

The Role of Sports in Peace-Building: Insights from NCAA Community

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Abstract

Sports are not just for fun and recreation but entail responsibilities to promote human development, and peace-building. Through a mixed method causal research that utilized personal interviews, this research summarized the perceptions of combined 113 San Beda University players and coaches - actively involved in Philippines National Collegiate Athletic Association (NCAA), the associations of variables based on Spearman rho of the levels of characteristics of sports, human development, peace and peace-building efforts. Characteristics of sports relevant to peace and peace-building affect the level of human development of coaches and athletes. The characteristics of sports also affect the level of peace-building efforts. However, characteristics of sports are not associated with the achievement of peace in a broader scope because variety of factors and different actors are involved. The individual coach and athlete's preference and accessibility on sports are determinants of human development, and peace-building. If the coaches and athletes liked their sports, strongly believed that their sports contributed to physical fitness, mental well-being and social interaction, and strongly believed that sports gave them experiences and enabled them to access individuals or groups of different cultures and levels of ability, then, they also strongly perceived that their sports promoted holistic well-being, and normal life span as healthy people, allowed themselves to express themselves, and be recognized as they enjoyed sports for leisure and affiliation. Coaches and athletes are encouraged to conduct annual orientation and training about infusing the objectives for human development and peace-building, and continuously improve the process. The researcher recommends further study towards higher level of statistical generalization for the NCAA community through quantitative research methods, regression analysis, mediation, and moderation analysis.

Keywords: human development, NCAA, peace, peace-building, sports,

Background of the Study

The contribution of sports in peace-building for communities and nations are quite evident from how sports bind people together and resolve barriers that divide antagonistic groups. Sports are not just for fun and recreation but exhibit the responsibilities of different citizens and communities for a nation through upholding peace and continuously building it (UN Inter-Agency Task Force on Sport for Development and Peace, 2002).

Sport can be an ideal forum for resuming social dialogues and bridging divides, highlighting similarities between people and breaking down prejudice. Sport is a powerful voice of communicating the message of peace, in symbolic public acts. The skills and values learned in sports synergize peace. (UN Inter-Agency Task Force on Sport for Development and Peace, 2002, p.4).

Schulenkorf and Sugden (2011) view that societies promote the maximization of sport for social, cultural, and community development but there are only limited empirical studies on the strategic potential of sport projects in contributing to conflict resolution, reconciliation and peace building, especially in deeply divided societies. Nygard and Gates (2013) look at persuasion through sports as the essence of soft power. Sport diplomacy and politics are not limited to the realm of foreign policy; they can be used domestically as well for building peace and nationhood. Sport diplomacy works with four mechanisms such as image-building, building a platform for dialogue, trust-building and reconciliation, integration, and anti-racism. Especially in regions affected by poverty, violence and conflict, Cardenas (2013) considers sport to address a variety of social issues, a strategy referred to as Sport for Development and Peace (SDP) with great acceptance. Moreover, Cardenas (2016) mentioned that approaches with sports on the desired development and peace outcomes are not achieved by sport alone, but there are several non-sport-based practices like games, seminars and other pedagogical activities that entice the attentions and involvement of large number of population.

Spaaij (2009) cited Maguire (n.d.):

Joseph Maguire argues that sport champions, as socially constructed phenomena, perform powerful functions for the societies they represent. For Maguire, sport is a modern morality play that reveals fundamental truths about individuals, their societies and their relations with others. (p. 1115)

While the attentions of the public and different stakeholders are united by different sports activities, different agenda and values are introduced and practiced (UN Inter-Agency Task Force on Sport for Development and Peace, 2002). Giulianotti, Hognestad, and Spaaij (2016) reported that Sport for Development and Peace (SDP) is a fast-growing field of activity used as an intervention to pursue wider, non-sporting social goals as affected by politics, power and patronage. The research of interest is about the National Collegiate Athletic Association (NCAA) - an athletics association of ten colleges and universities in the Philippines. Established in 1924, the NCAA is the oldest athletic association in the Philippines. There are limited studies about the contribution of NCAA peace-building through sports, and the process to sustain the involvement of the NCAA constituents. This research intends to promote conscious awareness about the concepts related to peace-building through sports. This research is worthwhile pursuing because it leads to theory-building in understanding the roles of sports in peace-building.

