

SPREAD OF KNOWLEDGE ON OLYMPISM IN SCHOOL APPLYING THE INTEGRATED PROGRAMME OF OLYMPIC EDUCATION

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ABSTRACT

Research background and hypothesis. The present study deals with the Integrated Programme of Olympic Education in school. We hypothesized that pupils in schools where this program was executed would have more knowledge on Olympism.

Research aim was to determine the possibilities of spreading the knowledge on Olympism in schools applying the programme of the Olympic education.

Research methods. The sample consisted of the representative group of 2335 adolescents aged between 13 and 18 years. The study employed an Olympic Questionnaire (*Olympic Questionnaire* – Telama et al., 2002) in order to establish in what way the school provided Olympism-related information and what knowledge related to Olympism and Olympic Games the pupils possessed.

Research results. It was established that the contents of the Olympic education was various: the pupils were acquainted with various historic facts about the Olympic Games, their participants, symbolism, traditions, Fair play; pupils performed practical tasks and various festivals were organized at schools. The survey showed that the knowledge of pupils from the schools executing the programme of the Olympic education about the first Modern and the last Olympic Games was better. More pupils from these schools knew the Paralympics Games.

Discussion and conclusions. The survey showed that teachers from schools where the integrated programme of the Olympic education was executed integrated information about Olympism into their teaching subjects. Knowledge about the Olympic Games and their participants among pupils in these schools were much better as well.

Keywords: Olympism, Integrated Olympic Education, Olympism-related knowledge.

INTRODUCTION

Issues of the Olympic movement, universality and significance of principles and values of Olympism in the modern world of sport have always been studied by philosophers and educators (McNamee, 2006; Parry, 2006; Reid, 2006; Torress, 2006; Corral et al., 2010). Speaking about the universal values of Olympism, first of all their role for the education of children and young people is

borne in mind. So, the necessity of passing from theory to practice is accentuated (Pope, 2007). The integrated programme of the Olympic Education for children and young people (Programme of Olympic Education) was developed for spreading ideas and values of Olympism among pupils. It should be emphasized that the Olympic education is not a separate subject with a certain number

of hours in the curriculum. Olympic education is based on the multidisciplinary content integration by joining separate elements into the whole, and children's physical, mental and spiritual powers obtain a universal nature (Gerulskienė, 2007).

The main form of the Olympic movement at school is physical education. However, I. Smalinskaitė (2003) suggests that according to this model, systematic functions of the Olympic movement can be compared to the function of physical education as of a subsystem in the structure of the system of general education. Other scientists analysing issues of the Olympic movement claim that both physical education teachers and teachers of other subjects should speak about the Olympic Games, Olympism and related issues as well as give examples on those issues (Parry, 2003; Binder, 2005; Pawlucki, 2006; Naul, 2008 a, 2008 b; Peneva, 2009). R. Mažeikienė (2004) added that the Olympic education should not be related only to physical education and extracurricular activities. Olympic education should be executed in art, drawing, technology, music lessons in primary schools and be included the humanities and social sciences in secondary schools. If pupils learn about the evolution of the Olympic movement, history of the Olympic Games, the most important ideas of the Olympic spirit in lessons of different subjects, they will better realize the significance of the Olympic ideas and the necessity of their implementation.

Thus, educators, parents, the parliament of pupils, and the total school community can contribute to the implementation and development of the integrated Olympic education by rendering Olympic ideals and nurturing moral values (Puišienė, 2000). In this aspect the Olympic education in general is essential with its goals for solving general issues of education of child's personality which requires much attention at school. As far as we know, much attention is also paid to the Olympic education at schools in other countries too, but there is lack of research providing data about the efficiency of the Olympic education in the development pupils' knowledge about Olympism and nurturing related values. Only pupils' knowledge about Olympism and the Olympic Games has been researched more (Puišienė, 2000; Telama et al., 2002; Bronilowski, 2006; Вацеба, Юхымук, 2007). Thus, the **aim** of this research was to determine possibilities of spreading the knowledge on Olympism in schools by applying the Integrated Programme of the Olympic

Education. With this aim we tried to answer the following research questions: first, in what way Olympism-related knowledge is rendered; second, what Olympism-related knowledge pupils already possess. Our hypothesis was that better Olympism-related knowledge would be more characteristic of those pupils who learn in schools executing the integrated programme of the Olympic education.

