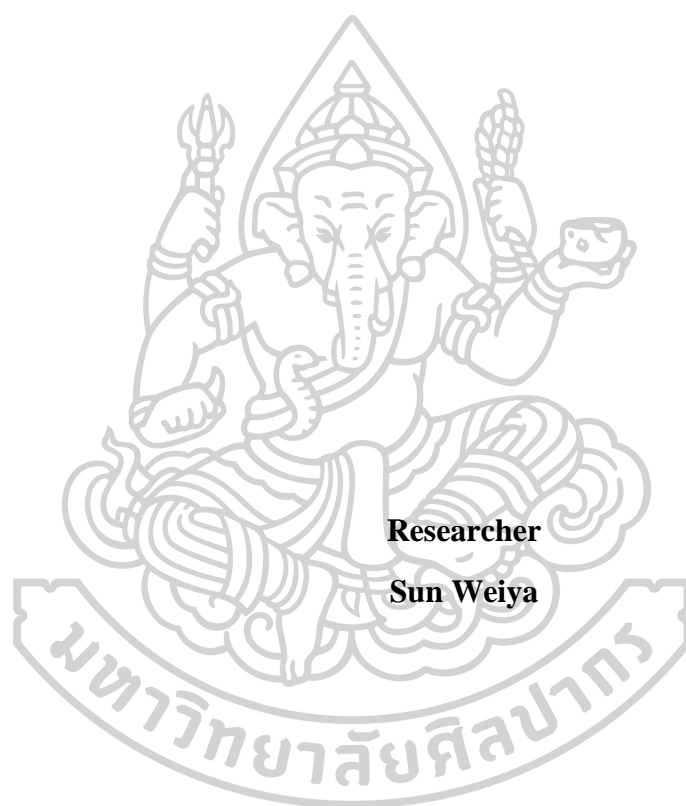
APPENDIX





Appendix A
Model User's Manual

**Model of Sports Tourism to Improve the Emotional
Quotient of HuangHuai University Students User's Manual**



Researcher

Sun Weiya

Contents

1.Introduction

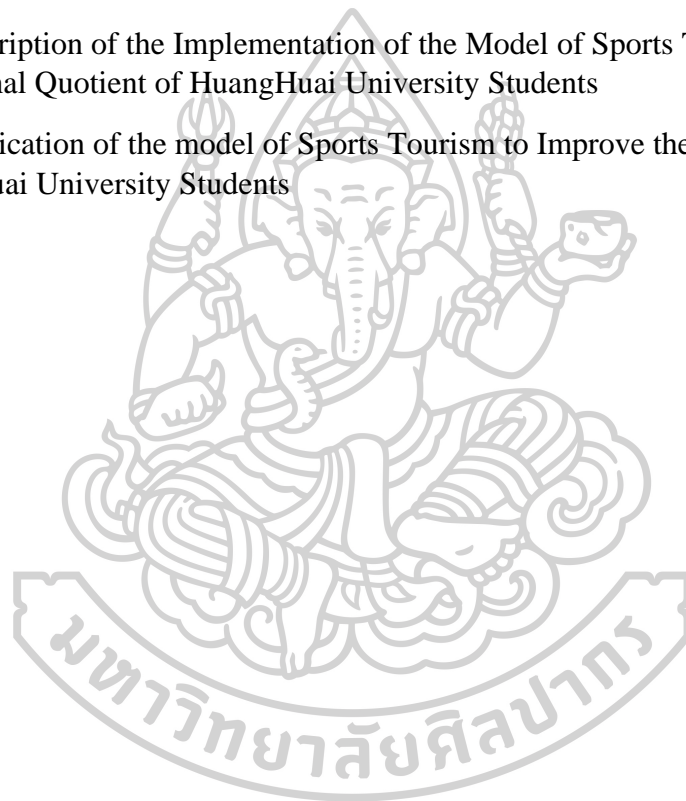
2.The Purpose of the Research on the Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students

3.Design Theory or Concept of the Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students

4.Teachers' Role

5.Description of the Implementation of the Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students

6.Application of the model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students



Introduction

In today's society, all kinds of competition are getting more and more intense, the social demand for talents is also getting more and more diversified, and quotient alone can no longer adapt to the rapid development of society and the trend of the times. As modern high-quality talents, university students not only need to have profound professional knowledge and skills, but also need to have high emotional intelligence. As an important non-intellectual factor, the importance of emotional quotient is obvious. The level of EQ plays a crucial role in the success and development of an individual, and a person who lacks high EQ will face the risk of being “marginalized” if he/she wants to be successful in social life. Comparatively speaking, those who can effectively manage their emotions, have strong willpower, adapt to the environment and are good at socializing are more likely to gain a favorable position and be more successful in the fierce social competition.

In the fast-paced university life, sports tourism is not only a way to relax physically and mentally, but also an effective way to improve emotional quotient and enhance teamwork and social skills. The purpose of this brochure is to introduce a sports tourism model designed for university students, which deeply integrates sports activities and EQ cultivation, aiming to help university students enjoy sports while promoting the overall development of EQ through diversified tourism activities, scientific decision-making behaviors, rational travel arrangements, rational consumption guidance, comprehensive support services, and innovative promotional strategies.



The Purpose of the Research on the Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students

The main objective is to promote the overall improvement of students' emotional quotient level through the rich diversity of sports tourism programs. It aims to help students develop the key components of emotional intelligence, emotion perception, self-emotion management, emotion management of others, and emotion application, through diversified tourism activities, scientific decision-making behaviors, rational travel arrangements, rational consumption guidance, comprehensive support services, and innovative promotional strategies.



Design Theory or Concept of the Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students

This model manual is a detailed description a model of sports tourism to improves the emotional quotient of university students and promotes the improvement of their emotional quotient so that those who will adopt this form of sports tourism will understand and meet the objectives of the model. This manual consists of 4 key elements: 1. Purpose 2. Principles of Creation 3. Process of Use

1. Purpose

The purpose is to improve the emotional quotient of HuangHuai university students

2. Creation Principle

According to the theory and relevant literature related to “the model of sports tourism to improve the emotional quotient of HuangHuai university students” analyzed in the first stage of research, based on the principles of ① theories related to emotional quotient ② theories related to sports tourism ③ theories related to the model, we will innovate the model of sports tourism to improve the emotional quotient of university students.

3.Using process

(1) Define the goal of emotional quotient cultivation

Before using the model, clarify the specific content that university students want to improve their emotional intelligence. Emotional quotient includes four dimensions, which are emotion perception, self-emotion control, others' emotion control and emotion utilization, and determining which aspect needs to be improved will help to better choose sports tourism activities.

(2) Selecting appropriate sports tourism activities

According to the clear goal of emotional quotient development, choose appropriate sports tourism activities. Different activities may help develop different aspects of emotional intelligence.

(3) Arranging to the whole process

The following aspects of emotional quotient should be focused on when participating in activities, or then in sports tourism decision-making, travel arrangements, consumption behavior, support services, and promotion:

Emotional perception: listening to one's own feelings and emotions and understanding one's strengths and weaknesses.