Statement of Research Problem

This research investigates the associations and influences of characteristics of sports that are relevant to human development, peace and peace-building efforts of NCAA as perceived by the athletes and coaches of NCAA based in Metro Manila. From the perspectives of the NCAA community: What are the roles of sports in peace-building of a nation?

Statement of Specific Objectives

The researcher aims to determine the roles of sports in peace-building of a nation. The specific research objectives are:

- 1) ***To determine the association between the characteristics of sports and human development.*** Blagojevic (2012) also viewed sport as all forms of physical activity that influence physical fitness, mental well-being and social interaction like play, recreation, organized or competitive sport, and indigenous sports and games, and lead to access to individuals and groups of various cultural backgrounds and levels of ability.
- 2) ***To determine the association between characteristics of sports and perceived levels of peace.*** “The concept of peace refers not only to the absence of physical violence, but also to abolition of structural violence - the dynamics of oppression and domination within a society” (Galtung, 1976, as cited in Blagojevic, 2012, p.120). This research intends to explain the links between the characteristics of sports and perceived levels of peace based on the measurements of Blagojevic (2012) and Institute for Economics & Peace (2018, 2019).
- 3) ***To determine the association between human development and perceived levels of peace-building.*** Blagojevic (2012, p. 120) viewed that building perceived levels of peace is a complex, multi-level process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building and political as well as economic transformation. The process may be both formal and informal with a variety of actors considering that to build peace means to facilitate development at physical or infrastructural, political, economic, and social levels of post-war societies (Blagojevic, 2012).

Review of Related Literature

Giulianotti, et al. (2016) emphasized that Sport for Development and Peace (SDP) is a fast-growing field of activity used as an intervention to pursue wider, non-sporting social goals as affected by politics, power and patronage. Sports are impacting human development, peace-building and peace.

Sports for Peace-building and Peace

Spaaij (2009) found that sport development had intended and unanticipated consequences in the counter-intuitive and unintended effects of the growing entrenchment of Major League Baseball (MLB) in the Dominican Republic like the positive impact on communities throughout its citizens who became more politically and economically powerful through social capital community development. Giulianotti (2010) examined the benefits of peacemaking initiatives across the expanding 'sport, development and peace' (SDP) sector using three ideal-type models (technical, dialogical and critical). Giulianotti (2011) argued for a more sophisticated understanding of sport's policy capabilities, stronger cross-domain partnerships and a renewal of the SDP sector through a priority on social justice issues. Schulenkorf and Sugden (2011) also found that interpersonal and inter-community cooperation, wider target audience, strategic focus and dedication in advancing capacities in the context of a divided society were important. Ha & Lyras (2013) proposed recommendations for SFDP programs with the concept of acculturation, individual factors, cultural distance between the origin society and the settlement society, influencing their resettlement to a new society should be incorporated in SFDP programs. Nygard and Gates (2013) associated soft power as the power to convince one actor in a non-coercive style. Moreover, Schulenkorf and Sugden (2011) investigated the management and implementation strategies employed for the successful delivery of inter-community sport projects in divided societies and argued that local volunteers needed to be briefed and strategically prepared for the sport projects. Schulenkorf, Sherry and Rowe (2016) synthesized that youth development and social capital concepts as their theoretical frameworks, and also identified research gaps in (Sports for Development) SFD research in the areas of disability, gender equality, livelihoods, empowerment, and capacity building, low- and middle-income countries. Schulenkorf, et al. (2016) indicated that most of published research

focused on individual case studies and program evaluations. Cardenas (2016) recommended: the formation of strategic webs of cooperation among SDP officials may boost the SDP sector and strengthen peace-building via sport with a common framework and a shared vision. Spaaij and Jeanes (n.d.) recommended recruitment and training of educators to deliver a more critical pedagogy, with the qualities such individuals should be seeking to develop in order to engage in a more transformative education process through sports and SDP curriculum. Brian (2014) studied the importance SDP and suggested to review the difficulties attempting to balance critical and optimistic positions and the difficulties connecting critical analysis with for improving SDP-related work. Meschoulam, Hacker, Carbajal, de Benito, Blumenkron, and Raich (2015) highlighted the role of mass media, the role of the government, and the role of criminal organizations in the construction of perceptions about organized crime-related violence. Meschoulam et al. (2015) recommended conduct of quantitative research and expanded number of respondents to achieve higher level of generalization. Shrag (2012) argues that sport and peace offer the greatest opportunity for sport to find a worthwhile spot in the development sphere and be legitimized for sport in the 21st century that is clearly different from former roles that sports occupy.

