

Designing a sociological model of institutionalizing public sports with emphasis on ethical values (Case study: female students of Payam Noor University, Kermanshah province)

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Abstract:

The present study was conducted with the aim of designing a sociological model for institutionalizing universal sports with an emphasis on ethical values among female students of Payam Noor University in Kermanshah province. The research method was applied based on the goal, combined based on the strategy, and descriptive-survey based on the execution method. The statistical population of the study included all female students of Payam Noor University in Kermanshah province who entered the first semester of 2021-22 (2,800 people), out of which 338 people were randomly selected using stratified-random sampling and Morgan's table as the statistical sample. The tools used in this study were two researcher-made questionnaires on universal sports and a standard questionnaire on professional ethics. The validity of the questionnaires was examined using content validity based on the opinions of academic experts, and their reliability was calculated using the Cronbach's alpha coefficient as 0.82 and 0.84. To analyze the data and design the model, the Smart PLS statistical software, structural equation modeling, and confirmatory factor analysis methods were used. The results showed that ethical values had a significant and positive effect on family participation with an impact factor of 0.638 and a critical value of 8.980, on institutionalizing public sports with an impact factor of 0.440 and a critical value of 5.442, on mass media advertising with an impact factor of 0.584 and a critical value of 8.362, and on the amount of education provided by educational institutions with an impact factor of 0.365 and a critical value of 4.896. Based on these findings, ethical values had the greatest impact on family participation with an impact factor of 0.638 and the least impact on the amount of education provided by educational institutions with an impact factor of 0.365. The results of the study suggest that the authorities of Payam Noor University in Kermanshah province should pay attention to the ethical values in institutionalizing public sports among female students with consideration of the role of family and social media.

Keywords: mass sports, moral values, female students.

Introduction

In today's world, sports are considered an educational and developmental process that has a significant role in the growth and prosperity of individuals (Shaji et al., 2011). Sports have the ability to play a role in most political, social, cultural, and economic aspects, and in today's world, it is difficult to find a phenomenon with such capabilities and potential (Nedayi and Alavi, 2006). Physical education and sports, both in terms of heroism and mass participation, can provide the necessary grounds for the moral and cultural richness of individuals in society, in addition to shaping their physical, movement, mental and social abilities (Ghorbani et al., 2019). It should be noted that there is a strong link between sports and society, and sports are a determining factor in the personal and collective development of societies. Sports in any society, like a mirror, reflects the good and bad of that society. However, sports can also influence the values of society. For this reason, regardless of whether a society is based on universal principles or corruption, one can observe its reflection in the behavior of athletes, teachers, coaches, sports champions, sports organizations and, in general, the sports community. Despite the fact that sports have the potential to play a role in most political, social, economic, cultural, and scientific areas, this phenomenon is facing a serious challenge today. It is a challenge that targets moral and social values and cannot be easily overlooked. Instrumental rationality, instrumental use of sports, creation of needs, addiction and consumption patterns, are examples of political, economic, and cultural exploitation in the sport fields (Boxill, 2003).

Nowadays, ethics is one of the most fundamental needs of human beings. Ethics, in the literal sense, means temperament or character, and making people ethical is the way to the prosperity and well-being of society. The science of ethics is the study and evaluation of human temperament and behavior, which is formed in individuals based on the two principles of inheritance and upbringing in society. In the ethical process, there are four basic elements involved, namely moral awareness, moral judgment, moral intention, and moral action (Gholami and Ebrahimi, 2015). In fact, ethics is an integral part of human life that cannot be separated. Regardless of race, culture, politics, and social class, ethical issues play an important role in human behavior. Ethics means valuing others as much as oneself, and distinguishing between good and bad, right and wrong. Although the concept of ethics is often a recognized concept, one of the special areas where ethics finds a particular importance and value is sports. Traditionally, sports have been seen as promoting personal growth and development, and for this reason, they are inherently imbued with ethics (Keshtidar, 2010).

