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**THE VIEWS OF PRINCIPAL AND TEACHERS IN A PRIMARY SCHOOL IN
TRINIDAD & TOBAGO**
REGARDING THE INCLUSION OF THE VALUES OF OLYMPISM
IN THE PHYSICAL EDUCATION CURRICULUM.

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SUMMARY

Jeannette Elaine Small: The views of principal and teachers in a primary school in Trinidad & Tobago regarding the inclusion of the values of Olympism in the Physical Education curriculum.

Under the Supervision of Mountakis Costas, Professor Emeritus

The International Olympic Committee's (IOC) role and mission includes educating youth through sport as well as encouraging and supporting initiatives blending sport with culture and education (IOC, 2019). The purpose of this paper is to investigate whether Physical Education (PE) is a vehicle to harness the philosophy of Olympism's educative and social worth, through a critical constructivist pedagogical framework (Culpan & McBain, 2012). The views of stakeholders in a primary school will be investigated with regards to the inclusion of Olympism's values in PE curriculum. Key organisations in Trinidad & Tobago who can help fulfil this mission include the Trinidad & Tobago National Olympic Committee (NOC), National Olympic Academy (NOA), Ministry of Education (MOE) and the Ministry of Sport and Youth Affairs (MSYA). The methodology employed for the implementation of the study was the interview with one principal and three teachers of a primary school in Trinidad & Tobago. The results revealed that the Olympic Movement is viewed in a positive light and the principal and teachers are welcoming of the implementation of the values of Olympism in the PE curriculum.

Keywords: Olympism; values education; physical education; primary school; character development.

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List of abbreviations and symbols

CSO	- Central Statistical Office of Trinidad & Tobago
IOC	- International Olympic Committee
MOH	- Ministry of Health
MSYA	- Ministry of Sport & Youth Affairs
NALIS	- National Library Information Services
NOA	- National Olympic Academy
NOC	- National Olympic Committee
OVEP	- Olympic Values Education Programme
PE	- Physical Education
TTNOC	- Trinidad & Tobago National Olympic Committee
UN	- United Nations
UNESCO	- United Nations Educational, Scientific & Cultural Organisation
WHO	- World Health Organisation

CHAPTER I

Introduction

Trinidad & Tobago is a twin island Republic in the Caribbean archipelago, 4,828 and 300 km² respectively, inhabited by 1,353,895 people (CSO, 2011). The country follows the Westminster model of government. The Prime Minister leads the cabinet and has effective control of the nation's affairs (NALIS, 2018). The Cabinet's functions include initiating and deciding on policy, having supreme control of the Government and the coordination of the government and its departments. There are 21 Ministries, inclusive of the Ministry of Education (MOE) and the Ministry of Sport & Youth Affairs (MSYA).

The Trinidad & Tobago National Olympic Committee (TTNOC) was formed in 1946, and became an affiliate of the International Olympic Committee (IOC) in 1948. The mission of the TTNOC is “...to inspire excellence in the athletes of Trinidad & Tobago to enable them to realize their full potential” (TTNOC, 2012, March, p. 2). The country participated in the Olympic Games for the first time in London 1948 and to date has cupped two gold, six silver and twelve bronze medals (TTNOC, 2012). Over the years, the medals have mostly been in athletics, with the exception of three medals from weightlifting in 1948 and swimming in 1952 and 2004 (NALIS, 2019).

According to the Olympic Charter (IOC, 2019, p. 59), one of the NOC's roles is to promote the fundamental principles and values of Olympism in their countries, particularly in the fields of sport and education, by promoting Olympic educational programmes in all levels of schools, sports and physical education institutions and universities. NOCs should also encourage the creation of institutions dedicated to Olympic education, such as National Olympic Academies (NOAs), Olympic Museums and other programmes, including cultural, related to the Olympic Movement.

Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles...promoting a peaceful society...practicing sport in a spirit of friendship, solidarity and fair play” (IOC, 2019, p. 11).

The five educational values of Olympism as highlighted in the IOC's Olympic Values Education Programme (OVEP) are joy of effort, fair play, respect for others, pursuit of excellence and balance between body, will and mind (IOC, 2007). The OVEP toolkit follows a lifeworld orientation whereby "*...the Olympic principles are linked to children's and young people's own social experience in sport to their experiences in other areas of their lives*" (Naul, 2008, p. 19).

The TTNOC has been promoting the Fundamental Principles and values of Olympism through several initiatives. An National Olympic Academy (NOA) was established in 2001, the main activity of which has been an annual two-week camp, involving young athletes 12 – 16 years old, selected by the affiliated National Sporting Associations (NSAs) (TTNOC, 2012, March). The daily camp themes are in accordance with the Fundamental Principles and values of Olympism. In 2010, OVEP was introduced through a one-week "Train the Trainers" format. The programme was supported by the MOE and the United Nations Educational, Scientific and Cultural Organization (UNESCO) and trained 26 persons, including teachers, school supervisors, curriculum officers, regional coordinators and principals. The aim was to introduce the program to primary schools throughout the nation (TTNOC, 2012, March).

In 2014, an "Athlete Welfare and Preparation" campaign was launched named "10Golds24" and the establishment of a marketing department followed in 2015, which secured partnership agreements with major corporate sponsors and donations from the public through the TTNOC's website and social media. The aim of the fund, which extends to 2021, under the stewardship of the current President, is to develop Olympians and Olympic Champions holistically through mentorship, medal bonuses, corporate internships, life skills training, athlete career development and high-performance support (TTNOC, 2012, March).

The MSYA's National Sport Policy of Trinidad & Tobago vision is to establish clear pathways towards holistic sport development and sporting achievement, which leads to the evolution and growth of the nation and its citizens. Underpinning the vision are the values of Integrity, Democracy, Commitment, Achievement of Excellence, Tolerance, Fair Play and Respect. MSYA seeks to develop and improve the knowledge and practice of sport in the interest of the holistic development of the individual and the enjoyment by the public at large

(MSYA, 2018). To achieve its vision the National Sport Policy aligns to current national policies of other Ministries, such as the MOE.

Trinidad & Tobago’s first educational policy was formulated in 1851 and aimed for racial, cultural and political unification through a state-controlled system of secular education. Education is perceived as the primary medium for economic and social development and transformation for the Republic. The MOE’s mission is to educate people to achieve their full potential and become productive citizens who inculcate the characteristics of resilience, goodwill, honesty, respect, tolerance, integrity, benevolence, civic pride, social justice and community spirit (MOE, 2017b). The specific outcomes for student learning at the primary level focus on healthy life-styles, self-awareness, national pride and a sense of belonging, communication and self-expression, appropriate levels of literacy, numeracy and technological literacy, love of learning, aesthetic appreciation and expression and an intrinsic sense of right and wrong.

In Trinidad & Tobago, there are 477 public primary schools, 137 of which are Government schools, and 340 are Government-assisted (denominational) schools, which cater to the needs of approximately 12,000 pupils and are staffed by over 6,372 teachers, not including administrative staff (Table 1).

Table 1: *Public Primary Schools and enrolment by educational districts supervisors’ boundaries 2013-2014.*

EDUCATIONAL DISTRICTS SUPERVISORS’ BOUNDARIES	2013-2014		
	No. of schools	No. of students	No. of teachers
CARONI	67	19624	958
ST. GEORGE EAST	90	29414	1415
PORT OF SPAIN	69	19487	934
NORTH EASTERN	42	7775	448
SOUTH EASTERN	49	10272	567
ST. PATRICK	56	13718	741
VICTORIA	71	18221	985
TOTAL	444	118511	6048

Primary education consists of seven years, divided in three levels: Level 1 addresses to Infants 1 and 2, Level 2 of Standards 1 to 3 and Level 3 of Standards 4 and 5. The

expected general outcomes of each level correspondingly are: Love of Learning, Inquiry and Discovery and Taking Flight (MOE, 2017a). The Primary School Education system caters to children ages 5-11. By law, schooling is compulsory from ages 5 to 11 years old (Primary School) and 12 to 16 years old (Secondary School).

Primary schools provide the foundation of the education system. The seven years of study are characterized by an integration of subject matters and skills or cross- subject connections, which are thematically organized (MOE, 2017a). It provides every opportunity for the child “...to learn, master new important skills, and develop character and values that are critical to their role as productive, caring and responsible citizen” (MOE, 2017a, p. 9).

The primary school curriculum consists of a thematic approach, which means different subjects meld into thematic units and learning or lesson plans (MOE, 2017a). The nine subject areas include Agricultural Science, English Language Arts, Mathematics, Physical Education, Science, Social Studies, Spanish, Values, Character and Citizenship Education, and Visual and Performing Arts.

The focus of the PE curriculum is teaching a variety of motor skills towards establishing the foundation for development of an active lifestyle (MOE, 2017a). It places more emphasis on the practical component; that is actual learning and practice of the skills for different games, versus on theory. The intention is for students to develop attitudes that enhance their interactions with others by participating in activities that promote fair play, turn-taking and the willing observance of rules and protocols (MOE, 2017a).

The researcher found no mention of Olympic Games, Olympism, Olympic Education or Olympic Values in the primary school curriculum. Morals and values are taught through a Values, Character and Citizenship Education (VCCE) curriculum, which is generalist in nature and consists of a sequenced set of learning experiences, designed to help the student grow, develop and master values and concepts that are relevant for a 21st century caring, responsible citizen. These dispositions mean to provide empowerment toward making informed moral decisions, to be responsible and caring citizens and to practice socially helpful behavior (MOE, 2017a).

A school-based approach, which incorporates the Olympism’s values, has always been the focus of the IOC since Pierre de Coubertin, the founder of the Modern Olympic

Games. Coubertin was influenced by PE models in British, American and European schools (Teetzel, 2012). His school visits to these countries were an inspiration to teach values through sport (Kidd, 1985). Olympism's philosophy focuses on to the holistic development of persons, including physical, intellectual and artistic-aesthetic development between the four-year periods of the Olympic Games (Naul, 2008). Coubertin's pedagogical concern was "sporting education", but also contained a cultural component as described in the five fundamental principles of Olympism. The writings of Coubertin describe the educational objectives of Olympism as the "religio athletae," "the idea of peace" and the "principle of eurhythmics" (Muller, 2006). The Olympic Games were revived by Coubertin with the intention of bringing attention to the character building that follows participation in properly administered amateur sport (Brundage, 1963). Furthermore, it was his belief that a "...national program of physical training and competitive sport will not only develop stronger and healthier boys and girls but also, and perhaps more important, make better citizens" (Brundage, 1963, p. 39). Olympism education is a culturally relevant experiential process of learning an integrated set of life principles through the practice of sport (Culpan & Moon, 2009). Philosopher Kretchmar (1975), describes sporting contests as a "bearing witness together".

According to Pomohaci and Sopa (2016), social learning theory has shown that socialization is done best in sports activities. They posit that children can develop many social skills such as leadership skills, communication and team building skills by participating in team sports. Furthermore, competition requires a shared interhuman sphere, in which athletes affirm and appreciate each other in a "...mutually acceptable quest for excellence through challenge" (Simon, 2014, p. 245). According to Culpanand & Wigmore (2010), Olympism education promoted within PE and sports programs utilising a critical pedagogy can achieve the social value and potential of sport.