Synthesis

There were limited quantitative research about sports, human development, peace and peace-building. Most of the research reviewed in this work were qualitative research that include case studies (Schulenkorf et al., 2016). Giulianotti (2011) demanded for a more sophisticated understanding of sport's policy capabilities, stronger cross-domain partnerships and a renewal of the sports development for peace. Meschoulam et al. (2015) also suggested conduct of quantitative research and increase in number of respondents to achieve a more robust generalization.

Theoretical Framework

The definition of variables and the inter-relationships were described by the theoretical framework of Blagojevic (2012).

Characteristics of Sport.

Blagojevic (2012) cited SDP IWG (2007) that sport is defined as “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games, and implies accessibility to individuals and groups of various cultural backgrounds and levels of ability” (p.119).

On Perceived Levels of Peace. The focus of sport for peace programs is the promotion of the well-being of participants and their communities wherein personal and collective progress are achieved outside the “win or lose,” “all or nothing,” “success or failure” framework (Blagojevic, 2012, p. 119-120). The emphasis is given on the values of mutual gain or win-win situation, cooperation, teamwork, respect toward others, the quality of inclusiveness, well-being and tolerance. “The concept of peace refers not only to the absence of physical violence, but also to abolition of structural violence - the dynamics of oppression and domination within a society” (Galtung, 1976, as cited in Blagojevic, 2012, p.120).

Institute for Economics & Peace (2019, p. 71) defines that: Negative peace is the absence of violence or fear of violence. But the mere absence of violence or fear is not necessarily influential to stable, harmonious and prosperous societies because it does not capture a society’s tendencies for stability and harmony that are measurable through the concept of positive peace. Positive peace includes the attitudes, institutions and structures that form and sustain peaceful societies resiliently.

Table 1*Qualities and Values of War and Peace*

WAR	PEACE
Win-lose	Win-win
Aggression, Violence, Dehumanization	Cooperation, Teamwork, Respect
Exclusion (us v. them)	Inclusion
Harm, Hostility	Well-being, Tolerance

Moreover, the Institute for Economics & Peace (2018, p. 7) enumerated the pillars of positive peace such as “well-functioning government, equitable distribution of resources, free flow of information good relations with neighbors, high levels of human capital, acceptance of the rights of others, low levels of corruptions and sound business environment.”

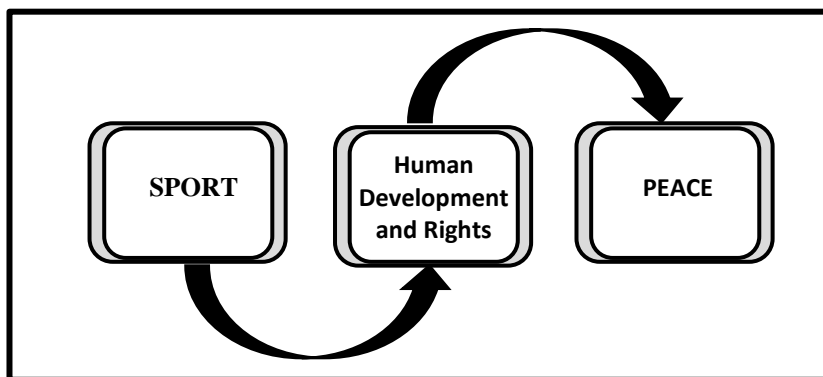
On Peace-Building Efforts. All four dimensions of the peace-building process are interdependent and overlapping (Blagojevic, 2012).

The success or failure in one aspect of peace-building affects all peace-building efforts. While sport can stimulate development at all levels of peace-building, it can have the most direct impact at the social level through empowerment of individuals and transformation of relationships among groups (Blagojevic, 2012, p. 120).