One of the fundamental and important topics in applied ethics is familiarity with ethical values such as concepts of honesty and truthfulness in fulfilling individual and social responsibilities and duties in life (Beauchamp, 2005). Generally, the importance of the concept of ethical values can be realized by paying attention to the fact that ethical theories are actually attempting to provide criteria and standards for evaluating human behavior, and various ethical schools have been formed in this regard. Ethical values emphasize how we should live our lives in order to act rightly towards others and to consider the good of others as well as our own. Given the use of the term "goodness," ethical values are rooted in important concepts such as justice and truthfulness, and, in other words, these values are shaped from the context of fair and respectful behavior towards others that we hold. Ethical values and indicators are the foundations and

prerequisites that govern ethics in sports (Razaghi and Mehrabi, 2016). Johansson et al. (2011) conducted a study on Australian teachers' performance in teaching moral values. Their study showed that schools are considered as institutions for preparing children in cultural and moral aspects of life in society, and teaching ethics should be a part of educational programs in schools at the national and international levels because young people's behavior in society depends on how they are taught in schools. According to the results of this research, one of the most prominent teaching methods used by a group of Australian teachers for teaching ethics is children's participation in moral and educational activities, which is applied with care by teaching methods to transfer moral values to them (Hanson et al., 2011).

The dissemination of Islamic ethical values in sports in today's world is essential. Sport in its universal dimensions also requires new ethics to provide a basis for measuring and evaluating sports behavior. Commitment to the principles of sportsmanship or, in other words, chivalry and valor, in physical education and sports is accepted worldwide (Naderian Jahromi, 2011).

In today's era, sports as a multi-faceted tool has been able to develop its role and position in spending healthy and enjoyable leisure time for people in the society with multiple effects (Kahan et al.: 2019). The impact of promoting sports among nations is of such importance that currently, healthy sports and recreation are referred to as an influential factor in national economic growth. In the meantime, public sports are important because of its positive and adaptive effects in meeting the physical and psychological needs of people, especially the young generation (Vafaei Moghaddam, 2017), and it is mentioned as an individual and group opportunity for all sections of the society (Javadipour and Rahbari: 2017). Public sports mean sports for all, regardless of age, gender, ability, and social affiliation. Public sports refer to the policy of sports for all, which is used for the development of a united society through more participation and better opportunities in targeted sports (Mohammad and Fawzi, 2009).

Such a form of exercise and participation in it can affect the general health of the society and help to increase it; Because, the importance and value of health is one of the important indicators of sustainable development in known countries in the broad dimension of public health of the society (Grazi et al., 2008).

Theoretical foundations

In the Giddens theory and the function theory, the family, school, and university are also factors that can play a normative and cognitive role in learning and institutionalizing public sports. The school plays an important role in promoting and refining the skills that individuals have already learned. Another aspect of the school's role is to develop people's habits of sports and provide a space for various forms of sports. In universities, sports competitions are considered a normal activity that students, faculty members, and administrators participate in for various reasons, including using students' leisure time for their physical health and fitness. Victories in sports competitions in universities are interpreted as victories for the educational and administrative system that leads society, to the extent that sports managers and coaches have become influential figures in decision-making in the university environment. The family is the first institution in which an individual's personality is formed. In terms of the breadth and depth of influence that the family can have on an individual, it is also an important institution. Children become familiar with the roles, norms, and values of society within the family and

during interactions with other members. Therefore, the family can be considered the most important foundation for shaping individuals' personalities.

Since public sports or, in other words, the tendency towards public sports is among desirable behaviors and has positive and extensive functions in society, and is necessary, definite and inevitable for maintaining the vitality, health, and well-being of society, and considering that sports, especially public sports, can be utilized for implementing ethics in the university community, especially among female university students, it is essential that the systems related to public sports are organized and established in such a way that engaging in public sports among female students is not a temporary, sporadic, and scattered phenomenon, but rather a self-generating phenomenon at all levels and dimensions of society and among all individuals, and is actively and continuously pursued so that public sports can be institutionalized based on ethical values among female university students. The results of this research can be a gateway to institutionalizing the culture of public sports with an emphasis on ethical values among female university students. Therefore, the main issue of the present research is to present a sociological model to institutionalize public sports with an emphasis on ethical values among female university students in Payam Noor University in Kermanshah province. Accordingly, developing a conceptual framework or model helps us examine and test specific relationships for improving conditions. Consequently, the intended conceptual model can be observed in Figure 1.

