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**“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION
AND MANAGEMENT OF OLYMPIC EVENTS”**

**“A comparison of knowledge and attitudes of athletes, coaches and sports
officials participated in the Olympic Education courses of National
Olympic & Paralympic Academy of Iran toward Olympic Values”**

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Abstract

This study is carried out to assess and compare knowledge and attitudes of athletes, coaches and sports officials' participated in the Olympic education courses of National Olympic & Paralympic Academy of Iran toward Olympic values.

The study is a quantitative, descriptive research. Some 135 athletes, coaches and sports officials participated in the study, a questionnaire with four categories was used to collect the required data from the participants. Multiple choice questions on the Olympic values were asked to gauge the knowledge level. A 4-point Likert scale was used as the instrument to measure attitudes towards Olympic values while they were also asked to state their sport career, age, gender and education.

The results nearly showed equal knowledge and attitudes of athletes, coaches and sports officials with respect to the Olympic values. Agreement percentage of athletes, coaches and officials is 97.5%, 100.0% and 96.9% and disagreement percentage athletes, coaches and officials toward Olympic values is 0.0%, 0.0% and 3.1% in order

On the other hand, results showed that in general, the respondents have an acceptable knowledge and attitudes towards Olympic values. It is assumed that National Olympic Committee and National Olympic & Paralympic Academy of Iran sufficiently carried out their mission regarding the promotion of Olympic values trough implementing various courses, workshops and activities for different groups.

It is recommended that Iranian NOPA embark on organizing consistent Olympic values educational programs for PE teachers in order to convince Iranian Ministry of Education to include Olympic values program in the school curriculum.

Key words: Olympic values, athletes, coaches, sports officials, Olympic education, Iran

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LIST OF ABBREVIATIONS

ABBREVIATION	DEFINITION
IOA	International Olympic Academy
IOC	International Olympic Committee
NFs.....	National Federations
NOC	National Olympic Committee
NOA	National Olympic Academy
NOPA.....	National Olympic & Paralympic Academy
OVEP	Olympic Values Education Program
PE	Physical Education

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Definition Terms

Olympic Movement: Organizations including International Olympic Committee, Organizing Committee of Olympic Games, National Olympic Committees, International and National Sports Federations, National organizations and Institutes, athletes and in a simple word it is a global network by which Olympic values will transfer through different tools (Chatziefstathiou, 2005).

Olympic education: Olympic education is a global education strived to develop all aspects of human being (Parry, 2003). This kind of education is seeking to influence most of world youth using general principles of Olympic ideals.

Olympism: Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will, and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, and respect for universal fundamental ethical principles (Olympic charter, 2011).

Olympic Values: International Olympic Committee focus the following five values in the Olympic Movement; fair play, pursuit of excellence, joy of effort, balance between body, will and mind and respect for the others.

Athlete: In this survey athlete refer to those athletes who participated in the Olympic Games.

Coach: In sports, a coach is an individual involved in the direction; instruction and training of the operations of a sports team or of individual sports people. In this survey coach refer to those coaches who participated in the Olympic Games.

Sports Official: In this survey sport official refer to those officials who participated in the Olympic Games including presidents of National Federations, secretary general and president of Iranian NOC, chef de mission and etc.

PART I

Chapter 1

INTRODUCTION

1-1 Introduction

The Olympics are one of the major sporting events of the present day, bringing international sporting competition together with intense levels of media coverage, corporate sponsorship, advertising and promotional technologies. They are thus a key instance for the sociological study of the intersection of sport with commerce, of sporting ideologies and identity politics, of competitive struggles and consuming passions. Considered in this light, we see that the Olympics are located at the intersection of two contradictions. The first is a contradiction between the ideals or ideology of “Olympism” and the realities of the modern Olympics in practice.

Olympic rhetoric stresses that “it’s the taking part that matters,” and that competition is between individuals not nations. However, the presentation and pageantry associated with the Olympics are fiercely nationalistic (Billings & Eastman, 2002; Hargreaves, 2000; MacNeill, 1996; Wensing & Bruce, 2003).

Values in physical education and sports have been connected with Olympic ideals either as an official part of the PE curriculum and/or as a moral objective to be achieved in young people games and sports (Naul, 2006).

As Coubertin, the renovator of the Modern Olympic Games, believed sport is more than just competition. The challenge of Olympic Movement is to educate and encourage young people to practice sport, and to teach them values. Sport helps people, especially young people, to escape daily concerns, to respect each other and to learn that rules exist and how important it is to respect them. Sport also brings hope, pride, a sense of identity and health, thus shaping the body and mind.

The educational purpose and the idea that stands behind what Coubertin wanted to achieve with the modern Olympic Games is rooted even deeper in the history of physical education. The Olympic Games movement has tackled many developments and concerns, but education in the context of Olympism has always been and still is a minor strand (Naul 2008, p. 13).

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of a good example, and respect for universal fundamental ethical principles” (Olympic Charter, 2011, rule 1).

Some of the specific values referred to these principles include: respect for others, balance between body, will & mind, joy found in effort, fair play and pursuit of excellence. The Olympic Movement is therefore called up to help constructing a peaceful and better world by educating young people through sport. The Olympic education is considered to be a far-reaching pedagogical concept, closely linked with Coubertin`s ideas.

National Olympic and Paralympic Academy of Iran as the educational branch of National Olympic Committee has the mission to spread Olympic Education among the society. Since its inauguration NOPA has organized a variety of programs such as Olympic Education courses for different levels, several contests, sessions, symposiums, tours and Olympic education courses have been held for school students, physical education teachers, athletes, coaches, sports officials, sports journalist, artists and ... aimed to make them familiar with Olympic values in order to promote Olympic values among the society especially for athletes since they are the most effective group in the society as role models.

Particularly athletes and coaches play an important role in encouraging and motivating young generation to do sport and to apply sport values in their lives (Mafumiko, 2006). Hence, in order for them to convey the message over youth, they have to fully understand the aims and objectives of Olympic values. It is expected Olympians, athletes, coaches and sports officials as the people who attract youth attention, further consider to Olympic values. Therefore this study tries to evaluate and compare knowledge and attitudes of national athletes, coaches and sports officials who participated in the Olympic Games toward Olympic Values.

The values which will be considered in this study are the five Olympic values which were currently promoted by the IOC and its new created initiative “Olympic Values Educational Program”. These values which insisted in this study are: Balance between body, will and mind, Fair play, Joy of effort, Pursuit of excellence and Respect.

1-2 Research Problem

The problem of the research is to compare knowledge and attitudes of athletes, coaches and sports officials' participated in the Olympic Education courses of National Olympic Academy of Iran toward Olympic Values.

1-3 Significance of the study

This is the first study in the field of Olympic values insisted in OVEP toolkit in Iran. Although NOPA is among the most active NOAs in the world and carried out many activities but many of people who are involved in the sport are unaware of the Olympic values. It will be useful for the next researchers and those who may read it have a better understanding of knowledge and attitudes of the Iranian athletes, coaches and sports officials toward Olympic Values. This also adds more knowledge and reveals areas that call for further research in Olympic education. The study will also explore the strengthen ad weakness points of the current programs run by NOPA.

The findings may also be a starting point for developing, planning and implementing workshops for PE teachers and professionals, related to the Olympic Values Education Program (OVEP Toolkit) in Iran.

Recommendations made might be used for future operations and strategic planning for the Olympic Values Education in Iranian Olympic Committee and provide a platform for further studies.

1-4 Objectives of the study

General objective of the current study is to compare different attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward Olympic values and especial objectives are as the following:

1. To compare knowledge and attitudes of athletes, coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward fair play

2. To compare knowledge and attitudes of athletes, coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward pursuit of excellence
3. To compare knowledge and attitudes of athletes, coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward joy of effort
4. To compare knowledge and attitudes of athletes, coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward balance between body, will and mind
5. To compare knowledge and attitudes of athletes, coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward respect for the others

1-5 Research Hypotheses

1. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward Olympic values.
2. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward fair play.
3. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward pursuit of excellence.
4. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward joy of effort.
5. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward balance between body, will and mind.
6. There is significant difference between attitudes of the athletes, coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward respect for the others

Chapter 2

LITERATURE REVIEW

2-1 Introduction

The current study is to compare knowledge and attitudes of athletes, coaches and sports officials toward Olympic values which are life values.

As the news reflects violence, non respectful behaviors, addiction, apathy and animosity between Iranian young generation have been augmented. Declining values is the major challenge the societies face.

According to Binder: “we believe that everywhere in the world, there are people who want to help the next generation to make a change in the way they live and behave. We have a great need to learn and to teach peaceful ways of living with each other. We must learn and teach how to forgive and forget our difficulties with other people, not emphasize over and over our histories of war, violence and injustice. We believe that young people can be inspired to live more peacefully, to help their friends, to improve their communities and to take care of their environment (Binder 2000, p.32)”.

People throughout the sporting world would like things will be better in their life and sport. We would like athletes, coaches, officials and spectators to do more than just play according to the rules; we would like them to follow the principles of fair play. We would like them to honor their opponents (Binder 2000, p. 94).

The athletes as role model can play a very positive role to promote the ethical values among the young people.

This chapter will explain about Olympism, Olympic education and pedagogy, purpose of sport and its relation to Olympic education, history of Olympic education and modern Olympic Games, inauguration of the IOA, National Olympic Academies, National Olympic & Paralympic Academy of Iran, its role and mission, Olympic values insisted in the OVEP toolkit by Deanna Binder and then the studies carried out in the country or outside the country regarding Olympic education and values.

2-2 Olympism

Coubertin and his colleagues tied the staging of the Games and the work of the International Olympic Committee to educational ideas that have come to be known as "Olympism." The

reforms in teaching and instruction methods that de Coubertin wanted are based on the idea of the unity of mind and body in the development of human beings and self-improvement through participation in sport. Fair play, friendship, peace, and international goodwill belong to the list of values that are incorporated within the concept of Olympism. These values are certainly as much a topic of discussion and concern within the contexts of sport and education today as they were 100 years ago (Binder, 2001).

Olympism is a complex of values beyond physical power; it fosters all principles related to development of human being. Therefore Olympism desired by Coubertin points to all human being regardless jobs, age, race, nationality or belief and its general characteristic is to gather all people who endeavor for human goals. According to Lenk, Olympism is a kind of tolerance that no ideological difference can disturb (Parry, 2003).

Naul (2008) further argues that education in the context of Olympism has always been and still is a minor strand. And what seems to be even more neglected is the pedagogical message of Olympism in the current context of physical education at school as well as in extra-curricula and in organized youth sport programs at sport clubs today. Naul (2008) recounts that Olympic education in the past decades and in the first decade of the 21st century focused on a set of social virtues and moral values applied within sports activities and in the other life settings of children and young people. These virtues should be achieved by teaching and learning through sports and physical activities in “agonistic situations”: two or more opponents striving for their personal best performances by challenging each other in the spirit of competition; accepting rules of fair play with mutual respect for the opponent as a social partner for his or her own sake; striving for the best individual physical, social and spiritual outcome of a balanced, eurhythmic whole.

Some people believe that Olympism which has been offered by Coubertin had western structure and based on western system and western philosophy (Binder, 2005). The last component of Olympism is “beauty” which signifies in the form of art and humanistic virtues. Coubertin considered existence of art in educating and fostering human being as an important item. (Azizi, 1996)

2-3 History of Olympic education and modern Olympic Games

The history of Olympic education goes back at least to the modern Olympic Games and to their French founder, Baron Pierre de Coubertin. He was born in a French aristocratic family on 1st January 1863(Wikipedia, 2011).

Coubertin`s Olympic principle of a modern “religio-athletae” finds its religious roots as an educational principle here in the ethics born by the Anglican doctrine.

When he was 20s, travelled to Great Britain every year and visited many of British public schools. He inspired by Thomas Arnold who was the great school reformers and promoters of sport. Thomas Arnold`s school reform made English physical education an element of a higher-level Christian and moral upbringing. Therefore Coubertin found educational concerns in the sport education of Thomas Arnold (Naul, 2008).

The principle of Olympic education goes back to Thomas Arnold as “muscular Christianity” (Lucas, 1976).

For many years, cold war among west and east influenced the games. The 1st and 2nd world wars had already influenced and had challenged Olympic ideas for peace. Retouching the games for political aims especially in boycotts of Montreal 1976, Moscow 1980 and Los Angeles 1984 lead to increase of Olympic education need for reminding and emphasizing on Olympism principles (Parry, 2003).

“The most important thing in the Olympic Games is not to win but to take part. Just as the most important thing in life is not to triumph but to struggle. The essential thing is not to have conquered but to have fought well (Coubertin, 1966)”.

Nevertheless, from their inception the modern Olympic Games have always reflected sport`s particular technical and economic developments and the social and political changes taking place in the world. War and peace have left their mark on the history of Olympic Games. (Naul, 2008)

According to Geßmann: “Olympic education rests (...) on an ability concept that aims to exploit the individual`s striving for achievement and progress towards that achievement in order to gain strength and thereby develop the personality (Geßmann, 2002).

He believed that performing and competing should be in fairness and mutual respect according to the following figure:

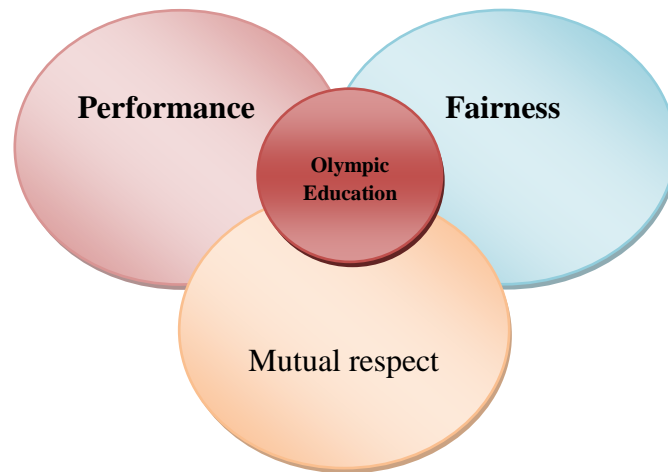


Fig. 2.1 Olympic education as a didactical goal in physical education, Geßmann 2004a

Coubertin was also committed to the ideal of amateurism, which he thought would protect sport from the “lust to win”. He wanted to link his philosophy to sporting principles like the law of fairness-of obeying written and unwritten sport rules and the “refusal to make use of unfair advantage” (Grupe, 1996).