Children begin to learn social values very early on (within the first two years of life), developing a social moral sense of what is right and wrong within that culture (Buzzelli, 1992; Kuebli, 1994). These values and moral sensibilities are closely linked with the emotional and social development of the child's early social and home environments.

The terms values, ethics, and morals are often used interchangeably. Irwin (1988, p. 6) provides some clarification: "...what is prized or held in high esteem (values) implies

standards of appropriate human behaviour (morals) compatible with principles (ethics) governing what is good for the person and for the society to which the individual belongs.”

Values education is found to be one of the goals of education (Kurtines, 1984). Tarlinton and O'Shea (2002, p. 90) stated that “...values are core to a school they come with the architecture and the furniture and decorations of the building itself. They are personified in the attributes of the teachers and in the standards of behaviour expected of the students; they are made explicit in the rubrics and rituals, particularly in those that accompany tragedy or celebrate success.”

According to Halstead and Taylor (2000, p. 169), “...the role of the school is to build on and supplement the values that young children have already begun to develop. The school has a socialization role by offering and exposing the pupil to a range of values accepted within a society and culture. This assumes, therefore that the school and the home share similar values. The difficult question then arises, which values should be presented to the children and in what manner?”

The Olympic idea has educational significance because it makes demands and offers solutions through sporting achievement and ability (Gruppe, 1997). PE classes can be utilised to implement moral development and they have seen success through proper design by including social learning and selective structural-development teaching strategies. Both are effective in promoting affective, behavioural, and cognitive changes in moral functioning (DeBusk & Hellison, 1989). However, structural-developmental teaching strategies were found to be more effective in promoting children's moral reasoning and development in PE settings than a social learning one (Gibbons & Ebbeck, 1997). Specifically, to reduce unsportsmanlike behaviour, social learning strategies, such as instructions and praise, appeared to be more effective than modelling, and contingent reward/point system (Giebink & McKenzie, 1985). To increase students' moral reasoning selective structural-developmental is a preferred teaching strategy (Romance et al., 1986).

Parry (1998), propagates that PE's legitimacy lies in the capacity to facilitate the development of certain human excellences of a valued kind. This practically means that it contributes to the enrichment of the human experience by cultivating certain human behaviours such as virtuousness, morality and ethics (Culpan & Wignmore, 2010).

PE is an educational process that has as its aim the improvement of human performance and enhancement of human development through the medium of physical activities (Wuest & Bucher, 2006). Physical activity is the movement of the body by using energy (US Department of Health and Human Services, 2009). Health and PE and co-curricula physical activity provide a source of pleasure and satisfaction and make available much needed balance into a student's life (Khol & Cook, 2013). It also provides an opportunity for peer interaction, which is important for children's individual development since peers affect a child's social development according to the group socialization theory (Harris, 1995).

According to Binder (2012), models for the integration of values education in curricula at the primary school level is more readily available as compared to secondary school. The primary school has one teacher for all subjects who utilise supplementary materials across subject-areas (Binder, 2012). This is in contrast to the secondary school, whereby teachers have focus on one subject-area content. In this way, Olympic values can be easily integrated into the primary school curriculum. PE provides the ideal outlet for role-play and provides numerous opportunities for addressing dilemmas, fair play, fairness and other necessary values.

The inclusion of the Values of Olympism in the PE curriculum can assist with fulfilling the objectives of the MOE, MSYA and the TTNOG. This study explains the philosophy of Olympism, how its integrated globally and will assess how major stakeholders in a school feel about its integration in the PE curriculum.

CHAPTER II

Review of literature

The Olympic Charter guides the IOC and NOCs about their governance and consists of the rules, by-laws and the fundamental principles of Olympism, which is described as a philosophy of life that blends sport with culture and education and 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 (IOC, 2019, p. 11). It is a social philosophy, which emphasises the role of sport in world development, international understanding, peaceful co-existence, and social and moral education (Parry, 2003). Furthermore, underscoring the philosophy is “a balance whole the qualities of body, will and mind” (IOC, 2019, p.11).

The goal of Olympism is to “...contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values... without discrimination of any kindand mutual understanding with a spirit of friendship, solidarity and fair play” (IOC, 2019, p. 11). Therefore, Olympism is concerned with four main goals: “...to educate and cultivate the individual through sport, to cultivate the relation of men in society, to promote international understanding and peace and to celebrate human greatness and possibility” (Loland, 1994, p. 36).

According to the Olympic Charter (IOC, 2019, p. 57), the NOCs have a “...duty to promote the fundamental principles and values of Olympism in their countries, in particular, in the field of sport and education”. Furthermore, Olympic education should be promoted at all levels, in schools, sports and physical education institutions and universities. Therefore, this focus is not just on the elite athletes, but the development of everyone (Parry, 1998).

The Olympic Movement’s motto ‘*Citius, altius, fortius*’ (Higher, faster, stronger) aligns with the ‘competitive’ and ‘intrinsic value’ of sport. These values inherent in sport are also defined as ‘competition values’ (Martinkova, 2012). Another Olympic motto, ‘*Mens fervida in corpore lacertoso*’ (An ardent mind in a trained body) embraces humane and ethical human development, which is part of the Olympic ideology. The values added to sport are defined as “humanistic values” (Martinkova, 2012).

The IOC seeks to strengthen its partnership with UNESCO to include sport and its values in school curricula (IOC, 2014). According to Binder (2012), values education

requires an orientation to current pedagogy, curriculum development and teaching methodology in both sport and PE and related interdisciplinary themes. According to Naul (2008), Olympic education has followed three leading approaches: a) the historical-pedagogical approach, b) referencing fundamental principles of Olympism and the IOC's Olympic Charter and c) an integrated approach.

Olympism's didactic objective for PE relate to social character-forming through harmonious and holistic education (GeBmann, 1992). Central didactic objectives of PE programs in schools relate to accepting physical challenges in training and competition, fairness and compliance with the rules and possessing solidarity with teammates as well as opponents (GeBmann, 1992). Naul (2008, p. 94) concurs that "*...curricula in many countries aim to teach social and moral values such as 'fair play', 'tolerance', 'respect' etc. by means of PE and sports education, even if these values and virtues are not identified and not labelled as Olympic ideals.*"

According to Martinkova (2012), Olympism is an interesting and worthwhile approach to education through sport because it unites the values that are important to competitive sport performance and humanistic values. The individual influenced by sport and Olympism's philosophy has the opportunity to develop favourable personality and social characteristics as well as to be "aspiring, achieving, well-balanced, educated and ethical" (Parry, 1998, p. 154).

Binder (2005), interprets the philosophy of Olympism as consisting of a values education mandate. She concurs that the reference to the balance of the human character, joy in effort and respecting others, is synonymous with values education. Teaching and learning values should be based on showing care and compassion for others and engaging young people in an exploratory process of their emotional intellectual responses to ethical issues (Binder, 2005).

Physical activity informed by Olympism promotes ideals of individual all round harmonious human development, towards excellence and achievement, through effort in competitive sporting activity, under conditional of mutual respect, fairness, justice and equality (Parry, 1998). In this way, skills in PE are not taught in isolation but executed in games so that the rituals, values and traditions of a sport are fully understood (Siedentop, 1998).

According to Parry (1998, p. 164), games are laboratories for value experiments because “...students are put in the position of having to act, time and time again, sometimes in haste, under pressure or provocation, either to something or to achieve something, under a structure of rules.” Furthermore, physical activity possesses universality and the capability of transcending nation, race, gender, social class, religion or ideology.

Sport has an intrinsic justification of its place as education only when seen and taught as a valued practice (Arnold, 1996). Practices provide opportunities for moral education, including the nurturing and development of virtues (Parry, 1998). In this way, sport practice recognition is not solely for a pleasurable experience, but consists of intrinsic value, making its position in education as a “...cultural and developmental activity” (Parry, 1998, p. 153). Additionally, physical activity recognised as a valued human practice acknowledges that it challenges our common human propensities and abilities (Parry, 1998).

Sport depicts a culturally valued practice because the skills, traditions, and standards of conduct immanent in the practice are pursued for their own intrinsic worth (Arnold, 1996). Therefore, it is concerned with the moral way participants conduct themselves as their ability to develop and utilise skills, techniques, and strategies (McIntyre, 1985). Through engaging in the skills and procedures of the practice one begins to understand its standards and the virtues required for successful participation (Parry, 1998). Therefore, sport as a practice is dependent upon the relationship of its participants to ensure that their competition is not undermined (Arnold, 1996). Thus, sport requires such virtues as justice, courage and honesty if its internal goals are to be achieved (Arnold, 1996).

According to Martinkova (2012), for sport to be synonymous with the Olympic spirit, competition and humanistic values should complement each other during sporting practice. She evaluated task and ego-oriented athletes’ goal perspectives and found that they differed. She found that a task-oriented athlete displayed higher levels of morality verses an ego-oriented athlete. Task-oriented athletes displayed higher prosocial choice and competed more frequently in accordance to sportpersonship. They chose to enter competition in order to continually improve their skills and their ‘competition’ is with themselves. They focus on setting personal performance goals that are part of larger goals. According to Martinkova (2012), a high task-oriented individual tends to use personal standards of achievement rather than social norms and tries to demonstrate mastery of the task and not normative ability. A high ego-oriented individual defines success and competence using other-reference criteria

such as normative comparisons. They feel successful when they outperform others and through winning, they seek to affirm and display their superiority.

A structure of a person's thoughts or their moral reasoning pattern is important for assessing their moral competence (Kohlberg, 1984). Structure generates the contents of a moral thought or behaviour. A structural development approach consists of six stages, in each one of which the child is called to think, perceive and solve in different ways moral dilemmas regarding issues of good or bad behaviour (Kohlberg, 1984).

According to Parry (1998), PE teachers can achieve several important aims relating to moral education when PE activities are utilized as a context for the development of human excellence and virtues PE viewed as a 'practice' it becomes "*...a context for the development of human excellences and virtues, and the cultivation of those qualities of character which dispose one to act virtuously*" (Parry, 1998, p.164).

PE curriculum post 1970s has evolved from a Play Education to a Sport Education (SE) model in Australia, New Zealand, United States of America and the United Kingdom. According to Siedentop (1987, p. 80) "*...SE was developed as a logical extension and concrete form of play education*" (Siedentop, 1987, p. 80).

A sport in PE teaching approach is based on the promotion of performance and competition, allowing students to learn individual responsibility and effective group membership skills through the practice of sport (Siedentop, 1998). The model does not propose replacing PE by sport education but rather including authentic sports in PE activities. Siedentop (1994a), proposes that in this way skills are not taught in isolation but rather are part of the natural context of executing game-like situations. The benefits of this approach is that students experience the rituals, values and traditions of sport as well as can achieve personal growth and responsibility from group affiliation. Two central didactic objectives to be achieved in and by PE, as part of OE, are "*...the acceptance of physical challenges in training and competition*" and "*...individual striving is continually be relinked, by way of fairness and compliance with the rules, to solidarity with one's team-mates and opponents as fellow human beings*" (GreBmann 1992, p. 196).

