

Sports motivation, attitude, and well-being among Chinese non-sports majors

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Abstract

The purpose of this study is to determine the relationship among sports motivation, sports attitude and happiness of non-sports major college students in China. Through the analysis and discussion of the relationship and influence between the three, it can help schools to fully understand the needs of students, timely adjust the content of education policies and plans, clarify the key and difficult points of teaching goals, and formulate sports programs that adapt to and meet the needs of students. In this paper, 814 college students were investigated using survey questionnaire, Data were analyzed by descriptive analysis, reliability and validity test, difference analysis and correlation analysis. Through the analysis, we have a deeper understanding of the intrinsic causal relationship between sports motivation, sports attitude and happiness. The results show that there is a significant relationship and positive correlation between sports motivation, sports attitude and happiness, that is, the stronger the sports motivation, the more positive the sports attitude; The higher the motivation of exercise, the higher the level of happiness; Positive attitude towards sports can effectively improve the happiness of college students. Therefore, schools should not only pay attention to students' academic performance, but also pay more attention to students' physical and mental health, social interaction and self-realization of happiness. According to the needs of students, the school gives corresponding policies and teaching support, and actively guides college students to participate in sports activities.

Keywords: Chinese non-sports major college students, sports attitude, sports motivation, well-being

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1. Introduction

Since the 18th National Congress, People's health has been highly valued by the government and education departments and has risen to the national strategic direction. The relevant departments have even issued the outline of the nationwide fitness plan, vigorously promoting the nationwide fitness campaign, encourage all citizens and university students to take an active part in sports. In addition, colleges and universities actively respond to the national fitness strategy, adjust the content of teaching, and organize a variety of sports activities. However, the implementation of the effect of a larger difference, cannot really understand their participation and the impact of sports on them. The survey data shows that the participation rate of college students in physical exercise is low in China at present, only 30% of college students participate in physical exercise, of which, non-sports majors had lower participation rates in physical exercise.

Experts in the fields of social psychology and sports psychology, as well as in education, generally agree that physical activity has a positive impact on an individual's physical and mental health, the study provides a theoretical guarantee for exploring the relationship between motivation, attitude and well-being of non-sports majors. For example, self-determination theory divides motivation into intrinsic motivation, extrinsic motivation, and non-motivation (Hu, et al., 2020). The self-determination theory was incorporated into the model of sports well-being, and the effects of motivation, participation and satisfaction on sports well-being were proposed (Li et al., 2020). However, the effects of these theories on sports motivation, attitude and well-being of non-sports majors are not clear, and need to be further scientific and composite verification and application. Exercise motivation has a significant negative predictive effect on exercise-induced mental fatigue (Liu et al., 2022). By stimulating the athletes' sports motivation, we can strengthen the athletes' psychological tenacity, and then reduce the psychological fatigue of athletes. The internal motivation has a certain influence on the physical activity and the pleasant feeling of sports learning (Hu et al., 2020). Therefore, sports motivation plays an active role in individual participation in sports. However, there is no consensus on the influence of external motivation and non-motivation on sports learning effect, which needs to be verified by follow-up research.

Sports attitude is a concept integrated into the field of sports psychology from the perspective of social psychology. Sports attitude is composed of three dimensions: cognition, emotion and behavior. At the same time, it can be explained from 8 aspects: behavior attitude, goal attitude, behavior cognition, behavior habit, behavior intention, emotion experience, behavior control sense and subjective standard. The cognitive attitude to the value of physical exercise and sports motivation were significant (Xiang, 2018). The higher the cognition level of physical exercise, the more times they exercise. The research shows that the positive attitude towards sports can effectively improve the sports behavior of participants, the study found that individual's sports attitude was related to gender, major, grade and frequency of participating in sports, and sports attitude and behavior affected the health of college students (Yang et al., 2022). However, in the existing research, the sports motivation, attitude and well-being of non-sports majors have not been deeply understood. Well-Being is an important index to measure people's quality of life and level of social development. Subjective well-being is measured by physical and mental health, social relationships, job performance and creativity (Diener et al., 2018). Subjective well-being affects not only individual's physical and mental health, social cognition and self-behavior, but also social progress, technological upgrading and economic development. Research shows that subjective well-being is a multi-dimensional concept, in people's social and life plays multiple roles, but also covers a lot of content. When exploring the relationship between non-sports majors' participation in sports activities and their subjective well-being, this is a subject worthy of further study.

The research on the relationship among sports motivation, sports attitude and well-being of non-sports major college students has not been unified so far. A review of the literature shows that there is a significant

correlation between exercise motivation and well-being, and that exercise motivation can increase the level of well-being (Chen et al., 2018). The higher the motivation to participate in sports, the stronger the subjective well-being (Zhang et. al. 2021). Sports attitude is closely related to well-being, and positive sports attitude can significantly improve personal well-being. Participating in sports not only improves physical health and wellness, but also relieves stress, enhances self-confidence, improves mood, regulates mood and mental state, and increases levels of well-being (Zhou et. al.2022). Some studies have shown that people who participate in sports have higher quality of life and life satisfaction than those who do not. Taking part in physical exercise at the same time can significantly improve people's physical health and health level (Zhang et. al.2021). According to the previous research on physical education and well-being of college students, the majority of the subjects are college students majoring in physical education, and the research on non-college students majoring in physical education is relatively small. In addition, there is a relative lack of research on sports motivation, attitude and well-being. At the same time, the research methods used cannot really explore the intrinsic cause-and-effect relationship among college students' motivation, attitude and happiness.

By discussing the sports motivation, sports attitude and well-being of non-sports majors in China, this paper reveals the internal causality among them, to help teaching leaders and teachers to understand the students' physical and mental health and well-being in a timely, comprehensive and scientific manner, so as to implement the teaching concept of "Student-oriented" and "Caring for students". At the same time, through the research results to promote students' ideological reform, improve their enthusiasm for sports, enhance the awareness of sports health, and finally achieve the goal of physical fitness. Finally, the research results will provide practical guidance for the popularization of physical education curriculum, and provide an important theoretical basis for the future development of school physical education.

