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Developing a Model for a Chivalrous Lifestyle with Emphasis on School Sports

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ABSTRACT

This study aimed to develop a model for promoting and institutionalizing a chivalrous lifestyle with emphasis on school sports. A qualitative grounded-theory design based on the systematic approach of Strauss and Corbin was used. The participants comprised Farhangian University faculty members and sport specialists in Isfahan who were selected through purposive and theoretical sampling. Data were generated through exploratory semi-structured interviews, complemented by a structured review of relevant scholarly and documentary sources. Data analysis proceeded through open, axial, and selective coding. The findings identified the institutionalization of a chivalrous lifestyle in school sports as the core phenomenon. The model included causal conditions, notably teacher competence, students' individual readiness, family support, and educational governance; contextual factors; intervening factors; strategies including cultural institutionalization, strategic planning, infrastructure development, and support and facilitation; and consequences including development of chivalrous sport, comprehensive health promotion, holistic growth and development, increased commitment and responsibility, and development of cultural and social capital. The expert-derived model suggests that educational policymaking, cultural development, and coordinated participation by families, schools, and relevant institutions may be important for developing and sustaining chivalrous values in students' lifestyles.

Keywords: Lifestyle; Chivalry; School Sports.

Introduction

Sport and physical education are widely recognized as potentially important contributors to young people's physical, lifestyle, affective, social, and cognitive development when they are intentionally designed and adequately supported (Bailey, 2006). School-based sport is particularly important because it provides repeated opportunities for participation during childhood and adolescence. At the same time, implementation of school physical-activity policies depends on environmental resources, social influences, organizational goals, and staff knowledge and skills (Nathan et al., 2018). In Iran, school sport is likewise embedded in the educational system and has been repeatedly discussed as a vehicle for physical, educational, and cultural development. Nevertheless, the ethical and value-development functions of school sport require more explicit conceptualization and systematic implementation if sport is to contribute not only to participation and performance but also to the development of responsible behavior and healthy lifestyles.

In this manuscript, the Persian cultural concept of *javanmardi* is rendered as 'chivalry,' while recognizing that no single English term fully captures its Persianate ethical meaning (Ridgeon, 2018). Scholarship on *javanmardi* describes it as an ethical ideal associated with generosity, selflessness, hospitality, bravery, honesty, truthfulness, and justice (Ridgeon, 2018). In the sport context, this concept overlaps with, but is not identical to, sportsmanship and fair play. Related fair-play research has shown that higher fair-play behavior is associated with lower aggression and anger in sport (Yalçın & Kahraman, 2024). Among high-school students, fair-play perceptions have also varied by contextual characteristics such as age and school type, whereas school-sport participation itself was not significantly associated with differences in fair-play scores in one study (Tan & Ceylan, 2023). Conversely, moral disengagement provides a well-established framework for understanding how athletes may cognitively justify behavior that conflicts with moral standards (Boardley & Kavussanu, 2007).

School sport is a particularly suitable environment for translating such values into lived experience because students encounter rules, teamwork, competition, winning and losing, peer interaction, emotional control, and shared responsibility in authentic situations. Contemporary evidence indicates that physical education can contribute to adolescents' moral and social development when the pedagogical context explicitly supports these aims (Jadwiszczak et al., 2025). The Teaching Personal and Social Responsibility model has shown favorable emotional and social outcomes and can foster transferable life skills (Aygün et al., 2024; Shen et al., 2022). The Sport Education model has also been linked to citizenship education, social relationships, and social competence (Wang & Chen, 2021), while cooperative learning in physical education has been used to support social learning and group processes (Bores-García et al., 2021). Likewise, motivation-supportive physical-education climates are associated with more adaptive student outcomes (Vasconcellos et al., 2020). Beyond the school, parental social support is an important influence on youth physical-activity behavior and participation (Beets et al., 2010). Together, these findings suggest that ethical development through school sport is shaped by interacting individual, teacher, family, organizational, cultural, and environmental factors.

