Sports Motivation, Attitude and Success of Chinese University Students

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Abstract *– This study focused on the sports motivation, attitude, and success of Chinese college students and put forward Sports Development Program. Results show that student respondents are mostly females and in public University in China; they are joining various sports as table tennis, volleyball, and basketball; they are young age who value the health benefits in any sports- related activities provided by the University. The sport motivation is more on intrinsic and is positively associated with keeping winning in proportion and negatively associated with acceptance of cheating and attitudes.*

As to sports attitude, respondents agreed on ethnic pluralism; prejudice/ethnocentrism and racism, consequences of sport participation and sexism, sport masculinity, and homophobia (3.56), and Olympic and national attitude. Sports motivation and sports attitude are significantly related, the more motivated on the above indicators, the more positive attitude towards sports. Further, the more demotivated to sports, the lesser success have towards sports and the more motivated the respondents are, the more success they will become in sports; the better the attitude towards sports, the more that they will be successful.

Keywords *– Sports Motivation, Sport Attitude, Sport Success*

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INTRODUCTION

Physical activity is essential for adolescent growth and development in any country. Physical inactivity among youth is a worldwide issue, and China is no exception. According to the World Health Organization (WHO), [1] human health is influenced by environmental conditions (21%), genetics (21%), the quality of the health-care system (8%), and lifestyle (50 percent). In this viewpoint, the individual's lifestyle is critical for health and quality of life. In this context, physical activity is important at all stages of an individual's life. It is required for young people's normal biological, social, and psychological well-being. It is also known that regular and having sport activity for adults and the elderly can maintain vitality and protect them against disease, as well as provide them with a better quality of life [2]. As a result, it is ,essential that young people understand the value of a healthy lifestyle, of which physical fitness is an essential component. Physical activity should be encouraged for young people..

In addition, sports helps students develop positive values and may keep them from engaging in harmful behaviors. By having physical activities, it lessen the boredom and they can use their time more efficiently. However, students today prefer to spend their free time engaging in unhealthy habits like drug and alcohol addiction, kidnapping, loitering, vandalism, etc. Yet, other students are like to use their time at home by watching movies online, playing computer games chatting, browsing on social media and other uses of computer. This is beneficial, but if not handled properly, these students will get hooked on it. Some might possibly involve in pornographic, hacking, online gambling, pirating and other negative online behavior. According to Razak [3], a well-structured sport activity could improve safety among youth and provide them "a positive identity, feelings of empowerment."

Physical-sports practice generates positive health benefits especially in adolescence, which serve as a key juncture for forming nourishing habits. Since there are relationships between various variables (such as sports motivation, the significance of physical education, and the climate of motivation) and the persistence of physical-sports practice, the subject of physical education is a great situation for it. [4].

People are driven to engage in sports for a variety of reasons For athletes, investigating the participation in motivation is necessary. Moradi, et al. [5] did a research using the Sports Participation Motivation

Questionnaire (PMQ), it revealed a significant difference between the sports participation motivation of athletes who compete in team sports and those who compete in individual sports, as well as between male and female athletes. However, no other discernible differences were found between male and female athletes when it came to the motivational factors for participating in sports; only the aspect of success in team and individual sports as well as the side of making friends existed. The findings of this study demonstrate how gender and the athlete's sport discipline can effectively motivate athletes to continue with and commit to a physical activity.

In China, technology advancement is beneficial There is a balance between the use of technology and the quality of life. Sport contributes to a high quality of life, so students should be encouraged to actively engage in sports activities. Sports help the students to stay healthy, stay out of trouble, maintain social interaction, and improve their characters. All of these things contribute to a high quality of life. Because of the strong support of the government and private organizations for sports activities, schools provided an increasing number of facilities and financial support in order to stir up students' interest in sports. As a result, students take an opportunity to engage in sport not only for the sake of individual wellness, but also because of the numerous sport activities available in schools. Students honed their skills in sports such as basketball, football, softball, squash, and tennis. As the main result, they maintained their health and have self-controlled on what they do and eat in order to live.

Eiosdottir et. al [6] discovered positive findings on a healthy lifestyle, from which younger generations, future scholars are apparently aware that sport activity is a vital part of student life and the high frequency of participation in sport activity among male and female students. Academic interest in analyzing the correlates of sports participation has recently increased in several countries. Nevertheless, in developing countries such as China, where sport data is not monitored, this type of investigation is still rare, which is why this study was conducted.

