



Designing a Model of Barriers to the Advancement of Sports Justice in Schools of Deprived Areas

Rohoalah Aliniya¹ | Mojtaba Ahmadi² | Zaynoalabdin Falah³ | Taher Behlekeh⁴

1. PhD Student in Sports Management, Gorgan Branch, Islamic Azad University, Gorgan, Iran. Email: Aliniya_R@gmail.com

2. Corresponding author, Assistant Professor, Department of Physical Education, Bandar Gaz Branch, Islamic Azad University, Bandar Gaz, Iran. Email: mojtabaahmadi_1990@yahoo.com

3. Associate Professor, Department of Physical Education, Gorgan Branch, Islamic Azad University, Gorgan, Iran. Email: zy.fahhal@gmail.com

4. Assistant Professor, Department of Physical Education, Gorgan Branch, Islamic Azad University, Gorgan, Iran. Email: t.bahlekeh@gmail.com

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ABSTRACT

The present study was conducted with the aim of designing a model of barriers to the advancement of sports justice in schools of deprived areas with a mixed method. The present study was a sequential exploratory research and a survey one. The research population in the qualitative section included sports teachers in deprived areas that were purposefully selected for qualitative interviews (interviews with 15 participants until reaching the theoretical saturation). The research population of the quantitative section consisted of 181 sports teachers. The data collection tool in the present study was a semi-structured interview and a researcher-developed questionnaire. In order to analyze the research data, coding in the qualitative part and structural equation method in the quantitative part were conducted. In the qualitative part, 25 concept codes and 5 main categories were extracted. In the quantitative part, all 5 main extracted categories (economic, manpower, management, infrastructure, motivation) had a proper fitness.

Introduction

Today, sport has been accepted as a social phenomenon in the world, including in Iran. Exercise as a multidimensional tool with wide-ranging effects has manifested its place and role in the economy, people's health, enjoyable leisure, social relationships, prevention of social corruption and moral deviance in society and many other applications (Hamidi, 2000, p. 21). Physical education is an important part of education that facilitates the growth in all aspects through movement and physical activity and causes the flourishing of talents and also, as a social phenomenon, due to the diversity of functions, interacts with other social phenomena. The development of physical education and sports is the basis for providing and training healthy human resources and is part of national development

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programs in return (Ghanbari, 2018, p. 140). In many countries, especially developed countries, physical education plays an important role in the development of sports in the country. Education is a key element in the sustainable development of any country and the school can be considered as the first step of education (Bozorgi Nejad, 2017). The role that schools play in today's society is enormous and valuable. Schools are the cornerstone of today's society because they provide a platform for students to acquire knowledge, discover their talents, develop their skills, grow cognitively, and ultimately become useful members of society (Alzaharani, Hammersley-Fletcher, & Bright, 2016, p. 136). In the document of fundamental change of education approved in 1390, six areas have been introduced, of which the biological and physical area is one of them. The biological and physical field is responsible for maintaining and promoting physical and mental health of oneself physically and mentally, combating the causes of weakness and disease, protect and respect for the environment (Education, 2011).

Sports and physical activity have many benefits for students, which adds to the importance of physical education in schools. Physical education in schools can promote the country's championship and professional sports by identifying student sports elites. Also, in the first step will bring health, it can bring happiness for students, and this important function should be paid more attention (Naderi, 2019, p. 162). Prentice-Dunn et al. have examined the role of exercise in reducing the risk of childhood obesity and stated that inactivity is positively associated with weight gain (Prentice-Dunn & Prentice-Dunn, 2012, p. 255). Other studies have mentioned the benefits of exercise and physical activity for students, which can include benefits such as socialization (Mohammadi Ahmadabadi, 2020), improving the psychological aspects (Giménez-Meseguer, Tortosa-Martínez, & Cortell-Tormo, 2020, p. 51) and student learning (Mosleh, 2016). Research and existing experiences show that physical education can lead to physical fitness, health, emotional and social health, moral and spiritual mental and intellectual students and have positive effects on other social indicators such as health, health, vitality and economy, etc. (Cresswell, 2019, p. 47).