Objectives of the Study - This study is to determine sports motivation, attitude and well-being among Chinese non-sports majors to propose a well-being sports enhancement program. It sought to determine students' sports motivation from internal motivation, external motivation and amotivation; assess sports attitudes in terms of love for sports, desire to watch sports, consequences of sports attitude, ethnic diversity; prejudice/ethnocentrism, Olympics and national attitudes; determine students' well-being in terms of physical and mental health, social interaction and self-achievement; test the significant relationship among the three variables and proposed a sports development plan to improve the sports well-being of non-sports major.

2. Methods

Research Design - The statistical analysis method of describing a large amount of raw data using a small number of descriptive indicators is called descriptive statistical analysis. The commonly used descriptive statistical analyses include frequency analysis, descriptive analysis, and exploratory analysis (Xue, 2021). This article uses descriptive statistical methods to analyze the basic characteristics of sports motivation, attitude, and happiness among college students based on collected data on non sports majors in Chinese universities, as well as the differences in demographic variables such as gender, grade, major, exercise frequency, and exercise time. Using correlation analysis and structural equation modeling research methods to explore the causal relationship between sports motivation, sports attitude, and happiness among college students.

Participants of the Study - In this study, non-sports major students from Shandong University, Fujian Normal University, Shaanxi Normal University, Tianjin University and Henan University were selected as questionnaire survey objects according to the five perspectives of East, south, west, north and central China, including a total of 830 undergraduate students in five majors from the first to the fourth year. On the premise that the sample size was fully recognized by the instructor, this paper distributed and collected questionnaires through the network platform. The recovery rate was 100%, and the effective questionnaires were 814 out of the total population of 830. The students participating in the questionnaire survey were randomly selected, which ensured the authenticity and validity of the survey results.

Data Gathering Instrument - This study designed three questionnaires and conducted reliability and validity tests on 30 students from Henan University based on the questionnaire scales of published articles. The experimental results have been proven to be effective. Three questionnaires were designed in this study. The first is the Exercise Motivation Assessment Questionnaire for college students (Pelletier et al., 1995), there are three dimensions in sports motivation: intrinsic motivation, extrinsic motivation and non-motivation. There are 10 items in intrinsic motivation and extrinsic motivation, and 4 items in non-motivation, totaling 24 items. All the three questionnaires used 4-point scale: Agree Strongly (SA), Agree (a), Disagree (d) and Strongly Disagree (SD). The second is a questionnaire to evaluate college students' sports attitude, Cengiz et al.(2016) . The Sports Attitude Questionnaire consists of five dimensions, namely, Love of Sports, Desire To Watch Sports, Consequences of Sport Attitude, Ethnic pluralism; Prejudice/Ethnocentrism and Racism, and Olympic and National Attitude, including 26items.

The Well-Being questionnaire is based on Giles et. al.(2020). The questionnaire contains three dimensions, namely Physical and mental health (10) , Social interaction (10) and Self-achievement (10) , and contains 30items. The reliability and validity of the three questionnaires were tested and evaluated according to the requirements of this study. To test the reliability and validity of the questionnaire, 30 Henan University students were tested to measure the internal consistency of the questionnaire based on Cronbach's alpha. As Table 1, the results of the reliability test of the questionnaire are good. The following are the results of Cronbach coefficients of the three dimensions of college students' motor motivation. First, the Cronbach coefficients for the motion-motive dimension, intrinsic motivation, extrinsic motivation, and non-motivation were 0.886,0.870, and 0.811, respectively, indicating good consistency among the three-dimensional items. Secondly, the Cronbach coefficient of sports attitude dimension: 0.805 for sports, 0.873 for sports, 0.854 for sports participation, 0.845 for democratic pluralism, 0.825 for Olympics and national attitude, all the above items have good internal consistency. Finally, the happiness dimension, the Cronbach coefficient of physical and mental health is 0.873, the social interaction is 0.866, the self-actualization is 0.818, all have good internal consistency. In his study, Wang (2019) also used Cronbach's coefficient to test the reliability of participation motivation, Cronbach's alpha 0.839 for knowledge and 0.832 for emotional Cronbach's alpha, the Cronbach's alpha of physical and mental pleasure was 0.771, and all the Cronbach's alpha were between 0.7 and 0.98. This shows that the scale used this time has good internal consistency reliability.

Data Gathering Procedure - Firstly, create a questionnaire on the Questionnaire Star platform and generate a network link; Secondly, send the questionnaire link to the teachers of Henan University through WeChat, and the teachers will transfer the questionnaire information to the students to fill it out; Furthermore, import the information collected by Questionnaire Star into Excel for data organization; Finally, the organized data would be imported into SPSS software for reliability and validity analysis. To investigate the data of this study, by virtue of the letters of recommendation from former university mentors, the researchers communicated online to the university leaders, teachers and students surveyed, and explained to them the purpose and significance of this research, which was widely supported. Use the data collection function of the questionnaire star, export in the form of EXCELL, and finally get all the data of the questionnaire survey.

Data Analysis - To perform data analysis, the following statistical tools were used. Weighted means and ranked was used to determine students' sports motivation from internal motivation, external motivation and amotivation; assess sports attitudes in terms of love for sports, desire to watch sports, consequences of sports attitude, ethnic diversity; prejudice/ethnocentrism, Olympics and national attitudes; explore students' well-being in terms of physical and mental health, social interaction and self-achievement. The result of Shapiro-Wilk Test revealed that p-values of the main variable was greater than 0.05 which means that the data set is not normally distributed. Spearman rho was used to test the significant relationship of the treated variables. In addition, post hoc test was also conducted. The following Likert Scale was used in assessing the variables: 3.50- 4.00 = Strongly Agree; 2.50-3.49 –Agree; 1.50 – 2.49 –Disagree; and 1.00 – 1.49 –Strongly Disagree. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

Ethical Considerations - In the process of collecting questionnaire data, ethical principles are strictly observed to protect the privacy of participants. First of all, researchers should seek the consent of the university's leadership, teachers and students before conducting a questionnaire survey of students. Second, in order to ensure the security of the survey data and participants' privacy, the researchers explicitly signed a confidentiality statement, which was used only for this study, to encrypt the results of the data collected, to ensure that the privacy of the participants is not compromised. Finally, the questionnaire was completed on a voluntary basis, and participants were given the option of submitting or dropping out of the questionnaire if they had any questions or opting to retain some personal information.

