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Assessment of Students' Sports Motivation and Sports Participation: Basis for Sports Education Program

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Abstract: This paper mainly uses the literature data method and questionnaire survey method to investigate the sports motivation and sports participation behavior of college sports club students, uses mathematical statistics to organize and analyze the data, and mainly uses SPSS software to analyze the data, ANOVA, T-test, correlation analysis, multiple regression analysis and other operations, the conclusions are:(1)there are differences in the sports motivation of students of different sex, different majors and different grades;(2) there are significant differences in the sports participation behavior of interviewed students of different sex and majors; there is no significant difference in the sports participation behavior of interviewed students of different grades.(3) there is a positive correlation between the sports motivation of students and their sports behavior.

Keywords: Colleges and Universities; Sports Clubs; Sports Motivation; Sports Participation; Difference; Correlation.

1. Introduction

With the promotion and popularization of quality education in China, the atmosphere of physical exercise on campus has become increasingly strong, students have more spare time and awareness of physical exercise, and the focus of students' physical education has gradually shifted from class to extracurricular. Under such a large campus environment, as an important carrier and organizational form of extracurricular sports activities, the "College Sports Association" has developed and grown under the support and guidance of school departments at all levels, and has increasingly attracted the attention and enthusiasm of many students. Participation has increasingly become the most dynamic and cohesive organizational group on campus.

As the main participants of college sports clubs, students' motivation and behavior to participate in sports clubs has also become an important factor affecting the management and development of sports clubs. As we all know, exercise behavior is determined by physiological, social, environmental and psychological factors, and motivation is the source of power to promote a person to perform a certain activity, which can cause and maintain people's activities and achieve certain goals for this activity. In order to meet the ideals and needs of individuals. The "self-determination theory" proposed by American psychologists Deci and Ryan (1985) in the 1980s about the motivation process of human self-determination behavior is the latest motivation theory[1]. It emphasizes the degree of self-determination of human behavior, divides motivation into three motivation types according to the degree of self-determination, and believes that these motivation types are not completely separated, but on a continuum of self-determination or autonomy. According to the individual's degree of autonomy in behavior, they are ranked from low to high, namely motivation, extrinsic motivation, and intrinsic motivation. The theory suggests that the closer behavioral conditioning is to intrinsic motivation, the higher people's intention to exercise and the longer they will engage in exercise. The latest investigations and studies by foreign scholars have confirmed that the motivation of physical exercise has a certain influence on the behavior of physical exercise. "The stronger the motivation of people who participate in physical exercise, the more they can persist in exercising." Therefore, to guide college students to participate in sports activities, we must first understand and master their motivation for exercise, and on this basis, make the best use of the situation in order to achieve real results.

2. Literature Review

2.1. College Students' Sports Motivation

Kilpa-Tuich et al. studied sports participation motivation from the perspective of "whether there are gender differences in exercise motivation" and found that the main motivation for female college students to exercise is appearance and weight management, while the main motivation for male college student [2] is to challenge, strengthen strength and improve endurance. research suggests that through data comparison that the intensity of social motivation of college students in sports associations was significantly higher than that of college students in non-sports associations[3-5]. This shows that college students have a wide range of needs to participate in sports association activities to increase social contacts. Research suggests that the ability motivation intensity of college students in sports associations is significantly higher than that of college students in non-sports associations[6].

2.2. College Students' Sports Participation Behavior

Physical participation behavior is the physical activity to promote physical health, and its indicators mainly include exercise frequency, exercise time and exercise intensity (body perception). members of sports associations are higher in exercise intensity, time, endurance and frequency than non-members of sports associations[7,8].Some college students' attitude and willingness to exercise are very positive, but this positive willingness has not been transformed into effective sports activities. It is believed that this may be related to their lack of necessary physical exercise knowledge and exercise skills[9]. Compared with male students, female students exercise less frequently, devote less time to sports, do not

have high amount or intensity each time, and have poor adherence to exercise, and do not have good exercise habits [10-12]. Similarly, the research on the Promotion Path of Adolescent Physical Exercise Behavior -- Based on Self-determination Theory also shows that there are significant gender differences in adolescent physical exercise behavior, and males are more involved in physical exercise than females.