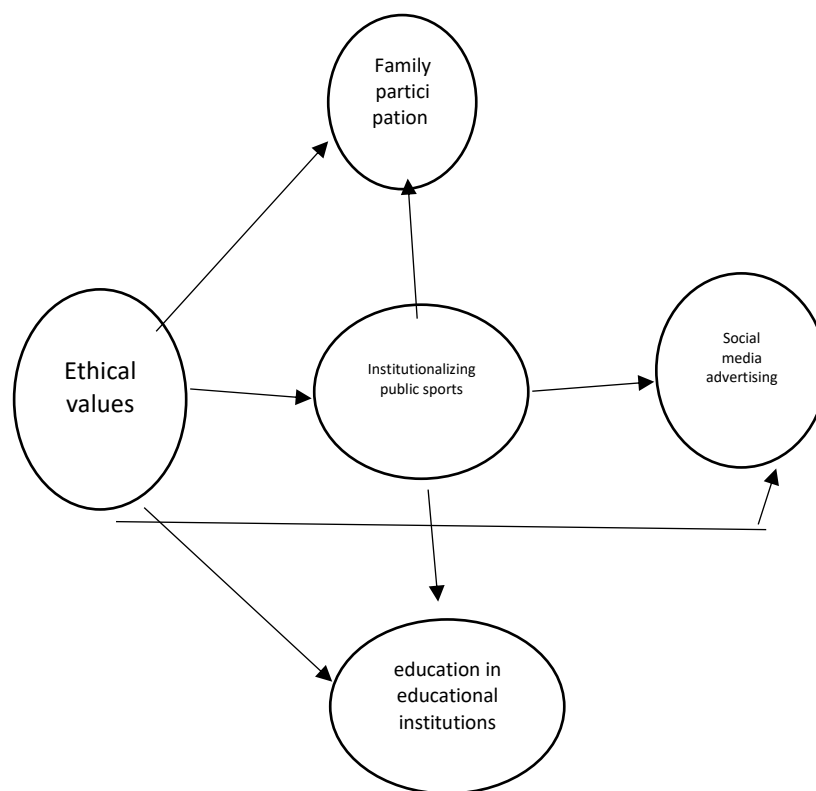


Figure 1. Research conceptual model

Research background

Since public sports or, in other words, the tendency towards public sports is among desirable behaviors and has positive and extensive functions in society, and is necessary, definite and inevitable for maintaining the vitality, health, and well-being of society, and considering that sports, especially public sports, can be utilized for implementing ethics in the university community, especially among female university students, it is essential that the systems related to public sports are organized and established in such a way that engaging in public sports among female students is not a temporary, sporadic, and scattered phenomenon, but rather a self-generating phenomenon at all levels and dimensions of society and among all individuals, and is actively and continuously pursued so that public sports can be institutionalized based on ethical values among female university students. (Otmaz: 2017). Institutionalization in sports is an approach that seeks to provide the right context and conditions for stability, consistency, and universalization of desirable behaviors (Asefi, 2019). Shirouei et al. (2018) conducted a study aiming to provide a sociological analysis of institutionalizing public sports in the country, and concluded that family, mass media, macro-politics and the coherence of structures and lived experience are effective in institutionalizing public sports in Iran. Moreover, the research of Vafaei Moghaddam et al. (2018) analyzed the development factors of public sports and indicated that many development factors are not related to the individuals themselves; Rather, by facilitating the environmental driving factors and eliminating the existing obstacles, people will easily choose sports among leisure activities.

Methodology

The current research was applied research in terms of objective, mixed research in terms of strategy, and descriptive-survey research in terms of methodology. The research statistical population included all female students of Payam Noor University in Kermanshah province (n = 2,800) enrolled in the first semester of 2021-2022. Using stratified-random sampling based on the Morgan table, 338 people were selected as the sample. Based on descriptive statistics, 100% of the sample consisted of female students. 90.3% of the participants were under 30 years old, 6.7% were between 30-40, and 3% were between 41-50 years old. 89.2% of the sample were undergraduate students, and 10.8% were graduate students, while 23% were single and 77% were married. The tool used in this research was a standard professional ethics questionnaire, which consisted of 39 items in four dimensions (individual-behavioral (15 items), contextual (9 items), organizational (13 items), and extra-organizational (5 items)). A five-point Likert scale was used ranging from "completely agree" (score 5) to "completely disagree" (score 1). In addition, a researcher-made public sports questionnaire was used, which included the following components: 1) institutionalizing public sports (continuity: continuous presence in public sports, and behavior stabilization: creating a common understanding and knowledge of public sports), 2) the role of the family and education (family support, family education, and family sports experience), 3) social media (proper advertising and scientific education), and 4) the university (the hours allocated to sports in university, university activity in the field of public sports, and university sports textbooks). The face validity of the measurement tool was assessed using experts' opinions, and the questionnaires' reliability was calculated using the Cronbach's alpha coefficient, which was 0.82 and 0.84 for the professional

ethics and researcher-made questionnaires, respectively. In order to analyze the findings and develop the model, SmartPLS statistical software, structural equation model and confirmatory factor analysis method were used.

