

## Identification of Factors Influencing the Institutionalization of Sports Law in Schools

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### Abstract

**Purpose:** The lack of sufficient awareness among teachers and school administrators regarding sports law, along with the absence of a systematic framework, has led to an increase in legal disputes and the creation of an unsafe environment. Therefore, this study aimed to identify the key factors influencing the institutionalization of sports law in Iranian schools.

**Methods:** The research employed a grounded theory approach based on the systematic design of Strauss and Corbin. The statistical population consisted of experts and specialists in the fields of sports law, sports management, and education. Using purposive sampling combined with the snowball technique and based on theoretical saturation, 13 participants were selected as the final sample. Data were collected through semi structured interviews, which were recorded, transcribed, and analyzed through open, axial, and selective coding. During open coding, 107 initial concepts were extracted from the data. MAXQDA software (version 2020) was used to manage and facilitate the coding process.

**Results:** Qualitative data analysis led to the identification of six main categories: education and empowerment, policymaking and responsibility, governance and operational efficiency, infrastructure and technology core, good governance factors, and the cultural and social synergy core.

**Conclusion:** The findings indicate that institutionalizing sports law in schools is a dynamic and multidimensional process that requires simultaneous attention to structural, cultural, and educational dimensions. Ultimately, it can be concluded that although major challenges such as insufficient training, weak regulations, and lack of infrastructure appear common across sports contexts, operational strategies and priorities for institutionalization are highly dependent on the specific setting (e.g., schools versus professional clubs). Success therefore hinges on understanding these nuances and adopting a coordinated, multidimensional approach.

**Keywords:** Civil liability, Physical education teachers, Qualitative model.

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## Introduction

Today, sport and the emphasis on physical education are regarded as essential components of modern life (Wicker & Breuer, 2014). As a significant aspect of social life and a fundamental method for educating children and adolescents, sport is inherently associated with risks and responsibilities (Yousefi Sadeghlou & Nasir, 2018). Sporting activities may involve hazardous incidents that can threaten the health, life, property, dignity, reputation, and other legal rights of individuals present within the sports environment (Aghaeinia, 2014). Since sporting operations can result in criminal or civil liability, experts widely agree that increasing the public's legal awareness is among the most effective ways to reduce legal violations in society. Many public issues stem from insufficient understanding of legal matters; individuals often encounter legal misconduct or offenses simply because they are unaware of relevant rules and regulations. Therefore, enhancing legal literacy is considered one of the primary methods for preventing such problems (Karimnia et al., 2022).

Sports law, as a relatively new concept, is considered an interdisciplinary field combining elements of private international law, international commercial law, and contract law (David, 2020). Its purpose is to clarify the legal rights and duties of athletes, clubs, federations, and confederations. Sports law encompasses all regulations governing sports activities, including the conduct of athletes, technical managers, spectators, administrative staff, sports physicians, equipment manufacturers and sellers, as well as employees of sports organizations. Its subject matter includes all violations occurring in the sports arena that may infringe upon the rights of others, categorized under legal concepts such as crimes, quasi crimes, and intentional or unintentional misconduct (Dashkouka et al., 2021).

Sports settings such as stadiums, clubs, and schools are not merely physical environments for activity; rather, they are dynamic arenas where education, organizational linkages, and creativity interact (Cohé & Callison, 2018). Schools in particular represent the first structured environment in which students experience organized sporting activities (Mostahfizian et al., 2018). Inevitably, the environments in which sports activities occur are vulnerable to unpredictable incidents. Evidence shows that students' lack of awareness and negligence often increase injuries during school based physical activities (Feiz, 2018). Considering the inseparable nature of risk from sports and the prevalence of sports injuries, familiarity with legal principles is essential for preventing incidents or minimizing liability when they occur (Feiz, 2018). Alarming, 65% of teachers lack adequate knowledge of civil liability laws (Article 328 of the Islamic Penal Code). As ignorance of the law excuses no one, teachers may still be convicted in courts even when unaware of specific regulations (Abbasi et al., 2021). Therefore, one of the fundamental necessities in the field of sports law is increasing teachers' and school administrators' awareness of relevant laws and regulations. Such knowledge not only helps prevent legal complications but also clarifies their duties and responsibilities. Sports law in schools contributes to maintaining students' physical and mental well being and fosters a safe environment essential for their personal development (Morari & Price, 2023).