Previous research has therefore addressed important components of the present topic, including *javanmardi* and related fair-play/sportsmanship concepts (Ridgeon, 2018; Tan & Ceylan, 2023; Yalçın & Kahraman, 2024), moral and social development through physical education (Jadwiszczak et al., 2025), personal and social responsibility (Aygün et al., 2024; Shen et al., 2022), social competence (Wang & Chen, 2021), cooperative learning (Bores-García et al., 2021), motivational climate (Vasconcellos et al., 2020), and family support (Beets et al., 2010). However, these strands of research are usually examined separately. Less attention has been given to an integrated, culturally grounded model that explains how individual, educational, familial, managerial, cultural, media-related, and infrastructural factors interact to institutionalize a chivalrous lifestyle specifically through school sport. This gap is particularly relevant in the Iranian educational context, where the concept of *javanmardi* has a distinct cultural meaning but has rarely been developed as an integrated school-sport framework.

Recent social, cultural, and technological changes have also altered adolescents' everyday patterns of interaction and value formation. In this setting, education systems require contexts that can simultaneously support physical health and students' ethical, social, and identity development. School sport offers practical opportunities to experience fairness, respect for rules and opponents, responsibility, cooperation, emotional regulation, acceptance of defeat, and empathy. Yet when school-sport programs emphasize competition and performance without equivalent attention to educational and ethical goals, part of this developmental potential may be lost. Because a chivalrous lifestyle is multidimensional and embedded in cultural, social, educational, and family contexts, a qualitative approach can reveal dimensions and relationships that may

not be evident through isolated quantitative variables. Accordingly, the present study sought to identify the causal conditions, contextual factors, intervening factors, strategies, and consequences associated with institutionalizing a chivalrous lifestyle through school sport and to develop a context-sensitive paradigm model for the Iranian educational system. The central research question was: What causal conditions, contextual factors, intervening factors, strategies, and consequences constitute a model for the institutionalization and development of a chivalrous lifestyle with emphasis on school sports, and how can these components be explained within the national education system?

Methodology

This study used a qualitative grounded-theory design based on the systematic approach of Strauss and Corbin (Strauss & Corbin, 1998). The method was selected to discover, explain, and develop a conceptual model from participants' experiences and perspectives rather than imposing a predetermined theoretical framework. Concepts and categories were developed inductively through systematic data collection, analysis, and interpretation. The study population comprised Farhangian University faculty members and sport specialists in Isfahan who were selected as expert participants because of their specialized knowledge, academic backgrounds, and practical experience in school sport, physical education, and chivalrous lifestyle values. Purposive sampling with a theoretical orientation was used, and participants were selected according to their knowledge, experience, and ability to provide information-rich accounts. Sampling continued until theoretical saturation was reached.

Data were generated primarily through exploratory semi-structured interviews. A complementary structured review of relevant literature and documents was used to support theoretical sensitivity and contextualization; the grounded-theory coding reported in this manuscript was conducted on the interview transcripts. The interviews were semi-guided and used open-ended questions. The literature component was used to identify relevant concepts and enrich the theoretical basis of the study; scholarly books, articles, and credible domestic and international documents were considered. Searches were conducted through Google Scholar, PubMed, IEEE Xplore, JSTOR, ScienceDirect, SpringerLink, Scopus, Web of Science, ERIC, and ResearchGate. The interview protocol was developed according to the principles of the systematic grounded-theory approach (Strauss & Corbin, 1998). After eligible experts had been identified, the study purpose, importance, interview procedure, and intended use of the information were explained. Informed consent was obtained before the interview. Depending on participant access, interviews were conducted either in person or online. At the beginning of each interview, the researcher explained the study objectives, data use, and confidentiality procedures. With participants' permission, interviews were audio-recorded. Interviews began with broad, open questions and were followed by probing questions based on participants' responses. The researcher sought to keep the discussion aligned with the study objectives while minimizing interviewer bias and allowing participants to express their views and experiences freely.