Self-emotional management: staying calm under pressure, responding effectively to challenges, and setting reasonable goals.

Emotional management of others: Observe and understand others' emotional states and needs, and increase empathy.

Emotional application: building positive interpersonal relationships, resolving conflicts, and communicating effectively.

Through this sports tourism model, university students can improve their emotional quotient through hands-on experience and practice, while enjoying a joyful tourism experience. The improvement of emotional quotient helps them to understand themselves and others better and to cope with various challenges in life more effectively.



Teachers' Role

Teachers play a crucial role in the model of sports tourism for students' emotional quotient enhancement in HuangHuai University, they are not only the organizers and guides of the activities, but also the facilitators and supporters of the students' emotional quotient growth. The following are the specific roles of teachers in the model:

Activity planner and designer:

Teachers need to carefully plan and design activity programs according to the educational objectives and students' actual situation to ensure that the activities are rich, interesting and challenging, and can effectively enhance students' EQ.

Safety Supervisor:

Teachers should be alert to the safety of the students during the activity, formulate and implement safety plans, and ensure that the activity is carried out in a safe and orderly environment.

Guides:

Teachers play a guiding role in the whole process of the activity to ensure that students participate in the activities according to the plan in an orderly manner, and at the same time encourage students to actively explore and try.

Observers:

Teachers should carefully observe the performance of students in the activities, especially their emotional changes, teamwork and leadership, so as to provide targeted guidance and assessment.

Observer and Evaluator:

Teachers need to carefully observe students' performance in the activities, especially their performance in terms of emotional management, interpersonal skills, and teamwork skills, in order to follow up with targeted guidance and assessment.

Knowledge transmitter:

Teachers are required to impart knowledge and skills related to EQ in the light of the content of the activities and the actual situation of the students, so as to help the students understand the importance of EQ and master the methods and skills of improving EQ.

Description of the Implementation of the Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students

(1) Diverse activities (motivation and preference)

University students must be interested in sports tourism and emotional quotient enhancement and be motivated enough to participate in such activities. Motivation is the key factor to initiate the process. And diverse activities must be designed according to the preferences of the university students.

(2) Decision-making behavior

Provide comprehensive, accurate and timely information to help university students make informed decisions. This includes activity details, price, time, location, reviews, etc.

(3) Travel arrangements (travel mode and time and space options)

Considering the time and economic conditions of university students, sports tourism should be based on short-distance travel, which is convenient for university students to participate and relatively low cost. Design short-distance sports tourism on weekends or holidays.

(4) Consumption behavior

Teach students how to effectively manage their emotions when facing consumption decisions, such as learning to respond calmly and rationally when encountering unpleasant shopping experiences or insufficient financial budgets, and avoiding adverse consequences caused by emotional impulses.

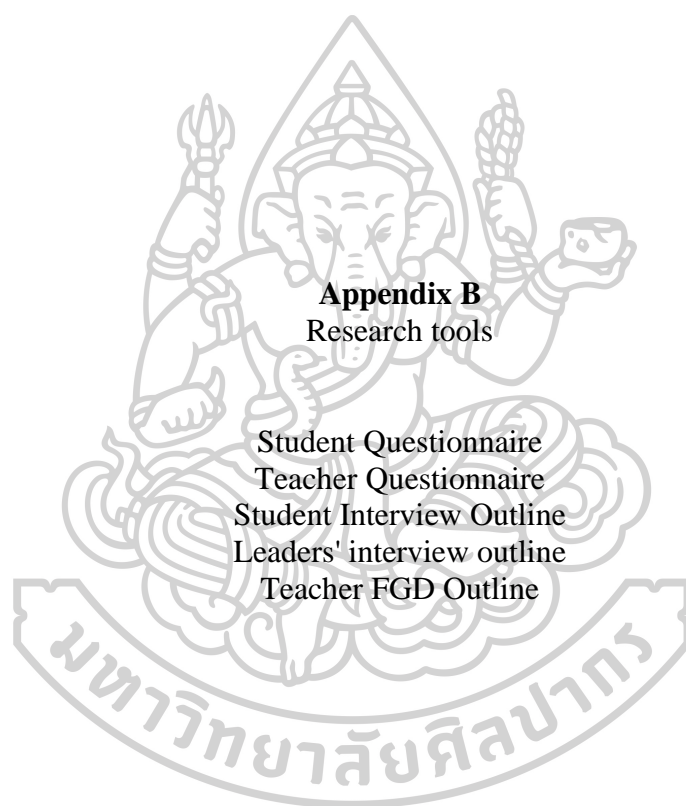
(5) Support Services

Provide emotional management training, group building activities, leadership training, and comprehensive literacy courses to help university students can better learn and apply emotional management skills, and provide a variety of support service measures. to promote the improvement of university students' emotional intelligence.

(6) Publicity

Through multiple channels to publicize the emotional quotient enhancement effect of the sports tourism model, to attract more attention from university students and to guide students to improve their emotional quotient in sports tourism through the sharing of emotional quotient theories, case studies, practical skills and other content.

Under the premise of meeting the above conditions, the use of sports travel mode to improve the emotional quotient of university students can be a useful learning and growth opportunity, which helps to cultivate emotional quotient, improve social skills and broaden horizons. It is important to fully consider these conditions before conducting the trip to ensure a smooth and effective implementation of the trip.



Appendix B
Research tools

- Student Questionnaire
- Teacher Questionnaire
- Student Interview Outline
- Leaders' interview outline
- Teacher FGD Outline

Questionnaire on the current Status Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students (Students)

Dear students, Hello!

We are doing a study to improve the emotional quotient of university students in the sports tourism model, this survey uses anonymous form, I for your data only for this study. The following questions are not right or wrong, I hope that you will read the instructions and select the answer that best meets your situation, I thank you for your participation!

Instructions for filling out the form.

1. Please make single or multiple choices according to the hints in parentheses at the end of each question.
2. Require single choice, please in your opinion the most appropriate answer to the question number "√"
3. The requirements of multiple choice, please in two (including two) more than the answer to the question number on the "√".

