

THE ATTITUDE TOWARDS OLYMPISM VALUES OF PUPILS IN SCHOOLS IMPLEMENTING AND NOT IMPLEMENTING INTEGRATED OLYMPIC EDUCATION

Saulius Šukys, Daiva Majauskienė
Lithuanian Sports University, Kaunas, Lithuania

ABSTRACT

Research background and hypothesis. The research focuses on school pupils' attitudes towards Olympism values and Olympic education. We hypothesised that in schools implementing integrated Olympic education programme, pupils more associated human values with Olympism than pupils in schools where this education programme was not implemented.

Research aim was to ascertain the attitude towards Olympism values of pupils in schools implementing and not implementing integrated Olympic education.

Research methods. The sample included 2335 (1095 males and 1240 females) young adolescents between the ages of 13 and 18 years. Pupils' attitudes towards Olympism values were determined using the Olympic Questionnaire (Telama et al., 2002).

Research results. Research results revealed statistically significant differences towards human values of Olympism ($p < 0.001$) and social virtues of Olympism ($p < 0.001$) of pupils depending on applied Olympic education programme in schools.

Discussion and conclusions. Our study revealed that pupils at schools implementing Integrated Olympic Education Programme more often emphasized the importance of human and social values of Olympism compared to pupils from schools not implementing this programme. The similar differences were found when assessing the results separately for girls. Research results did not reveal differences among 13–14-year-old pupils. However, the differences were established comparing the data of older pupils. Older pupils in schools with integrated Olympic education programme more emphasized the social virtues of Olympism and the human values of Olympism.

Keywords: Olympism, attitudes towards values, Olympic education.

INTRODUCTION

In the development of an independent, creative personality, revealing their skills as much as possible, it is necessary to look for ways to make the school more interesting and attractive. In Lithuania, one of the innovative and attractive content forms of education is the Olympic education (Žilionytė, Poteliūnienė, 2012). Many researchers (Binder, 2001, 2005; Bronikowski, 2006; Parry, 2006; Naul, 2008; Patsantaras, 2008; Georgiadis, Syrigos, 2009; Culpan, Wigimore, 2010) maintain that Olympic education is an effective means of education, based on the philosophy of Olympism, which is directly related to the educational

function, and is reflected in the basic principles of Olympism (*Olimpinė chartija*, 2006). Philosophy of Olympism focuses not only on a professional athlete, but also on every person, not just for a short period of time, but throughout the whole life, not just on the competition and victory, but also on the participation and cooperation, not only on sports activities, but also on the improvement of personal and social life (Parry, 2006). In this respect, Olympic education is seen as the value education (Binder, 2005), which not only introduces the Olympic Movement, Olympic ideals and values, but also encourages to apply them both in sports and

everyday activities (Pawlucki, 2006; Żukowska, Żukowski, 2010). The ideological foundation of the Olympic education comprises humanistic values, including mutual understanding, friendship, solidarity, keeping to fair play rules (Лубишева, 2007; Patsantaras 2008).

It should be noted that a number of scientists dealt with the theoretical aspect of Olympic education issues (Parry, 2006; Lenskyj, 2012; Teetzel, 2012). Empirical research has focused on pupils' knowledge of the Olympic Movement, the Olympic ideals, Olympic champions (Rychtecky, Naul, 2005), pupils' attitudes towards the Olympic values (Bronikowski, Bronikowska, 2009), approach to fair play as a fundamental value of Olympic education (Żukowska, Żukowski, 2010), Olympians' opinions about the role of the Olympic Games in the development of their personal identity (Baker et al., 2012). In the context of research carried out, there is a lack of studies focused on the effect of a targeted Olympic education programme on pupils. It is worth mentioning a few studies that have addressed the issues of the development of pupils' moral values based on the Olympic education (Budreikaitė, 2012) as well as factors of the realization of Olympic education at schools (Žilionytė, Poteliūnienė, 2012). As the Integrated Olympic education programme has been implemented in dozens of schools in the country since 2002, and its content has been integrated in both formal and non-formal education, it is relevant to evaluate the programme's impact on pupils' approach to the values of Olympism. In this research the hypothesis was raised that in schools implementing integrated Olympic education programme, pupils more associate human values with Olympism than pupils in schools where this education programme is not implemented.