2-4 Olympic Education and Pedagogy

"Olympic education" is a term which first appeared in sports education and Olympic research only in 1970s (Müller, 1975a). Olympic Education is education through sport practiced without discrimination of any kind, and in the Olympic spirit which requires mutual understanding with a spirit of friendship, solidarity and fair play.

His program of Olympic education comprised including sport as a matter of course in the daily routine, to give the individual the opportunity "to adapt the good and bad qualities in his nature to the exercise of sport" and to orient his life in accordance with this experience.

Olympic education in the past decades and in the first decade of the 21st century focused on a set of social virtues and moral values applied within sports activities and in the other life setting of children and young people (Naul 2008, p. 125).

Coubertin has explained purposes of Olympic Movement in four items as following:

- 1) To develop moral characteristics through sport

- 2) To build a peaceful and better world by educating youth through sports
- 3) To spread the fundamental principles of Olympism all over the world
- 4) To call youth from all over the world to take part in the biggest international gathering "Olympic Games" every four years.

Kidd (1996) articulated the following list of goals for an Olympic education program:

- 1) Mass Participation: the expansion of opportunities for sport and play to create what de Coubertin called "the democracy of youth."
- 2) Sport as Education: the development of opportunities that are genuinely educational, that assist both individuals and groups in the process of knowledge.
- 3) Sportsmanship: the fostering of a high standard of sportsmanship that de Coubertin called "the new code of chivalry." Today the world refers to this same concept as "fair play."
- 4) Cultural Exchange: the integration of the visual and performing arts into the Olympic celebrations.
- 5) International Understanding: the creation of a movement where membership transcends racial, religious, political and economic categories, a brotherhood that promote understanding and thus contributes to world peace.
- 6) Excellence: the pursuit of excellence in performance.

Olympic education describes teaching and learning about the Olympic spirits and Olympic ideals, Olympic pedagogy is understood as the theory or at least as the philosophical pedagogical background of Olympic education for the purpose of learning physical, social, ethical and humanistic values and virtues in sport activities (Naul, 2007).

Coubertin in his Olympic letter no. V, published in the Lausanne Newspaper "La Gazette" in November 1918 wrote: "This Olympic pedagogy which I recently said was based on the love of excess combined with the love of moderation- is not sufficiently served by being glorified before the world once every four years in the Olympic Games. It needs permanent factories. The Olympic factory for the ancient world was the gymnasium. The Olympiads have been renewed, but the gymnasium of antiquity has not-as yet, it must be".

2-5 Inauguration of the International Olympic Academy

After 2nd world war, John Ketseas from Greece and Carl Diem, with the support of the Hellenic Olympic Committee and the IOC made their effort to realize Coubertin`s dream of “permanent factory” aimed to promote Olympic education. Therefore the International Olympic Academy was inaugurated in the ancient Olympia (Koulouri & Georgiadis, 2007)

The goals of the IOA (in article 2 of its charter), are expressed as follows: “The creation of an international spiritual center in Ancient Olympia which shall cater for the conservation and spread of the Olympic spirit, the study and application of pedagogic as well as social principles of the Games and the scientific foundation of the Olympic Ideal comprise the goals of the International Olympic Academy.” (Filaretos, 1987)

The centerpiece of IOA activity was to be a yearly meeting of the Main International Session for Young Participants, which would be the place from which the Olympic ideals would be renewed and taken out into the world. Its activities include, among others:

- International Session for Young Participants
- International Session for Directors of NOAs and Officials OF NOCs
- International Post Graduate Seminar on Olympic Studies
- Joint International Session for Educationists and Staff of Higher Institutes of Physical Education
- International Session for Sports Journalists and etc

Apart from its own sessions, and the cumulative effect of the activities of its participants, the IOA has been responsible for motivating, supporting and monitoring the development of National Olympic Academies.

2-6 The National Olympic Academies

There are two ways of promoting Olympism. In countries organizing the Olympic Games, it becomes an integral part of the Olympic preparation schedule. Another way of promotion comes through Olympic education programs in other countries having some associations with the Olympic movement – mainly through academic staff involved in works of the International and National Olympic Academies (Bronikowski 2006, Koulouri & Georgiadis 2007)

Perhaps NOAs can be considered as main presenter of Olympic programs center. In 1968, the 1st National Olympic Academy has been officially inaugurated in Spain and after that Chinese Taipei, Japan, USA, Chili, Egypt and Ecuador did the same. Up to now more than 140 National Olympic Academies.

2-7 National Olympic and Paralympics Academy of I.R.IRAN

National Olympic Committee of Islamic Republic of Iran established in 1947 and Iranian athletes have been participated in the London Olympic Games in 1948 for the first time. Consecutively, the 7th Asian Games were hosted in Tehran in 1974 and it was the first ever Asian Games which were held in the Middle East. In addition to the number of participants (3010 athletes from 25 countries) and use of state-of-the-art technology, from synthetic track to photo-finish cameras, the Games were known for strict security measures due to reported threats from the Palestinians and a Japanese militant sect.

One year after Islamic revolution in 1979, Iranian NOC has been started its activities again. Among different sections existed in the NOC, Education Center had mission to spread Olympic education in the schools through running different kinds of activities from 1998. These were including:

- Organizing Olympic workshops for kids alongside the cultural exhibitions
- Organizing Olympic education tours in different cities and teaching Olympic symbols and concepts to school children
- Organizing drawing contests all over the country with the topic of Olympic values and etc
- Inviting a champion or an Olympian for World Forrest Day and providing an opportunity for people to meet their Olympian as role model

After inauguration of NOPA all the responsibility for promoting Olympic education transmitted to NOPA.

The idea and plan of establishing the I.R. Iran National Olympic and Paralympic Academy goes back to 1994 The NOPA's original statutes adopted in 1994 had to be amended to correspond with the new facilities added to the NOPA complex. The NOPA complex was finally ready to become operational in the year of 2002. The amended text was then

submitted to the NOC Executive Board and was re- approved in March 2000. The National Olympic and Paralympic Academy was inaugurated on 20th June 2002 in the presence of H.E. Jacques Rogge, president of the International Olympic Committee and high- ranking sport officials of the country so as to become a place for all those who are seeking for knowledge and action to contribute to the development of sport, promotion of Olympism and bringing about sport achievements.

On 17th March 2005, NOPA was introduced as “OCA High Level Training Center” during the official visit of H.E. Sheikh Ahmad Al-Fahad, President of Olympic Council of Asia.

NOPA has been selected as “South West Asia representative of Federation of Internationale Cinema Television Sportifs”.

2-7-1 Mission Statement

The Olympic movement is a widespread global movement which incorporating sport on the one hand and education and culture on the other, represents a life style based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles and patriotism.

Its goal being to place everywhere sport at the service of the harmonious development of man, the Olympic movement tries to help create a peaceful and better world.

In accordance with the Olympic values, the National Olympic Academy of I.R. Iran was established by the I.R. Iran NOC as a scientific, educational, cultural and specialized research organization to pursue the following objectives:

- To propagate the fundamental goals of Olympism and familiarize the society with the purposes and ideals of the Olympic movement.
- To spread the spirit of chivalry and strengthen the fundamental ethical values
- To prepare national athletes and provide consultations for them to participate in the Olympic, Asian, regional and Islamic Solidarity Games
- To study, research and utilize the sport sciences to improve sports performance
- To improve knowledge level and the human resources` skills
- To promote mutual sports, scientific and cultural cooperation in national, regional and international and levels

- To provide facilities, training, educational, research, sports medical services
- To organize educational courses, seminars and scientific sports symposiums on national and international levels
- To organize cultural and art programs, book or photo exhibitions and sports film festivals

NOPA is divided to different sections:

- Olympic Education Center
- Physical Fitness Assessment and Improvement Center
- Sports Medicine Center
- Sports Psychology Center
- Aquatic Exercise Center
- Cultural Studies and Museum Center
- Library and information services
- Hotel

Among these sections Olympic Education Center has the mission to spread ethical values, fundamental principles of Olympism and educating the youth in accordance with the Olympic charter.

2-7-2 Aims and Duties:

- 1) To promote the principles and goals of the Olympic Movement and familiarize the society with the goals and ideals of the Olympic Games
- 2) To plan and organize educational courses to further familiarize sponsors and others involved in sport
- 3) To organize required sessions and meetings to present research articles on the topics discussed in the International Olympic Academy and other International forums to devise and apply the regulations and criteria according to which representatives are selected and sent to such international events

- 4) To organize Olympic solidarity technical courses and other scientific and refresher courses for coaches and experts in national and international levels
- 5) To organize coaching courses for the neighboring NOCs and Islamic countries
- 6) To dispatch coaches and experts to other countries to cooperate in the field of sport sciences
- 7) To promote the coaches, athletes and sports managers knowledge
- 8) To promote relations with the International Olympic Academy, International Olympic Committee, Olympic Museum and Cultural Studies Center, other National or Continental Olympic Academies, the Islamic Solidarity Sports Federation and respective International Commissions
- 9) To plan, design and hold sports seminars and congresses especially on the topics related to Olympic and Paralympic Movement
- 10) To publish educational books on the topics of Olympic and Paralympic especially the biographies of sport champions, prominent coaches and those who have devoted their lives to sports

2-8 Olympic Values

Sport has long been identified as an important source of values in the popular culture as well, and its alleged role in character building and even in promoting patriotism has frequently been stressed. On the other hand, many critics of competitive sports have not denied that sports promote values, but affirm that it is the wrong values that get promoted.

In its development Olympic movement experienced a number of scandals. Doping scandals of Ben Janson in 1988 Seoul, Katrine Krabbe in 1992 Barcelona and Salt Lake City corruption by the IOC had already cast a shadow over the Olympic Games. Today when the Olympic Games is mentioned, many people think to drug using and other scandals within the movement because it is misunderstood and identified with the negative concomitants of the Olympic Games (Naul 2008, p.17). These situations highlight just a few of the ethical dilemmas that arise in the Olympic Games. They also raise further questions about why we play sport and its value, what the community wants of sport and Olympic Games.

But Olympic education, its meaning, pedagogical significance and function, its task and objectives for children`s and youth`s development cannot be defined by the way of the popular attitudes that the mass media currently associate with the Olympic Games (Naul 2008, p.18).

We can say sport and ethical characteristic has a mutual relation. Sport needs participants who have ethical characteristic in order to tolerate social, economical and political pressures. Also sport has ability to help in the development of characteristic through some attitudes like honesty. While sport is used as a tool, its educational impacts will be reduced and just in case of practicing sport for sport we may hope to this impacts (Arnold 1997). The Olympic education offered by Coubertin, aimed to use sport in real life. He was looking for an opportunity in sport for people in order to adapt himself with ethical aspects (good or bad) and arranges his future life according to obtained experiences. It means participation of the society in sport activities practically and actively (Parry, 2003).

For Gessman (1992) the core of the Olympic value system is the steady development of the potential of every human being. His emphasis is on school sport, and he outlines suggested learning areas that would be connected to school sport (practice, training and competitions) carried out in correspondence with the Olympic idea. These learning areas include: fair play, health, risk-taking and adventure, artistic and creative development and sociability.

Sport is frequently inspirational and aspirational. Many people believe that sport can be a vehicle for education, health, leadership and fair play. They also believe sport can play a role in the personal and moral development of people – particularly as young people look for alternatives to religion, education or their families for moral guidance.

Sport is also increasingly being used as a vehicle for social cohesion and inclusion in developing countries and socially disadvantaged communities. (Simms, 2008)

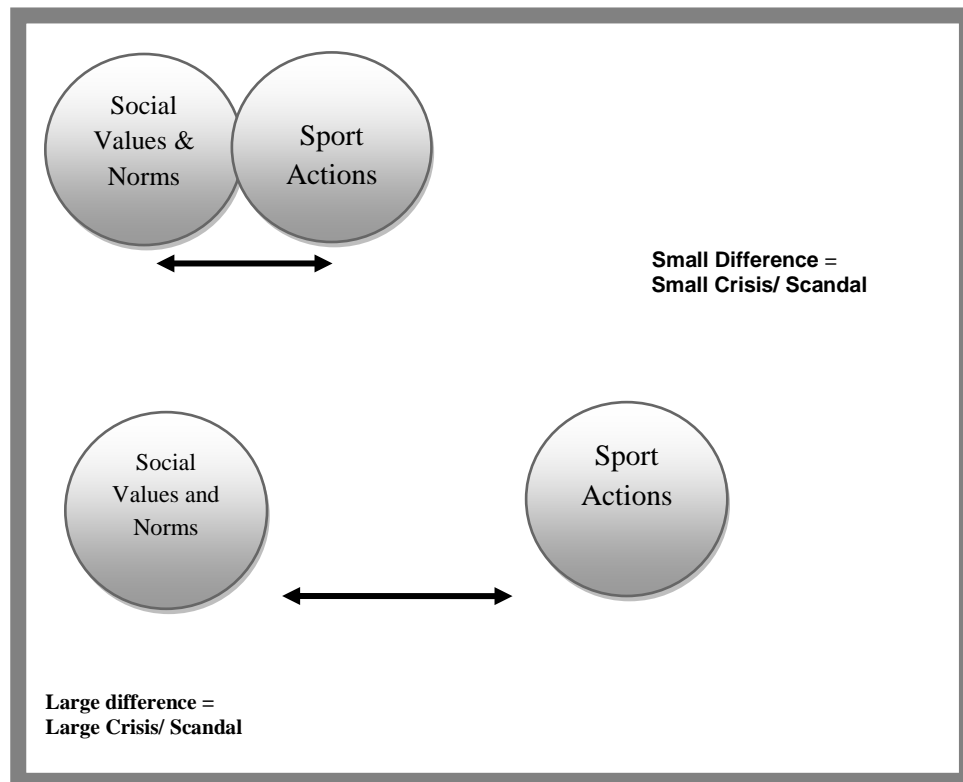


Fig. 2.2 Social Values and Norms Compared to Sport Actions

The degree to which actions and values are aligned in generic business organizations is not always clear, partly because the ‘public face’ of the business is its products, rather than its people. Sport faces distinct challenges because the ‘public face’ of its business is people, the athletes (Nicholson, 2007). Without ethics, sport will lose its integrity and value as something worth honoring and possibly its cultural importance in Australia.