After each interview, the audio recording was transcribed in full and analyzed concurrently with ongoing data collection. Analysis followed the three coding stages of the Strauss and Corbin systematic grounded-theory approach: open coding, axial coding, and selective coding (Strauss & Corbin, 1998). During open coding, preliminary concepts were identified from the interview texts. During axial coding, relationships among concepts were examined and major categories were developed. During selective coding, the core category was identified and relationships among categories were integrated to develop the conceptual model. Findings from each analytic stage informed subsequent interviews and participant selection within the

theoretical-sampling process. The stopping criterion for saturation was the point at which additional interviews no longer generated new concepts, categories, or codes and mainly repeated previously identified findings. On this basis, theoretical saturation was judged to have been reached after 16 semi-structured interviews with Farhangian University faculty members and sport specialists in Isfahan.

Trustworthiness was addressed using the four criteria proposed by Lincoln and Guba: credibility, transferability, confirmability, and dependability (Lincoln & Guba, 1985). To support credibility, the content of the interview questions and the interview protocol was reviewed with reference to the scientific literature and by specialists in sport management and physical education. The interpreted findings were also reviewed by specialists in sport management. Maximum variation in participants' academic, research, and executive experience was sought to enhance transferability. To support confirmability and dependability, a secondary coder holding a PhD in sport management and the primary researcher independently coded three interviews, after which intercoder agreement was calculated.

The resulting agreement indicated acceptable consistency between the coders and supported the dependability of the analytic process. In this calculation, an agreement referred to a code that was independently identified in the same way by the primary researcher and the secondary coder.

Table 1. Inter-coder reliability calculation

No.	Interview	Total codes	Agreements	Disagreements	Reliability
1	Fourth interview	30	12	5	0.80
2	Tenth interview	24	9	6	0.73
3	Fourteenth interview	24	11	6	0.65
	Total	88	32	17	0.73

Interview data were analyzed using the systematic grounded-theory procedure (Strauss & Corbin, 1998). Analysis occurred concurrently with data collection so that each interview could inform subsequent interviews, theoretical sampling, and completion of the dataset. Through constant comparison, engagement with the relevant literature, and expert feedback, the categories and their relationships were progressively refined. The analytic process comprised open, axial, and selective coding.

Research Findings

The qualitative sample was selected through purposive and theoretical sampling to achieve theoretical saturation and develop the conceptual framework. Sampling continued until additional interviews no longer generated new concepts or categories. Theoretical saturation was reached after 16 semi-structured expert interviews. Participant characteristics are presented in Table 2.

Table 2. Characteristics of the qualitative study participants

No.	Organizational role	Degree	Sex	Work experience (years)
1	Farhangian University faculty member	PhD	Male	10
2	Sport management faculty member	PhD	Male	12
3	School-sport specialist	Master's	Male	14
4	Farhangian University faculty member	PhD	Female	15
5	School-sport associations officer	Master's	Male	12
6	Sport management faculty member	PhD	Male	9
7	Farhangian University faculty member	PhD	Male	20
8	School-sport specialist	Master's	Female	12
9	Farhangian University faculty member	PhD	Male	14
10	School-sport coach and specialist	Master's	Male	11

11	Sport management researcher	PhD	Male	10
12	Farhangian University faculty member	PhD	Female	12
13	Physical education and sport researcher	PhD	Female	9
14	Physical education teaching specialist	Master's	Male	13
15	Education-system physical education administrator	Master's	Male	16
16	Sport management faculty member	PhD	Male	11

Participants included Farhangian University faculty members, sport management faculty, school-sport specialists, school-sport association officers, researchers in sport management and physical education, physical-education teaching specialists, and education-system physical-education administrators. Nine participants (56.25%) held a PhD and seven (43.75%) held a master's degree. Twelve participants (75%) were men and four (25%) were women. Work experience ranged from 9 to 20 years, indicating substantial academic and practical experience across school sport, sport management, and physical education. This professional diversity supported a broad examination of the dimensions and components involved in developing a chivalrous lifestyle through school sport.

