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Research Article

Significance and Practical Exploration of Emotional Regulation in College Basketball Education and Training

Jinyu Shan[1,2], Seongno Lee[1]*

[1]Department of Physical Education, Hanyang University, Seoul, 04763, Korea
[2]Department of Physical Education, Weifang University of Science and Technology, Weifang,262700, China;
E-mail: shanjinyu@wfust.edu.cn

***Corresponding Author:** Seongno Lee
*Professor, Department of Physical Education, Hanyang University, Email: snl743@hanyang.ac.kr

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ABSTRACT

In stressful sports like basketball, athletes especially need to be able to manage their emotions. This study addresses the importance of emotional management in the context of athletic performance and its impacts on athletic success. An extensive evaluation of the literature and case study analysis was used to perform the research. For the analysis of this research, a sequential mixed technique (qualitative and quantitative) study was conducted. Delphi questionnaires were used twice to conduct the study. For the Delphi technique, the suggested population for significance and practical exploration of emotional regulation in college basketball education and training could be experts in the fields of sports psychologists, athletic trainers and college basketball coaches. Data from the semi-structured interviews for the qualitative study were collected via a Delphi survey, and 14 nodes and six themes were then generated. Finally, the essay provides coaches and trainers with actionable suggestions for integrating emotional regulation education and training into their curricula. These consensuses were also noted in this study among the targeted groups of coaches and trainers for further discussion. The findings of this study on the emotional regulations of collegiate basketball training and education in China may be used to influence policy and advance the field of study.

Keywords: Emotional regulation, College basketball education and training, Team cohesion, Performance outcomes and coaching strategies.

1. Introduction:

Even if enthusiasm has a biological basis, how people display their feelings can have an impact. The skill of "emotion regulation" includes a wide range of internal and external mechanisms that be used to examine, assess, and adjust emotional responses (Aragonés-González, Rosser- Limiñana, & Gil-González, 2020). Numerous cognitive, emotional, behavioral, and physiological reactions are also a part of emotion regulation. To comprehend the relationship between emotion and behavior, stress and unfavorable emotions are required (Nesayan, Hosseini, & Asadi Gandomani, 2017). To complement this line of inquiry, we look into a different, unexplored behavioral factor, specifically employees' resistance to changing their behavior in response to that of their coworkers (Auletto, 2021). This factor may shed light on the relationship between employees' perceptions of others' self-serving behaviors and their intentions to quit their jobs (Metwally, Ruiz-palomino, Metwally, Gartzia, & Duncan, 2019). Employees' emotional regulation skills, a personal tool that enables them to control their negative emotions in the presence of others' selfish actions, could stifle this process, reducing the likelihood that they will further isolate themselves from the rest of the organization, which would have a positive impact on their propensity to stay with the company (De Clercq, Khan, & Haq, 2021). Whether and how the processes of training attention and adjusting action in athletics can be accelerated is a crucial subject (Kayhan & Kiliç, 2011).

The majority of studies on perceptual training in sports have been conducted in laboratories with film-based exams. In the present study, researchers used skilled players to observe the effects of visual control training on basketball jump-shooting performance. In contrast, in the other far- aiming tasks where gape manners have been studied (such as shooting, basketball free-throw shooting, and pool), basketball jump shooting involves aspiring from a moving point of view as opposed to a (the relatively) stationary location (Oudejans,

Koedijker, Bleijendaal, & Bakker, 2005). Setting goals is a tried-and-true method for boosting and focusing motivation in industries that value achievements, like business, education, and sports (Camisón & Forés, 2015). The devastating evidence for the motivating and performance-enhancing impacts of goals notably from the management and organizational literature has increased interest in the use of goal setting. Outcome goals typically evaluate achievement in contrast to rivals, such as being in first place in a race (Chatterjee, Chaudhuri, Vrontis, & Giovando, 2023). Performance objectives involve choosing a performance outcome that can be attained mostly on one's own, such as finishing a race in a particular amount of time. Process goals are more difficult to articulate but typically include details on the behaviors required for achievement (Filby, Maynard, & Graydon, 1999). By incorporating effective reality technology into college physical education courses like exercises, volleyball, and basketball training, it is possible to prevent students from getting hurt while they are studying as well as to demonstrate some movements that are difficult to describe in words and reduce sports learning (Swanson, Davis, & Yushan Zhao, 2008). At the same time, encourage the integration of technology with basketball training and give it a bigger role in tactical training for basketball (Ma, Wang, & Liu, 2020). Successful sporting performances are significantly influenced by the leadership traits of coaches. Variables that have moderated the relationship between transformational leadership behaviors and follower behaviors have been found in research on transformational leadership (Liu & Werblow, 2019).