Recognizing sports related legal issues is increasingly viewed as a critical need within the Ministry of Education's physical education sector. If teachers possess sufficient legal knowledge, many existing challenges would be minimized, and the number of court cases would decline. Thus, it is essential to develop and implement educational programs aimed at enhancing teachers' legal literacy (Zho & et al 2019). Teachers must fully understand their

rights and responsibilities to prevent potential misuse, as research reveals that many lawsuits stem from insufficient awareness of legal provisions. Without proper legal understanding, physical education teachers may face significant civil or criminal consequences arising from their professional duties. Sports law helps define the legal scope of responsibilities and authorities of coaches, teachers, and school administrators, and increases awareness of the legal implications of sports related violations and accidents (Mostahfizian et al., 2018).

Research by Naghipour et al. (2022) showed that while extensive studies have examined civil liability among natural persons involved in sports, research addressing the civil liability of legal entities other than sports clubs remains limited. Mostahfizian et al. (2018) found that teachers' familiarity with sports law varied: while they had relatively strong knowledge of obligations, equipment standards, and educational missions, their understanding of rights, benefits, managerial responsibility, and most critically legal regulations was lower than average. Feiz (2018) argued that although sports injuries may sometimes be considered inherent risks accepted by participants, severe outcomes such as paralysis or death impose clear civil liability based on Islamic jurisprudence, which emphasizes fault and compensation.

Legal studies indicate that 76 out of 166 school related injury cases stem directly from physical education activities (Votmr & Esslinger, cited in Shaabanimoghadam et al., 2016). Considering the dynamic and high risk nature of school sports, teachers, coaches, and administrators must be well versed in legal principles to avoid professional and financial consequences. In many schools, a lack of legal knowledge has even caused sports programs to be suspended or replaced with virtual or sedentary activities (Azami, 2018). Empirical findings from Mirsafian and Mirsalimani

(2023) confirmed low baseline legal knowledge among teachers, highlighting the need for structured training.

The Theory of Planned Behavior suggests that improving knowledge and reshaping attitudes strengthens motivation for responsible conduct. Yet statistics reveal a worrying increase in legal cases involving school sports injuries. Rostami Aghdam et al. (2024) reported that 68% of such incidents are linked to teachers' ignorance of legal and safety protocols. This lack of awareness impairs crisis management and leads to prolonged disputes over compensation. Nearly 90% of schools lack a formal "sports legal charter," exacerbating ambiguity in responsibility distribution. Equipment safety is another concern; approximately 40% of schools use outdated or non standard sports equipment. Souri (2021) identified three major structural barriers: educational (insufficient training content), legal (fragmented regulations), and human resource related (lack of specialized personnel). University curricula and teacher training programs rarely address practical aspects of sports law.

School-based sports are a fundamental component of students' physical education, health, and overall development. However, the lack of a clear and structured legal framework governing these activities poses significant risks, both for students and educators. Inadequate knowledge of sports law among teachers and administrators not only increases the likelihood of accidents and injuries but also exposes schools and educators to legal disputes, undermining their professional credibility and the quality of education provided (Mostahfizian et al., 2018). Despite the critical role of sports in schools, existing research indicates that teachers and school administrators often lack sufficient understanding of their legal responsibilities and civil liabilities. This gap contributes to frequent legal conflicts, reduced safety standards, and heightened vulnerability to lawsuits, highlighting an urgent need for

systematic interventions. Moreover, the rising incidence of litigation related to school sports injuries underscores the consequences of operating in a legal vacuum, where the absence of formal policies and institutionalized sports law leaves both students and educators inadequately protected.