RESEARCH METHODS

Research participants. The sample included Lithuanian schools representing main schools, secondary schools and gymnasiums. We applied multistage sampling strategy, i. e. we elected a number of schools at random, and from each school we 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. Males and females were equally represented across the age groups. Some pupils (n = 1186) from the schools participated in the programme of the Olympic education and others (n = 1149) did not participate in this programme.

Methods. The method applied in the research was a questionnaire survey. We used the *Olympic Questionnaire* (Olympic Questionnaire – Telama et al., 2002) which had been applied when surveying pupils from different European countries. There were some open and some closed questions. In order to ascertain in what way the school provided Olympism-related information, the pupils were asked to indicate if they were explained about it in their schools, in which lessons and what type of information was rendered to them. They were asked if their schools organized any events related with the Olympic movement and what happened during these events. The pupils were also asked if they participated in any national events related to the Olympic movement. While ascertaining the pupils' knowledge related to the history of the Olympic Games, they were asked in which city the first Modern Olympic Games took place. Accordingly, they were asked where the last winter and summer Olympic Games took place. The pupils were also asked if they knew what the Paralympics Games were. They had to indicate Olympic champions and prize winners they knew and comment why those sportspeople were special for them.

As the questionnaire applied in the survey had already been used when surveying pupils of

different ages from other countries, we did not assess its validity and reliability and concentrated our attention on the accuracy of its translation by using help of two English specialists (the original questionnaire was in English) and clearness of the questions to the pupils which was checked by surveying 103 pupils from the 7–9th grades.

Procedures. The study was carried out during the lessons upon written consent by the Lithuanian Olympic Academy, Education Departments of different Lithuanian cities, and with prior agreement with school directors and teachers. It was carried out by the researchers themselves. Participation of pupils was based on the principles of anonymity and goodwill. Pupils were given as much time as they needed. Completed questionnaires were collected at once.

Statistical analysis. The data were processed applying SPSS 13.0 for Windows. The percentage of answers to the questions was evaluated. Differences in indices between groups were calculated using chi-square at the level of .05.

RESEARCH RESULTS

According to the data of the survey, 60.6% pupils indicated that their schools taught them about the Olympic Games. Accordingly, 64.8% girls and 55.9% boys answered so ($\chi^2 = 19.15$ (1), $p = 0.001$). The pupils from schools where the programme of the Olympic education was executed indicated that they were taught about the Olympic Games more often compared to the pupils from other schools (accordingly 71.8% and 49.0%, $\chi^2 = 127.50$ (1), $p = 0.001$). The data presented in Table 1 show that pupils found out about these Games in history and physical

education lessons. It is worth noting that the information about the Olympic Games was mostly rendered in physical education lessons in schools executing the programme of the Olympic education ($\chi^2 = 149.42$ (1), $p = 0.001$). Accordingly, the pupils from these schools got information in history lessons more often ($\chi^2 = 40.86$ (1), $p = 0.001$). Geography lessons were seldom mentioned by pupils from schools not participating in the programme of the Olympic education ($\chi^2 = 36.06$ (1), $p = 0.001$).

Mostly in these lessons pupils were informed about various historic facts of the Olympic Games (OG) (Table 2). The pupils learnt namely these facts more often in schools not participating in the programme of the Olympic education ($\chi^2 = 44.25$ (1), $p = 0.001$). On the other hand, in these schools pupils learnt about Olympic participants and champions ($\chi^2 = 12.65$ (1), $p = 0.001$) and the symbolism of the Games ($\chi^2 = 10.05$ (1), $p = 0.01$) more seldom. Pupils from schools participating in the programme of the Olympic education performed various practical tasks related to the Olympic movement during their lessons, which was not characteristic of pupils from other schools ($\chi^2 = 6.52$ (1), $p = 0.01$).

