

# Impacts of Sports Development on the Students of Imam Ali (AS) Military University

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## Abstract

**Purpose:** Identifying the consequences of sports activities of students at Imam Ali (AS) Military University helps to provide appropriate sports programs in accordance with students' desires and improves physical health, reduces stress, and increases students' mental health through the development of sports, as well as the university's success in international sports events. Therefore, the purpose of the research is to identify the consequences of sports development of students at Imam Ali (AS) Military University.

**Method:** the research method is qualitative and based on grounded theory with the Strauss-Corbin approach. The research population was experts related to the subject. The sampling method was purposive and the data collection tool was a semi-structured interview. Data analysis was performed in MaxQDA software version 2020.

**Results:** the outcomes of developing sports among students at Imam Ali (AS) Military University include 104 concepts categorized into 8 themes: physical development, psychological development, educational development, organizational development, social development, cultural development, economic development, and military development. These outcomes are presented in Table 6, which illustrates the impacts of sports development on the students of Imam Ali (AS) Military University.

**Conclusion:** by embedding sports within the university's strategic vision, Imam Ali (AS) Military University can solidify its position as a leader in nurturing well-rounded military professionals, capable of excelling both nationally and internationally. This research not only validates the transformative potential of sports in military academies but also calls for institutional commitment to leveraging sports as a cornerstone of comprehensive education and national security.

**Keywords:** Sports, University, Culture, Management

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## Introduction

The role of sports in personal and social development is undeniable. Sports are recognized as a means of maintaining physical and mental health and play a key role in improving social skills and enhancing individual and group capabilities (Titus, 2011). In this context, military academies, as institutions responsible for training future military and law enforcement personnel, require significant attention to the development of sports within their educational programs. Due to the nature of their future careers, students in military academies need high physical and psychological capabilities. These individuals must be able to perform optimally under various conditions and physical or mental pressures (Bondarenko et al., 2020).

Generally, military academies serve as educational and research institutions for training and preparing military officers. In these academies, sports and physical activity are essential components of the curriculum and cultural programs, integral to the education and development of officers (Mohseni Far, 2021). By promoting sports among military academy students, the primary goal is to elevate their physical and mental performance and improve their physical, social, and psychological abilities. Additionally, enhancing mobility, increasing physical capabilities, strengthening team coordination, and fostering collaboration are among the key objectives. Developing tactical and strategic sports skills is also emphasized to prepare students for military challenges (Karimi et al., 2020).

Therefore, sports programs should be designed not only to strengthen physical abilities but also to enhance students' cognitive and psychological capacities. However, many military academies face numerous challenges in this area. These include a lack of modern sports facilities, fragmented and inefficient planning, insufficient attention to individual student needs, and a shortage of specialized trainers.

Existing sports programs in many of these academies are often implemented using traditional methods, neglecting modern scientific approaches. Meanwhile, employing modern, science-based methods could improve the quality of sports training and increase its efficiency. For this reason, a fundamental revision in the design and implementation of sports programs in military academies is necessary (Okhrimenko et al., 2021).

One of the first steps in this process is accurately identifying students' sports-related needs and priorities. A precise understanding of these needs leads to the design of programs that align with their professional and academic goals. Next, existing infrastructure must be evaluated, identifying strengths and weaknesses to propose solutions for improvement (Allen, 2003). Upgrading sports facilities and equipping them with modern, efficient tools can play a significant role in enhancing the quality of sports programs. Furthermore, increasing student participation in sports programs requires fostering motivation and interest. This can be achieved through diverse and engaging programs, organizing sports competitions and events tailored to students' interests, and cultivating a sports-oriented culture within the university environment (Wallehd et al., 2014).

Despite the high importance of competitive sports, military universities face numerous challenges in this area. Among these challenges are the lack of specialized infrastructure for professional training, the absence of cohesive and targeted programs for identifying and nurturing talents, and the shortage of experienced coaches in the field of competitive sports. Additionally, insufficient support for student-athletes and the lack of appropriate motivational programs are other obstacles hindering the development of competitive sports in these institutions (Cash & Talley, 2015). To address these challenges, it is essential to design and implement a comprehensive and practical model for the