3. Results and discussion

Table 1

Summary Table on Sports Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Intrinsic	2.78	Agree	3
2. Extrinsic	2.82	Agree	2
3. Amotivation	2.84	Agree	1
Composite Mean	2.82	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 shows the assessment of respondents' motivation for sports participation. The composite mean value was 2.82, indicating that respondents generally agree with all project indicators. Among all sports motivation items, the weighted mean of amotivation is 2.84, ranked first. The second was external motivation, with a weighted mean of 2.82. The last is internal motivation, the weighted mean is the lowest 2.78, and the Rank value is 3. The results show that the respondents have good motivation for sports participation. According to the evaluation results, the weighted mean of amotivation is the highest, indicating that the motivation of students to participate in sports may be caused by the school's management system and credit evaluation, and the students themselves do not understand why they want to do sports, or they do not think clearly about the ultimate purpose of doing sports. At the same time, in terms of internal motivation, it ranks the lowest, which may be caused by students' lack of experience or demand for sports participation and lack of understanding of the value generated by sports. It can be seen that sports motivation is of great importance to students' participation in sports. At the same time, it also gives us some inspiration to strengthen the value of students' publicity campaigns and improve some policies and systems.

Only when students have clear motivation for sports will they actively participate in sports. Sun (2018) emphasized that goal orientation, anxiety level and motivation are different in different age groups, different genders, different sports groups (athletes, students), different sports grades. There was a positive correlation between athletes' exercise grade and self-orientation, but no correlation between athletes' exercise grade and task orientation. There was no correlation between self-orientation and anxiety level. The high task-oriented group had higher internal motivation and lower anxiety level than the low task-oriented group. Task goal orientation is more suitable for students in school. Through the task of goal-setting, in order to improve students' motivation. Wang (2019) supports this view and points out that one of the best ways for students to obtain physical and mental pleasure, emotional experience, enhance friendship among friends and display self-ability is to clarify and establish their motivation for sports and actively participate in sports, so that these needs can be realized from the ideal. The frequency and intensity of college students' participation in sports are closely related to positive psychological capital, and positive psychological capital (sports motivation) can better promote college students' participation in sports (Li, 2022).

In the study of the psychological variables of 89 high-level reserve talents of walking race events in Plateau Province, the motive of female athletes participating in walking race events is better than that of male athletes, and in 12-13 years old, 16-17 years old respectively reach the high significance and the significance difference, the male athlete's discrimination principle is superior to the female; The average scores of individual-oriented motivation were almost all higher than that of social-oriented motivation in the athletes of three age groups with different training years, and reached significance at the age of 14-15 The stronger the internal motivation of the 12-13 year-old athletes, the higher the motivation of the athletes to choose and engage in race walking events, the significance of external behavior (reward and restraint), positive social evaluation and guidance (coach's encouragement, parents' support, teammates' help), help athletes to choose and be willing to engage in the hard training of walking race; The higher the expectations of coaches and parents, the positive social effects of star athletes can significantly increase the desire to win 16-17-year-old athletes.

On this basis, the author puts forward some suggestions on psychological training for athletes. (Zhou et al., 2018). Li (2022) believes that there are significant correlations between exercise motivation and exercise behavior in some dimensions, among which internal motivation is significantly correlated with consciousness awakening and self-reevaluation, external motivation was significantly correlated with self-reevaluation and social liberation. The results show that positive physical education has a positive effect on the improvement of middle school students' exercise motivation, positive physical education can promote the formation of exercise behavior, and exercise motivation has a good predictability on exercise behavior. Research shows that in science and engineering students, exercise motivation has a positive effect on mental health and life satisfaction. Therefore, the active development of "Three walks" activity helps to promote students' physical and mental health development, and stimulating students' sports motivation is also one of the keys to promote this activity. (Wang et al., 2018).

Yu (2021) believes that the internal and external motivation of students in the basketball optional course of ordinary universities in Harbin are at a high level, while the non-motivation is at a below-average level. The intensity of each dimension of students' motivation in order from strong to weak is: seeking stimulation, seeking knowledge, externalizing, external identification, seeking achievement, external adjustment and no motivation. There are significant differences in the five dimensions of seeking stimulation, seeking knowledge, external identification, external internalization and non-motivation, but there are no significant differences in the dimensions of seeking achievement and external adjustment, and the overall level of male students' motivation to participate in basketball is higher than that of female students. There are significant differences in the four dimensions of seeking stimulation, seeking knowledge, seeking achievement and external adjustment among students of different majors. There were no significant differences in the three dimensions of externalization, externalization and non-motivation. There are significant differences in all dimensions among students with different sports levels in basketball elective course, and the students with high sports level have higher sports motivation level than those with low sports level.

Table 2

Summary Table on Sports Attitude

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Love of Sports	2.70	Agree	5
2.Desire to Watch Sports	2.73	Agree	3
3.Consequences of Sports Participation	2.74	Agree	1.5
4.Ethnic Pluralism; Prejudice/Ethnocentrism And Racism	2.72	Agree	4
5.Olympic And National Attitude	2.74	Agree	1.5
Composite Mean	2.73	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 shows the results of college students' love for sports, desire to watch games, participation in sports, and ethnic pluralism. A summary of the assessment of sports attitudes in the areas of prejudice/ethnocentrism and racism, Olympic and national attitudes, results showed a combined mean score of 2.73, indicating that college students generally agreed with sports attitudes across all the item indicators. Across all categories, the consequences of sports participation, the Olympics and national attitudes, both ranked first with a weighted mean of 2.74. This was followed by a desire to watch sports, with a weighted mean of 2.73. This indicates that the interviewees should have a certain attitude towards sports participation, especially a strong national attitude and a consistent attitude towards the value of the consequences produced by participating in sports, which reflects the deep understanding of college students' attitude towards sports.

The degree of undergraduates' liking for leisure sports has a negative effect on their sub-health. The intensity of participating in sports and the effect of sports after the number of sports will be related to the sub-health of undergraduates, that is, the incidence of sub-health of college students is related to their sports attitude and behavior intensity (Yang et al., 2022). Therefore, to pay attention to the sub-health of college students, we should pay more attention to the quality of participating in sports, consider the influencing factors comprehensively, and prevent sub-health effectively. However, there are two project indicators, Ethnic pluralism; The weighted mean of prejudice/ethnocentrism and racism was 2.72, with a Rank value of 4. The weighted mean of sports love was 2.70, the Rank was 5. Although they rank lowest, their weighted average still shows the importance of college students' sports attitude in sports, loving sports itself is a good reflection of college students' spiritual temperament and attitude, as well as the edification and education of national fine sports culture.