On Human Development. As also shown in Figure 1, the sports, as peace-building tools, have two levels of impacts such as empowering individuals through human development promotion in the areas of physical, mental, and emotional well-being and rebuilding communities with reconciliation-transformation of relationships. Other core capabilities are related to the benefits of sport such as good health, express emotions, ability to live a normal length of life, and live in affiliation with others with social interaction. Sport can facilitate human development by enhancing people’s opportunities to satisfy leisure time and joining in community life while improving peoples’ holistic health and human development index or (HDI) (Blagojevic, 2012).

Figure 1

Conceptual Framework; Human Development, The Bridge from Sport to Peace (Blagojevic, 2012)



Conceptual Framework

Schulenkorf and Sugden (2011) argued that societies promoted the maximization of sport for social, cultural and community development but there are only limited empirical studies on the strategic potential of sport projects in contributing to conflict resolution, reconciliation and peace building, especially in deeply divided societies. On the other aspects, Nygard and Gates (2013) claimed that persuasion through sports was the essence of soft power. Sport diplomacy and politics were not limited to the realm of foreign policy; they could be used domestically as well for building peace and nationhood. Giulianotti, Hognestad and Spaaij (2016) reported that Sport for Development and Peace (SDP) was a fast-growing field of activity used as an intervention to pursue wider, non-sporting social goals as peace affected by politics, power and patronage, and similarly, the objectives were associated with youth empowerment, health education peace-building and improved intercultural relations, gender equality, diversity and the social inclusion of people with a disability. This research intended to test the following alternative hypothesis:

H1: There is significant association between the characteristics of sports and human development. Giulianotti (2011) argued for a more sophisticated understanding of sport's policy capabilities, stronger cross-domain partnerships and a renewal of the SDP sector through a priority on

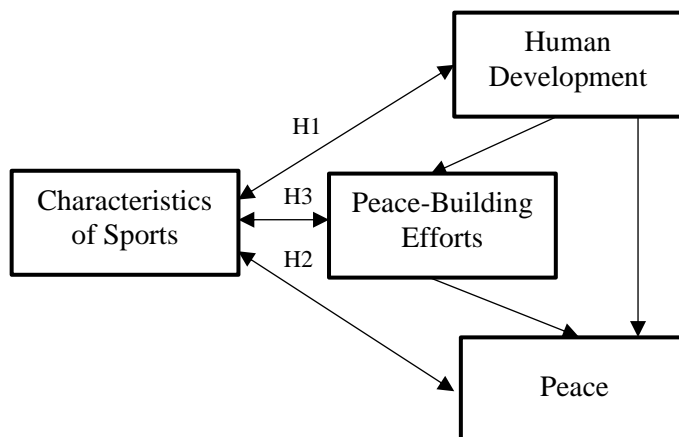
social justice issues. Peace has broader context, as asserted by Schulenkorf and Sugden (2011), and that interpersonal and inter-community cooperation, wider target audience, strategic focus and dedication in advancing capacities in the context of a divided society were important. Shrag (2012) noted that sport and peace offered the “greatest opportunity” for sport to find a worthwhile spot in the development sphere and be legitimized for sport in the 21st century that was clearly different from former roles that sports occupied. This research tested the 2nd alternative hypothesis.

H2: There is significant association between characteristics of sports and perceived levels of peace. Blagojevic (2012) theorized that peace-building was a process that might be both formal and informal with a variety of actors, and that to build peace meant to facilitate development at physical or infrastructural, political, economic, and social levels of post-war societies. Meschoulam, et al. (2015) highlighted the role of mass media, the role of the government, and the role of criminal organizations in the construction of perceptions about organized crime-related activities. The 3rd alternative hypothesis was tested:

H3: There is significant association between characteristics of sports and perceived levels of peace-building efforts. Also based on the reviewed literature and the theoretical framework of Blagojevic (2012), the conceptual framework, as seen in Figure 1, was synthesized by the researcher. The operational framework indicated the alternative hypotheses to be tested, as illustrated in Figure 2.

Figure 2

Operational Framework; The Characteristics of Sports on Human Development, Peace-Building Efforts, and Peace.



Methodology

Research Design and Approach.