development of competitive sports. This model should begin with identifying the athletic talents of students and continue with providing specialized and targeted training programs. Furthermore, establishing appropriate infrastructure and equipping it with modern sports facilities is a fundamental requirement in this process. Alongside these measures, planning for internal competitions and participation in national and international events can help enhance students' experience and motivation (Green, 2005). Financial and moral support for student-athletes, as well as providing special facilities for them, can also aid in attracting and retaining sports talents in military universities. Ultimately, with the successful implementation of this model, military universities can be recognized as leading centers for nurturing champion athletes at national and international levels, playing a significant role in elevating the status of competitive sports in the country (Toma, 2003). In this regard, designing a comprehensive sports development model for military universities should cover all necessary aspects for the growth and development of students. This model should be able to identify current needs and limitations and provide appropriate solutions to address them. Among the primary objectives of this model are determining the sports needs of students, designing sports programs tailored to these needs, evaluating and improving existing infrastructure, and increasing student participation in sports activities (Solberg et al., 2021).

In addition to promoting public sports, the development of competitive sports in military universities, as one of the most important arenas for showcasing individual and national capabilities, plays a key role in enhancing international standing and bringing pride to the country. Military universities, as centers for training military and law enforcement personnel, should not only focus on developing students' physical abilities but also provide a suitable platform for growth and advancement

in competitive sports. This can lead to the identification and nurturing of sports talents among students and contribute to elevating the level of competitive sports at the national level. Despite the high importance of competitive sports, military universities face numerous challenges in this area. Among these challenges are the lack of specialized infrastructure for professional training, the absence of cohesive and targeted programs for identifying and nurturing talents, and the shortage of experienced coaches in the field of competitive sports (Schachar, 2011). Additionally, insufficient support for student-athletes and the lack of appropriate motivational programs are other obstacles hindering the development of competitive sports in these institutions. To address these challenges, it is essential to design and implement a comprehensive and practical model for the development of competitive sports. This model should begin with identifying the athletic talents of students and continue with providing specialized and targeted training programs. Furthermore, establishing appropriate infrastructure and equipping it with modern sports facilities is a fundamental requirement in this process. Alongside these measures, planning for internal competitions and participation in national and international events can help enhance students' experience and motivation. Financial and moral support for student-athletes, as well as providing special facilities for them, can also aid in attracting and retaining sports talents in military universities (Nixon, 2014).

Mansouri (2023), in his research, stated that media barriers, management barriers, economic barriers, historical barriers, and facility barriers had the most significant impact on financial support for university sports. Therefore, it is recommended that university sports officials coordinate with national broadcasting and specialized sports networks to ensure media coverage of university competitions. Additionally, they should facilitate the better organization of sports events through well-

planned management and intra- and inter-organizational collaborations. Ahmadian et al. (2022), in a study on developing strategies for the advancement of sports at Farhangian University, found that allocating budgets and sports stipends for students to access free sports facilities and nurture athletic talents, engaging human resources in extracurricular activities, utilizing the potential of the Physical Education Department in decision-making to expand sports activities and competitions, and leveraging sports facilities to develop the physical education field were among the most important strategies. Lee et al. (2023), in their research, highlighted those four factors fatigue, having free time, peer groups, and social relationships play a role in enhancing student participation in sports. Tabuena (2020), in his study, emphasized that creating an engaging environment both inside and outside the academic setting significantly contributes to fostering interest in sports. Fenius et al. (2019), in their research, noted that students prefer active leisure activities, with sports being one of their preferred pastimes during free time. They also found that students are more influenced by their peers and friends in this regard. Additionally, it was revealed that for higher education students, health is a more significant motivational factor for engaging in sports than physical appearance.

Nam et al. (2018), in their study, argued that for the advancement of university sports in South Korea, it is essential to focus on developing a support system for student-athletes, ensuring job security for coaches, resolving conflicts between academics and sports, fostering coordination between them, and reducing the overemphasis on winning. Zvapano (2017), in his research, identified that factors for the development of university sports in Zimbabwe include allocating sufficient budgets for sports, changing the attitudes of some university officials toward sports and valuing them, establishing clear policies for university sports, and fostering coordination among various

departments and university officials. Wang and Lu (2017), in their study, highlighted that factors for the development of university sports include increasing the number of participants, raising student awareness, the availability of sports equipment in universities and colleges, organizing sports camps, hosting major sports events, and conducting related research. Popeska et al. (2016), in their research, stated that achieving a suitable vision for university sports requires development, systematic organization, and greater participation of all students to promote health and physical activity. Popeska et al. (2015), in another study, emphasized that factors for enhancing university sports include increasing student participation, organizing sports and recreational activities, raising awareness about the importance of sports, and increasing the number of internal competitions and participation in external events.