Li (2023) agrees, saying that sports attitude is a special embodiment of values, and that positive sports attitude can guide students' sports behaviors and emotions, and help them establish correct sports values and sense of nationality. At the same time, Zhang (2022) also mentioned that a positive attitude toward physical exercise is a prerequisite for the formation of physical exercise behavior, and that maintaining a love for sports and actively participating in sports can help college students understand their own physical health. Chen et. al. (2020) pointed out that the satisfaction of physical education courses and attitude towards sports have a significant influence on college students' sports participation. In particular, the learning effect of physical education courses and the behavioral tendency of sports attitude have a positive influence on students' sports participation. Wang (2021) pointed out in the study that overweight and obese children in Tai 'an City have a less active attitude towards exercise, and boys have a better attitude towards exercise than girls. With the increase of age, the attitude towards exercise gradually decreases.

Ma et. al.(2019) found that the proportion of pleasure response to sports pictures in the experimental group after intervention was higher than that before intervention, and there was a significant difference. In the post-test results, the proportion of pleasure response to sports pictures in the experimental group was higher than that in the control group, showing a significant difference. Therefore, ice hockey training will have an impact on the sports attitude of children with mild intellectual disabilities, and can be used as one of the effective sports programs to increase the physical activity development of children with mild intellectual disabilities. Qiu (2023) also agrees with this point of view and points out that high school students in Nanning have an average attitude towards sports, and there are significant differences in the attitude towards sports in terms of gender, and there are significant differences in the cognition of sports, the intention of sports behavior and the total score of sports attitude in different grades. At the same time, it further shows that college students have a positive change in their attitude to participate in sports, which will play an important role in promoting their life, study and life development (Gong et al., 2022).

Table 3 shows the summary of the well-being assessment of college students in the aspects of physical and mental health, social interaction and self-actualization. The results show that the composite mean score is 2.76, indicating that college students generally agree with the well-being of all the indicators. Of the three items, self-actualized happiness, with a weighted mean of 2.77, ranked first. This was followed by social interaction

with a weighted mean of 2.76. Finally, physical and mental health, with a weighted mean of 2.75. This suggests that college students agree that participation in sports plays an important role in physical and mental health, social interaction and self-actualization, and are consistent with the idea that participation in sports can enhance self-well-being. Although the ranked value of the item of physical and mental health is not high, it may be due to the difference in different majors and sports attitudes, resulting in some differences in choice, but his weighted mean can still prove the fact that college students' happiness is improved after taking part in sports.

Table 3*Summary Table on Well-Being*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Physical and mental health	2.75	Agree	3
2. Social interaction	2.76	Agree	2
3. Self-achievement	2.77	Agree	1
Composite Mean	2.76	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Lou (2024) notes that physical participation has a significant positive effect on subjective well-being, physical participation has a significant positive effect on trait self-control, and trait self-control has a significant positive effect on subjective well-being, that is, the stronger the self-control ability of college students, the higher their level of well-being. Liu (2023) also agrees with this point of view, frequent participation in volleyball sports and college students' well-being has a significant positive correlation, participation in volleyball sports and college students' psychological capital has a significant positive correlation, there is a significant positive correlation between college students' subjective well-being and psychological capital, that is, psychological capital plays a mediating role in the process of improving college students' subjective well-being by participating in volleyball, college students participating in sports can enhance their subjective well-being through psychological capital. Thus, participation in sports can effectively improve the level of well-being.

The participation degree of rural women in physical exercise is not high, the intensity is low, most of them do not participate in exercise for a long time, and the number of small physical exercise accounts for the vast majority; The subjective well-being was different in different exercise intensity, time and frequency, and the difference was statistically significant. The age of rural women is negatively correlated with the subjective well-being, the family income is positively correlated with the subjective well-being, and the education level has no significant effect on the subjective well-being. Through physical exercise, the influence of age on subjective well-being can be reduced and the level of subjective well-being can be effectively improved (Zheng, 2021). Sports dance can improve the physical self-esteem and subjective well-being of college students, and thus promote their mental health, especially their physical attractiveness and interest in life and satisfaction (Cheng, 2021).

At present, the physical health level of postgraduates in our country needs to be improved, and the psychological problems of postgraduates are becoming increasingly prominent. Sports is an important way to promote physical and mental health, which is closely related to the happiness of postgraduates. Therefore, this study mainly studies the overall situation of sports investment and happiness of postgraduate students, and correctly grasps the correlation between sports investment and happiness of postgraduate students, which is of great significance for improving the level of sports investment and happiness of postgraduate students and promoting the physical and mental health development of postgraduate students. Sports time investment and sports consumption investment have significant differences in different gender, grade, major category, student origin, family monthly income and personal monthly income. There is a significant correlation between the sports time investment, sports consumption investment, sports energy investment, sports emotional investment and happiness of postgraduates. Sports time input, sports consumption input, sports energy input and sports emotional input have significant positive predictive effect on the happiness of postgraduates (Yan, 2022).

Aerobics intervention can indirectly improve subjective well-being by improving positive coping styles. Basketball intervention can indirectly improve the subjective well-being of junior middle school students through enhancing self-efficacy and positive coping styles (Tian, 2022). Finally, there is a significant positive correlation between body self-esteem and subjective well-being. Subjective well-being and body self-esteem are independent factors that influence each other, and each plays a positive predictive role (Cheng, 2021).

