

Sociological Explanation of the Role of Knowledge Industry and Culture Industry on Tendency to Sport among Youth of Bandar Abbas city

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Abstract

This study explores how the knowledge industry and culture industry impact the tendency toward sports among the youth in Bandar Abbas. The research follows a descriptive approach, and the statistical population comprises all youth residing in Bandar Abbas. The sample size was calculated through the Morgan table; 400 individuals were selected using a geographic multi-stage cluster random sampling method, and a questionnaire designed by the researcher was employed for data collection. The questionnaire encompassed three categories: motivation for exercise, knowledge industry, and culture industry. The research data were analyzed using SPSS26 software, applying Pearson correlation and linear regression statistical tests.

The results revealed a significant relationship between the knowledge industry, the culture industry, and the tendency toward sports. Moreover, the study found that the knowledge industry and culture industry can predict and influence the tendency toward sports.

Keywords: tendency toward sports, knowledge industry, culture industry, youth.

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1. Introduction

Health is a precious gift and a deposit, with the profound understanding that the soul and body reciprocally influence each other, as encapsulated in the renowned saying, "A healthy mind is in a healthy body." This notion, underscored by eminent figures such as Schiller, Pestalozzi, Froebel, and Rousseau, resonates across time.

Sport stands out as a paramount human activity, transcending societies regardless of their level of advancement. Various civilizations have embraced sports for diverse reasons, ranging from military motives, whether defensive or developmental, to their role as a means of recreation and pastime. In certain cultures, sports have been employed as an educational tool, recognized by past educational thinkers for their substantial impact on human socialization and cultivating a well-rounded social personality. Furthermore, the enduring association between sports activities, physical exercises, and positive health effects cannot be disregarded (Anwar Al-Khouli, 1995, p. 80, as cited by Fathi, 2018).

Physical education and sports, as social phenomena, possess intricate relationships with cultural, social, and economic contexts, intertwining with societal and moral values (Hojjati, 2002, p. 81). People's tendency toward sports as a leisure activity is intricately connected to cultural, social, and economic factors, portraying a reflection of social classes (Haywood, 2001, p. 186). The longstanding endorsement of exercise for physical health resilience against physical, mental, and social challenges persists across historical periods, gaining increased recognition. Particularly in third-world countries grappling with complex social relations, unmet needs, and various mental and social afflictions, sports emerge as a potent solution, fostering physical well-being, a balanced mental system, and heightened self-confidence (Rafipour, 1999, p. 362).

In contemporary times, sports have evolved into an international language, occasionally assuming political and ideological functions. Events like the World Cup and the Olympic Games transcend political and ideological boundaries, generating excitement shared by people worldwide. The modern era is marked by a significant increase in sports activities, as evidenced by

substantial financial investments, a growing number of athletes and spectators, sports-related entertainment such as movies, coverage in newspapers and magazines, publications in books, and the production and consumption of sports goods. The extensive sports coverage in daily conversations and news further underscores its dynamic role in national and international social life. This broad expansion has contributed to diverse individuals from various backgrounds embracing sports (Dorosti & Edar, 2012).

Sports and physical activities have gained significant prominence as a social phenomenon, locally and globally. Various boards, institutions, populations, associations, unions, and committees dedicated to supporting sports activities highlight the elevated status of sports. With technological advancements and ongoing research, the positive physical and psychological effects of exercise become increasingly evident, substantially improving society's overall health and well-being (Ghadimi, 2011, p. 222).

However, according to statistics from the Statistical Centre of Iran in 2020, the per capita time spent on exercise for individuals over 15 years old was a mere 29 minutes. Alarming, only 46.5% of people over 15 years old engage in sports, a figure significantly lower than in other countries such as Finland (81%), the Netherlands (77%), and the United States (women: 57%, men: 72%) (Safari, 2012, as cited by Asefi, Khabiri, Asadi Dastjerdi, 2018). Additionally, the Ministry of Sport and Youth data in 2019 revealed that only a tiny fraction of the population (1 in 32) actively participates in professional sports, with 2,573,083 athletes engaged in professional sports branches. The decline in Iran's ranking in the Asian Games over the years, from second place in 1974 (with 36 gold, 28 silver, and 17 bronze medals) to sixth place in 2018 (with 20 gold, 20 silver, and 22 bronze medals), indicates a lack of consistent attention to sports, leading to a diminishing interest, especially among the youth. The knowledge industry (education, university, etc.) and culture industry (visual, listening, and written media) play significant roles in shaping this tendency toward sports.

Two crucial factors influencing the tendency toward sports are education institutions and universities as part of the knowledge industry and visual, audio, and written media representing the culture industry. It prompts an

exploration of the roles of education (knowledge industry) and media (culture industry) in shaping people's tendencies toward sports. Does the knowledge industry play a role in fostering sports tendencies? Similarly, does the culture industry impact the tendency toward sports?

Indeed, the tendency of individuals toward exercise is shaped by a myriad of complex factors. Understanding these factors, particularly the differences arising from various variables such as the knowledge and culture industry becomes vital for devising effective strategies to promote sports across different societal strata. The investigation into these causes is the driving force behind this research.

Education experts have recently reevaluated traditional perspectives, proposing reforms offering a more transparent and equitable view of physical education and sports in society (Niknejad, 1999). Physical education thinkers emphasize that sports are life lessons, preparing individuals for a meaningful and productive social life. The dynamic and fast-paced nature of sports offers athletes opportunities to develop their personalities, providing constructive forces for cultivating social values and enhancing the meaning of life. Through inducing belief and personality forces, physical education and sports contribute to individuals' intellectual, spiritual, physical, and social development, especially teenagers, molding them into valuable members of society. This process promotes social identity, principles, and a sense of responsibility, underscoring the irreplaceable role of physical education and sports compared to other educational settings (Niknejad, 1999). Consequently, we can contemplate the role of education (knowledge) in shaping people's tendency toward sports and ponder whether knowledge influences their tendency toward sports.