The development of sports among students at Imam Ali (AS) Military University holds significant implications for both individual and institutional growth, as well as national prestige. As a specialized institution tasked with training future military and law enforcement leaders, the university must prioritize the holistic development of its students, including their physical and athletic capabilities. However, despite the recognized importance of sports in fostering discipline, teamwork, and resilience qualities essential for military personnel the university faces several challenges in fully realizing the potential of its sports programs. These challenges include insufficient infrastructure, a lack of specialized training programs, limited access to experienced coaches, and inadequate financial and motivational support for student-athletes. Addressing these issues is critical not only for enhancing the physical fitness and morale of students but also for cultivating a culture of excellence that aligns with the university's mission to produce well rounded leaders capable of representing the nation on both



national and international stages.

The necessity of this research lies in its potential to provide a comprehensive framework for overcoming these barriers and unlocking the benefits of sports development at Imam Ali (AS) Military University. By identifying and nurturing athletic talents, the university can contribute to the broader goals of national sports development while reinforcing its reputation as a center of excellence. Moreover, a well-structured sports program can serve as a platform for students to develop leadership skills, strategic thinking, and a sense of camaraderie—attributes that are directly transferable to their military careers. The research also underscores the importance of integrating sports into the university's strategic vision, ensuring that it receives the necessary resources, attention, and institutional support. Ultimately, the findings of this study will not only enhance the university's sports ecosystem but also contribute to the broader discourse on the role of military institutions in national sports development, highlighting their unique position to inspire and elevate the country's athletic achievements. Considering the above, it can be said that the present study seeks to answer the question: What are the consequences of developing sports for students at Imam Ali (AS) Military University?

## Materials and Methods

The research method employed in this study, given the nature of the subject and the research objectives, is qualitative and based on grounded theory. The participant population included students, organizational managers, sports coaches, and sports management experts. The research samples were selected purposefully for interviews, which continued until saturation was achieved. The interviews were conducted in a semi-structured manner with the selected participants. After each interview, the transcripts were fully typed, and open, axial, and selective coding was performed using MAXQDA2020 software. Four criteria

credibility, transferability, dependability, and confirmability were applied to ensure the rigor of the qualitative research, aligning with the conventional criteria of internal and external validity, reliability, and objectivity in quantitative research. These criteria were thoroughly examined and confirmed in this study. To ensure validity, the interview transcripts and coding methods were shared with several participants and sports management professors, and their feedback was incorporated. Unlike quantitative research, which emphasizes generalizability, qualitative research focuses on transferability, as its results are more context-specific. Therefore, to enhance transferability, the researcher provided detailed and transparent descriptions of the research process and participant characteristics, enabling other researchers to apply the findings in similar contexts. A precise description of the research method and demographic characteristics of the sample was also provided. To assess reliability, the inter-coder agreement method was used, with two coders specializing in sports management and familiar with coding procedures. The agreement rate between the two coders was 84%, which, being above the 60% threshold, confirmed the reliability of the research. For confirmability, several sports management professors and experts outside the research process reviewed all stages of the study, and their insights were incorporated. Ethical considerations were prioritized throughout the research. Before the interviews began, the research objectives and significance were explained to the participants. Participation was voluntary, based on personal consent and an initial understanding of the study's focus. Participants were also informed that they could withdraw from the interview at any time. However, no participants withdrew during the interviews, and all interviews were completed. Additionally, all interviews were scheduled in advance and conducted in a quiet, private setting, free from external interference or the presence of others.

## Results

According to the analysis of findings derived from the participants' data, the outcomes of developing sports among students at Imam Ali (AS) Military University include 104 concepts categorized into 8 themes: physical development, psychological development,

educational development, organizational development, social development, cultural development, economic development, and military development. These outcomes are presented in Table 1, which illustrates the impacts of sports development on the students of Imam Ali (AS) Military University.

