

# Research on the Relationship Between College Students' Lifestyle and Regular Exercise Behaviour

TSUNG-LING HSIEH<sup>1</sup>, JIH-LIAN HA<sup>2</sup>

<sup>1</sup>Department of Sports Information and Communication  
Aletheia University  
Taipei, Taiwan

<sup>2</sup>Department of Innovation Design and Entrepreneurship Management  
Far East University  
Tainan, TAIWAN

*Abstract:-* In recent years, the concept that regular exercise has multi-dimensional benefits for physical and mental health has gradually formed, and indirectly reduces social problems and saves national medical resources. College students are the main pillars of the future society, and college career is an important stage in the development of an individual's attitude towards daily life and a good lifestyle. Therefore, this study aims to investigate the lifestyle and regular exercise behaviour of college students, and to explore the relationship between these two.

A total of 400 questionnaires were distributed in this study, and a total of 400 valid questionnaires were recovered, with a valid questionnaire rate of 100%. Before the official questionnaire was issued, the reliability analysis of the pre-test questionnaire was carried out and the data showed that the  $\alpha$  value of the life form was 0.883, and the  $\alpha$  value of the sports attitude was 0.871, which were both higher than the  $\alpha$  value of 0.8, which proved that the questionnaire was credible and can be used as a formal questionnaire. This questionnaire mainly investigates the differences in life patterns, exercise attitudes, and regular exercise attitudes among the students of Shinji University on different background variables. Analysis, Sheffield method post-test, recombination factor analysis and other related statistical analysis, the significance level is set at  $\alpha=.05$ . The results show that most respondents live in school dormitories or not. Although there are more respondents who do not live on campus, most of them have already engaged in sports at school, and there are more regular exercise behaviours and irregular exercise. The average number of times of participating in sports per week is more than 1 to 2 times, and the time for each participating in sports is mainly 31 to 45 minutes. The lifestyle was extracted into 5 dimensions by factor analysis, and the cumulative total explained variance was 59.322%, namely "health responsibility", "stress management", "interpersonal relationship", "self-actualization", and "nutritional status". The factor of "health responsibility" accounted for 31.333%, with the greatest impact. The exercise attitude was extracted into three dimensions by factor analysis, and the cumulative total explained variance was 63.629%, namely "action intention", "cognitive attitude" and "affection attitude", among which "action intention" accounted for 41.972%, affecting to the maximum. At the end of this study, discussions and suggestions for the above research will be put forward.

*Keywords:* lifestyle, regular exercise behaviour, exercise habits, college students

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## 1. Introduction

The first chapter of this study is the introduction, which consists of two sections. The first section explains the research background and motivation of this research, and the second section lists the research purpose of this research, which are described as follows.

### 1.1 Research Background and Motivation

With the advancement of the times and the rapid development of science and technology, the lifestyle has been changed accordingly. In addition, the eating habits have become more and more

westernized, and the calorie intake has been relatively improved. The sitting lifestyle of moving less and eating more has increased body fat. The factors that affect health include living habits (smoking, drinking, chewing betel nut, and whether or not to exercise) and three highs (blood pressure, blood sugar, blood lipids) (Guan Jiaqing, 2012).

The living habits of college students often contain some bad habits, such as day and night upside down, overeating, overeating, emotional ups and downs, life pressure and so on. The biggest difference between university life and previous

classes is that students can choose their favourite courses to study. For the field of health education and health care, generally speaking, it is the time of the above physical education classes to strengthen their self-esteem and to promote of the concept of health (Guan Jiaqing, 2012).

### **1.2 Research Purpose**

The main purpose of this study is to investigate the lifestyle, sports behaviour and sports attitude of the students of the truth university, and compare the demographic background variables of the truth university students such as different grades, gender, whether they live in accommodation, whether they belong to the sports team, and whether they have sports habits. , in the difference of lifestyle, sports behaviour and sports attitude, and further explore the correlation between the lifestyle, sports behaviour and sports attitude of students in the truth university.

## **2. Literature Survey**

This research explores the relationship between the lifestyle of college students and their regular exercise behaviour. In order to establish the basis for related research, the literature collected in this chapter will be based on the definition of lifestyle, the definition and concept of quality of life, the current situation of students' lifestyle, the university It is the best period to cultivate lifelong exercise habits, the meaning of regular exercise behaviour, regular exercise behaviour and health, the importance of engaging in regular exercise, and the exercise attitude.