The development of sports is inseparable from the political, economic and cultural background of the country. With the advancement of international sports competitions and sports academic exchanges, the holding of international events such as the Olympic Games, World Championships, Golden League, and some professional leagues has promoted the in-depth development of the international sports cycle. As a college physical education teacher, by studying the motivation, attitude and success of sports, combining theory and practice, and making better use of experience and knowledge to guide sports practice, you can promote the sustainable development of sports in the country.

OBJECTIVES OF THE STUDY

The main objective of the study was to assess sports motivation, attitude and success of Chinese university students and promote the sustainable development of sports in the country. More specifically, it described the profile of the respondents in terms of sex, type of sports joined and type of university; identified the sports motivation in terms of amotivation, external, introjected, identified, integrated regulation and intrinsic motivation; assessed the respondents attitude as to love of sports, desire to watch sports, consequences of sports participation, sexism, ethnic pluralism and Olympic and national attitude; determined the sports success in terms of flow state, attention, technique, sensitivity to error, commitment and achievement; tested the significant difference in sports motivation, attitude and success when grouped according to profile; tested the relationship between the three variables; and proposed strategies to Improve students motivation in sports.

MATERIALS AND METHODS

Research Design

This study used quantitative descriptive research design for it cause and effect relationship sports motivation, attitude, and success. The basis for the quantitative approach was since the questionnaire was the appropriate data collection tool for it. Additionally, quantitative research was effective since it allowed the researcher to gather objective and numerical data that utilized the statistical methods to determine the correlation and cause of variables.

Participants of the Study

From the total population of students from different universities, a sample of 310 was selected to participate in the study. This was based on an effect size of 0.26, a power probability of 0.95 and an alpha level of 0.05 using G*Power 31.9. The respondents of the study were selected using stratified random sampling and were randomly selected from different universities.

Instruments

The main tool used in the study was an adapted instrument from different reliable sources. The

researcher adapted the questionnaire to collect relevant information. It is divided into four parts: The first part is about the demographic variable information, including the sex, type of sports joined and type of university. Part 2 is the Sport Motivation Scale (SMS) verified by Yakut et. al [7], which has six dimensions and 31 questions. It contains Amotivation (AM) motivation; External Regulation (EXT) external supervision; Introjected Regulation (ITJ) integrated supervision; Identified Regulation (IDT) definite supervision; Integrated regulation (ING) integrated supervision; and Intrinsic Motivation (IM).

The scale is a 5-level Likert scale ranging from 1 to 5, which requires the answer to be selected from 5 options between disagree and agree.

Part 3 is Sport Attitude Scale (SAS), which uses the "Sport Attitude Scale (SAS)" which is divided into six dimensions and a total of 40 questions. It contains Love of sports; Desire to watch sports; Desire to watch sports; Consequences of sport participation; Consequences of participating in sports; Sexism, sport masculinity, and homophobia; Sexism, sport masculinity, and homophobia; Ethnic pluralism; prejudice/ ethnocentrism and racism racial diversity; / ethnocentrism and racist prejudice; Olympic and national attitude. The scale is a 5-level Likert scale, which requires an answer to be selected from five options between disagreement and agreement.

Part 4 is Sport Success Scale（SSS), which uses the "Sport Success Scale (SSS)" verified by Mousavi, et al. [8] which is divided into six dimensions and a total of 29 questions. Including Flow State; Attention; Technique; Sensitivity to error; Commitment; Achievement. The scale is a 5- level Likert scale, which requires the answer to be selected from 5 options between disagree and agree.

Furthermore, the instrument was subjected to validation by an expert and undergone reliability testing. The indicators of each variable were considered reliable: Amotivation (AM) (0.830); External Regulation (EXT) (0.830); Introjected Regulation (ITJ) (0.907); Identified Regulation (IDT) (0.900); Integrated regulation (ING) (0.941); Intrinsic Motivation (IM) (0.947); Love of sports (0.859); Desire to watch sports (0.915); Consequences of sport participation (0.976); Sexism, sport masculinity, and homophobia (0.852); Ethnic pluralism; prejudice/ethnocentrism and racism (0.922); Olympic and national attitude (0.869); Flow State (0.907); Attention (0.930); Technique (0.932); Sensitivity to error (0.941); Commitment (0.954) and Achievement (0.940).