From a sociological standpoint, sports culture is acknowledged as a subculture commonly called "sports culture." This subculture encompasses beliefs, values, norms, habits, and social constructs intertwined with sports. Subcultures, including sports culture, shape and are shaped by the broader societal culture. The influence of sports culture on society and vice versa is a dynamic interplay. Establishing a sports culture starts in early childhood when physical education and sports are embraced and accepted within society.

Socialization within the family lays the foundation for sports culture among the new generation, while peer groups further solidify these influences. The complexity of sports culture development arises from its interdisciplinary nature, involving various human and social factors.

Consequently, many topics fall under the umbrella of sports culture, making theorizing in this field a comprehensive endeavor. Notably, sports media emerges as a pivotal component in developing sports culture, significantly impacting the beliefs, values, norms, and functions associated with sports in society (Ghadimi, 2011, p. 31). It underscores the potential role of the culture industry in influencing the tendency toward sports. Can mass media and social media contribute to shaping the tendency toward sports?

In contemporary society, sports are recognized as a necessity, a fundamental need, and an integral part of culture. The interplay between the cultural industry, represented by mass media and virtual networks, and educational institutions, particularly schools and universities, plays a crucial role in shaping people's tendency toward sports. Surprisingly, this connection has not been extensively explored in existing research despite its importance. Addressing this gap becomes crucial, emphasizing the necessity for further research to unravel the intricate relationship between cultural industry, education, and the tendency toward sports.

According to the Statistics announced at the Iranian Statistics Center, the per capita Sports time for each person over 15 years old in 2020 was 29 minutes. So it's been shown that 46.5 percent of people over 15 exercise, less than half the population. These figures are very low compared to other countries. For example, the percentage of participation in public sports in Finland (81%), the Netherlands (77%), the United States: women (57%), men (72%) (Safari, 2012 quoted by Asfi, khabiri, Asadi Dastjerdi, 2018). According to the Statistics announced by the Ministry of sports and youth in 2020, 2573,083 athletes are active in professional sports branches. This means that only a small population of the entire country (ratio 1 to 32) has turned to professional sports. At the 1974 Asian Games in Tehran, Iran finished second to Japan with 36 gold, 28 silver and 17 bronze medals. But at the Asian Games in 2018, Iran finished sixth with 20 gold, 20 silver and 22 bronze medals. This

decline in championship rankings over the years shows that there has been no careful and coherent attention to sports and has led to the lack of inclination of people, especially young people, to sports. In this trend towards sports, the role of the knowledge industry (education, universities and the culture industry (visual, audiovisual and written media) pointed out.

So, two of the factors that can play a role in this tendency to change are education institutions and universities as the knowledge industry and visual, audiovisual and written media as the culture industry. Therefore, the role of education or knowledge in shaping the tendency of people to exercise can be mentioned, and the question is whether the knowledge industry plays a role in the tendency to exercise? Also the role of the media or the culture industry in sports orientation can be mentioned asking the question whether the culture industry plays a role in sports orientation?

2. Review of Literature

Ghafouri, Ghamati, Zar, and Alavi (2021), in their research on "Identify the Place of Education in the Process of People's Tendency toward Sports for All," found that variables such as awareness, attractiveness, belonging, loyalty, and education significantly influence people's tendency toward sports. Notably, as education levels increase, the impact of education on sports for all tends to weaken. The conclusion suggests the importance of providing sports for all education platforms through radio and television programs and hiring sports coaches for different segments of society.

In their study, Movahed and Arameshpour (2021), "A sociological study of the reasons, underlying causes, and consequences of the youth's tendency to bodybuilding: A case study of the youth in Shiraz," revealed twenty pivotal factors and one core factor. Some factors included societal favor toward body exhibition management, social influence, consumption as a show among family and society, individual condition and status, a good sense toward fitness, social comparison, stability in social relations and self-distinction, and greater acceptability. The core factor is the management and presentation of the body as a strategy for social differentiation.

Yarahmadi, Nobakht, and Mohmeri (2021) have researched "Determining the Impact of Social and Cultural Changes on Women's Tendency Toward Fitness Sports (Case Study: Qeshm)." They found that cultural and social changes significantly influence the motivation and tendency of Qeshm women to participate in fitness sports.

Khazaei Esfazar and Safaei (2020) conducted research titled "Prioritizing the Factors Affecting Birjand Citizen's Tendency to Sport." The research aimed to investigate and prioritize the factors affecting the tendency of Birjandi citizens to exercise. The results showed that mass media, social demand, the structure of sports organizations, non-sports organizations, and globalization and communication, respectively, had the most significant impact on the tendency of Birjandi citizens toward sports. Therefore, sports managers must form a joint think tank with other managers to better identify the sports needs of citizens in society. In addition, it is necessary to consider sports for all due to social demand for them and championship sports due to establishing a global position for the country, two crucial axes in sports planning.

Ghadami, Bahalkeh, Askari, and Fallah (2020) researched structural relationships of psychological dimensions, fashion orientation, and sports orientation in adolescents. The results of the research showed that psychological dimensions and fashion orientation have a significant effect on the tendency to exercise. The results related to the research fit indicators showed that all the research model fit indicators are in good condition, indicating the appropriateness of the fit. Conclusion: The results confirm the impact of psychological dimensions and fashion orientation on teenagers' tendency toward sports. Therefore, it is recommended that those in charge pay serious attention to these categories to encourage teenagers to play sports.

Ghanbari, Shetab Bushehri, Shafinia, and Mehralzadeh (2019) researched "Designing the Model of Quality Management for Physical Education and Sports System in Schools." The result of grouping the codes showed 54 components in three contextual levels (society and environment), organizational levels (school and sports teacher), and behavioral levels (individual and family factors). According to the model derived from the research, the physical education teacher, individual factors, family,

environment, society, and school significantly influenced students' tendency to exercise in schools. The presented model can be used as an analytical tool for the factors affecting the tendency of primary school students to play sports in the schools of Khuzestan province.