### **2.1 College is the best time to develop lifelong exercise habits**

According to the results of the "Study on the Physical Fitness Norms of College Students in Taiwan", it is found that the physical fitness of domestic college students is lower than that of other countries in the world, and less than 18% of them are engaged in regular exercise behaviour, and only 12% of them are girls. (Department of Sports, Ministry of Education, 1999).

### **2.2 Regular exercise behaviour**

Caspersen and Christenson (1985) define exercise as a planned, organized, repetitive physical activity, the elements of which include body movement caused by skeletal muscle movement, various low-to-high energy expenditure, repetitive body movements, etc. In 2000, the U.S. federal government proposed in a health white paper that in 2010, at least 30% of citizens over the age of 18 should engage in moderate exercise more than 5 days a week, and accumulate more than 30 minutes

of physical activity per day. At least 85% of 16- to 18-year-olds engage in high-intensity physical activity more than three days a week and accumulate more than 20 minutes of physical activity per day (United States Department of Health and Human Services, 2000).

### **2.3 The importance of engaging in regular exercise**

Psychologically, exercise can reduce depression and reduce anxiety (Powell, 1985)

## **3. Research methods**

According to the research purpose and the results of literature discussion, this chapter mainly describes the research structure and research process, the selection and preparation of research tools, the sampling process of research objects, the implementation procedures of research investigation and the data processing method.

### **3.1 Research structure**

This study mainly compares the differences in lifestyle, exercise attitude, and regular exercise behaviour of students of the truth university based on their gender, college, grade, whether they live on campus, and where they exercise most, in order to understand the lifestyle of college students. State, the relationship between attitude towards exercise and regular exercise behaviour, and explore the relationship between lifestyle, exercise attitude, and regular exercise behaviour,

### **3.2 Research hypothesis**

The purpose of this study is to use the different demographic background variables of college students to achieve the purpose of this study. The main points of assumptions made are as follows:

H1 Differences in lifestyle among different demographic background variables.

H2 Differences in regular movement behaviour of different population background variables.

H3 Differences in sports attitudes among different demographic background variables.

### **3.3 Operational definition and research items**

Based on the theory of lifestyle, exercise attitude and regular exercise behaviour, this research proposes four dimensions and forms the research framework of this research. Therefore, regarding the operational definitions of the four dimensions, the questionnaire items used in this study are made according to the definitions and with reference to the questionnaire items proposed by some studies. The operational definitions and item descriptions of the four dimensions are as follows:

#### **3.3.1 The attributes of students**

That is, demographic variables, which include gender, college, grade, whether to live on campus, and sports location. The main purpose is to understand the background information of students.

### 3.3.2 Lifestyle

The lifestyle questionnaire part was mainly revised using the Adolescent Health Promotion Scale developed by Chen, Wang, Yang and Liou (2003). The assessment will be based on a five-point Likert scale, which is divided into five equal points from 1 to 5.

### 3.3.3. Regular exercise behaviour

This part is modified from the exercise behaviour scale designed by Tan Ziwen and Dong Xuying (2013). "Regular exercise" refers to: in addition to physical education, using spare time, exercise frequency more than three times a week, engaged in sports, each exercise lasts more than 30 minutes of exercise behaviour.

### 3.3.4 Attitude towards sports

The exercise attitude questionnaire used in this study can be divided into three aspects to explore, namely, "exercise benefits", the physical and psychological benefits of exercise to individuals; The individual achievement and satisfaction obtained by the "Sports Achievement" movement were scored with a five-point Likert scale.

## 3.4 Research Objects and Implementation Methods

### 3.4.1 Research objects

Questionnaires were distributed in the first semester of 2018. The questionnaire survey method was used. The respondents of the study were students from the first to fourth grades of the day department of Shinmi University.

### 3.4.2 Implementation

The official questionnaire survey is as follows. This research will distribute questionnaires at Jinri University from November 7 to 17, 2018. The questionnaire survey method will be used. The respondents of the study are day-time students of Jinri University. The preliminary test and formal questionnaire are as follows:

3.4.2.1 Pre-examination Questionnaire The pre-exam is based on a survey of 3 to 5 times the number of people on the scale with the most questions.