Procedure

A total of 310 questionnaires were sent to students from different universities in 26 cities in nine provinces in China; including Wuhan City in Hubei Province, Jingmen City in Hubei Province, Jingzhou City in Hubei Province, Huanggang City in Hubei Province, Xiaogan City in Hubei Province, Ezhou City in Hubei Province, Xianning City in Hubei Province, Changde City in Hunan Province, Zhangjiajie City in Hunan Province, Yueyang City in Hunan Province, Changsha City in Hunan Province City, Zhangjiajie, Hunan Province, Nanning, Guangxi Province, Weifang City, Shandong Province, Linyi, Shandong Province, Yantai, Shandong Province, Zibo, Shandong Province, Taian, Shandong Province, Qingdao City, Shandong Province, Changzhou City, Jiangsu Province, Lianyungang City, Jiangsu Province, Shenyang City, Liaoning Province, Hangzhou City, Zhejiang Province, Shaoxing City, Zhejiang Province, and in Shanghai, Jingdezhen, Jiangxi Province.

The questionnaire was distributed online using WeChat Questionnaire star. Due to the impact of the COVID-19 epidemic, the researcher adopted the form of online and mobile customer surveys.

With the help of the WeChat platform "Questionnaire Star", the online questionnaire survey has been completed. It was checked and verified whether the content of the questionnaire on the "Questionnaire Star" is correct and normal. The faculty was contacted by phone to explain in detail the purpose of this questionnaire and obtained their consent and support. The faculty assigned the questionnaire to their class and told each student to complete the questionnaire.

In order to eliminate invalid questionnaires, the questionnaires were initially processed according to the following principles: First, the questions in the questionnaires shall not exceed 20%. Second, the time required to fill out the questionnaire was particularly short. With a limit of 600 seconds, a questionnaire of less than 600 seconds was regarded as an invalid questionnaire. The researchers tried to fill out the questionnaire quickly, which took about 600 seconds.

Data Analysis

The following statistical instruments were used to conduct data analysis. The demographic profile of the respondents was described using frequency and percentage distribution. To evaluate the sports motivation, attitude, and success, weighted mean and ranking were utilized. According to the Shapiro-Wilk Test results, the three key variables have p-values that are less than 0.05, which indicates that the data set is

not regularly distributed. Therefore, the non-parametric tests that were utilized to identify the significant differences were the Kruskal Wallis test for three groups and the Mann-Whitney U test for two groups. Spearman rho was also employed to examine the significance of the association between sports success, attitude, and motivation.

Ethical Considerations

Full consent from the participants was also solicited prior to starting this study. To ensure that the respondents fully understood the importance of their involvement, the researcher described the study's purpose to them. Participants received assurances that their privacy would be protected and that the information collected would be kept confidential.

RESULTS AND DISCUSSION

Table 1. Characteristics of the Respondents' Profile

Sex	**f**	**(%)**
Male	87	28.10
Female	223	71.90
***Type of Sports Joined**		
track and field	48	15.50
Gymnastics	21	6.80
Basketball	55	17.70
Football	48	15.50
Volleyball	26	8.40
Badminton	81	26.10
Table tennis / Tennis	86	27.70
Martial arts	52	16.80
Taekwondo	35	11.30
Cheerleaders	25	8.10
Ballroom dancing	24	7.70
Aerobic exercise	50	16.10
Swim	52	16.80
Others	26	8.40
Type of School/University		
Public	269	86.80
Private	41	13.20

**Multiple Responses*

Summarizing the results, students are mostly females and in public university in China; they are joining various sports as table tennis, volleyball, and basketball. As students in their young age, they value the health benefits on any sports-related activities.

Sports activity provides health benefits for students, as an adolescent, this growing period is an opportunity to develop healthy habits. As a result, Physical Education subject is ideal where they can diversely sports motivation in an early stage.

This was supported by Escamillia's [4] where Physical Education classes has greater impact on the sports motivation of the students. It revealed that the extrinsic motivation and importance of physical education differed depending on whether adolescents participated in sports. This explained why students' preferences and motivation into sports vary. The same in the study of Yalcin et al. [9], which confirmed the effect of university students' sports attitudes on healthy lifestyle behavior and the relationship between these two variables. Based on the results, 18% of respondents predicted the healthy lifestyle behavior variable based on their sports attitude. This study concluded that students' attitudes toward sports have a positive effect on healthy lifestyle behaviors.