Table 4*Relationship Between Sports Motivation and Attitude*

Intrinsic	r-value	p-value	Interpretation
Love of Sports	.296**	0.000	Highly Significant
Desire to Watch Sports	.349**	0.000	Highly Significant
Consequences of Sports Attitude	.364**	0.000	Highly Significant
Ethnic Pluralism; Prejudice/Ethnocentrism And Racism	.336**	0.000	Highly Significant
Olympic And National Attitude	.332**	0.000	Highly Significant
Extrinsic			
Love of Sports	.306**	0.000	Highly Significant
Desire to Watch Sports	.334**	0.000	Highly Significant
Consequences of Sports Attitude	.356**	0.000	Highly Significant
Ethnic Pluralism; Prejudice/Ethnocentrism And Racism	.304**	0.000	Highly Significant
Olympic And National Attitude	.324**	0.000	Highly Significant
Amotivation			
Love of Sports	.234**	0.000	Highly Significant
Desire to Watch Sports	.291**	0.000	Highly Significant
Consequences of Sports Attitude	.306**	0.000	Highly Significant
Ethnic Pluralism; Prejudice/Ethnocentrism And Racism	.260**	0.000	Highly Significant
Olympic And National Attitude	.317**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 presents the relationship between sports motivation and attitude. The computed r-values indicates a moderate direct correlation and the resulted p-values ($0.000 < 0.01$) were less than the alpha level. Results shows that there was significant relationship exists and implies that the more motivated in sports, the better is the attitude towards sports. Once college students have strong sports motivation, they will actively participate in sports in order to achieve the goal, so as to form good sports habits and finally form a good sports attitude.

Zhuang et. al.(2018) supports this view. In his study, he concluded that sports motivation is positively correlated with attitude, that is, the stronger the motivation to participate in sports, the more positive the attitude to sports. Li (2022) concluded in the study that there is a significant correlation between the motivation to participate in sports associations and the establishment of sports habits, that is, the motivation to participate in sports can affect the participants' attitude towards sports, so as to form the habit of sports, which is consistent with the results of the study. Ma (2020) found in a study that soft hockey training was effective in reducing the level of non-motivation in children with mild intellectual disability and improving their internal motivation, increasing the pleasurable response to exercise, it shows that soft hockey training can affect the sports motivation and attitude of the children with mild intelligence, and make their sports behavior change. College students feel that they have higher body self-worth in each dimension of body self-esteem; In the sports motivation, their inner inclination to participate in sports is strong; In the exercise attitude, they can get rich emotional experience. The higher the body self-esteem of college students, the stronger the exercise motivation and the more active the exercise attitude; The stronger the motivation, the more positive the attitude. The body self-esteem of college

students can directly affect the level of exercise attitude, or indirectly through exercise motivation, and the latter has a more profound impact (Rao et al., 2023). Deng (2022) indicated that the flipped classroom teaching of dance sports has a significant effect on improving students' exercise attitude, among which the most significant impact is on students' emotional experience. The sports dance flipped class has a good learning effect on students' exercise attitude, which can stimulate their learning motivation and make students' exercise attitude become positive.

There was significant difference between gender and depression screening rate in college students ($P=0.000$). The male students had no depression (42.9%), mild depression (40.9%), moderate and mild depression (2.4%), and severe depression (0.4%). Among the girls, 28.0% had no depression, 50.3% had mild depression, 4.2% had moderate depression, and 1.5% had severe depression. There was significant difference between the duration of sitting and the total score of depression ($P=0.000$). Among them, the average sedentary time on study day was 6.29h, and the average sedentary time on rest day was 5.94h. The students who were positive for depression had an average sedentary time of 6.60 hours per day on study days and 6.76 hours per day on rest days. The main sports that college students participated in were running and table tennis (48.6% and 39.1%). Students who participated in both sports had the least depression, with a negative depression screening rate of 36.3 percent. The amount of exercise of college students was mainly small and medium (53.7% and 35.7%). The highest rate of moderate physical activity among people without depression was 51.4%. There were significant differences in physical exercise habits, physical exercise attitude and depression degree among groups ($P=0.004, 0.000$). Only 1.1% of people without depression had a negative attitude towards sports, which was much less than that of other groups. 76.3% of people without depression had exercise habits; There was no significant difference between internal motivation and external motivation ($P=0.543$). The exercise motivation of college students with different depression levels was mainly internal motivation. The results show that the positive screening rate of depression in college girls is higher than that in boys. The positive screening rate of depression among students who sat for a longer time was higher than that of students who sat for a shorter time. The proportion of college students participating in running is the highest, followed by table tennis, basketball and badminton. Among them, the depression screening rate of participating in two sports at the same time was the lowest, and the intervention effect of moderate exercise was the best. The degree of depression of the college students with sports habit is lower than that of the college students without sports habit. The degree of depression of the students with positive attitude towards sports is lower than that of the students with negative attitude towards sports. Active exercise motivation can effectively stimulate exercise attitude, so as to achieve the purpose of reducing the degree of depression of college students (Lian, 2020).

The normal order of the country and society has been seriously affected by the COVID-19 pandemic, with college students across the country unable to return to campus as usual for offline classes. College students stay at home for a long time, their physical fitness can not be guaranteed, which requires family, school and society to take measures together to encourage college students to carry out home movement. In order to analyze the situation of home movement of students in Jiangsu University of Science and Technology during the epidemic period, the situation of home movement of students in Jiangsu University of Science and Technology during the epidemic period was investigated and analyzed. The results show that college students have a good change in their attitude towards sports. More college students choose simple sports with low venue requirements; College students of different genders have different characteristics of home exercise. Female students are more motivated by appearance, while male students pay more attention to improving health and ability. The physical activity and intensity of male students at home were higher than that of female students. We should actively encourage college students to set up correct sports concept and form good sports motivation, improve their awareness of home exercise, and promote college students to actively carry out home exercise; According to gender, different home exercise programs should be formulated to cultivate college students' home exercise habits, make exercise a part of life, and maintain and improve physical health (Huang et al. 2022).