Sport at all levels presents potential ethical challenges but the pressure and importance of the Olympic Games creates some unique challenges. The pressures on the athletes, coaches and sports authority/administrators/sports managers/sports directors conform, perform, and win medals are significant, and with those pressures come potential ethical dilemmas.

People throughout the sporting world would like things to be better, in life and in sport. We would like athletes, Coaches, officials and spectators to do more than just play by the rules; we would like them to follow the principles fair play. We would like them to honor their opponents, to be respectful spectators, to refrain from cheating and to show some care and compassion for other people. These are important qualities of the sporting spirit. They are also important qualities of people in their lives and in their communities. (Binder, 2000, p.94)

Unfortunately what children often see on TV, hear about on the radio, or experience in the sport stadiums and on the playing field is the opposite of the sporting spirit and fair play. Spectator's violence, verbal abuse, use of performance enhancing drugs, corruption and bribery are serious issues that children and young people hear about or experience on a regular basis. Verbal abuse often leads to physical violence. Binder mentioned: "Important values like fair play, respect for others and healthy living do NOT develop automatically when people participate in sport. In fact, there is research to indicate that the longer a young person participates in very competitive sports, the less able they are to make good ethical choices. Many teachers and coaches know that positive behaviors need to be learned and constantly reinforced. In most parts of the world learning fair play and behaviors are important educational goals, not only in sport, but also in life. Most people who work with children are convinced that children would become better adults if they learned to play fair" (Binder, 2000, p.94).

"Every human being has a fundamental right to access to physical education and sport, which are essential for the full development of his/ her personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life ..." (UNESCO,1978).

Binder (2007) in her book entitled "OVEP" pointed at five aspects of the role of sport in real life:

- 1) Balance between body, will and mind
- 2) Fair play
- 3) Joy of effort

- 4) Pursuit of excellence
- 5) Respect

2-8-1 Balance between body, will and mind

In the Republic, Plato declares that “And as there are two principles of human nature, one the spirited and the other the philosophical, some God, as I should say, has given mankind two arts answering to them (and only indirectly to the soul and body), in order that these two principles (like the strings of an instrument) may be relaxed or drawn tighter until they are duly harmonized”. (Plato, 360 B.C.)

From one perspective, physical activity is also a form of creative expression: awareness of body, freedom of movement, and harmony of mind and body, requiring motivation and engaged imagination (Kirk, 1993). These considerations supported the inclusion of many reflective and creative activities. Encouraging young people to participate actively in sport and physical activities and to improve their physical skills while their bodies grow was the main goals of the Olympic Movement founders in the ancient times.

Coubertin wanted to bring the best young athletes together in a sport competition that would inspire thousands of others to participate in physical exercises (Binder 2000, p.52). Self-improvement through striving for excellence in physical endeavors is one of the most important concepts in de Coubertin's educational philosophy (Grupe, 1996). Yet it is a concept that has often been neglected in previous Olympic education programs. These programs provided helpful materials about the Olympic Games but did not ground the activities in the pedagogical messages of the Olympic idea.

Be a Champion in Life attempts to foreground the development of physical excellence by placing it in the front position in the book. However, as most reviewers specializing in curriculum and physical education confirmed, it is extremely difficult to verbalize on paper activities that are carried out in the physical domain.

Exercise promotes satisfaction sense and it provides an opportunity to face obstacles and difficulties in life and find a proper solution for them. Human being is a complex of physical, spiritual and mental characteristics. According to Coubertin, the Olympic Games

were established as a broadly based social movement which, through the medium of sport, would celebrate physical culture and art, growing stronger in mind and body.

Grupe (1996) underscores the fact that encouraging young people to participate actively in sport and physical activities and to improve their physical skills while their bodies grow was the main goals of the Olympic Movement founders in the ancient times. For them a healthy mind was in healthy body. Self-improvement through striving for excellence in physical endeavors is one of the most important concepts in Coubertin's educational philosophy.

As Dongguang¹ believes “perfection is the ideal that encourages the athlete to work as hard as he can. Training therefore is a constant striving for not only physical improvement but also a general self-improvement. This struggle for improvement, on whatever level, is the core of the Olympic motto “Citius- Altius- Fortius” not the striving for records. The top performances in the Olympic Games should be the idol for every athlete”.

2-8-2 Fair play

“The goal of the Olympic Movement is to contribute to build a peaceful and better world by educating through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.” (Olympic Charter, 2011)

None of the Olympic values is better understood in sport than the concept of fair play, for which Coubertin always used the French term *esprit chevaleresque*. Even though Olympism is based on the culture of the Christian west and hence that of Europe, comparable ethical values also form the foundation of human life and coexistence in other religions and social systems, too. In an "Olympic education", the most important must be attached to the pursuit of sport on the basis of fair competition.

¹ . Pei Dongguang, Olympic Education Programs for the 2008 Beijing Olympic Games, A Collaboration of Grassroots and Government, this paper draws on the following sources: Beijing Evening News, April 6, 2005; Beijing Olympic Education Standing Office, Proceedings of the Olympic Education Conference, Urban and Rural Schools “Hand in Hand” Sharing Olympism, Zhongguoqingnianbao [China’s Youth Press], January 2008.)

Also in professional sport characteristic like fairness and generosity take into consideration less. Some of experts in the field of educational sciences believe that professional sport is practically against education and ethic; not only improve ethical education but deteriorate it (Arnold, 1997). In 1990, Deanna Binder has written a project entitled “Fair play for kids” which was related to the fair play commission of Canada and its source was Kohlberg` ideas especially educational aspects of this theory.

Condition for training and ethic is its implementation in practice. Sport based on fairness and impartiality principle while this principle doesn`t have to do with ethic. Cultural relations don`t necessarily show ethical values especially when these relations face with a universal phenomena like sport (Arnold, 1997).

The importance of fair play in physical activity, in qualified sports, in human relationships, including family, school, work, politics, etc. increases in direct proportion to the development of civilization. Fair play creates the image of a humane sport as a normative model of life and in this sense it is a positive, educational instrument in the process of education through sport.

Let`s widen the issue: it seems to me a fact that international competition is grossly unfair, because some countries have the resources to enhance the performance of their athletes, and some don`t. Those nurtured within advanced systems might take time to consider the extent to which their performances are a function not just of their abilities as individual sportspeople but also of the social context within which they have been nurtured. Have not their performances been enhanced? Are not their advantages unfair?

If other countries can be induced to address fair play as an issue affecting national sensitivity and pride in a similar manner, the long term prospects of preserving the sporting spirit in the era of commercialization and drugs would improve dramatically (Kitroeff, 2006).

As Binder (2000, p. 94) said: “we would like athletes, Coaches, officials and spectators to do more than just play by the rules; we would like them to follow the principles of fair play.” Respect for the games, brings important behavioral consequences in competition. The athletes who respects the game wishes to play as well as possible against a worthy opponent playing as well as possible. The only legitimate reason for wanting your opponent not to show his or her skill to its best advantage is where the limitation is imposed by your sporting

skill. This means that you allow your opponent every opportunity-as defined by the game-to play his or her best.

Respect for the game entails an understanding of the relationship between game and its rules, the athlete who respects the game realizes the truth of the logical incompatibility thesis. If one cheats one ceases to play, and if one does not play one cannot win. Because such an athlete values the process of playing he or she has no motivation to cheat and would not value a victory awarded as a result of any unfairness. Opponents must therefore be seen as co-questors for excellent sport. Your competitors share the same goals, and hold the same game in the same respect that you do. They must therefore be seen as colleagues and compatriots, not enemies.

If athletes and fans embrace fair play and thus respect the game, the thinking behind these initiatives goes, that sport will be able to teach positive values. The adoption of fair play represents an ethical approach to the practice of playing sports. And this attitude is reflected in the behavior of athletes, officials and spectators (Schneider, 2006). Fair play creates the image of a human sport as a normative model of life and in this sense it is a positive, educational instrument in the process of education through sport.

All components of attitudes of fair play: equal opportunities, health, responsibility, respect for rules and regulations do not apply only to athletes but also to all participants in sports events, which can include promoters, coaches, officials, doctors, journalists, spectators, etc.

Beamish explains competitive games infused with the values of the gentlemanly amateur would teach youth the spirit of fair play and would promote mutual understanding (1996).

In this context, Kouvelos, President of the IOA says “National Olympic Academies can play a pivotal social role, helping youth to build their character, fully aware of the importance of communication and cooperation. This can only be achieved if, in parallel with the athletes’ athletic preparation, special importance is given to the teaching and application of the principles of fair play, opportunities and incentives are provided to young people, allowing them to develop a critical attitude about what is right or wrong, fair or unfair. The desirable result will emerge gradually when the new generation of athletes and sports fans, having been brought up with the principles of fair play, will be ready to demonstrate a sense of

responsibility and integrity of behavior. This is the generation that shall guide sport and society towards a better future” (Kouvelos, 2009).

2-8-3 Joy of effort

The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with spirit of friendship, solidarity and fair play. The organization and management of sport must be controlled by independent sports organizations (Olympic Charter 2011, p.10)”.

One of the most important requirements of human being is movement. Human being needs to do something to be active and to be entertained. Health and happiness of people depend on movement and activity. After exercise, brain produce Morphine caused pleasure and happiness. Sport is an important factor which can prevent from many of physical and mental disease. With exercise and physical activity we will have a healthy body and joyful mind (Rafiee, 2002).

The concept of leisure activity should be then inherent to sport since if this concept were lost, the activity would be relegated to a compulsory task normally linked to achore. The joy of a sportsperson must be, then, a qualifying aspect of his/her mood, what made Pierre de Coubertin in 1918 evaluate sagaciously and exclaim as the expert sports psychologist he was, “If someone asked me for the recipe of how to achieve Olympism, I would say the primary condition is to be happy”. Two years later he added, “The day that a sportsperson stops enjoying the happiness of his/her own endeavor and the feeling of intoxication of power and body balance it has as a result, and the day that he/she is not led by considerations of vanity and interest, that is the day that his/her ideal would end and the pedagogical value of this ideal (if this expression may be used) would decrease inevitably (Trapero, 1979). “Olympic education is grounded in sport or physical education and linked with values development. Both aspects help to develop character and make society a better place” (Gessman, 2004).

2-8-4 Pursuit of excellence

The Olympic Games themselves act as a barrier to understanding the pedagogical meaning of this objective. Based on media coverage, excellence and achievement in elite sport would seem to be the only objective of the Olympic. However, neither the Fundamental Principles of the updated Olympic Charter (1984), nor the original aims of the Olympic Movement from de Coubertin's original Charter (1896) mention the words "excellence" or "achievement."

The essential thing is not to have conquered, but to have fought well. Despite the focus on elitism; the stories of Olympic athletes seem to continue to help young people in all parts of the world to pursue a dream.

One important goal of the Olympic Movement is to inspire young people to become the best that they can be- to fully develop all of their qualities of mind, body and spirit. Pierre de Coubertin founded the Olympic Games as one way to inspire young people to pursue excellence through participation in physical activity and sport.

The "universal principles" referred to in the Olympic Charter are Eurocentric principles based on the ideals of the Enlightenment philosophy of humanism. They extol individual achievement and the ability of individuals to choose "right" moral behaviors on the basis of "categorical imperatives." Many writers today question the existence of any universal principles that could guide human morality (Rorty, 1989). Furthermore, the emphasis on individualism and developing identity and self-confidence could be interpreted in some cultures as a danger to community priorities and community welfare (Verhoef & Michel, 1997; Siddiqui, 1997; Geertz, 1973).

For example, in discussing the difference between Western ethics and Islamic ethics, Siddiqui notes, "Philosophical ethics draws its resources from human reason and human experiences and does not take account of the role of faith. Religious ethics draws its resources from revelation" (siddiqui, 1997, p. 423). In order to address these concerns, the developers of activities in the FOSE book focused the activities on topics that could be considered as common aspirations for all children in the world: (a) healthy lifestyles—a topic that is common to elementary schools throughout the world, and (b) developing healthy

relationships and a positive identity within the home and community. The theme concludes with some inspirational activities featuring poetry or positive visualization exercises.

According to Coubertin (Olympic Creed): “The most important thing in the Olympic Games is not to win but to take part. Just as the most important thing in life is not to triumph but to struggle”. As Naul (2008, p.68) mentioned: “one important goal of the Olympic Movement is to inspire young people to become the best that they can be to fully develop all of their qualities of mind, body and spirit. Pierre de Coubertin founded that the Olympic Games as one of the way to inspire young people to pursue excellence through participation in physical activity and sport.”

In some parts of the world, particularly in places where theology dictates identity, some of these activities may not be welcomed. According to issue No. 63/2007 of the Olympic Review, Steven Maass (describes) “excellence, friendship and respect” as “core values” (Maass 2007a, p.30). An interesting formulation occurs in his second contribution to this same issue:” values+ principles=action” (Maass, 2007a, p.34).

The six “principle of Olympism” cited here by Maass are: “non discrimination, sustainability, humanism, universality, solidarity” and “alliance between sport and education” (Maass, 2007a). Sport is now highly competitive. I believe there is nothing wrong with that. All of us want to win; not only in sport, but in any activity in which we are engaged. But how we win is the issue. This brings us to the issue of morality and behavior. Morality and behavior is about being good and doing good but before we can deliver goodness we need to know what is bad (Ramsary, 2007)

Irena Martinkova (2006) in her article mentioned that the Olympic Games were not meant to be only about the best athletes in terms of physical performance, but also about the excellent performance of a human being in all aspects of life. Striving for self-perfection: perfection is the ideal that encourages the athlete to work as hard as he can. Training therefore is a constant striving for not only physical improvement but also a general self-improvement. This struggle for improvement, on whatever level, is the core of the Olympic motto “citius, altius, fortius,” not the striving for records. The top performances in the Olympic Games should be the idol for every athlete.

2-8-5 Respect for others

“It is a standing insult to sportsmen to have to play under a rule which assumes that players intend to trip, hack, and push their opponents and to behave like cads of the most unscrupulous kind. I say that the lines marking the penalty area are a disgrace to the playing field of public schools (McIntosh, 1997).