3.4.2.2 Formal questionnaire survey According to Sudman, a regional research sample between 500 and 1,000 people is more suitable. The time and place of the official questionnaires were issued at the University of Truth from November 7 to 17, 2016, using a stratified sampling method.

## 3.5 Research Statistical Methods

This study uses SPSS20.0 statistical software package, with  $\alpha=0.5$  as the significant level. Explore the relationship between variables and answer research questions through different statistical analysis methods. The following are the use cases of each analytical method used in this study:

### 3.5.1 Descriptive Statistics

Use frequency distribution, percentage, mean and standard deviation to illustrate the scores and distribution of population background variables, exercise attitudes, exercise behaviours and healthy life quality scales in this study sample.

### 3.5.2 The independent sample T-test

Independent samples means that two samples are independent of each other and have no correlation. The independent sample t test is mainly to test two independent samples, each of which is subject to the same test, to measure whether there is a difference between the two samples.

### 3.5.3 One-way analysis of variance

To compare the differences in sports attitude, sports behaviour and healthy life quality of college students with different personal background variables, if the F value reaches a significant level ( $p<0.5$ ), the Scheffé method is used for post-hoc comparison.

### 3.5.4 Multiple inspections of snow costs after the event

In order to know whether the groups are significantly different and can control the specified indicator, it means that the state of its variable is better than the specified indicator value.

### 3.5.5 Factor analysis

It is a method to quantitatively determine the direction and degree of influence of each factor on the analysis index based on the relationship between the analysis index and its influencing factors.

### 3.5.6 Reliability Analysis

Reliability analysis refers to the reliability and stability of the scores measured by a test. Generally speaking, reliability analysis often uses Cronbach's alpha to test whether the questionnaire items have internal consistency (Cronbach, 1951; Nunnally, 1978). The larger the  $\alpha$  value, the higher the content consistency among the factors, and the higher the reliability of the questionnaire data.

## 4. Research results

A total of 400 questionnaires were distributed in this study, and a total of 400 valid questionnaires were recovered. The valid questionnaire rate accounted for 100%. The statistical software SPSS 20.0 analysis results are described in this chapter. The main survey is to investigate the basic information

of the students of Shinji University, including gender, college, grades, whether they live in the school dormitory, and where they usually engage in sports. A total of 5 items are described as follows:

#### **4.1 Narrative Analysis of Basic Data**

##### **4.1.1 Gender**

Among the 400 valid samples of the questionnaire survey, there are 202 female respondents, accounting for 50.5% of the sample; 198 males, accounting for 49.5%,

##### **4.1.2 The affiliated college**

Among the valid samples, the average of the colleges the respondents belong to, the College of Humanities and the College of Information and Business Intelligence each have 81 copies, accounting for 20.3%; the College of Management and the College of Finance and Economics each have 80 copies, accounting for 20.0%; the College of Tourism, Leisure and Sports has 78% share, accounting for 19.5%,

##### **4.1.3 The grade of study**

Among the valid samples, there are 100 copies of this questionnaire for each grade, accounting for 25.0% for each grade, and 400 copies for grade 4, accounting for 100% in total. Fourth, do you live in the school dormitory?

In the valid sample, the respondents who live in the school dormitory are mostly whether they live in the school dormitory or not, with a total of 288 people, accounting for 72.0%; 112 people living in the school dormitory, accounting for 28.0%. Fifth, the place to engage in sports

Among the valid samples, most of the respondents have been engaged in sports at school, with 144 people, accounting for 36.0%; followed by those near their residences, with 61 people, accounting for 15.3%; the civic sports center, with 58 people, accounting for 14.5%; Park, 54 people, accounting for 13.5%; residence, 50 people, accounting for 12.5%; fitness club, 33 people, accounting for 8.3%,

#### **4.2 Narrative Analysis of Regular Movement Behaviour**

##### **4.2.1 The degree of regular exercise**

In the valid sample, there are 212 respondents who exercise irregularly, accounting for 53.0%; 118 people who exercise regularly, accounting for 29.5%; and finally 70 people who do not exercise, accounting for 17.5%,