Scope of interpretation. Because the participants were experts rather than students or parents, categories concerning students' readiness, family support, family well-being, health, and student outcomes represent expert interpretations rather than direct reports from those stakeholder groups. The proposed model should therefore be understood as an expert-derived, context-sensitive conceptual model.

Table 3. Organization of axial categories within the study paradigm model

Paradigm category	Axial category	Open codes
Causal conditions	Teacher competence	1. Awareness of the principles of chivalrous sport 2. Positive teacher attitudes toward chivalrous values 3. Teacher motivation to teach ethical values 4. Teachers serving as role models for chivalrous behavior 5. Teacher skill in teaching chivalrous behavior
Causal conditions	Students' individual readiness	6. Students' motivation for chivalrous behavior 7. Students' belief in the values of chivalrous sport 8. Students' orientation toward cooperation and participation 9. Students' trust in school-sport officials
Causal conditions	Family support	10. Parental support for chivalrous behavior 11. Family valuation of ethical achievement 12. Family-school cooperation in promoting a culture of chivalry
Causal conditions	Educational governance	13. Education-system planning for the development of chivalrous sport 14. Inclusion of chivalry education in curricular programs 15. Organization of competitions based on chivalrous values 16. Allocation of instructional time to ethical values 17. School administrators' support for ethics-oriented programs
Core phenomenon	Institutionalization of a chivalrous lifestyle in school sports	18. Goal orientation toward a chivalrous lifestyle in school sports 19. Capacity of school sport to shape a chivalrous lifestyle 20. Strengthening a chivalrous lifestyle through school sport 21. Institutionalizing chivalrous values in students' sport activities 22. Internalizing ethical values among students 23. Making a chivalrous lifestyle central to school-sport planning
Contextual factors	Developmental infrastructure	24. Adequate sport facilities in schools 25. Development of specialized school-sport venues 26. Provision of financial resources for chivalrous sport development 27. Development of educational resources for chivalrous sport 28. Availability of appropriate educational infrastructure
Contextual factors	Supportive culture	29. Societal valuation of chivalrous sport 30. Positive attitudes of officials toward chivalrous sport 31. Sport managers' support for chivalry-oriented programs 32. Strengthening public belief in the importance of chivalrous sport
Contextual factors	Social support	33. Alignment of school-sport budgets with actual needs 34. Prevention of non-specialist interference 35. Interorganizational participation in developing chivalrous sport
Intervening factors	Communication networks	36. Role of social media in promoting chivalry

		37. Effectiveness of cultural promotion 38. Interaction with countries successful in school sport 39. Transfer of scientific findings to schools 40. Students' access to educational resources
Intervening factors	Media and promotion	41. Role of national media in promoting chivalrous sport 42. Production of ethics-oriented cultural programs 43. Presentation of successful chivalry role models 44. Continuity of cultural promotion
Intervening factors	Policy support	45. Development of supportive policies 46. Management of economic constraints in school sport 47. Legal support for ethics-oriented programs
Strategies	Cultural institutionalization	48. Strengthening a culture that accepts chivalrous sport 49. Institutionalizing chivalrous values in schools 50. Developing specialized media for chivalrous sport 51. Support by officials for cultural programs 52. Introducing chivalrous students as role models
Strategies	Strategic planning	53. Developing a comprehensive chivalrous-sport program 54. Designing a curricular unit on chivalrous sport 55. Organizing ethics-oriented school leagues 56. Designing an incentive system for chivalrous behavior 57. Supporting international participation by chivalrous student athletes
Strategies	Infrastructure development	58. Developing specialized school-sport venues 59. Updating school sport equipment 60. Attracting private-sector participation
Strategies	Support and facilitation	61. Securing sustainable financial resources 62. Rewarding students who display chivalrous behavior 63. Supporting active teachers 64. Expanding participation by executive and implementing agencies
Consequences	Development of chivalrous sport	65. Increasing student participation in chivalrous sport 66. Improving the level of school sport 67. Increasing international success 68. Expanding international sport interactions
Consequences	Comprehensive health promotion	69. Improving students' physical health 70. Strengthening students' mental health 71. Increasing family reassurance and well-being 72. Strengthening vitality and positive climate in schools 73. Reducing social harms
Consequences	Holistic growth and development	74. Holistic development of students 75. Flourishing of individual capacities 76. Expansion of a healthy lifestyle
Consequences	Commitment and responsibility	77. Strengthening social responsibility 78. Increasing adherence to ethical principles 79. Institutionalizing respect for the rights of others 80. Strengthening law-abiding behavior
Consequences	Cultural-social capital development	81. Expanding a culture of chivalry in society 82. Increasing social trust in school sport 83. Enhancing the status of school sport 84. Strengthening social capital 85. Developing students as cultural and ethical role models