These factors include team cohesion and confidence in the intrinsic drive of the leaders. It was assumed that high-performance expectations would have a favorable connection with task cohesion because high-performance expectations are likely to be communicated by leaders who also have high expectations for themselves (Callow, Smith, Hardy, Arthur, & Hardy, 2009). Studying complex responses in practical environments and determining the cognitive processes involved in the acquisition and performance of simple motor skills under controlled conditions are the same for multifaceted sports skills under more naturalistic settings can help us better understand the processes by which sports skills are learned (Hutchenreiter, Weber, & Rammer, 2019). Although a challenging effort, an attempt to combine theoretical and empirical study findings from several sub-disciplines would assist explain more variations in sports skills development and performance (Wiese-Bjornstal & Weiss, 1992).

2. Literature Review:

Higher standards for the physical condition are set out for basketball players in colleges since the application of players' abilities and strategies. In other words, the "fast, high, complete and accurate" shooting style will continue to dominate modern basketball. The high score among them primarily reflects how "fast" they are (Ma et al., 2020). Basketball has developed significantly in the past several years in terms of its physical, mental, tactical, and psychological components, giving it a modern character that emphasizes speed, strength, and endurance in precise technical execution (Woodcock, Sharma, Subban, & Hitches, 2022). Physical prowess is a crucial component and a key determinant of skill performance in practice and competition, with varied levels of reliance on it in sports, such as basketball (Uday & Zahmar, 1999). The exercise was designed to enhance knowledge retention at the final phase, just before ball discharge. Due to these techniques, visual information for the shooting was only available after the ball and hands had passed the line of sight (Oudejans et al., 2005). The alignment of three interrelated leadership aspects; (a) real leader behavior, (b) preferred leader behavior of the athletes, and (c) needed leader behavior (as determined by situational demands) determines the athlete's performance and happiness (Stewart, Wright, Smith, Roberts, & Russell, 2021). This line of reasoning, it has been argued, should apply to the impact of coaching (Gardner, Light Shields, Light Bredemeier, & Bostrom, 1996). The ability to reinterpret stress has significant effects on performance. Years of empirical research in both fundamental science and with top athletes show how stress, under the correct conditions, may promote adaptation and mastery (Pinniger, Brown, Thorsteinsson, & McKinley, 2012). An effective team is expected to execute at a level that exceeds the performance of its members individually. This is particularly true when a team member performs a joint task that requires high levels of interdependence with a single output, and when the team's performance could be evaluated by how well it performs overall as is the case in interactive sports teams like soccer, basketball, and other teams (Mach, Dolan, & Tzafrir, 2010). Rewards that depend on performance are common. To establish rigid "deadlines" for performance and training, competitions and training sessions are planned (Hatlevik & Hatlevik, 2018). Competitors, coaches, parents, and other interested parties are always observing and grading athletes. In general, athletes have few options, especially in minor sports where coaches are typically in charge of creating training plans and competition strategies. These environmental traits may be interpreted as controlling and, as a result, may be incompatible with supporting autonomy (Conroy & Douglas Coatsworth, 2007).