A Sport Education Curriculum Model emphasises persistent team membership, thus it promotes personal and social development in the form of student responsibility, cooperation and trust skills (Siedentop, 1994a). Its teaching effectiveness lies in the fact that games skills

are not taught in isolation but contextualized by a sporting culture. To create an authentic sport experience for students, Sidentop (1994a), emphasises seasons, affiliation, formal competition, record keeping, festivity and culminating events as part of the curriculum model. In contrast to physiological and pedagogical principles promoting performance and competition another approach gives more prominence to achievement (Greßmann, 1992). According to Naul (2008), this didactic objective of Olympism consists “...more to a *harmonious and holistic education by means of physical exercise than social character-forming by means of performance-oriented rivalry*” (Naul, 2008, p. 108).

An interdisciplinary approach to OE includes lessons in various school subjects such as social studies, art and religious studies, which addresses questions and topics relating to the Olympics (Geßmann, 1992). Cognitive information is often followed by spontaneous sporting activities without any practice. Naul (2008), provides the example of a ‘sack race’, which simulate a kind of ‘pentathlon’. Another approach has no link to practical exercises and actually replaces sports lessons with cognitive information on the Olympic Games (Geßmann, 1992).

According to Parry (2006), the wealth of Olympism’s philosophy is the numerous arrangements that can be created universally through contextual expression. In the early 21st century, Olympic Education’s focus began to shift from teaching about the Olympic Games to teaching the Olympic values (Binder, 2012). This facilitated a change from exploring Olympic content to an “...*active and holistic engagement, with movement-oriented, affective and cognitive activities,*” with questions evolving from “How do you teach the Olympic values?” to “What are the Olympics?” (Binder, 2012, p. 296). Ministries of Education that adopt a ‘curriculum framework’ verses specific syllabi allows for teacher flexibility in the implementation of lessons (Naul, 2008). Therefore in these schools, lessons on Olympic Education or the organisation of an Olympic week or day can be easily incorporated (Naul, 2008).

According to Naul (2008, p. 96), learning about the Olympic ideals in the New Zealand curriculum, is meant for students to “...*broaden their understanding of the attitudes and values inherent for sport and physical education.*” These values and virtues include *hauora* - balance development of mind, body and character, the joy found in effort, being a good role model and universal ethics, such as *hoatonga*– friendship.

In Greece, the PE curriculum for primary and secondary schools contains thematic units that refer to the ancient and modern Olympic Games, Olympic Values, Olympism and the Olympic Movement. The Pedagogical Institute of the MOE developed a pilot programme named “Introduction to Olympic and Sports Education in Primary Schools”. Two hundred PE teachers were recruited to implement the program during school years 1998 to 2000. The program used an experiential learning teaching method, with the main objective to promote social equality, tolerance to diversity and multiculturalism . Utilising a student-centred approach, the learning activities included role play, simulation, discussion with exchanges of views, brainstorming, problem solving, case study, guided ingenuity, etc. (Mountakis, 1999).

Countries such as Germany, Greece, Lithuania, New Zealand and Poland are explicitly mentioning Olympism and Olympic education in their school’s curriculum (Puhse & Gerber, 2005). In Greece, one of the cognitive objectives includes the transfer of Olympic knowledge (Kellis & Mountakis, 2005). New Zealand includes attitudes and values as part of the curriculum under the heading “Olympic ideals” (New Zealand, MOE, 2004). New Zealand’s 1994 Curriculum Framework included ‘Health and physical well-being’ as an essential learning area. Well-being aims included physical well-being, mental and emotional well-being, social well-being and spiritual well-being (Ministry of Education, 1999, p. 32).

According to Kohe (2010), the London 2012 ‘Get Set’ programme was not school curriculum orientated as in other countries. However, the resources provided through a website could be applied cross- curricular in classrooms, utilised on playgrounds or in the community. The education programme, aimed to “...give all young people the chance to learn about and live the Olympic values of friendship, excellence and respect and the Paralympic values of inspiration, determination, courage and equality” (British Olympic Association & British Paralympic Association, 2018). The website was interactive whereby persons who implement the programme could share with others their best practices. Also, included was a reward component whereby young people can be rewarded for demonstrating the Olympic and Paralympic values.

Noteworthy is that some Olympic education programmes embody an uncritical view, with a foundation in the writings of Pierre de Coubertin (Lenskyj, 2012). This means, sport and the Olympic Games are portrayed only in a positive light, as an instrument of social engineering, which promotes fair play and internationalism. Scholars generally refer to

fairness, equality and ethical behaviour as the ideals of Olympism. An ideal is a standard of excellence, a model that if pursued may be unattainable (Clarke, 1988).

Most Olympic education programmes are characterised by an idealistic approach and utilising pseudo – religious language (Lenskyj, 2012). for instance “*strive to be the best you can be, in the spirit of Olympism*” (NZOA, 2000). Idealistic Olympic education programmes portray athletes as “role models” with the intention of inspiring young people to strive for excellence and follow their dreams. It demonstrates a combination of religious rhetoric and positive thinking whereby famous athletes and Olympic Games history, provide Olympic knowledge for children (Lenskyj, 2012).

Olympic education programs thoroughness should discuss the reality, whereby the ideals sought by Olympism are not always achieved (Teetzel, 2012). For example the unethical practices engaged by both athletes and officials. The athletes who compete in the Olympic Games must be exemplifiers of the movement by displaying mutual respect and camaraderie (Arnold, 1996). By practicing behaviours such as respect, this is in accordance with acting morally (Arnold, 1996). They must avoid cheating since it does not align with the ideals of Olympism. According to De Coubertin (1908, p. 18-20) “*...the important thing in life is not victory but the struggle; the essential is not to have won but to have fought well.*” An athlete should strive to be good at competing and at the same time, at competing ethically and humanely (Martinkova, 2012).

According to West & Bucher (2015) PE provides an avenue for adopting healthy lifestyles through the development of students’ competencies in physical undertakings and knowledge of movement and safety. Furthermore, PE assists with the development of knowledge, attitudes and values that are conducive to improved health, social consciousness and intellectual acumen (Wuest & Bucher, 2015). According to Kohl & Cook (2013) PE provides a source of pleasure and satisfaction and make available much needed balance to a student’s life.

In Trinidad & Tobago’s primary school PE curriculum, learning activities include personal health and physical development, movement concepts and motor skills and relationships with other people (MOE, 2017a). The teacher is tasked with promoting fair play, turn-taking and encouraging the willing observance of rules and protocols (MOE, 2017a).

The school timetable is divided into levels from Infants 1 to Standard 5. Each level includes Contents, Skills, Dispositions, Outcomes and Elaborations. Contents include Movement Skills and Concepts, Locomotor Skills, Manipulative Skills, Healthy Habits and Safe Practices. From Standard 2, Manipulative Skills are added, and Standard 3 Specialised Skills- Locomotor & Manipulative.

Infants I Movement Skills and Concepts are (i) Distinguishing between exploring general and personal space, (ii) Knowing the body can move at various levels, direction and pathways and (iii) Recognising that the body can bear weight, transfer weight, form shapes and balance on selected body parts (MOE, 2017a). Gymnastic skills include demonstrating the v-seat and log roll. Locomotor skills content involve explaining basic technique in walking, running and jumping. Manipulative skills such as explaining basic technique in stopping, bouncing, throwing, catching and striking. Healthy Habits involve recognising drinking water and eating, eating breakfast, washing hand and face after physical activity. Safe Practices relates to identifying safe places to play as well as recognising specific attire required for PE classes.

To grasp the skills, students then move towards exploring and demonstrating them, after they are distinguished and recognised. The Dispositions in Infants I are appreciating and enjoying movement, practicing willingly in physical activities, developing healthy habits, expressing feelings, playing in safe spaces and wearing suitable attire for PE classes.

Standard 5's Movement Skills and Concepts students must create 4 or 5 movement sequences using flight, shapes, space and balance. Gymnastic skills involve forward roll and cartwheel with students completing 2 consecutive forward rolls while maintaining form and balance. Specialised Skills – Locomotor and Manipulative involve basic technique in running, throwing, catching, jumping and striking in various disciplines. Students must demonstrate attacking and defending skills, running techniques in track and field, basic catching technique for track & field and netball, basic striking technique in cricket & football and the proper use of equipment and facilities. Healthy Habits include practicing personal hygiene, assuming leadership roles and responsibility and working as a team towards a common goal.

Education is a continuous process that takes place in society aimed at preparing “individuals to function effectively in today’s society and tomorrow’s world” (Wuest &

Bucher, 2015 p. 63). This research paper is important in reinforcing PE's significance in schools with the help of Olympism philosophy towards developing physically, intellectually, mentally and emotionally sound children who will function optimally in society.

CHAPTER III

Methodology

The methodology employed in this thesis was the qualitative and interpretative case study.

Theoretical framework

A case study is an “...*empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident*” (Yin, 1994, p. 13). The defining feature of case study research is its focus on ‘how’ and ‘why’ questions (Myers, 2009). A case study approach provides in depth and rich insight through establishing rapport with research subjects (Babie & Mouton, 2001). Darke et al., (1998), sensibly suggested that the use of the case study in research is useful in newer less well-developed research areas, particularly where examination of the context and the dynamics of a situation are important.

Purposive sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned (Merriam, 1998; McMillian & Schumacher (2006). It was in this vein that purposeful sampling was selected for the choosing of the sample location and participants in this research as they are information-rich and consist of the knowledge, understanding and expertise relevant for the research. Vogt (2007), posited that when participants are purposefully selected this will assist the researcher with answering the research questions. Therefore, this method will aid in the validity and quality of the research (Cohen et al., 2007). Additionally, the collection of data is not complicated or expensive to conduct (Cohen et al., 2007), and access to the sample population is guaranteed as it is planned and not done arbitrary. The researcher will be able to select particular elements from the selected population that will provide pertinent information about the topic of interest.

An interpretive case study aims to uncover meaning behind human action towards understanding issues in social life (Schwandt, 2001). It was employed in this study because it is holistic and contextual versus reductionist and isolationist (Bhattacharjee, 2012). In the

interpretive tradition there are no correct and incorrect theories but there are interesting and less interesting ways to view the world (Walsham, 1993). The theoretical literature in interpretive studies primarily serve to act as a source for inspiration and to assist in the understanding of complex social situations (Walsham, 1993). This approach was important since each school has a unique environment besides sharing the same curricula. Furthermore, teachers have their own personal values, as well as those which they impart to students within the hiddencurriculum.

According to Bhattacharjee (2012), data collection and analysis can proceed simultaneously and iteratively in interpretive research. Simultaneous analysis helps the researcher correct potential flaws in the interview protocol or adjust it to capture the phenomenon of interest better. The interpretative research paradigm is based on an epistemological viewpoint meaning that our knowledge of reality is a social construction by human actors (Burrell & Morgan, 1979).

According to Percy et al., (2015), qualitative case study investigates people's reports on their subjective opinions, attitudes, beliefs or reflections of their experience. A qualitative design was selected as the most appropriate approach because it provides a detailed description of a case and seeks to understand the perceptions of stakeholders (Yin, 2009).

Qualitative methods are normally more flexible because they allow greater naturalness and adaptation of the interaction between the researcher and the study participant (Neuman, 2006). Additionally, participants have the opportunity to respond more elaborately and in greater detail than is the case with quantitative methods. Furthermore, the affiliations between researchers and participants are less formal. Hence, researchers have the chance to respond immediately to what participants have answered by modifying subsequent questions to information the participant has originally provided (Lacey & Luff, 2007), therefore making the study more reliable.