2.3. Relationship between Sports Motivation and Sports Participation

An individual's behavior is inseparable from its motivation. However, motivation is not generated out of thin air, but only after the demand signal from the individual is obtained. Otherwise, the motivation will not exist, and neither will the individual behavior. Xue studied the relationship between college students' exercise motivation and exercise behavior from the perspective of self theory[13]. The research showed that the relationship between identity regulation and intrinsic motivation showed a relatively obvious positive effect on exercise behavior and exercise volume, while extrinsic regulation and no There is a relatively obvious negative relationship between motivation and exercise behavior and exercise volume . However, those who are in the action stage have the strongest motivation to exercise [14,15]. The survey also shows that there is a certain correlation between college students' physical exercise motivation and exercise persistence, time, frequency, and intensity, and there is a strong correlation between physical exercise motivation and exercise behavior [16-18].

From the above research results, we found that sports motivation is the main factor that directly induces sports participation behavior. Only when the motivation to participate in physical exercise is improved, can the behavior of participating in physical exercise take place better. To sum up, there is a certain relationship between sports motivation and sports participation behavior.

3. Methodology

3.1. Research Design

This study employed the "Descriptive Comparative and Correlational Research design" [19]. Descriptive research can analyze the characteristics of research objects or phenomena, including personal beliefs and attitudes. Descriptive research design steps include identifying questions and research topics, measuring research variables, analyzing data, describing research findings, and stating research results. Correlation research design is to systematically explore the relationship between two or more variables, and use correlation statistics to determine the relationship between variables. Correlation research results can help researchers study hypotheses. Comparative research design refers to comparing one or more research variables in two or more groups of samples to compare the differences between samples without manipulating the research variables[20].Descriptive comparison and correlation research are helpful to measure and describe the characteristics of a certain population or social phenomenon systematically and accurately, so as to form propositions and hypotheses. In this study, it will be used to describe the motivation and behavior of college students to join sports clubs.

3.2. Sample and Locale

Respondents for this study were drawn from 2534 club members in 16 sports clubs of Binzhou University. The researchers used random sampling to select 507 respondents for this study.

Table 1. Demographic profile

Variable	Options	Frequency	Percent
Sex	Male	245	48.3
	Female	262	51.7
Major	Science and engineering	181	35.7
	Literature and history	189	37.3
	Physical education	89	17.6
	Art	48	9.5
Grade	Freshman	120	23.7
	Sophomore	164	32.3
	Junior	142	28
	Senior	81	16
	Total	507	100

Before distributed questionnaires and data collection, this study was approved by the BinZhou University of ethics review Board.

3.3. Measures

The data used in this study came from two parts of the web-based questionnaire. It contains scales to assess the level of sports motivation and sports participation behavior of sports club students.

Participants were asked to provide information about their background characteristics: gender, grade, major. The sports motivation questionnaire was used to evaluate the level of students' sports motivation. Sports participation questionnaire was used to evaluate students' sports participation level. The two tools were rated on a 4-point Likert scale. In this sample, the reliability of the subscales of "Sports motivation questionnaire" and "Sports participation questionnaire" were 0.969 and 0.838, respectively.

In addition, in order to distinguish the language habits and psychological structure of Chinese people, I will replace the scale with Chinese and prove the reliability of its content validity by consulting three linguistics experts.

4. Result

Before analyzing and comparing the data, normality test was conducted on TL and self-efficacy. The results showed that the sample size of the study data (177) showed a significance ($p<0.05$) indicating that the null hypothesis was rejected. TL and self-efficacy do not conform to normal distribution. Therefore, the next step of comparison and correlation analysis will be Mann-Whitney U test, Kruskal-Wallis H test and Spearman's Rho test.

