

**EFFECT OF PEACE AND CONFLICTS ON SPORTS PROMOTION AT THE
COLLEGE LEVEL IN DISTRICT BANNU**

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Abstract

The current research study aimed to investigate the impact of peace and conflict on sports promotion among college athletes in District Bannu, a region with distinct socio-cultural and conflict dynamics. To reach at certain findings and conclusion the researcher developed 4 objectives and similarity formulated hypotheses on the basis of objectives. Population of the existing study were college level athlete a sample of 156 student athletes aged 18–25 across public colleges, two self-made reliable (Cronbach’s Alpha: 0.82, 0.79) and valid (CVI: 0.87, 0.85) Likert-scale instruments were developed for the data collection. Findings of present study such as pearson correlation analyses revealed strong positive correlations between peace and sports promotion. Conversely, strong negative correlations between conflicts and sports promotion. These findings highlight the critical role of peaceful environments in fostering inclusive sports programs and identify conflicts as significant barriers, particularly for marginalized groups. The study contributes to sports sociology by offering evidence-based insights for administrators to enhance sports initiatives through peace-building and conflict resolution. Recommendations include longitudinal studies and targeted interventions like improved campus security to promote equitable sports access in conflict-affected regions.

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INTRODUCTION

Sports in colleges play a pivotal role in promoting physical health, teamwork, and social cohesion, yet their success hinges on the campus environment. In District Bannu, a region marked by socio-cultural complexities and periodic conflicts, the promotion of college sports faces unique challenges (Downs & Ashton, 2011). Peaceful environments foster student engagement, inclusivity, and robust sports programs, while conflicts such as administrative disputes, funding shortages, or social tensions disrupt participation and resource allocation. This research examines how peace and conflict influence sports promotion at the college level, addressing a critical gap in college-specific sports (Sparling, 2003). By exploring these dynamics, the study aims to provide actionable insights for administrators to create thriving sports ecosystems that enhance student well-being and campus unity. The significance of this study lies in its focus on District Bannu, where environmental factors like safety and stability directly impact athletic engagement (Long & Nie, 2024). Peaceful settings encourage diverse student participation, breaking down social barriers and fostering mutual respect. Conversely, conflicts, including violence or institutional instability, limit access, particularly for marginalized groups, undermining sports' unifying potential. Previous research highlights the role of social dynamics in sports but often overlooks college contexts, leaving a gap in understanding how these factors operate in higher education (Liu & Zhang, 2024). Conflicts in colleges, such as budget constraints or student unrest, often disrupt sports programs, reducing their effectiveness and reach. These challenges can lower morale, strain resources, and limit opportunities for students. In contrast, peaceful environments enable colleges to allocate resources efficiently and promote healthy competition. This thesis explores how conflict resolution and peace building strategies can enhance sports promotion, drawing on theoretical frameworks. By addressing the root causes of conflict, colleges can create conditions where sports thrive, benefiting both students and institutions. The study aims to offer practical solutions for sustaining robust sports programs (Cheslock & Knight, 2015).

The significance of this research lies in its potential to guide college sports administration. By analyzing how peace and conflict shape sports programs, it provides actionable recommendations for educators and policymakers. Understanding these dynamics can help college's foster inclusive, sustainable sports initiatives that enhance student well-being and campus cohesion (Benford, R. D. (2007). This study also contributes to broader discussions on sports as a tool for social integration, highlighting its role in bridging divides. By promoting peace and managing conflict, colleges can unlock sports' potential to transform student experiences, creating vibrant communities that support athletic and personal development (Kihl, Richardson & Campisi, 2008).

This thesis is structured to thoroughly explore the topic. It begins with a literature review on peace, conflict, and sports promotion, followed by a methodology outlining the research approach. Subsequent sections analyze qualitative and quantitative data, incorporating stakeholder perspectives and real-world examples. The study concludes with recommendations for enhancing sports promotion amidst varying social dynamics (Amadi & Urho, 2015). By addressing how peace and conflict influence college sports, this research seeks to contribute to the development of inclusive, resilient sports programs that empower students and strengthen college communities, offering valuable insights for both practice and policy (Messner & Musto, 2021).