This study was a mixed-method causal research (Pluye, Gagnon, Groffiths & Johnson-Lafleur, 2009). The rank correlations between variables in this research were described with participant observations, quotations and narratives. (Pluye, et al., 2009). The data were gathered through survey questionnaires and personal interviews of 113 selected respondents. The Likertscale and a set of open-ended questions were the research instruments. Similar with that of Strauss and Corbin's (1990, as cited in Fram, 2013) coding paradigm, the application of a conditional relationship as well as the reflective coding matrix are instruments that serve as links during the constant comparative process for the researcher moving between open coding and axial coding and later to selective coding. The conditional relationship guide helps novice researchers recognize the quantitative relationships among categories. Scott (2004, as cited in Fram, 2013, p.5) identified set of questions from work to evaluate each category as it emerges. In a qualitative research, the idea of a conceptual framework is prioritized at the concrete level of experiences. The core of this framework is composed of a few concepts or a cluster of concepts with a logical relationship (Fram, 2013). Meschoulamet al. (2015) highlighted experience and personal observations used in qualitative research and was also done in this research. This research presented in tables rank correlations, narratives and percentages of qualitative perceptions of athletes obtained from the survey and personal interview. Since the research focused on understanding retired amateur or professional athletes, it made use of descriptive statistics, Spearman rho (Anderson, Sweeney & Thomas, 2015) and evaluation of reviewed literature to explain the findings.

Research Participants/Respondents.

This research gathered data from purposively-selected respondents composed of combined 113 coaches, and athletes of Philippine National Collegiate Athletics Association (NCAA)

based in Metro Manila, Philippines. Considered in the selection of the athlete participants was their active involvement in NCAA. Respondents openly shared views and observations.

Research Ethics.

The respondents are related to the researcher as members of NCAA community, and some of them are co-employees or students of the researcher in San Beda University. There is no bribery or unethical means to influence the answers of the respondent. Although disclosures of conflict interests have pitfalls, the researcher also believe that the sincerity of the purpose and conduct of this research have noble opportunities (Loewenstein, Cain, & Sah, 2011).

Data Analysis.

Fram (2011) considered that each level of analysis required a reworking of the data to recognize emerging and embedded themes. The qualitative research design included the use of constant comparative analysis, critical discourse analysis, tabulation of codes, categories and themes as well as the analytic generalization using the conceptual and theoretical frameworks (Pluye, et al., 2009). Meschoulam, et al. (2015) research methods dwelled on the first stage of what had become an ongoing investigation with the purpose of knowing more about the process of social construction of values, perceptions, and conceptions. The quantitative research method using non-parametric tests using Spearman's rank correlation expressed the strength and direction of the associations between variables (Anderson, et al., 2015). The research instruments for each variable investigated showed internal consistency and reliability with Cronbach's alpha values: Characteristics of Sports (.9271), Human Development (.8779), Peace (.7428) and Peace-Building (.9110).

Results and Discussions

Respondents' Profile

Out of the 113 respondents, 72% are males while 28% are female athletes. Seventy-four percent are players, 22% are coaches while 4% are playing coaches. The respondents also belong to different sports, 25% from volleyball, 20% from swimming, 10% from table tennis, 10% from track and field, 9% from basketball, 5% from football, 4% from badminton, 4% from lawn tennis, 4% from taekwondo, 3% from athletics, 3% from cheerleading, 2% soft tennis, 1% judo, 1% dragon boat and 1% arnis.

Table 2

Frequency of Respondents and Mean Responses based on differences in Sports, Gender and Roles.

Categories Sports	Respondents n=113	Mean Response on Characteristics of Sports	Mean Response on Human Development	Mean Response on Peace	Mean Response on Peace Building
Arnis	1	6.67	6.83	4.75	7.00
Athletics	3	7.00	6.94	5.13	6.67
Badminton	4	6.83	6.63	5.50	5.79
Basketball	10	6.83	6.78	5.91	6.63
Cheerleading	3	6.50	6.17	5.75	6.11
Dragonboat	1	7.00	7.00	4.50	5.33
Football	6	6.83	6.64	6.38	6.42
Judo	1	7.00	5.50	5.13	4.33
Lawn tennis	4	6.33	6.46	5.22	5.96
Soft Tennis	2	6.58	6.58	6.75	6.50
Swimming	23	6.83	6.72	5.82	6.22
Table tennis	11	6.85	6.74	6.56	6.21
Taekwondo	5	6.10	6.00	6.05	5.93
Track and field	11	6.35	6.15	6.41	6.11
Volleyball	28	6.52	6.42	6.01	6.14
Grand Mean-Sports		6.65	6.53	5.98	6.19