Table 2. *Summary Table on Sport Motivation*

	Sports Motivation	**WM**	**VI**	**Rank**
1.	Amotivation	2.50	MA	6
2.	External Regulation	2.61	MA	5
3.	Introjected Regulation	3.33	MA	3
4.	Identified Regulation	3.24	MA	4
5.	Integrated regulation	3.40	MA	2
6.	Intrinsic Motivation	3.56	A	1
	Composite Mean	**3.11**	**Moderately Agree**	

Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree;2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 summarize the assessment on the sport motivation. The composite mean of 3.11 indicates that they moderately agree. Intrinsic motivation got the highest weighted mean of 3.56 among the items. This means it is positively associated with winning in proportion and negatively associated with cheating acceptance and attitudes.

According to Moradi et al. [10], achievement in team and individual sports is very significant among the components of sports participation motivation, while sports discipline is an effective way in motivating athletes' existence and involvement to a physical activity. The items Identified Regulation (3.24), External Regulation (2.61) and amotivation (2.50) got the least moderately rate. This means that student's motivation who were doing individual sports and team sports depends more on intrinsic factors. Similarly, Kucukibis and Gul [11] high school students' motivation on sports relied on intrinsic motivational factors, and these factors varied depending on the individual sports and team sports variable.

Table 3 presents the summary on sport attitude. The composite mean of 3.41 indicates that based on the

summarized result, respondents agree on ethnic pluralism; prejudice/ethnocentrism and racism (3.60), followed by consequences of sport participation (3.58), and sexism, sport masculinity, and homophobia (3.56), and Olympic and national attitude (3.55). However, Love of sports (3.15), and Desire to watch sports (3.01) were assessed as moderately agree.

Table 3. *Summary Table on Sports Attitude*

	Sports Attitude	WM	VI	Rank
1.	Love of sports	3.15	MA	5
2.	Desire to watch sports	3.01	MA	6
3.	Consequences of sport participation	3.58	A	2
4.	Sexism, sport masculinity, and homophobia	3.56	A	3
5.	Ethnic pluralism; prejudice/ ethnocentrism and racism	3.60	A	1
6.	Olympic and national attitude	3.55	A	4
	Composite Mean	**3.41**	**MA**	

Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree;2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

As a result, the respondents believed that it is a positive factor for national sports teams to have an athlete from different ethnic and racial groups. Having an athletes came from different religions competing helped them together to become closer.

This result shows the positive attitude of the respondents on how sports participation can not only exercise the body, but also cultivate one's own willpower to represent his country or his racial group. Those team sports can also increase the relationship between people and learn how to behave in the world. Therefore, sport undoubtedly influences personality traits, and a link has been found between sport participation, a sense of self-esteem, and high self-rating. [12].

Table 5. *Summary table on Sports Success*

	Sports Success	WM	VI	Rank
1.	Flow State	3.09	MA	6
2.	Attention	3.12	MA	5
3.	Technique	3.25	MA	4
4.	Sensitivity to error	3.27	MA	3
5.	Commitment	3.72	MA	1
6.	Achievement	3.47	MA	2
	Composite Mean	**3.32**	**MA**	

Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree;2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 5 presents the summary of sports success. The composite means of 3.32 indicates that they agree on the following commitment (3.72).

Commitment as a success factor in sports is a particular behavior of the athletes describing their persistence and stability to continue that behavior of enjoying the competition, the training, and their relationship with teammates as it reflects positive affective response to the sport experience encompassing feelings such as pleasure, liking, and fun. Also, Sport commitment as a psychological structure, demonstrates their desire to participate in sport activities and reflects motivational forces of a person to continue the persistence of a certain behavior or activity [13].

They moderately agreed on achievement (3.47), Sensitivity to error (3.27), and technique (3.25), attention (3.12) and flow state (3.09). For the respondents, such success as to achievement is also an effort for optimal performance depend which was very important in sports psychology [14]. On the other hand, sensitivity to error is a refining stage in which athletes focus on successful performing and consistency of skill, trial by trial. During this refining process, the variability of performance is reduced and sensitivity to error is obtained as a capability, in which a person can identify and correct errors. This was moderately agreed since such capability is exclusive to skilled and successful athletes only.

Technique is a regular practice, including speed and appropriate practice, ability to repeat the action, changing the speed, technique and tactical principles, advanced level of skill, accuracy and coordination in performance [15].

Least moderate agreement also on the belief of the respondents to consider the attention of a person to sports is his ability to exert effort on what is important in each situation, like being innovative as to ways to compete and determining competitors' conditions on the specific competition effort. Competition in sports to be successful need to be seen as a vehicle to reach the athlete's full potential.