Previous studies have largely examined sports law and civil liability in general terms, without addressing the specific context of schools, where legal knowledge is crucial for daily practice. The process of institutionalizing sports law within the school system ensuring that legal norms, policies, and educational practices are systematically integrated remains largely unexplored. Therefore, the present study seeks to fill this critical gap by developing a comprehensive model for institutionalizing sports law in Iranian schools. The central research question guiding this investigation is: What is the appropriate model for institutionalizing sports law in Iranian schools?

## Materials and Methods

This study was conducted with the aim of developing a model for institutionalizing sports law in schools, using a qualitative approach and the grounded theory strategy based on the systematic design of Strauss and Corbin. The statistical population consisted of experts and specialists in the fields of sports law, sports management, and education. Through

purposive sampling with a snowball technique and based on the criterion of theoretical saturation, 13 participants were selected.

The primary data collection instrument was semi structured interviews, which were recorded, transcribed, and subsequently analyzed. Data analysis followed the three coding stages of grounded theory: open coding (identifying 107 initial codes), axial coding (organizing codes into categories and subcategories), and selective coding (integrating categories around a core category and developing the paradigmatic model). The analytical process was facilitated using MAXQDA 20 software.

To ensure the trustworthiness and reliability of the findings, Guba and Lincoln's four criteria credibility, transferability, dependability, and confirmability were applied. Operational strategies included member checking, data triangulation, comprehensive documentation of the analytical process, and inter coder agreement (with an agreement rate above 80%). Ethical considerations such as informed consent and data confidentiality were also strictly observed.

## Results

In this section, the characteristics of the research participants including their positions, academic disciplines, educational levels, and fields of activity are presented.

**Table 1. Demographic Characteristics of the Participants**

| Participant | Position   | Education | Field / Specialization | Executive | Academic |
|-------------|--|-----------|------------------------|-----------|----------|
| P1          | University Professor                                     | PhD       | Sport Management       | *         | *        |
| P2          | University Professor                                     | PhD       | Sport Management       | *         | *        |
| P3          | Physical Education Teacher                               | PhD       | Sports Law Expert      | *         |          |
| P4          | Physical Education Teacher                               | PhD       | Sports Law Expert      | *         |          |
| P5          | Deputy of Physical Education,<br>Department of Education | PhD       | Sport Management       | *         | *        |
| P6          | Member of the Legal Committee of the<br>Federation       | PhD       | Private Law            | *         |          |

|     |                                      |     |                            |   |   |
|-----|--------------------------------------|-----|----------------------------|---|---|
| P7  | University Professor                 | PhD | Private Law                |   | * |
| P8  | University Professor                 | PhD | Private Law                |   | * |
| P9  | University Professor                 | PhD | Public Law                 |   | * |
| P10 | Physical Education Teacher           | PhD | National School Team Coach | * |   |
| P11 | Physical Education Teacher           | PhD | Head of Sports Association | * |   |
| P12 | Member of the Sports Law Association | PhD | Private Law                | * |   |
| P13 | Member of the Sports Law Association | PhD | Sport Management           | * | * |

### Open Coding

The first stage in grounded theory analysis is open coding. Open coding may be carried out line by line, phrase by phrase, or paragraph by paragraph, depending on the analytical unit. When the analytical unit is a line or sentence, each unit is assigned a concept or code. These codes must capture the maximum semantic and conceptual meaning contained in the data (Krueger & Neuman, 2006).

Based on the first stage of coding known as

open coding and through careful review of the interviews conducted with experts, 107 open codes were identified. Once all data were coded and the initial concepts were generated, the next stage, axial coding, began.

### Axial Coding

The second stage of coding, axial coding, involves connecting open codes into a network of relationships. The axial coding process and categories derived from the open codes are presented below.