The aim of the research was to ascertain the attitude towards Olympism values of pupils in schools implementing and not implementing integrated Olympic education.

RESEARCH METHODS

Research participants. The sample was drawn from Lithuanian schools representing the main schools, secondary schools and gymnasiums by applying stage sampling methods, i. e., we selected a number of schools at random, and from each of these schools, selected a number of classes at random. In total 30 schools were randomly selected. The total sample consisted of 2335

(1095 males and 1240 females) young adolescents between the ages of 13 and 18 years. All the pupils were divided into the three groups by age: 13–14 years ($n = 875$), 15–16 year ($n = 960$) and 17–18 year ($n = 518$). Males and females were equally represented across the age groups. 1186 pupils from the schools participating in the programme of the Olympic education and accordingly 1149 from those not participating in this programme.

Measures. Pupils' attitudes towards Olympism values were determined using Olympic Questionnaire (Telama et al., 2002). It should be noted that the questionnaire consisted of three parts. In this analysis we used data from the second part aimed at the study of pupils' attitudes towards the values of Olympism (The Assessment of Olympic Ideals). The study of attitudes towards the values of Olympism included a list of 52 values, which in original version consisted of four groups of values: *social virtues of Olympism* (such item as *peace, solidarity, equality, rejection of discrimination, etc.*); *personal profit of professionalism* (such item as *richness, popularity, victory at all costs, etc.*), *human values of Olympism* (such item as *mutual respect, fair play, etc.*) and *personal profit of professionalism* (such item as *victory, self-control, physical capacity, etc.*). When evaluating each statement pupils had to choose one of four answer options (from 1 *strongly disagree* to 4 – *absolutely agree*). Internal consistency index of the full scale was good – Cronbach's alpha 0.87.

Procedure. The survey was done during the classes upon written consent by Lithuanian Olympic Academy, Education Departments of different Lithuanian cities, and with prior agreement with school directors, teachers and pupils. Participation of pupils was based on principles of anonymity and goodwill. The survey was carried out with the participation of the school social pedagogue or psychologist. Before the survey pupils were always explained the research aim and filling instructions. Pupils were given as much time as they needed. Completed questionnaires were collected at once.

Data analysis. All analyses were conducted with *SPSS 13.0*. The questionnaire structure of pupils' attitudes towards the Olympism values was assessed using factor analyses. Internal consistency of questionnaire scales was determined by calculating the Cronbach's alpha coefficient. Correlations between the factors were measured by Spearman's correlation coefficient. Hypotheses about the equality between two independent groups were verified using Mann-Whitney U

test. Hypotheses about the equality between more than two groups were tested using Kruskal-Wallis H test. In calculating the effect size (r) for independent samples in a Mann-Whitney U test the following formula was used: $r = Z / \sqrt{N}$. $r = 0.10$ meant small effect, $r = 0.30$ – medium effect, and $r = 0.50$ – large effect.

RESEARCH RESULTS

Analysing the results of pupils' approach to the values of Olympism, first the principal components analysis with Varimax rotation and Kaiser Normalization was conducted. After the factor analysis (KMO = 0.78, Bartlett's test of Sphericity $p = 0.001$) four factors were identified explaining 39.56% of the total variance. These four factors are in compliance with the originally distinguished four groups of values assigned. However, it should be noted that five items were removed for the following reasons: they did not fall into any of the four factors, their loading was lower than 0.40, or they fell into a group which had the opposite meaning. The authors of the questionnaire (Telama et al., 2002) also note that using the survey data of different countries it is not always possible to distinguish identical factor structure.

Correlations between factors showed that social virtues associated with Olympism related positively to human values associated with Olympism ($p < 0.01$) and individual pursuit of excellence ($p < 0.01$). Human values of Olympism positively related to individual pursuit of excellence ($p < 0.01$). Research results showed that pupils assessed item in factor of individual pursuit of excellence more positively, and much more seldom totally agreed with items in personal profit of professionalism factor (Table 1).