Findings

Table 1. Mean and standard deviation of research variables

Factor	No.	Mean	SD
Ethical Values	338	3.47	0.524
Social media advertising	338	3.41	0.657
Family participation	338	3.11	0.685
education in educational institutions	338	3.32	0.684
Institutionalizing public sports	338	3.04	0.853

Based on the above table, it can be seen that the variable of ethical values has the highest average and the variable of institutionalizing public sports has the lowest average.

Inferential data

At first, the assumption of normality of the data has been checked. One-sample Kolmogorov-Smirnov test was used to check the hypothesis of normality of individual study variables. The results show that the hypothesis of normality for all variables cannot be rejected ($P > 0.05$). In fact, because the significance level of other variables is more than 0.05, then the variables are normal. The results of this test are given in Table 2.

Table 2- The Kolmogorov-Smirnov test results to check the normality

Ethical Values	Sample size	Sig. level
Social media advertising	338	0.201
Family participation	338	0.325
education in educational institutions	338	0.423
Institutionalizing public sports	338	0.453
Ethical Values	338	0.245

Now, in order to check the research hypotheses, structural equations will be used by the of least square error method.

Convergent validity (average variance extracted)

The Fronell-Larcker criterion for this validity is to increase the average variance extracted (AVE) above 0.5. This means that a latent variable can describe on average more than half of the dispersion of its indicators (Azer et al., 2011). As observed in Table 3, the AVE value for the latent variables is higher than 0.5. Thus, it can be stated that the convergent validity of measurement models is desirable.

Table 3- The standard values of the average variance extracted for research variables

Variable	average variance extracted
Ethical Values	0.503
Social media advertising	0.630
Family participation	0.565
education in educational institutions	0.507
Institutionalizing public sports	0.821

Composite reliability

In this study, two criteria (coefficient of Cronbach's alpha and coefficient of composite reliability) were used to determine the reliability of the questionnaire according to Fronell-Larcker criterion (1981). Cronbach's alpha coefficients for all variables in this study are greater than the minimum value of 0.07. Unlike Cronbach's alpha, which assumes that each indicator has equal weight, composite reliability is based on the real loadings factors of each construct and therefore provides a better criterion for reliability. The composite reliability should exceed 0.07 to indicate internal consistency of the construct (Fronell and Larcker, 1981). The results of the reliability of the measurement tool are presented in Table 4.

Table 4- composite reliability and Cronbach's alpha values for research variables

Variable	Cronbach's alpha	composite reliability
Ethical Values	0.898	0.919
Social media advertising	0.935	0.939
Family participation	0.870	0.877
education in educational institutions	0.889	0.898
Institutionalizing public sports	0.782	0.785

Table 5- Checking the divergent validity of the research model

Construct	Ethical values	Advertising	Family participation	Education	Institutionalization of public sports
Ethical values	0.551				
Advertising	0.675	0.794			
Family participation	0.711	0.776	0.682		
Education	0.607	0.715	0.589	0.712	
Institutionalization of public sports	0.440	0.464	0.447	0.710	0.906

Table 5 shows the divergent validity of the research model. Divergent validity is a measure that distinguishes a construct from other constructs based on an empirical criterion. This validity is calculated at two levels: indicator and latent variable. At the indicator level, to calculate divergent validity, cross loadings are used, and it is necessary for the loading of a corresponding indicator of the construct to be greater than all the loadings of that indicator on other constructs. At the latent variable level, the Fornell-Larcker criterion is used, which the square root of the average variance extracted (AVE) of each latent variable must be greater than the highest correlation of that construct with other model constructs, meaning that the extracted AVE values of the latent variables in the present study, which are placed in the main diagonal cells

of the matrix, should be higher than the correlation values among them, which are arranged in the lower and left cells of the main diagonal. The logic of this construct is that a construct must have a greater variance with its indicators than other construct (Fornell and Larcker, 1981). The results of Table 5 indicate that all variables have acceptable divergent validity. Now, the internal (structural) model of the research is examined.