The generally seized assumptions about team cohesion and success that greater cohesiveness is related to greater team success is implicitly conveyed which is "a dynamic process that is reflected in the tendency of a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member elective needs" (Carron, Bray, & Eys, 2002). With theoretical concepts in social psychology, cohesion is one of the most extensively researched notions in small-group performance and intra and inter-group connections (Aveni, 2014). Although the notion has received a lot of attention from

researchers, no one has been able to definitively define it, and it is not quite clear how it relates to group performance (Brown, Sung, & Faerman, 2019).
A notion in quest of a definition, cohesion has been called "elusive" and "a spectacular embarrassment in group theory research" (Rosh, Offermann, & Van Diest, 2012). These studies unmistakably show that the coach has a significant impact on athlete anxiety (and vice versa), but less is known about the impact of particular coaching behaviors on anxiety levels (Baker, Côté, & Hawes, 2000). Numerous young people engage in organized sports during a formative time in their lives when it comes to developing their personalities. Thus, a sports coach plays a crucial function in society (Dyck, Walker, & Caza, 2019). Despite this, volunteers with little experience frequently take on this demanding and complex task. Despite the availability of thorough coach education programs, direct coaching experience is usually recognized as the most efficient way to learn how to coach (Gilbert, Gilbert, & Trudel, 2001). Coaches can encourage athletes' autonomy by giving them options within reason, explaining how the activity is structured, acknowledging their feelings and perspectives, giving them chances to show initiative, giving them informational feedback, refraining from overt control and criticism, thoughtfully designing reward systems, and limiting athletes' ego-involvement in the activity (Conroy & Douglas Coatsworth, 2007). In the clinical literature, the connection between mindfulness-based therapies and anxiety has been well explored (Gardner et al., 1996). To change one's connection to anxiety and lessen some of the pain brought on by experiencing anxiety, mindfulness-based interventions aim to raise one's tolerance of anxiety (Sappington & Longshore, 2015).

3. Research Methodology:

To get beyond the single design's limitations, the study design presented in this section uses both a qualitative approach and quantitative methods (i.e. a delphi survey). By using the narrative technique, the data (i.e. semi-structured interviews) was gathered from the targeted population. Following the screening of raw data using qualitative analysis, 14 nodes were extracted. Later, the importance level of identified components (themes) was evaluated and prioritized using the quantitative techniques (two round delphi survey). With the aid of statistical tools and nodes were generated from the data that had been recorded on audiotapes using this method. Expert advice was also a key theme chosen. The themes that were found were used once more for quantitative analysis, but this time a questionnaire based on a five-point Likert scale was created to collect information from the target population such as sports psychologists, athletic trainers and college basketball coaches. There are 25 main open-ended questions made up of the instrument (questionnaire) used for the semi-structured interviews. Using the pilot survey, the experts in the field of academia validated these open-ended questions. There were each college has one department. Table 1 below represents the eight colleges and 8 departments.

Table 1. Practical exploration in college basketball training and education

Departments	Colleges	Departments	Colleges
Electric	College 1	Economics	College 5
Computer	College 2	Electronics	College 6
Education	College 3	Linguistics	College 7
Literature	College 4	Physical education	College 8

A total of 105 replies were gathered in the initial round. The distribution of the respondents and their range of experiences are shown in Table 2. In the initial round postal mail (printed instruments) and in-person meetings were used to collect the data. To obtain more accurate findings, the respondents' identities were kept a secret from one another. The round was repeated until a consensus was reached, at which point the respondents were informed of the desired statistical results. The initial round of data collection was done. To determine whether the responder groups had reached a consensus or not, the data gathered from the first round were statistically analyzed. Using the online survey, the mean score for the second round was determined and presented to the respondents. The responders were given the option to keep or modify their initial grading, and this decision was left up to them. However, for this round, the replies dropped to 95, as indicated in (Table 2) with their distribution being made up of China. When the respondent group reached an agreement, the delphi survey was terminated. The following part contains the analysis of the data's findings.

Table 2. Group-wise distribution of the respondents for two rounds of the delphi survey

Distribution of Respondents	Sports psychologists	Athletic trainers	College basketball coaches
1 year	12(11)	10(9)	7(6)
3 years	10(10)	5(4)	6(5)
5 years	10(9)	10(9)	6(5)
7 years	13(13)	10(9)	6(5)
Total (105 for the first and 95 for the second round)	45(43)	35(31)	25(21)

Note: Digits in brackets "()" shows the respondents of the second round in delphi survey

4. Materials and methods

This study denotes two different forms of analysis. (i) Qualitative analysis, including the establishment of nodes, themes and factors, and the inter-correlation of the emotional exploration and training and education of college basketball students; and (ii) Quantitative analysis, including the normality and reliability of the data, ranking and prioritization of the basketball game factors based on mean scoring.