Although most of the evidence points to the benefits of sporting activity, there are still inequalities in access to sporting activity, especially in terms of geography, race, social class, and so on. For example, some schools in cities, especially in affluent areas, have sports facilities such as lawns, gyms, etc., while some schools do not have a soccer ball. Material resources vary between deprived and non-deprived schools, and this is evident in access to resources such as new technology, quality teachers, and advanced situations (Tompsett, 2017, p. 2). Also, the findings of Tompsett (2017) show that there are obvious inequalities in American school sports, so that schools with a majority of students are black and poor children, less sports activities compared to schools with a majority of white students and middle and upper class students. Lentillon et al. (2006) also claimed that female students received lower scores than their male counterparts in physical education, and that female students were dissatisfied with the greater support of physical education teachers for male students (Lentillon, Cogérino, & Kaestner, 2006). Since in most developed countries the path of development and growth of sports is done through schools, the establishment of justice as well as attention to all available capacities and identification of potential sports talents, especially in rural and deprived schools should be considered. The functions of deprived areas in the development of sports in any society have been proven in some researches, so that the people of deprived areas have an important role in promoting sports due to their stronger physical strength, especially in professional dimensions (Bahrami, Ghobadi, & Mohammadi, 2019, p. 91). Accordingly, the need to conduct research in the field of school sports in deprived areas is strongly felt in order to realize the potential of these students and use it in the development of sports in the country.

Limited research has been conducted on sports in deprived and disadvantaged areas and barriers to the development of sports in these areas. For example, Bahrami et al. (2019) in a study entitled *Examining Sports Complications in Schools in Deprived Areas Using the Weisbord Model* reported that the status of identified complications including goals, structure, rewards, useful mechanisms, communication and leadership is in unfavorable conditions (Bahrami et al., 2019). Ghasemi Roshanavand et al. (2019) showed that upstream documents and ignorance are the most effective barriers to cross-sectorial participation in student sports and should be corrected by upstream documents and increase public awareness using the capacity of media, clerics and local celebrities and trustees (Ghasemi Roshanavand, 2019). These decisions removed many obstacles. Ranjbari et al.

(2018) in a research with titled of study of the barriers sports poverty reduction in iran showed that some obstacles such as: such as lack of attention of families to sport in deprived and poor areas of the country, the existence of natural and geographical changes in some deprived areas, and the creation of some natural disadvantages in these areas, lack of training programs in the field of sports in the regions Deprived and poor, cultural weakness regarding the use of all classes and groups in deprived and poor areas, lack of industrial and production units to support sport in the deprived and poorly populated areas of the country (Ranjbari, 2018). These are among the obstacles to poverty alleviation in Iran. Hodge (2017) pointed to cultural barriers such as low awareness of families about the benefits of sports, lack of need and concern for the development of sports in disadvantaged areas, and the government's lack of awareness of the capacity of disadvantaged areas to develop sports in various dimensions (Hodge, Kanters, Forneris, Bocarro, & Sayre-McCord, 2017). Harrington et al. (2017) showed that parents cited lack of access to local sports and leisure facilities as one of the barriers to their children's sports activities, and parents with lower incomes placed more emphasis on barriers to access and increased per unit Deprivation score (more deprived), the probability of reporting a barrier to access has increased by 16% (Harrington, Jarvis, & Manson, 2017). Nogueira et al. (2016) also pointed out the barriers to facilities in deprived areas that have led to children in these areas being less physically active than their peers (Nogueira et al., 2016).