4.1. The Profile of the Student Respondents

In the professional statistics of student respondents, there are obvious differences in the number of students interviewed in four different professional categories. Among them, Literature and history had the largest number of interviewed students, with 189 students, accounting for 37.3% of the total; followed by Science and engineering, with 181 students

interviewed, accounting for 35.7% of the total; and Physical education ranked third. The number of interviewed students was 89, accounting for 17.6% of the total; the smallest number of interviewed students was Art, with only 48 students, accounting for 9.5% of the total.

4.2. Significant Difference Analysis of Sports Motivation

4.2.1. Analysis of Sex Differences in Sports Motivation

In order to investigate whether sports motivation differs significantly by sex, the above hypotheses were tested using an independent sample t-test, and the results of the analysis were as follows:

Table 2. Analysis of sex differences in sports motivation

Variable	Sex	Std. Deviation	t	p
Health and appearance motivation	Male	0.935	7.124	0.000
	Female	0.8		
Scope of social interaction motivation	Male	0.983	7.603	0.000
	Female	0.766		
Personal abilities motivation	Male	0.993	8.278	0.000
	Female	0.806		
Decompress entertainment motivation	Male	0.953	8.197	0.000
	Female	0.855		
Satisfaction of interest motivation	Male	1.007	7.223	0.000
	Female	0.801		
suitable price motivation	Male	0.984	7.073	0.000
	Female	0.79		

It can be seen from the above table that the sig. value of the significance results of all dimensions of sports motivation is less than the significance level of 0.05: indicating that there are significant differences in the test variable data between different levels.

This means that there are significant differences in various dimensions of exercise motivation among members of different gender groups. This result is supported by the research of Kilpa-Tuich et al., that is, "there are gender differences in exercise motivation"[1]. Their research found that female college students The main motivations for physical exercise are appearance and weight management, while the main motivations for male college students are challenges, strengthening strength, improving endurance, competition and social appreciation and other performance and self-related motivations. health and appearance motivations are one of the main motivations for college students to actively participate in sports club activities [6,9]. At the same time, sports participation can also effectively strengthen the appearance motivation intensity of college students, but the specific appearance of students of different genders The motivations are also different.

In the final analysis, it is driven by people's need to pursue beauty. The survey results show that health and appearance motivation are one of the main motivations for college students to actively participate in sports club activities. At the same time, sports participation can also effectively strengthen the appearance motivation intensity of college students.

4.2.2. Analysis of Major Differences in Sports Motivation

In order to investigate whether sports motivation differs significantly across disciplines, the above hypothesis was tested using one-way ANOVA, and the results are as follows:

It can be seen from the above table that the sig. value of the significance results of all dimensions of sports motivation is less than the significance level of 0.05: indicating that there are significant differences in the test variable data between different levels.

This means that there are significant differences in various dimensions of sports motivation among members of different professional societies, a result supported by many studies. there are obvious differences in the composition of students in different majors, especially the gender composition[11]. For example, the proportion of men in science, engineering and physical education disciplines is higher than that of women, which leads to more male-biased participation in sports. change. Hao believes that different majors have different sports cultural atmospheres[17].The physical education discipline has unique technical and atmospheric advantages. The motivation for science and engineering majors to participate in sports is more focused on relieving stress. Literature and history majors and art majors have what this major can provide. entertainment methods, the motivation level for sports will be relatively low.

4.2.3. Analysis of Grade Differences in Sports Motivation

In order to investigate whether sports motivation differs significantly across disciplines, the above hypothesis was tested using one-way ANOVA, and the results are as follows:

It can be seen from the above table that the sig. value of the significance result of Personal abilities motivation is less than the significance level of 0.05: indicating that there is a significant difference in the test variable data between different levels; the sig. value of the significance result of other dimensions of sports motivation is greater than the significance level of 0.05: indicating that there is no significant difference in the test variable data between different levels.