4.1 Qualitative Method:

Table 3 lists the 14 nodes and their distribution throughout the several departments of colleges.

Table 3. Practical exploration in college basketball training and education (semi-factors).

College basketball training and education	Colleges							
	1	2	3	4	5	6	7	8
Internal and external mechanisms	✓				✓	✓	✓	
Unexplored behavioral factor			✓			✓		
Visual control training		✓		✓				✓
Overwhelming evidence for the motivating		✓	✓		✓		✓	
Favorable connection with task cohesion	✓			✓		✓		
Realistic environments and determining	✓		✓		✓			✓
Sport skill development and performance				✓		✓	✓	
Endurance in precise technical execution		✓		✓		✓	✓	
Visual information for shooting		✓	✓		✓		✓	
Rewards that depend on performance	✓			✓		✓		
Team cohesiveness is related to greater team success	✓		✓		✓			✓
Employed more positive coaching techniques		✓		✓				✓
Ability to reinterpret stress		✓	✓		✓		✓	
A joint task that requires high levels of interdependence	✓				✓		✓	

The interviewee of the college basketball team 1, 5, and 7 has a goal for internal and external mechanisms in college. The interviewee from colleges 3 and 6 discussed the unexplored behavioral factor. The interviewee from colleges 2, 4, and 8 noticed that there is the necessary level of skills and visual control training. The colleges' interviewees (2, 3, 5 and 7) discussed the quality of overwhelming evidence for the motivation. The effort required for favorable connection with task cohesion was discussed by the interviewee (1, 4 and 6) that there are so many connections required for team management in basketball (Fadlelmula, 2010). There is a realistic environment and determining support for motivations encouraging athletes for future positive competition discussed by the interviewee of colleges 1, 3, 5 and 8. Sport skill development and performance were noticed by the interviewee of colleges 4, 6 and 7. Interviewees 2, 4, 6, and 7 revealed the need for endurance in precise technical execution during the interview with students from different cultures with the help of institutional facilities (LI, 2022). Interviewees (1, 4 and 6) revealed that colleges are providing visual information for shooting in colleges. Interviewees 1, 5 and 7 discussed facilitating notable variations in rewards that depend on performance in the quality of skilled education (Taylor, Akgün, & Keskin, 2014). Rewards that depend on performance can be used to foster an understanding of the concept discussed by interviewees 1, 3, 5 and 8. Team cohesiveness is related to greater team success among students discussed by 2, 4 and 8 (Means, 2010). The interviewee from colleges 2, 3, 5 and 7 mentioned the ability to reinterpret stress as a tool for the dissemination of knowledge. A joint task that requires high levels of interdependence was also identified by the interviewee of colleges 1, 5 and 7.

4.2 Development of a college basketball framework for narrative studies

Six themes (college basketball nodes) were developed from these significant nodes (semi-factors) which were the most prevalent in all eight interviews. They were created once nodes were discovered. The following are these six key themes or factors:

1. Overwhelming evidence for the motivating
2. Sport skill development and performance
3. Rewards that depend on performance
4. Team cohesiveness is related to greater team success
5. Employed more positive coaching techniques
6. Ability to reinterpret stress

Developing a framework is the last step in the qualitative approach to data interpretation. Figure 1 represents the factors and their relationship.