As observed in previous researches, the lack of research on barriers to justice in school sports in disadvantaged areas is well felt. Lack of research in this area has led to little information and scientific evidence on school sports in less developed areas. Failure to pay attention to school sports in deprived areas may have negative consequences for the local community (mobility, increased delinquency and social anomalies, etc.) as well as at the national level (failure to use the full potential of the community for championship sports and wasting sports talent, migration Etc.). In addition, underdevelopment of sports in some areas, including deprived areas, can cause numerous financial losses in the medical and health fields (Ranjbari, 2018, p. 65). Humpel et al. (2002) noted that 210,000 Scottish children live in disadvantaged areas, where the lack of sports facilities has caused them major medical problems and cost the government big expenses (Humpel, Owen, & Leslie, 2002). On the other hand, participation in sports activities is associated with positive youth outcomes such as higher education and more income in the future (Snellman, Silva, Frederick, & Putnam, 2015, p. 194). Therefore, the need for research in this area should be emphasized. The research gap in the field of school sports in deprived areas has caused fundamental ambiguities in the direction of planning and expansion of school sports in deprived areas of the country (Bahrami et al., 2019, p. 91). Also, each of the researches conducted has partially addressed the obstacles to establishing justice in sports, including sports in schools in deprived areas, and there is a need for comprehensive research in this field. Although some of the injustices school sports are general and are related to the country's poor education budget, the issue of injustice in the distribution of resources and differences in the situation of school sports in deprived and non-deprived areas should be considered and obstacles to justice in this The field should be examined. Accordingly, the present study seeks to answer the question of what are the obstacles to the advancement of justice in school sports in deprived areas and will design an appropriate model in this regard.

Methodology

The present study is a mixture of consecutive exploratory type (qualitative-quantitative) which is phenomenological in the qualitative part and descriptive-analytical in the quantitative part. The tools used in this study include interviews and questionnaires. The interview questions consist of three open-ended questions and the questionnaire questions consist of 25 items and in the form of 5 components.

According to the purpose of the study, in the qualitative (phenomenological) section, participants were selected based on purposive sampling from sports teachers who had experience in the field of justice in sports of deprived areas. Sports teachers were asked if they had any experience with injustice in sports in disadvantaged areas, if their answer was yes, they would be interviewed. The sampling process continued until no new data emerged during the data acquisition, in other words,

the data were saturated in 13 interviews, and the interview is continued solely to confirm the findings. In this study, 15 interviews are conducted with 15 sports teachers. In the quantitative section, a questionnaire resulting from the qualitative section was distributed among sports teachers in deprived areas. In this study, the meaning of deprived areas, deprived areas and less educational areas in Golestan, Gilan and Mazandaran provinces is that the list of areas in the approval regarding the determination of deprived and less developed areas in the support affairs on 20/2/2009 (Latest list) has been obtained. In these areas, there are about 322 sports teachers in the first and secondary schools for girls and boys. According to Morgan's table, 181 students were selected. After distributing the questionnaires electronically (due to the spread and prevalence of coronavirus), 167 questionnaires were returned correctly. Sampling method was available randomly. The KMO test index measures the adequacy of sampling and a value of 0.79 was obtained for this test, which indicates the adequacy of the samples. In the qualitative part of the research, reliability, validity, transferability and verifiability were used to check the validity. For this purpose, the researcher used the validation of the research process by eight experts to check the reliability and also used two coders to codify several interview samples to ensure the same views of the coders. In addition, in order to evaluate the transmissibility from the perspective of three experts who did not participate in the research, the research findings were consulted. In addition, to check the verifiability, all interviews were recorded and reviewed at the required times. In the qualitative part of the research, specialized committees were used to evaluate the reliability. Thus, the members of this specialized committee were used for parallel coding of some interviews as well as evaluation and programs related to the interviews. One of the ways to show reliability is to study its process audit. The accuracy of all research steps was confirmed by experts. In addition, in the present study, the method of intra-subject agreement has been used to calculate the reliability of the interviews conducted. To calculate the reliability of the interview with the method of intra-subject agreement of two coders (evaluators), a PhD student in sports management was asked to participate in the research as a research partner (coder); they were provided with the necessary training and skills to codify the interviews. In each interview, codes that are similar to the two are referred to as "agreement" and dissimilar codes are identified as "disagreement." The researcher then coded three interviews with this research colleague and the percentage of agreement within the topic that is used as an indicator of the reliability of the analysis was calculated using its formula.