Qualitative research allows for a small-scale in-depth study to be investigated in its natural setting. The data in this type of research is unquantified meaning it does not consist of numeric data analysis (Saunders et al., 2009). It can take the form of a short list of responses to open-ended questions in an online questionnaire to more complex data such as transcripts of in-depth interviews. The qualitative paradigm allows the researcher to present themes, assertions and interpretations of the researcher (Creswell, 2009).

For these reasons mentioned, a qualitative and interpretative case study approach was selected rather than a quantitative approach. The selected approach allowed the researcher to discern from the sample cohort the activities that instil values in children within the school environment, both inside and out of classrooms. Additionally, to register their thoughts on PE employment to teach values. The researcher sought to investigate stakeholders' (principal, teachers) perceptions of the Olympic Movement and record their perceived potential for PE to include Olympism values education.

The researcher selected a cohort sample consisting of a principal and teachers of varying levels from one school in south western Trinidad. The researcher worked as a Student Aide in the school and in the past facilitated a badminton training session for Standard three students. Hence based on the past and existing relationship it was easy to gain access to the school and be trusted by the research participants – principal and teachers. More importantly, the principal has been invited to TTNOC's Olympic Values Education Programme Workshops in the past, facilitated by Dr. Binder. The school is also proud to have two Olympians as past students. Even though the school has a PE teacher, the principal also welcomes other sporting activities such as cricket and football. The cohort was handpicked based on particular characteristics (Cohen et al., 2007). All the participants had first-hand knowledge on the monitoring and implementing of Trinidad & Tobago's primary school PE curriculum. The teachers were selected based on what level they taught in the primary school system. Locally there are three levels; lower, middle and upper primary, so a representative teacher was selected from each level.

Research design

The researcher employed an interview with four overarching questions and eleven semi- structured sub questions (see appendix I).

The first research question sought to discover what the perceptions of a sample cohort on the Olympic Movement were, including how this perception was shaped. The second research question dealt with how values are currently taught within the primary school. Thirdly, the researcher sought to discover how the sample cohort thought the PE curriculum can teach values. The final question dealt with the necessary support the sample cohort needed for implementing the values of Olympism in the PE curriculum. Kvale (1996, p. 14)

regards interviews as “ ... *an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.*”

A semi-structured interview was conducted to capture the data from the respective participants. Kumar (2005), stated that this less structured format helps the respondents to define their responses and the researcher can also formulate questions and raise issues at the spur of the moment. The interviewer guided the interview questioning and asks pre-determined questions (Wilkinson & Birmingham, 2003).

The personal or face to face method was utilized to collect data from the respondents; this helps to gather more data and allows the researcher to probe deeply to collect valuable information needed for the study. Regardless of the type, as a data generating method the interview has many inherent strengths, as well as limitations. One advantage is that it generates data relatively quickly when compared to other methods (Walford, 2001) and this is the main reason that it was selected to be employed in this study.

Yin (2009), identified two very important strengths of the interview, that is, its ability to focus on a case and its insightful nature. Hence, the interview focusses a person's attention on the case and the exact phenomenon under study. Questions targeting directly the phenomenon are asked. Also, an interview is insightful since it illuminates the researcher/interviewer as insights into the smaller matters are given by the respondents in a meaningful way. Cohen, Manion and Morrison (2000, p. 267), explain that “...*the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.*”

According to Thomas (2003), the greatest advantage of a case study is that it permits the researcher to reveal a multiplicity of factors that have bearing on the subject. The case study qualitative approach is used for this research because it facilitates greater understanding and appreciation of the perceptions of individuals by collecting and interpreting information without concern for quantities.

The qualitative interpretive case study approach is used for this research because it facilitates greater understanding and appreciation of the perceptions of individuals by collecting and interpreting information without concern for quantities. It helps the researcher to look at patterns, people's opinions, attitude, experience or beliefs in their natural setting

and this will be developed into themes and analysed (Percy, Kostere & Kostre, 2015). The research employs a descriptive approach because this yields rich data of the phenomena.

Case study location and sample selection

The thesis focuses on a primary school located in the southern district of Trinidad, which is over 100 years old and managed by a denominational school board. Over the years, it has produced lawyers, a commissioner of police, renowned architects, mayors, calypsonians (a person who sings a type of folk song primarily from Trinidad and Tobago), musical arrangers and politicians. It has also produced two Olympian athletes.

The study site is deemed of importance for the implementation of Olympism Education because the stakeholders oversee implementing the curriculum and are in direct contact with the target audience (the students – future supportive citizens and/or Olympian athletes). The selection of a primary school (vs a secondary school) was based on the teachers' mandate to implement a National PE curriculum. Furthermore, the school's principal has been previously exposed to Olympism Values through the OVEP workshop conducted by the TTNOOC.

The researcher has a professional relationship with the school allowing for easy and timely access to the sample cohort.

The principal and teachers were selected based on purposive sampling. The cohort sample for this research consisted of the following participants:

Table 2: Principal and teachers biographical data of school X.

Teacher/Principal	Years of Service	Teaching Focus	Age
Mr. Matthew	29	Principal	47
Ms. Paula	1	Std. 4	27
Ms. Cindy	22	First Year to Std.3	50
Ms. Brenda	20	Std. 5	44
Ms. Denise	20	Std. 5	40

Pilot interview

A pilot interview was done with a primary school teacher (not in the selected cohort) prior to the start of the case study. Thus, the questions were critiqued, and improvements were made. At the end of the pilot interview ambiguous words were changed and the flow and structure were rectified (Wilkinson & Birmingham, 2003). Since the questions were now deemed up to standard by the researcher, the respondents the interviews were contacted.

Data collection

Permission to gain access to the school was sought by the researcher and granted from the school's principal. The researcher visited the school in order to interview the principal and selected teachers.

Interview times were selected a week before and scheduled based on the availability of participants. The preferred times were determined by the interviewees and were all during the school hours. The participants could select the site for the interview once it met the criteria of being quiet and conducive to recording the responses. The interviews were recorded with permission of the participants.

The data was collected using semi structured interviews. The researcher employed an interview with four overarching questions and eleven semi- structured sub questions (Appendix I).

The main research questions were as follows:

What are the perceptions of the principal and teachers regarding the Olympic Movement?

How are values taught within the primary school?

Can the PE curriculum incorporate the values of Olympism?

What kind of support do teachers require to implement the values of Olympism in PE lessons?

Data analysis

Creswell's (2007), Data Analysis Spiral was used to analyse the four research questions (Figure I).

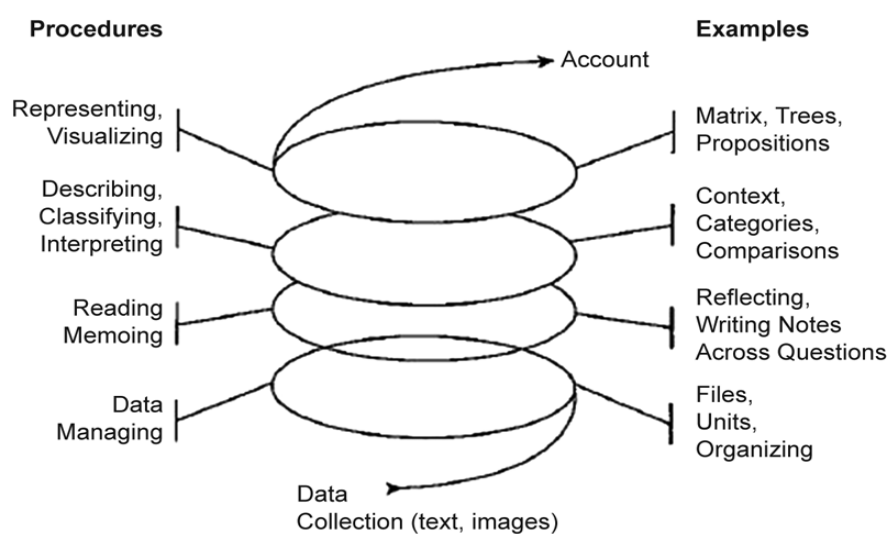


Figure 1. The data analysis spiral (source: Creswell, 2007, 2nd edition, p. 143).

Stage 1. The data collected from the tape recording was converted into text and put into separate files.

Stage 2. Reading and memoing was done at this stage. The researcher got a sense of the whole database by reading and rereading the transcriptions and making notes. Transcripts were sent to each participant via email to check for discrepancies. This was necessary in order to validate the data and make the study credible (Merriam, 2008). Additionally, clarifications on ideas emerged during transcription were made by the participants.

Stage 3. The data was then described, classified and interpreted. At this stage the researcher looked at the data in the context of the research, developed themes and classified them to form larger meaning to the data. A neutral party reviewed the data for discrepancies.

Stage 4. Representing and visualizing was the final phase of the spiral. The researcher presented the data to give a general account of the findings. A family of themes

was generated for each research question. The researcher created a narrative of the data employing text, tabular and figure forms, as postulated by Creswell (2007). The data was interpreted based on the themes generated and in relation to the research questions, and then written up in a descriptive narrative. Finally, transcripts were sent back to the participants to verify that the perceptions expressed in the study were indeed theirs and not influenced by possible researcher's biases. This member checking process was also another way of validating the study, since it was the most important way of ruling out the possibility of misinterpreting the meaning of what participants say and the perspective they have (Merriam, 2009).

Ethical consideration

Ethical issues may arise when conceptualizing the writing process of a research paper (Creswell, 2009). Consistently with ethical research, the researcher sought permission to conduct the case study from the principal and teachers of the school (Creswell, 2009).

Creswell (2009), stated that informed consent must be sought for this generic qualitative case study research. There must always be informed consent, confidentiality and consultation about potential consequences of the interview for all respondents (Cohen, 2007). Both verbal and written consent was sought from all the participants (Appendix II). The participants were given letters indicating the general purpose of the research, what will be done during the process and the benefits of the research. Participants were also informed that they could withdraw themselves or ask to withdraw their statements or opinions in part or wholly at any point of the case study process. The purpose of the research was made clear prior to scheduling the interview and again before the interview was conducted. The respondents were assured that their identities and those of their institution would be protected through anonymity and confidentiality. Actual names would not be used, and pseudonyms were created for each participant.

The respondents were assured that only the researcher would have access to the raw data that was collected. The research document would be shared with the participating institution, the research supervisors and the University of Peloponnese. In the case of utilizing a peer review a confidentiality agreement would be utilized.

Researchers need to protect their research participants therefore when a research paper is being planned, it is imperative to consider potential harm to the participants that might result from their participation (Patton, 2007). In this case study type research, harm may have entailed the principal and teachers giving information that may have sensitive traits that would have caused the participants to feel that they have spoken against the school. The researcher assured the participants that they will be protected from both physical and psychological harm; this adds value to the research. The participants must have a right to privacy and anonymity, therefore their names and the names of the institutions under study was not mentioned in the paper because some of the issues discussed may have been sensitive and could probably adversely affect the institution and its staff.

Credibility

According to Trochim and Donnelly (2006), important criteria in judging qualitative research are considered to be credibility, confirmability, dependability and transferability. Confirmability was ensured by allowing the participants to substantiate what the researcher reports is factual. Transferability was ensured by describing the findings thoroughly.