Selective coding identified 'institutionalization of a chivalrous lifestyle in school sports' as the core phenomenon. The model depicts this phenomenon as a dynamic, multidimensional process emerging from the interaction of causal conditions, contextual factors, intervening factors, strategies, and consequences. The process begins with causal conditions: teacher competence, students' individual readiness, family support, and educational governance create the initial conditions for chivalrous values and behaviors. These drivers operate within contextual factors, including developmental infrastructure, a supportive culture, and social support. Intervening factors - communication networks, media and promotion, and policy support - may facilitate or constrain institutionalization by affecting knowledge transfer, cultural communication, resources, and institutional backing. In response, four groups of strategies were identified: cultural institutionalization, strategic planning, infrastructure development, and support and facilitation. Effective implementation of these strategies was

associated in participants' accounts with consequences including development of chivalrous sport, comprehensive health promotion, holistic student growth, increased commitment and responsibility, and development of cultural and social capital. The resulting theory therefore conceptualizes the institutionalization of a chivalrous lifestyle as an integrated process in which causal, contextual, and intervening factors operate through cultural, managerial, infrastructural, and supportive strategies to produce individual, educational, and social outcomes. Figure 1 presents the final paradigm model.

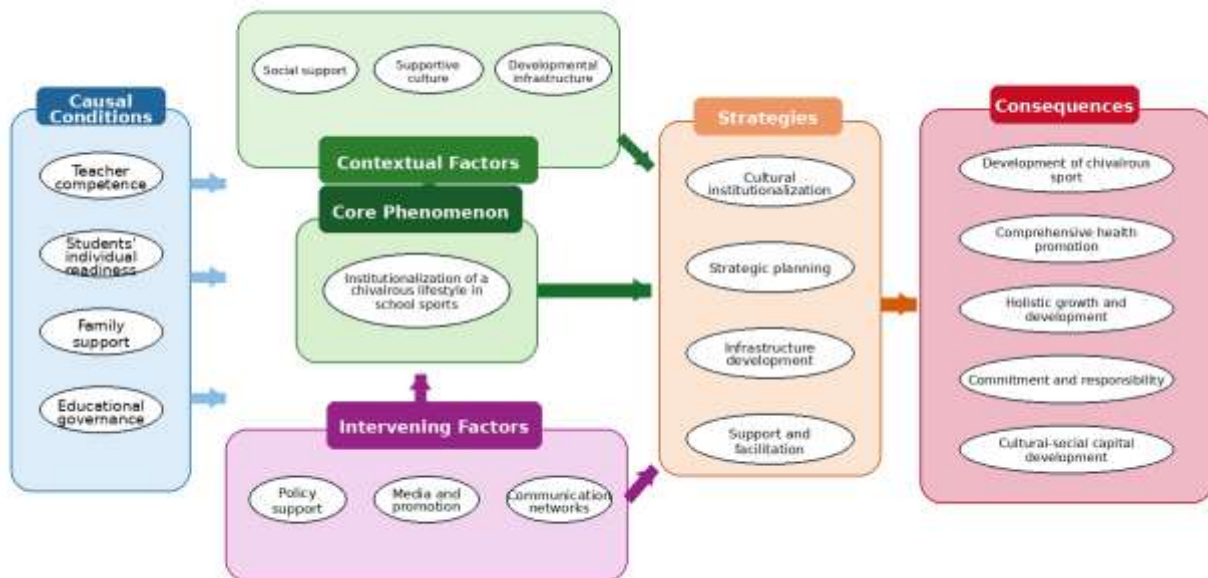


Figure 1. Final paradigm model of the study

As shown in Figure 1, the core phenomenon - institutionalization of a chivalrous lifestyle in school sports - is positioned at the center of the model and is influenced by causal conditions comprising teacher competence, students' individual readiness, family support, and educational governance. The process develops within contextual factors and under the influence of intervening factors, and it is advanced through strategies such as cultural institutionalization, strategic planning, infrastructure development, and support and facilitation. Implementation of these strategies is linked to consequences including the development of chivalrous sport, comprehensive health promotion, holistic growth and development, increased commitment and responsibility, and the development of cultural and social capital.

Discussion and Conclusion

This study aimed to develop a model for a chivalrous lifestyle with emphasis on school sports. The qualitative findings indicated that institutionalizing and developing a chivalrous lifestyle in school sports is a dynamic and multidimensional process formed through the interaction of causal conditions, contextual factors, intervening factors, strategies, and consequences.

Causal conditions. The findings identified four central causal dimensions: teacher competence, students' individual readiness, family support, and educational governance. These dimensions operate as an interconnected system, so strengthening or weakening one component can influence the effectiveness of the others. Teacher competence was reflected in awareness, positive attitudes, motivation, role modeling, and skill in teaching ethical values. Students' readiness included motivation, belief in ethical values, willingness to cooperate, and trust in the school-sport system. Family support contributed