Table 3. Analysis of major differences in sports motivation

Variable	Major	Std. Deviation	F	p
Health and appearance motivation	Science and engineering	0.988	26.635	0.000
	Literature and history	0.738		
	Physical education	0.837		
	Art	0.685		
Scope of social interaction motivation	Science and engineering	1.018	26.713	0.000
	Literature and history	0.727		
	Physical education	0.899		
	Art	0.613		
Personal abilities motivation	Science and engineering	0.906	34.253	0.000
	Literature and history	0.833		
	Physical education	0.979		
	Art	0.725		
Decompress entertainment motivation	Science and engineering	0.976	20.324	0.000
	Literature and history	0.86		
	Physical education	0.928		
	Art	0.806		
Satisfaction of interest motivation	Science and engineering	0.994	29.806	0.000
	Literature and history	0.792		
	Physical education	0.896		
	Art	0.694		
Suitable price motivation	Science and engineering	0.982	24.674	0.000
	Literature and history	0.752		
	Physical education	0.987		
	Art	0.612		

Table 4. Analysis of grade differences in sports motivation

Variable	Grade	Std. Deviation	F	p
Health and appearance motivation	Freshman	0.865	0.519	0.67
	Sophomore	0.891		
	Junior	0.967		
	Senior	0.918		
Scope of social interaction motivation	Freshman	0.878	1.753	0.155
	Sophomore	0.94		
	Junior	0.934		
	Senior	0.942		
Personal abilities motivation	Freshman	0.941	3.273	0.021
	Sophomore	0.936		
	Junior	0.997		
	Senior	0.931		
Decompress entertainment motivation	Freshman	0.947	0.121	0.948
	Sophomore	0.993		
	Junior	0.994		
	Senior	0.868		
Satisfaction of interest motivation	Freshman	0.956	1.01	0.388
	Sophomore	0.939		
	Junior	0.989		
	Senior	0.902		
suitable price motivation	Freshman	0.965	0.062	0.98
	Sophomore	0.914		
	Junior	0.958		
	Senior	0.887		

This means that there are significant differences in various dimensions in the sports motivations of club members of different grades. This result is supported by the study of [21], that is, there are obvious grade differences in sports participation motivations, and pointed out that the social interaction of lower grades factors and knowledge-seeking factors are higher than those of senior students, and other motivation factors are lower than those of senior students. This is due to the fact that students in lower grades are not familiar enough with club sports. Among the students who participate in sports club activities, students in middle and lower grades have become the main component of the club because they are curious about campus life and have more free time [17,20].This requires guiding teachers to use educational psychology and other related knowledge to appropriately guide students to establish a correct self-positioning and stimulate good motivation for sports.

4.3. Significant Difference Analysis of Sports Participation

4.3.1. Analysis of Sex Differences in Sports Participation

In order to investigate whether there are significant differences in sports participation between different sexes, the above hypotheses were tested using an independent sample t-test, and the results of the analysis are as follows:

Table 5. Analysis of differences in sports participation by sex

Variable	Sex	Std. Deviation	t	p
frequency	Male	1.189	5.779	0.000
	Female	1.047		
Time	Male	1.170	6.006	0.000
	Female	0.998		
Physical sensations	Male	1.132	5.666	0.000
	Female	1.050		
Total	Male	1.038	6.745	0.000
	Female	0.847		

From the above table, it can be seen that the sig. value of the significance result of each dimension of sports participation is less than the significance level of 0.05: indicating that there are significant differences in the test variable data between different levels.