Research findings using Structural Equation Modeling (Smart-PLS)

In this section, the research hypotheses are discussed and the structural model test results are used to verify the research hypotheses and analyze the results obtained. It is worth noting that:

$$\begin{matrix} \alpha = 0/05 & \alpha/2 = 0/025 & z_{\alpha/2} = 1/96 \\ \alpha = 0/01 & \alpha/2 = 0/005 & z_{\alpha/2} = 2/57 \\ \alpha = 0/001 & \alpha/2 = 0/0005 & z_{\alpha/2} = 3/32 \end{matrix}$$

To analyze and measure the research model, data analysis was performed using the structural equation modeling. Structural equation modeling is a statistical model for investigating linear relationships between latent (unobserved) variables and manifest (observed) variables. In other words, structural equation modeling is a robust statistical technique that combines a measurement model (confirmatory factor analysis) and a structural model (regression or path analysis) with a simultaneous statistical test. Through these techniques, researchers can reject the hypothetical structures (models) or confirm their compliance with the data. In order to analyze the conceptual model of the research, Smart Partial Least Squares (PLS) software version 3.2.8 was used.

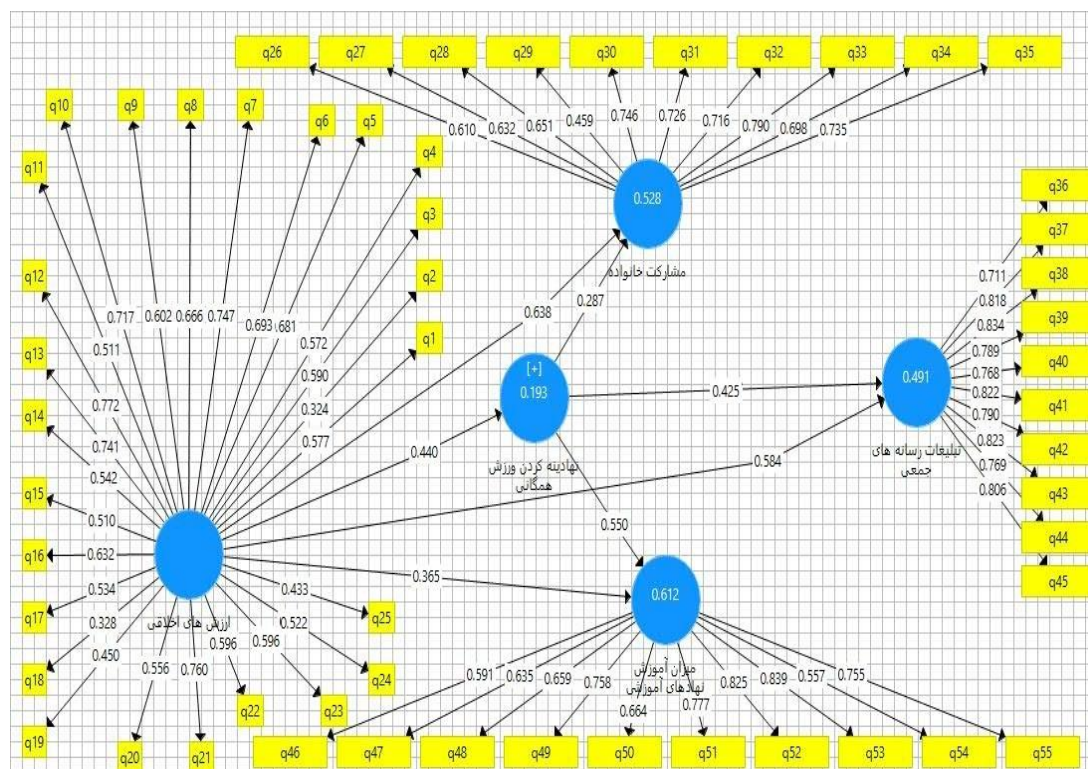


Figure 2- The final structural model of the research based on the conceptual model with the significance level values of the path coefficients