In terms of flow state, the respondents' agreement on training is interesting and enjoyable for me and that their love for sports and other physical activities from an early age is important if children are to develop a foundation for lifelong physical engagement in healthy sporting experiences. Such developed their interest and found it enjoyable hobby specifically if their university supports their sports- related inclination.

Table 6 shows the comparison of responses on sports motivation when grouped according to profile. It was observed that all computed p-values were all greater than 0.05 alpha level, thus, showing a no significant difference and do not vary significantly.

Table 6. *Difference in Responses on the Sport Motivation when Grouped according to Profile*

Sex	λ^2_c / U	p-value	I
Amotivation	8474.5	0.082	NS
External Regulation	9647.0	0.939	NS
Introjected Regulation	9623.0	0.912	NS
Identified Regulation	9351.0	0.616	NS
Integrated regulation	9393.5	0.659	NS
Intrinsic Motivation	9471.5	0.742	NS
Type of School/University			
Amotivation	5335.5	0.736	NS
External Regulation	5317.0	0.710	NS
Introjected Regulation	5300.0	0.686	NS
Identified Regulation	4692.5	0.118	NS
Integrated regulation	5266.0	0.636	NS
Intrinsic Motivation	5024.5	0.351	NS

NS: Not Significant

This means that regardless of sex, student's motivation to participate in sports is the same. As a result, agreement on intrinsic motivation shows it is positively associated with keeping winning in proportion but negatively associated with acceptance of cheating and attitudes. Tóth-Király et al. [16] confirmed the value of motivations for participating in sports, as proposed by self-determination theory; however, less emphasis has been placed on the presence of multiple motivations within the same individual.

For Bal and Malkoç [17] males have higher sport attitude scores than females, and a statistically significant difference was found, thereby giving attention to sport and doing sport actively was identified between the individuals' sport status, income level, place of residence, age, and gender.

Table 7 presents the responses on sports attitude when grouped according to profile. Based on the result, there were significant differences on sexism, sport masculinity, and homophobia (p = 0.000) and ethnic pluralism; prejudice/ethnocentrism and racism (p = 0.011) since the obtained p-values were less than 0.05 alpha level. This means that the responses vary statistically and based on the test conducted, it was found out that females have greater assessment on the above indicators.

As stated, women face gender equity issues as athletes because of gendered institutions and the militaristic masculine norm. In addition, sports leaders have standardized manhood as the principle of operation within sport, recognizing male activity as advantaged and strengthening masculinity and masculine behavior. As a result, gender inequality was perceived to be an institutionalized practice within sports organizations.

Cohen et al. [18] studied the impact of coed sports and revealed that it can serve as a source to influence equality perceptions through interaction with the opposite gender and provide an alternative view of previously negative perceptions of coed sports. In essence, the factors to consider when examining this coed sport were that female participants were respected and worked equally with their male counterparts. This level of equality evidenced to the male counterpart that women could meet the demands of the sport.

Table 7. *Difference in Responses on the Sport Attitude when Grouped according to Profile*

Sex	λ^2_c / U	p-value	I
Love of sports	9194.0	0.466	NS
Desire to watch sports	9556.5	0.838	NS
Consequences of sport participation	8871.0	0.236	NS
Sexism, sport masculinity, and homophobia	6716.0	0.000	HS
Ethnic pluralism; prejudice/ethnocentrism and racism	7912.5	0.011	S
Olympic and national attitude	8546.5	0.100	NS
Type of School/University			
Love of sports	5102.0	0.431	NS
Desire to watch sports	5341.5	0.744	NS
Consequences of sport participation	5331.0	0.728	NS
Sexism, sport masculinity, and homophobia	4974.0	0.309	NS
Ethnic pluralism; prejudice/ethnocentrism and racism	5248.0	0.614	NS
Olympic and national attitude	5283.5	0.663	NS

Legend: Significant at p-value < 0.05; HS: Highly Significant, S: Significant; NS: Not Significant

Table 8 shows the responses on sports attitude when grouped according to profile. Based on the result, there were significant difference between sports success and profile variable since the obtained p-value of 0.043 was less than 0.05 alpha level. This means that the responses vary statistically and based on the test conducted, it found out that students in the public school have greater assessment on flow state.

As public-school students, they claimed the much-needed training necessary to love sports and found it very interesting and enjoyable. Success to sports attributed to the government's way of supporting programs among young students whose passion is sports. In addition, the university responsibility specific for public schools vary in their rules and regulations on sports funding. In China, although the Chinese government strongly endorsed sports by bringing in foreign coaches, they were also aware of the

significance of Chinese coaches learning from their foreign counterparts. Indeed, following the 2008 Beijing Games in 2011–2020 strategy highlighted the importance of quickly and widely introducing foreign coaches, and increasing the efficiency of these coaches through effective management and regulation. [19].