##### **4.2.2 The degree of sweating during normal exercise in the past year**

Among the valid samples, 178 people sweated a little, accounting for 44.5%; 150 people sweated a lot, accounting for 37.5%; 72 people did not sweat, accounting for 18.0%,

##### **4.2.3 The degree of shortness of breath during normal exercise in the past year**

In the valid sample, during normal exercise in the past year, the degree of shortness of breath, 218 people, accounting for 54.5%, were slightly short of breath, and 91 people were not short of breath and 91 people were short of breath, each accounting for 22.8%,

##### **4.2.4 The average number of times of participating in sports per week in the past year**

Among the valid samples, the average number of people who participated in sports 1 to 2 times a week in the past year was the largest, with 169 people, accounting for 42.3%; followed by 3 to 4 times, with 113 people, accounting for 28.3%; less than 1 There are 49 people, accounting for 12.3%; 48 people, accounting for 12.0%, 5 to 6 times; 21 people, accounting for 5.3%, more than 7 times.

##### **4.2.5 Time spent participating in sports each time in the past year**

Among the valid samples, in the past year, 31-45 minutes of exercise time were the most, with 113 people, accounting for 28.3%; followed by 16-30 minutes, with 100 people, accounting for 25.0%; 46-60 minutes, with 79 people, accounting for 19.8%; more than 61 minutes, 65 people, accounting for 16.3%; 0-15 minutes, 43 people, accounting for 10.8%,

#### **4.3 Analysis of the Current Situation of Lifestyle and Sports Attitude**

This section examines the current analysis of lifestyle and exercise attitudes. In terms of the rating scale of the questionnaire, the rating range is from 1 to 5, which is divided into five equal points. ", 4 means "agree" and 5 means "strongly agree".

##### **4.3.1 Analysis of the current situation of lifestyle**

There are 21 questions in this question, which are mainly aimed at college students' awareness of their lifestyles, including A1 being able to fix three meals a day, A2 drinking at least 1500ml of water a day (generally about 8 cups in paper cups), A3 like to keep well with their loved ones Relationship, A4 maintain meaningful interpersonal relationships (referring to deep, not general friendship), A5 will take the initiative to care, contact people around (such as friends or classmates), A6 will try to adjust if you are underweight or overweight, A7 will do a physical examination or Test, A8 measure your own pulse while exercising, A9 do you not smoke, A10 know what parts of life are important to me, A11 know your strengths and weaknesses and accept yourself, A12 value your academic (economic, social) achievements, A13 finds that every day is full of fun and challenges, A14 engages in at least

20 to 30 minutes of sweaty sports three times a week, A15 does exercise or stretching exercises (or calisthenics) every day, A16 engages in healthy physical fitness every week Exercise (such as walking, swimming, playing ball), A17 Be sure to warm up before exercising, A18 Get enough sleep every day (about 6 to 8 hours), A19 Use time to relax every day, A20 Pay attention to your emotional changes, A21 A reasonable request will reflect the 21 items with an appropriate attitude. The survey results show that "like to maintain a good relationship with relatives" and "maintain meaningful interpersonal relationships (referring to deep, not general friendship)" are the highest, accounting for 3.99% and the second highest are "knowing which parts of life are important to me." "Words are important" accounted for 3.91% and the third highest was "I found that every day is full of fun and challenges" accounted for 3.90%. It shows that college students believe that these three points are more consistent with the development of lifestyle; and the lower degree of identification is that "sufficient sleep (about 6 to 8 hours) every day" and "do exercise or stretching exercises (or calisthenics) every day" accounted for 3.33%, the second lowest is "at least three times a week for 20 to 30 minutes of sweaty exercise", accounting for 3.30%, and the lowest is "measure your pulse during exercise", accounting for 2.92%, showing that college students think that this is important for life. The effect of morphological awareness is low.

#### **4.3.2 Analysis of the current situation of sports attitude**

This question has a total of 12 questions, mainly aimed at the cognition of college students' attitude towards sports, including B1 I think it is important to engage in sports, B2 Exercise helps to relieve schoolwork tension and daily life pressure, B3 I think engaging in sports is beneficial to me , B4 I will spend time on sports learning and sports competitions or performance viewing, B5 Sports can make me forget all my worries, B6 When I have free time for activities, I will give priority to sports, B7 I am willing to set aside time to engage in sports, B8 Sports can give people a sense of achievement, B9 sports can cultivate correct sports skills, B10 is very important to win in sports competitions, B11 sports can affirm personal athletic ability, B12 sports can improve personal work efficiency 12 items.