Part I Basic Information

1. Gender

- (1). Male (2). Female

2. Grade level

- (1). Freshman (2). Sophomore (3). Junior (4). Senior

Part II Sports Tourism

3. What is your main motive for participating in sports tourism? (Multiple choice)

- (1). Strengthening the body (2). Leisure (3). Fitness and weight loss
 (4). Relief of stress (5). Social needs (6). Pursuit of excitement
 (7). Other (please add)

4. What type of sports tourism products do you prefer when you participate in sports tourism?

- (1). Athletic sports tourism (2). Spectator sports tourism (3). Leisure and fitness sports tourism (4). Folklore sports tourism (5). Thrill-seeking sports tourism

5. What is your choice of accommodation when you participate in sports tourism?

- (1). Star hotels (2). Affordable chain hotels
 (3). Youth hostels (4). Guest houses
 (5). Friends and relatives' homes (6). Classmates' dormitories
 (7). Other (please add)

6. What are the main ways for you to learn relevant information when participating in sports tourism? (Multiple choice)

- (1). Internet (2). Newspaper (3). Television and radio (4).
 Recommendation of friends and relatives (5). Travel agency publicity
 (6). School publicity (7). Others (please add)

7. What is your monthly consumption amount?

- (1). Less than 1,000 yuan (2). 1,001-1,500 yuan
 (3). 1,501-2,000 yuan (4). More than 2,000 yuan

8. What is your personal spending amount each time you engage in sports tourism activities?

- (1). Below 500 yuan (2). 501-1000 yuan
 (3). 1001-1500 yuan (4). Above 1500 yuan

9. What is the source of the expenses you spend when you participate in sports tourism?

- (1). Living expenses (2). Scholarships (3). Part-time job
 (4). Provided by parents (5). Other (please add)
10. What is the greater proportion of your expenses when you participate in sports tourism? (Multiple choice)
 (1). Transportation (2). Accommodation (3). Diet (4). Tickets
 (5). Sports Tours (6). Shopping (7). Entertainment (8). Other (please add)
11. In what way do you participate in sports tourism? (Multiple choice)
 (1). With family (2). With lovers
 (3). With classmates and friends (4). Individuals
 (5). Travel agency group (6). School organization
 (7). Other (please add)
12. Which means of transportation do you often choose when you travel for sports? (Multiple choice)
 (1). Airplane (2). Train (3). High-speed train (4). Car (5). Self-driving (6). Walking (7). Bicycle (8). Others (please add)
13. When you participate in sports tourism, what season do you usually choose? (Multiple choice)
 (1). Spring (2). Summer (3). Autumn (4). Winter
14. When you participate in sports tourism, what time period do you usually choose? (Multiple choice)
 (1). Winter vacation (2). Summer vacation (3). Holiday (4). Weekend (5). No class from Monday to Friday (6). Other (please add)
15. Your ideal range of sports tourism destinations?
 (1). Inside the city, the closer the better (2). Outside the province, but not too far
 (3). Abroad, the farther the better (4). Doesn't matter
16. How many times a year do you participate in sports tourism?
 (1). 1 time (2). 2 times (3). 3 times (4). 4 and more times
17. Factors affecting your participation in sports tourism? (Multiple choices)
 (1). Academic pressure (2). Economic condition (3). Course schedule
 (4). Health condition (5). Interest level (6). Other (please add)
- Part III Emotional Quotient (EQ)
18. How can you accurately perceive your emotions when participating in sports tourism. (Multiple choice)
 (1). Self-reflection (2). Keeping an emotional log (3). Listening to body signals (4). Communicating with others
 (5). Using meditation and relaxation techniques emotions
 (6). Setting up emotional reminders
19. How are you able to perceive changes in the emotions of your peers on a sports tour. (Multiple choice)
 (1). Facial expressions and body language (2). Verbal communication
 (3). Team interaction (4). Communication and expression
 (5). Listening to what your peers are sharing (6). Observing body states
20. How do you effectively use various methods to regulate your emotions in sports tourism. (Multiple choice)
 (1). Recognizing your own emotions (2). Setting goals
 (3). Learning emotion regulation skills (4). Interacting with peers
 (5). Finding fun (6). Participating in feedbacks

21. How can you remain calm and unaffected by your emotions when facing difficulties and challenges in sports tourism. (Multiple choice)
- (1). Make a coping plan (2). Adjust thinking patterns
 (3). Focus on goal orientation (4). Teamwork
 (5). Take a break at the right time (6). Accept uncontrollable factors
22. How do you help other members of your sports travel team to control their emotions. (Multiple choice)
- (1). Establishing a good communication atmosphere
 (2). Providing support and encouragement
 (3). Cultivating teamwork (4). Teaching conflict resolution skills
 (5). Paying attention to individual needs
 (6). Encouraging positive emotional expression
23. You think how effective emotional coordination among team members in sports tourism goes to enhance the overall team experience. (Multiple choice)
- (1). Setting goals together (2). Establishing trusting relationships
 (3). Learning effective conflict resolution (4). Sharing emotional experiences
 (5). Encouraging open communication (6). Establishing emotional regulators
24. How do you translate positive emotions from sports tourism into more positive actions or experiences. (Multiple choice)
- (1). Setting clear goals (2). Taking positive action
 (3). Participating in teamwork (4). Sharing to convey positive emotions
 E. Establishing a positive feedback loop F. Recording positive experiences
25. How effectively do you use emotions to enhance teamwork or individual achievement in sports tourism. (Multiple choice)
- (1). Excite team passion (2). Establish a positive team culture
 (3). Establish emotional resonance (4). Timely positive feedback
 (5). Positively express emotions (6). Energize self-encouragement

Questionnaire on the Current Status Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students (Teachers)

Dear teachers, Hello!

We are doing a study to improve the emotional quotient of university students in the sports tourism model, this survey uses anonymous form, I for your data only for this study. The following questions are not right or wrong, I hope that you will read the instructions and select the answer that best meets your situation, I thank you for your participation!

Instructions for filling out the form.

1. Please make single or multiple choices according to the hints in parentheses at the end of each question.
2. Require single choice, please in your opinion the most appropriate answer to the question number "√"
3. the requirements of multiple choice, please in two (including two) more than the answer to the question number on the "√".

Part I Basic Information

1. Gender

- (1). Male (2). Female

2. Teaching age

- (1). 1-5 (2). 6-10 (3). 11-15 (4). 16-20

Part II Sports Tourism

3. What do you think is the main motive for university students to participate in sports tourism? (Multiple choice)

- (1). Strengthening the body (2). Leisure (3). Fitness and weight loss
 (4). Relief of stress (5). Social needs (6). Pursuit of excitement
 (7). Other (please add)

4. What type of sports tourism products do you think university students prefer when participating in sports tourism?

- (1). Athletic sports tourism (2). Spectator sports tourism (3). Leisure and fitness sports tourism
 (4). Folklore sports tourism (5). Thrill-seeking sports tourism

5. Do you think university students choose accommodation when participating in sports tourism?

- (1). Star hotels (2). Affordable chain hotels
 (3). Youth hostels (4). Guest houses
 (5). Friends and relatives' homes (6). Classmates' dormitories
 (7). Other (please add)

6. What do you think are the main ways for university students to learn relevant information when participating in sports tourism? (Multiple choice)

- (1). Internet (2). Newspaper (3). Television and radio (4).
 Recommendation of friends and relatives (5). Travel agency publicity
 (6). School publicity (7). Others (please add)

7. According to your understanding, what is the monthly consumption amount of university students?

- (1). Less than 1,000 yuan (2). 1,001-1,500 yuan
 (3). 1,501-2,000 yuan (4). More than 2,000 yuan

8. How much do you think university students spend personally each time they engage in sports tourism activities?

- (1). Below 500 yuan (2). 501-1000 yuan
 (3). 1001-1500 yuan (4). Above 1500 yuan

9. According to your understanding, what is the source of expenses when university students participate in sports tourism?