Zhang (2022) pointed out in the experimental study that the mean value of exercise attitude of college students in the experimental group was higher than that of the control group. After the experiment, statistical

comparison and analysis between the experimental group and the control group found certain differences in exercise attitude ($p < 0.05$). In terms of motor motivation, there was no difference between the control group and the experimental group in autonomous motivation and controlling motivation after the experiment ($p > 0.05$), while the comparison and analysis of motivational measurement values between the control group and the experimental group found that there was a difference ($p < 0.05$). Goal-oriented teaching intervention had a certain positive impact on the unmotivated learning of motor skills. There was no difference in physical fitness between the experimental group and the control group ($p > 0.05$). After the experiment, the physical fitness of the experimental group and the control group were improved in different degrees. After the experiment, the comparative analysis between the two groups found that the running ability of the experimental group was significantly improved than that of the control group, and there was a big gap between the results of 50-meter running ($p < 0.001$) and one-kilometer running ($p < 0.001$), and the two had a significant difference. According to the data analysis results of motor skills (dribbling around the pole, running across the line and dribbling accuracy), there was basically no significant difference between the control group and the experimental group before the experiment. In the experimental group with goal-oriented teaching, there was a certain significant difference in some skills between the pre-test and post-test, especially in the experimental group, there was a significant improvement in dribbling around the pole skills, and the comparative analysis within the experimental group ($p < 0.001$), compared with the control group, the p value was 0.007 ($p < 0.01$), with significant difference. It can be seen that goal-oriented teaching has an obvious promoting effect on improving college students' sports motivation, sports attitude and sports skills. Active sports motivation can drive college students' sports attitude and improve their sports performance.

Junior high school students from different schools generally have significant differences in all dimensions of sports motivation. There are significant differences in the dimensions of sports motivation among junior high school students of different grades. There is no significant difference between male and female junior high school students in all dimensions of sports motivation, except for the stimulus experience index of external motivation. Among the dimensions of sports motivation, junior middle school students of different nationalities have significant differences in achievement indicators of internal motivation, internalization and adjustment indicators of external motivation, and non-motivation. There is a significant positive correlation between learning satisfaction and sports motivation. The higher correlation is with internal motivation, that is, motivation with a high degree of self-determination. Therefore, internal motivation is the most closely related to learning satisfaction, followed by external motivation. It shows that the higher the students' satisfaction in physical education, that is, the more active the attitude towards sports, the stronger the motivation of sports (Cao, 2021).

Table 5*Relationship Between Sports Motivation and Well-Being*

Intrinsic	r-value	p-value	Interpretation
Physical and mental health	.484**	0.000	Highly Significant
Social interaction	.466**	0.000	Highly Significant
Self-achievement	.442**	0.000	Highly Significant
Extrinsic			
Physical and mental health	.459**	0.000	Highly Significant
Social interaction	.442**	0.000	Highly Significant
Self-achievement	.433**	0.000	Highly Significant
Amotivation			
Physical and mental health	.414**	0.000	Highly Significant
Social interaction	.401**	0.000	Highly Significant
Self-achievement	.389**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Table 5 presents the difference between sports motivation and well-being. The computed r-values indicates a moderate direct correlation and the resulted p-values were less than the alpha ($0.000 < 0.01$) level. Results shows that there was significant relationship exists and implies that the more motivated in sports, the better is the respondents sports well-being. College students are in the best moment of youth and vitality as well as learning and growth to form values. If college students can clearly understand the motivation of sports participation, they will effectively complete sports goals, and they will feel happy because of achieving their academic goals, physical and mental health, social communication and self-worth goals.

Wei et. al. (2018) found that physical exercise can improve students' subjective well-being, and the stronger the motivation of physical exercise is, the better and more significant the effect of improving subjective well-being. Yang (2019) pointed out that students scored well on running motivation and happiness at night, and there was a significant positive correlation between running motivation and happiness. The stronger the motivation to participate in running, the better the happiness experience they would get. This is consistent with research findings. Lin et. al.(2023) on the impact of student participation motivation on well-being found that there is a significant positive correlation between student participation motivation and well-being, and a good interactive relationship; The motivation to join the college students' Club has a good adaptability to the well-being model, and has a significant impact on the relationship. That is, the stronger the motivation, the higher the level of happiness.

After the 8-week volleyball intervention experiment, the total scores of subjective well-being and psychological capital of the college students participating in volleyball were significantly higher than those of the control group. There is a significant positive correlation between participation in volleyball sports and the subjective well-being of college students. There is a significant positive correlation between participation in volleyball sports and the psychological capital of college students. Psychological capital plays a partial mediating role in the process of improving the subjective well-being of college students by participating in volleyball sports. College students participating in volleyball can enhance their subjective well-being through psychological capital, that is, psychological motivation plays an important role in improving active well-being of college students participating in sports (Liu, 2023). Yang (2023) also agrees that physical exercise can positively affect college students' subjective well-being. Self-efficacy plays a partial mediating role in the effect of physical exercise on college students' subjective well-being. Sports achievement motivation plays a positive role in the adjustment of physical exercise on the subjective well-being of college students, that is, the higher the sports achievement motivation, the stronger the effect of physical exercise on the subjective well-being. It is suggested that schools should provide necessary equipment and facilities, arrange Physical education classes reasonably, and increase extracurricular sports training programs. College students should improve their comprehensive quality, enhance self-confidence, cultivate self-efficacy, set up correct sports goals, and actively participate in sports competitions in order to improve their subjective well-being. Xu (2024) showed in his research that exercise motivation, body self-efficacy and body self-concept have significant positive effects on psychological well-being, and that the body self-efficacy and body self-concept of employees in small and medium-sized enterprises play a partial mediating role in the impact of exercise motivation on psychological well-being.

In the study to explore the improvement effect of yoga practice on the physical and mental health of female college students under different exercise motives, 72 female college students were studied and divided into fitness group (30), psychological adjustment group (16) and social leisure group (26) according to the main exercise motivation, and underwent Ashtanga yoga practice for 12 weeks. The paired T-test was used to compare and analyze the effect of different exercise motivation before and after yoga practice. The results showed that the fitness group had the best effect of health intervention, and 9 of 13 evaluation indexes (69.23%) had significant improvement; Psychological adjustment group followed, 7 items (53.85%) of the evaluation indexes were significantly improved; The social leisure group was relatively poor, with only 3 (23.08%) indicators showing significant improvement. After yoga practice, the body posture forward bending, body fat percentage, muscle mass ratio, center of gravity shift, balance index, bone mineral density T value, comprehensive well-being, subjective well-being dimension and psychological well-being dimension were significantly improved in the

fitness group ($P < 0.05$). In the psychological adjustment group, after yoga practice, sitting forward bending, BMI, body fat percentage, bone mineral density T value, comprehensive well-being, psychological well-being dimension and reevaluation dimension were significantly improved ($P < 0.05$). The index of sitting forward flexion, balance index and bone mineral density T value of social leisure group were significantly improved after practice ($P < 0.05$).