In his early writings, Coubertin refers to international sporting encounters as "the free trade of the future" seeing the participating athletes as "ambassadors of peace" even though by his own admission he still had to take care, at the time of the founding of the IOC in 1894, not to say too much about this, not wanting - as he says in a document that has come down to us - to ask too much of sportsmen or to frighten the pacifists. With his ideas of peace, however, Coubertin associated an ethical mission which, then as now, was central to the Olympic Movement and - if it were to succeed - had to lead to political education. On the threshold of the 20th century, Coubertin tried to bring about enlightened internationalism by cultivating a non-chauvinistic nationalism.

The promotion of an international and internationalized stream of human relations that generate knowledge and understanding among peoples based on interracial and intercultural character presided by mutual respect was, if anything, the basic and essential idea of the “Coubertinian” restoration (Diem 1983, P.9). "It is necessary", he said, "that every four years the restored Olympic Games give universal youth the opportunity for a happy and fraternal encounter which will dissipate slowly this ignorance some people live in respect to the others". "An ignorance which maintains the hatreds and accumulates misunderstandings accelerating events to the barbaric fate of a fight without mercy" (Coubertin, 1973, p.23)

Finally, Olympism respects and protects with special care ecology, which is nowadays, the environment, the third basic dimension of its objectives in addition to sport and culture. Earth is the generic concept of mother or creative power, generous in the sustenance of human beings in life and welcoming as the eternal refuge after the passage of death. It has been deified since ancient times in all cultures, but in the twenty-first century man recklessly is generating a progressive annihilation and destruction of what once was looked after and preserved, to the point of deforestation and a constant reckless polluting of the air, contaminating water, rivers, lakes and seas, as well as the extermination of groups of

animals, either by the unnecessary invasion of reserves in their habitats or indiscriminate hunting and trade of certain species.

In this confusion, the Olympic movement has raised the banner of ecology being aware that if Olympism seeks through its ethical principles to achieve a balanced and perfect being, the highest aspiration of that balance cannot be achieved if the individuals' environmental surrounding is inhuman, noisy, grating, aggressive, and polluted (Durántez, 2010).

The Olympic Games is a multicultural atmosphere where athletes, coaches and officials learn to respect to each other with any kinds of nationality and culture. Cheating destroys everything that an athlete has tried to achieve through sport. If you have cheated in order to win in fact, you have not won, but lost. You have lost your own self-respect, because, even if you may have fooled other people, you cannot fool yourself. You live under a sword of Damocles, always wondering if today is the day that you will be exposed as a cheater and disgraced.

It seems to be part of human nature that there will always be people who refuse to respect the rules, whether in society in general or in sport that is why, in society we have a system of police, courts and prisons. That is why in sport we have officials who enforce the rules, a system of sanctions for those who cheat by doing and a system for resolving any disputes regarding application of those rules. (Richard, 2006)

Parry explained that Olympism is a complex of values beyond physical power; it fosters all principles related to development of human being. Therefore Olympism desired by Coubertin points to all human being regardless jobs, age, race, nationality or belief and its general characteristic is to gather all people who endeavor for human goals. According to Binder (2000, p.94): "We would like our athletes, coaches and officials honor their opponents, to be respectful spectators, to refrain from cheating and to show some care and compassion for other people.

Activities related to the Olympic values can motivate children and youth to participate in sport and physical activity, and to develop important social and moral behaviors. On the other hand participation in sports and physical activities contribute to the unified development of the whole person.

2-9 The Studies in the field of Olympic Education

In sport, spirituality manifest through loyalty to a team. Sports concepts may consist of freedom and liberation from everyday life, discovering life meaning, moral commitment and probably finding the games in its pure concept (Lawrence, 2005).

All teachers named the following terms as characteristics of Olympic pedagogy: value education, fair play, understanding among nations, respect, competition, willingness to make an effort and motivational support. The four most important arguments in favor of Olympic pedagogy were named as fair play, understanding among nations, achievement orientation and the Olympic ideals. Around 65% of those surveyed consider their teachers believe that Olympic pedagogy is currently “scholastically out”.

The following terms were mentioned as critical characteristic that clearly do not belong to Olympic pedagogy: gigantism, commercialization and bogus claims, but all of these are evidently associated with Olympic Games. He comes to the conclusion that Olympic pedagogy undoubtedly conflicts with other pedagogical principles and with everyday school life”. ...“Olympic pedagogy is quite evidently viewed to a much greater degree” multi-perspectively” in actual schools than is expressed in sport-pedagogical discussions of it.” ... “As these teachers quite realistically see, the Olympic Games, in its current manifestation and with its negative attributes gigantism, commercialization, doping, etc., offers a prime opportunity for critical consideration of Olympic pedagogy” (Willimczik, 2002).

Khabiri`s study regarding the awareness level of Physical Education University student toward Olympic principles showed that they had low level of awareness. In Coubertin planning for the promotion and staging of Olympic Games he integrated symbols, ceremonies, music, pageantry and culture. And ever since the 1st modern Olympic Games, the world has been inspired every four years with emotional stories of athletic triumph and disappointment. These stories act as models and as models and as confirmation for future generations of potential high achievers. Olympic educators need to help their students and their athletes see the world in a different way, see each other in a different way, and change behaviors so that they act in a different way. If we are not part of the solution, we are part of the problem (Binder, 2005).

The most important arguments that characterize Olympic pedagogy can be summarized under the heading "value education", whereby concepts such as "fair play", "respect for others", "together" "understanding among nations" and "peace education" dominate.

In a survey carried out by Riebel, he asked 408 people in the GDR about the topics and breath of knowledge transferred university. He distinguished three quality levels: Systematic knowledge transfer, unsystematic knowledge transfer and no knowledge transfer of which the "unsystematic knowledge transfer" was found to be entirely dominant. Most of the participants stated that they had been told about the Olympics. Around 57% said that they had been informed about "the Olympic Games of Antiquity while at school or university. And 62% said that they had been given information about" the history of the Modern Olympic Games". A further about 51% attested that they knew about the Olympic idea and Pierre De Coubertin (Riebel, 1969)

There is also another survey which was carried out in six countries on average significantly more from multimedia such as newspapers, radio and TV than by personal information conveyed by parents, sisters/brothers, friends, and coaches.

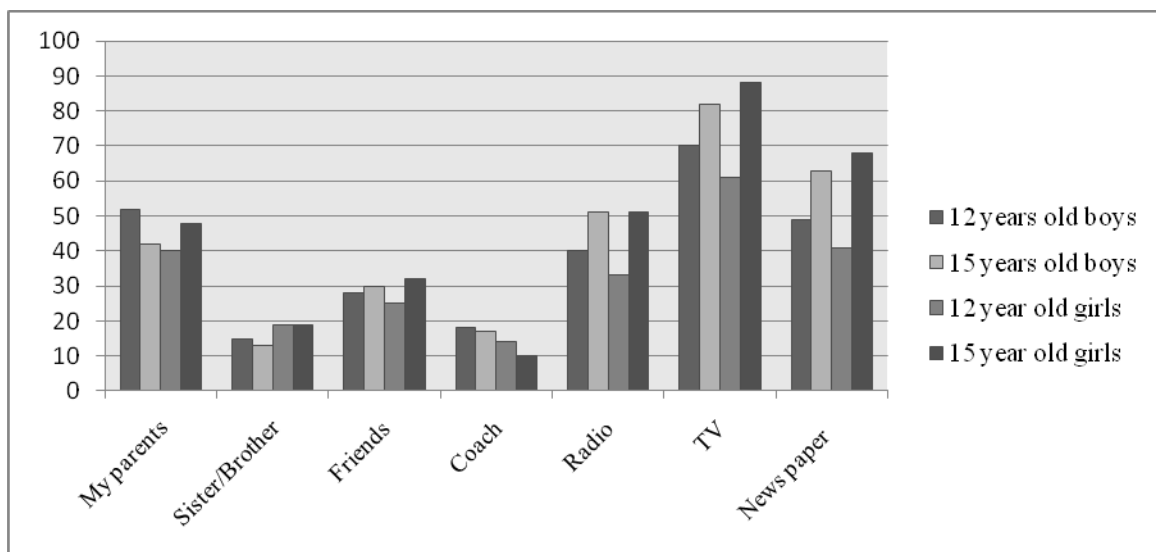


Fig. 2.3 Information sources of Olympic matters

The fact that the information conveyed by multimedia is predominant is less surprising than the real low level accorded to coaches' information. Comparing the number of publications and studies about the Olympic values which evaluate and offer a scientific answer the questions and problems of new researchers is still hard to find.

Other examples of Olympic ideals in the extent to which their achievement motivation in sports activities are related to Olympic values and their individual aspiration to become an Olympic athlete.

It must become clear to the athlete that he/she has also a responsibility toward the sporting discipline. The popularity of a sporting discipline will increase with the excellent results of the athletes. But at the same the popularity of a sporting discipline will really suffer from athletes who are accused of doping. A good example of this is the doping scandal caused by some athletes of the Austrian cross-country ski team at the Olympic Winter Games in Turin in 2006. The discipline of cross-country as a whole was regarded suspiciously; and even more the achievements of the medalists who had to convince the press and the public of their dedication towards clean sport.

Of course, Olympic athletes have also been taught more seriously of the intercultural objectives that follow the Olympic Games. Even for first-class athletes, the Olympic Games should be more than a stage for presenting themselves or their excellent achievements and above all should not serve as a stage which they can leave quickly after the competition has finished.

Generally, the doctrines of Olympic Education have a defined role to play in this globalization age. In my opinion, many of the interpretations are valid and valuable ideas in molding the characters and behavior of the new generation of youth. The goals of Olympism, although byproducts of 19th century humanism, still compel the imagination. Massaged to reflect contemporary educational priorities and interpreted within local cultural contexts, they appear to support the development of a useful international curriculum resource manual. What, then, is the future of Olympic education in schools? Ideally, a new model for Olympic education would establish congruence between the goals of the Olympic "philosophy" and current international educational priorities while at the same time providing teachers with imaginative and useful teaching suggestions and aids. Fair play

campaigns and campaigns to reduce violence and racism present interesting possibilities for integration of Olympic and school priorities. The new active living initiatives of the United Nations and the World Health Organization intersect with the Olympic emphasis on physical activity and sport participation.

When an athlete become a role model in his/her society it means that he/she is an athlete who is successful in the competition field and applies sport values in his/her real life. Sport also brings hope, pride, a sense of identity and health, thus shaping the body and mind. Therefore developed countries try to teach life values and skills to their young generation through encouraging them to do exercise with the aim to have a better society.

Teaching and understanding principles of Olympic education demand time that is often compromised in the face of other priorities by athletes. Their time-budget is controlled by capacious training plans and by a packed competition calendar. There is almost no time left for visiting conferences or sessions at the IOC in order to listen to lectures and discussions on the practical relevance of Olympic education. One has to take this limited time-budget into account when looking for possibilities to improve an in-depth understanding of Olympic education among athletes.

A possible solution to this problem could be to turn to the coaches of the athletes as personal transmitters of the central values of Olympic education. Without doubt the athletes are spending a lot of time with their coaches who themselves have plenty of opportunities to discuss with their athletes the practical value of Olympic education. For example, this can be done in training camps or in the course of the daily training routine.

I think that one can transfer this responsibility to the coaches who – according to their own self-conception – should not only be responsible for the mere development of the various physical components of achievement, but also for securing fundamental social, ethical and educational patterns of behavior of their athletes.

A consequence of this is that the training of the coaches – particularly of the high-license coaches – should not only concentrate on teaching information on biomechanics, sports medicine, physiology, and central aspects of scientific organization of training processes, but should also encompass lessons on the value of Olympic education and on possibilities to put it into practice.

PART II

Chapter 3

Research Methodology

3-1 Introduction

The purpose of this study is to compare knowledge and attitudes of the athletes, coaches and sports officials' participated in the Olympic education courses of National Olympic Academy of Iran toward Olympic Values.

In this chapter, research methodology including research proposal and its methodology, statistic population, sampling, research variables, research measuring tools, validity and reliability of questionnaires and statistical methods using in this research will be studied.

3-2 Research Design

The main purpose of this research is to compare knowledge and attitudes of the athletes, coaches and sports officials participated in the Olympic education courses of National Olympic and Paralympics Academy toward Olympic values. Therefore research methodology is descriptive. Research environment is field research and research measuring tool is questionnaire.

3-3 Statistic population

Statistic population of this research is included athletes, coaches and sports officials who participated in the London Olympic Games in 2012.

Number of athletes, coaches and sports officials who participated in London is as the following tables:

Table 3.1 Iranian delegation for 2012 London Olympic Games

No.	Title	Number of participants
1	Athletes	82
2	Coaches	21
3	Sports Officials	32

3-4 Target population and Sampling procedure

Sampling is the process of selecting enough number of statistical population. Sampling provides researchers to achieve more result while they spend less. Sample should be real representative of population so that inference of data will be generalized. The study was conducted in NOPA where the athletes and coaches qualified themselves for London Olympic Games. For sports officials the questionnaires were sent to NFs and NOC. In the present research, sample was obtained from systematic sampling method.

As the purpose of the research specified athletes, coaches and sports officials including NF presidents, NOC secretary general and president, therefore the questionnaire offered to all athletes, coaches and sports officials participating in the London Olympic Games. The number of sampling was equal to the number of population.

The total number of selected subjects was 150, the questionnaires were distributed among them. Some 135 filled-in questionnaires were collected. Since 6 questionnaires were flawed, therefore 129 questionnaires were considered in analytical description.

3-5 Research variables

Independent variable: Olympic values

Dependent variables: Athletes, coaches and sports officials

3-6 Research measuring tools

In this research, according to the purposes of the research required questionnaire has been designed to examine the research hypothesis.

3-7 Questionnaire

Thirty multiple choice questions were developed based on five Olympic values; five questions on balance between body, will and mind, five questions on fair play, five questions on respect for others, five questions on pursuit of excellence and five questions on joy of effort.

A number of forms of rating scales have been developed specifically to address responses to a series of attitudinal dimensions. In this study, the Likert scale (frequently known as an ‘agree-disagree’ scale) was used.

The first part of questionnaire was for finding out personal profiles of the respondents like age, gender, their sports career, educational level and position; whether he or she is an athlete, coach or sports official.

The technique presented respondents with a series of attitude dimensions, for each of which they were asked whether, and how strongly, they agree or disagree, using one of a number of positions on a five-point scale (Brace, 2004).