The total number of codes registered by both people (researcher and collaborator) is 158, the total number of agreements between these codes is 60 and the total number of disagreements between these codes is 38. The reliability between the two encoders using the formula is 75.9%, which is higher than 60%, so the reliability of the encoders is confirmed. Reliability and validity are measured in PLS in two parts: a) part related to measurement models, b) part related to structural model. The reliability of the measurement model is evaluated by factor load coefficients, Cronbach's alpha and combined reliability. Factor load is calculated by calculating the correlation value of the indices of a structure with that structure. If this value is equal to or greater than 0.4, it confirms that the variance between the structure and its indices is greater than the variance of the measurement error of that structure and Reliability for that structure is acceptable (Hair, Ringle, & Sarstedt, 2011). In terms of content validity, validity was also confirmed using CVI and CVR validation forms. The CVR value was 0.79 according to the number of professors (8 people) and the CVI value was more than 0.79; therefore, the content of our tools was confirmed. Divergent and convergent validity were also assessed.

In this study, two sections of descriptive statistics and inferential statistics were used. In the descriptive statistics section, descriptive tables were used to express the demographic characteristics of the research. Max QDA Pro software was used to analyze and extract research codes. Stretching and skewness indices were measured to investigate the distribution of data (normal or abnormal) using SPSS software version 24, and to draw and compile a measurement model and structural model of Smart PLS software version 0.2 was used.

Results

First, the demographic characteristics of the participants in the research are given in table 1.

Table 1. Demographic characteristics of the interviewees

Demographic characteristics	Groups	Frequency	Percent
Gender	Man	8	53.3
	Woman	7	46.7
Education level	Masters and Ph.D	3	20
	Bachelor's degree	7	46.7
	Associate degree	5	33.3
Work experience	Less than 10 years	3	20
	10 to 20 years	8	53.3
	More than 20 years	4	26.7

The interviewees in this study were 15 people, 46.7% of whom were women and the rest were men. 33.3% had an associate degree, 46.7% had a bachelor's degree and the rest had a master's degree.

At this point, several concept codes become one category. The following table shows the results of open coding based on concept codes and categories.

Table 2. Secondary coding and categorization

No.	Categories	Concepts
1	Economical	Inflation
2		Expensive equipment
3		Lack of education budget
4		Lack of sponsors
5		No entry of donors in sports in deprived areas
6		Economic problems of students' families
7		Low salaries of teachers
8	Manpower	Lack of manpower
9		Existence of untrained force
10		Unmotivated manpower
11		Non-specialist manpower
12		Inexperienced manpower
13	Managerial	Compulsory service in deprived areas
14		Managers' attitudes towards spending in sports
15		Managers' attitudes toward spending in disadvantaged areas
16		Support of education directors to sports in deprived areas
17		There was no educational concern in the government
18		Weak protection laws for sports in disadvantaged areas

19		Lack of sports equipment
20	Infrastructure	Lack of sports facilities in schools
21		Existence of unsafe sports spaces in schools
22		Lack of indoor sports facilities
23		Lack of motivation to exercise, especially in girls
24	Motivational	Lack of appropriate incentives for school sports activities
25		Lack of adequate incentives for family sports activities

Finally, 25 concept codes and 5 main categories were extracted. In the quantitative part, most of the samples (95.8%) stated that they themselves had witnessed injustice in school sports in deprived areas. Most of the samples (72.4%) stated that others had witnessed injustice in school sports in deprived areas and transmitted it to them. Also, most of the research samples (84.4%) rated the level of injustice in school sports as very high.

The results showed that the skewness is between 3 and 3 and the elongation is between 5 and 5; but the number of research samples is less than 200 and there are 3 items for each variable; therefore, in this research, PLS-based variance software is used.