through encouragement of ethical conduct, valuing ethical achievement alongside sport success, and cooperation with schools. Educational governance provided the institutional framework through planning, curriculum integration, value-oriented competitions, protected instructional time, and administrative support. The model therefore suggests that a chivalrous lifestyle cannot be institutionalized through isolated activities; ethical education must be coherently embedded across individual, family, school, and managerial levels.

Contextual factors. The realization of a chivalrous lifestyle also depends on the social, cultural, educational, and infrastructural environment in which school sport operates. A supportive culture, social support, and developmental infrastructure reinforce chivalrous values and make implementation of related programs more feasible. When the objectives of school sport explicitly include responsibility, mutual respect, fairness, and other ethical outcomes alongside competitive success, sport becomes a context for character education rather than only physical activity. The interactive and competitive nature of school sport creates opportunities to practice respect for rules, acceptance of defeat, cooperation, empathy, and responsibility. Institutionalization requires ethical values to be integrated into educational content, competition organization, officiating, reward systems, team management, and student-teacher interactions so that they become accepted behavioral norms. Internalization is the ultimate aim: once values such as honesty, justice, respect, responsibility, and cooperation are personally accepted, they may extend beyond sport to other areas of students' lives.

Intervening factors. Communication networks, media and promotion, and policy support were identified as factors that can facilitate or constrain the process. Communication networks enable exchange of knowledge and experience, transfer of scientific findings to schools, access to educational resources, and learning from successful school-sport systems. Media can influence attitudes by promoting ethical content and visible role models, whereas excessive emphasis on results, unhealthy competition, or commercialization may weaken educational messages. Policy support is also essential because sustainable implementation requires supportive regulations, adequate resources, management of economic constraints, and coordination among responsible institutions.

Strategies. Four complementary strategies were identified: cultural institutionalization, strategic planning, infrastructure development, and support and facilitation. Cultural institutionalization seeks to make chivalrous values part of the everyday culture of schools and school sport by promoting acceptance, creating relevant media content, supporting cultural programs, and presenting students who demonstrate ethical behavior as role models. Strategic planning includes comprehensive programs, curricular units, ethics-oriented school leagues, incentive systems, and support for meaningful participation in broader events. Infrastructure development emphasizes appropriate sport spaces, updated equipment, and participation by the private sector. Finally, sustainable financial resources, recognition of students and teachers, and participation by implementing agencies are necessary to prevent programs from remaining temporary or symbolic.