Table 8. *Difference in Responses on the Sport Success when Grouped according to Profile Variables*

Sex	λ^2_c / **U**	**p-value**	**Interpretation**
Flow State	9227.0	0.498	Not Significant
Attention	9061.5	0.357	Not Significant
Technique	9547.0	0.823	Not Significant
Sensitivity to error	9182.5	0.453	Not Significant
Commitment	8452.0	0.073	Not Significant
Achievement	8672.5	0.138	Not Significant
Type of School/University			
Flow State	4449.5	0.043	Significant
Attention	5305.5	0.690	Not Significant
Technique	5464.0	0.922	Not Significant
Sensitivity to error	5389.0	0.809	Not Significant
Commitment	5195.5	0.543	Not Significant
Achievement	5287.5	0.664	Not Significant

Legend: Significant at p-value < 0.05

As public-school students, they claimed the much-needed training necessary to love sports and found it very interesting and enjoyable. Success to sports attributed to the government's way of supporting programs among young students whose passion is sports. In addition, the university responsibility specific for public schools vary in their rules and regulations on sports funding. In China, government is actively supported their athletes by bringing them in foreign coaches, were they are fully aware in the importance of learning from their foreign counterparts. Evidently, after the 2008 Beijing Games GAS in 2011–2020, strategy emphasized the importance of quickly and widely introducing foreign coaches, as well as increasing the efficiency of these coaches through effective management and regulation. Following the Beijing Games, the Chinese government revised its goal, announcing the establishment of 8–10 world-class comprehensive and 8–10 specialized training camps that would integrate training, science and technology, medical science, and education [19].

Table 9 illustrates the correlation between sports motivation and sports attitude. The computed rho-values between sports motivation and sports attitude except Sexism, sport masculinity, and homophobia and Ethnic pluralism; prejudice/ethnocentrism and racism indicate a moderate indirect correlation and the resulted p-values were less than 0.01 alpha level

Table 9. *Relationship between Sports Motivation and Attitude*

Amotivation	**rho-value**	**p-value**	**I**
Love of sports	-.273**	0.000	HS
Desire to watch sports	-.184**	0.001	HS
Consequences of sport participation	-.212**	0.000	HS
Sexism, sport masculinity, and homophobia	-0.102	0.073	NS
Ethnic pluralism; prejudice/ethnocentrism and racism	-0.108	0.057	NS
Olympic and national attitude	-.114*	0.045	HS
External Regulation			
Love of sports	.429**	0.000	HS
Desire to watch sports	.436**	0.000	HS
Consequences of sport participation	.254**	0.000	HS
Sexism, sport masculinity, and homophobia	0.002	0.966	NS
Ethnic pluralism; prejudice/ethnocentrism and racism	.149**	0.009	HS
Olympic and national attitude	.141*	0.013	HS
Introjected Regulation			
Love of sports	.545**	0.000	HS
Desire to watch sports	.444**	0.000	HS
Consequences of sport participation	.468**	0.000	HS
Sexism, sport masculinity, and homophobia	.182**	0.001	HS
Ethnic pluralism; prejudice/ethnocentrism and racism	.353**	0.000	HS
Olympic and national attitude	.320**	0.000	HS
Identified Regulation			
Love of sports	.639**	0.000	HS
Desire to watch sports	.518**	0.000	HS
Consequences of sport participation	.550**	0.000	HS
Sexism, sport masculinity, and homophobia	.272**	0.000	HS
Ethnic pluralism; prejudice/ethnocentrism and racism	.439**	0.000	HS
Olympic and national attitude	.422**	0.000	HS
Integrated Regulation			
Love of sports	.691**	0.000	HS
Desire to watch sports	.600**	0.000	HS
Consequences of sport participation	.621**	0.000	HS
Sexism, sport masculinity, and homophobia	.299**	0.000	HS
Ethnic pluralism; prejudice/ethnocentrism and racism	.502**	0.000	HS
Olympic and national attitude	.493**	0.000	HS
Intrinsic Motivation			
Love of sports	.581**	0.000	HS
Desire to watch sports	.471**	0.000	HS
Consequences of sport participation	.667**	0.000	HS
Sexism, sport masculinity, and homophobia	.430**	0.000	HS
Ethnic pluralism; prejudice/ethnocentrism and racism	.582**	0.000	HS
Olympic and national attitude	.576**	0.000	HS

. This means that there was a significant relationship exists and implies that the more demotivated to sports, lesser attitude towards sports.