This means that there are significant differences in various dimensions of sports participation among members of different gender groups[12].who believes that the differences in physiological functions, body shape and physical fitness between boys and girls have led to their The understanding, attitudes, interests and habits of physical exercise are different. College students have a relatively positive willingness and motivation to participate in physical exercise, but some students have not put this into practice, let alone developed good exercise habits, and have not effectively transformed their sports motivation into sports participation. The overall frequency of participation is too low. Low, there are obvious differences between men and women. In comparison, boys have stronger motivation transformation ability and higher frequency of sports participation[10] . Research shows that students of different genders in the senior group have greatly different motivations and behaviors for physical education classes. Boys' understanding of the practical role of physical education classes is significantly better than that of girls, which shows that we are motivating and cultivating girls[16]. There are deficiencies in college students' motivation and participation in physical education classes. Good environmental factors should be created to stimulate and cultivate female college students' good sports motivation and sports participation behaviors. The above studies support the results of this study.

4.3.2. Analysis of Major Differences in Sports Participation

In order to investigate whether there are significant differences in sports participation in different professions, the above hypothesis was tested using one-way ANOVA, and the analysis results are as follows:

Table 6. Analysis of major differences in sports participation

Variable	Major	Std. Deviation	F	P
frequency	Science and engineering	1.198	8.120	0.000
	Literature and history	1.076		
	Physical education	1.194		
	Art	0.928		
Time	Science and engineering	1.204	11.169	0.000
	Literature and history	1.014		
	Physical education	1.086		
	Art	0.909		
Physical sensations	Science and engineering	1.188	10.002	0.000
	Literature and history	1.086		
	Physical education	0.998		
	Art	0.919		
Total	Science and engineering	1.092	12.999	0.000
	Literature and history	0.874		
	Physical education	0.925		
	Art	0.686		

From the above table, it can be seen that the sig. value of the significance result of each dimension of sports participation is less than the significance level of 0.05: indicating that there are significant differences in the test variable data between different levels.

This means that there are significant differences in various dimensions of sports participation among members of different professional societies. Students' participation in club activities is affected by a variety of internal and external factors. Students' majors, Gender, etc., will all become external factors that affect their participation in sports[18]. There are significant differences in various dimensions of sports participation among members of different professional societies, which may be related to the different relevance of sports among different majors. Students majoring in physical education have mastered relevant sports skills and have a strong atmosphere for sports participation; students majoring in art have various entertainment and pastime projects that are different from sports, so their motivation to exercise is low and their participation in sports is relatively low (Yin Erwang, 2021). The above studies support the results of this study.

4.3.3. Analysis of Grade Differences in Sports Participation

In order to investigate whether there are significant differences in sports participation in different professions, the above hypothesis was tested using one-way ANOVA, and the analysis results are as follows:

Table 7. Analysis of grade differences in sports participation

Variable	Grade	Std. Deviation	F	P
frequency	Freshman	1.123	0.599	0.616
	Sophomore	1.099		
	Junior	1.230		
	Senior	1.175		
Time	Freshman	1.124	0.305	0.822
	Sophomore	1.065		
	Junior	1.173		
	Senior	1.152		
Physical sensations	Freshman	1.178	1.402	0.241
	Sophomore	1.105		
	Junior	1.130		
	Senior	1.057		
Total	Freshman	0.983	0.501	0.682
	Sophomore	0.948		
	Junior	1.038		
	Senior	0.975		

It can be seen from the above table that the sig. value of the significance result of each dimension of sports participation is greater than the significance level of 0.05: indicating that there is no significant difference in the test variable data between different levels.

This means that there are significant differences in various dimensions of sports participation among club members of different grades. there are significant differences in the exercise motivation and participation behavior of college students between different grades. The difference in students' physical exercise intensity has a certain relationship with the ideological characteristics of students in different grades[11]. some believe that student sports participation behavior is restricted by objective environment and subjective factors, such as institutional constraints, sports venues, equipment, studies, graduation, employment and other factors. Different students have different pressures in terms of academics, graduation, and employment[15-17]. This is an objective factor, and it also affects subjective sports motivation. This also leads to significant differences in the sports participation behavior of different students, which supports this study. Research result.