- (1). Living expenses (2). Scholarships (3). Part-time job
 (4). Provided by parents (5). Other (please add)

10. What do you think are the major expenses when university students participate in sports tourism? (Multiple choice)

- (1). Transportation (2). Accommodation (3). Diet (4). Tickets
 (5). Sports Tours (6). Shopping (7). Entertainment (8). Other (please add)

11. In what way do you think university students travel on sports tours? (Multiple choice)

- (1). With family (2). With lovers
 (3). With classmates and friends (4). Individuals
 (5). Travel agency group (6). School organization
 (7). Other (please add)

12. Which means of transportation do you think university students often choose when participating in sports tourism? (Multiple choice)

(1). Airplane (2). Train (3). High-speed train (4). Car (5). Self-driving (6). Walking (7). Bicycle (8). Others (please add)

13. According to your understanding when university students participate in sports tourism, what season do they usually choose? (Multiple choice)

(1). Spring (2). Summer (3). Autumn (4). Winter

14. According to your understanding when university students participate in sports tourism, what time period will they usually choose? (Multiple choice)

(1). Winter vacation (2). Summer vacation (3). Holiday (4). Weekend (5). No class from Monday to Friday (6). Other (please add)

15. Your ideal range of sports tourism destinations?

(1). Inside the city, the closer the better (2). Outside the province, but not too far (3). Abroad, the farther the better (4). Doesn't matter

16. According to your understanding, how many times do university students participate in sports tourism each year?

(1). 1 time (2). 2 times (3). 3 times (4). 4 and more times

17. What do you think are the influencing factors affecting university students' participation in sports tourism? (Multiple choice)

(1). Academic pressure (2). Economic condition (3). Course schedule (4). Health condition (5). Interest level (6). Other (please add)

Part III Emotional Quotient (EQ)

18. How do you think university students can accurately detect their emotions when participating in sports tourism.

(1). Self-reflection (2). Keeping an emotional log (3). Listening to body signals (4). Communicating with others

(5). Using meditation and relaxation techniques emotions

(6). Setting up emotional reminders

19. How do you think university students can perceive the emotional changes of their peers during sports tourism. (Multiple choice)

(1). Facial expressions and body language (2). Verbal communication

(3). Team interaction (4). Communication and expression

(5). Listening to what your peers are sharing (6). Observing body states

20. How do you think university students can effectively use various methods to regulate their emotions in sports tourism. (Multiple choice)

(1). Recognizing your own emotions (2). Setting goals

(3). Learning emotion regulation skills (4). Interacting with peers

(5). Finding fun (6). Participating in feedbacks

21. How do you think university students can remain calm and unaffected by their emotions when facing difficulties and challenges in sports tourism. (Multiple choice)

(1). Make a coping plan (2). Adjust thinking patterns

(3). Focus on goal orientation (4). Teamwork

(5). Take a break at the right time (6). Accept uncontrollable factors

22. How do you think university students can help other members of a sports tourism team control their emotions. (Multiple choice)

(1). Establishing a good communication atmosphere

(2). Providing support and encouragement

(3). Cultivating teamwork (4). Teaching conflict resolution skills

(5). Paying attention to individual needs

(6). Encouraging positive emotional expression

23. You think how effective emotional coordination among team members in university sports tourism goes to enhance the overall team experience. (Multiple choice)

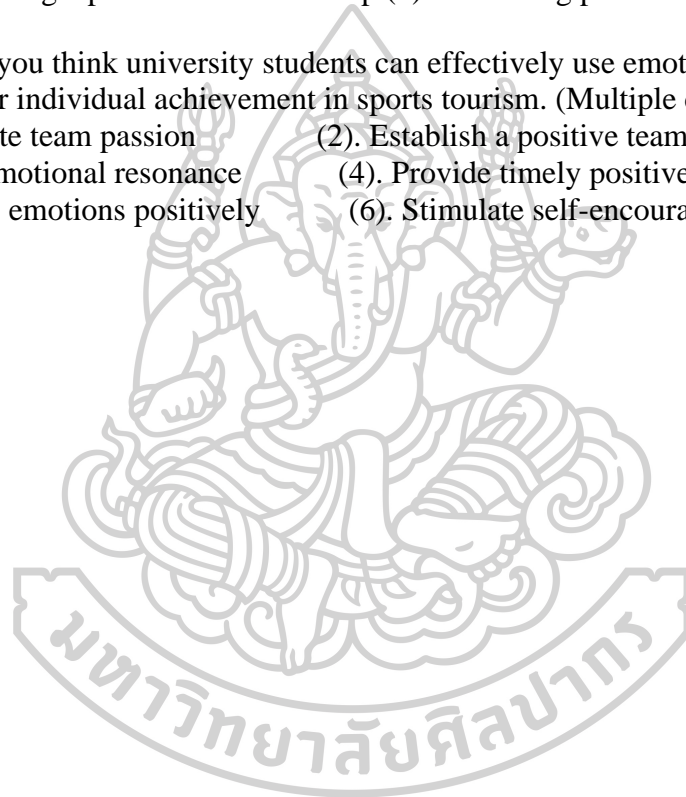
- (1). Setting goals together (2). Establishing trusting relationships
 (3). Learning effective conflict resolution (4). Sharing emotional experiences
 (5). Encouraging open communication (6). Establishing emotional regulators

24. How do you think university students can transform positive emotions from sports tourism into more positive actions or experiences. (Multiple choice)

- (1). Setting clear goals (2). Taking positive action
 (3). Participating in teamwork (4). Sharing to convey positive emotions
 (5). Establishing a positive feedback loop (6). Recording positive experiences

25. How do you think university students can effectively use emotions to enhance teamwork or individual achievement in sports tourism. (Multiple choice)

- (1). Stimulate team passion (2). Establish a positive team culture
 (3). Build emotional resonance (4). Provide timely positive feedback
 (5). Express emotions positively (6). Stimulate self-encouragement

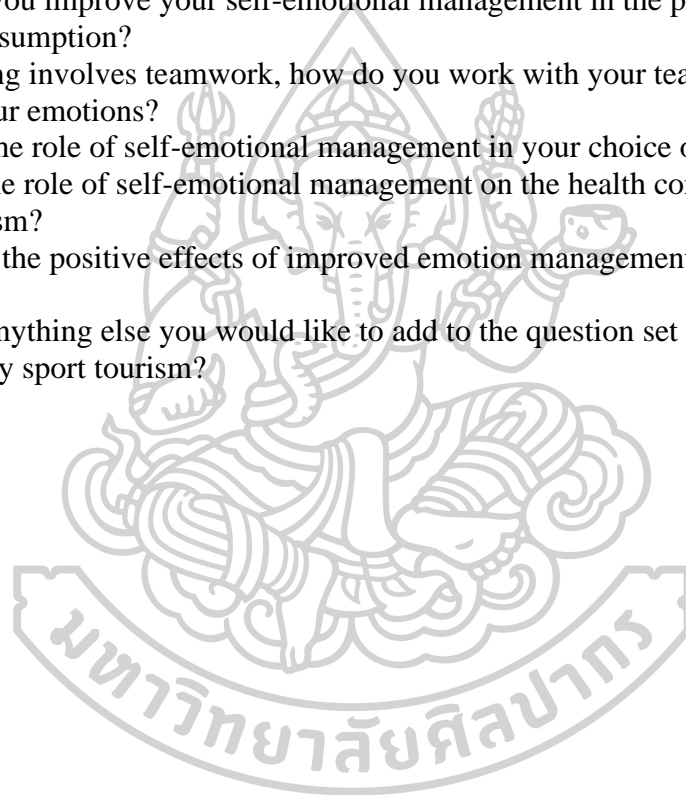


Outline of Interview (Students)

