

Analysis and Improvement Strategies of College Students' Sports Motivation from Multiple Perspectives

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Abstract—Based on domestic and foreign sports motivation theories and empirical research, this paper systematically analyzes the current situation of insufficient physical exercise among college students and its internal and external influencing factors from the perspective of self-determination theory and goal orientation theory. Through the collection and statistical analysis of questionnaire survey data, it is revealed that college students have problems such as lack of interest, low self-cognition and external environmental constraints in sports participation. In response to the above problems, this paper proposes improvement strategies such as optimizing curriculum settings, innovating teaching methods, creating a positive campus sports culture, and teaching students in accordance with their aptitude, aiming to provide theoretical basis and practical guidance for the reform of physical education in colleges and universities.

Keywords— College students; Sports motivation; Self-determination theory; Goal orientation; Improvement strategies.

I. INTRODUCTION

With the intensification of social competition and the continuous acceleration of the pace of life, college students are not only facing severe academic pressure, but also facing the problems of declining physical fitness and increasing psychological pressure. In recent years, many surveys have shown that due to the influence of exam-oriented education, tight schedules and the popularity of electronic products, some college students have neglected physical exercise, resulting in declining physical fitness and increasingly prominent sub-health problems (Guo Qiang and Wang Xiaozan, 2017). As an important way to promote physical and mental health, physical exercise not only helps to enhance immunity and improve mentality, but also cultivates teamwork spirit and stress resistance. Therefore, in-depth exploration of the internal mechanism and influencing factors of college students' sports motivation is of great practical significance for stimulating their enthusiasm for sports and improving their physical fitness. This paper aims to analyze the internal and external factors of college students' sports motivation from a multi-perspective perspective through literature review and questionnaire survey, and on this basis, put forward targeted improvement strategies to provide theoretical support for the reform of college physical education.

II. CURRENT STATUS AND THEORETICAL BASIS OF RESEARCH AT HOME AND ABROAD

2.1 Current research status at home and abroad

Research on sports motivation started early abroad, mainly relying on self-determination theory (Deci & Ryan, 1985), achievement motivation theory and goal orientation theory, and systematically explored the intrinsic and extrinsic motivation of athletes and adolescents. For example, the study of Klint and Weiss (1987) pointed out that perceived ability and autonomous choice have a significant effect on stimulating students' intrinsic sports motivation; while the studies of Buonamano et al. (1995) and Biddle (1992) emphasized the importance of achievement and social needs in sports participation. At the same time, Ryckman and Hamel (1993) also found that individual differences in their perception of their own sports ability directly affect their tendency to participate in sports.

Based on the absorption of advanced foreign theories and combined with the traditional Chinese cultural background, domestic scholars have further explored the influence of collective honor, family role models and school education on college students' sports motivation (Qiu Yajun, 2009, 2014; Zhang Wenjuan & Mao Zhixiong, 2016). However, existing research is still insufficient in analyzing differences among cross-regional and cross-disciplinary groups, and the path of combining theory with practice needs to be further refined.

2.2 Theoretical basis

(1) Self-determination theory

Self-determination theory holds that when individuals meet the three basic psychological needs of autonomy, ability and belonging, their intrinsic motivation will be fully stimulated (Deci & Ryan, 1985). In the field of sports, if college students can choose sports independently, obtain positive feedback on skill improvement, and experience a sense of belonging in team activities, their interest and participation in sports activities will be significantly improved.

(2) Goal orientation theory

Goal orientation theory divides the motivation of individuals in achievement situations into task orientation and self-orientation. Task-oriented people focus on skill learning

and self-transcendence, while self-oriented people focus more on comparison with others and external evaluation (Dweck, 1986). Studies have shown that task orientation is more likely to cultivate long-lasting and stable sports participation habits (Klint & Weiss, 1987). Therefore, in college physical education, it is of positive significance to focus on cultivating students' task orientation awareness.