Abedini and Talebi (2017) conducted a research titled "Socio-Cultural Factors Related to the Degree of Citizens' Tendency Toward Sports for All in Khalkhal." Statistical analysis of the findings revealed a positive relationship between the variables of family support, the self-image of the body, social capital, cultural capital, and economic capital of citizens, and their tendency toward sports for all ($0.05 \leq P$). The study found significant differences in citizens' tendencies toward sports for all based on gender, age, occupation, and education level. In contrast, marital status showed insignificance. The average score of citizens' tendency toward sports for all was 50. The research also sheds light on the types of sports for all preferred by the citizens of Khalkhal city, including water sports, native-local sports, adult sports, sports of government employees, natural sports such as climbing, morning sports, physical fitness, and family walks, providing insights into the priorities of popular sports for all among the citizens of Khalkhal city.

Maziari et al. (2016) conducted a study exploring the relationship between physical education teachers' social support behavior and students' lack of motivation in physical education activities. The results revealed a negative and significant correlation between the behavioral components of social support (support of independence, support of competence, and support of belonging) and demotivation ($r=-0.207$, $r=-0.255$, $r=-0.216$, $p<0.01$, respectively). Structural equation modeling indicated that the social support behavior of physical education teachers has a significant effect of 0.21 on students' demotivation. In light of the possible adverse effects of reduced social support on students' motivation, the study proposes increasing social support by physical education teachers. This adjustment is advocated to foster greater student engagement in physical education activities.

Eslami MarzanKalateh et al. (2014) explored the relationship between social capital and women's participation in sports activities. The findings highlighted that all dimensions of social capital, except for interpersonal trust, had a

significant relationship with women's participation in sports. Women's participation in sports activities exhibited significant associations with various demographic variables, including age, marital status, number of children, parents' education level, father's occupational status, place of residence in the city (district), and the use of mass communication tools (except for watching domestic television). However, no significant differences were observed based on employment status, job type, income, housing type, mother's job, and residential area. In summary, the research emphasized that as women's social capital increases, their participation in sports activities tends to rise.

Adelkhani and colleagues (2012) studied the cultural capital of participants in sports for all. Their research concluded that leveraging information and communication technology, incorporating new technologies in the education and promotion of sports for all cultures, establishing sports houses in scientific centers, adopting unit management and codified planning, and creating a national structure for sports for all are crucial policies and proposed solutions. Promoting a public participation culture is vital to addressing city problems and social anomalies. Moinodini et al. (2012) investigated socio-cultural factors influencing citizens' tendency toward sports for all in Kerman. Their results indicated that a person's perception of the body, media consumption, and sports-oriented cultural capital directly affect citizens' sports tendencies by about 13%, 20%, and 16%, respectively. Sports-oriented economic, social, and cultural capital indirectly affected citizens' return to sports.

Aghajani et al. (2011) explored the role of mass communication tools in spreading the culture of sports for all. Their findings suggested that while mass communication tools successfully encourage people to exercise, more focused planning is needed to increase their impact on the audience. Television, in particular, was highlighted as a powerful tool in influencing societal issues, emphasizing its potential for social and cultural planners to create social changes in people's lifestyles.

Lahsaeizadeh et al. (2006) conducted a study titled "A Study of Effective Factors on Students' Interest in Sport: A Case Study of Shiraz Medical University." The results revealed several key findings:

- There is no correlation between parents' income or student allowance and interest in sports.
- Management and information majors were more interested in sports than other majors.
- The age of students did not influence their interest in sports, but female students showed a higher interest.
- A significant difference in sports interest was observed between Persians and Turks.
- Sports activity levels were highest among those born in the province's center, followed by village and city dwellers.
- Students with access to sports facilities outside the university demonstrated more interest in sports.
- A positive and significant relationship was found between cultural awareness of sports' physical and psychological impact and interest in sports.

The five variables with the most significant impact on students' interest in sports were awareness of sports' psychological and physical impact, access to sports facilities outside the university, gender, and the adequacy or insufficiency of sports facilities.

Darabi et al. (2009) investigated cultural factors influencing the tendency to participate in sports activities in Tehran women aged 25 to 40. The data analysis revealed that women's emphasis on physical and mental health and fitness considerations were the primary reasons for their tendency toward sports. Conversely, cultural and social restrictions, women's lack of attention to physical health, the influence of religious beliefs, lack of awareness of sports results and benefits, and insufficient mass media information were identified as barriers. Practical ways to encourage women to engage in sports included fostering a belief in the effectiveness of sports in developing abilities, providing sports facilities, offering financial support, and promoting sports culture within families.

Fathi (2005) conducted a study titled "Investigation of Cultural and Social Factors Affecting the Tendency toward Sports among Student-Athletes," focusing on students of Islamic Azad Universities in Tehran. The research

confirmed the behavioral preparation and cognitive dimension of the sports tendency. Regression analysis revealed that, among the independent variables, the equation includes self-efficacy of sports, the social aspect of sports, class, and gender in the relationship between behavioral preparation and the tendency to exercise. Similarly, in the cognitive dimension of sports, the positive influence of essential others was found to be influential. In contrast, other factors showed a relational connection without directly correlating with the cognitive dimension.

Ghafouri, Rahman Seresht, Kouzechian, and Ehsani (2003) explored physical education experts' attitudes toward mass media's role (radio, television, and publications) in people's tendency toward championship sports. The results indicated that television had the most significant influence on sports, but the mass media showed a greater tendency toward championship sports due to their economic efficiency. Simultaneously emphasizing popular and championship sports was the most important factor influencing people's participation in sports activities. The media, however, played a minor role in developing popular sports compared to championships.