According to the survey results, "I feel that engaging in sports is beneficial to me" is the highest, accounting for 4.06%, the second highest is "I think engaging in sports is important", accounting for

3.99%, and the third highest is "Exercise can develop correct motor skills". " accounted for 3.95%. It shows that college students believe that these three points are more consistent with the performance of sports attitudes; and the lower degree of agreement is "I am willing to set aside time to engage in sports", accounting for 3.66%, and the second lowest is "It is very important to win in sports competitions. "Yes" accounted for 3.65%, and the lowest was "I will give priority to sports when I have free time for activities", which accounted for 3.48%, indicating that college students believe that these have a low degree of influence on sports attitudes.

#### **4.4 Analysis of the Factors of Lifestyle and Sports Attitude**

##### **4.4.1 Analysis of the factors of lifestyle**

The 21 questions are shown in the results of factor analysis. The card value of Bartlett's spherical test was 2328.229, the P value was 0.000, which reached a significant level, and the KMO value was 0.864, indicating that the 21 questions had good appropriateness. From the 21 questions, after removing the questions that A6, A15, A16, and A18 do not affect the data, the remaining questions are reduced to 5 dimensions, and the cumulative total explained variance is 59.322%. Factor 1 contains 4 questions including A08, A07, A09, and A14, and is named as the "health responsibility" factor dimension, which can explain 31.333% of the variance. The second factor dimension contains four questions, including A21, A20, A19, and A17, and is named as the "stress handling" factor dimension, which can explain 9.222% of the variance. The third factor dimension contains three questions, A04, A03, and A05, and is named the "interpersonal relationship" factor dimension, which can explain 6.969% of the variance.

Factor 4 contains four questions, A12, A13, A11, and A10, and is named as the "self-actualization" factor, which can explain 6.310% of the variance. Factor 5 contains two questions, A01 and A02, and is named as the "nutrient status" factor dimension, which can explain 5.488% of the variance. The variance explained by each of the five dimensions is between 5-31%. It can be seen that there is a considerable difference in the eigenvalues of the extracted factor dimensions. The reason for the gap in students' cognition of lifestyle comes from the influence of the "health responsibility" factor dimension maximum. The Cronbach's  $\alpha$  values of the subsequent factor profiles were all greater than 0.6.

##### **4.4.2 Analysis of factors of sports attitude**

The 12 questions, the results of factor analysis are shown in Table 4-14. The card value of Bartlett's spherical test was 2002.334, the P value was 0.000, which reached a significant level, and the KMO value was 0.853, indicating that the 12 questions had good appropriateness.

Reduced from 12 questions to 3 dimensions, the cumulative total explained variance is 63.629%. Factor 1 contains five questions, including B06, B07, B05, B08, and B04, and is named the "action intention" factor dimension, which can explain 41.972% of the variance. The second factor dimension includes four questions including B11, B10, B12, and B09, and is named as the "cognitive attitude" factor dimension, which can explain 12.077% of the variance. The third factor dimension includes three questions, B01, B02, and B03, and is named as the "affective attitude" factor dimension, which can explain 9.580% of the variance. The variance explained by each of the three dimensions is between 9-41%. It can be seen that there is a considerable difference in the eigenvalues of the extracted factor dimensions. The reason for the difference in students' cognition of sports attitudes comes from the factor dimension of "action intention". The Cronbach's alpha values of the subsequent factor profiles were all greater than 0.7.

#### **4.5 Comparative analysis of differences in basic information, lifestyle and sports attitudes**

This section will explore whether there are differences in the lifestyle and sports attitude of college students under different background statistical variables. In this study, the "independent sample T-test" and "one-way analysis of variance" were used for analysis and discussion.

##### **4.5.1 The T test of "gender" and "lifestyle"**

From the T-test analysis of "gender" on "lifestyle" of college students' lifestyle and regular movement behaviour, It was learned that in terms of "stress management", "self-actualization" and "proper nutrition", women were more than men, but the gap was not significant, so there was no significant difference in attitudes between men and women; In terms of factors, male > female, and the "interpersonal relationship" factor is female > male. There are significant differences in these two points.