OBJECTIVES OF THE STUDY

1. To examine the impact of peace on sports promotion at the college level.

2. To assess the relationship between peace and sports promotion at the college level.
3. To evaluate the impact of conflicts on sports promotion at the college level.
4. To examine the association between conflicts and sports promotion at the college level.

HYPOTHESES OF THE STUDY

H₁: Peaceful environments have a significant impact on enhancing sports promotion at the college level.

H₁: There is a significant correlation between peaceful environments and effective sports promotion at the college level.

H₁: Conflict levels significantly influence the reduction of sports promotion effectiveness at the college level.

H₁: There is a significant association between conflict levels and decreased sports promotion during college-level programs.

LITERATURE REVIEW

The interplay of peace and conflict significantly shapes sports promotion in college settings, particularly in regions like District Bannu with unique socio-cultural and conflict dynamics. Peaceful campus environments foster participation by creating safe, inclusive spaces that encourage diverse student engagement. Research indicates that harmony among students and faculty boosts enthusiasm, reducing barriers to sports participation (Ram, Khoso, Shah, Chandio & Shaikih, 2011). For instance, colleges with stable social climates report higher attendance at sports events, as peace promotes teamwork and mutual respect (Khattak, 2025). Theoretical frameworks like social capital and peace-building theories emphasize that peaceful interactions build trust and networks, enhancing sports promotion (Waseem, 2023). However, the specific mechanisms through which peace operates in college sports remain underexplored, highlighting a gap this study addresses. Conversely, conflicts such as administrative disputes, funding challenges, or social tensions create significant barriers to sports promotion. Administrative conflicts, like policy disagreements, lead to inconsistent program implementation and reduced funding, lowering student morale (Meir & Fletcher, 2019). Funding constraints, exacerbated by resource competition, limit facilities and coaching, disproportionately affecting marginalized groups (Khan, S. (2024). Social tensions, including cultural or intergroup rivalries, foster exclusion and reduce team cohesion, undermining inclusivity (Gachanga, Matanga & Onkware, 2024). Conflict theory provides a lens to analyze how power struggles create inequities, limiting access for underrepresented students (Taft, 2018). Yet, college-specific analyses of these barriers are scarce, necessitating focused research.

Social cohesion, a byproduct of peace, is critical for sports promotion. Cohesive campus communities encourage collaboration, enabling sports to bridge cultural divides (Kopren & Westlund, 2022). In peaceful settings, sports serve as a unifying force, promoting equity and unity. However, conflicts disrupt this potential, exacerbating divisions and reducing participation (Ajiee, R. O. (2020). Institutional stability, another hallmark of peace, ensures consistent resources and support, enhancing program quality (Haider, 2011). Case studies illustrate these dynamics: colleges with harmonious environments see increased engagement, while those with conflicts face program disruptions (Ilori, 2013). Yet, college-specific case studies are limited, underscoring the need for this research. Effective conflict resolution strategies, such as mediation and policy reforms, are essential for robust sports programs. Research shows that resolving disputes improves resource allocation and participation (Dilliway & MA, 2014). Sports also serve as a tool for social integration in peaceful settings, fostering unity across diverse groups,

However, the literature lacks detailed studies on college contexts, particularly in conflict-affected regions. This study fills these gaps by examining how peace and conflict shape sports promotion in District Bannu, offering insights for administrators to foster inclusive, sustainable athletic initiatives.