Interview number: _____ Interview time: _____

Name of interviewer: _____ Place of interview: _____

1. How does emotional perception interact with your motivation to participate in sports tourism?
2. How do you consciously use emotions to enhance or adjust your preferences during sports tourism?
3. How do you manage your emotions in the decision-making process of sports tourism?
4. How do you improve your self-emotional management in the process of sports tourism consumption?
5. If traveling involves teamwork, how do you work with your team members to improve your emotions?
6. What is the role of self-emotional management in your choice of time and space?
7. What is the role of self-emotional management on the health conditions occurring in sports tourism?
8. What are the positive effects of improved emotion management in sports tourism on you?
9. Is there anything else you would like to add to the question set on improving EQ in university by sport tourism?



Outline of Interview (leaders)

Interview number: _____ Interview time: _____

Name of interviewer: _____ Place of interview: _____

1.As a school administrator, what strategies do you think can be used to effectively utilize emotions and increase student participation when it comes to university students' motivation for sports tourism?

2.As a school administrator, does the school provide training or resources for students to learn and apply self-emotion regulation skills to influence their travel preferences?

3.As a school administrator, does the school understand students' emotional perceptions during sports tourism to better understand their decision-making process?

4.As a school administrator, does the school have specific strategies or programs to use emotional guidance to influence university students' consumption decisions in the publicity and promotion of sports tourism?

5.As a school administrator, does the school train or guide university students to utilize the emotional regulation of others and the collaborative processing of team members in the selection of travel modes involving group sports tourism?

6.As a school administrator, does the school prompt students to engage in positive emotion regulation of others through teamwork or leadership training to influence temporal and spatial choices?

7.As a school administrator, does the school provide training on emotion perception and management to help students better manage factors affecting their participation in sports tourism, such as academic stress, financial situation, etc.?

8.Does the school plan to further optimize the strategies in terms of emotion guidance and emotion management in sports tourism activities in the future?

9.Is there anything else you would like to add to the question set on sports tourism to improve the EQ of university students?

Outline of Focus Group Discussion (teachers)

Interview number: _____ Interview time: _____
 Name of interviewer: _____ Place of interview: _____

1. How do you think emotional perception interacts with university motivation to participate in sports tourism?
2. How do you think university students adjust and improve managing their emotions to collaborate with team members to meet their respective preferences if the sport tourism activity involves teamwork?
3. How do you think the self-emotional management of university students' decision-making is enhanced when they participate in sports tourism activities?
4. How do you think university students can improve their self-emotional management in the process of sports tourism consumption?
5. Do you think that when university students participate in sports tourism, what is the influence of other people's emotion management on the decision-making of the way of traveling in the team?
6. How do you think the temporal and spatial choices of university students can improve the emotional management of others in team sports tourism?
7. What do you think is the role of self-emotional regulation when university students have health problems during sports tourism? Please give some examples.
8. How do you think university students participating in sports tourism can improve and manage their emotions to have a more positive and enjoyable experience?
9. Is there anything else you would like to add to the question set for sports tourism to improve the EQ of university students?

Appendix C

Experts invitation
Questionnaire Validity rating scale
Interview Validity rating scale
Focus Group Discussion Validity rating scale



Experts invitation

No. 8612/1021

Faculty of Education, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

February 28, 2024

Title: Invitation to be an inspector of research tool quality

Dear Associate Professor Zhou Jiabin, Ph.D.

Mr. Wei Ya Sun is a graduate student ID 640630096 at Silpakorn University and is studying for Doctor of Philosophy Program in Recreation Tourism and Sport Management at Faculty of Education, Silpakorn University. Currently, he is conducting her Independent study entitled: Model of sports tourism to improve emotional quotient of university students. Take Huang huai College as an example. In this regard, Faculty of Education, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Siriwan".

Asst. Prof. Dr. Siriwan Vanichwatanavorachai
Deputy Dean for Academic Affairs

Faculty of Education, Silpakorn University
Nakhon Pathom, Office Tel. 034-255-095



No. 8612/1020

Faculty of Education, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

February 28, 2024

Title: Invitation to be an inspector of research tool quality

Dear Associate Professor Ma Guolie, Ph.D.

Mr. Wei Ya Sun is a graduate student ID 640630096 at Silpakorn University and is studying for Doctor of Philosophy Program in Recreation Tourism and Sport Management at Faculty of Education, Silpakorn University. Currently, he is conducting her Independent study entitled: Model of sports tourism to improve emotional quotient of university students Take Huang huai College as an example. In this regard, Faculty of Education, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

Yours sincerely,

A handwritten signature in blue ink that reads 'Siriwan.V'.

Asst. Prof. Dr. Siriwan Vanichwatanavorachai
Deputy Dean for Academic Affairs

Faculty of Education, Silpakorn University
Nakhon Pathom, Office Tel. 034-255-095



No. 8612/1019

Faculty of Education, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

February 28, 2024

Title: Invitation to be an inspector of research tool quality

Dear Associate Professor SongFeng Huang, Ph.D.

Mr. Wei Ya Sun is a graduate student ID 640630096 at Silpakorn University and is studying for Doctor of Philosophy Program in Recreation Tourism and Sport Management at Faculty of Education, Silpakorn University. Currently, he is conducting her Independent study entitled: Model of sports tourism to improve emotional quotient of university students Take Huang huai College as an example. In this regard, Faculty of Education, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Siriwan'.

Asst. Prof. Dr. Siriwan Vanichwatanavorachai
Deputy Dean for Academic Affairs

Faculty of Education, Silpakorn University
Nakhon Pathom, Office Tel. 034-255-095



No. 8612 / 1018

Faculty of Education, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

February 28, 2024

Title: Invitation to be an inspector of research tool quality

Dear Associate Professor KeFeng Zhang, Ph.D.

Mr. Wei Ya Sun is a graduate student ID 640630096 at Silpakorn University and is studying for Doctor of Philosophy Program in Recreation Tourism and Sport Management at Faculty of Education, Silpakorn University. Currently, he is conducting her Independent study entitled: Model of sports tourism to improve emotional quotient of university students Take Huang huai College as an example. In this regard, Faculty of Education, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

Yours sincerely,

A handwritten signature in blue ink that reads 'Siriwan. Y.'

Asst. Prof. Dr. Siriwan Vanichwatanavorachai
Deputy Dean for Academic Affairs

Faculty of Education, Silpakorn University
Nakhon Pathom, Office Tel. 034-255-095



No. ๔๖๑๒ / ๑๐๐๙

Faculty of Education, Silpakorn University
Sanamchandra Palace Campus,
Nakhon Pathom 73000, Thailand

February ๒๙, 2024

Title: Invitation to be an inspector of research tool quality

Dear Associate Professor WenSheng He, Ph.D.