Meanwhile, there were significant relationship between external, introjected, identified, integrated regulation and intrinsic motivation and sports attitude. From the result, it shows that the more motivated on the above indicators, the more positive attitude towards sports.

Results on sports motivation in terms of external regulation and introjected regulation, agree that respondents it is necessary to do sports if wants to be in shape. While based on sports motivation results, they are more on intrinsic motivation, which was positively associated with keeping winning in proportion.

This means that motivation influences any behavior, whereas sports motivation believes the emergence of sportive behavior. Students are drawn to sports because of their ability on the field. In this regard, it is necessary to assist in determining the direction of sports education and understanding the motivational factors of young people. Intrinsic motivation was mostly associated with sports. The reasons that motivated students to participate in sports were determined to be the best way to meet people, the importance of maintaining good relationships with friends, and the importance of being physically active.

Table 10. *Relationship between Sports Motivation & Success*

Amotivation	**rho-value**	**p-value**	**I**
Flow State	-.249**	0.000	HS
Attention	-.267**	0.000	HS
Technique	-.213**	0.000	HS
Sensitivity to error	-.235**	0.000	HS
Commitment	-.202**	0.000	HS
Achievement	-.238**	0.000	HS
External Regulation			
Flow State	.393**	0.000	HS
Attention	.379**	0.000	HS
Technique	.276**	0.000	HS
Sensitivity to error	.225**	0.000	HS
Commitment	0.069	0.228	HS
Achievement	.277**	0.000	HS
Introjected Regulation			
Flow State	.350**	0.000	HS
Attention	.356**	0.000	HS
Technique	.360**	0.000	HS
Sensitivity to error	.404**	0.000	HS
Commitment	.328**	0.000	HS
Achievement	.358**	0.000	HS
Identified Regulation			
Flow State	.524**	0.000	HS
Attention	.423**	0.000	HS
Technique	.412**	0.000	HS
Sensitivity to error	.428**	0.000	HS
Commitment	.347**	0.000	HS
Achievement	.446**	0.000	HS
Integrated Regulation			
Flow State	.514**	0.000	HS
Attention	.481**	0.000	HS
Technique	.492**	0.000	HS
Sensitivity to error	.518**	0.000	HS
Commitment	.454**	0.000	HS
Achievement	.535**	0.000	HS
Intrinsic Motivation			
Flow State	.425**	0.000	HS
Attention	.394**	0.000	HS
Technique	.507**	0.000	HS
Sensitivity to error	.515**	0.000	HS
Commitment	.571**	0.000	HS
Achievement	.611**	0.000	HS

Legend: Significant at p-value < 0.01

Table 10 displays the association between sports motivation and sports success. The computed rho-values between sports motivation in terms of amotivation and sports attitude indicates the there is moderated indirect correlation, where the result of p-values was less than 0.01 alpha level. This means that there was a significant relationship exists and implies that more demotivated to sports, the lesser success have towards sports.

Meanwhile, there is a significate relationship between external, introjected, identified, integrated relation and intrinsic motivation and sports attitude. From the result, it shows that the more motivated on the above indicators, the more success towards sports.

Human beings have always been motivated for achievement in school, business or any other life situation because of the for success of the positive emotions that result from success are essential for human beings.

This was acknowledged by the study conducted by Kucukibis and Gul [20] on the motivation levels in sports by some variables, which concluded that students want to enjoy and be successful in their sports. As a result, they are properly motivated. Based on the findings, it is suggested that students who participate in sports training increase their sporting motivation. It recommended that when planning sports training, the reasons that motivate students should be consider as well as the emotional factors of the students who will received the sports training. It is also recommended that educational institutions in the sports field should provide professional psychological support to encourage students to participate in sports.

After interpreting the data of this study, we have found that extrinsic motivation is more common than the intrinsic one, which shows that performance athletes need a lot of support from the others; they need to be praised, encouraged, and congratulated. Not least, they are significantly more motivated to attend competitions and to perform when material rewards are present, too.

This was also affirmed by the research done by Moraru, et. al [21], on the Aspects on the Type of Motivation in Sports, for them a motivated athlete will use various learning methods and he will be more consistent, which will influence his performance. It can also be pinpointed that performance can influence motivation because performance, as a concrete result, becomes a source of information for the athlete that influences his perceived competence.