The response points and their scores were as follows:

Table 3-2. Questionnaire choices, Likert scale

1	Strongly Agree
2	Agree
3	No idea
4	Disagree
5	Strongly Disagree

3-8 Statistical methods

For data analyzing, it was used descriptive statistics techniques like the average frequency, median and standard deviation and inferential statistics tests as well. First *Kalmograph* Esmirnoph test has been done for natural status of data in survey variables so that if the data will be natural, Kruskal Wallis test for survey hypothesis test otherwise it will be used Anova test for survey hypothesis. It was also used Tukey post hoc test in some cases with significant difference. In this survey, it was used SPSS software for analyzing data.

Chapter 4

DATA ANALYSIS

4-1 Introduction

This chapter will discuss about analyzing collected data. SPSS software was used for data analysis. In the first section, tables and diagrams was used to describe variables related to individuals personal information. In the second section, research hypothesis including six hypotheses were analyzed.

4-2 Describing variables related to personal information

A) Personal Variables

Table 4.1 Personal information of studying samples

Studying sample Individual variable		Athletes, Coaches and Sports Officials	
		Number	Percent
Gender	Male	94	69.6
	Female	41	30.4
Age	Under 20 years old	35	25.9
	21-30	44	32.6
	31-40	23	17
	over 41	33	24.4
Educational Level	High school diploma	51	37.8
	Associate	17	12.6
	Ba	29	21.5
	Master	29	21.5
	PhD	9	6.7
Career	Under 10 years	60	44.4
	11-20	43	31.9
	21-30	11	8.1
	Over 30	21	15.6

Diagrams of each variable related to personal information are as the following:

4-2-1 Gender of studying samples

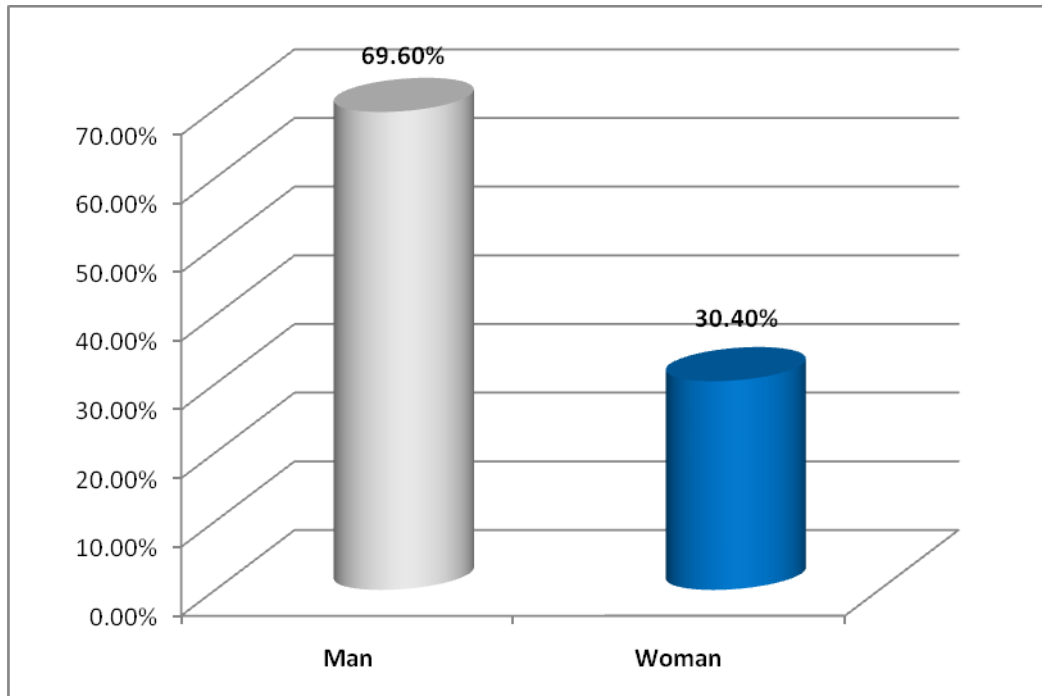


Diagram 4.1 Gender of studying samples

Diagram 4-1 Shows that 69.6% out of 135 people was male (94 persons) and 30.4% was female (41 persons).

4-2-2 Age of studying samples

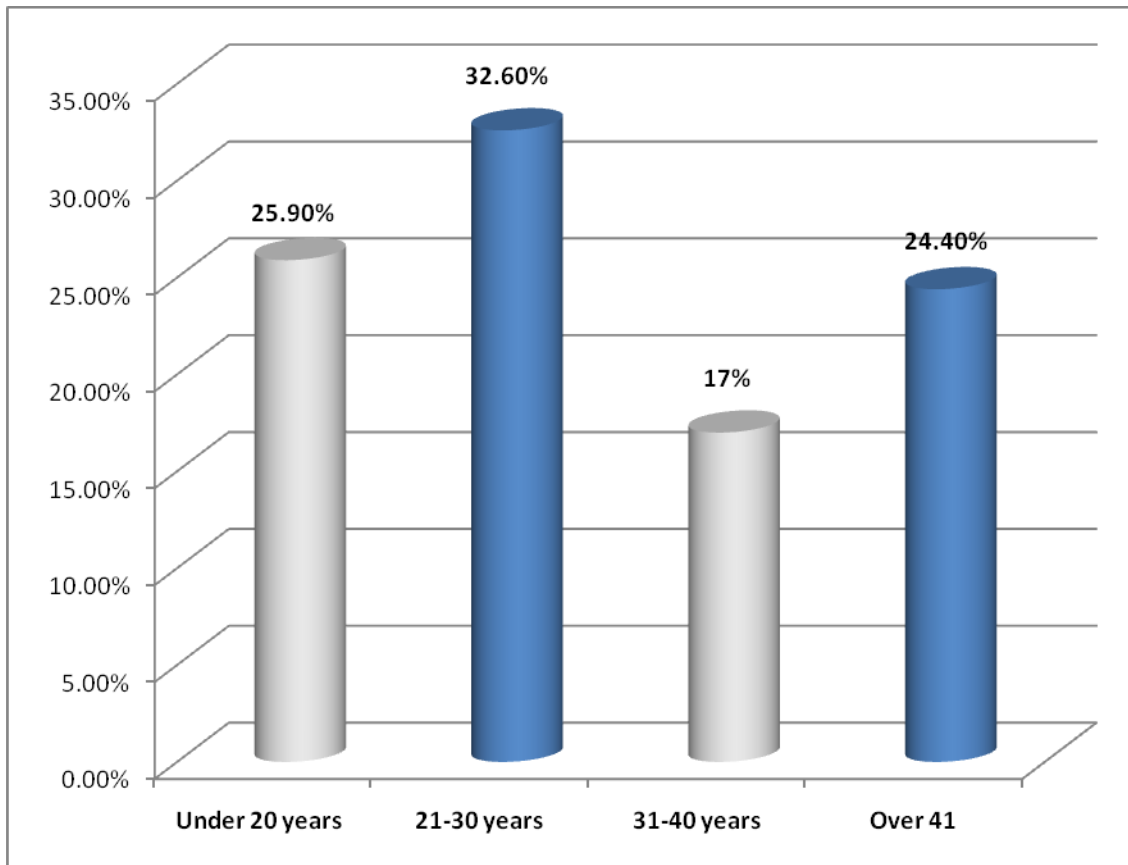


Diagram 4.2 Age distribution of studying samples

Diagram 4-2 shows that 35 persons (25.9%) out of 135 samples in the study were less than 20 years old, 44 persons (32.6%) among 21-30 years old, 23 persons (17%) among 31-40 and 33 persons (24.4%) were above 41 years old.

4-2-3 Educational level of studying samples

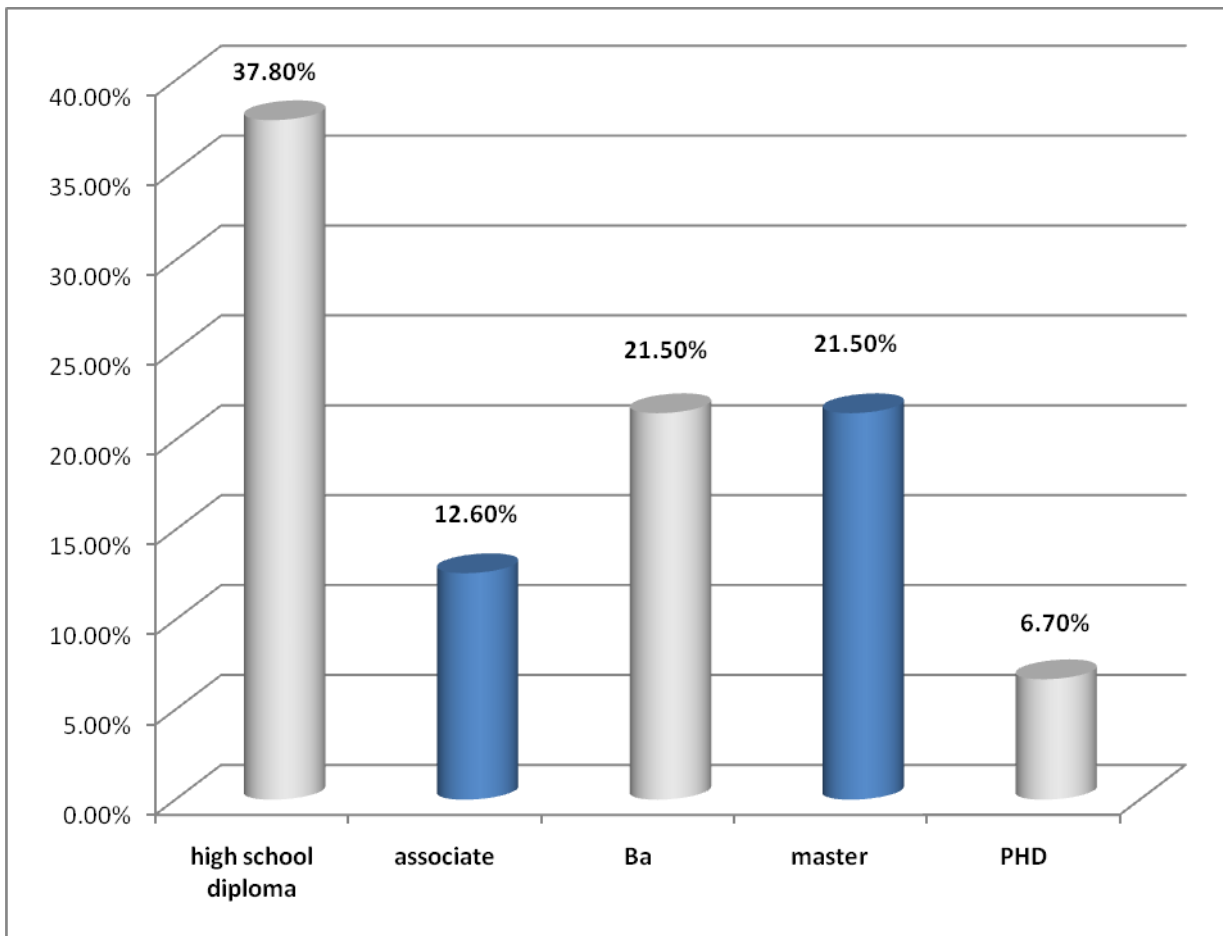


Diagram 4.3 Educational level of studying samples

Diagram 4-3 shows that 51 persons (37.8%) out of 135 persons have high school diploma, 17 persons (12.6%) associate, 29 persons (21.5%) Ba., 29 persons (21.5%) master and 9 persons (6.7%) PhD.

4-2-4 Professional career of studying samples

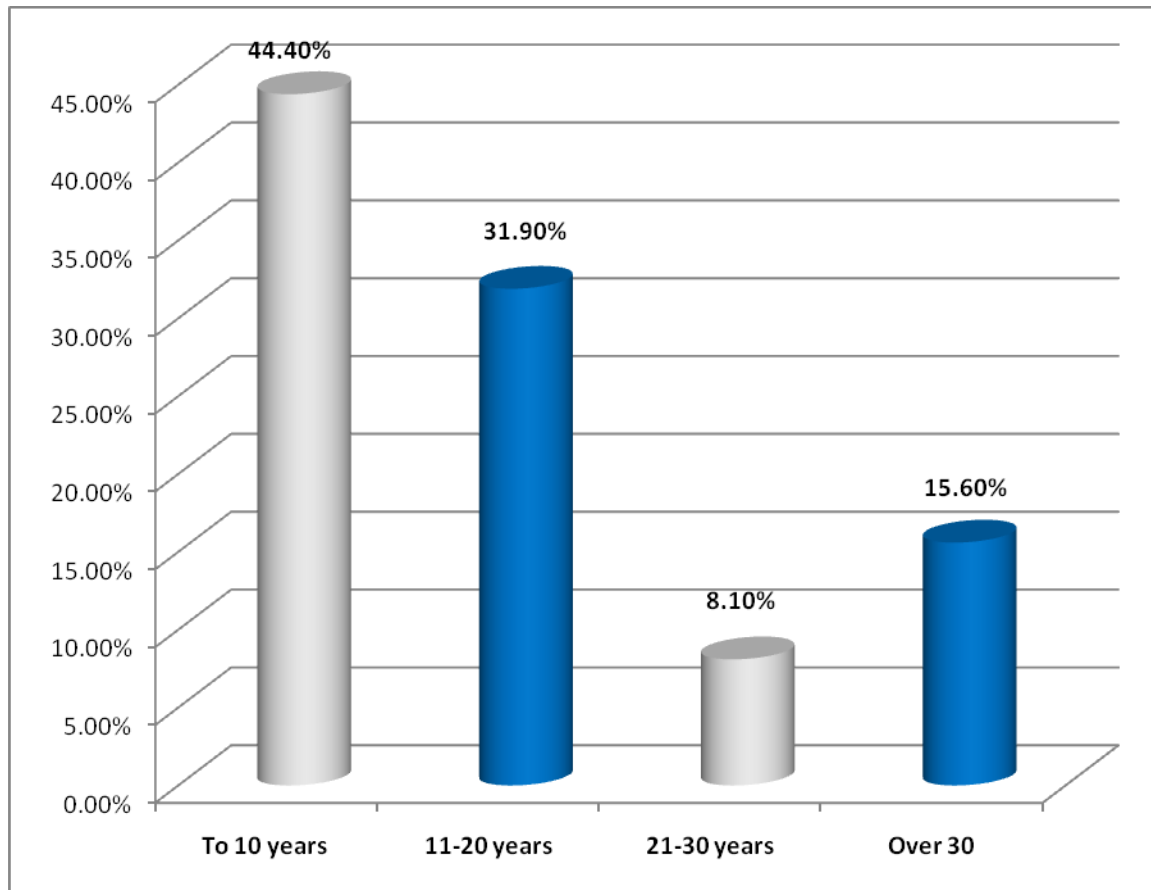


Diagram 4.4 Professional career of studying samples

Diagram 4-4 shows that 60 persons (44.4%) out of 135 persons have more than 10 years of career, 43 persons (31.9%) between 11-20 years, 11 persons (8.1%) between 21-30 and 21 persons (15.6%) more than 31 years.