43.5% of the respondents indicated that their schools organized such events as “Olympic day” or “Olympic week”. These events were organized in schools executing the programme of the Olympic education more often compared to other schools (accordingly, 64.2% and 22.2% of pupils mentioned these events; $\chi^2 = 426.69$ (2), $p = 0.001$). These events included different sports activities (80.7%), but activities related not only to sports, i. e. sport competitions, drawing contests, exhibitions etc., were less often (11.0%). We should note that the

Table 1. Distribution of lessons indicated by the pupils from the schools participating and not participating in the programme of the Olympic education during which information about the Olympic Games is rendered

Lessons	Type of schools	Schools participating in the programme of the Olympic education, %	Schools not participating in the programme of the Olympic education, %
In all lessons		1.7	0.7*
In physical education lessons		42.1	15.8***
In history lessons		56.7	43.5***
In language lessons		3.0	2.0
In geography lessons		5.3	1.0***
In Olympic tourism lessons		3.0	0
In mathematics, technology lessons		0.9	0.4
In art lessons		2.4	0.4***
In physics, chemistry, biology lessons		1.8	0.2
In ethics, religion lessons		0.3	0.3
In class meetings		0	0.3

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

Content of Olympic education	Type of schools	Schools participating in the programme of the Olympic education, %	Schools not participating in the programme of the Olympic education %
Learn historic facts about OG		61.6	83.5***
Learn about Olympic participants and champions		6.5	1.2***
Learn about symbolism and traditions of OG		5.7	1.2**
Speak about different sport events		9.5	5.9
Learn about the meaning of OG		4.6	5.6
Speak about fair play and values		2.7	0.3**
Draw, write essays, prepare presentations		2.7	0
Speak about many things related to OG		4.4	2.2

Table 2. Content of the Olympic education in lessons indicated by the pupils from the schools participating and not participating in the programme of the Olympic education

Note. The table does not include all answers of pupils what they are taught about the Olympic Games during lessons. * – $p < 0.05$; *** – $p < 0.001$.

Questions	Type of schools	Schools participating in the programme of the Olympic education, %	Schools not participating in the programme of the Olympic education, %
Know the city where the first Modern OG took place		77.8	72.9**
Know when the first Modern OG took place		48.4	30.5***
Know in which city the last winter OG took place		55.7	39.9***
Know in which city the last summer OG took place		80.9	73.2***

Table 3. Knowledge of pupils from schools participating and not participating in the programme of the Olympic education about the first Modern and last Olympic Games

Note. The pupils' answers were divided into three groups: right answers, wrong answers and the answer „I do not know“. The table only presents the results of the pupils with right answers. ** – $p < 0.01$; *** – $p < 0.001$.

contents of such events were similar irrespective of the school: participating on not participating in the programme of the Olympic education.

The survey showed that 9.4% of pupils irrespective of their sex had personally participated in the national Olympic festival. 18.6% of them indicated that other pupils from their school had participated there. It was established that more pupils who personally participated in those festivals were from schools executing the programme of the Olympic education ($\chi^2 = 240.07$ (3), $p = 0.001$). 13.5% of the pupils learning in these schools and only 5.2% of those learning in other schools personally participated in the festivals and 28.5% and 14.5% indicated that other pupils of their schools participated there.

The results of the research revealed that most pupils (75.4%) knew where the first Modern OG took place, but much fewer of them (39.6%) indicated when it took place. Accordingly, lots of

them (77.1%) knew in which city the last summer OG took place and it was more difficult for them (47.9%) to indicate the capital of the last winter Games. We want to emphasize that more girls knew the capital of the first modern OG compared to boys (accordingly, 79.9 and 70.3%; $\chi^2 = 31.66$ (2), $p = 0.001$). When analyzing the data according to the pupils' age, it was established that older pupils mostly indicated the right capital of the first Modern OG ($\chi^2 = 23.30$ (4), $p = 0.001$). The pupils from schools where the programme of the Olympic education was executed knew the place and time of the first modern OG and the last summer and winter Games better (Table 3).