**Table 1.** impacts of sports development on the students of Imam Ali (AS) Military University

Themes	Concept
<b>Physical development</b>	1. Enhancing students' physical fitness for heavy military duties
	2. Improving cardiovascular endurance and long-term physical stress tolerance
	3. Reducing injury rates among students during training and military missions
	4. Enhancing physical reaction speed in critical situations
	5. Reducing physical fatigue caused by intensive military training
	6. Strengthening students' immune systems through regular exercise
	7. Increasing the ability to carry heavy military equipment during field missions
	8. Lowering the risk of musculoskeletal disorders during service
	9. Improving muscle and joint flexibility for complex military maneuvers
	10. Boosting movement efficiency in military physical activities
	11. Enhancing individual resilience to military environmental challenges
	12. Strengthening balance and motor coordination in students
	13. Increasing jumping, running, and essential movement skills
	14. Improving physical performance in harsh environments (e.g., heat or cold)
<b>psychological development</b>	15. Reducing stress and anxiety levels in military environments
	16. Boosting students' confidence through sports achievements
	17. Enhancing emotional control skills in competitive or critical scenarios
	18. Reducing depression and negative emotions among students
	19. Strengthening focus and attention during training and missions
	20. Fostering healthy competition and motivation for growth
	21. Improving mental health through group sports participation
	22. Increasing self-worth and self-belief in students
	23. Mitigating the psychological impact of military pressures
	24. Strengthening motivation and positivity for duties and missions
	25. Encouraging interest in learning new sports skills
	26. Reducing anger and aggression through psychological release in sports
	27. Improving decision-making ability under stress
	28. Reducing mental exhaustion from academic and military routines
	29. Strengthening psychological skills linked to sports and military performance
	30. Increasing sense of control over personal and professional life

<b>educational development</b>	31. Enhancing academic performance by reducing stress and improving focus
	32. Strengthening time management and planning skills
	33. Increasing motivation for regular class attendance
	34. Reducing academic absenteeism due to physical or psychological issues
	35. Improving understanding of physical and biological concepts related to sports
	36. Boosting creativity and innovation in exercise design
	37. Balancing sports, academic, and military activities
	38. Enhancing problem-solving skills in academic contexts
	39. Reducing academic decline caused by physical or psychological pressures
	40. Strengthening practical skills for military training
	41. Increasing positive interactions among students in academic settings
	42. Enhancing research and study skills in sports science
	43. Boosting student interest in sports-related disciplines
	44. Reducing conflicts between academic and sports responsibilities
<b>organizational development</b>	45. Strengthening sports management structures at the university
	46. Developing strategic plans for university sports management
	47. Expanding international collaboration with military institutions
	48. Developing human resources within the university
	49. Increasing student participation in sports activities
	50. Developing monitoring and evaluation systems for sports performance
	51. Strengthening the university's organizational identity and brand
	52. Achieving greater success in international sports competitions
	53. Establishing optimal support and service systems for students
<b>social development</b>	54. Strengthening teamwork and collaboration among students
	55. Improving interpersonal communication through team sports
	56. Increasing sense of belonging to sports teams and the university community
	57. Reducing interpersonal conflicts by fostering positive sports relationships
	58. Building mutual respect and trust among students
	59. Strengthening leadership and team management skills
	60. Facilitating positive social networks through sports
	61. Reducing social isolation via sports participation
	62. Promoting ethical values and team discipline
	63. Improving student-coach relationships through sports interactions
<b>cultural development</b>	64. Strengthening solidarity and mutual support in sports teams
	65. Encouraging respect for individual differences through team sports
	66. Reducing unhealthy competition among students
	67. Establishing positive behavioral models in sports teams
	68. Strengthening sports culture in the university environment
	69. Raising awareness of sports' role in a healthy lifestyle
	70. Shifting traditional views of sports as a secondary activity
	71. Promoting ethical values through healthy sports competition
	72. Reducing risky behaviors via sports participation
	73. Strengthening responsibility among student-athletes
	74. Increasing respect for sports rules and principles on campus
	75. Promoting values like respect, honesty, and cooperation
	76. Improving academic community perceptions of sports' military relevance
	77. Strengthening cultural identity through group sports activities

