

Investigation and Prioritization of Factors Affecting Implementation of Student Sports Development Health Strategies

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Background & Aims of the Study: The present study investigates the factors affecting the implementation of health strategies for the development of student sports in public universities. This study aims to show how the necessary contexts and opportunities are provided for students to achieve a healthy, dynamic, vibrant, recreational, and competitive environment. Also, student sports participation, pleasure, and subsequent attractiveness prevent social deviations, abnormal behaviors, and unhealthy entertainment.

Materials and Methods: The statistical sample of this study consisted of 19 former and current general managers of the General Department of Physical Education, experts, faculty members, and PhD students in the sports management of public universities with a significant role and sufficient experience in the field of sports activities and occupations. The collected data were analyzed using descriptive statistics, mean comparison test, and Friedman test.

Results: The findings of the present study showed that out of 1 million public university students, less than 2% of the students participated in student sports. The importance of multiple educational centers in the field of physical education, large student population in different age ranges, highest coverage of university centers across the country, and largest budget excluding had made the position of student sports in the Directorate General of Physical Education in the domain of strengths and opportunities in the SWOT matrix. It means using the strengths to get the most out of opportunities.

Conclusion: It is possible to highlight the health and well-being strategies for the development of student sports based on the analysis of the obtained results and provide them to the directors and officials of university sports.

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Background

Courses in schools and universities are periods of the formation of knowledge, attitudes, and behaviors or practices related to health and should always be run in a way that supports a

healthy lifestyle and associated effective factors (1). Student sports participation, pleasure, and subsequent attraction prevent social deviations, abnormal behaviors, and unhealthy entertainment. Student sports are important parts of the field of educational sports, the main goals of which are to provide the necessary grounds and

opportunities for students to achieve a healthy, dynamic, lively, healthy, recreational, and competitive environment (2).

Student sports participation, pleasure, and subsequent attraction prevent social deviations, abnormal behaviors, and unhealthy pastimes (3). In addition, universities undertake the task of providing and training skilled and healthy human resources, and university sports can play an important role in the academic enrichment of students and other human resources of universities. Therefore, the development of university sports should be one of the main goals of the Ministry of Education and Ministry of Science (4).

Recent studies conducted in Iran indicating the need and benefits of using comprehensive programs and health and wellness strategies and identifying internal and external factors for student sports organizations can be mentioned as follows:

A study carried out by Hamidi et al. (2012) on designing the health and health strategies program of the National Federation of University Sports identified the position of the health strategies of the federation in a conservative position (5).

A study carried out by Javadipour (2012) on explaining the appropriate perspectives and approaches to develop health and wellness planning strategies in student sports and macro approaches to student sports to achieve a healthy society, improve the cultural and moral situation of the country, and enhance the workforce to increase productivity and production announced that its main approach is to increase the level of health (5).

A study carried out by Afroozeh (2011) on explaining the health and wellness strategies of the physical education of Jahrom University of Medical Sciences, Fars, Iran, showed that the physical education of this university has a great budget but with a lack of health strategies program. The existence of general physical education units is one of the opportunities and

the lack of sports-related disciplines is one of the threats in this domain.

A study carried out by Hosseini (2011) on compiling the operational plan of student sports of Islamic Azad University announced that the position of the health strategies of student sports of this university is in the conservative zone (weaknesses and opportunities [WO]) (6).

The findings of a study carried out by Hamidi et al. (2009) indicated that the General Department of Physical Education of the Ministry of Science, Research and Technology in terms of the position of health strategies is in the strengths and opportunities (SO) domain in the SWOT matrix. In other words, this general department can make good use of strengths and opportunities to eliminate weaknesses and reduce the effects of threats (7).

The lack of reliable models with objective examples in the university sports system prompted the researchers to provide a structural model for the development of student sports by relying on the opinions of experienced university sports experts. In addition, sports activities play an important role in making students more productive and enriching their leisure time by providing health and creating a spirit of vitality and freshness among them. On the other hand, the importance of sports activities in significantly increasing the quantity and quality of students and their need for appropriate sports spaces for educational activities and extracurricular activities reveal the importance and necessity of addressing the areas and factors related to the development of sports facilities, services, programs, and events for students the enhancement of sports in universities in this field. Therefore, specialized studies and model-based studies are needed in order to develop principles and logical structures. Furthermore, comprehensive and reliable models have not been provided in specialized fields, such as university sports. Consequently, providing a suitable structural and theoretical model in this field can be a

great help to the purposefulness of sports development planning in universities.