Mr. Wei Ya Sun is a graduate student ID 640630096 at Silpakorn University and is studying for Doctor of Philosophy Program in Recreation Tourism and Sport Management at Faculty of Education, Silpakorn University. Currently, he is conducting her Independent study entitled: Model of sports tourism to improve emotional quotient of university students Take Huang huai College as an example. In this regard, Faculty of Education, Silpakorn University would like to invite you to inspect the quality of research tools for the student.

Your kind assistance and academic contribution is much appreciated.

Yours sincerely,

A handwritten signature in blue ink that reads 'Siriwan. Y'.

Asst. Prof. Dr. Siriwan Vanichwatanavorachai
Deputy Dean for Academic Affairs

Faculty of Education, Silpakorn University
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Questionnaire Validity rating scale

Questionnaire on the current Status Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students (Students)							
Subject	Expert Ratings					Mean	S.D.
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
1. Gender (1) Male (2) Female	5	5	4	5	5	4.8	0.4
2. Grade level (1) Freshman (2) Sophomore (3) Junior (4) Senior	4	4	5	4	4	4.2	0.4
3. What is your main motive for participating in sports tourism? (Multiple choice) (1) Strengthening the body (2) Leisure (3) Fitness and weight loss (4) Relief of stress (5) Social needs (6) Pursuit of excitement (7) Other	5	5	4	4	4	4.4	0.489
4. What type of sports tourism products do you prefer when you participate in sports tourism? (1) Athletic sports tourism (2) Spectator sports tourism (3) Leisure and fitness sports tourism (4) Folklore sports tourism (5) Thrill-seeking sports tourism	4	4	4	4	4	4	0

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
5. What is your choice of accommodation when you participate in sports tourism? (1) Star hotels (2) Affordable chain hotels (3) Youth hostels (4) Guest houses (5) Friends and relatives' homes (6) Classmates' dormitories (7) Other	4	5	3	5	5	4.4	0.4
6. What are the main ways for you to learn relevant information when participating in sports tourism? (Multiple choice) (1) Internet (2) Newspaper (3) Television and radio (4) Recommendation of friends and relatives (5) Travel agency publicity (6) School publicity (7) Other	4	3	5	5	4	4.2	0.748
7. What is your monthly consumption amount? (1) Less than 1000yuan (2) 1000-1500 yuan (3) 1500-2000yuan (4) More than 2000 yuan	3	3	4	3	4	3.4	0.489
8. What is your personal spending amount each time you engage in sports tourism activities? (1) Below 500yuan (2) 500-1000 yuan (3) 1000-1500yuan (4) Above 1500 yuan	3	3	4	4	4	3.6	0.489

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
9. What is the source of the expenses you spend when you participate in sports tourism? (1) Living expenses (2) Scholarships (3) Part-time job (4) Provided by parents (5) Other	5	5	5	3	4	4.4	0.8
10. What is the greater proportion of your expenses when you participate in sports tourism? (Multiple choice) (1) Transportation (2) Accommodation (3) Diet (4) Tickets (5) Sports Tours (6) Shopping (7) Entertainment (8) Other	3	5	3	4	4	3.8	0.748
11. In what way do you participate in sports tourism? (Multiple choice) (1) With family (2) With lovers (3) With classmates and friends (4) Individuals (5) travel agency group (6) school organization (7) other	4	4	4	4	4	4	0

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
12. Which means of transportation do you often choose when you travel for sports? (Multiple choice) (1) Airplane (2) Train (3) High-speed train (4) Car (5) Self-driving (6) Walking (7) Bicycle (8) Other	5	5	4	4	3	4.2	0.74
13. When you participate in sports tourism, what season do you usually choose? (Multiple choice) (1) Spring (2) Summer (3) Autumn (4) Winter	4	4	4	5	4	4.2	0.4
14. When you participate in sports tourism, what time period do you usually choose? (Multiple choice) (1) Winter vacation (2) Summer vacation (3) Holiday (4) Weekend (5) No class from Monday to Friday (6) Other	4	4	4	5	4	4.2	0.4
15. Your ideal range of sports tourism destinations? (1) Inside the city, the closer the better (2) Outside the province, but not too far (3) Abroad, the farther the better (4) Doesn't matter	4	3	4	4	4	3.8	0.4

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
16. How many times a year do you participate in sports tourism? (1) 1 time (2) 2 times (3) 3 times (4) 4 and more times	5	4	4	4	5	4.4	0.489
17. Factors affecting your participation in sports tourism? (Multiple choices) (1) Economic factors (2) Time factors (3) Interest factors (4) Physical factors (5) Safety factor (6) Distance factor (7) Tourism product factor (8) Family unsupportive factor	5	4	4	3	5	4.2	0.748
18. How can you accurately perceive your emotions when participating in sports tourism. (Multiple choice) (1) Self-reflection (2) Keeping an emotional log (3) Listening to body signals (4) Communicating with others (5) Using meditation and relaxation techniques emotions (6) Setting up emotional reminders	5	4	4	4	5	4.4	0.489

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
19.How are you able to perceive changes in the emotions of your peers on a sports tour. (Multiple choice) (1)Facial expressions and body language (2) Verbal communication (3)Team interaction (4)Communication and expression (5) Listening to what your peers are sharing (6) Observing body states	4	4	4	4	4	4	0
20.How do you effectively use various methods to regulate your emotions in sports tourism. (Multiple choice) (1) Recognizing your own emotions (2) Setting goals (3) Learning emotion regulation skills (4) Interacting with peers (5) Finding fun (6) Participating in feedbacks	5	5	5	3	5	4.6	0.8

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
21.How can you remain calm and unaffected by your emotions when facing difficulties and challenges in sports tourism. (Multiple choice) (1) Make a coping plan (2) Adjust thinking patterns (3) Focus on goal orientation (4) Teamwork (5) Take a break at the right time (6)Accept uncontrollable factors	4	3	4	4	4	3.8	0.4
22.How do you help other members of your sports travel team to control their emotions. (Multiple choice) (1) Establishing a good communication atmosphere (2) Providing support and encouragement (3) Cultivating teamwork (4) Teaching conflict resolution skills	5	5	5	4	5	4.8	0.4

Subject	Expert Ratings					Mean	S.D.
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
23. You think how effective emotional coordination among team members in sports tourism goes to enhance the overall team experience. (Multiple choice) (1) Setting goals together (2) Establishing trusting relationships (3) Learning effective conflict resolution (4) Sharing emotional experiences (5) Encouraging open communication (6) Establishing emotional regulators	4	5	5	4	4	4.4	0.489
24. How do you translate positive emotions from sports tourism into more positive actions or experiences. (Multiple choice) (1) Setting clear goals (2) Taking positive action (3) Participating in teamwork (4) Sharing to convey positive emotions (5) Establishing a positive feedback loop 6. Recording positive experiences	5	5	4	4	5	4.8	0.4

Subject	Expert Ratings					Mean	S.D.
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
25.How effectively do you use emotions to enhance teamwork or individual achievement in sports tourism. (Multiple choice) (1)Excite team passion (2)Establish a positive team culture (3)Establish emotional resonance (4)Timely positive feedback (5) Positively express emotions (6) Energize self-encouragement	4	4	4	4	4	4	0

From the table above, it can be seen that the average value of the experts' ranged from 3.6 to 5, except question 7, for which the average value was 3.4. The expert's recommendation for question 7 was that the range of values was not specific enough.