**Table 2. Open Codes and Axial Coding**

| Concepts  | Subcategories    | Main Category                           | Core Category                                 |
|---|------------------|---|---|
| Inclusion of sports law in the curriculum content                         | Curriculum       | Education and Empowerment in Sports Law | Institutionalization of Sports Law in Schools |
| Development of specialized course units                                   |                  |   |   |
| Implementation of sports law educational syllabi                          |                  |   |   |
| Applied research and studies in the field of school sports law            |                  |   |   |
| Curriculum and extracurricular planning for institutionalizing sports law |                  |   |   |
| Sports programs for students with special needs                           |                  |   |   |
| Holding training courses for teachers and educational staff on sports law | Teacher Training |   |   |
| Developing teaching skills of teachers                                    |                  |   |   |

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| in sports law  |                        |  |  |
| Teachers' awareness of the importance of sports law in school activities                         |                        |  |  |
| Teachers' adequate understanding of sports law and human rights in sport                         |                        |  |  |
| Teaching communication skills to students  | Student Education      |  |  |
| Teaching conflict resolution and problem solving methods in sport                                |                        |  |  |
| Students' awareness of their rights in sport   |                        |  |  |
| Educational programs to enhance students' understanding and respect for sports law               |                        |  |  |
| Providing books, academic articles, and digital resources to expand students' knowledge          |                        |  |  |
| Holding workshops for students and teachers to increase awareness                                | Workshops and Seminars |  |  |
| Holding specialized seminars by inviting experts   |                        |  |  |
| Using videos, articles, and digital content for education  |                        |  |  |
| Organizing sports competitions to familiarize students with their rights and responsibilities    | Planning               |  |  |
| Designing a comprehensive and structured plan for institutionalizing sports law in schools       |                        |  |  |
| Employing successful managers in sports law  |                        |  |  |
| Proper implementation of sports law programs and policies in schools                             |                        |  |  |
| Using global models and successful international experiences                                     |                        |  |  |
| Passing regulations related to sports law in schools   | National Regulations   | Policy making and Responsibility in Sports Law |  |
| Identifying responsible bodies for monitoring the implementation of these laws at various levels |                        |  |  |
| Defining limits and authorities of   |                        |  |  |

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| responsible institutions   |   |   |  |
| Providing legal protection for students against violations of sports law                 |   |   |  |
| Integrating sports law into macro level educational policies                             | Policies                                |   |  |
| Developing coordinated national policies   |   |   |  |
| Formulating clear policies on sports law in schools                                      |   |   |  |
| Developing operational guidelines for implementing sports law in schools                 |   |   |  |
| Ensuring equitable access to facilities  |   |   |  |
| Developing local policies to meet specific needs   |   |   |  |
| Formulating regulations to protect student athletes' sports rights                       | Supportive                              |   |  |
| Developing regulations to prevent discrimination in school sports                        |   |   |  |
| Establishing independent judiciary bodies and clear procedures for addressing violations |   |   |  |
| Creating equal opportunities for all students  |   |   |  |
| Developing gender equality policies and supporting students with diverse abilities       |   |   |  |
| Legislation to prevent violence and harassment in sports environments                    |   |   |  |
| Defining complaint channels and accountability systems                                   | Accountability                          |   |  |
| Identifying mechanisms for students to express grievances                                |   |   |  |
| Creating systems with clearly defined responsibilities in case of rights violations      |   |   |  |
| Designing operational mechanisms to handle violations of sports law                      |   |   |  |
| Forming sports committees in schools   | Organizational and Managerial Structure | Governance System and Operational Efficiency in School Sports |  |
| Centralized management in educational organizations                                      |   |   |  |