The survey showed less than half of the schoolchildren (41.6%) irrespective of their sex knew what the Paralympics Games were. It was established the pupils from the schools participating in the programme of the Olympic education knew better about the Paralympics Games compared to

the pupils from other schools (accordingly, 46.0 and 37.0%; $\chi^2 = 21.60$ (2), $p = 0.001$).

The results showed that 55.9% of pupils irrespective of their sex were able to indicate some Olympic champions or prize winners. Older pupils knew more of those athletes ($\chi^2 = 36.02$ (2), $p = 0.001$). The pupils from schools where the programme of the Olympic education was executed also indicated more of them compared to the pupils from other schools (accordingly, 64.2 and 47.3%, $\chi^2 = 66.97$ (1), $p = 0.001$). The pupils who mentioned those athletes were asked to comment why they had chosen those people. Mostly the pupils irrespective of their sex said they just knew those people (40.0%). They mentioned them more often because they were good athletes and fighters (24.2%) or the pride of their country (22.5%). During the survey the pupils were asked to indicate the athletes they disliked. The results showed only 3.3% pupils indicated such athletes.

DISCUSSION

While trying to find out in what way the knowledge related to the Olympic movement was rendered in schools, it was established that pupils mostly learnt about it in physical education and history lessons. That information was rendered in other lessons more often in schools executing the programme of the Olympic education. Art, geography, physics, chemistry and biology lessons can be mentioned as those dealing with Olympism. This data was not unexpected as the integrated programme of the Olympic education for children and young people emphasizes that it is possible to nurture Olympic values and render the knowledge about the world cognition and history of Olympism in physical education and other lessons as well (Gerulskienė, 2007). On the other hand, schools, where the above-mentioned programme was applied, were mostly distinguished by knowledge rendered in physical education lessons.

The survey showed that the contents of the Olympic education were very different in each school. The pupils were acquainted with various historic facts about the Olympic Games, Olympic participants and champions, symbolism, traditions, different kinds of sports of the Olympic Games, the nature of Olympic Games and their meaning, fair play and values, and practical tasks were performed as well (pupils drew, wrote essays and prepared presentations). Besides, various festivals were organized for the pupils: "Olympic day" or

"Olympic week". To sum up, it is worth noting that the contents of the Olympic education were more varied in schools where the programme of the Olympic education was executed. On the basis of the research it is not possible to determine if other schools did not teach anything about the Olympic movement or Olympism, but they mostly presented various historic facts about the Olympic Games to the pupils and actually did not speak about Olympic values and organized events related to the Olympic movement.

While ascertaining the pupils' knowledge about the Olympic movement and the Olympic Games, it was established that most pupils knew in which city the first Modern and the last summer Olympic Games took place. However, less than one half of the pupils knew the date of the first modern Olympic Games. Our research reflected the tendencies found in other European countries while surveying pupils (Telama et al., 2002; Вацеба, Юхымук, 2007) that older pupils knew the places of the first Modern and the last summer Olympic Games better. It is worth mentioning that 12-year-olds of some surveyed countries did not know the place and date of the first Modern Olympic Games at all.

While analysing the data about pupils from schools participating and not participating in the programme of the Olympic education, we must say that the hypothesis raised at the beginning of the research was confirmed, i. e., the knowledge of the first Modern and the last Olympic Games of pupils from schools executing the programme of the Olympic education was better. More pupils from these schools knew about the Paralympics Games. However, less than half of the pupils knew what the Paralympics Games were at all.