Questionnaire on the Current Status Model of Sports Tourism to Improve the Emotional Quotient of HuangHuai University Students(Teachers)							
Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
1. Gender (1)Male (2)Female	5	4	5	5	5	4.8	0.4
2. Teaching age (1)1-5 (2)6-10 (3)11-15 (4)16-20	3	5	4	4	3	3.8	0.748
3. What do you think is the main motive for university students to participate in sports tourism? (Multiple choice) (1)Strengthening the body (2)Leisure and entertainment (3)Fitness and weight loss (4)Relief of pressure (5)Socialization needs (6) Pursuit of excitement (7)Other	5	5	3	5	5	4.6	0.8
4. What type of sports tourism products do you think university students prefer when participating in sports tourism? (1) Athletic sports tourism (2) Spectator sports tourism (3)Leisure and fitness sports tourism (4)Folklore sports tourism (5)Excitement sports tourism	4	4	4	3	5	4	0.632

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
5.Do you think university students choose accommodation when participating in sports tourism? (1)Star hotels (2)Affordable chain hotels (3) Youth hostels (4)Guest houses (5) Friends' and relatives' homes (6) Classmates' dormitories (7) Other	5	5	5	4	4	4.6	0.489
6.What do you think are the main ways for university students to learn relevant information when participating in sports tourism? (Multiple choice) (1)Internet(2)Newspaper (3)Television and radio (4)Recommendation of friends and relatives (5)Travel agency publicity (6)On-campus publicity (7)Other	4	4	4	4	5	4.2	0.4
7.According to your understanding, what is the monthly consumption amount of university students? (1)Less than 1000yuan (2) 1000-1500 yuan (3)1500-2000yuan (4)More than 2000 yuan	3	3	4	4	4	3.6	0.489

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
8.How much do you think university students spend personally each time they engage in sports tourism activities? (1)Below 500yuan (2)500-1000 yuan (3)1000-1500yuan (4)Above 1500 yuan	3	3	4	5	4	3.8	0.748
9.According to your understanding, what is the source of expenses when university students participate in sports tourism? (1)Living expenses (2) Scholarships (3) Part-time job (4)Parents' support (5) Other	4	5	4	4	4	4.2	0.4
10.What do you think are the major expenses when university students participate in sports tourism? (Multiple choice) (1)Transportation (2) Accommodation (3) Food (4) Tickets (5)Sports tours (6)Shopping (6)Entertainment	3	3	4	3	3	3.2	0.4

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
11. In what way do you think university students travel on sports tours? (Multiple choice) (1) With family (2) With lovers (3) With classmates and friends (4) Individuals (5) Travel agency group (6) School organization (7) Other	5	4	5	4	4	4.4	0.489
12. Which means of transportation do you think university students often choose when participating in sports tourism? (Multiple choice) (1) Airplane (2) Train (3) High-speed rail (4) Car (5) Self-driving (6) Walking (7) Bicycle (8) Other	4	4	4	4	5	4.2	0.4
13. According to your understanding when university students participate in sports tourism, what season do they usually choose? (Multiple choice) (1) Spring (2) Summer (3) Fall (4) Winter	4	5	4	4	4	4.2	0.4

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
14. According to your understanding when university students participate in sports tourism, what time period will they usually choose? (Multiple choice) (1) Winter vacation (2) Summer vacation (3) Holidays (4) Weekends (5) No classes from Monday to Friday (6) Other	4	4	5	5	4	4.4	0.489
15. Your ideal range of sports tourism destinations? (1) Inside the city, the closer the better (2) Outside the province, but not too far (3) Abroad, the farther the better. (4) Doesn't matter	5	4	4	3	5	4.2	0.748
16. According to your understanding, how many times do university students participate in sports tourism each year? (1) 1 time (2) 2 times (3) 3 times (4) 4 and more times	5	4	4	4	4	4.2	0.4

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
17. What do you think are the influencing factors affecting university students' participation in sports tourism? (Multiple choice) (1)Academic pressure (2) Economic condition (3) Course schedule (4) Health condition (5) Interest level (6) Other	4	4	4	3	5	4	0.632
18.How do you think university students can accurately detect their emotions when participating in sports tourism. (1)Self-reflection (2) Keeping an emotional log (3)Listening to body signals (4)Communicating with others (5) Using meditation and relaxation techniques emotions (6)Setting up emotional reminders	5	4	4	4	4	4.2	0.4

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D
19.How do you think university students can perceive the emotional changes of their peers during sports tourism. (Multiple choice) (1)Facial expression and body language (2)Verbal communication (3)Team interaction (4) Communication and expression (5) Listening to what peers are sharing (6) Observing physical states	4	3	4	5	4	4	0.632
20.How do you think university students can effectively use various methods to regulate their emotions in sports tourism. (Multiple choice) (1)Recognizing their own emotions (2)Setting goals (3)Learning emotion regulation skills (4)Interacting with peers (5)Finding fun (6)Participating in feedbacks	5	5	4	3	5	4.4	0.8

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
21.How do you think university students can remain calm and unaffected by their emotions when facing difficulties and challenges in sports tourism. (Multiple choice) (1)Make a coping plan (2)Adjust thinking mode 3. Focus on goal orientation (4)Teamwork (5)Timely rest (6)Accept uncontrollable factors	4	3	4	5	4	4	0.632
22.How do you think university students can help other members of a sports tourism team control their emotions. (Multiple choice) (1)Establishing a good communication atmosphere (2) Providing support and encouragement C. Cultivating teamwork (3)Teaching conflict resolution skills (4) Focusing on individual needs (5)Encouraging positive emotional expression	5	5	4	5	4	4.6	0.489

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
23.You think how effective emotional coordination among team members in university sports tourism goes to enhance the overall team experience. (Multiple choice) (1)Setting goals together (2) Establishing trust (3)Learning effective conflict resolution (4)Sharing emotional experiences (5)Encouraging open communication (6)Setting up emotional regulators	4	5	4	4	4	4.2	0.4
24.How do you think university students can transform positive emotions from sports tourism into more positive actions or experiences. (Multiple choice) (1)Setting clear goals (2)Taking positive actions (3) Participating in teamwork (4) Sharing to convey positive emotions (5) Establishing a positive feedback loop (6) Recording positive experiences	4	3	4	5	4	4	0.632