Table 11 presents the association between sports attitude and sports success. It shows that p-values were less than 0.01 alpha level which indicated that computed rho-values has a moderate direct correlation. This means that there was a significant relationship exists and implies that the better the attitude towards sports, the more that they will be successful.

Table 11. *Relationship between Sports Attitude and Success*

Love of sports	rho-value	p-value	I
Flow State	.579**	0.000	HS
Attention	.504**	0.000	HS
Technique	.487**	0.000	HS
Sensitivity to error	.496**	0.000	HS
Commitment	.340**	0.000	HS
Achievement	.472**	0.000	HS
Desire to watch sports			
Flow State	.513**	0.000	HS
Attention	.527**	0.000	HS
Technique	.456**	0.000	HS
Sensitivity to error	.459**	0.000	HS
Commitment	.248**	0.000	HS
Achievement	.376**	0.000	HS
Consequences of sport participation			
Flow State	.436**	0.000	HS
Attention	.456**	0.000	HS
Technique	.566**	0.000	HS
Sensitivity to error	.577**	0.000	HS
Commitment	.618**	0.000	HS
Achievement	.673**	0.000	HS
Sexism, sport masculinity, and homophobia			
Flow State	.205**	0.000	HS
Attention	.206**	0.000	HS
Technique	.349**	0.000	HS
Sensitivity to error	.364**	0.000	HS
Commitment	.532**	0.000	HS
Achievement	.461**	0.000	HS
Ethnic pluralism; prejudice/ethnocentrism/ racism			
Flow State	.335**	0.000	HS
Attention	.350**	0.000	HS
Technique	.483**	0.000	HS
Sensitivity to error	.520**	0.000	HS
Commitment	.612**	0.000	HS
Achievement	.614**	0.000	HS
Olympic and national attitude			
Flow State	.353**	0.000	HS
Attention	.349**	0.000	HS
Technique	.488**	0.000	HS
Sensitivity to error	.560**	0.000	HS
Commitment	.630**	0.000	HS
Achievement	.617**	0.000	HS

Legend: Significant at p-value < 0.01

For the respondents, as they possessed positive attitude to sport they felt they will be successful on it. They are also confident that such activities improve their athletic abilities, skills, quickness, strength, and bravery. Respondents also agreed that those with higher levels of physical skills are more likely to satisfy the activity than those with lower levels of physical skill. As a practical implication, one could argue that a tailored approach in PE classes should be implemented so that students love sports and see the university as a place where they can develop their skills and passion for sports.

The rationale for this can be found in self-determination theory [22], which states that if PE teachers create autonomy support in their classes (e.g., by presenting interesting and enjoyable activities) and promote achievement of goals based on task competence, they will most likely have more motivated students, who will, in turn, have a more positive attitude toward sports.

CONCLUSION AND RECOMMENDATION

Students are mostly females and in public University in China; they are joining various sports as table tennis, volleyball, and basketball; they are young age, who value the health benefits in any sports- related activities provided by the University. The sport motivation is more on intrinsic and was positively associated with keeping winning in proportion and negatively associated with acceptance of cheating and attitudes. The sports attitude of the respondents was agreed on Ethnic pluralism; prejudice/ethnocentrism and racism, consequences of sport participation and Sexism, sport masculinity, and homophobia, and Olympic and national attitude. Success requires a series of factors to be combined and interact in the right way and commitment was found to important on sports success. Results revealed that females have a better sports attitude and respondents from public school have better assessment on sports success. Meanwhile, sports motivation does not vary across the respondent's profile. Sports motivation and sports attitude were significantly related, the more motivated on the above indicators, the more positive attitude towards sports. Sports motivation and sports success was significantly related and implies that the more demotivated to sports, the lesser success have towards sports and the more motivated the respondents are, the more success they will become in sports. There was a significant relationship exists between sports attitude and sports success which means that the better the attitude towards sports, the more that they will be successful. The proposed sports development program was formulated to improve sports motivation, attitude, and success.

Universities in China public or private may ensure infrastructure development on various Physical education activities for equal opportunities on various students' sports interest. Hiring of excellent coaches on various sports inclination of the students may be done to guarantee individualized and one on one sports inclination. University PE heads may spearhead series of seminars among Athletes to develop self-competence in terms of athletic qualities, skills, quickness, and strength. Extracurricular sport and recreation activities may be done by Sports organization in each school to enhance collaboration. The proposed program may be tabled for discussion and implementation.

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