To evaluate the fit of measurement models, three criteria of reliability, convergent validity and divergent validity are used and their reliability is done by examining factor load coefficients, Cronbach's alpha coefficients and combined reliability (Table 3).

Table 2. Fitting the measurement model

Components	Cronbach's alpha	Combined reliability	AVE	1	2	3	4	5
1. Economic	0.825	0.716	0.551					0.742
2. Manpower	0.795	0.724	0.577				0.759	0.133
3. Managerial	0.733	0.766	0.610			0.781	0.211	0.109
4. Infrastructure	0.764	0.769	0.491		0.700	0.164	0.194	0.234
5. Motivational	0.709	0.808	0.510	0.714	0.221	0.170	0.207	0.326

The results showed that the value of factor load coefficients is more than 0.49. Cronbach's alpha is greater than 0.70, hybrid reliability is greater than 0.71, and AVE is greater than 0.449. Also, divergent validity in both methods, the first method (questions related to each variable are more correlated with the variable itself than with other variables) and the second method (another important criterion determined by divergent validity, the degree of relationship of a variable with His questions were compared to that of other variables (confirmed by Hair, 2011).

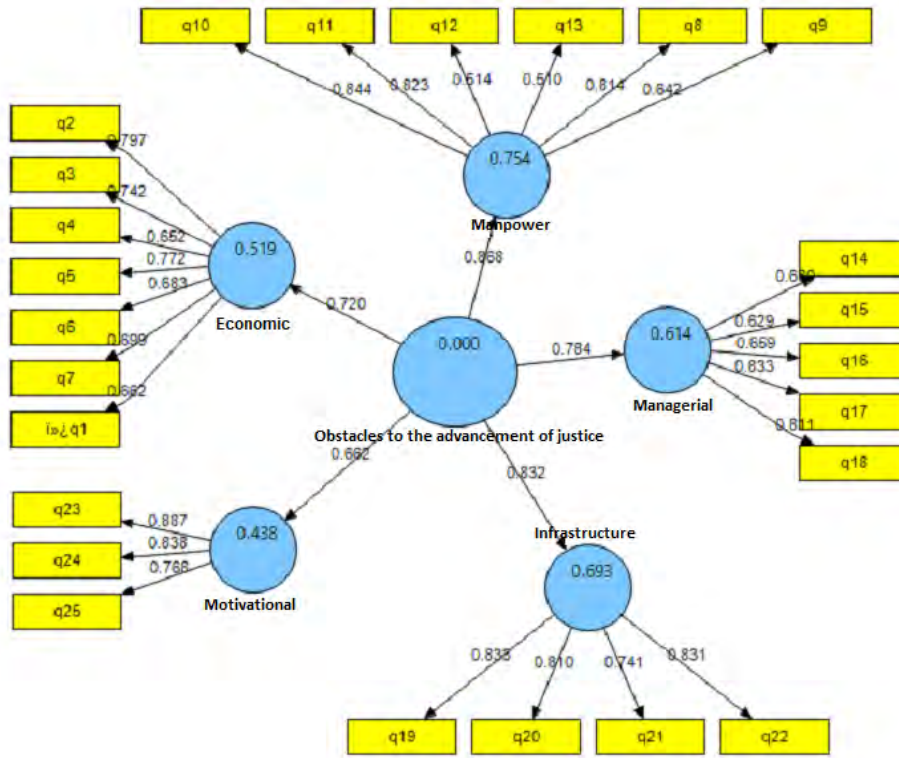


Figure 1. Measurement model (study of path coefficients)

To evaluate the fit of the structural model of the research, several criteria are used, the first and most basic criterion being the significance coefficients (t). If the value of these numbers is more than 0.95, it indicates the correctness of the relationship between the variables and thus confirms the relationships in the research model at a confidence level of 1.96. Of course, it should be noted that numbers only show the correctness of the relationship and the intensity of the relationship between the variables can't be measured by it.