Bradley, Board, Archer, and Morgans (2022) conducted a study titled "Presenting the case for implementing entrustable professional activities (EPA) in Sport and Exercise Sciences teaching: Application and alignment to develop student competencies." The study identified current EPA frameworks and processes using a narrative review approach. A framework and competency matrix based on the British Association for Sports and Exercise Science (BASES) accreditation criteria were developed and applied in an introductory module. The EPA framework, evaluated by students (n=47) regarding the importance of competency action statements, proved successful. It was defined as a matrix aligning statements with expected graduate competencies, offering a well-structured teaching and learning tool for the discipline of sport and exercise science. EPAs were designed to cover module tests, contributing to the professional development of essential attributes and skills for creating work-ready graduates.

Morgan, Wilk, Sibson, and Willson (2021) conducted a study titled "Sports Event and Destination Co-branding: Analysis of social media sentiment in an

international, professional sports event crisis." Analyzing 5,684 Twitter posts across pre-crisis, during, and post-crisis periods, the study employed Leximancer's analysis. The findings indicated a shift in sentiment, with negative sentiment more associated with the event than the destination. This exploratory study explores the complexities of event-destination co-branding and crisis management, providing implications for industry and academia. The study addresses the scientific knowledge gap by examining social media users' real-time response to a crisis in the context of sports event tourism.

Garcia Rico, Santos Pastor, Martinez Munoz, and Ruiz Montero (2021) researched "The Building up of Professional Aptitudes through University Service-learning's Methodology in Sciences of Physical Activity and Sports." The findings highlighted the positive impact of university service learning on content knowledge, educational content knowledge, and awareness of the goals and educational values of physical activity and sports. It suggests that university service learning in these domains positively influences the development of professional teaching competencies, particularly in acquiring more detailed teaching knowledge.

Smothers, Thomas, Fang, Young, Morrissey, Beaver, and Melnick (2021) undertook a study titled "Limiting Barriers to Exercise through the Development of a faith-based community walking program." The data indicated that self-efficacy improved, even among participants new to exercise.

Bandura (1997) and Blair (1993) underscore the positive impact of family and peers, teachers, professors, radio, and television on participation in sports activities.

Kessing and Miller (2007), in their research on the role of sports in the student life of South American colleges, found that approximately 60% of students participate in sports activities within the university setting.

Orian Brook's 2011 research concluded that in Europe, culture and society play a more significant role than age in influencing participation in sports.

Tristan et al. (2013) researched "Sports Education and Social Goals in physical education: Relationships with enjoyment, relatedness, and leisure-time Physical Activity," concluding that continuous sports education can

significantly impact physical activities and contribute to stabilizing the socioeconomic and cultural status of students (Tristan et al., 2013, p. 381).

Zervou et al. (2017) explored the role of individual and psychological characteristics in a study titled "Motives for exercise participation: The role of individual and psychological characteristics." The research aimed to understand the impact of gender, body mass index (BMI), and psychological characteristics (self-esteem, trait anxiety, physical sociophobia) on motivations for participating in recreational and leisure sports exercises. The sample involved 306 participants, revealing significant differences in body mass index and gender. Men were motivated by competition/self, while women preferred psychological conditions and appearance motivations. Individuals with a low body mass index were motivated by physical appearance. Psychological factors, including self-esteem, were identified as significant indicators, influencing various motivations such as competition/ego, dependence, physical condition, and anxiety. Physical social phobia predicted apparent motivations, highlighting the complex interplay of psychological factors in individuals' motivations to engage in sports programs as these psychological characteristics increase.

Orian Brook's 2011 paper on the "International Comparisons of Public Participation in Culture and Sport" emphasized that in Europe, culture and society substantially impact participation in sports more than age.

Wong et al. (2010), in a research study titled "Physical and technical activity of soccer players in the French First League – with special reference to their playing position," highlighted that individuals engaging in moderate to intense physical activity through sports for all throughout their lives experience lower levels of stress, depression, and anxiety compared to inactive and sedentary individuals. Furthermore, participants in sports for all activities encounter fewer social and cultural problems (Wong, 2010, p. 59).

Andreff and Francois (2000) identified key factors contributing to the growing tendency of the French population toward sports for all, including increased leisure time, a health-oriented trend, the democratization of sports participation, and rising family incomes (Andreff et al., 2001). Given the crucial role that young individuals, especially students, play in shaping the

country's cultural, social, and economic fabric, it is imperative to recognize the importance of effectively using free time for societal well-being (Lahsaeizadeh et al., 2006).

Sociological studies on sports are typically categorized into economic, social, cultural, political, and demographic dimensions. Some researchers, like Kwakli (1998), emphasize the economic connection between an individual's and society's financial status and sports.

Others, focusing on social aspects (Foley, 1990, cited by Parsamehr, 2008), highlight the role of sports in socialization—a dynamic learning process (Bandura, 1997) that contributes to social development (Andersen, 1992). This perspective suggests that engagement in sports shapes individuals' perceptions and interactions based on shared meanings within the sports community. Childhood and adolescent experiences and favorable social conditions influence a person's commitment to sports or may lead to a change in sports preferences or withdrawal from sports altogether (Akers, 1985). Additionally, certain studies emphasize the cultural dimension of sports (Horn et al., 1999, cited by Fathi, 2009).

A significant portion of sports research explored the intricate relationship between ethnicity, race, and sports participation, with some studies aiming to demonstrate sports as a means to bridge racial and ethnic differences. In contrast, others highlight the persistent influence of discrimination within sports, akin to its manifestation in other social institutions. The dynamic intersection of sports and political issues has also garnered attention, leading to extensive research exploring the intricate connections between politics and sports. (Alion, 1993, cited by Fathi, 2009).

Demographic factors play a pivotal role in shaping sports engagement, with gender being one of the most prominent demographic elements influencing sports participation (Hall, 1996, cited by Moflehi, 2007). Some researchers, often labeled as instrumentalists, focus on the accessibility of sports equipment and facilities. They argue that an abundance of sports facilities positively impacts sports engagement, contending that a lack of facilities hinders youth participation in sports and may contribute to social deviations among them (Kwakli and Donnelly, 1999, cited by Parsamehr, 2008). Therefore, no one can

ignore the influence of social relationships and relationships on sports and how these relationships give meaning to sports and justify and interpret their existence as a human activity. (Anwar Al-Khouli, 2004).