B)**Describing research variables**

Table 4.2 Agreement percentage of the athletes, coaches and sports officials towards Olympic values

Variables	Answers	Title						Total	
		Athletes		Coaches		Officials			
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Olympic Values	Strongly Agree	42	53.2%	7	38.9%	16	50.0%	65	50.4%
	Agree	35	44.3%	11	61.1%	15	46.9%	61	47.3%
	No idea	2	2.5%	0	0.0%	0	0.0%	2	1.6%
	Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0	00.0%
	Disagree	0	0.0%	0	0.0%	1	3.1%	1	0.8%
	Total	79	100.0%	18	100.0%	32	100.0%	129	100.0%

Results of two-dimensional table showed agreement and disagreement percentage of the athletes, coaches and sports officials toward “Olympic values” so that if we collect strongly agree and agree options together and strongly disagree and disagree options together, we will find out that agreement percentage of athletes, coaches and sports officials toward Olympic values are 97.5%, 100.0% and 96.9% and disagreement percentage of athletes, coaches and sports officials are 0.0%, 0.0% and 3.1% in order. The findings showed that the athletes, coaches and sports officials gain acceptable information within the courses and promote their knowledge regarding Olympic movement.

Diagram 4.5 Agreement and disagreement percentage of athletes, coaches and sports officials toward Olympic values

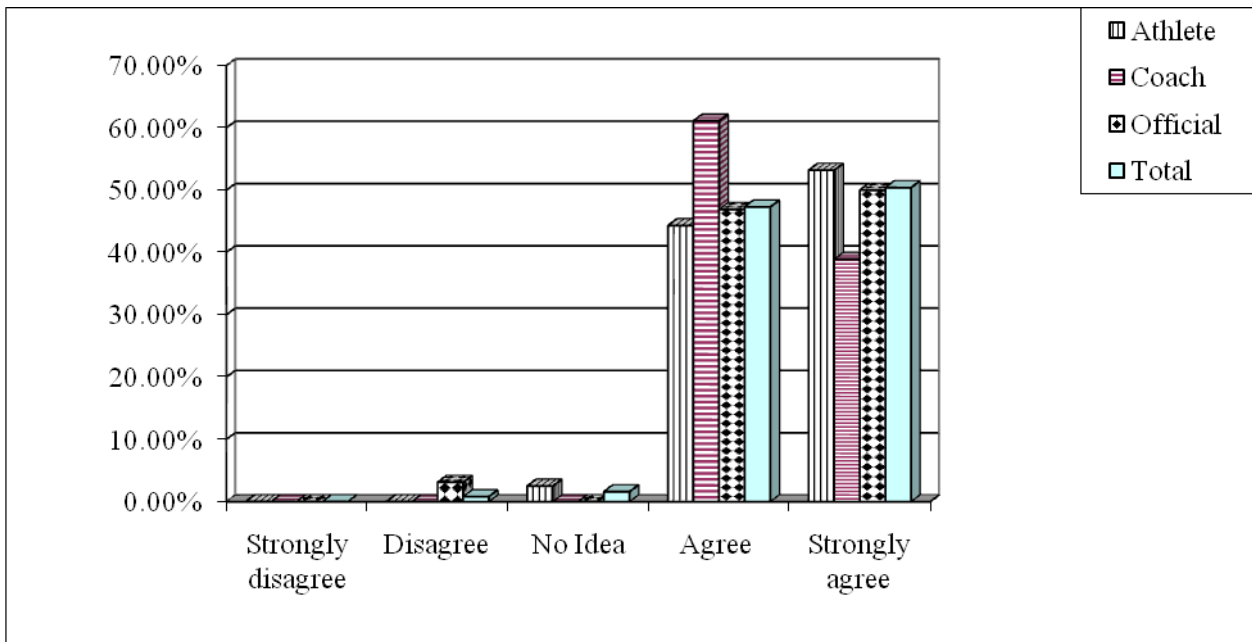


Table 4.3 Agreement percentage of athletes, coaches and sports officials toward “fair play”

Variables	Answers	Title						Total	
		Athletes		Coaches		Officials			
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Fair play	Strongly Agree	25	31.6%	5	27.8%	10	31.2%	40	31.0%
	Agree	39	49.4%	4	22.4%	13	40.6%	56	43.4%
	No idea	14	17.4%	8	44.4%	8	25.0%	30	23.3%
	Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0	00.0%
	Disagree	1	1.3%	1	5.6%	1	3.1%	3	2.3%
	Total	79	100.0%	18	100.0%	32	100.0%	129	100.0%

Results of two-dimensional table showed agreement and disagreement percentage of the athletes, coaches and sports officials toward “fair play” so that if we collect strongly agree and agree options together and strongly disagree and disagree options together, we will find

out that agreement percentage of athletes, coaches and sports officials toward “fair play” are 81.0%, 50.2% and 71.8% and disagreement percentage of athletes, coaches and sports officials are 1.3%, 5.6% and 3.1% in order. The results showed that they understand “fair play” concept and their knowledge is almost in a same level but it still needs to work on the value of fair play and apply it with all national federations and to have it as a form of conduct when doing any business

Diagram 4.6 Agreement and disagreement percentage of athletes, coaches and sports officials toward “fair play”

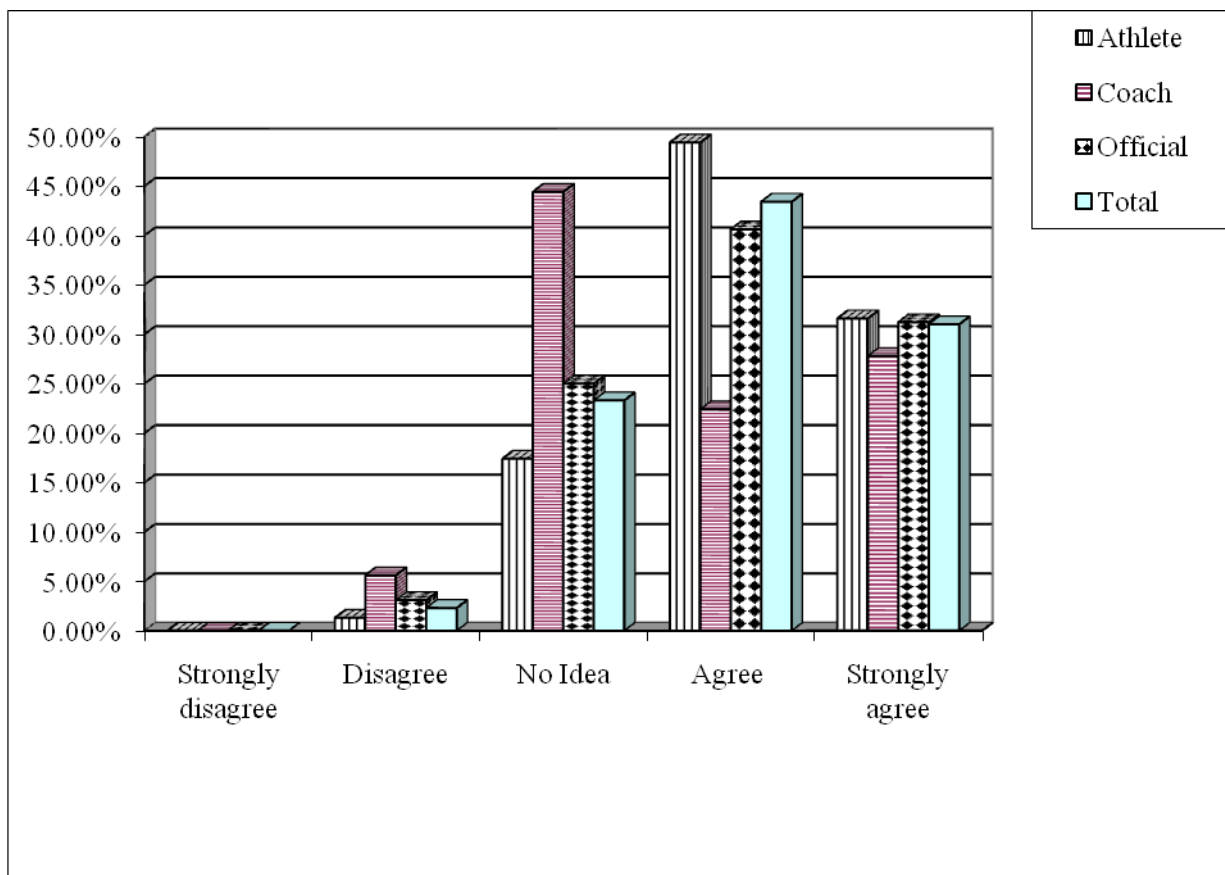


Table 4.4 Agreement percentage of the athletes, coaches and sports officials toward “pursuit of excellence”

Variables	Answers	Title						Total	
		Athletes		Coaches		Officials			
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Pursuit of Excellence	Strongly Agree	54	68.4%	12	66.7%	22	68.8%	88	68.2%
	Agree	20	25.3%	5	27.8%	8	25.0%	33	25.6%
	No idea	5	6.3%	1	5.6%	1	3.1%	7	3.9%
	Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0	00.0%
	Disagree	0	0.0%	0	0.0%	1	3.1%	1	1.6%
Total		79	100.0%	18	100.0%	32	100.0%	129	100.0%

Results of two-dimensional table showed agreement and disagreement percentage of the athletes, coaches and sports officials toward “pursuit of excellence” so that if we collect strongly agree and agree options together and strongly disagree and disagree options together, we will find out that agreement percentage of athletes, coaches and officials toward pursuit of excellence are 93.7%, 94.5% and 93.8% and disagreement percentage of athletes, coaches and officials are 0.0%, 0.0% and 3.1% in order. Therefore respondents were informed about value of “pursuit of excellence” and apply it in their sport and life.

Diagram 4.7 Agreement and disagreement percentage of the athletes, coaches and officials toward “pursuit of excellence”

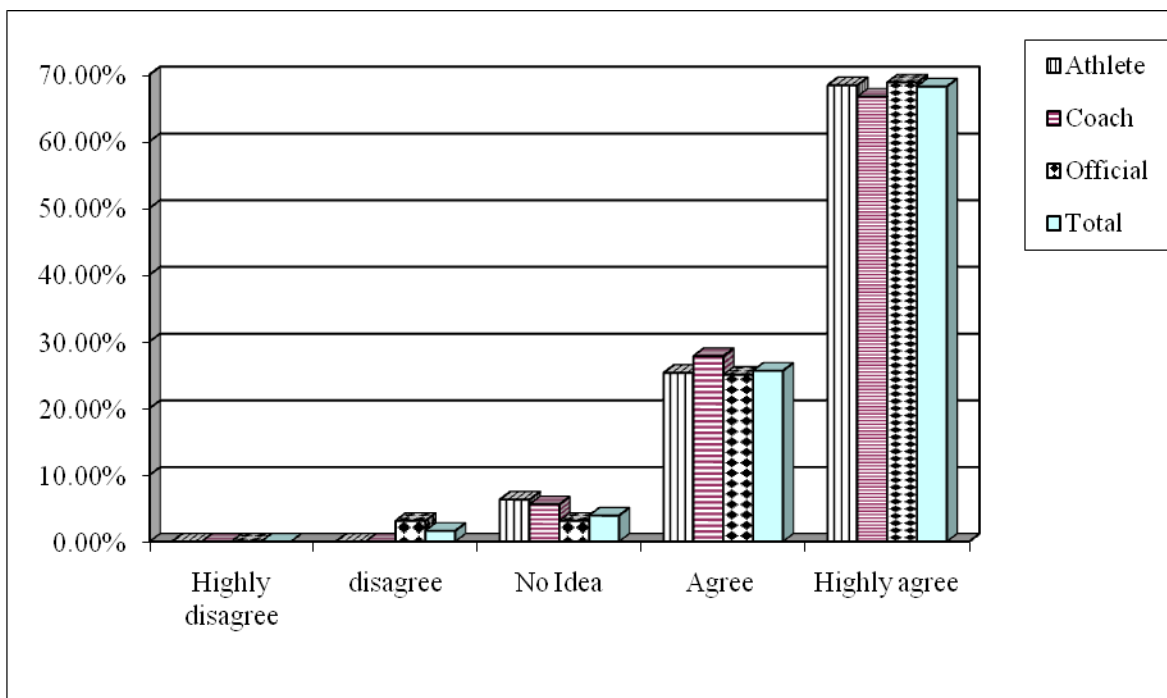


Table 4.5 Agreement percentage of the athletes, coaches and sports officials toward” joy of effort”

Variables	Answers	Title						Total	
		Athletes		Coaches		Officials		Frequency	Percent
		Frequency	Percent	Frequency	Percent	Frequency	Percent		
Joy of Effort	Strongly Agree	46	58.2%	9	50.0%	17	53.1%	72	55.8%
	Agree	28	35.4%	7	38.9%	11	34.4%	46	35.7%
	No idea	5	6.3%	2	11.1%	3	9.4%	10	7.8%
	Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0	00.0%
	Disagree	0	0.0%	0	0.0%	1	3.1%	1	0.8%
Total		79	99.9%	18	100.0%	32	100.0%	129	100.0%

Results of two-dimensional table showed agreement and disagreement percentage of the athletes, coaches and sports officials toward “joy of effort” so that if we collect strongly agree and agree options together and strongly disagree and disagree options together, we will find out that agreement percentage of athletes, coaches and sports officials toward “joy of effort” are 93.6%, 88.9% and 87.5% and disagreement percentage of athletes, coaches and sports officials are 0.0%, 0.0% and 3.1% in order. As findings show they were all agree on the joy of effort value and find it as a result of sports activities in any levels.