The applied Mann-Whitney U test revealed statistically significant differences between the attitudes to Olympism values by gender, i. e.

the importance of social values of Olympism ($U = 564170.0$; $z = -7.03$; $p < 0.001$; $r = 0.15$) and personal benefit of professionalism ($U = 606266.0$; $z = -4.44$; $p < 0.001$; $r = 0.09$) were emphasized more by boys than girls. Statistically significant differences were received comparing the survey data by age, i. e. younger pupils more emphasized social virtues of Olympism ($H = 16.02$; $p < 0.001$; $r = 0.34$), and older pupils – human values of Olympism respectively ($H = 19.08$; $p < 0.001$; $r = 0.40$) and individual pursuit of excellence ($H = 19.91$; $p < 0.001$; $r = 0.41$).

The main analyses were related with comparing attitudes to Olympism values of pupils from the schools participating and not participating in the integrated programme of the Olympic education. The applied Mann-Whitney U test revealed statistically significant differences in pupils' attitudes to the values of Olympism depending on the school implementing or not implementing integrated Olympic education programme (Table 2). Pupils from schools where the Olympic education programme was applied assigned human values of Olympism ($U = 612096.5$; $z = 4.24$; $p < 0.001$; $r = 0.09$) and the social virtues of Olympism ($U = 599953.0$; $z = 4.93$; $p < 0.001$; $r = 0.10$) to the most important values. The similar differences were found when assessing the results separately for girls. Mann-Whitney U test showed that girls from schools where the Olympic education programme was applied much more stressed the human values of Olympism ($U = 165404.5$; $z = -4.26$; $p < 0.001$; $r = 0.12$) and the social virtues of Olympism ($U = 161581.0$; $z = -4.86$; $p < 0.001$; $r = 0.14$). Comparing the results of the boys, only one statistically significant difference was found, i. e. boys from the school where Olympic education programme was applied much often agree with items in factor social virtues of Olympism ($U = 139097.0$; $z = -1.98$; $p < 0.05$; $r = 0.06$).

Table 1. Correlation and descriptive statistics of Olympism values scale

Note. SVO – social virtues of Olympism; PPP – personal profit of professionalism; HVO – human values of Olympism; IPE – individual pursuit of excellence; M – mean score; ** – $p < 0.01$.

| Values of Olympism | M | Cronba's alpha | SVO | PPP | HVO | IPE |
|------------------------------------|------|----------------|--------|--------|--------|-----|
| Social Virtues of Olympism | 3.00 | 0.89 | | | | |
| Personal Profit of Professionalism | 2.68 | 0.72 | 0.25** | | | |
| Human Values of Olympism | 3.32 | 0.83 | 0.59** | 0.13** | | |
| Individual Pursuit of Excellence | 3.52 | 0.83 | 0.54** | 0.20** | 0.62** | |

| Values of Olympism | Schools participate in the programme of the Olympic education | Schools do not participate in the programme of the Olympic education |
|------------------------------------|---|--|
| | M | M |
| Social Virtues of Olympism | 3.05 | 2.95*** |
| Personal Profit of Professionalism | 2.68 | 2.68 |
| Human Values of Olympism | 3.36 | 3.29*** |
| Individual Pursuit of Excellence | 3.52 | 3.52 |

Table 2. The mean score of pupils' attitudes towards Olympic values depending on the school participating and non-participating in the programme of Olympic education

Note. *** – $p < 0.001$.

| Values of Olympism | 15–16 years of age | | 17–18 years of age | |
|------------------------------------|---|--|---|--|
| | Schools participate in the programme of the Olympic education | Schools do not participate in the programme of the Olympic education | Schools participate in the programme of the Olympic education | Schools do not participate in the programme of the Olympic education |
| | M | M | M | M |
| Social Virtues of Olympism | 3.06 | 2.93*** | 3.02 | 2.87*** |
| Personal Profit of Professionalism | 2.68 | 2.64 | 2.68 | 2.68 |
| Human Values of Olympism | 3.39 | 3.31*** | 3.40 | 3.33* |
| Individual Pursuit of Excellence | 3.52 | 3.55 | 3.60 | 3.58 |

Table 3. The mean score of differently aged pupils' attitudes towards Olympic values depending on the school participating and non-participating in the programme of Olympic education

Note. * – $p < 0.05$; *** – $p < 0.001$.