According to Parsons, the school serves three crucial functions. Firstly, it plays a key role in socializing the new generation by imparting dominant societal values, particularly those beyond the family and pertinent to the world of work. Parsons views the school environment as the primary site for the socialization of economic motives, rationality, and values in an industrial society. Here, children learn the rules of the business and production world, developing the ability to differentiate between the roles within the family and other environments (Roshe, 1997, pp. 17 and 185). Secondly, the school is instrumental in educating and preparing human resources for various roles in industrial society. Starting from secondary education, the school guides students toward careers based on their talents, aptitudes, and interests. Lastly, the third function is closely tied to scientific research at the higher education level. In this regard, the school becomes a hub for creativity, innovation, and transformation. It serves as a center for knowledge production, critical evaluation of existing knowledge, and its reinterpretation. With its dual role of research and training expert forces for society, the university commands significant respect and influence (Roshe, 1997, pp. 210-211).

The theory of media system dependence posits that the more an individual relies on media to fulfill their needs, the more significant the role of media becomes in their life, thereby enhancing its impact on them. From a macro-social perspective, increasing public dependence on media prompts media institutions to adapt, leading to a more significant influence of media in society. Consequently, a direct relationship exists between the degree of overall dependence and the media's impact or centrality at any given time. Secondly, the audience's reliance on media information is pivotal in understanding when and why messages can alter beliefs, feelings, or behavior. The form and outcome of media effects are contingent on individuals being necessarily connected with the messages or the existence of media. It is how people use media that determines its effects. If information about events is sourced from more than just the media, the media's role diminishes. Thirdly, the need for

media has grown in our industrial society as it (1) aids us in understanding our social world, (2) facilitates more meaningful and effective societal actions, and (3) broadens our perspectives on various issues. In an increasingly complex and fast-changing world, media plays a crucial role in conveying a greater sense of being, helping us comprehend our best responses, adapt to changing environments, and recognize that the world is primarily known through these media. The emphasis here is on making events happening worldwide more meaningful. As we use media to comprehend the social world, we allow the media to shape our expectations. Lastly, the theory asserts that the greater the needs, the stronger the dependence, and the more likely the media and its messages will be effective. It is important to note that not everyone is similarly affected by the media. Although needs vary, greater dependence on the media will likely result in more effective structures (Baran & Davis, 2018, pp. 522-523).

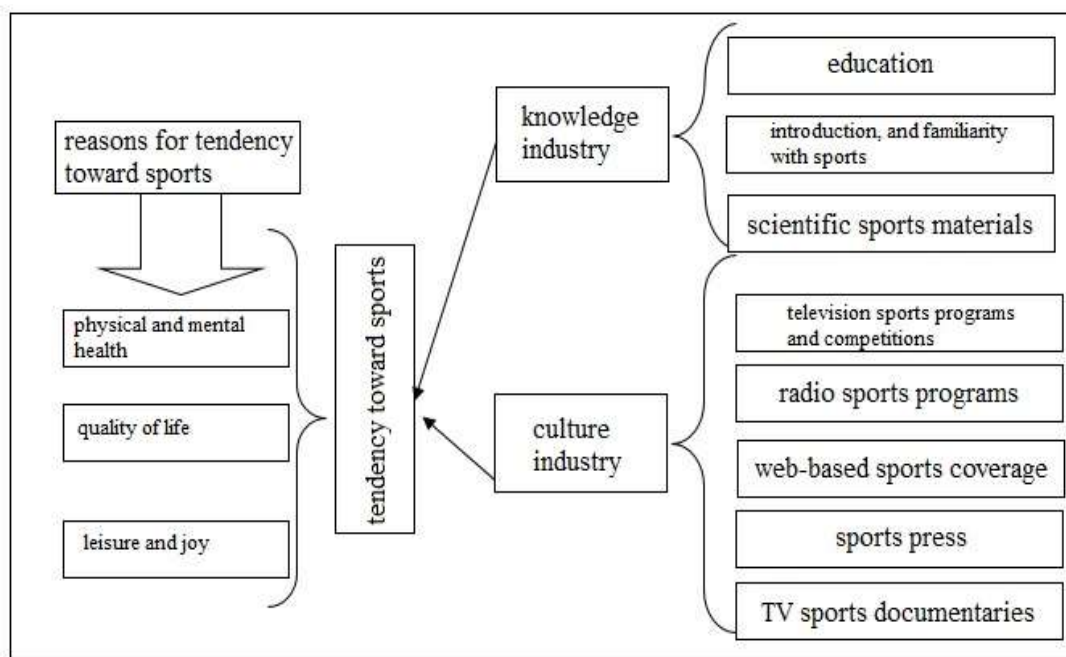


Diagram 1: Conceptual model of research

3. Methodology

The research method employed in this study is descriptive in terms of direction. Descriptive research deals with naturally occurring phenomena without experimental manipulation. Mirzaei (2009, p. 74) defines descriptive research as a set of techniques to specify, illustrate a pattern, or describe naturally occurring phenomena without experimental manipulation. Descriptive research focuses on formulating hypotheses, testing them, analyzing the relationships between manipulated variables, and promoting general laws (Mirzaei, 2009, p. 74).

The statistical population for this research comprised all young people aged 18 to 40 in Bandar Abbas City. The sample size of 400 people was determined based on Morgan's table. The participants were selected using a geographic multi-stage cluster random sampling method, and a questionnaire was administered. The sampling process involved dividing Bandar Abbas into five geographic areas (north, south, center, west, and east). One area was selected from each, with three streets chosen from each area and three alleys selected from each street. The final selection of participants was done through a systematic random method, with plaques determining the households. Face-to-face consultations were conducted to complete the questionnaires. In cases of non-response due to absence or refusal, reference was made to license plates or neighboring houses.

