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

**Teaching Olympic values through outdoor experiential education: a case of
belvedere technical teachers’ college, Zimbabwe.**

ZIZHOU FAMBISAI

Sparta 2018

TITLE PAGE

TEACHING OLYMPIC VALUES THROUGH OUTDOOR EXPERIENTIAL
EDUCATION: A CASE OF BELVEDERE TECHNICAL TEACHERS' COLLEGE,
ZIMBABWE.

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DEDICATION

This research is dedicated to my wife, Alice and my children Tinashe, Tatenda, Tinomuvongaishe and Timukudzei.

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ABSTRACT

Zizhou Fambisai: Teaching Olympic Values Through outdoor Experiential Education: A case of Belvedere Technical Teachers College.

(Under the supervision of Mountakis Constantinos, Professor).

The purpose of this study was to explore the teaching of Olympic values through Kurt Hahn's outdoor experiential education method. Since Zimbabwe gained its Independence in 1980 a number of policies and strategies were put in place to promote the teaching of values (unhu/ubuntu) in order to arrest Moral decadence in youth. Noted constraints to the achievement of Moral inculcation included lack of research in this area, lack of mechanisms to enforce and monitor implementation of policies meant to promote teaching of values in schools, colleges and universities. This study aiming to improve the teaching and practice of values explored the possibility of teaching Olympic values through outdoor experiential method as a way to mitigate theerosion of Moral values in teacher education in Zimbabwe. The study aims to improve teaching practice standards and also positively improve behaviour of student teachers during and after teaching practice.

It also seek to promote the use of outdoor experiential method as an effective method in inculcating teaching Olympic values and above all promote Olympic values education programs in Tertiary Colleges Institutions but Teachers' Colleges in particular. Literature review hasbeen drone from Olympic values education programs done in Europe, America, Asia, Africa and Australia. The study qualitative survey methodology was adopted for this study. A purposive sampling technique was used to select a sample for this. The research targeted 200 students and 10 lecturers. However 35 students and 5 lecturers made the research possible. Data were gathered throughquestionnaires and these were complimented byfocus group discussions with students and individual interviews to lecturers. The findings revealed that Kurt Hahn's outdoor experiential educationmethod is an effective tool in teaching Olympic values because it gives students an unforgettable and enjoyable experience in learning.

This study noted that Olympic values education program can be successfully applied in teacher education to enhance the quality of teaching practice. The study also revealed that the inculcation of moral values students can be effectively done through adoption of Olympic values education programs in our educational system. Therefore the study recommends the following. An introduction of Olympic Values Education Programs in Teachers' Colleges. The adoption of Kurt Hahn's outdoor experiential method in teaching Olympic values. An introduction of a support scheme to all Teachers' Colleges who are involved in teaching Olympic values. Government and Non-Government Organisation to support Tertiary Institutions involved in teaching Olympic values.

Keywords: Olympic values, experiential outdoor education, moral values, unhu/ ubuntu, teaching

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CHAPTER ONE

INTRODUCTION

In this research, an appeal of Olympic values education philosophy is deliberately made. It is a self-generated initiative by Belvedere Technical Teachers College to advance national and moral development that will serve the Zimbabwean Educational community. This research seeks to examine how Olympic values education programme taught through outdoor experimental method impacts student teachers during their teaching practice. Olympic values as enshrined in the Olympic charter (10c 2015) are derived from the Olympic Games. The issue of cultural decadence has become a thorn in the flesh for educationist, parents, concerned citizen (Naul, 2008). This is one of the headaches with which the ministry of primary and secondary education approaches the task of creating a new curriculum. MOPSE (2016).

According to the Zimbabwe Bulletin of Teacher Education (1999), the teacher for the new millennium should not only be qualified and competent but should also have values. It argues that a programme informed by Ubuntu\Unhu should be included in teacher preparation programs in institution of teacher education as a way to improve the quality of the teacher produced. It conclusively states that what Zimbabwe need in this new millennium is not only a teacher who is competent but one who in also has Ubuntu/Unhu.