Limitations

This study was constrained or limited by the lack of research in the Caribbean region focusing on the implementation of Olympism Education through values education within the PEcurriculum. However, examples of implementation worldwide were used.

The study was conducted by one researcher, a fact that does not permit investigation on a larger scale. Moreover, the time available to conduct the research was limited; therefore longitudinal effects could not be monitored.

CHAPTER IV

Results

This chapter analyses stakeholders' perceptions, thoughts, feelings and concerns as it relates to the implementation and inclusion of the values of Olympism in the PE curriculum of Trinidad & Tobago. It seeks to describe the views of stakeholders, namely a principal and teachers of a primary school.

The main research questions were as follows:

1. What are the perceptions of the principal and teachers regarding the Olympic Movement?
2. How are values taught within the primary school?
3. How can the PE curriculum incorporate the values of Olympism?
4. What kind of support do teachers require to implement the values of Olympism in PE lessons?

Analysis of the case study participant interviews garnered the following results:

Research question 1: **What are principal's and teachers' perceptions regarding the Olympic Movement?**

Sub research questions:

1. What events have shaped your perception of the Olympic Movement?
2. How do you feel about the work that the TTNOOC is doing in primary schools?
3. What kind of work would you like to see the TTNOOC doing in schools?

Five major themes emerged from the analysis of research question 1.

Theme 1: The Olympic Movement is viewed in a positive light.

The Olympic Movement is viewed in a positive light because it is associated with the Olympic Games, which is perceived as a premier international sporting event. Local athletes

that reach this level of sporting success are honored in Trinidad & Tobago. Successful Olympians often receive housing and huge sums of money from the government and are branded as ambassadors by private organizations. Mr. Matthew views the Olympic Games as an event that brings together the “top achievers in various sporting disciplines.” He also stated that the Olympic Games “bring people and nations together”. In a school setting it is wholesome entertainment for the children because they are gathered to watch the events on television. The case study school has had two athletes have represent Trinidad & Tobago at past Olympic Games. The children may not be familiar with the athletes but when they are told that they have the same primary school in common they become more interested in these events and experience a sense of pride.

According to Ms. Brenda, when Trinidad & Tobago’s athletes qualify for the Games there is a “sense of anticipation before the Games and a sense of pride to be participating.” Once athletes begin to qualify for the Olympic Games there is an increased coverage through the print media, radio and television. Ms. Brenda said that “you take their qualification personal.” For a small island Republic of 1.3 million people to accomplish so much, everyone shares in the success. You feel like you are personally being represented when you see your country on the world stage. She sees it as an event that athletes can look forward to in their sporting career.

Ms. Denise sees the Olympic Games in a positive light because of the opportunities it provides to the athletes that reach this level. She referred to the two students from her school that made it to that level as having “opportunities open up for them since they became Olympians, that may not have been available otherwise.”

Theme 2: The negative events associated with the Olympic Games should be topics in schools.

The principal and teachers were of the view that the negative events that surround the Olympic Games do not overshadow the positive aspects. Ms Paula said she knows about apartheid era and the decisions regarding the selection of athletes to attend the Games, the protests, as well as cheating scandals. She feels these issues should be brought to the attention of the children because in so doing it can provide fruitful discussions and possibly a change in their own negative behaviours. Students may also have different views, and this fosters debates which can be a learning experience for students.

Ms. Denise is of the opinion that when you become an Olympian you have a level of responsibility to the wider public since younger athletes are looking up to you. Ms. Brenda thinks it is important that a good example is set on and off the field. Mr. Matthew noted that doping allegations are broadcasted in the media and some children may already be aware of such. He believes the school is a place where these problems can be brought to the forefront and children can express their opinions and relate the situations to their lives.

Theme 3: Parents and athletes in schools need to be informed about what encompasses becoming an Olympic level athlete.

A mentorship program was suggested, which includes successful athletes imparting advice to school children identified as having potential in sport. Ms. Paula stated by showing parents and young athletes that there is a future in sport we can retain many good athletes. She believes many times good athletes are forced to drop out of sport by parents because academics are seen as the only route to a successful future.

Ms. Brenda believes that if there were programs in schools that would bring successful athletes face to face with young athletes and their parents' exchange of experiences would be facilitated. Parents would learn how much time and resources they need to invest and athletes would be able to explain the level of commitment, dedication and discipline that is needed to qualify for the Olympic Games.

Ms Paula believes that sport needs to be promoted as a career. Currently parents do not view it as a career option, hence the process of sporting scholarship applications should be better communicated to them.

Mr. Matthew said at the Standard 4 level, when students are preparing for the examination to enter secondary school, parents sometimes withdraw their children from sport. He thinks a healthy balance is needed and as such the high drop-out rate could be avoided. He thinks sports as a whole needs to be taken more seriously in Trinidad & Tobago.

Theme 4: More support needs to be provided to grassroots sports.

Ms. Denise said she witnesses a lot of natural talent when athletes participate in school sports competitions. Most of these athletes are not enrolled in clubs to get the training required to improve their performance. She believes that this is an area the TTNOG needs to

address because of the untapped potential. If an investment is made in these athletes early on, the potential pool of Olympians will be much greater.

Ms. Paula stated that financial support for athletes becomes available after they have achieved success regionally and internationally. To reach this level, the majority of financial investment would be made from parents and guardians. Because of a lack of finances, many athletes never realize their dream of becoming an Olympian. Financial support would be useful for equipment, gear, travel, club membership and other training expenses.

Ms. Cindy views the primary school as the foundation for athletes; therefore sporting programs need to be incorporated at this level. There is a need of a scouting system, whereby athletes would be directed to an appropriate sport. She believes the Youth Olympic Games can be used to encourage programs at this level.

Ms. Brenda taught two students from the school who are today Olympians. She strongly believes they have achieved so much mainly because of their parental support. She described them as two of the fortunate ones, whose parents had the resources and time to ensure they achieved success.

Theme 5: There is a need for a closer collaboration between the TTNOC and the MOE.

Mr. Matthew stated that the TTNOC should work closely with the MOE to implement programs in schools. There are already Curriculum Officers and School Supervisors who can be a source of guidance and ensure the success of potential programs. They can facilitate research amongst teachers regarding what programs they think are crucial and arrange times in fitting with the school's schedule.

Ms. Brenda highlighted that it would be easier if an external body contacted the school and the MOE with a proposal. She said sometimes teachers would like to invite organizations like the TTNOC to their school, but they are not aware of what they provide and also it is not in their remit to contact an external body. She thinks the TTNOC needs to reach out to schools since it is the foundation for future Olympians.

Ms. Cindy believes that the TTNOC could more in schools, for example gymnastics. There was such a program in their school, but it came to an end after four years. She thinks that the focus should have been on sustainability, so it could have continued even after major

sponsors pulled out. She believes it could have been sustainable if coaches opened clubs and made it into a business.

Research question 2: **How are values taught within the primary school?**

Sub research questions:

1. What values are taught to students?
2. How are values taught in the classroom?
3. How does the school environment reinforce values?

Four major themes emerged from the analysis of the sub research question 1.

Theme 1: Values are taught based on the needs of the children identified by teachers.

Ms. Denise says in her classroom she concentrates on the values of respect, responsibility, teamwork and cooperation. This has become her focus mainly because these are areas that the students are not practicing in their interactions with their classmates.

Ms. Paula said she expects her student to have previously made assumptions on values and that they know better because of their ages. She noticed that basic manners, such as saying good morning when they enter a room, were not practiced. She also saw an “eye for an eye, tooth for a tooth” mentality. She believes parents play a key role in teaching values. From parents’ meetings Ms. Paula recognised where some of the negative behaviours of the students originated.

Ms. Brenda said she constantly teaches the values of love, sharing and respecting your neighbour. She has selected these three because she believes they will aid the students in acquiring other values.

Mr Matthew said when teaching values teachers must always have in mind holding the interest of the children. Teachers can use stories, discussion and situations to teach values.

He said that as teachers they must be creative because if there is too much talk children may find it boring and not listen.

Theme 2: The principal and teachers impart and teach values through the hidden curriculum (unwritten) and extra curricula activities.

Ms. Paula stated there is a Values, Character and Citizenship Education (VCCE) curriculum, but it only requires one day per week of mandatory teaching. She believes values are taught every day, through all subjects and through the hidden curriculum.

Ms. Brenda thinks the VCCE curriculum provides good examples of kindness, consideration etc., but those lessons cannot be taught like how you will do mathematics in a particular time slot. It requires real life situations and examples as they occur in the classroom to demonstrate what it means. As teachers, the expected behaviours are described and discussed with the children.

Mr. Matthew mentioned extra-curricular activities at the school, such as the Boy Scouts and Girl Guides programs, which are designed to teach values. Programs like these are helpful because she has seen a difference in the behaviour of those who participate. It is outside the formal classroom setting so students are usually drawn to these activities and at the same time learning can take place.

Ms. Denise believes because there the rules in sporting competition facilitates the learning of values. The school facilitates specific sports, such as cricket, which teaches teamwork, respect and fair play. In the role of an umpire she monitors closely if these standards are observed. Those who persistently do not follow the rules are not allowed to continue playing. When the children go out of the school compound for competition they also face situations that allow for values to be a topic of discussion. For example, ignoring their opponents who use abusive language towards them and dealing with losing.

Ms. Cindy mentioned that in the school all the children assemble on mornings and say together their prayers, the national pledge and the national anthem. Most mornings the principal speaks about his expectations of the school population.

Theme 3: A focus on children's self-development to teach values.

Ms. Paula stated that she has noticed a common issue of children making derogatory statements towards each other. In her opinion, an issue of self-love is underlying. She has

researched several exercises on the internet to address this and implemented them in her classroom.

Ms. Paula said that in her experience “self-worth”, “self-value”, “self-image” had to be focused on before she could move on to teaching anything else, in order to build the children’s self-esteem.

Mr. Matthew believes critical thinking and problem- solving are integral for harnessing positive values. He reiterated that the aim of the school system is to teach the children for life and not for just passing a test. Showing students the opportunities that are available to them outside the confines of their community is necessary.

Ms. Paula thinks that the students need to be made aware that they can achieve anything and to not limit themselves. For example, she found that they limit themselves to a certain grade in examinations and therefore do not push themselves.

Ms. Cindy thinks values cannot be forced upon the children; it really requires them to understand themselves and their relationships with others.

Theme 4: Consistency among teachers is key to teaching values to the children.

The school has an integrated approach to education. Mr. Matthew stated that everything is linked from PE, art, academics and music. The aim is to produce an all-round student. Therefore, all teachers and supporting staff have the responsibility of teaching values. There is not any one document outlining how values should be taught everyday in the classroom. However, he believes if teachers internalise the values of the school they will know how to deal with issues as they arise.

Ms. Paula said that she sees some negative situations occur, which are not addressed by some teachers. She thinks this is detrimental as the children recognize this and will wonder why some rules are good for some and not for others. They acknowledge that students also feel that they deserve respect from elders and they show respect to teachers who respect them. She thinks the students are also aware of teacher to teacher interactions, therefore teachers must uphold the values that they teach.

Ms. Cindy believes that teachers must come together to address issues immediately as they arise. She believes there is no problem that is too trivial to address since you risk it developing into a major problem.

Ms. Brenda says as teachers' values must be consistently taught, even if for a moment you have to pause from teaching academics. As a teacher, you have a duty to show that values are just as important as academics.