Table 1: Concepts, indicators, items, reliability, and validity

Variable	Indicator	Item Number	CVT	KMO	Cronbach's Alpha
Motivation to exercise	Physical and mental health Quality of life, Leisure and joy	1-12	0.833	0.783	0.879
Knowledge Industry	Education, Introduction and familiarity with sports, Scientific sports materials	13-24	0.883	0.786	0.852
Culture industry	Television sports programs and competitions Radio sports programs, Web-based sports coverage, Sports press, TV sports documentaries	25-42	0.822	0.777	0.901

The research used a questionnaire created by the researcher, comprising items categorized into three groups: motivation to exercise, knowledge industry, and culture industry. The validity of the questionnaire was established

through content and construct validity, while reliability was assessed using Cronbach's alpha method. Details of variable indexing and the results obtained for the validity and reliability of the tool are presented in Table No. 2.

Parametric tests were employed given the fulfillment of their conditions, including random sampling to ensure representativeness (confirmed through the Kolmogorov-Smirnov test), equality of variances, and data continuity (achieved by transforming the data into a pseudo-interval). Correlation and regression tests were then applied to examine the relationship and impact of the knowledge industry and culture industry on the tendency toward sports.

4. Findings

In this section, the research hypotheses are scrutinized. The knowledge industry affects the tendency toward sports.

Table 2: Pearson correlation

Variable	Test	Tendency Toward Sports	Knowledge Industry
Tendency toward sports	Correlation	1	0.634
	Significance level		0.000
	Number	401	401
Knowledge industry	Correlation	0.634	1
	Significance level	0.000	
	Number	401	401

The results indicate a significant relationship between the knowledge industry and the tendency toward sports at the 0.01 level. The obtained correlation coefficient (R) suggests a relatively solid and direct correlation, signifying that heightened activity in the knowledge industry corresponds to an increased tendency toward sports among youth.

Table 3: Model summary

Model	Correlation	Total Correlation	Adjusted Coefficient	Estimation Error
5.004	0.457	0.461	0.679	1

Referring to the correlation coefficient (R) value of 0.679 and the adjusted determination coefficient of 0.457, it is evident that 45.7% of the total changes in the tendency to exercise can be attributed to the knowledge industry. In

simpler terms, the knowledge industry serves as a predictor of the tendency toward sports.

Table 4: Analysis of variance

Model		Sum of squares	Degrees of freedom	Average of squares	F test	sig
1	Regression	8516.586	3	2838.862	113.391	0.000
	Residuals	9939.334	397	25.036		
	Total	18455.920	400			

Analyzing the significance of the F test value (113.391) in the table above, given the error level smaller than 0.05, it can be inferred that the regression model is relatively robust, demonstrating that the knowledge industry can elucidate changes in tendency toward sports.

Table 5: Beta coefficients

Model		Non-standard coefficients		Standard coefficients		sig
		Coefficient B	Standard deviation	Beta coefficient	T-test	
1	Fixed	17.438	1.494		11.676	0.000
	Education	1.306	0.116	0.550	11.261	0.000
	Introduction and familiarity with sports	0.290	0.071	0.167	4.088	0.000
	Scientific sports materials	0.198	0.143	0.065	1.398	0.165

The table also provides insights into the individual effects of each variable in the model and their correlations. Beta coefficients are used for interpretation, representing the standardized regression coefficient of each independent variable on the research's dependent variable. It allows us to gauge the relative contribution of each independent variable in the model. Comparing variables reveals that:

1. The impact of components related to education, introduction, and familiarity with sports in the educational environment significantly influences the tendency toward sports.

2. The study of scientific sports materials does not have a notable effect on the tendency toward sports.

3. The component of education and the introduction of sports in the educational environment directly affect the tendency toward sports, with impact factors of 0.550 and 0.167, respectively.

The culture industry affects the tendency toward sports.

Table 6: Pearson correlation

Variable	Test	Tendency Toward Sports	Culture Industry
Tendency toward sports	Correlation	1	0.613
	Sig		0.000
	Number	401	401
Culture industry	Correlation	0.613	1
	Sig	0.000	
	Number	401	401

In light of the findings, a noteworthy relationship exists between the culture industry and the tendency toward sports at the 0.01 level. The obtained correlation coefficient (R) indicates a relatively solid and direct correlation. Simply put, increased activity in the culture industry corresponds to a heightened tendency toward sports among youth.

Table 7: Model summary

Model	Correlation	Total Correlation	Adjusted Coefficient of Determination	Estimation Error of
1	0.676	0.457	0.457	5.035

Examining the above table, the correlation coefficient (R) value of 0.676 and the adjusted coefficient of 0.451 demonstrate that 45.1% of the total changes in the tendency toward sports are associated with the culture industry. In simpler terms, the culture industry serves as a predictor of the tendency toward sports.

Table 8: Analysis of variance

Model		Sum of squares	Degrees of freedom	Average of squares	F test	sig
1	Regression	8442.225	5	1688.445	66.602	0.000
	Residuals	10013.695	395	25.351		
	Total	18455.920	400			

Analyzing the significance of the F test value (66602) in the table, given an error level smaller than 0.05, it can be concluded that the regression model is

relatively robust, indicating that the culture industry can elucidate changes in the tendency toward sports.