	78. Raising awareness of diverse sports cultures in inter-university competitions
	79. Reducing cultural and social biases through sports interactions
	80. Fostering patriotism via national competitions
	81. Increasing interest in socially impactful sports activities
	82. Promoting healthy competition and respect for opponents
<b>economic development</b>	83. Reducing healthcare costs linked to sedentary lifestyles
	84. Increasing student productivity in military and academic tasks
	85. Creating sports-related job opportunities for graduates
	86. Developing sports infrastructure and increasing university asset value
	87. Motivating financial sponsorship for sports programs
	88. Boosting university revenue through sports events and competitions
	89. Reducing costs related to student injuries
	90. Lowering dropout rates due to physical health issues
	91. Cutting educational costs via improved student performance
	92. Selling sports equipment to students and staff
	93. Securing government grants and sports budgets
	94. Building partnerships with universities and sports organizations
<b>military development</b>	95. Enhancing physical skills for military tasks
	96. Shortening military skill training time due to higher fitness levels
	97. Increasing capacity for heavy missions in physically demanding conditions
	98. Strengthening leadership and decision-making in crises
	99. Boosting accuracy and speed in military tasks
	100. Reducing injury rates during field missions
	101. Increasing tolerance for harsh environments (heat, cold, altitude)
	102. Improving shooting skills and military maneuvers through physical fitness
	103. Reducing physical and mental fatigue in prolonged operations
	104. Increasing motivation to continue service in the armed forces

## Discussion

The analysis of the outcomes of sports development at Imam Ali (AS) Military University reveals that these factors are directly related to the quality and effectiveness of sports programs, as well as the improvement of students' physical, psychological, educational, and military performance. The analysis indicates that these programs serve as a key factor in enhancing students' capabilities across various domains, leading to significant improvements in different aspects of their lives. These outcomes impact physical and psychological readiness and play a fundamental role in enhancing military efficiency and educational quality. One of the most notable outcomes identified in this study is physical development, achieved directly through

improved physical conditions and enhanced physical fitness in various military and athletic contexts. Essentially, students who regularly participate in sports programs demonstrate a marked increase in cardiovascular endurance, physical stress tolerance, and reduced injury rates compared to their peers. Additionally, the ability to carry heavy equipment and improved flexibility of muscles and joints for performing complex military maneuvers are other significant achievements of these programs. Beyond individual performance, these outcomes also enhance collective and team capabilities, preparing students to face harsh environmental conditions such as heat, cold, and altitude.

Psychological development is another critical outcome, particularly for military students who



face psychological pressures and environmental stressors. Regular participation in sports activities, especially team-based programs, has led to reduced stress and anxiety levels and increased self-confidence among students. Sports serve as an effective psychological tool, helping students develop emotional management skills, decision-making under pressure, and focus. Furthermore, these programs have been observed to reduce depression and negative emotions, fostering a positive mindset and motivation to carry out missions and military activities. The psychological outcomes resulting from sports training, particularly in challenging conditions, highlight the role of sports as a therapeutic and preventive tool in addressing students' mental and physical health issues.

Educational development, as a key outcome, is directly linked to improved academic performance and increased focus in educational settings. In this regard, sports programs have effectively reduced academic stress, enhanced time management and planning abilities, and increased motivation for regular class attendance. Students actively participating in team sports demonstrate higher problem-solving skills and better management of academic pressures. These educational outcomes not only enhance learning quality but also indirectly improve interpersonal interactions in academic environments and facilitate students' understanding of course materials. Sports programs, as a tool for balancing academic schedules, effectively reduce absenteeism and elevate students' academic performance.

Social development is another fundamental outcome resulting from active participation in sports programs. It emphasizes strengthening teamwork and collaboration among students. Findings indicate that participation in team sports improves interpersonal communication, reduces conflicts, and fosters mutual respect and trust among students. These programs, in

addition to reducing social isolation, strengthen positive social networks and improve relationships among students from different disciplines. Particularly in a military environment that emphasizes discipline and teamwork, strengthening these relationships enhances efficiency and collaboration in military activities.

Cultural development and the reinforcement of cultural identity are other key outcomes of sports programs. Since team and competitive sports in military universities serve as cultural and identity-building tools, participation in these programs promotes respect for rules, sportsmanship, and ethical values such as cooperation, honesty, and responsibility. Cultural development enhances students' cultural identity and fosters patriotism and a sense of belonging to the university community. Consequently, the development of a sports culture in these environments reduces cultural and social biases and increases interactions among students from diverse backgrounds.

Military development is also identified as one of the most significant outcomes of these programs. Improved physical readiness for military missions, reduced training time for military skills due to higher physical fitness, and increased precision and speed in performing military tasks are among the key achievements in this area. These outcomes demonstrate that sports enhance students' physical performance and play a vital role in strengthening decision-making and leadership skills in critical situations. The ability to endure harsh environmental conditions and reduce injuries during military operations are other notable outcomes resulting from improved physical and psychological readiness.