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| Clear division of tasks between executive team members                                       |  |  |  |
| Comprehensive sports planning in schools with emphasis on sports law                         | Executive Structure                        |  |  |
| Developing standards for sports planning with a focus on sports law                          |  |  |  |
| Formulating internal sports regulations for schools  |  |  |  |
| Special budgeting for sports activities  | Financial Structure                        |  |  |
| Allocating adequate budget for infrastructure development and sports law programs            |  |  |  |
| Attracting investors and securing financial resources  |  |  |  |
| Establishing support funds for sports activities in deprived areas                           |  |  |  |
| Establishing independent monitoring bodies for evaluating schools' performance in sports law | Evaluation and Monitoring Structure        |  |  |
| Implementing reporting and continuous monitoring systems                                     |  |  |  |
| Collecting feedback from students regarding sports law compliance                            |  |  |  |
| Publishing reports and evaluation results  |  |  |  |
| Providing clear and continuous information to students and parents about their sports rights | Information Structure                      |  |  |
| Organizing training courses for students, teachers, and parents                              |  |  |  |
| Communicating evaluation results and monitoring reports                                      |  |  |  |
| Cooperation between Ministry of Education and Ministry of Sport                              | Inter organizational Cooperation Structure |  |  |
| Partnership with NGOs and local communities  |  |  |  |
| Establishing national level specialized task forces  |  |  |  |
| Cooperation with civil organizations for promoting sports law                                |  |  |  |
| Conducting awareness raising campaigns on sports law   |  |  |  |

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| Cooperation with various organizations to create supportive and informative networks |                                 |  |  |
| Cooperation with sports federations and associations                                 |                                 |  |  |
| Providing appropriate, standard, and accessible sports spaces                        | Sports Facilities and Equipment | Infrastructure, Safety, and Technological Development Core |  |
| Adequate and appropriate sports equipment  |                                 |  |  |
| Investment in sports infrastructure to ensure equal opportunities                    |                                 |  |  |
| Sports spaces for students with special needs  |                                 |  |  |
| Providing running tracks and walkways  |                                 |  |  |
| School green spaces for group sports   |                                 |  |  |
| Hygienic and sanitation systems in sports halls                                      | Health and Safety               |  |  |
| Adherence to safety standards in design and construction of sports areas             |                                 |  |  |
| Securing sports facilities and equipment   |                                 |  |  |
| Using technology to enhance sports safety  |                                 |  |  |
| Using technology in sports law education and awareness                               | ICT                             |  |  |
| Creating online platforms for information sharing                                    |                                 |  |  |
| Sports information management systems  |                                 |  |  |
| Online sports websites and educational resources                                     |                                 |  |  |
| Educational equipment and software   |                                 |  |  |
| Using health monitoring devices  |                                 |  |  |
| Establishing independent bodies or committees overseeing sports law implementation   | Transparency in Implementation  | Good Governance Factors                                    |  |
| Transparency in sports law procedures in schools                                     |                                 |  |  |
| Providing transparent public reports   |                                 |  |  |

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| on sports law compliance  |   |  |  |
| Creating data collection systems for accurate information on sports law status      | Evidence based Decision making          |  |  |
| Analyzing and using data for decisions related to school sports law                 |   |  |  |
| Reporting and analyzing outcomes to improve conditions                              |   |  |  |
| Including students' and teachers' perspectives in policy making                     | Participatory Governance                |  |  |
| Establishing advisory councils with different stakeholders                          |   |  |  |
| Transparency in resource allocation and decisions                                   |   |  |  |
| Establishing independent school sports institutions                                 | Institutional Autonomy                  |  |  |
| Delegating authority to schools for sports law related decisions                    |   |  |  |
| Supporting school self regulation   |   |  |  |
| Teaching social skills through sport  | Cultural Education and Awareness        | Cultural and Social Synergy Core in Sports Law |  |
| Cultural campaigns and awareness raising about sports law                           |   |  |  |
| Media and sports culture promotion  |   |  |  |
| Promoting a rights based culture in schools   |   |  |  |
| Promoting sports ethics   | Respect Culture                         |  |  |
| Encouraging PE teachers and coaches to create respectful and inclusive environments |   |  |  |
| Organizing joyful and appropriate sports events                                     |   |  |  |
| Active parent and family participation in school sports                             | Social Support and Family Participation |  |  |
| Building effective relationships with local communities                             |   |  |  |
| Increasing women's participation in sports  |   |  |  |
| Enhancing community involvement and educational synergy                             |   |  |  |
| Cooperation with local and national   |   |  |  |

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| sports bodies |  |  |  |
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### Selective Coding

Selective coding refers to integrating and refining axial categories by identifying the central phenomenon and assembling relationships among the major categories. In this phase the most abstract level of analysis categories were synthesized to construct the emerging theory.