The analysis of the differences between the attitudes towards the values of Olympism in the aspect of age showed no statistically significant differences among the youngest pupils (aged 13–14 years) depending on the school implementing or not implementing the integrated Olympic education programme. However, the differences were established comparing the data of older pupils (Table 3). 15–16-years-old pupils in schools with integrated Olympic education programme more emphasized the social virtues of Olympism ($U = 96638.5$; $z = -4.12$; $p < 0.001$; $r = 0.13$) and the human values of Olympism ($U = 99840.5$; $z = -3.43$; $p < 0.001$; $r = 0.11$). The similar differences were found comparing 17–18-years-old pupils attitudes (the social virtues of Olympism; $U = 27670.0$; $z = -3.45$; $p < 0.001$; $r = 0.15$ and the human values of Olympism $U = 30023.0$; $z = -2.07$; $p < 0.05$; $r = 0.09$).

DISCUSSION

Analysing pupils' views of the Olympic values in schools implementing and not implementing the Olympic education programme we can claim that the hypothesis raised at the beginning of the study has been confirmed. Our questionnaire survey data revealed that in schools implementing integrated Olympic education programme, pupils more associated human values with Olympism than pupils in schools where this education programme was not implemented. This is not surprising because researchers dealing with the issues of Olympic education point out that these values should receive most attention in the Olympic education process (Patsantaras, 2008; Peneva, 2009). Research by A. Budreikaitė (2012) showed that pupils participating in the integrated

Olympic education programme recognized as more important such values as dignity, responsibility and honesty, justice. Similarly investigated teachers in the country also argued that the Olympic education programme implemented in secondary schools encouraged pupils to talk about the Olympic values and their manifestations in everyday life (Žilionytė, Poteliūnienė, 2012).

Although we did not raise any more hypotheses at the beginning of the study, statistical analysis revealed differences in the assessment of pupils' attitudes towards social values associated with Olympism as well. According to our research data, those values are more linked to Olympism by those pupils who learn at schools where the Olympic education programme is being integrated. As peace, solidarity, togetherness, non-discrimination and similar values are attributed to the social values, the obtained differences were also not unexpected. Even the *Olympic Charter* (Olimpinė chartija, 2006) highlights these values in the discussion of its second principle. They are also highlighted by scientists who list the Olympism goals and talk about them (Булкина, Максимова, 2010). The *Integrated Olympic Education Programme for Children and Youth* (Puišienė et al., 2007) also indicates that one of the Olympic education goals is to help develop a peaceful society. Therefore, it is reasonable to argue that schools implementing the Olympic education programme address these values as well.

The analysis of the results of pupils' attitudes by gender showed that girls in the sample differently assessed human and social values associated with Olympism. However, no differences were observed in individual children's results. It can be assumed that boys in general put less emphasis on these values. However, in the total sample (not distinguishing schools implementing or not implementing the Olympic Education Programme), differences by gender in the assessment of human values were also not found. On the other hand, girls' and boys' approaches to social values associated with Olympism are different. In addition, research literature contains data that girls, compared to boys, place more emphasis on the social importance of the values of Olympism (Tomik et al., 2012). Thus, while assessing pupils' approach to human values we can assume that the implementation of the Olympic education programme content

more effectively changes the girls' approach to Olympism.

The age factor analysis showed that the 13–14-year-old pupils' approach to the values of Olympism does not differ in both types of schools: implementing or not implementing the Olympic Education Programme. However, differences were found in comparing the senior pupils' answers. Pupils in schools implementing the Integrated Olympic Education Programme placed more emphasis on human and social values in Olympism. It can be explained by greater experience of pupils of this age in the Olympic Education Programme. Otherwise stated, many schools have been implementing this programme for many years. Therefore, its effects are more likely to occur for those pupils who are more involved in it.