Finally, economic outcomes contribute to increased productivity in students' military and academic duties. In this regard, reduced healthcare costs associated with sedentary-related illnesses are among the positive

economic impacts of sports. Additionally, creating job opportunities related to sports for graduates and increasing university revenue through organizing sports competitions and events have positive economic effects, providing financial resources for further development of sports programs.

In summary, the outcomes of sports development at Imam Ali (AS) Military University demonstrate the broad and multifaceted impacts of these programs on improving students' physical, psychological, educational, social, and military performance. These outcomes significantly enhance the overall quality of education, health, and military readiness of students. The findings of this study align with those of Karimi et al. (2020) and Mohseni-Far (2021), who emphasize that sports development leads to improved physical and mental health, reduced stress, and enhanced teamwork among students. The results of Wahl et al. (2014) also indicate that team sports, in addition to increasing physical fitness, strengthen students' social and psychological skills. Similarly, Nam et al. (2018) highlight that sports development in universities can improve academic performance and reduce dropout rates, aligning with the findings of this study.

In conclusion, achieving progress in the university's sports programs requires examining and aligning all dimensions, including policymaking, organizational structure, financial resources, and cultural aspects, based on the specific needs of military students. Contextual and intervening conditions, particularly in managerial and infrastructural areas, pose significant challenges to achieving sports objectives, directly impacting program efficiency and effectiveness. Addressing and optimizing these conditions through coordinated policies, appropriate financial and technical resource allocation, and improved management structures will significantly accelerate sports development. In this regard,

sports development strategies should be designed with a focus on the specific physical, psychological, and military needs of students. These strategies should emphasize individual and collective motivation, improved sports infrastructure, and educational programs aligned with military objectives. Sports programs should be designed to simultaneously enhance physical capabilities, psychological and social skills, and prepare students for military challenges. The outcomes of sports development in physical, psychological, educational, and social domains highlight the reciprocal effects of these programs on enhancing students' academic and military performance. Improved physical endurance, reduced stress, enhanced decision-making in critical situations, and strengthened teamwork are among the major results of these programs. These outcomes contribute to the individual and group performance of students, ultimately improving their military readiness and operational efficiency. Finally, to achieve sustainable and effective outcomes in sports development, Imam Ali (AS) Military University must strategically integrate all these dimensions and utilize existing capacities to their fullest potential.

## Conclusion

The findings of this study underscore the profound and multifaceted impact of sports development programs on students at Imam Ali (AS) Military University, highlighting their critical role in enhancing physical, psychological, educational, social, cultural, economic, and military outcomes. The integration of structured sports initiatives has proven instrumental in elevating physical fitness, with students demonstrating marked improvements in cardiovascular endurance, injury resistance, and the ability to perform under physically demanding military conditions. These gains are not limited to individual capabilities but extend to collective resilience, enabling teams to operate effectively

in harsh environments such as extreme temperatures and high-altitude terrains. Psychologically, sports participation has emerged as a vital tool for mitigating stress, anxiety, and depression, while fostering emotional regulation, self-confidence, and decision-making skills under pressure attributes indispensable for military personnel. The alignment of sports with educational objectives further reveals reduced academic absenteeism, enhanced time management, and improved problem-solving abilities, illustrating the symbiotic relationship between physical activity and cognitive performance. Socially, team-based sports have strengthened interpersonal communication, trust, and collaboration among students, reducing conflicts and fostering a sense of belonging within the university community. Culturally, sports programs have reinforced ethical values such as discipline, respect, and patriotism, while diminishing social biases and promoting inclusivity. Economically, the reduction in healthcare costs linked to sedentary lifestyles, coupled with revenue generation through sports events and job creation for graduates, underscores the financial viability of these programs. Militarily, the direct correlation between physical readiness and operational efficiency is evident, with accelerated skill acquisition, enhanced leadership in crises, and reduced injury rates during missions. These outcomes align with prior research emphasizing sports' role in holistic development, yet this study uniquely contextualizes these benefits within the specialized demands of military education. Challenges such as infrastructural deficits, fragmented planning, and insufficient motivational frameworks persist, necessitating strategic reforms. Future efforts must prioritize coordinated policymaking, resource allocation, and the integration of modern training methodologies to sustain these gains. By embedding sports within the university's strategic vision, Imam Ali (AS) Military University can solidify its position as a leader

in nurturing well-rounded military professionals, capable of excelling both nationally and internationally. This research not only validates the transformative potential of sports in military academies but also calls for institutional commitment to leveraging sports as a cornerstone of comprehensive education and national security.

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