Table 2*Continued*

Categories	Respondents n=113	Mean Response on Characteristics of Sports	Mean Response on Human Development	Mean Response on Peace	Mean Response on Peace Building
Sports					
Gender					
Female	32	6.61	6.52	5.84	6.03
Male	81	6.67	6.54	6.04	6.25
Grand Mean- Gender		6.65	6.53	5.98	6.19
Roles					
Coach	25	6.91	6.81	5.79	6.37
Coach and Player	4	6.67	6.29	5.50	6.00
Player	84	6.57	6.46	6.06	6.15
Grand Mean-Roles		6.65	6.53	5.98	6.19

As shown in Tables 2 and 3, the respondents perceived very high level of characteristics of sports and relevance to human development as well as high level of perceptions on the relevance of sports to peace, and peace-building.

Table 3*Descriptive statistics of responses for each variable*

Variables	Mean	s.d.	confidence interval 5%
Characteristics of Sports	6.650	0.620	6.535 - 6.766
Human Development	6.531	0.584	6.422 - 6.640
Peace	5.981	0.872	5.819 - 6.144
Peace-building	6.195	0.819	6.042 - 6.347

Note: From Open Stat Software (Miller, 2014)

Ninety-five percent of the respondents reasoned out that their current sports very strongly fitted their physical, mental, and emotional development. These respondents also shared their understanding of peace and described the peace-building efforts of the NCAA. The respondents also perceived detailed contexts, as shown in Table 3. The association of the characteristics of sports to human development, peace and peace-building were tested using Spearman's rho, as shown in Table 4.

Table 4

Rank correlation analysis of variables in hypotheses tested

Hypothesis	Independent Variable	Dependent Variable	Spearman rho	T-test value for $r=0$	p-value	Interpretation
1	Characteristics of Sports	Human Development	0.695	10.195	0.0005	Significant association
2	Characteristics of Sports	Peace	0.121	1.280	0.2034	No significant association
3	Characteristics of Sports	Peace-building	0.401	4.616	0.0005	Significant association

Note: From Open Stat Software (Miller, 2014)

1) To determine the association between the characteristics of sports and human development.

H1: There is significant association between the characteristics of sports and human development. The association of the characteristics of sports to human development, peace and peace-building were tested using Spearman's rho, as shown in Table 4. As also shown in Table 4, there is significant association between characteristics of sports and human development. As indicators of characteristics of sports, the respondents liked their sports.

Table 5*Context of Characteristics of Sports*

Modal Responses
It will help you to be a man, and promotes social well-being.
It is a physical and mental exercise.
I love competition. It is my specialization.
It's fun playing my favorite sport.
It makes me physically and mentally alert.
It gives cardiovascular endurance and physical fitness.
It is easy to be played and ways to win the game.
It develops camaraderie and sportsmanship.
It supports healthy body conformation.
I am passionate for my sports.
It adds knowledge and specialization.
It promotes discipline, and gives happiness and enjoyment.
It serves as a holistic sport and it's the sport im most comfortable with it.

The respondents believed that their chosen sports were relevant to human development and peace-building efforts, especially if the sports have the following characteristics, as listed in Table 5.

Table 6*Contexts of Characteristics of Sports on Human Development*

Modal Responses
Human development is necessary to ensure personal improvement, progress and growth.
Human development is to develop good health, good life and to produce champions.
Human development can enhance the ability by different training or practices that develop their skills.
It is about mentality and emotionally well-being.
Human development is a life-time process since birth to death while physical activities contributes to healthy life.

Table 6

Continued

Modal Responses
It's the part of an individual that has to develop in a balanced form, also it helps from one aspect to another.
Social interaction promotes human development.
Human development resolves around the character development of a person which includes physical, emotional and mental well-being as well as characteristics and values.
Human development is a process in which social mental and emotionally aspects an being improved by experiences, learned through processes and taught through mistakes.
Human development is a way by which we can improve ourselves- physically, mentally and socially.
Human development is growing old with honesty.