III. INVESTIGATION ON THE CURRENT SITUATION OF COLLEGE STUDENTS' SPORTS MOTIVATION

In order to fully understand the current situation of college students' sports participation, this paper uses a questionnaire survey method to investigate freshmen to seniors from comprehensive universities, science and engineering colleges, and normal colleges. The questionnaire mainly covers the following four parts: basic information of students, frequency and duration of physical exercise, sports participated in, and measurement of internal and external motivation.

Survey data show that:

- ① In terms of exercise frequency, the highest proportion of students is only 1-2 times a week, about 45%, while those who exercise less than once a week or 3-4 times a week account for about 25% and 30% respectively.
- ② In terms of the duration of each exercise, 30-60 minutes is the main interval (about 40%), but 35% of students still exercise for less than 30 minutes due to time constraints.
- ③ Regarding project selection, ball sports (such as basketball, football, and badminton) are the most popular due to their competitive and teamwork characteristics, accounting for nearly 60% of the total; in addition, running, yoga, aerobics and other projects also attract a certain proportion of students to participate.
- ④ Regarding motivational factors, physical fitness, hobbies, social needs and stress relief are considered the main motivations; at the same time, external factors such as family sports culture, campus atmosphere and peer influence also subtly affect students' sports decisions.

The above survey results reflect that there are problems in the current sports participation of college students, such as unstable frequency, insufficient exercise time and single project. At the same time, there is still a need for further exploration and improvement in intrinsic motivation and external incentives.

IV. ANALYSIS OF FACTORS AFFECTING COLLEGE STUDENTS' SPORTS MOTIVATION

4.1 Analysis of internal factors

(1) Interest and hobbies

The most direct internal factor in sports motivation is students' interest in a certain sport. Studies have found that students who love basketball, football and other sports often organize training and competitions spontaneously, thus forming a long-term and stable exercise habit. Interest is not only an important source of internal motivation, but also can motivate students to overcome technical obstacles and psychological setbacks in the initial stage.

(2) Self-cognition and self-confidence

College students' evaluation of their own sports ability largely determines their willingness to participate. If students can correctly understand and continuously improve their sports skills, their self-confidence will be enhanced, which will in turn stimulate a higher enthusiasm for sports participation. On the contrary, if they have low self-cognition and develop inferiority complex, they are prone to fear of difficulties, resulting in a decrease in active participation.

(3) Values and goal setting

Students who set health, team spirit and self-transcendence as their life goals tend to be more proactive in formulating sports plans and putting them into practice. Reasonable goal setting can not only clarify the direction of exercise, but also gain a sense of accomplishment after achieving the goal, thereby further stimulating intrinsic motivation.

4.2 Analysis of external factors

(1) School physical education

The setting of physical education courses, teaching methods and teacher quality in colleges and universities directly affect students' sports experience. The traditional teacher-centered teaching model easily leads to students' lack of interest in participation, while teaching methods such as situational simulation and cooperative learning can help mobilize students' initiative. In addition, the diversity and pertinence of course content are also important factors in stimulating students' intrinsic motivation.

(2) Campus culture and event organization

A good campus sports atmosphere can create a positive sports environment through various school events, club activities and sports culture festivals. Rich and diverse activities not only provide students with a platform to show themselves, but also enhance their sense of belonging and pride in team competition and cooperation.

(3) Family support and peer influence

Family sports traditions, parents' role models and mutual encouragement among peers all have a subtle influence on college students' sports participation. Parents' enthusiasm for sports and positive attitude towards physical exercise can often be passed on to their children; the joint participation of peers can form a good mutual assistance and incentive mechanism.

(4) Social environment factors:

With the improvement of social sports facilities and the widespread dissemination of media sports reports, the demonstration effect of sports stars is also constantly encouraging college students to participate in sports activities. In addition, various fitness activities and public sports projects launched by the government and social organizations also provide college students with rich channels for participation.