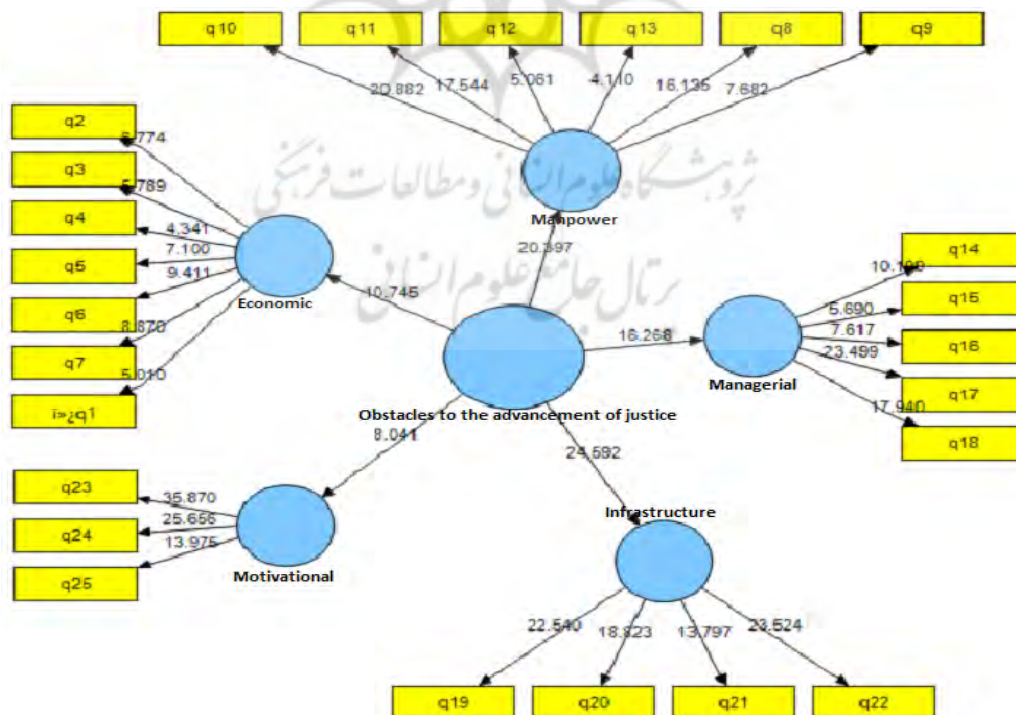


Figure 2. Structural model of research (study of significance coefficients)

The value of R2 is zero for exogenous or independent variables. In this section, the value of R2 for all variables of human resources, management and infrastructure is more than 0.60 and equal to a

strong value and for both motivational and economic variables, more than 0.4 and equal to the average value. Q2 value: This criterion is greater than 0.32 for all endogenous variables of the model, which indicates that the exogenous variables (independent) are strong in predicting the dependent variable and once again confirms the proper fit of the research structural model.

Overall model fit: The overall model includes both the measurement and structural model parts, and by confirming its fit, the fit check in a complete model is completed. Considering the three values of 0.01, 0.25 and 0.36, which have been introduced as weak, medium and strong values for fitting partial least squares, in all 5 variables, more than 0.36 was obtained, which indicates the overall fit. It has a strong model. In the following, Table 2 examines the relationships in the research model.

Table 3. Examining the relationships in the research model

Independent	Path	Dependent	Multiply the path	The value of the coefficient t	Result
Obstacles to the advancement of justice in school sports in disadvantaged areas	--->	1. Economic	0.720	10.745	Supported
	--->	2. Manpower	0.868	20.397	Supported
	--->	3. Managerial	0.784	16.268	Supported
	--->	4. Infrastructure	0.832	24.592	Supported
	--->	5. Motivational	0.662	8.041	Supported

The results of the above table showed that since the value of t is all relationships greater than 1.96, so at the level of 0.95, each of the relationships in the research model was confirmed.