4.4. Analysis of Sports Motivation Variables that Can Predict Sports Participation

4.4.1. Regression Models for Different Sex

Table 8. ANOVA[a]

sex	Model		df	Mean Square	F	Sig.
Male	1	Regression	6	19.815	32.785	0.000
		Residual	238	0.604		
		Total	244			
Female	2	Regression	6	6.256	10.662	0.000
		Residual	255	0.587		
		Total	261			

In the ANOVA table, we mainly look at the F value and its corresponding p value (sig.). The significance p-value in each regression model here is less than the significance level of 0.05, so we can consider each of the above regression models to be significant at the significance level of 0.05.

This shows that there is a significant linear correlation between the sports motivation and sports participation of students of different genders. The research results show that there is a significant positive correlation between exercise motivation and exercise behavior [19]. Individual motivation to participate in physical exercise is intrinsic, and the generation of exercise motivation is conducive to the realization of exercise behavior, regardless of whether the personal information is different. some studied the exercise awareness and exercise behavior of the Kunming running group and found that there is a significant positive correlation between their sports motivation and sports behavior [10-12]. The improvement of sports motivation can promote the exercise intensity and exercise time of the Kunming running group, exercise frequency. At the same time, under the background of personal variables of different gender, age, education, career structure, and years of exercise, although there are differences between exercise motivation and exercise behavior, there is of course a significant correlation [4]. The above studies support the results of this study.

4.4.2. Regression Models for Different Majors

Table 9. ANOVA[a]

Major	Model		df	Mean Square	F	Sig.
Science and engineering	1	Regression	6	19.054	33.057	0.000
		Residual	174	0.576		
		Total	180			
Literature and history	2	Regression	6	3.641	5.442	0.000
		Residual	182	0.669		
		Total	188			
Physical education	3	Regression	6	6.514	14.740	0.000
		Residual	82	0.442		
		Total	88			
Art	4	Regression	6	0.523	1.130	0.362
		Residual	41	0.463		
		Total	47			

This shows that there is no significant linear correlation between the sports motivation and sports participation of Art students. In other majors: Science and engineering, Literature and history, and Physical education, there is a significant linear correlation between the sports motivation and sports participation of students.

study showed that there is a close and high correlation between students' exercise motivation and exercise behavior, and exercise motivation determines exercise behavior[5]. Sports motivation is the main factor that directly induces sports participation behavior. Only when the motivation to participate in physical exercise can be improved, the behavior of participating in physical exercise can occur better. implementation intention plays a partial mediating role between college students' exercise motivation and exercise behavior[11]. This means that exercise motivation can directly affect college students' exercise behavior on the one hand, and indirectly affects college students' exercise behavior through implementation intention on the other. Exercise behavior. As for students majoring in art, affected by the unique entertainment characteristics of this major, their intention to participate in sports is low. This also explains why there is no significant linear correlation between art students' sports motivation and sports participation.

4.4.3. Regression Models for Different Grades

Table 10. ANOVA[a]

Grade	Model		df	Mean Square	F	Sig.
Freshman	1	Regression	6	7.546	12.212	0.000
		Residual	113	0.618		
		Total	119			
Sophomore	2	Regression	6	9.096	15.541	0.000
		Residual	157	0.585		
		Total	163			
Junior	3	Regression	6	11.900	19.962	0.000
		Residual	135	0.596		
		Total	141			
Senior	4	Regression	6	5.626	9.833	0.000
		Residual	74	0.572		
		Total	80			

The ANOVA table is used to test whether the regression effect of the regression model is significant, that is, to test whether the linear relationship between the dependent variable and the independent variable is significant. In the ANOVA table, we mainly look at the F value and its corresponding p value (sig.). The significance p-value in each regression model here is less than the significance level of 0.05, so we can consider each of the above regression models to be significant at the significance level of 0.05.