V. STRATEGIES TO IMPROVE COLLEGE STUDENTS' SPORTS MOTIVATION

Based on the comprehensive analysis of the above internal and external factors, this paper proposes the following improvement strategies:

5.1 Optimize physical education courses and teaching models

Colleges and universities should design diversified and personalized physical education courses according to the characteristics of different student groups. In addition to traditional projects, emerging sports such as yoga, archery, and rock climbing can be introduced to meet the needs of students with different interests and physical fitness levels. At the same time, the traditional teaching model should be reformed, and methods such as situational simulation, teamwork and experiential teaching should be adopted to stimulate students' enthusiasm for active participation. Regular physical education teacher training, teaching seminars and experience exchanges should be carried out to improve the level of teachers and teaching innovation capabilities, thereby creating a classroom atmosphere that stimulates intrinsic motivation (Martens, 1980).

5.2 Create a positive campus sports culture.

Schools should establish and improve sports evaluation and incentive mechanisms, regularly hold sports games, fun competitions, inter-school leagues, sports and cultural festivals, and other activities to provide students with a variety of competition and display platforms. Through the use of campus radio, school newspapers, online platforms and other media, the deeds of outstanding athletes and the concept of healthy living are promoted to form a strong campus sports atmosphere. At the same time, the establishment of various sports clubs is encouraged, which are guided by professional teachers, enriching extracurricular life and enhancing team cohesion (Qiu Yajun, 2009).

5.3 Teaching students in accordance with their aptitude and personalized guidance

For students with different sports foundations and interests, college physical education should adopt a hierarchical teaching model. For those with weaker foundations, teachers can design a step-by-step training plan and provide individualized guidance to help them overcome initial difficulties and gradually build confidence; for students with sports expertise, high-level competitive training and inter-school competitions can be organized to meet their higher-level development needs. At the same time, by establishing honorary incentive mechanisms such as "Sports Progress Award" and "Outstanding Athlete", timely positive feedback is given to active participants, thus forming a good self-motivation cycle (Klint & Weiss, 1987).

5.4 Strengthen the synergy between family and society.

The family plays a fundamental role in cultivating children's sports habits. Schools should strengthen communication with parents, hold parent sports knowledge lectures and parent-child sports activities, and make parents realize the importance of physical exercise for healthy growth. Similarly, the government and social sports organizations should continue to invest in the construction of public sports facilities, hold regional sports activities, use the media to promote the positive energy of sports, and form a collaborative education system of society, school, and family (Biddle, 1992).

VI. CONCLUSION AND OUTLOOK

This paper comprehensively explores the internal and external factors affecting the formation of college students' sports motivation through the review of domestic and foreign sports motivation theories and the statistical analysis of questionnaire survey data. Research shows that stimulating students' intrinsic interest, improving self-cognition and creating a good external environment are the keys to promoting college students' continuous participation in physical exercise. In view of the current problems of single physical education curriculum content, traditional teaching mode and insufficient family and social support, this paper proposes practical countermeasures from the aspects of optimizing teaching, creating campus culture, teaching students in accordance with their aptitude and strengthening the coordination between home, school and society.

Although this study has systematically revealed the multiple influencing factors of college students' sports motivation, there are still limitations in terms of sample coverage, survey depth, and regional differences. Future research can further expand the sample range and use longitudinal tracking surveys to explore the dynamic changes of sports motivation; at the same time, with the help of emerging information technology and intelligent sports equipment, real-time monitoring and feedback of sports participation behavior can be carried out, thereby providing more accurate theoretical support and practical paths for the reform of college sports education.

In short, stimulating and improving college students' sports motivation is not only helpful to enhance physical fitness and improve mental health, but also an important guarantee for cultivating team spirit and lifelong sports awareness. It is hoped that the strategies proposed in this article can provide useful reference for colleges and universities and relevant departments in promoting sports education reform and building a healthy campus culture, and contribute to the healthy growth of college students in my country.

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