##### **4.5.2 The T test of "whether to live on campus" versus "lifestyle"**

From the T-test analysis of "living on campus" versus "lifestyle" of college students' lifestyle and regular exercise behaviour, It is known that the factors of "health responsibility", "stress management", "interpersonal relationships", and "self-actualization" are no > yes, and the factors of

"proper nutrition" are yes > no, but the five-point gap are not significant, so there is no significant difference.

##### **4.5.3 Analysis of the differences in lifestyle and various factors of different colleges and universities**

Lifestyle of college students, according to the "health responsibility" (F=51.716), "stress management" (F=9.248), "interpersonal relationship" (F=11.351) and "self-actualization" (F=6.994) of different colleges, in In these four factors, there is a very significant difference. After comparing the snow fee method, it is found that in the factor of "health responsibility", tourism, leisure and sports, information and business intelligence > finance; in the factor of "stress management", tourism Leisure and sports, information and business intelligence > management, finance; in terms of "human relations", tourism, leisure and sports > management, finance, information and business intelligence; in terms of "self-actualization", tourism, leisure and sports > management, Finance.

##### **4.5.4 Analysis of the differences in lifestyle and various factors in different grades**

The lifestyle of college students is significantly different in terms of the "health responsibility" (F=2.937) of different grades, and this factor is significantly different. After comparison with the Snow Fee method, it is found that the "health responsibility" factor is the first grade. > Grade 4, the rest were not significantly different.

##### **4.5.5 Analysis of the differences in lifestyle factors in different places where people usually engage in sports**

The lifestyle of college students, with the "health responsibility" (F=2.282) of the place where they usually engage in sports, has a significant difference in this factor; after the comparison with the Snow Fee method, it is found that the factor of "health responsibility" is close to the residence > Residence; no significant difference was found in the rest of the questions.

##### **4.5.6 T test of "gender" to "sports attitude"**

From the T-test analysis of "gender" versus "sports attitude" in college students' lifestyle and regular exercise behaviour, It is known that in terms of "action intention" and "cognitive attitude", all are male > female, but the difference is not significant, so there is no obvious difference between male and female attitude, and the factor of "affection attitude" is female > Male, but the gap is not significant, so there is no obvious gap between male and female attitudes.

#### 4.5.7 The T test of "whether to live on campus" versus "sports attitude"

From a T-test analysis of "whether to live on campus" versus "attitude to exercise" in college students' lifestyle and regular exercise behaviour, it was found that the factors of "action intention" and "affection attitude" were no > yes, and the factor of "cognitive attitude" was yes > no, but the differences in these three points were not significant, so there was no significant difference.

#### 4.5.8 Analysis of the differences of various factors in sports attitudes of different colleges and universities

The sports attitude of college students is significantly different in terms of "action intention" ( $F=19.101$ ), "cognitive attitude" ( $F=12.946$ ) and "affection attitude" ( $F=10.341$ ) of different colleges and universities. Comparing with Snow-Fee method, we found that on the factor of "action intention", tourism, leisure and sports > College of Humanities, Finance and Economics; on the factor of "cognitive attitude", tourism and leisure and sports, management, finance, information and business intelligence > Faculty of Humanities; in terms of "affectionate attitude", tourism, leisure and sports, information and business intelligence > Management of different schools.

#### 4.5.9 Analysis of the differences of various factors in sports attitudes in different grades

The sports attitude of college students is divided into "action intention" ( $F=0.773$ ), "cognitive attitude" ( $F=2.897$ ) and "affection attitude" ( $F=1.860$ ) in different grades. In these three factors, except for "cognitive attitude", there was no significant difference in the other questions.

#### 4.5.10 Analysis on the difference of various factors in sports attitude in different places where people usually engage in sports

The sports attitude of college students is based on the "action intention" ( $F=1.709$ ), "cognitive attitude" ( $F=0.821$ ) and "affection attitude" ( $F=1.743$ ) in the place where they usually engage in sports. There were no significant differences in the items.

## 5 Conclusions

This research mainly explores the relationship between the lifestyle and regular exercise behaviour of college students from the perspective of the truth university students, and draws the following conclusions according to the results of the questionnaire analysis. In terms of the basic information of students, genders account for 50.0% each, colleges account for 20.0%, and grades account for 25.0%. Whether they live in school

dormitories is mostly no, accounting for 72.0%. Schools usually play sports mostly, accounting for 36.0%.