Consequences. Participants associated effective institutionalization with five groups of outcomes: development of chivalrous sport, comprehensive health promotion, holistic student development, commitment and responsibility, and development of cultural-social capital. The proposed model therefore extends beyond sport behavior. It links ethical sport environments with physical and mental health, school vitality, personal capacities, healthy lifestyle, social responsibility, adherence to ethical principles, respect for others, law-abiding behavior, social trust, and cultural capital. These outcomes should be interpreted as elements of the qualitative model derived from expert accounts rather than as quantitatively tested causal effects.

The present model is broadly consistent with evidence showing that physical education can contribute to moral and social development when these outcomes are intentionally addressed (Jadwiszczak et al., 2025). Responsibility-based programs have demonstrated positive emotional and social outcomes and transferable life skills (Aygün et al., 2024; Shen et al., 2022), while Sport Education can support citizenship and social competence (Wang & Chen, 2021) and cooperative learning can facilitate social learning (Bores-García et al., 2021). Motivation-supportive teacher environments are also associated with adaptive student outcomes (Vasconcellos et al., 2020). These findings support the model's emphasis on teacher competence and the educational environment. Likewise, implementation research in schools highlights the importance of environmental context, resources, social influences, goals, and staff skills (Nathan et al., 2018), and evidence on parental support underscores the family's role in youth physical-activity behavior (Beets et al., 2010). The Persianate ethics literature supports treating *javanmardi* as a culturally specific ethical construct that cannot be reduced to a single English equivalent (Ridgeon, 2018). Related fair-play research has associated stronger fair-play behavior with lower aggression and anger (Yalçın & Kahraman, 2024). In high-school students, fair-play perceptions varied by age and school type, whereas school-sport participation itself was not a significant differentiating variable in the study by Tan and Ceylan (Tan & Ceylan, 2023). The contribution of the present study is to integrate these individual, educational, family, cultural, policy, communication, and infrastructural elements into a single culturally grounded paradigm model centered on a chivalrous lifestyle in school sport.

This study has several limitations. The model was derived from 16 expert participants in Isfahan and should be interpreted as an expert-derived, context-sensitive conceptual model rather than as a direct representation of students' or parents' experiences. Students and parents were not interviewed directly; therefore, categories concerning student readiness, family support, health, family well-being, and social capital reflect expert interpretations and require triangulation with those stakeholder groups. Transferability beyond the study setting should be examined in other regions, educational contexts, and stakeholder samples.

In conclusion, institutionalizing a chivalrous lifestyle should not be viewed merely as an ethics program attached to school sport. The model suggests that it can be approached as a broader educational and cultural strategy requiring coordinated participation by policymakers, administrators, teachers, families, media, implementing institutions, and students. The more coherently human competencies, family support, educational policy, culture building, media and communication capacity, infrastructure, and management strategies operate, the greater the opportunity for chivalrous values to become internalized and extend beyond sport into students' everyday lives. It is therefore recommended that the education system strengthen professional development for physical-education teachers, review curricula with explicit attention to chivalrous values, increase family participation, develop supportive policies, and embed fair play, responsibility, cooperation, respect, and ethical conduct in school sport programs, festivals, competitions, extracurricular activities, and evaluation systems. Future research should test, refine, and compare the proposed model across different educational regions and stakeholder groups and should examine how its components can be translated into measurable implementation indicators and student outcomes.

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Authors' Contributions

Authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

AI use statement

Artificial intelligence tools were used only to support language editing, translation refinement, formatting, and consistency checks. The authors take full responsibility for the accuracy of the data, analyses, interpretations, citations, and final content of the manuscript.

Ethical Considerations

All ethical principles related to qualitative research were observed. Participation in the interviews was voluntary, informed consent was obtained from all participants, and the confidentiality of their information and identities was preserved throughout the research process. The data were used only for scientific purposes.

Transparency of Data

Reasonable requests for research materials should be directed to the corresponding author, subject to university policies and participant confidentiality.

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