Majority (93%) of respondents believed that their sports contributed to physical fitness, mental well-being and social interaction like play, recreation and games. They also believed that sports gave them experiences and enabled them to access individuals or groups of different cultures and levels of ability, in the contexts in Table 6. As measurements of human development, majority of the respondents viewed that their sports promoted holistic well-being, and normal life span as healthy people. Their sports allowed to express themselves and be recognized as they enjoyed sports for leisure and affiliation. Blagojevic (2012) is right with his view that the sports, as peacebuilding tools, have two levels of impacts such as empowering individuals through human development promotion in the areas of physical, mental, and emotional well-being and rebuilding communities with reconciliation-transformation of relationships and that the contribution of sports in peace-building for communities and nations are quite evident from how sports bind people together and resolve barriers that divide antagonistic groups.

The result of this research is similar with the premises of Schlenker and Sugden (2011) that societies promote the maximization of sport for social, cultural and community development but there are only limited empirical studies on the strategic potential of sport projects in contributing to conflict resolution, reconciliation and peace building, especially in

deeply divided societies. Similar with the views of Nygard and Gates (2013), persuasion through sports is the essence of soft power. Sport diplomacy and politics are not limited to the realm of foreign policy because they could be used domestically for building peace and nationhood. Giulianotti, Hognestad and Spaaij (2016) reported that Sport for Development and Peace (SDP) was a fast-growing field of activity used as an intervention to pursue wider, non-sporting social goals as peace affected by politics, power and patronage. The goals are associated with youth empowerment, health education peace-building and improved intercultural relations, gender equality, and management of diversity.

2) To determine the association between characteristics of sports and perceived levels of peace.

As measured, majority of the respondents (85%) believed that sports promoted peace, win-win relationships, cooperation, teamwork, respect, inclusion, human well-being, and patience.

H2: There is significant association between characteristics of sports and perceived levels of peace.

Table 7

Context of Characteristics of Sports on Peace

<i>Key Responses</i>
Peace is necessary to live in unity and harmony
Peace is freedom.
There is understanding to ones needs, with peace.
Peace in sports is about clean and right officiating and good coaching.
Peace is camaraderie among the members of the team.
Peace is love, care and happiness, with no fighting.
It is internal way that affects the nature/environment.
Sports can unite people and has the power to contribute peace by means of respecting the players or athletes and spectators
Peace influences harmonious relationship and respect.
Peace of freedom- being quite calm and order.
Peace is a world with less hate.
Peace is key to success.

Table 7*Continued*

<i>Key Responses</i>
Peace is very difficult thing to achieve in so many aspects, family, government, and community.
Doing your own business.
Peace is sportsmanship.

However, majority (93%) of the respondents viewed that they also did not experience exclusion, harm and hostility in their sports. As noted in Table 7, there is no significant association between characteristics of sports and perceived levels of peace.

Peace has broader scope, wider context and influenced by variety of factors and that sports alone cannot totally achieve it, that supported the arguments of Galtung (1976, as cited in Blagojevic, 2012) that “the concept of peace referred not only to the absence of physical violence, but also to abolition of structural violence - the dynamics of oppression and domination within a society.” Again, the emphasis was given on the values of mutual gain or win-win situation, cooperation, teamwork, respect toward others, the quality of inclusiveness, well-being and tolerance. In contrast to the findings of this research, Giulianotti (2011) argued for a more sophisticated understanding of sport’s policy capabilities, stronger cross-domain partnerships and a renewal of the SDP sector through a priority on social justice issues. Peace has broader context like with the views of Schulenkorf and Sugden (2011) that interpersonal and inter-community cooperation, wider target audience, strategic focus and dedication in advancing capacities in the context of a divided society were important. Shrag (2012) is also right that sport and peace offer the “greatest opportunity” for sport to be legitimized for sport in the 21st century.

3) To determine the association between human development and perceived levels of peace-building.

H3: There is no significant association between characteristics of sports and perceived levels of peace-building efforts.