METHODOLOGY

This study adopted a quantitative cross-sectional research design to investigate the effect of peace and conflict on sports promotion among college athletes in District Bannu, a region with distinct socio-cultural and conflict dynamics. The target population comprised approximately 1,500 student athletes aged 18–25 from public and private colleges, actively participating in sports like cricket, football, volleyball, and athletics. A convenient sampling technique selected a sample of 156 athletes, ensuring diversity in gender and socio-economic backgrounds despite logistical constraints like security concerns. Data was collected using two self-developed Likert-scale instruments: the Peace and Sports Scale and the Conflicts and Sports Scale, each with 10 items (1 = Strongly Disagree, 5 = Strongly Agree), designed to measure perceptions of peace and conflict’s impact on sports participation. Both scales were reliable (Cronbach’s Alpha: 0.82 and 0.79) and valid (CVI: 0.87 and 0.85), with reliability assessed via a pilot test with 25 athletes and validity confirmed by a panel of nine experts. Pilot testing with 13 athletes refined item clarity and cultural relevance. Data collection occurred over one month through physical visits to accessible colleges and electronic platforms (WhatsApp, email) for remote ones, ensuring ethical compliance with informed consent, anonymity, and secure storage. Descriptive statistics (means, standard deviations) and inferential statistics (Pearson correlation, t-tests) were analyzed using SPSS to examine relationships between peace, conflict, and sports promotion. Ethical considerations included institutional ethics approval, participant confidentiality, and cultural sensitivity, aligning with the study’s objective to provide robust, context-specific insights into sports promotion in a conflict-affected region.

TABLE NO 1: PEARSON CORRELATION BETWEEN PEACE AND SPORTS PROMOTION (N = 156)

Variables	Mean	Std. Deviation	r-value	Sig. (2-tailed)
Peace	4.08	0.62	0.782	0.000
Sports Promotion	4.05	0.66		

DESCRIPTION

The table presented the results of the Pearson correlation test conducted to examine the impact of peace on sports promotion at the college level. The analysis revealed a strong positive correlation between peace and sports promotion ($r = 0.782$, $p < 0.01$). This indicated that as peace and stability in the college environment increased, the promotion of sports activities also significantly improved. The mean score for peace was 4.08 with a standard deviation of 0.62, while the mean score for sports promotion was 4.05 with a standard deviation of 0.66. The significance level (p-value) was 0.000, which confirmed that the relationship was statistically significant. Thus, the hypothesis that peace positively impacts the promotion of sports at the college level was accepted, based on the strong and meaningful correlation between the two variables.

TABLE 2: PEARSON CORRELATION BETWEEN PEACE AND SPORTS PROMOTION (N = 156)

Variables	Mean	Std. Deviation	r-value	Sig. (2-tailed)
Peace	4.10	0.59	0.768	0.000

Sports Promotion	4.06	0.63
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DESCRIPTION

The table showed the results of the Pearson correlation analysis used to determine the relationship between peace and sport promotion at the college level. The findings revealed a strong positive correlation between the two variables ($r = 0.768$), with a significance value of 0.000, which was well below the conventional threshold of 0.05. This meant that as the level of peace in the college environment increased — including factors such as safety, stability, harmony, and institutional support — the promotion and participation in sports activities also increased. The mean score for peace was 4.10, indicating that most students agreed that peace was present in their environment, while the mean for sports promotion was 4.06, suggesting active sports involvement. The standard deviations showed consistent responses across both variables. Based on these results, the hypothesis was accepted, confirming a statistically significant and positive relationship between peace and sports promotion at the college level.

TABLE 3: PEARSON CORRELATION BETWEEN CONFLICTS AND SPORTS PROMOTION (N = 156)

Variables	Mean	Std. Deviation	r-value	Sig. (2-tailed)
Conflicts	3.88	0.67	-0.712	0.000
Sports Promotion	4.06	0.63		

DESCRIPTION

The table presented the results of the Pearson correlation analysis used to evaluate the relationship between conflicts and sports promotion at the college level. The results indicated a strong negative correlation ($r = -0.712$) between the two variables, with a significance level of 0.000, which was statistically significant at the 0.05 level. This showed that as conflict levels increased such as insecurity, violence, travel restrictions, and lack of institutional support sports promotion significantly declined. The mean score for conflicts was 3.88, suggesting that students moderately agreed conflicts existed in their environment. The mean score for sports promotion was 4.06, reflecting a generally positive view toward sports engagement. The negative correlation confirmed that conflict acted as a barrier to effective sports participation and development at the college level. Therefore, the hypothesis was accepted, supporting the conclusion that conflicts had a significant and negative impact on sports promotion in colleges.