CONCLUSION AND PERSPECTIVES

Pupils at schools implementing Integrated Olympic Education Programme more often emphasized the importance of human and social values of Olympism compared to pupils from schools not implementing this programme.

The study carried out not only proved that the Olympic education programme could be used as a means of developing pupils' positive attitudes to socially important values, but also allowed foreseeing future research perspectives. We think that analysing the effectiveness of the Olympic education programme while educating children, it is important to assess programme content, which may be different at each school. Thus, when evaluating the effectiveness of an Olympic education programme it is appropriate to carry out qualitative content analysis of specific school programmes. Although the survey data revealed statistically significant differences in the data of pupils' approaches to the values of Olympism, the effect size was low. The value of the effect size was due to the relatively large number of subjects. It would be therefore expedient to choose several schools where the Olympic education programme was just starting, and for several years to observe pupils in those schools. This would allow research to assess changes in children depending on the content of the Olympic education programme at a certain school.

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INTEGRUOTĄ OLIMPINIO UGDYMO PROGRAMĄ ĮGYVENDINANČIŲ IR NEĮGYVENDINANČIŲ MOKYKLŲ MOKSLEIVIŲ POŽIŪRIS Į OLIMPIZMO VERTYBES

Saulius Šukys, Daiva Majauskienė
Lietuvos sporto universitetas, Kaunas, Lietuva

SANTRAUKA

Tyrimo pagrindimas ir hipotezė. Tyrimu analizuojamas moksleivių požiūris į olimpizmo vertybes ir integruotos olimpinio ugdymo programos mokykloje klausimas. Keliama hipotezė, kad mokyklų, kuriose įgyvendinamas integruotas olimpinis ugdymas, moksleiviai labiau su olimpizmu sieja žmogiškąsias vertybes nei tie, kurių mokyklose toks ugdymas neįgyvendinamas.

Tikslas – nustatyti moksleivių požiūrį į olimpizmo vertybes mokyklose, kuriose įgyvendinamas ir neįgyvendinamas integruotas olimpinis ugdymas.

Metodai. Tiriamųjų kontingentą sudarė 2335 (1095 vaikinai ir 1240 merginos) moksleiviai, parinkti iš įvairių šalies mokyklų. Jų amžius – nuo 13 iki 18 metų. Moksleivių požiūris į olimpizmo vertybes tirtas naudojant Olimpinių klausimyną (Telama et al., 2002).

Rezultatai. Moksleiviai, kurių mokyklose įgyvendinama Olimpinių ugdymo programa, labiau pabrėžė su olimpizmu susijusių žmogiškųjų vertybių ($p < 0,001$) ir socialinių dorybių ($p < 0,001$) svarbą.

Aptarimas ir išvados. Tyrimas atskleidė, kad moksleiviai, kurių mokykloje įgyvendinama Integruota olimpinio ugdymo programa, svarbesnėms priskyrė žmogiškąsias vertybes ir socialines dorybes, susijusias su olimpizmu, nei tie, kurių mokykloje minėta programa neįgyvendinama. Analizuojant moksleivių požiūrio rezultatus pagal lytį pastebėta, kad tarp merginų taip pat nustatyti skirtumai vertinant žmogiškąsias vertybes ir socialines dorybes, susijusias su olimpizmu. Tarp berniukų tokių skirtumų nenustatyta. Gilinant į amžiaus veiksnį nustatyta, kad 13–14 metų moksleivių požiūris į olimpizmo vertybes nesiskiria, nelygu mokykloje vykdoma olimpinio ugdymo programa ar ne. Aptikta skirtumų palyginant vyresnių moksleivių atsakymus – tie, kurių mokyklose vykdoma Integruota olimpinio ugdymo programa, labiau pabrėžė žmogiškųjų vertybių ir socialinių dorybių, susijusių su olimpizmu, svarbą.

Raktažodžiai: olimpizmas, požiūris į vertybės, olimpinis ugdymas.

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Corresponding author **Saulius Šukys**
Lithuanian Sports University
Sporto str. 6, LT-44221 Kaunas
Lithuania
Tel +370 37 302638
E-mail saulius.sukys@lsu.lt