Materials & Methods

In terms of results, this study was a type of applied research and strategic study designed to help improve the performance of the public universities in the long run by the development of a strategic plan through scientific methods. Descriptive studies were used, and the data were collected and analyzed using qualitative and strategic analysis methods.

In addition, in order to comment on the strengths, weaknesses, opportunities, and threats of the General Directorate of Physical Education, it was necessary to have knowledgeable individuals familiar with sports at public universities and internal and external factors of the General Directorate of Physical Education. These individuals have been active in key physical educational occupations at public universities and its student sports. The size of the sample community was calculated at 23 individuals who were randomly selected from the statistical population.

Results

The obtained results showed that out of 1.4 million public universities students, the frequency of the male athletes at the university was about 4,122, organized into 11 sports, with the largest share of attendance being related to individual sports, the most important of which are Taekwondo and Karate. Moreover, the frequency of the female athletes at the university was about 2,522, organized into 13 sports, the largest of which are team sports, and the most important of which is volleyball. Furthermore, regarding the number of coaches and referees of public universities, the results showed that there were no organized statistics on the number of

referees and coaches working at public universities, and in most cases they are temporarily invited to cooperate with a project not in the university to take necessary measures.

Matrix of internal and external factors of the General Department of Physical Education of public universities

An internal factor matrix was used for the evaluation of internal factors. In this matrix, the identified strengths and weaknesses were placed in a matrix column and scored using specific coefficients and ratings to determine whether the General Directorate of Physical Education of public universities is strong or weak in terms of internal factors. In this matrix, strategic or priority internal factors are listed in the first column in the form of strengths and weaknesses, and then in the second column, these factors were compared to each other according to the importance and sensitivity of each factor, with the coefficient of importance within 0 to 1. The allocation of these coefficients should be in a way that the sum of the coefficients of all internal factors is not more than 1. In the third column, depending on whether the strengths and weaknesses are key or normal, rank 4 or 3 is assigned to strengths and rank 2 or 1 is assigned to weaknesses. The ranking is as follows:

if the strengths are excellent, they are ranked 4th;

if they are normal, they are ranked 3rd;

if the weaknesses are normal, they are ranked 2nd;

if they are critical, they are ranked 1st.

Therefore, the ranking process is in a way that with moving from excellent strength to critical weakness, the ranking decreases from 4 to 1. In the fourth column, the coefficients of the second column and rankings of the third column are multiplied for each factor to determine the score of that factor (i.e., strength or weakness). At the end of this column, the final score of the committee is determined in terms of the strengths or weaknesses. If the

total final score of the committee in this matrix is more than 2.5, it means that according to the predictions, the strengths of the committee will overcome its weaknesses. In addition, if this score is less than 2.5, it shows the dominance of weaknesses over its strengths (8).

The matrix of external factors consists of strengths and weaknesses.

The strengths are as follows:

Code S1: Existence of several educational centers in the field of physical education; the highest coverage in the country due to the number of centers, with a coefficient of importance (weight) of 0.087, factor intensity of 4, and score of 0.348

Code S2: Public universities throughout the country and presence of this university, even in the most remote parts of the country, with a coefficient of importance (weight) of 0.098, factor intensity of 4, and score of 0.392

Code S3: Highest ethnic diversity and genetic talents for specific sports, with a coefficient of importance (weight) of 0.057, factor intensity of 3, and score of 0.171

Code S4: Possibility of continuing education for working individuals and native students, especially women who are able to do so only in their place of residence, with a coefficient of importance (weight) of 0.065, factor intensity of 3, and score of 0.156

Code S5: Existence of General Department of Physical Education in the structure of public universities, with a coefficient of importance (weight) of 0.063, factor intensity of 3, and score of 0.189