Discussion and Conclusion

Attention to deprived areas and serious planning for deprivations have been considered relatively with the victory of the Islamic Revolution. Efforts to solve problems related to development infrastructure, including regional quotas in the national entrance exam, establishing boarding schools in rural areas, prioritizing the employment of indigenous forces, implementing government incentive policies for workers in disadvantaged areas, allocating special deprivation credits, among other policies have been applied with the aim of eliminating deprivation (Ghanbari, 2018). We have also seen policies in the field of sports in recent years, but unfortunately it seems that these policies have not been effective in establishing justice and there has been no significant change in the situation of sports in deprived areas, especially in school sports in these areas. As the results of the research showed that most of the research samples stated that they themselves have witnessed injustice in school sports in deprived areas or others have witnessed injustice in school sports in deprived areas and have passed it on to them. The level of injustice in school sports has also been overestimated.

Based on the research findings, five important factors have been identified as obstacles to establishing justice in school sports in deprived areas. Among these factors, the most important obstacle to the advancement of justice in sports in schools in deprived areas is the manpower factor. Unfortunately, the majority of teachers and human resources in the field of education are not interested in serving in deprived areas due to lack of facilities, remoteness and difficult access roads, low security, especially for women, etc., and prefer to work in urban and non-deprived areas. Also, at the beginning of the school year and organizing teachers to select schools, scoring is used and the priority of choosing schools with trained, motivated and highly experienced teachers is due to higher scores, and these teachers usually choose schools with more and non-deprived facilities. Untrained, unmotivated and inexperienced teachers are forced to choose schools in disadvantaged areas. The fact that teachers are forced to choose schools with lower scores leads to a further decrease in the quality and performance of these teachers. In addition, because schools in these areas usually have a small

number of students, these schools are deprived of having a physical education teacher and non-physical education teachers are responsible for teaching physical education. Consistent with this finding, Bahrami et al. (2019) have pointed to the low level of motivation of sports teachers to work in deprived areas as one of the barriers to sports in schools in deprived areas of the country (Bahrami et al., 2019). Infrastructure is another obstacle to the advancement of justice in school sports in disadvantaged areas. In schools in deprived areas, the lack of sports facilities as well as sports equipment is strongly felt. Because schools in these areas usually have a small number of students, the per capita number of students is also lower, and due to the deprivation in these areas, parents can't afford to help schools equip sports facilities and purchase sports equipment. Sports bells of these schools are often held outdoors and there are no indoor sports spaces in these schools, and in cold seasons and when it snows and rains, school bells in deprived areas eventually lead to attending classes and playing class games. Also, the sports facilities and sports equipment in these schools are unsafe, worn out and sometimes unusable. The playground in deprived areas is mostly dirt, cement, without gate posts and suitable fencing, etc., which makes sports on this field seem dangerous. Consistent with the results of the present study, Harrington et al. (2017) showed that parents cited lack of access to local sports and recreation facilities as one of the barriers to attending their children's sports activities, and parents with lower incomes placed more emphasis on barring access (Harrington et al., 2017). Nogueira et al. (2016) also pointed out the barriers to facilities in deprived areas that have led to children in these areas being less physically active than their peers (Nogueira et al., 2016).

The managerial factor is also considered as the third obstacle to the advancement of justice in sports in schools in deprived areas. Of course, the management factor, before being considered as an obstacle to the establishment of justice in school sports in deprived areas, is considered an obstacle in the development of educational sports and includes non-deprived school sports. Lack of educational concern in governments and managers' attitudes toward spending in sports are two important factors in management that the outcome of these two factors makes educational sports out of government priorities and the result is less attention to school sports. On the other hand, the authorities are more interested in spending in non-deprived areas, because people in these areas are more seeking their rights, and also the effort to eliminate deprivation in non-deprived areas is more reflected in the public mind and the media. In addition, sports in disadvantaged areas are less protected by education directors and protection laws. Consistent with the findings of this study, Ranjbari et al. (2018) in their study showed that the inattention of senior sports managers to the development of sports in deprived and impoverished areas of the country is one of the obstacles to poverty alleviation in Iran (Ranjbari, 2018). Hodge (2017) also mentioned the lack of necessity and concern for the development of sports in deprived areas and also the government's lack of awareness about the capacities of deprived areas in the development of sports as obstacles to the development of sports (Hodge et al., 2017).