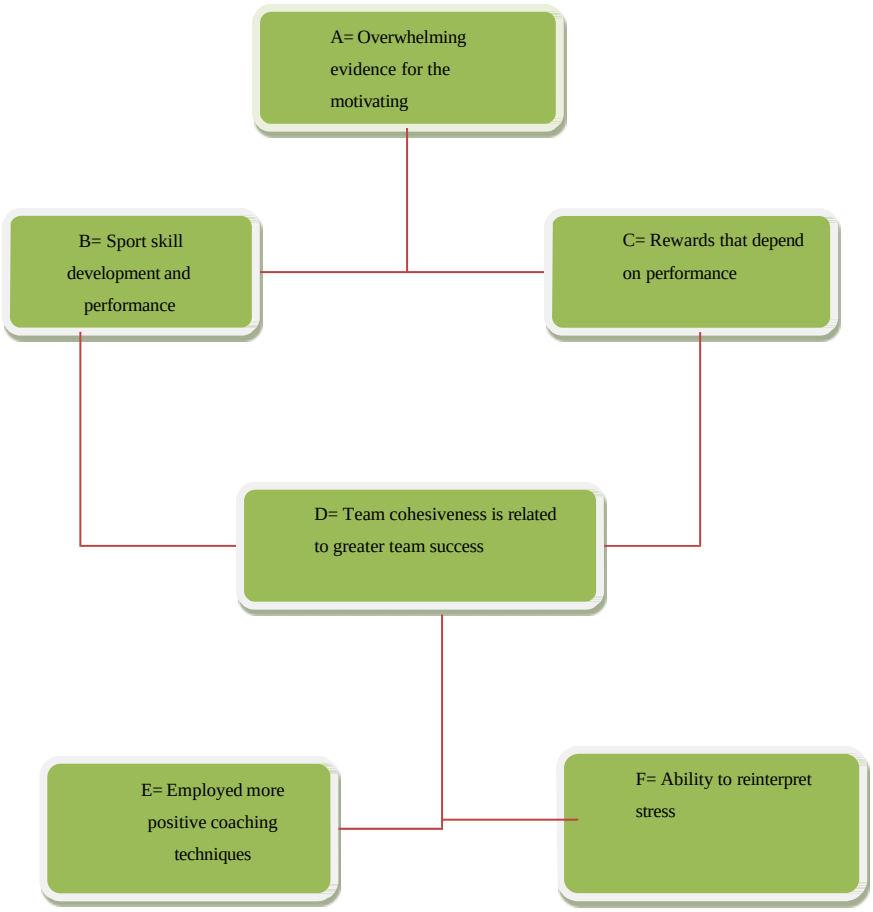

Figure 1. The developed framework of college basketball factors

4.3 Quantitative Method:

4.3.1 Normality & Reliability Test:

Smart PLS (SEM) and microsoft excel were used to collect and analyse the data. The Shapiro- Wilk normality test was used to determine whether the data were normally distributed or not. The results show that less than 0.05 ($p<0.05$) was the significant value that was found for both rounds of the delphi survey of all the components. In this case, more research necessitates the non-parametric test.

Table 4. The first round of delphi survey

	All Groups		Sports psychologists		Athletic trainers		College basketball coaches	
Factors	**M**	**R**	**M**	**R**	**M**	**R**	**M**	**R**
A	2.700	5	2.555	8	2.450	8	3.095	3
B	2.930	3	3.100	1	2.550	6	3.140	1
C	2.613	7	2.735	5	2.480	7	2.625	6
D	2.610	8	2.605	6	2.600	4	2.625	6
E	2.772	4	2.950	2	2.750	3	2.615	8
F	2.685	6	2.760	4	2.595	5	2.700	5
Samples	105		45		35		25	
Cronbach Alpha	0.804		0.771		0.762		0.769	

Note: M = Mean; R = Rank.

Present consensus between a sport psychologist and an athletic trainer.

Present consensus between sports psychologists and college basketball coaches.

Present consensus between sports psychologists and college basketball coaches.

Present consensus between athletic trainers and college basketball coaches.

Table 5. Second round of delphi survey

	All Groups		Sports psychologists		Athletic trainers		College basketball coaches	
Factors	M	R	M	R	M	R	M	R
A	2.600	8	2.550	7	2.620	7	2.630	8
B	2.752	5	2.775	5	2.520	8	2.960	5
C	2.865	4	2.805	4	2.690	5	3.100	2
D	3.003	1	2.855	3	3.120	1	3.035	3
E	2.895	2	2.740	6	2.805	3	3.140	1
F	2.882	3	2.900	1	2.725	4	3.020	4
Samples	95		43		31		21	
Cronbach Alpha	0.806		0.762		0.702		0.756	

Note: M = Mean; R = Rank.