According to Ms. Denise, there is not a structured approach to values education which addresses the different situations that arise. There is not a set of policy but teachers should consult with each other and not teach values in isolation. She believes that consistency is needed among teachers; all teachers need to be compliant with the set standards and believe in them as individuals. Some teachers, for whatever reason, do not uphold the values, and children then know where they can break the rules. She believes all the teachers need to address issues in the same manner.

Mr. Matthew said that teachers are also under a lot of scrutiny from the students, who find negative connotations with what you are saying when really you are seeking their betterment. You have to be careful to communicate the expected behaviour and its importance in life. He also thinks the examples set by teachers are vital as the students are always watching and listening and will follow suit.

Research question 3: **How can the PE curriculum incorporate the values of Olympism?**

Sub research questions:

1. How can the values of Olympism be implemented in your school?
2. How can the values of Olympism be included in the PE curriculum?
3. What resources are required to teach the values of Olympism through PE?

Three major themes emerged from the analysis of research question 3.

Theme 1: Games and sport are important to teach values.

Ms. Paula views PE as a means for development activity. She was a rugby athlete and has experienced the team building power of the sport. She believes sport is an indirect way of

teaching values and this is why she has included rugby in her PE lessons. The goal of her sessions are fostering relationships and building trust between students.

Mr. Matthew stated that PE sessions are usually conducted by first teaching skills and then incorporating a game to the end. He believes games are important for application of the skills which the PE curriculum focuses on. He believes that the sports students engage in are not only to enter competitions but for the greater purpose of teaching values. He believes PE in schools are an ideal platform to impart values. Also, the setting allows the values to be taught both covert and overtly.

According to Ms. Cindy, when students participate in competitive sport, they learn values. The children get a firsthand experience of winning and losing, meaning you must try your best but even in defeat must do so gracefully. They also are taught to be fair and honest in their quest to win.

Ms. Brenda described times when she travelled with children for competition and they are sometimes faced with situations that also teach values, such as sportsmanship. For example, some teams lack values and use abusive language and she is able to let them know that this attitude is not a part of the game. Ms. Cindy described a situation whereby she travelled with a girls' team for football and because of their bad attitude she did not allow them to compete. She believes such drastic action is sometimes required to send a clear message about expectations.

Ms. Denise places her athletes into groups when conducting PE sessions because she believes in this way, they learn cooperation. She says in her sessions her personal values are naturally emphasized. She also emphasizes responsibility, for example with the equipment somebody is responsible for taking it out and returning it. She emphasizes that students encourage each other, regardless of a good or bad performance. She is able to impart values when she supervises the children playing different activities, such as football and races. She corrects negative behaviours immediately.

Theme 2: Additional resources are required to teach values in PE.

Mr. Matthew said he attended an Olympic Values Education Workshop, in 2011. He said the handbook they used was very valuable because a step by step approach for implementation of values was included. He appreciated the fact that the values of Olympism could be incorporated into different subject areas.

Ms. Cindy suggested an influencer should be part of a program to teach values through PE. She strongly believes athlete role models will appeal to the students and they will be receptive to the information they share. There needs to be collaboration with the MOE, initially with departments such as supervision, curriculum and teacher development and training, since these departments can assist with developing a sustainable program.

Ms. Denise believes they need more structure to teach PE inclusive of a set program. Even though teachers may know the values, they need set activities that can assist them with imparting these values.

Ms. Brenda believes a separate teacher for PE is required in the primary schools, even more so if planning to incorporate values education. She feels there is pressure placed on teachers to prepare students for the upcoming Secondary Entrance Examination, especially in standards four and five.

Theme 3: The current PE curriculum can facilitate the incorporation of the values of Olympism.

Ms. Paula said that the current curriculum focuses mainly on teaching skills, but it is flexible enough and values can be incorporated. However, she believes it will be a challenge for her and her colleagues to teach values while teaching skills. She frequently incorporates games at the end of lessons and believes this is how the values of Olympism could be included.

Ms. Brenda believes that PE alone cannot fix the problems she encounters with children. For example, some students are unable to participate in PE because their parents did not purchase uniforms. She believes parents need be educated on the benefits of PE. She finds team sports as the best avenue for teaching values. Sometimes she forgoes teaching according to the curriculum and instead has her children partake in cricket or football conducted by a coach. She believes these team building sports are a good avenue for teaching the values of Olympism.

Ms. Brenda believes there needs to be a whole school approach to integrated curriculum. She suggests the values of Olympism can create an opportunity for teachers to share a space whereby teachers can share on how they deal with the behavioral problems they encounter with students and measure they have innovated.

Research question 4: What kind of support do teachers require to implement the values of Olympism in PE lessons?

Sub research questions:

1. What are the challenges that can be encountered in implementing the values of Olympism in PE lessons?
2. How can challenges encountered while implementing the values of Olympism be overcome?

Three major themes emerged from the analysis of research question 4.

Theme 1: Collaboration is recommended for implementing the values of Olympism.

Ms. Paula said she facilitated a workshop in the past with her students, where the focus was on empowering the students and self – awareness. She used herself as a role model for the females but found it difficult to relate to the males. She thinks a program on the values of Olympism needs to incorporate male role models.

Mr. Matthews thinks the MOE, the MSYT and the TTNOCC need to collaborate. He believes personnel from each organization should contribute to the design of the program which can foster ownership and sustainability.

Ms. Cindy believes community police youth clubs, church groups and sporting clubs should be involved in values education program in schools. These organisations may have experience teaching values and are cognizant of the culture.

Ms. Cindy believes that the TTNOCC can “...provide an extra drive to students who want to participate in a particular sport.” By providing the students with information on how they can realize their dream...to avoid them dropping out of sport when they reach secondary school.”

Ms. Brenda believes their needs “...team effort amongst the school population to address the negative behaviours that arise in the schools.” An approach such as the “crick-

crack stories” using a whole school approach is needed. Personnel would be required for this and the different levels in the school would teach values at a specific time.

Ms. Denise believes that values education is conducted mainly un-structured in the schools and a structured program can provide more benefits. A set program regarding specific activities that can be matched to specific values would be welcomed. If there are people or organisations that can come in to teach the teachers how to teach values through PE, thus providing new information in the field, she will be open to it. Ms. Denise believes the TTNOC operates within their own little pocket, but they should be more visible and reach out to primary schools, through the MOE. If the goal is to build Olympians, a program should be established from the grassroots level to reach a wider base.

Theme 2: Mentorship

Ms. Paula said that mentorship is necessary to have an impact and must be done by persons who are relatable to the children. She believes that even as teachers they must be more relatable to the students. For example, by informing them that they themselves made mistakes and they faced consequences. Ms. Paula is still looking for a person that the students can look up to, but she does not know which entity will provide her with that resource.

Ms. Brenda relayed that when a past student of the school and Olympian visited the school, many of the children did not know who he was. However, they were informed that he participated in the Olympics and that got the children excited. Ms. Denise believed that the teacher’s personal values are imparted to the students and therefore the focus must be on molding the teachers before any program is implemented.

Theme 3: The focus needs to be on developing the youth.

Ms. Paula said opportunities such as the one that provided scholarships for athletes at the University of Trinidad & Tobago was a good program since it also focused on their academics. The “10Gold24” initiative needed to be focused not just on the athletes excelling regionally and internationally but on those achieving success at school competitions. She thinks the burden is placed on the parents if they want their child to achieve something in sport. Mr. Matthew is aware of the strategic approach by the TTNOC of “10Golds24” but thinks that the schools need to be a central focus since “all the stars we have today came through schools.” The focus should not only be on coaching programs that are independent of the schools and not available and affordable to everyone.

The co-curricular approach in the school is meant to “develop discipline through for example playing sport and steel pan, through harnessing natural interest and talents.” Mr. Matthew notes that this approach is used since the hope is for skills to be transferred to the formal teaching in terms of the curriculum and for values to be learnt in an indirect way.

Ms. Cindy believes that the PE teachers should be engaged more by the TTNOC to ascertain the children that have talent. Some of these children are financially restrained. She believes by implementing a program whereby the TTNOC is active in scouting and molding young people with talent, should occur in collaboration with PE teachers. Providing financial support, nutritional and club advice can enhance the children morals and values and their discipline. Some children that are performing well to the level of winning at the District Games, when they transition to secondary school they are not academically ready but they are exceptional in sport. There is a financial strain on parents to get some children to the proper clubs and travel to competition and as a result they are forced to drop out of sport.

Ms. Brenda said that there is too much focus on the academics and completing assignments and exams. She believes that the TTNOC should be involved in “training the athletes to reach a higher level.” Also, bringing awareness about programs that children can get involved in at an early age that provides training to be Olympians. The children “need that motivation because sometime academics is not for them and this will provide the motivation.” Also, they may not have the money to be involved in a club, so these opportunities need to be provided through the school. She believes we lose out a lot because these programs don’t exist. Ms. Brenda also believes focus must be placed on the rural areas.

Ms. Denise believed that not every child’s strength is in academics, therefore everyone has to be given an opportunity to explore different options, you want them to be good at something and feel a sense of achievement. She thinks the TTNOC needs to be more visible in the schools throughout the year, she feels that the organization is synonymous with elite athletes.

Ms. Paula believed that the PE curriculum needs to be improved. She highlighted that there also needs to be better monitoring by principal and curriculum officers of the lessons that are being conducted. There are some schools where students are just told to go outside to run. She believes that PE’s importance is not emphasized like mathematics or English, and most times, especially close to examinations it is forgone.

Parents influence teachers' decisions about PE participation at the Standard 4 level. They do not send their children to school with the uniform and insist that they focus on academics versus PE due to the upcoming Standard five examination. Ms. Paula said one of the ways to influence parents is to show them an avenue of sport as a career.

Mr. Matthew believes that "training needs to be provided for teachers to implement Olympism Values and that follow up is necessary". He thinks the follow up must be well planned and consistent because you risk teachers returning to their regular habits.

Ms. Brenda thinks in teaching values, a support network consisting from other teachers is vital. Teaching values should be a whole-school approach.

Summary of results

This group of stakeholders (principal and teachers in a Primary School in Trinidad & Tobago) viewed the Olympic Movement in an exceedingly positive light. The country has a good history of rewarding successful Olympians with monetary rewards, other gifts and financial benefits and many Olympians become brand ambassadors for corporate entities.

The Olympic Games are viewed as a source of national pride and unity. It is wholesome entertainment for all audiences and can be a source of inspiration and encouragement to young athletes. There are tangible examples of how sport can create opportunities for individuals.

The stakeholders did not think that the negative events that sometimes happen in Olympic Games could overshadow the positive aspects. In fact, the considered topics such as cheating, doping, protests and racism to be catalysts for discussions and learning within the classroom.

There needs to be greater investment into sport in Trinidad & Tobago, especially at the primary school level. This stakeholder group believes greater parental involvement and mentorship programmes can benefit young athletes. When parents are aware of the time and resources invested in young athletes the dropout rate before secondary school may be reduced as sport would be valued as a career option.

Grassroots sports is viewed as an untapped potential in Trinidad & Tobago. This stakeholder group was of the view that TTNOG needed to have greater involvement in this area. Increased sporting programmes at the primary school level may increase our potential Olympian pool. When parents are aware of the investment being made into developing athletes on a national level there would be greater and sustained participation.