Based on the axial coding results and conceptual congruence across categories, six core categories were identified:

#### 1. Education and Empowerment in Sports Law

#### 2. Policy Making and Responsibility in Sports Law

#### 3. Governance System and Operational Efficiency in School Sports

#### 4. Infrastructure, Safety, and Technological Development in School Sports

#### 5. Good Governance Factors

#### 6. Cultural and Social Synergy in Sports Law

The selective coding process is summarized below.

**Table 3. Selective (Theoretical) Coding**

| Source               | Axial Codes                        | Selective Code                                     |
|----------------------|------------------------------------|--|
| P1, P6, P10          | Curriculum                         | Education and Empowerment in Sports Law            |
| P1, P6, P10          | Teacher Education                  |  |
| P1, P2, P6           | Student Education                  |  |
| P2, P6               | Workshops & Seminars               |  |
| P1, P2, P5, P10      | Planning                           |  |
| P2, P5, P10          | National Laws & Regulations        | Policy Making and Responsibility in Sports Law     |
| P2, P5, P7, P11, P13 | Policies                           |  |
| P2, P5, P7, P11, P13 | Supportive Measures                |  |
| P2, P7, P8, P13      | Accountability                     |  |
| P3, P5, P13          | Organizational Structure           | Governance System and Operational Efficiency       |
| P3, P13              | Executive Structure                |  |
| P3, P5, P7, P13      | Financial Structure                |  |
| P3, P13              | Evaluation & Monitoring            |  |
| P8, P11              | Information Structure              |  |
| P3, P5, P7, P9, P11  | Inter Organizational Collaboration |  |
| P3, P8, P9, P11, P12 | Facilities                         | Infrastructure, Safety & Technological Development |
| P3, P5, P11, P12     | Health & Safety                    |  |
| P3, P4, P8, P12      | ICT                                |  |
| P4, P9, P12          | Transparency                       | Good Governance Factors                            |

|                  |                                       |   |
|------------------|---------------------------------------|---|
| P11, P12, P13    | Evidence Based Decision Making        |   |
| P4, P12          | Participatory Governance              |   |
| P4, P9, P11      | Institutional Independence            |   |
| P4, P9, P12, P13 | Cultural Awareness                    | Cultural & Social Synergy in Sports Law |
| P4, P12, P13     | Culture of Respect                    |   |
| P4, P9, P12      | Social Support & Family Participation |   |

## Discussion

The findings of this study indicate that the institutionalization of sports law in schools is a complex and intertwined process that requires simultaneous transformation across six dimensions: educational, policy oriented, structural, infrastructural, governance related, and socio cultural. Although many of the results align with domestic and international research reflecting the universal nature of challenges in the field of sports law the main innovation of this study lies in its specific focus on the school environment as a primary arena for legal education. Additional contributions include offering an integrated and systematic roadmap, emphasizing the active role of students as participants in policymaking and observers of implementation, and highlighting the potential of modern technologies and media in contemporary society.

In the area of education and empowerment, the study underscores the necessity of embedding sports law into school curricula, providing specialized teacher training, and increasing student awareness. These findings are consistent with studies by Souri et al. (2022), Mirsafian and Mirsalimani (2023), and Todres and Kilkelly (2025). However, the present study offers more detailed and practical recommendations such as curriculum design, workshops, and digital resources which provide concrete strategies for implementing these concepts within the school setting.

Regarding policymaking and responsibility, the emphasis on establishing clear regulations, supportive policies, and accountability

mechanisms aligns with the findings of Souri et al. (2022) and Mohammadi et al. (2022). The distinct contribution of this study, however, lies in its school centered approach, offering actionable strategies such as creating specific complaint channels for students and ensuring legal protection for them.

In the domain of governance systems and operational efficiency, this research highlights the importance of organizational, managerial, financial, monitoring, communication, and inter organizational collaboration structures. These results correspond with the findings of Souri et al. (2021) and Basati et al. (2024). The key distinction of the present study is its integrated and systematic approach to all governance components, resulting in a more comprehensive and actionable model.