Ning (2022) indicates that there are some differences in gender, age, sport event, sport grade, sport years and athlete training mode among the dimensions of athletes' coping style, subjective well-being, basic psychological needs satisfaction and sports motivation. There is a significant correlation between each dimension of athletes' coping style and subjective well-being. The hypothesis of the model between coping style and subjective well-being is valid. Direct coping significantly predicts athletes' subjective well-being in a positive way, while indirect coping significantly predicts athletes' subjective well-being in a negative way. There is a significant correlation between the dimensions of athletes' basic psychological needs satisfaction, sports motivation, coping style and subjective well-being, including "basic psychological needs satisfaction - subjective well-being", "basic psychological needs satisfaction - self-determined motivation - direct coping - subjective well-being", "basic psychological needs satisfaction - non-self-determined motivation - indirect coping - subjective well-being" The hypothesis of the model is valid. The satisfaction of athletes' basic psychological needs can positively predict their subjective well-being. The athletes' direct coping style can play an intermediary role between the satisfaction of athletes' basic psychological needs and their subjective well-being. The matching style can play a chain intermediary role between the athletes' satisfaction of basic psychological needs and subjective well-being.

Table 6

Relationship Between Sports Attitude and Well-Being

Love of Sports	r-value	p-value	Interpretation
Physical and mental health	.405**	0.000	Highly Significant
Social interaction	.405**	0.000	Highly Significant
Self-achievement	.384**	0.000	Highly Significant
Desire to Watch Sports			
Physical and mental health	.464**	0.000	Highly Significant
Social interaction	.449**	0.000	Highly Significant
Self-achievement	.451**	0.000	Highly Significant
Consequences of Sports Attitude			
Physical and mental health	.430**	0.000	Highly Significant
Social interaction	.463**	0.000	Highly Significant
Self-achievement	.442**	0.000	Highly Significant
Ethnic Pluralism; Prejudice/Ethnocentrism And Racism			
Physical and mental health	.393**	0.000	Highly Significant
Social interaction	.406**	0.000	Highly Significant
Self-achievement	.442**	0.000	Highly Significant
Olympic And National Attitude			
Physical and mental health	.451**	0.000	Highly Significant
Social interaction	.423**	0.000	Highly Significant
Self-achievement	.425**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Table 6 presents the difference between sports attitude and well-being. The computed r-values indicates a moderate direct correlation and the resulted p-values ($0.000 < 0.01$) were less than the alpha level. Results shows that there was significant relationship exists and implies that the better is the attitude towards sports, the better is the respondents sports well-being. College students are eager to watch sports to show their love for sports attitude, because they understand what consequences sports can bring, such as touching the body and soul, especially when watching their own country's athletes, more can reflect their national emotions, they are nervous, excited and cheer for their country's athletes, so as to experience the happiness of life.

Zhuang et. al.(2018) stressed that interest, skills, achievements and psychological satisfaction are important factors affecting college students' attitude towards sports, that positive attitude towards sports can effectively improve college students' happiness, and advocated that students should be actively guided to participate in sports and establish a good attitude towards sports. Liu (2019) agrees with this view and points out that a positive attitude towards exercise can not only regulate college students' sports emotions, but also improve their sports behavior, further improve their physical health level, and thus make them feel happy and happy in physical and mental health. Zhang (2021) points out in his research that the higher the level of participation in sports, the greater the sense of well-being, and the higher the level of watching sports, the greater the sense of well-being, that is, maintaining an attitude of active participation in sports, the higher the level of happiness. Wang (2023) agrees that there is a positive correlation between college students' positive attitude toward exercise, core self-evaluation and subjective well-being, at the same time, the core self-evaluation of college students plays a mediating role in the path of the influence of sports on subjective well-being, that is, the more positive the sports attitude of college students, the more positive the core self-evaluation is, the happier college students are.

With the rise of healthy China and national fitness as a national strategy, sports will not only meet people's needs for physical fitness, but also serve as a way for people to experience positive emotions. Happiness is an important positive emotion, and feeling happiness in sports is also an important basis for people to insist on sports behavior. Therefore, the outdoor sports that integrate the three characteristics of close to nature, sports and leisure have become the choice of more and more people. Therefore, the influence of social support on the subjective well-being of outdoor sports participants and the role of leisure attitude and leisure involvement were investigated. The results show that social support can significantly positively predict the subjective well-being of outdoor exercise participants. Social support can not only directly affect subjective well-being, but also indirectly affect subjective well-being through the mediating effect of leisure attitude and leisure involvement. Specifically, it includes two mediating paths, that is, the mediating path through leisure attitude and the chain mediating path through leisure attitude and leisure involvement. In the future, it is possible to directly improve the happiness index of outdoor sports participants by improving their social support, or to change their attitude toward outdoor sports by supporting their participation in outdoor sports, so that they can feel happy in sports. Meanwhile, through the change of their attitude, their involvement in outdoor sports can be enhanced, so as to improve their happiness (Zhang et al., 2018).

Zhu (2021) also agrees with this view, showing in his study that college students' physical activity (sports attitude) can positively predict subjective well-being. Physical activity can positively predict self-efficacy. Self-efficacy can positively predict the total score and all dimensions of subjective well-being. Self-efficacy can positively predict exercise motivation. Physical activity can positively predict the total score of exercise motivation, and exercise motivation can positively predict subjective well-being. Physical activity has a direct impact on the subjective well-being of college students, and physical activity has a direct impact on the self-efficacy of college students. It can indirectly affect the subjective well-being of college students through the impact on the self-efficacy of college students. Physical activity can predict exercise motivation, physical activity can affect subjective well-being through its influence on exercise motivation, and physical activity can indirectly affect subjective well-being through the chain mediating effect between self-efficacy and exercise motivation. Yang (2023) emphasizes that physical exercise has a direct impact on college students' subjective well-being, and physical exercise can positively affect college students' subjective well-being. The mediating

role of self-efficacy in the influence of physical exercise on college students' subjective well-being.

Based on the results of the evaluation of the respondents' motivation, attitude and well-being, it is determined that school leaders and administrators should make some plans for these factors, to ensure that students in school have good sports behavior and habits. Therefore, to improve student well-being and the development of Table 7 sports schedule recommendations.