This shows that there is a significant linear correlation between the sports motivation and sports participation of different grade students. Research shows that the stronger the individual's sports motivation, the greater the possibility of participating in exercise. Motivation is the most direct predictor of behavior. Improving college students' exercise motivation can effectively promote their exercise behavior[8]. In the study ,there are obvious differences in the actual sports motivation and sports participation between the senior group and the junior group in participating in other sports activities in school[19]. We believe that this is due to the fact that the personality characteristics of the senior group have been formed and they have no influence on the campus environment and university life. We have become familiar with each other and have formed relatively close ties with each other. Senior students participate in more social practice activities and understand the real society better. These factors all promote the extracurricular sports activities of senior students and can better form good sports motivation. The sports participation behavior of senior students is also higher than that of lower students. The above research supports the results of this study. There is a significant linear positive correlation between sports motivation and sports participation among different grade students.

5. Conclusion

(1) The research shows that there are significant differences in sports motivation among college sports club students of different genders and majors; However, there were no significant differences in exercise motivation between different grades. This shows that the sports motivation of club students is significantly affected by personal data (gender, major), which further affects the development of club activities. Therefore, when carrying out community activities, we should pay attention to the classification of the personal data of community members, and take targeted measures to stimulate the motivation of sports according to the proportion of different personal data members.

(2) There are significant differences in sports participation behaviors of students of different genders and majors in college sports clubs. Among them, the number of men participating in sports is more than that of women, and the intensity of sports participation of science and engineering and sports majors is significantly higher than that of other majors. However, there was no significant difference in sports participation behavior among students of different grades. This indicates that the sports participation of club students is significantly affected by personal data (gender, major), which is the same as the influence of sports motivation on personal data. Therefore, correlation analysis can be conducted with sports motivation to explore whether there is a correlation between the two.

(3) There is a significant positive correlation between sports motivation and sports participation behavior of students of different genders in college sports clubs. Sports motivation of students of different genders has a positive predictive effect on sports participation behavior. But the specific motivation will vary.

(4) There is a significant positive correlation between sports motivation and sports participation behavior of college students of different majors. The results show that sports motivation of students of different majors has a positive predictive effect on sports participation behavior. But the specific motivation will vary.

(5) There is a significant positive correlation between sports motivation and sports participation behavior of students in different grades. The results show that sports motivation of different grades has a positive predictive effect on sports participation behavior. But the specific motivation will vary.

(6) The prediction models of sports motivation and sports participation behavior of college sports club students of different genders, majors and grades are different, and there are differences. Depending on the composition of members' personal information, sports clubs can focus on this prediction model.

6. Recommendations

(1) Enhance the ability of sports association management personnel. Conduct management training for personnel involved in the management of sports associations, conduct community management seminars, invite teachers with rich management experience to impart management experience, guide management practice, answer problems arising in management, and exchange and learn from each other's experience in club management and activities. To improve the efficiency and level of community management.

(2) Enriching sports community resources. The abundant resources of the association meet the students' motivation of sports to some extent, including venue facilities, technical guidance, activity funds and so on. Enrich the club activity venues by applying for or renting, and use the club funds to purchase updated activity equipment. Employ professional teachers or cooperate with external institutions to enrich the technical guidance resources of the association. By collecting membership fees, applying for school funds, cooperating with corporate activities and other ways to enrich the funds of club activities.

(3) Standardize and unite various sports associations. The establishment of sports association federation, while standardizing the management and activities of sports association, expanded the scope of activities and exchanges of sports association members. The sports club Federation shall be established under the leadership of the relevant teachers of the student Affairs Office, and the management responsibilities and activity guidelines of the sports associations shall be clearly defined to avoid malicious competition and illegal activities among the clubs.

(4) Sports associations carry out results display. By setting up the group goal, we can motivate the enthusiasm of the group activities and the enthusiasm of the members to participate in sports. The Student Affairs Office of the school will publish the notice of the selection of excellent sports clubs and set up the organizing committee of the event to publish the time, place, form and scoring rules of the competition to provide reference for the participating clubs; And the top three awarded honorary certificates as incentives.

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