Code S6: Regular holding of competitions, festivals, and Olympiads within and between universities, with a coefficient of importance (weight) of 0.058, factor intensity of 4, and score of 0.189

Code S7: Having a specific budget related to students' sports per capita in the General Department of Physical Education of public universities, with a coefficient of importance (weight) of 0.058, factor intensity of 4, and

score of 0.328

The weaknesses are as follows:

Code W1: Lack of multi-responsibility physical educational managers of public university educational centers, with a coefficient of importance (weight) of 0.082, factor intensity of 2, and score of 0.164

Code W2: Lack of sports facilities in public universities and lack of facilities in educational centers, especially in deprived cities where the lack of facilities increases the problems, with a coefficient of importance (weight) of 0.088, intensity factor of 2, and score of 0.176

Code W3: Elimination or integration of student sports budget lines in public universities, with a coefficient of importance (weight) of 0.075, factor intensity of 2, and score of 0.50

Code W4: Lack of active student sports associations, with a coefficient of importance (weight) of 0.055, factor intensity of 1, and score of 0.05

Code W5: Organizational chart and inappropriate structure of physical education in public universities, with a coefficient of importance (weight) of 0.073, factor intensity of 1, and score of 0.073

Code W6: Lack of systematic information and identification of student athletes for competitions, with a coefficient of importance (weight) of 0.062, factor intensity of 2, and score of 0.124

Code W7: Lack of adequate communication and cooperation between different departments of public universities, including administrative management, finance, student affairs, and cultural affairs, and management of physical education, with a coefficient of importance (weight) of 0.055, factor intensity of 1, and score of 0.055

The obtained results showed that the total score of the matrix of the internal factors was more than 2.5 (2.594) indicating that the General Department of Physical Education of public universities was strong in terms of the internal factors (Table 1).

Table 1) Matrix of internal factors of the General Department of Physical Education of public universities (8)

Internal factor	Code	Factor	Importance factor (weight)	Factor intensity	Score
Strengths	S1	Existence of numerous educational centers in the field of physical education; highest coverage area in the country due to the multiplicity of centers	0.087	4	0.348
	S2	Public universities across the country and presence of these universities even in the most remote parts of the country	0.098	4	0.392
	S3	Highest ethnic diversity and genetic talents for specific sports	0.057	3	0.171
	S4	Possibility of continuing education for working people and local students, especially women who are only able to do so in their place of residence	0.065	3	0.156
	S5	Existence of the General Department of Physical Education in the structure of public universities	0.063	3	0.189
	S6	Holding regular competitions, festivals, and Olympiads inside and outside the university	0.082	3	0.189
	S7	Having a clear and relevant budget for students' sports per capita in the General Department of Physical Education of public universities	0.085	4	0.328
Weaknesses	W1	Lack of multi-responsibility physical education managers in public universities educational centers	0.082	2	0.164
	W2	Lack of sports facilities in public universities and educational centers, especially in deprived cities where the lack of facilities in the city adds to the problems	0.088	2	0.176
	W3	Elimination or integration of student sports budget lines in public universities	0.075	2	0.150
	W4	Lack of active student sports associations	0.055	1	0.055
	W5	Organizational chart and inappropriate structure of physical education in public universities	0.073	1	0.073
	W6	Lack of a system of informing and identifying student athletes for competitions	0.062	2	0.124
	W7	Lack of proper communication and cooperation between different departments of public universities, including administrative management, finance, student affairs, and cultural affairs, and physical education management	0.055	1	0.055
Total coefficients of importance of internal factors			$\Sigma= 1$		$\Sigma=2.594$

The external factors evaluation matrix was used for the evaluation of external factors. This matrix also uses the above-mentioned process. If the total final score of the General Department of Physical Education in this matrix is more than 2.5, it means that according to the predictions, the opportunities facing the General Directorate of Physical Education will overcome its threats. In addition, if this score is less than 2.5, it indicates the overcoming of threats to its opportunities (9).

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If the total final score of the General Department of Physical Education in this matrix is more than 2.5, it means that according to the predictions, the opportunities facing the General Directorate of Physical Education will overcome its threats. In addition, if this score is less than 2.5, it indicates the overcoming of threats to its opportunities (10).