Diagram 4.8 Agreement and disagreement percentage of the athletes, coaches and sports officials toward joy of effort

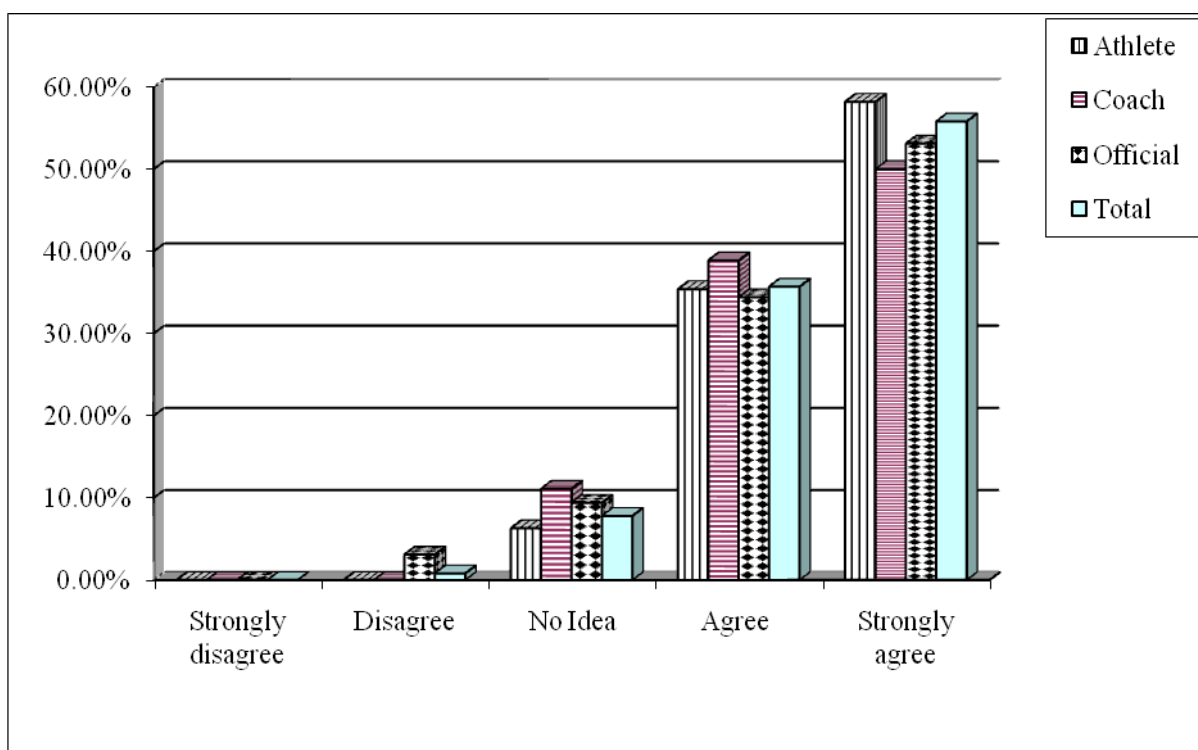


Table 4.6 Agreement percentage of the athletes, coaches and sports officials toward balance between body, will and mind

Variables	Answers	Title						Total	
		Athletes		Coaches		Officials			
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Balance between body, will and mind	Strongly Agree	32	40.5%	14	77.8%	14	43.8%	60	46.5%
	Agree	39	49.4%	4	22.2%	15	46.9%	58	45.0%
	No idea	6	7.6%	0	0.0%	1	3.1%	7	5.4%
	Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0	00.0%
	Disagree	2	2.5%	0	0.0%	2	6.2%	4	3.1%
Total		79	100.0%	18	100.0%	32	100.0%	129	100.0%

Results of two-dimensional table showed agreement and disagreement percentage of the athletes, coaches and sports officials toward “balance between body, will and mind” so that if we collect strongly agree and agree options together and strongly disagree and disagree options together, we will find out that agreement percentage of athletes, coaches and sports officials toward “balance between body, will and mind” are 89.9%, 100.0% and 90.7% and disagreement percentage of athletes, coaches and sports officials are 2.5%, 0.0% and 6.2% in order. The finding showed that sports officials have less knowledge about balance between body, will and mind.

Diagram 4.9 Agreement and disagreement percentage of the athletes, coaches and sports officials toward “balance between body, will and mind”

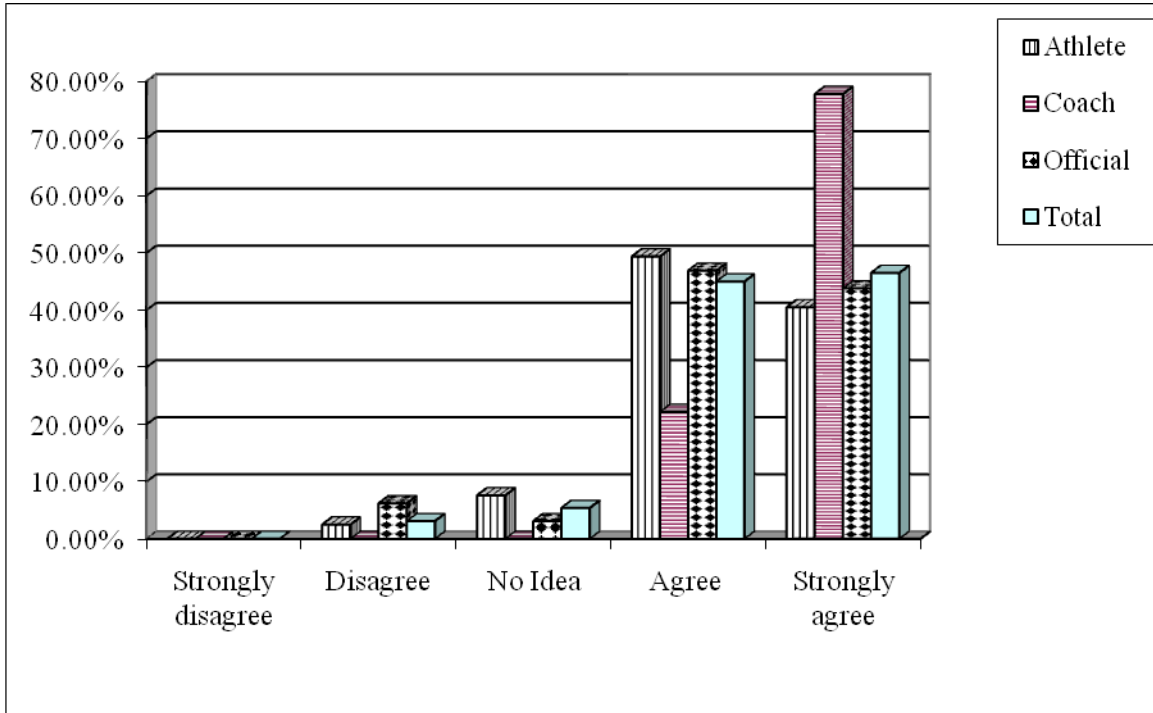
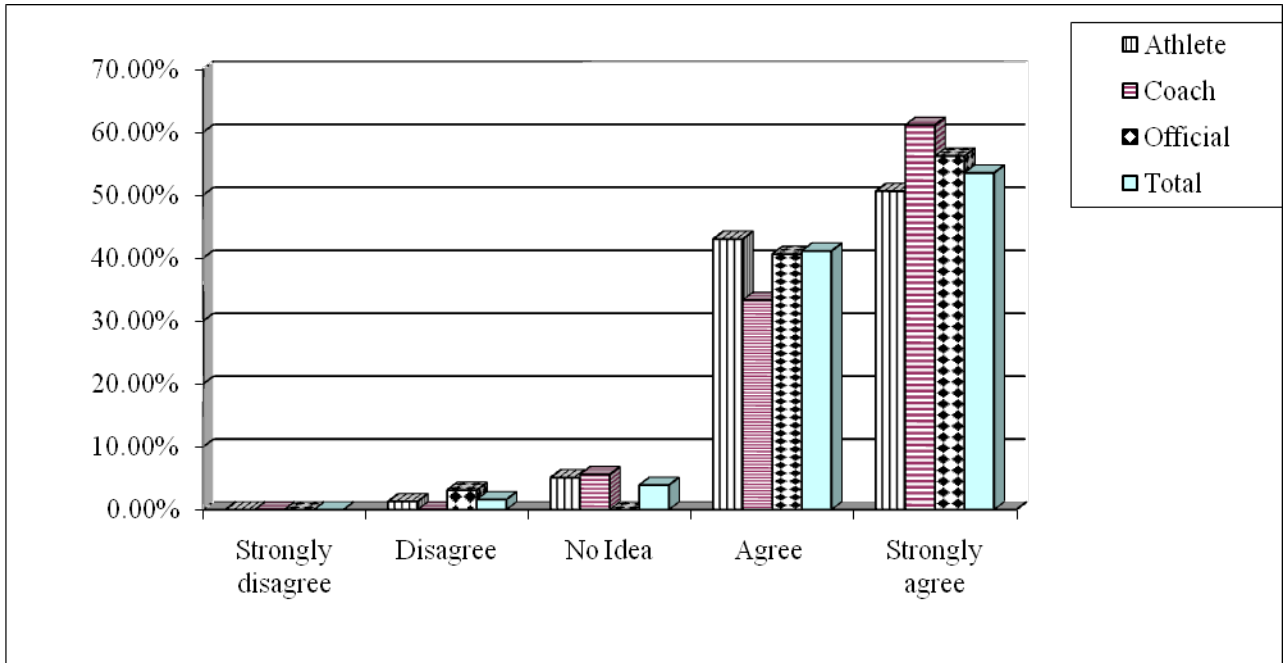


Table 4.7 Agreement percentage of the athletes, coaches and sports officials toward respect for the others

Variables	Answers	Title						Total	
		Athletes		Coaches		Officials			
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Respect for others	Strongly Agree	40	50.6%	11	61.1%	18	56.2%	69	53.5%
	Agree	34	43.0%	6	33.3%	13	40.6%	53	41.1%
	No idea	4	5.1%	1	5.6%	0	0.0%	5	3.9%
	Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0	00.0%
	Disagree	1	1.3%	0	0.0%	1	3.1%	2	1.6%
Total		79	100.0%	18	100.0%	32	100.0%	129	100.0%

Results of two-dimensional table show agreement and disagreement percentage of the athletes, coaches and sports officials toward “respect for the others” so that if we collect strongly agree and agree options together and strongly disagree and disagree options together, we will find out that agreement percentage of athletes, coaches and sports officials toward “respect for the others” are 93.6%, 94.4% and 96.8% and disagreement percentage of athletes, coaches and sports officials are 1.3%, 0.0% and 3.1% in order. All the respondents came to the idea that respect for opponents applied in the games can be applied in their daily lives.

Diagram 4.10 Agreement and disagreement percentage of the athletes, coaches and officials toward “respect for the others”



4-3 Research hypothesis test using inferential statistic

First, *Colmogrof-Smirnof* examination has been used in order to determine normality of dispersal distribution of parameters. Obtained results are explained in the table 4-8.

Table 4.8 Frequency distribution of different studying variables

Statistic \ Variable	Balance between body, will and mind	Fair play	Respect for others	Pursuit of excellence	Joy of effort	Total
Number	129	129	129	129	129	129
Average	23.99	21.90	24.71	25.64	24.77	1.21
<i>Colmogrof-Smirnof</i>	1.45	0.826	1.22	1.32	1.37	0.614
Sig	0.030	0.503	0.100	0.063	0.047	0.845

P<0/05

H₀: There is no difference between observed and expected frequencies (Distribution is normal).

H₁: There is difference between observed and expected frequencies (Distribution is not normal).

According to *Colmogrof-Smirnof* examination, obtained significant level for variables including “fair play”, “respect for others”, “pursuit of excellence” and total are 0/05. It means that with 95% confidence we can say distribution of the mentioned variables are normal. But significant level of variables including “balance between body, will and mind” and “joy of effort” is less than 0/05. It means that with 95% confidence we can say distribution of the mentioned variables are not normal.

4-3-1 First hypothesis

H₀: There is no significant difference among athletes, coaches and sports officials' knowledge and attitude toward "Olympic values".

H₁: There is significant difference among athletes, coaches and sports officials' knowledge and attitude toward "Olympic values".

Table 4.9 Different knowledge and attitudes toward "Olympic values "among athletes, coaches and sports officials

Variable Group	Sum of Squares	Df	Mean Square	F	Sig
Between Group	92.514	2	46.257	.036	.737
Within Group	19030.385	126	151.035		
Total	19122.899	128			

P<0/05

According to result of one-way ANOVA Test, obtained significant level is more than 0/05, therefore hypothesis H₀ is accepted and hypothesis H₁ is rejected. It means that with 95% confidence we can say there is not significant difference among knowledge of athletes, coaches and sports officials of national teams toward " Olympic values".

4-3-2 Second hypothesis

H₀: There is no significant difference among the athletes, coaches and sports officials' knowledge and attitude toward "fair play".

H₁: There is significant difference among the athletes, coaches and sports officials' knowledge and attitude toward "fair play".

Table 4.10 Different knowledge and attitudes toward "fair play "among athletes, coaches and sports officials

Variable Group	Sum of Squares	df	Mean Square	F	Sig
Between Group	107.544	2	53.772	2.866	.061
Within Group	2364.146	126	18.763		
Total	2471.690	128			

P<0/05

According to result of one-way ANOVA Test, obtained significant level is more than 0/05, therefore hypothesis of H_0 is accepted and hypothesis H_1 is rejected. It means that with 95% confidence we can say there is not significant difference among knowledge of athletes, coaches and sports officials of national teams towards "fair play".

4-3-3 Third hypothesis

H₀: There is no significant difference among the athletes, coaches and sports officials' knowledge and attitudes toward "pursuit of excellence".

H₁: There is significant difference among the athletes, coaches and sports officials' knowledge and attitudes toward "pursuit of excellence".