Present consensus between a sport psychologist and an athletic trainer.

Present consensus between sports psychologists and college basketball coaches.

Present consensus between sports psychologists and college basketball coaches.

Present consensus between athletic trainers and college basketball coaches.

4.3.2 Ranking based on the mean score:

Additionally, groups of respondents were asked to list and rank the college basketball factors on a scale of 1 to 5, with 1 denoting strongly agreement and 5 denoting strongly disagreement. Based on their mean, the vocational education variables were calculated and arranged from strongly agree to strongly disagree. Based on the mean ratings for all respondents and each respondent group, six criteria in total were rated (Tables 4 and 5). Table 4 displays the order of the components of the college basketball variables in the first round. The respondents chose the factor overwhelming evidence for the motivating mean (2.943), which was placed first based on their mean, as something they strongly agreed with. Similarly to this, sport skill development and performance were chosen as important (mean 2.700) based on their significance. According to the respondents' mean (2.930), the factor rewards that depend on performance were evaluated as being important (first). The elements of team cohesiveness related to greater team success are ranked seventh on average (2.613). With a mean score of 2.685, respondents employed more positive coaching techniques as a medium for knowledge transmission in second place in the second round of the delphi survey. Employed more positive coaching techniques role as a medium for knowledge transmission placed fourth in the first round of the survey (mean 2.752) and third in the second round (mean 2.895). Similar to this, according to their unified significance level, the respondents ranked the "factor" to the ability to reinterpret stress sixth (mean 2.882) and thought it was extremely important.

Based on their mean score following the second round of the delphi survey, all of the college basketball team criteria were ranked. The findings also indicate that the factors' significance level has increased as indicated by their mean score changing from "agree" to "neutral".Other factors have a significance level based on the mean score as “overwhelming evidence for the motivating (significance as neutral) in both rounds, sport skill development and performance (significance as neutral) in the first-round round and (significance as agree) in the second round, optimization for sport skill development and performance, rewards that depend on performance, team cohesiveness is related to greater team success, and to employed more positive coaching techniques significance as neutral) in both rounds of the delphi survey. No factor had a grade of less than 2.5 in this survey, and each factor had a sizable amount of neutral or agrees. It can be claimed that all of the aforementioned elements will have a significant impact on how the school-enterprise model evolves in the future from the perspective of basketball education.

Table 6. The significance level of vocational education factors

1st Round				2nd Round			
Factors	**M**	**R**	**S**	**Factors**	**M**	**R**	**S**
A	2.943	1	Neutral	**A**	2.600	8	Neutral
B	2.700	5	Neutral	**B**	2.752	5	Agree
C	2.930	3	Neutral	**C**	2.865	4	Neutral
D	2.613	7	Neutral	**D**	3.003	1	Neutral
E	2.610	8	Neutral	**E**	2.895	2	Neutral
F	2.685	6	Neutral	**F**	2.882	3	Neutral

Note: M = Mean; R = Rank; S = Significance and agree shows more significance from the first round to the second round.

5. Discussion

The study has found that the college basketball components that have the greatest impact on the development of skilled sports performers are those that are supported by sports facilities and performance evaluation. Semi-structured interviews and a delphi survey were both a part of the emotional exploration study of college basketball that used a mixed-method approach. The targeted group (sports psychologists, athletic trainers and college basketball coaches) was surveyed to get qualitative data using semi-structured interviews that incorporated the narrative technique. The qualitative analysis produced a total of 14 nodes, which were then prioritized according to their importance using a two-round delphi survey (quantitative approach) of the targeted demographic (China). The qualitative data were eliminated and subjected to statistical analysis with the assistance of statistical tools, which led to the extraction of all six components for the emotional exploration of college basketball education. The delphi survey (quantitative analysis) was carried out to see whether China respondents agreed.