The matrix of external factors includes opportunities and threats.

The opportunities are as follows:

Code O1: Having more budget and possibility of spending it at the discretion of the relevant authorities, with a coefficient of importance (weight) of 0.082, factor intensity of 4, and score of 0.328

Code O2: Existence of facilities, databases, communications, and official and public supporters in all the provinces of the country to advance the goals of the university, with a coefficient of importance (weight) of 0.097, factor intensity of 4, and score of 0.388

Code O3: Existence of general physical education courses 1 and 2 for all fields of study, with a coefficient of importance (weight) of 0.063, factor intensity of 3, and score of 0.189

Code O4: Having a large student population in different age ranges, with a coefficient of importance (weight) of 0.081, factor intensity of 4, and score of 0.324

Code O5: Existence of a PhD degree in

physical education in a public university, with a coefficient of importance (weight) of 0.059, factor intensity of 3, and score of 0.177

Code O6: Possibility of access and use of all the diversities of water, air, and climate throughout the country, with a coefficient of importance (weight) of 0.063, factor intensity of 3, and score of 0.189

Code O7: Decisions of the Ministry of Science on the assistance and cooperation of professors of other universities with the university, with a coefficient of importance (weight) of 0.055, factor intensity of 3, and score of 0.165

The threats are as follows:

Code T1: Inadequacy between student enrollment with staff and infrastructure of the university, with a coefficient of importance (weight) of 0.084, factor intensity of 2, and score of 0.168

Code T2: Lack of ownership and rental of most university sports facilities and spaces, with a coefficient of importance (weight) of 0.072, factor intensity of 2, and score of 0.144

Code T3: Lack of integration of student sports in all public university centers and active number of students and educational centers, with a coefficient of importance (weight) of 0.068, factor intensity of 2, and score of 0.136

Code T4: Failure to provide proper extracurricular sports services in a public university, with a coefficient of importance (weight) of 0.077, factor intensity of 2, and score of 0.154

Code T5: Limited time of students' presence in the university, with a coefficient of importance (weight) of 0.065, factor intensity of 1, and score of 0.065

Code T6: Living, educational, and overwork problems of university students, with a coefficient of importance (weight) of 0.069, factor intensity of 1, and score of 0.069

Code T7: Lack of support and attention of senior university managers to sports activities, with a coefficient of importance (weight) of

0.065, factor intensity of 2, and score of 0.130

The sum of the coefficients of the importance of the external factors is the significance coefficient (weight) of $\Sigma = 1$, and the score is $\Sigma = -2.626$ (Table 2).

In general, the results of tables 1 and 2 in addition to the internal and external matrix indicated that the student sports of the General Department of Physical Education of public universities in terms of strategic position are in

Table 2) Matrix of external factors of the General Department of Physical Education of public universities (8)

External factor	Code	Factor	Importance factor (weight)	Factor intensity	Score
Opportunities	O1	Having the most extravagant budget, thereby spending it at the discretion of the relevant authorities	0.082	4	0.328
	O2	Existence of facilities, bases, communications, and official and public supporters in all provinces of the country to advance the goals of the university	0.097	4	0.388
	O3	Existence of general physical education courses 1 and 2 for all fields of study	0.063	3	0.189
	O4	Having a large student population in different age ranges	0.081	4	0.324
	O5	Existence of a PhD degree in physical education at public universities	0.059	3	0.177
	O6	Ability to access and use all the diversities of water, air, and climate throughout the country	0.063	3	0.189
	O7	Decisions of the Ministry of Science on the assistance and cooperation of professors from other universities with the university	0.055	3	0.165
Threats	T1	Mismatch between student enrollment and university infrastructure	0.084	2	0.168
	T2	Lack of ownership and rental of most university sports facilities and spaces	0.072	2	0.144
	T3	Lack of student sports integration in all executive centers of public universities and limited number of students and educational centers	0.068	2	0.136
	T4	Lack of proper provision of extracurricular sports services at public universities	0.077	2	0.154
	T5	Limited time of students to attend university	0.065	1	0.065
	T6	Living, educational, and overwork problems of university students	0.069	1	0.069
	T7	Lack of support and attention of senior university administrators to sports activities	0.065	2	0.130
Total coefficients of importance of internal factors			$\Sigma= 1$		$\Sigma=-2.626$

the SO domain in the SWOT matrix. This finding showed that regarding the internal factors, it has strength and regarding the external factors it has opportunity. In addition, the General Department of Physical Education of public universities should use development and growth Health strategies (Fred David) because it has achieved the final score of the evaluation matrix of the internal and external factors in the field of growth and construction in student sports.