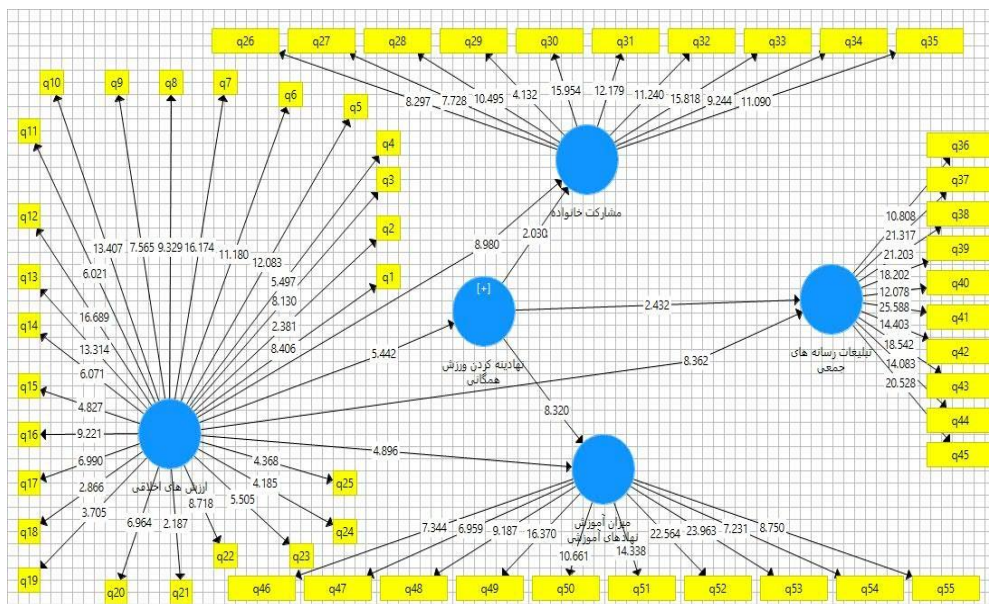


Figure 3 - The final structural model of the research based on the conceptual model with critical values (T-statistics)

Table 6- Results of collinearity indexes

Variables	VIF
Moral Values	1.516
Social media advertising	1.963
Family participation	2.707
The education in educational institutions	2.868
Institutionalizing public sports	2.017

In the internal model section, the relationship between the research variables is analyzed. The first criterion for checking the internal model is to check the non-collinearity of the variables, for which the variance inflation factor (VIF) is used. 0 (VIF higher than 5) indicates the collinearity between the variables. According to Table 4, it is observed that the condition of non-collinearity is established for each variable.

Table 7- The results of collinearity indicators, direct effects and the effect size of the internal model of the research

Hypothesis	β	CR
Ethical values → family participation	0.638	8.980
Ethical values → institutionalization of public sports	0.440	5.442
Ethical values → social medial advertising	0.584	8.362
Ethical values → education in educational institutions	0.365	4.896

The second criterion for evaluating the internal model is path coefficients, which are used to assess their significance using the autoregressive approach. These coefficients, along with their corresponding T statistics, significance level, and confidence interval for direct effects, are presented in Table 7. The results showed that ethical values had a positive and significant effect

on family participation with an impact factor of 0.638 and a critical value of 8.980, ethical values on institutionalizing sports with an impact factor of 0.440 and a critical value of 5.442, ethical values on social media advertising with an impact factor of 0.584 and a critical value of 8.362, and ethical values on the level of education of educational institutions with an impact factor of 0.365 and a critical value of 4.986. Consequently, ethical values had the greatest impact on family participation with an impact factor of 0.638 and the least impact on the level of education of educational institutions with an impact factor of 0.365.

The third criterion for evaluating the model is calculating the goodness of fit index using the Partial Least Squares (PLS) method. Unlike the covariance-based method, there is no index for the overall evaluation of the model. However, a Goodness-of-fit (GoF) index was proposed by Tenenhaus et al. (2005). This index considers both the measurement and structural models and is used as a measure of the overall performance of the model. The range of this index is between zero and one, and Wetzels et al. introduced 25.01, 0.0, and 0.36 as weak, moderate, and strong values for GOF, respectively. This index is manually calculated as as the average of R² and the average of communalities values:

$$GOF = \sqrt{\text{average}(\text{Communalities}) * R^2}$$

This index is the square of the product of the two average values of communalities and the average R Square.

Table 8- The communalities values

Variable	Communalities	Coefficient of determination
Ethical Values	0.337	0.612
Social media advertising	0.314	0.405*0.612=0.464√
Family participation	0.336	
Education in educational institutions	0.394	
Institutionalizing public sports	0.380	
Average	0.352	

The GOF index of this model is 0.464, which indicates the overall desirability of the model.