Table 8*Contexts of Characteristics of Sports on Peace-building Efforts*

NCAA annual sporting events are peace-building efforts.
The way colleges organize NCAA are peace-building efforts.
NCAA also unites regions people from different regions and social status.
NCAA promotes discipline, growth, and development.
Peace-building efforts include giving feedback to the athletes what lack of them and tell them the do's and don'ts for them to satisfy.
It has understanding and supporting others, and for the team to achieve the common goal everyone must put their trust and faith to each member.
Peace-building aims to change us, to believe it self and changing attitude behavior to transform short art lay team dynamic individual.
Peace-building by NCAA is teaching novice athletes.
Peace-building needs team capacity through sports.
The invitational meets and friendly meets are peace-building efforts.
The rules are made to make sure to maintain peace and at the same time observe fairness and just decisions and judgment.
Sport, training, sacrifice, and discipline are peace-building efforts.
The pursuit of peace should work together for what you want to do to achieve what we want.
NCAA continuously review its format and rules for it to be more inter training and audience friendly focusing on camaraderie rather than competition.

As seen in Table 8, there is significant rank correlation between characteristics of sports and peace-building efforts by NCAA.

Majority (84%) of the respondents strongly agreed that NCAA had activities and process for specific peace-building endeavors within the context of the relevant characteristics of sports on peace-building efforts, as shown in Table 8.

Majority of the respondents (88%) observed that NCAA facilitated development of infrastructural and political assets for peace-building. Majority of the respondents (84%) also strongly agreed that NCAA had peace-building processes that could be both formal and informal with a variety of leaders and actors. Moreover, majority of the respondents

observed the organization and facilities in NCAA that were dedicated to uphold peace. The results are aligned with the view of Blagojevic (2012) that peace-building is a process that may be both formal and informal with a variety of actors, and that to build peace means to facilitate development at physical or infrastructural, political, economic, and social levels of post-war societies. Meschoulam, et al.(2015) highlighted the role of mass media, the role of the government, and the role of criminal organizations in the construction of perceptions about organized crime-related violence but the respondents of this research did not specify the role of criminal organizations in anti-peace-building efforts.

Conclusion

Characteristics of sports relevant to the concept of peace affect the level of human development of coaches and athletes in this research. They also affect the level of peace-building efforts. However, characteristics of sports are not clearly associated with the achievement of peace because of its broader scope, variety of factors and different actors involved. The individual coach and athlete's preference and accessibility on sports are determinants of influences on human development, and peace-building. If the coaches and athletes of NCAA in Metro Manila like their sports, strongly believe that their sports contributed to physical fitness, mental well-being and social interaction, and strongly believe that sports give them experiences and enable them to access individuals or groups of different cultures and levels of ability, then, they also strongly perceive that their sports promote holistic well-being, and normal life span as healthy people, allow themselves to express themselves, and be recognized as they enjoy sports for leisure and affiliation. With relevant characteristics of sports to peace-building efforts, NCAA has activities and process for specific peace-building endeavors. The selected coaches and athletes believe that NCAA facilitates development of infrastructural and political assets for peace-building. Peace-building processes are both formal and informal with a variety of leaders and actors. The organization and facilities in NCAA that are dedicated to uphold peace are truly important.

Research Limitations. This study is limited to its settings in San Beda University and on the utilization of non-parametric tests of purposively selected respondents to come up with quantitative and qualitative data that describe the rank correlation between variables. This research did not consider mediation and moderation effects of human

development and peace building efforts about the relationships between relevant characteristics of sports and peace.

Recommendations

Implications to Practice. Sports are not just for fun and recreation but an avenue to promote human development and peace-building efforts. Coaches and athletes are encouraged by this research to be reminded with this responsibility through annual orientation and training on infusing to sports the objectives for human development and peace-building efforts. The processes of inculcating consciously said progress in human development and peace-building efforts need to be reviewed and improved constantly through assessment of the roles played by external change agents in facilitating sports and peace development project delivery, and development by gathering opinion in focus group discussions with key project facilitators and sport coaches. Coaches and athletes need to associate the characteristics of their chosen sports to realize and enhance human development and peace-building efforts, and in turn, contribute to broader peace.

Implications for Research. The researcher recommends to extend this study about the sports and peace to generation of higher level of statistical generalization for the NCAA community through quantitative research methods and regression analysis to create models that help coaches, athletes and NCAA community, and to intervene in the development of human development and peace-building efforts considering the mediation and moderation effects analyses.

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