According to the average value of students' identification with their own lifestyle, the top three high scores are mainly "like to maintain a good relationship with their relatives", "maintain meaningful interpersonal relationships (referring to deep, not general friendship)", "Knowing which parts of life are important to me" shows that students have a high degree of identification with their own relationships and the meaning of life. In terms of the average value of students' recognition of their own sports attitudes, the top three high scores are mainly "I think engaging in sports is beneficial to me", "I think engaging in sports is important", "Engaging in sports can cultivate correct sports skills", showing that students have a high degree of recognition of the significance of sports to themselves and the importance and importance of sports skills.

In the T-test and one-way variance analysis of students' basic information and lifestyle, the results show that "gender", "college to which they belong", "year of study", and "place where they usually engage in sports" have an impact on "health responsibility". There are significant differences in the aspect of "affiliation"; there are significant differences in the dimension of "stress management"; "gender" and "academy" have significant differences in the dimension of "interpersonal relationship"; There was a significant difference in the dimension of "self-actualization"; there was a significant difference in the dimension of "proper nutrition" in the "place where I usually engage in sports". In the T-test and single-factor variance analysis of students' basic information and exercise attitudes, the research results show that there are significant differences in the dimensions of "intention to action" from "college to which you belong"; There is a significant difference in the dimension of "attitude"; there is a significant difference in the dimension of "affectionate attitude" in the "affiliated college".

Factor analysis was carried out for the question of lifestyle, and five dimensions were obtained, namely "health responsibility", "stress management", "interpersonal relationship", "self-actualization" and "nutrition status". The gaps in the important items of the factor dimension are quite large, and the most important reason for the gap in students' lifestyles is the factor dimension of "health responsibility" that has the greatest impact. It is suggested that you

should improve the "Health Responsibility" item, and take good care of your own health.

Factor analysis was carried out on the question of sports attitude, and three dimensions were obtained, namely "action intention", "cognitive attitude" and "affection attitude". The main reason for the disparity in students' attitude towards sports comes from the factor dimension of "action intention".

The survey of this study shows that men and women have a relative significance in lifestyle (H1) based on demographic background variables for health responsibilities and interpersonal relationships in lifestyle, such as: measuring one's own pulse during exercise, doing physical examination, Whether you don't smoke, engage in regular exercise every week, and maintain meaningful relationships... have a greater impact on the lifestyles of men and women. From the variables of the colleges you belong to, we can know that each college has a relative impact on health responsibility, stress management, interpersonal relationships, and self-realization. Health responsibility is relatively neglected, especially in the grade; it can be known that there are more students in the freshman and senior years.

According to the demographic background variables, the regular exercise behaviour (H2) shows that the respondents are not very willing to their own regular exercise behaviour, of which irregular exercise already accounts for half, and the average number of exercise is 1 to 2 times. However, most of them exercise for 31-45 minutes each time, which is more than 30 minutes in the definition of regular exercise, so it can be seen that if students exercise, they will almost last for more than 30 minutes, and it is not necessarily that they have at least 3 minutes per week. The number of times of exercise, so it is known that the performance of the students in the regular exercise behaviour is less frequent.

According to the demographic background variables on sports attitude (H3), it shows that gender does not have much influence on sports attitude, indicating that men and women have no special feelings about their behavioural intentions, sports cognition, and affection attitudes in sports attitudes. However, according to the survey of the colleges I belong to, it can be seen that there are significant differences in behavioural intentions, sports cognition, and emotional attitudes among the colleges, and the most difference is that I will give priority to sports when I have free time. Thinking that engaging in sports is important, etc..., having a greater impact on the sports attitude of the college. Among them, the College of Humanities is smaller than the other four colleges in cognitive attitudes. It

can be seen that the students of the College of Humanities are less concerned about the ability to exercise, and in the intention of action, the College of Tourism It can be seen that this college prefers to engage in sports when it is free, and other colleges are relatively less willing.

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### **Contribution of individual authors to the creation of a scientific article (ghostwriting policy)**

Tsung-Ling Hsieh was responsible for the Statistics. Jih-Lian Ha carried out the simulation and the optimization.

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