The internal-external matrix was used for the simultaneous analysis of internal and external factors. The SWOT matrix was used to determine the position of the General Directorate of Physical Education. To form this matrix, the scores obtained from the evaluation matrices of the internal and external factors are placed in the horizontal and vertical dimensions to determine the position of the General Directorate of Physical Education in the houses of this matrix and adopt appropriate health strategies in this regard. In this matrix, the scores are determined in a two-part spectrum, including strong (2.5-4) and weak (1-2.5) (10).

Health strategies of the General Department of Physical Education of public universities

According to the SWOT analysis, a total of 15 health strategies were developed, including seven SO (strengths and opportunities) health strategies, three ST (strengths and threats) health strategies, three WO (weaknesses and opportunities) health strategies, and two WT (weaknesses and threats) strategies, for student sports at the General Department of Physical Education of public universities as follows:

1- Forming and developing associations, boards, and sports clubs

2- Reviewing and improving the educational process and curriculum of general physical education courses 1 and 2 and creating a change in the way it is implemented in order to achieve

the goals of student sports in the public university

3- Strengthening the entrepreneurial system, culture, and volunteer movement in the student sports of the public university

4- Constructing and improving the sports infrastructure of the public university

5- Designing, compiling, and implementing the health and health strategies strategy of public universities student sports

6- Creating an information system and attracting students to participate in the sports activities of the public university

7- Identifying and using the capacities of the public university (i.e., human resources, in addition to financial, administrative, and facilities) in order to grow and develop sports

8- Development of cooperation and participation of universities in the provinces for the implementation of student sports

9- Developing domestic competitions (i.e., league, provincial, and national championships) and improving the quality of student sports at the public university

10- Trying to remove the obstacles to increase the proper presence of students and staff, especially women, in university sports

11- Strengthening the programs of attracting, encouraging, and supporting the champions and student sports activists of the university

12- Providing stability in the university-related sports management positions

13- Governing the central program in the institutions related to student sports of the General Department of Physical Education of public universities

14- Strengthening and stabilizing the management and administration of physical education in the structure of the provinces and executive centers of the public university throughout the country

15- Utilizing the scientific capacities of professors and students of different levels of physical education in public university centers in order to make university sports scientific

Discussion

This study investigated the factors affecting the implementation of health strategies for the development of student sports in public universities. Planning health strategies by analyzing the current situation indicates where the organization is currently standing and by analyzing the desired situation it says where it is intending to reach. For this purpose, the present study examined the internal and external factors of each organization. Since the environment of each organization is unique, it is unprincipled to discuss the results of the study regarding similar health and wellness strategies and compare them in terms of alignment or non-alignment, given the different variables they have around them.

Therefore, the discussion and comparison of the results of the study on health strategies and their comparison in terms of alignment or non-alignment are unprincipled with many contradictions, because the environment of each organization is unique with separate and diverse variables (11). Sports activities play an important role in making students more productive and enriching students' leisure time by the provision of health and creation of a spirit of vitality and freshness among them. On the other hand, the importance of sports activities in significantly increasing the quantity and quality of students and their need for sports facilities suitable for educational and extracurricular activities reveal the importance and necessity of addressing the areas and factors related to the growth of facilities, services, programs, and sports events for students and in general the development of sports in universities in this area. Therefore, it is required to carry out specialized and model-oriented studies in order to formulate principles and logical structures. In addition, comprehensive and reliable models have not been provided in specialized fields, such as university sports; as a result, providing a

suitable structural and theoretical model in this field can be a good help to the purposeful planning of sports development in universities.