Table 9: Beta coefficients

Model		Non-standard coefficients		Standard coefficients		sig
		Coefficient B	Standard deviation	Beta coefficient	T-test	
1	Fixed	24.508	1.637		14.969	0.000
	Radio sports programs	0.490	0.071	0.293	6.933	0.000
	web-based sports coverage	0.778	0.086	0.436	9.049	0.000
	Sports press	0.559	0.126	0.227	4.448	0.000
	Documentaries and interviews of athletes on TV	0.670	0.230	0.157	2.913	0.004
	Television sports programs and competitions	-0.673	0.154	-0.266	-4.372	0.000

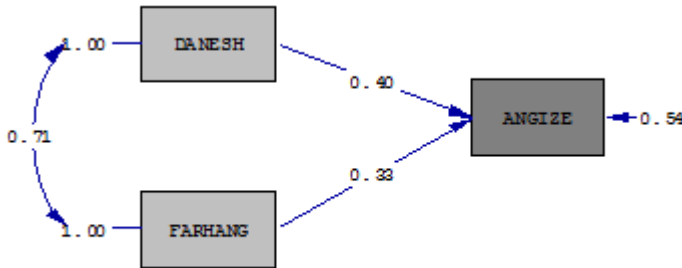
The presented table delineates the outcomes of the impact of each variable in the model and their correlation. The interpretation of regression coefficients in this table is based on the beta coefficient (Beta), a standardized regression coefficient indicating the relative contribution of each independent variable to the dependent variable. Comparing variables reveals the following insights:

1. The influence of components such as radio sports programs, web-based sports coverage, sports press, documents, and athlete interviews on television, as well as television sports programs and competitions, significantly affects the tendency toward sports.

2. Radio sports programs, web-based sports coverage, sports press, documents, and interviews of athletes on television exhibit a direct positive effect on the tendency to engage in sports, with impact factors of 0.293, 0.436, 0.227, and 0.157, respectively. However, television sports programs and competitions hurt the tendency toward sports, with an impact factor of -0.266.

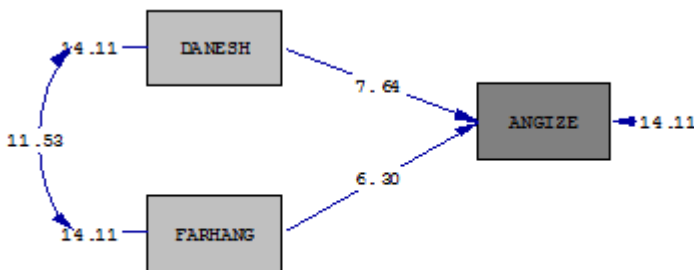
After determining the measurement models in order to evaluate the conceptual model of the research, as well as ensuring the existence or absence of a causal relationship between the research variables and examining the proportionality of the observed data with the conceptual model of the research,

the research hypotheses were also tested using the structural equation model. The test results of the hypotheses are reflected in the graph.



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 2: measurement of the overall model and results of hypotheses in standard mode



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 3: measurement of the overall model and results of hypotheses in a meaningful state

The path analysis method was used to examine the causal relationship between independent and dependent variables and confirm the entire model. The path analysis in this study was done using LISREL8. 5 software. The results of the laser outputs show that the ratio of the Kai to the degree of freedom is less than three, and other indicators confirm the suitability of the model. The following table summarizes the meaningful coefficient and results of the hypotheses raised.

Table 10: results of the hypotheses

Hypotheses	meaningful	standard	result
The knowledge industry has an impact on sports orientation.	0.40	7.68	approval
The culture industry has an impact on sports	0.33	6.30	

orientation.

1) in the first hypothesis of the study, it was claimed that the knowledge industry affects the tendency to exercise, which statistical analysis between the two shows that according to table(10), the meaningful number of the path between the two variables is greater than 1.96, hence this hypothesis is confirmed.

2) in the second hypothesis of the study, it was claimed that the culture industry affects the tendency to exercise, which statistical analysis between the two shows that according to table(10), the meaningful number of the path between the two variables is greater than 1.96, hence this hypothesis is confirmed.

5. Conclusion

Based on the conceptual model of the research and theories proposed on the tendency to exercise and the role of culture and knowledge in this tendency, hypotheses were proposed. The results of the hypotheses showed that there is a significant relationship between the knowledge industry and the culture industry with the tendency to exercise, and the knowledge and culture industry can predict and influence the tendency to exercise. This means that the better and stronger the knowledge industry and the culture industry in the field of sports education and culture in the field of sports, the greater the tendency towards sports among young people.

In this study, the knowledge industry in the field of school and university has been proposed and has focused on the education and introduction of sports, and the results have shown that education and the introduction and introduction of sports in the educational environment have had a direct impact on the tendency to exercise with an impact factor of 0.550 and 0.167 respectively. Therefore, it can be said that education in schools and universities and encouraging people in these two institutions towards sports can be very effective. The results of the present study are also consistent with the results of the research of Taqvi(2006), Hasaizadeh and colleagues(2006), Islamic marzenklate and colleagues(2014), maziari and colleagues(2016), Abedini and Talabi(2017), ksing and Miller (2007), Bandura (1997), Tristan et al. (2014), zirvo et al. (2017).

On the other hand, the culture industry studied in this study was visual, audiovisual, written and virtual media. The results showed that the components of radio sports programs, virtual sports pages, sports press and documentaries and interviews of athletes on television had a direct impact on sports orientation with an impact factor of 0.293, 0.436, 0.227 and 0.157 respectively, and television sports programs and competitions with an impact factor of 0.266 - had an inverse impact on sports orientation. The results actually suggest that the culture industry can influence the tendency to exercise, but in some cases, broadcasting sports programs and competitions on TV has the opposite effect, which can be more due to the fact that young people tend to watch these programs and less spend their leisure time exercising. Results obtained from this study with the results of research by Adel Khani and research colleagues (2012), Moinaddin and colleagues (2012), aghajani and colleagues (2010), Ghafoori, Rahman sarsht, kozhchian and Ahsan (2004), Fathi (2005), Darabi and colleagues (2009), Ma'inuddin and Sanat khah (2012), Abedini and Talabi(2007), Karimi (2007), Orion Brook (2011), Bandura (1997), hammer (2009), Wong (2010) aligned.

In this study, we found that the knowledge industry (education and university) and the culture industry (visual, audiovisual and written media) affect the tendency of young people to exercise. As seen in society, people, especially young people, need to be encouraged to do sports. Television sports programs, especially football, are very well received by young people, programs like 90 years were able to maintain their place in the hearts of the audience and were interested in it from men and women, old and young. Or on the other hand, the creation of Sports Series related to the championship of wrestling has been able to drive many teenagers and young people to this sport over the years. Also, school and university sports programs, inter-school and Inter-University sports competitions have been able to lead people to championship sports. But that's not enough and it should have been paid more broadly to this, which was addressed in this study, and the role of these two industries (knowledge and Culture) on sports orientation was measured, and the results showed that these two industries played an important role in people's orientation to sports.