Within the current education framework of Trinidad & Tobago, the Principal and teachers agreed that the TTNOG should initiate closer collaboration with the MOE. Focus should be on creating programs that are sustainable even without major sponsors. Ideas for topics included the history of the ancient and modern Olympic Games, Trinidad & Tobago's local Olympian, training especially as it relates to the ancient sports such as gymnastics, athletics, boxing and wrestling and encouraging parental involvement and support.

Currently values are taught to primary school children on a case by case basis, usually based on teacher observations. The VCCE curriculum only requires one day per week of mandatory teaching. The cohort believes that values education should be integrated into all subjects and should be taught in different ways every single day.

Most of the values education currently occurs via the hidden curriculum and during extra-curricular activities, like sports, Boy Scouts and Girl Guides. A difference can be seen in students that participate in such activities. Real life situations and active role play and interactions facilitate easier learning of core values and ethics.

Self-development, self-love, self-esteem and self-image should be a major part of any values education programme. These stakeholders understand that primary school should be about building better well-rounded citizen and not only teaching to pass exams. It is important for children, especially in low income or rural areas, to become aware of larger issues and opportunities outside their own communities.

While the primary school system in Trinidad & Tobago states that it has an integrated approach to education with an aim to produce all round students, there are some deficiencies in practice. Education and training of teachers differ to some extent. Values education is extremely subjective and based on the morals and values of the particular teacher. The case study participants felt that there would be much improvement if there was a set policy for upholding particular values and dealing with certain scenarios for every teacher to follow. In addition, a platform where teachers can share experienced and best practices is needed.

PE would be a perfect opportunity and learning experience to introduce and teach values to primary school students. It allows for a more relaxed atmosphere where children can be exposed to value education both covert and overtly. There are many scenarios in sport, such as care of equipment, team building, community spirit, good sportsmanship, fairness, honesty and good attitude, that lend themselves to accomplishing this goal.

Currently, PE is only one hour, once a week. The stakeholders believe that there may need to be a dedicated PE teacher with a structured programme to accomplish the teaching of values. One of the case study participants had participated in the Olympic Values Education Workshop facilitated by the TTNOOC, in 2011. While this program provided many valuable tools, there was no follow up or true adaptation to suit the local culture and norms of Trinidad & Tobago.

While the current curriculum focuses mostly on the teaching of skills, it can be flexible enough to allow for the teaching of values. An appropriately trained teacher and a robust program will have immediate and long-lasting effects on the school population. An after-school sporting program and a whole school approach with an integrated curriculum can also be beneficial.

All case study participants agreed that there needs to be more collaboration between the MOE, the MSYA and the TTNOC. The Olympic values are important and a well-designed program with input from all relevant stakeholders will promote ownership and sustainability.

Any program should include a mentorship aspect. This should utilize both male and female athlete role models to motivate and encourage children to participate in sports and even choose sport as a viable career.

A train the trainer drive needs to be done to ensure that all teachers or ideally the dedicated PE teacher can deliver on meeting the requirements of the current curriculum and any additional aspects related to Olympic values. The trainer should be knowledgeable of the importance of the hidden curriculum and be aware that sometimes the lessons must be drawn of the lived experiences.

TTNOC's "10Gold24" initiative while commendable seems to be disconnected from development at the grassroots level. The teachers and principal interviewed felt that scouting and moulding of the nation's young talent and athletes should be receiving more support. Financial, nutritional and club support is vital for growing the talent pool of potential Olympians. Currently, many of the successful athletes are mainly supported and encouraged by their parents. But for children that do not have this support, it is essential that emphasis also be placed on strengthening the ability of schools and PE teachers to scout and nurture talented athletes.

The Trinidad & Tobago PE curriculum for primary schools can be a factor in supporting the student population to become better citizens and better athletes.

CHAPTER V

Discussion

The participants of the research study stated that they have a good perception of the Olympic Movement, which includes International Federations, National Olympic Committees, Organising Committees of Olympic Games, athletes, sport officials, coaches and administrators, and national sport federations and sport clubs (IOC, 2019). The major contributor to this perception was the Olympic Games event. The London 2012 Olympic Games had worldwide television coverage, totalling 3.8 billion viewers. Séguin, Ferrand and Chappelet (2014), found that worldwide television coverage of the Olympic Games has made the greatest contribution to the communication of the Olympic ideals and values to billions of people worldwide.

The fundamental principles and essential values of Olympism propose a way of life based on the joy of effort, good example, social responsibility and respect for universal ethics (IOC, 2019). Additional values gained through the practice of sport encompass friendship, solidarity and fair play.

Locally, athletes medalling at the Olympic Games are held in high prestige and this is reflected in the substantial rewards from the Trinidad & Tobago government. For instance, London 2012's javelin gold medallist, Keshorn Walcott, for his accomplishments received the nation's highest award the Order of Trinidad & Tobago, one million dollars, a house and land. Ato Boldon, a four-time Olympic medal-winning sprinter, and Hasley Crawford, Trinidad & Tobago's first gold medallist, had stadium's build as their namesakes. Trinidad & Tobago's first Olympic medallist, in the sport of weightlifting, at London 1948, Rodney Wilkes, has a street in his hometown named after him.

The NOC's role extends beyond facilitating the representation of athletes at Olympic Games. NOCs must 'develop, promote and protect the Olympic Movement, particularly promoting activities in all levels of schools in the field of sport and education...' (IOC, 2019). They must ensure a two-pronged approach of developing high performance sport as well as sport for all. NOCs can acquire funding from Olympic Solidarity for a number of

programmes. Olympic Solidarity provides funding in a variety of categories including Sport Medicine and Protection of Clean Athletes, Sustainability in Sport, Gender Equality and Diversity, Sport for Social Development and Olympic Education, Culture and Legacy (IOC, 2017)

According to the present case study stakeholders (principal and teachers), the Olympic Games provides a source of positive entertainment for children. Furthermore, witnessing athletes from Trinidad & Tobago participating on the world stage conjures a sense of national pride and togetherness. There is an opportunity for children to admire the Olympians successes and acquire positive role-models. They believe through discussions on doping and other negative aspects of the Olympic Games children can be provided with a dynamic learning experience.

The stakeholders believe sport facilitates the learning of values. The educators via this medium can emphasize abiding by rules, teamwork, respect and fair play through lessons as they supervise children interacting with each other. Through competition both inside and outside the school they believe the students can practice the values they have learnt under pressurised and real world situations.

Values education conducted by teachers in schools occur through both the curriculum and a latent program. The hidden curriculum is associated with the acquisition of non-academic competencies like attitudes, dispositions, and social skills in a physical and social environment in an unplanned manner (Gordon, 1982). At the primary school level, there is a Values, Character and Citizenship Education curriculum. However, the stakeholders of the research stated that through their daily interaction with students they determine which values they teach with the purpose of correcting negative behaviours that they encounter. Most times the approach for values implementation is through discussion with the whole class. Teachers feel that the negative behaviours stem from the family, therefore for greater impact there need to be more parental education programs.

By introducing dedicated educators and environments for values education, the stakeholders feel the children will better internalise lessons and positive changes will be produced. They mentioned organisations who do work in the schools, such as Girl Guides Association of Trinidad & Tobago. The mission of the association is to create leaders of tomorrow through a non-formal, values-based programme that offers fun and challenging

activities, unique experiences, everyday adventure and the chance to help others so that they can a positive impact in communities (Girl Guides Association of Trinidad & Tobago, 2018).

As part of the daily programme in schools, besides the teaching the various subjects, there is the recital of the national anthem, pledge and prayers (Appendix III). The stakeholders view this set program as part of the process of teaching values.

The stakeholders have a variety of methods for imparting values. However, there is not a platform to share their experiences with other teachers formally. They usually discuss with one or two colleagues over lunch about problems they encounter and the strategies they have developed to resolve them. They believe many students have issues in their homes that distract them from learning, therefore the school counsellors also need to be involved in the process of values education.

The stakeholders believe that the values of the MOE and the school are a good source to determine how to implement values education. The principal believes if the teachers were guided by these documents, then there will be uniformity on how situations are dealt with and how programs are developed. However, there is acknowledgement that there needs to be discussion, as the school body should work as a whole, and actors not in isolation. The stakeholders acknowledge that they are role-models to the students, but there is also the need for more positive male role-models in the school.

Besides PE, other subjects, including music, dance and art, were mentioned for their ability to teach values. The stakeholders feel that through engaging in these activities students develop values. However, these lessons are approached with the purpose of teaching the subject matter and when negative situations arise, then values education occurs through discussion. In these classes, including PE where students are more expressive, it is easier to see what areas of their character requires development.

The stakeholders have flexibility in how they implement the PE curriculum. They view skills development, games, sport and competition as important and focus on this for their lessons. They utilise group activities, disciplining students, competition situations and the sharing of responsibilities. Rugby was identified as a sport suited for teaching values such as teamwork and trust, but this was noticed from a personal experience of the stakeholder playing the sport for some years.

The stakeholders are open to suggestions and programs on how to impart values in the PE curriculum. However, there must be a long-term support for the implementation of the programs. This can be achieved through initial collaboration with the MOE.

The stakeholders acknowledged that priority is not given to PE in schools since it is not examinable. They focus on other subject areas because of the preparation needed for the Secondary Entrance Examination in Standard Five. They did not suggest PE to be of examinable importance but rather any lesson plans for this subject be easily accessible, because they give planning priority to other subjects. A separate PE teacher was another suggestion. They shared the reality that in the school external organisations usually come in to conduct sports, such as cricket. Therefore, it was highlighted that these individuals should also be made aware upfront about the school values and integrate any values education program in their lessons.

A suggestion by stakeholders included a need for closer collaboration between the organisations responsible for values education in schools. Organisations that share similar aims to the Olympic Movement were highlighted including the Ministry of Sport and police youth clubs. If there is a collaborative program shared between these organisations, there can be increased support through increased personnel, expertise and finances. Many of these organisations already have access to the schools through a variety of different programs and can all benefit from a more holistic Olympic program.

There is the view that the TTNOF focuses mainly on elite athletes. The stakeholders are aware through the media about the work that the TTNOF does in providing financial support to Trinidad & Tobago athletes. The case study participants suggested that the TTNOF should become involved in scouting and financial support of school age athletes as well. Furthermore, educational sessions where student athletes and their parents or guardians are able to understand what encompasses becoming an elite athlete. They state that these sessions can act as a motivator for students, especially those who are not academically inclined.

The provision of an Olympism Handbook for teachers will not be sufficient. Training must be provided for the teachers entrusted with the role of providing the Olympic Values education and incorporating it with the current PE curriculum. Monitoring and evaluating of such a program should also be implemented to ensure the desired benefits to the students are

being derived. The teachers wish to have an understanding of their personal values and how it merges with the objectives of the MOE and the Olympic Movement.

According to these stakeholders, the TTNOC should be more active at the primary school level. Athletes require exposure to club training, financial support and education specific to athletes for injury prevention and careers in sport. Through collaboration between TTNOC and the MOE, sustainable programs can be developed to benefit the students.

Parents have to be involved in educational programs in order to encourage participation of their children in sport, said the stakeholders. Parents need to understand the benefits of sport, and how athletes from Trinidad & Tobago have achieved their success. Historically, it was believed that non-academic activities have a negative effect on academic performance (Lindner, 2002). However, research in the United States shows athletics has a positive or neutral impact on academic measures (Trudeau & Shephard, 2008).