Subject	Expert Ratings					Mean	S.D.
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
25.How do you think university students can effectively use emotions to enhance teamwork or individual achievement in sports tourism. (Multiple choice) (1) Stimulate team passion (2)Establish a positive team culture (3)Build emotional resonance (4) Provide timely positive feedback (5) Express emotions positively (6) Stimulate self-encouragement	5	4	4	4	4	4.2	0.4

From the table above it can be seen that except for question 10 where the mean value is 3.2, all other values are between 3.6 and 5. The standard deviation for all questions was less than 1. The expert's recommendation for question 10 is to add the following (please add)

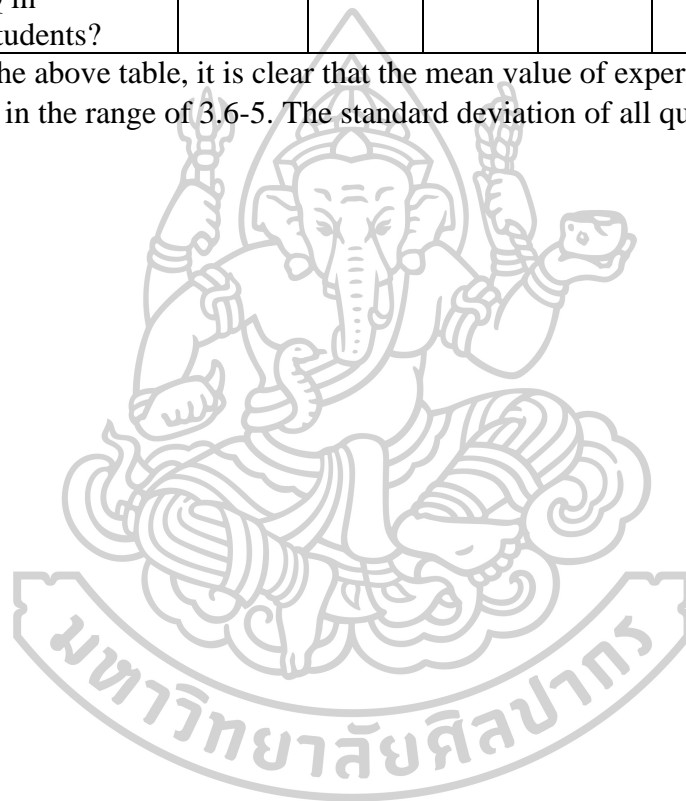


Interview Validity rating scale

Outline of Interview (Student)							
Subject	Expert Ratings					Mean	S.D.
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
Interview number: Interview time: Name of interviewer: Place of interview:	4	5	4	4	4	4.2	0.4
1.How does emotional perception interact with your motivation to participate in sports tourism?	4	4	4	4	4	4	0
2.How do you consciously use emotions to enhance or adjust your preferences during sports tourism?	4	5	4	4	4	4.8	0.4
3.How do you manage your emotions in the decision-making process of sports tourism?	4	3	4	5	4	4	0.632
4.How do you improve your self-emotional management in the process of sports tourism consumption?	5	4	4	4	3	4	0.632
5.If traveling involves teamwork, how do you use your emotions to work with your team members?	4	4	5	4	4	4.2	0.4
6.What is the role of self-emotional management in your choice of time and space?	4	5	4	3	4	4	0.632
7.What is the role of self-emotional management on the health conditions occurring in sports tourism?	4	4	4	4	5	4.2	0.4

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
8.What are the positive effects of improved emotion management in sports tourism on you?	4	4	4	5	4	4.2	0.4
9.Is there anything else you would like to add in response to the question set about sports tourism improve EQ in university students?	5	4	4	5	4	4.4	0.489

From the above table, it is clear that the mean value of expert ioc for all questions is in the range of 3.6-5. The standard deviation of all questions is less than 1.



Interview Validity rating scale

Outline of Interview (Student)							
Subject	Expert Ratings					Mean	S.D.
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
Interview number: Interview time: Name of interviewer: Place of interview:	4	5	4	4	4	4.2	0.4
1.As a school administrator, what strategies do you think can be used to effectively utilize emotions and increase student participation when it comes to university students' motivation for sports tourism?	4	5	5	4	4	4.4	0.489
2.As a school administrator, does the school provide training or resources for students to learn and apply self-emotion regulation skills to influence their travel preferences?	5	4	4	4	3	4	0.632
3.As a school administrator, does the school understand students' emotional perceptions during sports tourism to better understand their decision-making process?	4	4	5	5	5	4.6	0.489
4.As a school administrator, does the school have specific strategies or programs to use emotional guidance to influence university students' consumption decisions in the publicity and promotion of sports tourism?	4	3	4	5	5	4.2	0.748

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
6.As a school administrator, does the school prompt students to engage in positive emotion regulation of others through teamwork or leadership training to influence temporal and spatial choices?	4	5	4	3	4	4	0.632
7.As a school administrator, does the school provide training on emotion perception and management to help students better manage factors affecting their participation in sports tourism, such as academic stress, financial situation, etc.?	4	4	4	5	5	4.4	0.489
8.Does the school plan to further optimize the strategies in terms of emotion guidance and emotion management in sports tourism activities in the future?	3	4	4	4	4	3.8	0.4
9.Is there anything else you would like to add to the question set on sports tourism to improve the EQ of university students?	5	4	4	5	4	4.4	0.489

From the above table, it is clear that the mean value of expert ioc for all questions is in the range of 3.6-5. The standard deviation of all questions is less than 1.

Focus Group Discussion Validity rating scale

Outline of FGD (teachers)							
Subject	Expert Ratings					Mean	S.D.
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
Interview number: Interview time: Name of interviewer: Place of interview:	4	5	4	4	4	4.2	0.4
1.How do you think emotional perception interacts with university motivation to participate in sports tourism?	4	4	4	4	4	4	0
2.Do you think that if sports tourism activities involve teamwork, how do university students adjust and manage their emotions to collaborate with team members to meet their respective preferences?	3	4	4	4	4	3.8	0.4
3.How do you think the self-emotional management of university students' decision-making is enhanced when they participate in sports tourism activities?	4	4	4	4	5	4.2	0.4
4.How do you think university students can improve their self-emotional management in the process of sports tourism consumption?	4	3	5	4	4	4	0.632

Subject	Expert Ratings						
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
5. Do you think that when university students participate in sports tourism, what is the influence of other people's emotion management on the decision-making of the way of traveling in the team?	4	4	4	5	4	4.2	0.4
6. How do you think the temporal and spatial choices of university students can improve the emotional management of others in team sports tourism?	5	4	4	4	4	4.2	0.4
7. What do you think is the role of self-emotional regulation when university students have health problems during sports tourism? Please give some examples.	3	4	4	4	4	3.8	0.4
8. How do you think university students participating in sports tourism can improve and manage their emotions to have a more positive and enjoyable experience?	4	5	3	4	4	4	0.632
Subject	Expert Ratings						

	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean	S.D.
9. Is there anything else you would like to add in response to the question set about sports tourism improve EQ in university students?	5	4	4	5	4	4.4	0.489

From the above table, it is clear that the mean value of expert ioc for all questions is in the range of 3.6-5. The standard deviation of all questions is less than 1.



VITA

NAME

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