Table 7

Proposed Sports Development Program to enhance the Sports Motivation, Attitude and Well-Being of the Chinese Non-Sports Majors

Key Result Areas	Strategies	Success Indicator	Persons Involved
I.Sports Motivation	Provides access to online learning sites and participating in offline learning activities/resources.	100% Students have adequate equipment and resources for sports activities. They can play sports with the help of resources such as equipment and venues	School principals, school administrators, physical education teachers, coaches, school doctors, students
1.1 Intrinsic	Provide students with online and offline learning resources or plans for the use of sports equipment and venues		
Provide sports resources for teaching and after school			
Program name: Sports Equipment and venue use plan			
Objective: to allow students to borrow sports equipment and venues and other resources			
2.1 Extrinsic	To ensure the safety of students is not only the responsibility of the school, but also the responsibility of the government. The student handbook should also be mentioned, so that they know about the sports safety system and guarantee	100% Students clearly know how to protect themselves in sports, and the correct procedures for handling problems to ensure their own safety	School principals, school administrators, counselors, school doctors, students
Students to participate in sports security			
Procedures name: Student Safety System and security			
purposes:for students to provide sports security system			
3.1 Aomotivation	Manage some communication activities for students to continue to participate in sports and learn sports-related knowledge. These exchanges can focus on their weaknesses, interests, and difficulties	100% Students have the opportunity to participate in learning and exchange activities at school, and to provide students with adequate sports professional teachers and coaches.	School administrators, physical education teachers, coaches, students
Student Sports Development			
Program name: Student Sustainable Development			
Program Objective: to provide students with the opportunity to participate in continuous sports, learning sports-related knowledge, scientific participation in sports activities		100% Students can clearly use sports professional knowledge to analyze the advantages and disadvantages of their skills, and know what methods to improve themselves.	
II Sports Attitude	Organize discussion activities focusing on time management to	100% Students have plenty of time to exercise after they	School administrators,
2.1 Love of Sports			

Zhang, S.

Program name: discuss time management physical fitness program goal: A. DISCUSS student time management after class B. Improve students' sports ability	help students improve their learning efficiency and enrich their life style and content At least once a week sports activities to ensure that students play sports, in order to attract students to the importance of sports attitude	have finished their study 100% Students can play sports on the campus playground, or go to the outdoor courts and gyms	physical education teachers, counselors, students
2.2 Desire to Watch Sports Student Financial Management Program name: discusses the student's financial management ability goal: trains the student in the sports aspect the financial literacy	To organize discussions on the financial investment of students in sports and on the expenditure of students in schools in sports. Include budget, investment, and savings techniques. Schools could also consider offering cost-effective channels	100% Students should properly and reasonably consume sports goods according to their own actual conditions	School principals, school administrators, accounting department, PE teachers, coaches, counselors, students
3.3 Consequences of Sports Attitude To enrich the way of sports and sports program for students name: Identify and improve the level of personal skills of the project objective: to develop students' ability to make their own choices	With the help of physical education teachers, according to their original basis and interest in sports, choose a sports, to determine their strengths and weaknesses	Through their own understanding and external factors, students can choose their own sports, and can effectively improve the level of sports skills	P. E. teachers, counselors, students
III Well-Being 3.1 Physical and Mental Health Physical and mental health promotion of the development of sports program name: sports program and the preparation of the program objective: to improve students in sports knowledge on the physical and mental impact of the analysis and use of capacity	Students make plans for the following week before they start playing sports	A student's exercise plan is one that has been thoroughly checked and effectively validated	School safety officer, P. E. Teacher, student
3.2 Social Interaction Program name: Sports Social Activities Program Objective: to enhance students' sports participation in social activities	To organize sports activities to provide students with the means of sports and different professional students to build a bridge and exchange skills and opportunities	100% Students can actively participate in sports activities, and with other participants to create effective communication and exchange, and to	School administrators, school principals, physical education

		establish and maintain good friendship	teachers, counselors, school doctors, students
3.3 Self-achievement	Let the student in the sports	100% Students love sports	School
Student self-value realization	process may release the study and the life pressure, and produces the happy mood; moreover, may let the student through the sports not in the inferiority, on the contrary becomes stronger and the self-confidence, finally realize the transformation of the inner core values	and develop the habit of lifelong sports	School administrators, school principals, physical education teachers, counselors, students

4. Conclusions and recommendations

College students generally have motivation when they play sports, including intrinsic motivation, extrinsic motivation and amotivation. Even in the absence of motivation, a high degree of motor motivation is maintained. College students have various sports attitudes, includes: Love of Sports, Desire to Watch Sports, Consequences of Sports Participation, Ethnic Pluralism; Prejudice/Ethnocentrism And Racism, Olympic And National Attitude. Love of Sports, Olympic and National sports attitude ranked the highest, which indicates that college students not only love sports, but also have a strong sense of nationality, closely linked personal hobbies with national honor and national friendship. Students gain happiness after participating in sports, includes: Physical and mental health, Social interaction and Self-achievement. They realized their own value. There is a significant relationship between sports motivation, sports attitude and happiness, that is, the stronger the sports motivation, the more positive the sports attitude; The higher the motivation of exercise, the higher the level of happiness; Positive attitude towards sports can effectively improve the happiness of college students. A proposed action plan was proposed to enhance the students sports motivation, attitude and well-being.

School administrators may conscientiously implement the relevant national sports policies, increase efforts to publicize the benefits of participation in sports to college students, and actively guide students to re-understand the values of physical and mental health, social communication and self-realization. School administrators to enrich the ways of campus sports director, construct the connotation of sports culture and create the atmosphere of campus sports, so as to edify college students' sports thoughts. The school teaching staff may assess the motivation, attitude and needs of college students' sports participation, and adjust the curriculum, teaching plan and content to meet the needs of college students. College students may use the sports activity platform provided by the school to communicate with sports teachers and students, improve sports skills and theoretical knowledge, and lay the foundation for improving their happiness. The proposed action plan maybe tabled for discussion and implementation. Future researchers may use mixed methods such as the combination of qualitative and quantitative methods or other research methods to explore such research and further improve the results of the research scientifically.

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