In line with the present study, the documents and programs of many health and wellness strategies that were developed in the field of sports development were reviewed, the most important of which are studies conducted by Goodarzi (2007), Khosravi Zadeh (2008), Nasirzadeh (2008), Hamidi et al. (2018), Seif Panahi Shabani (2011), Abdavi et al. (2011), Hosseini (2011), Ghofrani (2010), Badrin Azin (2006), Javadipour (2012), and Afroozeh (2011) (, 12, 13, 14, 15, 16, 17, 18, 19, 20).

Therefore, in general, despite the differences in the number and priority of the steps and steps of the models, all the models have approximately a similar structure. On the other hand, the results of the current study in terms of health strategies are in line with the findings of studies by Afroozeh (2011), Zaytoonli (2011), Tabli (2010), Hamidi et al. (2009), Nadri (2009), Jahanbini (2009), Khosravi Zadeh (2008), and Nasirzadeh (2008). The strengths and opportunities for health strategies have been articulated throughout the present study. In addition, the results of the present study are not consistent with the findings of studies by Hamidi et al. (2012) and Saif Panahi Shabani (2011) in terms of the position of health and wellness strategies, which is also compared with the position of health and wellness strategies of the relevant organizations in the window of health and wellness strategies. Moreover, it is worth mentioning that those organizations that are similar in SO position, due to the difference in the final scores of the matrices of the internal and external factors, differ from each other; as a result, consistency in this type of studies is very rare (21, 22, 23, 24, 25, 26, 27, 28, 29).

In all these development documents, a similar general framework and structure have been observed for presenting and compiling the health and health strategies program;

accordingly, firstly the desired vision and mission and then the appropriate health goals and strategies and health with this vision and mission are formulated. In the present study, this framework and general structure were considered; accordingly, meetings with officials and experts of physical education of the public university were held and the vision and mission of the General Department of Physical Education of the public university in the field of student sports were developed. After analyzing the environment, the internal and external factors, long-term goals, and health strategies were defined as follows:

Perspectives of the General Department of Physical Education of Public Universities

- Quality section
 - Development of sports among the academics of public universities and introduction of all university students as athletes
- Quantity
 - Achieving the first place in the most significant student sports at the level of universities in the region of Southwest Asia, Islamic world, and country universities

Mission of the General Department of Physical Education of Public Universities

Efforts to improve and develop the principled and purposeful student sports at public universities by creating opportunities and expanding a healthy environment for students to participate in sports activities and physical recreation at all levels

Long-term Goals of the General Department of Physical Education of public universities

- Becoming the most prestigious and respected student sports organization in the country
- Holding competitions from the lowest level in university centers to university Olympiads all over the country
- Identifying and preparing a database of the

capacities of the public university for the development of student sports

- Codification of policies, procedures, systems, and structures for the effective management and implementation of physical education in all university centers
- Acquiring the first place in terms of the social participation of academics in student sports among the country's universities
- Educating students to pay tribute to Islamic-national values, play fair, and fight against doping through sports
- Transforming the General Department of Physical Education of Universities into a policy-making, supervising, and effective sponsor for universities in all provinces

Conclusion

In this study, the student sports of the General Department of Physical Education of public universities were strong in terms of the internal factors and had opportunities regarding the external factors. In addition, the General Department of Physical Education of public universities in student sports has achieved the final grade in the domain of growth and construction, which is consistent with the results of previous studies. The sports officials of the public university should develop their programs in such a way that they overcome their weaknesses as much as possible and become ready to face the threats, according to the final scores of the internal and external factors matrices of the General Department of Physical Education. However, the position of the existing health and wellness strategies, located in the SO domain, is close to the health and other areas near the window center, indicating that the current situation of the General Department of Physical Education of public universities is weak and unstable. Finally, it is proposed to develop health strategies programs for physical education

departments of the provinces implementing in public universities and carry out studies on how to implement health strategies for student sports health at public universities. Accordingly, the present study can be used for student sports at other universities, such as Azad University and Payame Noor University.

Footnotes

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Conflict of Interest

The authors declare that there is no conflict of interest.

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