All of the study's key outcomes had something to do with athletic performance, either directly or indirectly. The most frequently mentioned dependent variables in the literature were the following: validated mindfulness measures (increased awareness and nonjudgmental acceptance); objective performance measures (e.g., national rank, placement in the competition, performance scores), subjective performance measures (e.g., postgame self- and coach-ratings) and measures of competitive state anxiety (Sappington & Longshore, 2015). The art of balancing repetition and variance in the learning environment is something coaches must master (Belenky & Nokes- Malach, 2012). Because this approach does not take into consideration the variations in the skill levels and learning styles of athletes, excessive repetition might lead to boredom (Whitebread, D., Neale, D., Jensen, H., Liu, C. & S.L., Hopkins, E., Hirsh-Pasek, K. Zosh, 2017). This component may help to clarify the connection between employees' perceptions of other people's self-serving behavior and their intentions to leave their jobs (Sang, Valcke, Braak, & Tondeur, 2010). This process could be stopped if employees were able to restrain their negative feelings in the face of selfish behavior from others. This would reduce the likelihood that they would further isolate themselves from the rest of the organization, which would increase their likelihood of staying with the company (Gilbert et al., 2001). There was no link between team success in basketball and togetherness. In athletic situations, it has been demonstrated that cohesiveness and performance outcomes are unrelated and that high cohesiveness is associated with poor performance outcomes, low cohesiveness is associated with good performance outcomes, and low cohesiveness is associated with high performance outcomes (Neil Widmeyer & Martens, 1978).

6. Conclusion:

The study discovered that in China emotional exploration of college basketball places a high focus on the development of skilled students. Using the narrative technique (semi-structured interviews), 14 nodes (semi-factors) were ultimately generated from the target population (university faculty); additionally, these identified nodes were corrected and then screened out to extract the themes (major factors). The consensus between sports psychologists, athletic trainers and college basketball coaches was put to the test using the delphi technique (quantitative analysis). China places a greater emphasis on the integration of basketball sports education and industry. The study also emphasizes how sports psychologists, athletic trainers and college basketball coaches' preparation is to guarantee the standard of effective skills. The effectiveness of training and education of skilled sports psychologists, athletic trainers and college basketball coaches heavily depend on their provided instructions in college basketball teams. In collegiate basketball education and training, emotional control is an important factor because it is essential to players' development and performance. Through hands-on research, different training techniques, coaching approaches and player traits can be used to help college basketball players strengthen their emotional control abilities. Performance results, which include gains in shot accuracy, decision-making skills, and overall game performance, are quantifiable measures of the efficacy of emotional control training. To facilitate emotional regulation training, coaches might utilize goal-setting, positive reinforcement, and modeling. This can improve players' performance. As players who have honed their emotional regulation abilities are better suited to manage conflict and communicate with their teammates, emotional regulation training can also help teams become more cohesive. Better teamwork, stronger bonds, and eventually improved team performance can result from this. The finest techniques and approaches are highlighted for boosting basketball education and training with emotional exploration, creating skilled workers, enhancing teacher preparation, and attaining workforce development objectives. Players' performance, coaches' tactics, and team cohesiveness are all crucial elements of a successful basketball program and can all be positively impacted by the significance and practical examination of emotional regulation in college basketball education and training. To obtain the best results, coaches and athletes must give emotional regulation skill development a top priority in their training regimens. The comparative examination of the emotional exploration of basketball education in China with sports psychologists, athletic trainers and college basketball coaches has some drawbacks. The study largely relies on the case studies and the review of the literature. The case studies have limits such as their sample size, representativeness, and general ability, but the literature evaluation offers a

comprehensive comprehension of the subject. This study may not offer a thorough understanding of basketball approaches in other locations because it exclusively focuses on the chosen nation. The delphi technique utilized in this study also involves a group of experts coming to a consensus. Despite these drawbacks, this study highlights the best practices and strategies for improving basketball education and training in colleges and offers a useful framework for understanding emotional exploration with team cohesion and performance outcomes in various regions.

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