Discussion and conclusion

The present research was conducted with the aim of designing a sociological model of institutionalizing public sports with an emphasis on ethical values among female students of Payam Noor University in Kermanshah province. The results of the research findings showed that three groups play a role in institutionalizing public sports among the female students of Payam Noor University in Kermanshah province with an emphasis on ethical values, which include family, social media and educational groups (school and university). In the second stage, the results of the first-order factor analysis indicated that the most important group in institutionalizing public sports among the female students of Payam Noor University in Kermanshah province was the family, followed by social media, schools and universities (educational institutions). The research findings indicated that the family, considering the role of institutional ethical values, is influential in changing the attitude and habituation of female students of Payam Noor University of Kermanshah province to sports and physical activity,

and can play an important role in institutionalizing public sports by emphasizing ethical values as a physical activity that promotes health in individuals and in society. Our findings are in agreement with the findings by Moradi (2015), which show that the family attitude toward sports and support for sports activities directly affect the family members' socialization and institutionalization (Moradi, 2015). If families, especially fathers and mothers, are trained for continuous and regular participation in sports and physical activity with a general approach aimed at creating health and vitality, and understand the importance of this fact, they can encourage students to continuously participate in physical activity and sports and help institutionalize these desirable moral behaviors in family members and finally, in the society. Social media as the second effective group play an important role in institutionalizing public sports among female students of Payam Noor University in Kermanshah province. According to the ethical values component, social media can play a significant role in changing people's attitudes and beliefs, informing, educating and culturalizing public sports and finally, institutionalizing public sports among female students. It can be stated that the mass media plays an influential role in developing public sports and institutionalizing it in society. Mass media can play this role through culture-building, education, information dissemination, creating social participation, changing beliefs and attitudes towards public sports, and other ethical functions. The results of this research are consistent with the findings of Ballaard et al. (2019), who conducted a study to change people's attitudes towards sports through the media and make it sustainable. Further analysis of the findings shows that the media always plays a pivotal role in promoting public sports culture by providing new information, shaping attitudes, and institutionalizing public sports in people's lives more than other tools and institutions. The research results also showed that educational institutions (schools and universities), by emphasizing ethical values, play a very important role in institutionalizing and habituating public sports as a physical activity that promotes enthusiasm, vitality, and health among female students of Payam Noor University in Kermanshah province. These facts indicate that today schools and universities have an undeniable role in activating the physical activity of students and university students. If this role is done well, in addition to activating students at the early ages, if properly and appropriately trained, their participation in sports and physical activity will be improved and increased in the future. If the education has a public approach and pursues public and ethical sports goals, it can have a great impact on the tendency towards public sports in society and, with the right goals and strategies, can considerably help institutionalize universal sports based on ethical values in the country. The results of the present study are consistent with the findings of Dhonde and Patil (2012). They concluded in a study aimed at physical progress in sports in education that culture-building and promoting sports among universities is an important factor in promoting the development of public sports. Thus, it can be stated that with various approaches such as inviting famous sports figures and their speech about public sports, preparing suitable brochures and banners with the aim of raising awareness of the benefits of public sports among students, and creating motivation in them, a culture of public sports can be created. Since the health of female students depends on the health of people in the society, addressing the issue of sports by emphasizing ethical values in people's daily lives and providing solutions to institutionalize sports is an inevitable necessity. Governmental and non-governmental

organizations are obliged to adopt scientific and long-term planning to attract female students to public sports through teaching ethical values and culture-making.

It is essential to increase the amount of radio and television production programs and the content of sports publications with educational and moral content and the development of public sports for all female students.

Special attention should be paid to the correct and expert advertisement in relation to the public sports of female students with emphasis on ethical values. In this regard, popular sports and ethical figures can be used as a benefit, because currently advertising is considered one of the most important factors in changing the attitudes and tendencies of people worldwide.

Discussions about public sports for girls should be included in the textbooks of schools and universities with regard to ethical values so that people can learn about the benefits and importance of sports in life.

In the university, sports topics should be presented for non-physical education fields.

In order to provide practical recommendation based on the findings of this study, it is suggested that other scientific and research centers pay special attention to this system of institutionalizing public sports among male and female students by emphasizing the role of ethical values, in addition to increasing the validity and reliability of the research to achieve a conscious prediction of this importance.

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