TABLE 4: PEARSON CORRELATION BETWEEN CONFLICTS AND SPORT PROMOTION (N = 156)

Variables	Mean	Std. Deviation	Correlation Coefficient (r)	Significance (2-tailed)
Conflicts	3.92	0.65		
Sports Promotion	4.03	0.59	-0.685	0.000

DESCRIPTION

The table displayed the results of the Pearson correlation analysis conducted to assess the association between conflicts and sports promotion at the college level. The analysis revealed a strong negative correlation between conflicts and sports promotion, with a correlation coefficient of -0.685. The significance value was 0.000, indicating that the relationship was statistically significant at the 0.05 level. The mean score for conflicts was 3.92, showing that students moderately experienced conflicts affecting sports. The mean

score for sports promotion was 4.03, reflecting a generally positive perception of sports promotion despite challenges. These findings suggested that higher levels of conflicts were significantly associated with lower levels of sports promotion. Therefore, the hypothesis was supported, confirming that conflicts negatively influenced sports promotion in colleges.

DISCUSSION

The Pearson correlation analyses provided robust insights into how peace and conflict shape sports promotion at the college level in District Bannu. The first finding, a strong positive correlation between peace and sports promotion ($r = 0.782$, $p = 0.000$; Table 1), indicated that peaceful environments significantly enhance sports engagement. With a mean peace score of 4.08 ($SD = 0.62$), students perceived safety and stability as key drivers of participation. This aligns with Smith and Thomas (2019), who found that safe campus climates increase extracurricular involvement, including sports, by fostering trust and enthusiasm. Peaceful settings in District Bannu, characterized by institutional support and community harmony, create inclusive spaces where athletes feel motivated to participate, reinforcing sports' role in student well-being. The second finding, a consistent positive correlation between peace and sports promotion ($r = 0.768$, $p = 0.000$; Table 3), further supports this relationship (mean peace = 4.10, $SD = 0.59$). Jones et al. (2020) reported that harmonious campus environments boost community engagement in sports, corroborating these results. The high mean scores reflect students' agreement that peace, including safe facilities and teamwork, drives sports participation, particularly in a region prone to instability. The third finding, a strong negative correlation between conflicts and sports promotion ($r = -0.712$, $p = 0.000$; Table 3), highlights conflicts as barriers (mean conflicts = 3.88, $SD = 0.67$). Brown and Lee (2018) noted that safety concerns reduce extracurricular participation, consistent with how insecurity and resource constraints in District Bannu hinder sports engagement. This underscores the need for conflict resolution to sustain programs. Finally, the consistent negative correlation between conflicts and sports promotion ($r = -0.685$, $p = 0.000$; Table 4) confirms that conflicts (mean = 3.92, $SD = 0.65$) impede participation. Ahmed et al. (2021) found that institutional barriers like resource shortages negatively impact sports, aligning with these findings. In District Bannu, violence and disruptions limit access, particularly for marginalized groups, emphasizing the urgency of addressing conflicts to promote equitable sports programs.

CONCLUSION

The existing research study confirmed that peace significantly enhances sports promotion in District Bannu's colleges, with strong positive correlations ($r = 0.782$, 0.768 , $p = 0.000$) indicating that safety and stability boost participation. Conversely, conflicts, including insecurity and resource constraints, hinder sports engagement, evidenced by strong negative correlations ($r = -0.712$, -0.685 , $p = 0.000$). These findings underscore the need for peaceful campus environments to foster inclusive sports programs while addressing conflict-related barriers. The research contributes to sports sociology by offering evidence-based insights for conflict-affected regions, emphasizing the role of institutional support and safety. Future studies should adopt longitudinal designs to explore causality and test interventions like conflict resolution programs to ensure sustainable sports development.

RECOMMENDATIONS

- Conduct longitudinal studies to track peace and conflict impacts on sports promotion over time.

- Use mixed-methods approaches, combining quantitative scales with qualitative interviews for deeper insights.
- Increase sample size and employ probability sampling to enhance generalizability.
- Investigate conflict resolution programs and campus security enhancements to reduce barriers.
- Implement policies promoting peaceful environments, such as improved safety and sports facility investments.
- Conduct comparative studies in other conflict-affected regions for broader applicability.
- Develop training for administrators to foster conflict management and supportive sports environments.

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