In the dimension of infrastructure and technology, the study emphasizes the provision of standard sports facilities and equipment, adherence to safety and health principles, and the use of modern technologies. These findings are consistent with Abbasi et al. (2021) and Zhou Wen'an (2016). Nevertheless, the study's innovative contribution lies in its focus on information and communication technologies, proposing novel solutions such as sports information management systems and health monitoring devices.

The present study identifies five key dimensions that are critical for effective governance and cultural development in school-based sports. Transparency emerged as a fundamental component, emphasizing the open and clear communication of policies, decisions,

and resource allocation. By fostering accountability and trust among teachers, students, and parents, transparency reduces ambiguity and potential conflicts. Although domestic literature mentions transparency only sporadically, this study systematically positions it as a cornerstone of good governance, aligning with international research highlighting its role in improving institutional performance.

Data-driven decision making highlights the importance of using evidence, such as participation rates, injury reports, and feedback, to guide policies and interventions. While rarely addressed in Iranian studies, the systematic incorporation of data-driven practices ensures that decisions are informed, effective, and aligned with both educational and legal standards. This approach echoes global trends advocating evidence-based governance to enhance both safety and program quality.

Participatory governance involves the active engagement of teachers, students, parents, and community members in decision-making. By shifting from centralized, top-down models toward school-centered and inclusive approaches, this dimension empowers stakeholders, strengthens ownership, and supports compliance with legal frameworks. Although participatory governance has been sporadically noted in previous domestic literature, presenting it as a distinct, systematic category marks a significant contribution of this study.

School autonomy refers to the ability of individual schools to independently manage curriculum, staffing, and resources. In sports governance, autonomy enables schools to tailor programs to the needs of their students while maintaining alignment with national policies. Although prior Iranian research has occasionally mentioned autonomy, integrating it with transparency and participatory governance highlights its role in improving efficiency, responsiveness, and institutional accountability.

Finally, socio-cultural synergy encompasses cultural awareness, respect, sports ethics, social support, and family participation. Consistent with findings by Ghaderpour et al. (2021) and Erdal Kaya & Yildiz (2023), this study emphasizes ethical conduct and family involvement. However, it extends previous work by highlighting the creation of joyful and dignified sports events as practical platforms for fostering a culture of respect, offering a creative and applied approach to cultural development. While this innovation demonstrates the study's practical contribution, future research could further situate these practices within international models to assess alignment or divergence with global experiences.

Together, these five dimensions illustrate a comprehensive framework for institutionalizing sports law and promoting ethical, participatory, and culturally grounded school sports programs, addressing a critical gap in both domestic research and practical governance.

## Conclusion

Based on the findings of this research, several practical recommendations are proposed for different stakeholders. In the area of education and capacity building, it is recommended to design and include a course on sports law within school textbooks, develop specialized training packages for teachers, implement a "Sports Law Summer School" program at the school level, and establish an online learning platform.

In the domain of policymaking and responsibility, the development of a Students' Sports Law Charter, creation of a procedural guideline for addressing sports related complaints, adoption of anti harassment regulations, and mandating the publication of transparent performance reports by schools are advised.

To improve governance and operational efficiency, it is recommended to establish a

school sports committee with representatives of students and parents, design a smart budget allocation system, form a joint inter ministerial task force, and implement a school ranking system based on sports law compliance indicators.

In the field of infrastructure and technology, implementing a program for renovating and securing sports halls, equipping schools with a basic safety equipment package, developing a sports health monitoring application, and installing smart physical fitness assessment devices are suggested.

For achieving good governance indicators, it is recommended to create a financial transparency platform, establish a student sports council, implement an independent monitoring system with parent-coach participation, and periodically publish sports law performance reports.

Finally, in the area of socio cultural synergy, it is suggested to launch a national awareness campaign, organize neighborhood level sports festivals, design sports competitions emphasizing sports ethics, and produce educational media content tailored to children and adolescents.

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