Andref and Francois (2000), who identified the factors of the growing tendency of the French people to public sports as the increase in leisure time, the tendency to health, the prevalence of participation in sports activities and the increase in the income of families (andref et al., 2001). As we know, all people in society need to spend their leisure time properly, but young people, especially students, need more careful attention in this regard, given the sensitive and constructive role they play in the cultural, social and economic structure of the country (polishazadeh et al., 2006). Studies on sports from a sociological perspective are mainly divided into 5 categories: economic, social, cultural, political and demographic. Some put a lot of emphasis on the relationship between the economic situation of the individual and society and sports (Coakley, 1998).

Those who emphasize the social aspects of sports (Foley, 1990, cited by parsamer, 2008) advance the issue of socialization and try to show that socialization through sports is an active process of learning (Bandura, 1997) and social development (Andersen, 1992) that results in interaction with others in the world of sports, and people have a system of sports in their minds and interact with others accordingly. People's abilities and early childhood and adolescent education are important, and if the social conditions are right, a person will be able to exercise, otherwise he will either change his athletic branch or withdraw from sports in general (Akers, 1985). Some cultural research emphasizes the issue of sports (Horn et al., 1999 quoted by Fatih, 2009).

Most research on this is about ethnicities and races and how they participate in sports, and some have asked to prove that sports is a tool that addresses racial and ethnic differences and discrimination. In contrast, a number of studies have asked to prove that in sports, such as other social institutions, racial and ethnic discrimination has severe effects on people's participation in various sports. Involving sports with political issues has led to a significant amount of Sports Research devoted to the issue of the relationship between politics and sports (Alion, 1993 quoted by Fatah, 2009).

A number of studies have examined the relationship between demographic factors and Sports (Hall, 1996 quoted in detail, 2007). One of the most

important demographic factors affecting sports is gender. Other groups of sports researchers are known as instrumentalists, who emphasize the availability of sports tools and facilities and have tried to show that the more sports facilities, the more positive the effect of sports can be. They believe that the lack of sports facilities and equipment prevents young people from paying for sports and increases the possibility of social deviations among them (Coakley and Donnelly, 1999 quoted by Pars-Meher, 2008). So no one can ignore the impact of social relationships on sports and how these relationships make sense of sports and justify and interpret its existence as a human activity (Anurakhuli, 2004).

According to Parsons, the three important functions of the school are: first, the first task of the school is to socialize the new generation with the dominant values of society, especially with the values of the environment outside the family and especially with the values of the world of work. Parsons considers the school environment to be a major sociability for economic motivations, rationality, and values of some kind of industrial society. Parsons believes that in the school environment, the child is familiar with the rules of the business and production world and learns the ability to differentiate between the roles of the father and the role of the family environment and other environments (Roche, 2017: 17 and 185). The second function of the school is to train and prepare human resources for various occupations in the industrial community. From the level of Intermediate Education, the school guides students to professions and occupations according to their talents, passions and interests. The third function, at the higher education level, is closely related to scientific research. From this point of view, the school is a place of creativity, innovation and transformation. It is also the place of production of knowledge, criticism and review of existing knowledge and their reinterpretation. The dual function of the university is to research and train the specialized workforce needed by the community, and therefore the university has a lot of respect and influence in the community (Roche, 2017: 211-210).

On the other hand, the dependence theory of the media system states that the more a person depends on the use of media to meet his needs, the more colorful the role of media in that person's life, and therefore the media will have a

greater impact on him. From a macro-social perspective, if people become more and more dependent on the media, media institutions will change shape to respond to this dependence, and as a result, the overall impact of the media will increase and the role of the media in society will become more fundamental. Therefore, there should be a direct relationship between the degree of overall dependence and the degree of media impact or its centrality at any point in time. Second, the degree of audience dependence on media information is a key variable when and why messages change the audience's beliefs, feelings, or behavior. The final form and consequence of media influences is determined by people who are in contact with the need for messages or the availability of media. The use of media is one of the people who determines the impact of media. If we rely on more resources than media for our information about events, the role of media becomes less colorful. Third, in our industrial society, we increasingly need media, because through these media: 1) we understand our social world. 2) we act more meaningfully and effectively in society. 3) we expand our view of things. Just as the current world is constantly becoming more complex and changing faster, media is not only used to convey a greater degree of sense of being. Media helps us understand what our best reaction is and helps us adapt to our changing environment, and to know that the world is known mainly through these media. Your friends and family may not know about the larger social world taught only through the media. Note that the emphasis here is on making meaningful events that happen in every corner of the world. As we use the media to understand the social world. We allow the media to shape our expectations as well. Finally, fourth, the bigger the needs, the stronger the dependence, and the more likely the media and their messages will be influential. Note, everyone is equally influenced by the media. Although the needs are greater, media dependence is greater and structures will be more effective (Baran and Davis, 2018: 522-523).

So in view of the theories and research that has been done and the result of this research, it can be said that the knowledge industry, which is the same as sports and educational programs and classes, books and pamphlets and scientific materials of sports education and sports competitions between

schools and universities, can play a big role in motivating young people to turn to sports, both public and professional and championship. Also, it can be said that the culture industry, which is the same visual media (television and virtual networks), Audiovisual Media (radio and sports purists) and written media (press and virtual networks), also focuses on creating interest and motivation among young people by making sports-related programs, Series and films on television and internet networks, making sports programs, especially morning sports on television and radio, as well as magazines and sports newspapers written and online, as well as sports pages in cyberspace and social media has been able to influence people's tendency to exercise. Therefore, it can be concluded that the knowledge industry and the culture industry play a role in the tendency to exercise among young people.

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