The next obstacle to the advancement of justice in school sports in disadvantaged areas is the economic factor. As with the previous factor, the issue of economics is not only an obstacle to justice in school sports in disadvantaged areas, it has a negative impact on non-school sports. Factors such as inflation, expensive equipment, and lack of education budget, lack of sponsors and low salaries of teachers have severely affected school sports and led to the failure to achieve the goals of physical education in school sports. However, sports in disadvantaged areas are more disadvantaged, so that due to the lack of donors in sports in disadvantaged areas and the economic problems of the students' families, these students are deprived of even the most basic facilities. Consistent with the results of the present study, the findings of Ranjbari et al. (2018) showed that barriers such as the lack of industrial and production units to support sports in deprived and impoverished areas of the country are among the barriers to sports poverty alleviation in Iran (Ranjbari, 2018). The motivating factor is the last obstacle to the advancement of justice in school sports in disadvantaged areas. Lack of sufficient motivation to play sports, especially among girls, and lack of appropriate incentives for sports activities by the school and family are among the motivating factors that prevent the establishment of justice in school sports in disadvantaged areas. Unfortunately, in disadvantaged areas, due to the lack of proper culture and lack of knowledge about the benefits of exercise, parents are more likely to focus students on academic activities and success in this field in order to have a

better career and consider sport as a nuisance in this area. This is especially true for female students. The results of previous research also confirm the results of the present research. In this regard, Ghasemi Roshanavand et al. (2019) showed that upstream documents and ignorance are among the most effective barriers to cross-sectorial participation in student sports and should be corrected by upstream documents and increase public awareness using the media, clerics and celebrities (Ghasemi Roshanavand, 2019). The occurrence overcame many obstacles. Findings of Ranjbari et al. (2018) also showed that some obstacles such as families not paying attention to sports in deprived and poor areas of the country and cultural weakness regarding the use of all classes and groups in deprived and impoverished areas are among the barriers to sports poverty alleviation in Iran (Ranjbari, 2018). Hodge (2017) also mentioned cultural barriers such as low awareness of families about the benefits of sports as an obstacle in the development of sports (Hodge et al., 2017). Finally, it should be noted that the establishment of justice in school sports in deprived areas is one of the important issues that should become the main concern of officials in the field of physical education of the Ministry of Education to use the potential of these students in developing sports. In this regard, as observed, the manpower factor was raised as the most important obstacle to justice in schools in deprived areas. In non-deprived areas, due to having sports facilities in the city, the need for less quality manpower is felt, because these areas have the ability to use sports clubs in the city and have quality coaches, but areas deprived of these facilities are deprived and perhaps school sports only their option is to participate in sports activities. Therefore, in order to encourage efficient and quality human resources to participate in sports in schools in deprived areas, strategies such as using local teachers in villages and deprived areas to work in schools in the same areas, giving special privileges to teachers in schools in deprived areas and forcing experienced teachers to attend deprived areas are suggested. Other researchers are also advised to conduct research on the factors related to the maintenance of specialized, efficient and high-quality human resources in sports in schools in deprived areas so that it can be used as a guideline for officials in the field of physical education of the Ministry of Education. Also, because in non-deprived areas, parents of students can't afford to help schools and there are alternative sports venues in the city (sports clubs), educators can budget more for schools in disadvantaged areas than in non-deprived areas. Allocate justice to access facilities for students in disadvantaged areas. Developing laws to protect sports in schools in disadvantaged areas and media attention to sports in disadvantaged areas to draw the attention of officials to better performance in sports in these areas will help.

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