The survey revealed that more pupils from the schools executing the programme of the Olympic education knew Olympic champions and prize winners. This data is not surprising as the pupils learnt about Olympic champions in these schools more often, which is not characteristic of other schools. Thus, pupils can get information about them mostly in the media, which is also mentioned by other researchers (Bronikowski, 2006). According to M. Bronikowski, few pupils get information about the Olympic movement from their coaches and parents.

To sum up, the integrated programme of the Olympic education for children and young people, which has been applied in comprehensive schools of our country for eight years, provides pupils

with knowledge about the Olympic movement. We also assume that the programme of the Olympic education can make the education process more interesting and attractive (Gerulskienė, 2007).

CONCLUSIONS AND PERSPECTIVES

The survey showed that the teachers from schools where the integrated programme of the Olympic education for children and young people was executed integrated the knowledge on Olympism into their teaching subjects. It was established that the contents of the Olympic education varied in these schools: the pupils learnt about various historic facts on the Olympic

Games, sportspeople, symbolism and traditions the Olympic Games, fair play, and Olympism-related practical tasks were performed in schools.

The knowledge of pupils from schools executing the integrated programme of the Olympic education for children and young people about the Olympic Games was better compared to the one of pupils from schools not participating in this programme.

Thus, on the one hand, further research should be carried out to find out how much the programme of the Olympic education influences pupils' attitude towards their school and learning. On the other hand, the influence of this programme teaching Olympic values on pupils' behavior should be evaluated, too.

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OLIMPIZMO ŽINIŲ SKLAIDA MOKYKLOJE TAIKANT INTEGRUOTĄ OLIMPINIO UGDYMO PROGRAMĄ

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SANTRAUKA

Tyrimo pagrindimas ir hipotezė. Straipsnyje gilinamasi į Integruotą vaikų ir jaunimo olimpinio ugdymo programą ir tikrinama hipotezė, kad žinios apie olimpinį judėjimą geresnės tų mokinių, kurių mokykloje vykdoma olimpinio ugdymo programa.

Tikslas: išsiaiškinti olimpizmo žinių sklaidos galimybes mokykloje taikant olimpinio ugdymo programą.

Metodai. Tiriamąją imtį sudarė 2335 13–18 metų šalies mokinių grupė, parinkta dvipakopės tikimybinės atrankos būdu. Tyrimo metu buvo naudotas Olimpiniis klausimynas (*Olympic Questionnaire* – Telama et al., 2002). Mokinių klausta, kaip mokykloje perteikiamos olimpinio judėjimo žinios. Aiškinantis mokinių olimpinių žaidynių istorijos žinias klausta apie pirmųjų šiuolaikinių olimpinių žaidynių laiką ir vietą, teirautasi apie paskutines olimpines žaidynes ir klausta, ką jie žino apie parolimpines žaidynes.

Rezultatai. Dažniausiai apie olimpinį judėjimą, olimpines žaidynes mokiniai sužino kūno kultūros ir istorijos pamokose. Nustatyta, kad olimpinio ugdymo turinys yra įvairus: mokiniai supažindinami su istoriniais faktais apie olimpines žaidynes, olimpiečius, aiškinama olimpinių žaidynių simbolika ir tradicijos, kalbama apie garbingą kovą, taip pat atliekami praktiniai darbai, vyksta su olimpizmu susiję renginiai mokykloje. Tyrimas parodė, kad mokinių žinios apie pirmąsias šiuolaikines ir paskutines olimpines žaidynes yra geresnės tose mokyklose, kuriose vykdoma olimpinio ugdymo programa. Daugiau šių mokyklų mokinių žino, kas yra parolimpinės žaidynės.

Aptarimas ir išvados. Nustatyta, kad mokyklose, kuriose vykdoma olimpinio ugdymo programa, mokytojai integruoja olimpizmo žinias į daugelį mokomųjų dalykų. Šių mokyklų mokinių žinios apie olimpines žaidynes yra geresnės.

Raktažodžiai: olimpizmas, integruotas olimpinis ugdymas, mokinių žinios apie olimpinį judėjimą, olimpines žaidynes.

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