Table 4.11 Different knowledge and attitudes toward "pursuit of excellence" among athletes, coaches and sports officials

Variable Group	Sum of Squares	df	Mean Square	F	Sig
Between Group	10.202	2	5.101	.427	.653
Within Group	1505.674	126	11.950		
Total	1515.876	128			

P<0/05

According to the result of one-way ANOVA Test, obtained significant level is more than 0/05 therefore H_0 hypothesis is accepted and H_1 hypothesis is rejected. It means that with 95% confidence

we can say there is no significant difference among knowledge of athletes, coaches and sports officials toward “pursuit of excellence”.

4-3-4 Forth hypothesis

H₀: There is no significant difference among the athletes, coaches and sports officials’ knowledge and attitude toward “joy of effort”.

H₁: There is significant difference among the athletes, coaches and sports officials’ attitudes toward “joy of effort”.

Table 4.12 Different knowledge and attitudes toward “joy of effort “among athletes, coaches and sports officials

Variable Group	No.	Mean rank	Chi-Square	Df	Sig
Athletes	79	68.58	1.942	2	.379
Coaches	18	57.64			
Officials	32	60.31			
Total	129				

P<0/05

According to the result of Kruskal Wallis Test, obtained significant level is more than 0/05, therefore hypothesis of H₀ is accepted and hypothesisH₁ is rejected. It means that with 95% confidence we can say there is not significant difference among knowledge and attitudes of athletes, coaches and sports officials toward “joy of effort”.

4-3-5 Fifth hypothesis

H₀: There is no significant difference among the athletes, coaches and sports officials’ knowledge and attitudes toward “balance between body, will and mind”.

H₁: There is significant difference among the athletes, coaches and sports officials’ knowledge and attitudes toward “balance between body, will and mind”.

Table 4.13 Different knowledge and attitudes toward “balance between body, will and mind “among athletes, coaches and sports officials

Variable Group	No.	Mean rank	Chi-Square	df	Sig
Athletes	79	61.56	4.906	2	.086
Coaches	18	82.92			
Officials	32	63.34			
Total	129				

P<0/05

According to result of Kruskal Wallis Test, obtained significant level is more than 0/05, therefore hypothesis H_0 is accepted and hypothesis H_1 is rejected. It means that with 95% confidence we can say there is not significant difference among the athletes, coaches and sports officials toward” balance between body, will and mind”.

4-3-6 Sixth hypothesis

H_0 : There is no significant difference among the athletes, coaches and sports officials’ knowledge and attitudes toward “respect for others”.

H_1 : There is significant difference among the athletes, coaches and sports officials’ knowledge and attitudes toward “respect for others”.

Table 4.14 Different knowledge and attitudes toward “respect for others “among athletes, coaches and sports officials

Variable Group	Sum of Squares	Df	Mean Square	Df	Sig
Between Group	5.616	2	2.808	.256	.775
Within group	1382.771	126	10.974		
Total	1388.388	128			

P<0/05

According to the result of one-way ANOVA Test, obtained significant level is more than 0/05, therefore hypothesis H_0 is accepted and hypothesis H_1 is rejected. It means that with 95% confidence

we can say there is not significant difference among the athletes, coaches and sports officials toward “respect for others”.

PART III

Chapter 5

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5-1 Summary of Research

The purpose of this research is to compare knowledge and attitudes of the athletes, coaches and sports officials participated in the Olympic education courses of NOPA toward Olympic values. In the first chapter, introduction, research problem, significance of the study and research hypothesis were explained. The research hypotheses are as following:

1. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward Olympic values.
2. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward fair play.
3. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward pursuit of excellence.
4. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward joy of effort.
5. There is significant difference between attitudes of the athletes; coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward balance between body, will and mind.
6. There is significant difference between attitudes of the athletes, coaches and sports officials participated in the Olympic Education courses of Iranian NOPA toward respect for the others

The second chapter has been discussed Olympism, history of Olympic education and modern Olympic Games, Olympic education and pedagogy, inauguration of the IOA, the NOAs, NOPA, its mission and duties, Olympic values and the studies in the field of OE. This chapter explained the challenge of Olympic Movement is to educate and encourage young people to practice sport and to teach them values of sport in order to apply them in real life.

The third chapter has been discussed research methodology, statistic population, sampling, research variables, research measuring tool, questionnaire and statistical methods and the study approach was descriptive.

The fourth chapter has been provided research findings. It has been discussed about variables related to personal information including personal variables and research variables and research hypothesis test using inferential statistic. Personal variables consisted of gender, age, educational level and career. The finding of the research showed that:

The agreement percentage of the athletes, coaches and sports officials toward “Olympic values” is 97.5%, 100.0% and 96.9% and disagreement percentage is 0.0%, 0.0% and 3.1% in order. The findings showed that the athletes, coaches and sports officials gain acceptable knowledge within the courses and promote their knowledge regarding values existed in the Olympic movement.

The agreement percentage of the athletes, coaches and sports officials toward “fair play” is 81.0%, 50.2% and 71.8% and disagreement percentage is 1.3%, 5.6% and 3.1% in order. The results showed that among them half of coaches believe that Olympic is a fair scene and they committed to keep its spirit and compete fairly. Therefore it seems that almost teaching Olympic values course was not successful to convince them on this concept and it still needs to work on the value of fair play and apply it with all national federations.

The agreement percentage of the athletes, coaches and sports officials toward “pursuit of excellence” is 93.7%, 94.5% and 93.8% and disagreement percentage is 0.0%, 0.0% and 3.1% in order. Therefore respondents were informed about value of “pursuit of excellence” and apply it in their sport and life.

The agreement percentage of the athletes, coaches and sports officials toward “joy of effort” is 93.6%, 88.9% and 87.5% and disagreement percentage is 0.0%, 0.0% and 3.1% in order. As findings showed they were all agree on the joy of effort value and find it as a result of sports activities in any levels.

The agreement percentage of the athletes, coaches and sports officials toward “balance between body, will and mind” is 89.9%, 100.0% and 90.7% and disagreement percentage is 2.5%, 0.0% and 6.2% in order. The finding showed that they have good knowledge about balance between body, will and mind.

The agreement percentage of the athletes, coaches and sports officials toward “respect for the others” is 93.6%, 94.4% and 96.8% and disagreement percentage is 1.3%, 0.0% and 3.1% in order. All the respondents came to the idea that respect for opponents applied in the games can be applied in their daily lives.

5-2 Discussion and conclusion

According to the collected data athletes, coaches and sports officials have same attitudes and knowledge toward Olympic values. Results of the study showed that there is no significant difference between knowledge and attitudes of athletes, coaches and sports officials toward Olympic Values. The descriptive statistics showed that all groups of statistical population evaluated and considered Olympic values in high level.

Regarding “fair play” value, comparing with athletes and coaches, agreement percentage is less. Results of the study showed that there is significant difference between knowledge and attitudes of athletes, coaches and sports officials toward fair play.

All components of attitudes of fair play: equal opportunities, health, responsibility, respect for rules and regulations do not apply only to athletes but also to all participants in sports events, which can include promoters, coaches, officials, physicians, journalists, spectators, etc as Binder mentioned that they are expected to follow the principles of fair play. The Olympic athlete can only provide this model role if his/her own achievement is based on the rules of fair play.

For pursuit of excellence value, results emerged they all have same level of knowledge and attitudes and there is no significant difference between knowledge and attitudes of athletes, coaches and sports officials toward pursuit of excellence. Results proved Coubertin as said “The most important thing in the Olympic Games is not to win but to take part. Just as the most important thing in life is not to triumph but to struggle” and Naul as well when he underscored “one important goal of the Olympic Movement is to inspire young people to become the best that they can be- to fully develop all of their qualities of mind, body and spirit. Pierre de Coubertin founded that the Olympic Games as one of the way to inspire young people to pursue excellence through participation in physical activity and sport.”

For joy of effort value, according to the collected data, Results showed that there is no significant difference between knowledge and attitudes of athletes, coaches and sports officials toward joy of effort. The descriptive statistics showed that all groups of statistical population evaluate and consider joy of effort in high level. The obtained results approved with Trapero as explained” the joy of a sports person must be, then, a qualifying aspect of his/her mood, what made Pierre de Coubertin in 1918 evaluate sagaciously and exclaim as the expert sports psychologist he was, If someone asked me for the recipe of how to achieve Olympism, I would say the primary condition is to be happy”.

Concerning balance between body, will and mind value, according to results of the study showed that there is no significant difference between knowledge and attitudes of athletes, coaches and sports officials toward balance between body, will and mind among. The descriptive statistics showed that all groups of statistical population evaluate and consider this value in high level. The result is in line with Dongguang “perfection is the ideal that encourages the athlete to work as hard as he can. Training therefore is a constant striving for not only physical improvement but also a general self-improvement. This struggle for improvement, on whatever level, is the core of the Olympic motto “citius-altius-fortius” not the striving for records. The top performances in the Olympic Games should be the idol for every athlete”.

Results approved that Olympic athlete has to be more aware that his/her striving for the best achievement is a model for younger athletes and for the masses of athletes who are not taking part in the Olympics but who engage in sport in their leisure time only.

According to the result for respect for others, they have same level of knowledge and attitudes toward respect for others as well. Results of the study showed that there is no significant difference between knowledge and attitudes of athletes, coaches and sports officials toward respect for others. The descriptive statistics showed that all groups of statistical population evaluate and consider respect for others in high level. The results is in line with Mandell as underscores” the Olympics were going to play an increasingly important role as a peaceful forum where architectural originality, organizational virtuosity, peaceful cohabitation of peoples and a continual betterment of humankind will become

apparent and with this the living proof of one of the “leitmotiv”of our epoch, the idea of progress” (1986).

And the results approved Binder belief “we would like our athletes, coaches and officials honor their opponents, to be respectful spectators, to refrain from cheating and to show some care and compassion for other people”.

Then results for respect for others are in line with **Kyriakou** as believes “ as role models we have an opportunity to use this power, this phenomenon for good, to help educate not only other young athletes but young people as well, about the Olympic values of friendship, excellence and respect. Olympic medalists are Olympism’s ambassadors and have the very important role of disseminating the values of sport and humanism among young people. This role is enhanced by their extensive media coverage. Olympic medalists are people who enjoy international visibility and prestige and this is why they can become world models of moral and pedagogical significance for youth”.

5-3 RECOMMENDATIONS

As the result showed the athletes, coaches and sports officials have acceptable knowledge toward Olympic values. It is assumed that National Olympic Committee and National Olympic Academy of Iran sufficiently carried out their mission regarding the promotion of Olympic values trough implementing various courses, workshops and activities in the field of Olympic education. Nevertheless it seems dissemination of Olympic Education is in much need of improvement in the country. It is necessary to improve the current activities and reinforce quality and quality of the activities launched in NOPA. The current valuable toolkit “OVEP” which many of NOCs run and especially IOC insists to spread it all over the world can be implemented in educational system which will be adopted with Iranian culture and Iranian moral principles.

The National Olympic & Paralympic Academy should plan for continues Olympic values program for national teams with different age categories and invite Olympic medalists to these activities in order to share and exchange their experiences and feeling within the Olympic Games they have taken part.

It would be very useful if NOPA publishes different materials such as brochures, booklets, books, CDs and other related resources in the field of Olympic education and values of the Olympic and distribute it among the youth in the sports clubs, schools and even universities.

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APPENDIX
QUESTIONNAIRE FOR OLYMPIC VALUES EDUCATION

This questionnaire is designed to collect information on the “*knowledge and attitudes of the athletes, coaches and sports officials’ participated in the Olympic education courses of National Olympic Academy of Iran toward Olympic values*”. The first section is on information about you the respondent and the second section is about the knowledge and attitudes that you have towards the Olympic Values. You are kindly asked to answer all questions. Kindly tick in the appropriate boxes provided.

Personal Details

Sex: Male

Female

Age: Under 20 years old

21-30

31-40

over 41

Title: Athlete

Coach

sports officials

Education: High School Diploma

Associate

Ba

Master

PhD

Carrier: Under 10 years

11-20

21-30

Over 30

Variables	No.	Questions	Strongly Agree	Agree	No idea	Strongly Disagree	Disagree
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Balance between body, will & mind	1	Characteristic dimensions of Olympians promote well.					
	2	Participating in Olympic Games will lead to develop self-confidence.					
	3	Athletes participated in OG, benefit from good social skills.					
	4	Olympic Games lead to develop friendship among participants.					
	5	Athletes participating in the Olympic Games benefit from capabilities and good health.					
	6	Olympians learn to predominate to their behavior and avoid from excess in their life.					
Fair Play	7	Olympic Games manifest in this phrase “Competing in friendly atmosphere”.					
	8	Olympic Games propagate sports behavior and heroism.					
	9	Olympic Games is practical scene for learned behavior of fair play.					
	10	In the Olympic Games, athletes adhere to their oath to compete fairly.					
	11	In the Olympic Games, examples of heroism features always manifest for youth all over the world.					
	12	For Olympians, it is essential to help human being.					
Respect for others	13	Athletes and Olympians respect for other cultures and customs of other participants.					
	14	Participants of the Olympic games, while respect for host, also thank them.					
	15	Olympians respect for host people in special manner.					
	16	Respect for elders, sports pioneers, coaches and sports officials is a feature in Olympians.					
	17	One of the Olympic Games goals is increasing mutual respect among nations and promoting universal peace.					
	18	Athletes and Olympians learn to respect others while considering the rules.					
Pursuit of excellence	19	Olympic motto is “Citius, Altius, Fortius”.					
	20	Athletes who participate in Olympic Games make themselves ready to stand on world platform.					
	21	Success oriented and pursuits of excellence are among features of Olympians.					
	22	Achieving Olympic medal manifest excellency of the champions in the world.					
	23	Olympic Games is the scene for competing and excellency of the world countries.					
	24	To do their best in the Olympic Games learn the athletes to do their best for achieving supreme goals in personal life.					

Variables	No.	Questions	Strongly agree	Agree	No idea	Strongly disagree	Disagree
Joy of effort	25	Vitality and freshness are among Olympians.					
	26	Athletes learn in the Olympic games to face life issues with better mood					
	27	Doing the best and fighting good comparing with achieving medal is more important.					
	28	Athletes and Olympians are symbols of physical health and spiritual vitality.					
	29	Participants in Olympic keep away from negligence and laziness					
	30	Olympic Games bring joy and excitement in athletes, coaches and spectators.					