One of the focuses of NOAs is the development of programs for schools (IOA, 2019). Argentina developed a program ahead of the Youth Olympic Games, where children learnt new sports and about Olympic Education. They made connections between sport, art and culture and provided examples of how the Olympic Games highlight exemplary behaviour and encourage young people to give their best. Canada's program shows similarity to Argentina in that the Olympic Games was used as an exemplar of following your dreams. In addition, they included videos with Olympians' experiences. Costa Rica's NOA visited schools to do lectures for example "Olympic education against bullying" and presentations of values with an anti-doping emphasis. Annual sessions such as Italy's, cater to students with topics such as Humanism of Sport. They also host biennial competition for students with various themes, for example "Art and Sport." The Netherlands's online Olympic School Programme occurs before and during Olympic Games are held and includes Olympic symbols, Olympic history, the geography of host countries and the Olympic values.

NOAs have also conducted activities, which blend sport with culture and stimulate friendly competition. Croatia's NOA has collaborated with School Sports to organise an art competition for primary and secondary school children. Hungary has hosted a sports knowledge competition in collaboration with School Sport with different cities hosting the semi-finals and finals.

NOAs have also collaborated with their respective MOE. Costa Rica has collaborated with its MOE, NOC and Institute of Sport to create a platform named “Talenticos”. Cypriot Pierre de Coubertin Committee, in collaboration with the Ministry of Education and Culture, organised the 8th Cypriot Students Conference with over 100 students from five Cypriot schools and one Greek school. The Islamic Republic of Iran collaborated to organise a sports Olympiad and Olympic programs.

The NOA of Bangladesh has a library, archive and museum and produces several publications. Barbados also has a museum, which educates visitors about the history of sports in Barbados and about the Olympic Movement. Chile has a library and a museum, which has travelled to five cities. Canada developed at its Olympic House an interactive educational and immersive exhibition involving sports participation and Olympic history. Booklet publications have been produced by Costa Rica.

At the tertiary level, the University of Santo Tomas, in Chile, combined Olympism with its sports technician and physical education coach specialities. Costa Rica collaborates with universities to do sessions on Olympism and its values.

According to an International Olympic Academy’s publication (IOA, 2019), these are just a few examples of the work being done around the world to promote the philosophy of Olympism. The activities have a varied target group, which the researcher believes is essential. The focus on schools is broad, which the researcher feel is essential, catering from elementary to the university level. Even though Olympism is not included in all countries’ curricula, the NOAs have developed relationships with their MOE to conduct various programs.

The fact that programs have financial support from Olympic Solidarity should be an encouraging factor for NOCs and NOAs to implement new activities for target groups that they have not yet reached. Also, Trinidad & Tobago has a rising rate of violence and obesity among youth which can be reasons for prioritizing PE in schools.

In Trinidad & Tobago there was a steady increase in violence at the primary school level during the years 2014 and 2015 (Social Services & Public Administration, 2017). The results of a Ministry of Health Survey (2010) of Body Mass Index’s conducted by the Caribbean Food & Nutrition Institute (CFNI) for the Ministry of Health, in 2010, revealed that overweight and obesity in schoolchildren aged 5-18 years, increased from 11% in 1999,

to 23% in 2009, representing an increase of 109%. Over the same 10-year period, obesity in children increased some 400%, from 2.4% to 12.5%.

Overweight or obesity in young people is generally caused because of poor eating habits and lack of physical activity (John Hopkins Medicine, 2019). According to the World Health Organisation (WHO) (2019), overweight and obese children are likely to stay obese into adulthood and more likely to develop non-communicable diseases like diabetes and cardiovascular diseases at a younger age (WHO, 2019). Recommendations for children and youth aged 5–17 include at least 60 minutes of moderate to vigorous intensity physical activity daily. Sports and other physical activities are included globally within government policy and saw wide-scale development because of their significance for health care systems and economies in general (Breuer & Pawlowski, 2011).

The benefits of sport participation to health are evident, however, factors such as psychological and social wellbeing, cognitive and academic performance, and even future careers are benefits of participation as well (Bailey, 2006). Physical activity can have a positive effect on anxiety, depression, mood and emotion, self-esteem and psychological dysfunction (Mutrie & Biddle, 1995). Through solid management and educational principles, sport planning and implementation may bring about the desired changes (Schulenkorf, 2007).

In the 19th century, Thomas Arnold made sport a central part of the education curriculum for boys in England, in the hope that moral education could be imparted, and as a form of “character building”. According to Haan, Aerts and Cooper (1985), there are a series of stages of ethical / moral development as a person matures. According to Kohlberg’s (.....), moral development theory children tend to begin by seeing the world from an egocentric point of view. Programmes such as Fair Play for Kids, which is modelled taking into consideration this theory, aims for children to understand other people’s points of view and develop higher modes of thinking through cooperative problem- solving activities and genuine and difficult moral conflicts (Hersch, Paolito & Reimer, 1979). The application of the handbook includes role-play, dilemmas, games and cross- curriculum integration.

Nussbaum (1986), emphasises emotions, feelings and sensory responses in the development of ethics and moral education as opposed to abstract moral discussions. Therefore, emphasising a focus on “lived experiences and moral conflicts of real people in real situations for teaching Olympic values”. Furthermore, there are tools such as drama,

poetry and storytelling. Noddings (1984), found that the ethical ideal such as care should be nurtured through dialogue, practice, confirmation and modelling.

Sport can contribute to efforts in peace-building activities at the elite or community level (United Nations, 2019). The establishment of “community sport organisations and the participation of community sport volunteers generates social ties and community infrastructure that help to build peace and stability” (Norwegian Ministry of Foreign Affairs, 2005). Additionally, sport can foster a community spirit, social inclusion and social leverage through special events, when it provides opportunities for social interaction through sport and non-sport activities (Welty - Peachey et al., 2015). Examples of these non-sporting activities include opening or closing ceremonies, parades, musical entertainments, fan mix-zones and barbeques.

Sporting activities, which aim for community development and conflict resolution, should not automatically expect these results from sports participation. Instead, Allport's (1954), Contact Hypothesis found that the conditions of contact between different or opposing groups should include equal status, intergroup cooperation, common goals and support of authorities, law or custom. Research regarding the effectiveness of programs with an explicit or an implicit crime prevention outcome have been vague regarding its effectiveness (Robbins, 1990). Therefore, Sherman (1998), emphasized the importance of including scientific evaluation in program designs.

Sporting organisations, such as the IOC, recognise the importance of protecting the environment through their activities. One of its missions and roles is identified as “to encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly” (IOC, 2019).

National sporting success has been found to have little effect on national pride, a characteristic of national identity (Elling et al., 2014). For instance, a study by Van Hillvorde et al., (2010), observed small temporary rises in national pride amongst adults in the Netherlands during the European Football Championships and the Olympic Games in 2008. The Evans and Kelley (2002), study showed that an ongoing sporting rivalry between New Zealand and Australia, and Ireland and England fostered a sense of belonging and pride.

Sport possesses strategic significance as a Corporate Social Responsibility (CSR) activity because of its capability to deal with social issues (Walters & Chadwick, 2009). This marries well with CSR that embodies a company's status as well as includes activities related to its perceived societal responsibility and interests (Brown & Dacin, 1997). Ethically, companies are obligated to create an overall positive contribution to the communities they operate (Sen & Bhattacharya, 2001). Sponsor's CSR efforts through sport, is preferential because it is a way to reinforce attendees' commitment to the sponsor (Lacey et al., 2010).

Recommendations

According to the Olympic Charter (IOC, 2020) the three main constituents of the Olympic Movement are the IOC, the International Sports Federations and the NOCs. In the researcher's opinion the main constituents need to expand to include the IOA and NOAs. However, it does list as one of its roles as to encourage and support the activities of the IOA and other institutions, which dedicate themselves to Olympic education.

The IOA, located in Olympia Greece promotes the philosophy of Olympism through its activities. Their programs cater to different groups such as youth, postgraduate students, Olympic Medallists and Olympians, sports journalists, physical educators of higher institutes and directors of NOAs and NOCs. There are 140 affiliate NOAs organising a variety of educational programmes in their territories, which have been highlighted in the IOA publications (IOA, 2019).

Realistically integrating the values of Olympism in primary school PE curriculum will have to be part of a long-term plan. Short term suggestions include collaborating with the MOE on various activities that exemplify Olympism values. A popular event hosted by many NOCs is the Olympic Day celebration. This event can be encouraged to be hosted by schools since it embodies Olympism's philosophy.

Educating teachers will also have to be a priority. Collaborating with Universities to include Olympism philosophy and values education will be a component of ensuring teachers are able to implement it through a curriculum.

Due to the bureaucracy of government institutions one must take into consideration that such a step will take some years.

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APPENDICES

APPENDIX I

Interview questions

Main research questions	Sub- research questions
1. What are the perceptions of the Olympic Movement by the principal and teachers?	<ol style="list-style-type: none"> 1. What events have shaped your perception of the Olympic Movement? 2. How does this stakeholder group (principal and teachers) feel about the work that the TTNOC is doing in primary schools? 3. What kind of work would you like to see the TTNOC doing in schools?
2. How are values taught within the primary school?	<ol style="list-style-type: none"> 1. What values are taught to students? 2. How are values taught in the classroom? 3. How does the school environment reinforce values?
3. How can the physical education curriculum incorporate the values of Olympism?	<ol style="list-style-type: none"> 1. How can the values of Olympism be implemented in your school? 2. How can the values of Olympism be included in the Physical Education curriculum? 3. What resources are required to teach the values of Olympism through Physical Education?
4. What kind of support do teachers require to implement the values of Olympism in Physical Education lessons?	<ol style="list-style-type: none"> 1. What are the challenges that can be encountered in implementing the values of Olympism in Physical Education lessons? 2. How can challenges encountered while implementing the values of Olympism be overcome?

APPENDIX II

Request for participation

Dear Sir,

I am Jeannette Small, I am currently reading for a Master's in "OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANISATION AND MANAGEMENT OF OLYMPIC EVENTS" at the University of Peloponnese, Greece.

I wish to request your permission to use your school to participate in a project titled "The inclusion of the values of Olympism in the Physical Education Curriculum for Trinidad & Tobago's primary schools."

The research seeks to employ the participation of principal and teachers through the use of an interview. I assure you at no time the school, teachers, parents or students names would be mentioned in the research paper. The information gathered would adhere to sound ethical considerations and only be used for the purpose to analyse and write the research paper. At any time, your school or any participant is uncomfortable and willing to withdraw they can request, and the researcher will oblige.

I thank you in advance for your understanding and cooperation in this project. I can be contacted at 1 868 767 1395

Yours respectfully,

JEANNETTE SMALL

APPENDIX III

The National Pledge of Trinidad and Tobago

I solemnly pledge
To dedicate my life
To the service of my God
And my country.
I will honour
My parents, my teachers,
My leaders and my elders
And those in authority.
I will be clean and honest
In all my thoughts,
My words and my deeds.
I will strive in everything I do
To work together with my fellowmen
Of every creed and race
For the greater happiness of all
And the honour and glory
Of my country.

Author Marjorie Padmore