According to the Ministry of Primary and Secondary Education (2015), the new curriculum aims at equipping students with an appreciation of Ubuntu, the African communal value system from an early age. Research done by both the Ministry of Higher Education and the Ministry of Primary and Secondary Education has shown that corrosive external influences on Zimbabwe Culture, globalization, modernization, economic challenges as well as political have contribute to the decadence of the social fabric that holds societal values. Hence this research's Submission that this plug in cancer devouring the virtuoso well-being of a youth needs chemotherapy in the form of Olympic values education programme. Without this responsive pedagogy the country is likely to reap a bumper harvest of learned moral renegades. The gist of this article is also capture in Martin Luther King's (Junior) submission that intelligence alone is not enough "intelligence plus Character are the goals of true education". (Chivhere, 2013).

There have been many studies conducted in some parts of the world on how Olympic values education can be included in the education,(Lioumpi 2014). Binder, (200) Concede that the process of teaching values is a complex process that take place in all aspects of the world of children and youth. In traditional cultures like Zimbabwe influences such as the family, the immediate community and religion are key factors in the process. In most countries today the responsibility for delivering values is assigned to schools. Global influences such as TV, internet, war, policies urbanization migration and the co-existence of people from different cultures have complicated the process of helping children and youth to develop positive values.(Binder, 2015).

There is however no evidence of Olympic values education programmer done in Zimbabwe education system to assess the impact of Olympic Values Education Programmer in teacher education.Culpan and Wigmore (2009) argue that most Olympic education programs do not focus on big issues associated with Olympism, Sport and Physical Education which are values but rather on theoretical based programs with little learning associated with the cultivation of virtuous behaviors through practical applications. Most Olympic Education programs often overly descriptive, focusing on facts and figures associated with the history or ceremony of the Olympics. Binder (2005) and Naul (2008) reveal that there are many contested forms of Olympic Education programs across the globe. However, they argue these programs are often offered in a passive and expository manner that does not promote learning through active participation. They also report that many of the programs are characterized by a plethoraof Olympic education kits which do not have a discernable pedagogy.Most pedagogy adopted in teaching Olympic programs fails to capture the educative power and potential of Kurt Hahn’s outdoor experiential learning. This framework suggest that learning is an active and experiential pedagogical process within which the content of Olympic values education has coherence, focused on the learner needs and encourages the learners to construct their own meaning from the educative process (Culpan and MacBain, 2012). It is against this background that this study aims to fulfill the gap by accessing the impact of teaching Olympic values through Kurt Hahn’s outdoor experimental education method at Belvedere Technical Teachers College

Background to the Study

Zimbabwe's education system has been known to be of high quality, earning a good reputation in sub Saharan Africa and the world over. Baseline study done by UNESCO (2009) revealed that Zimbabwe's human capital development is of high quality and is one of the best in the world. Teachers constitute the backbone of any educational system and their standards in terms of values, knowledge and skills make an important contribution to the quality of citizens produced by any education system (Lioumpi, 2014).

However, the unprecedented socio economic challenges, globalization, modernization urbanization and shift in political ideologies since the attainment of independence from the white minority rule experienced by the country resulted in the education system losing its value and integrity. Teachers and students moral behavior has become a worry to most stakeholders in the education system. The end result to the moral decadence in students and teachers is that teachers are currently viewed suspiciously as unfit to be loco parents. Their behavior has become a sore in the throat to parents and the government (Mahere, 2014).

The behaviour of teachers and worse the student teachers from teachers training college is compromising the teaching profession (UNICEF Zimbabwe quarterly progress report August, 2016). This research paper is informed firstly by numerous reports in the country's dailies of misconducts by professional teacher and student teachers the Herald, Newsday, Sunday mail and Daily news. These are just the tip of the iceberg for it is possible that there are so many of such cases which go unreported. The cases include corruption, bribery, embezzlement of pupils' funds, improper relation with female pupils/students and the latest ones being of teachers selling examinations questions to students in teachers college. High school officials and Teachers' College lecturers are also selling places to prospective students. Secondly this study is also informed by the rise in drug abuse, alcohol abuse and prostitution which are rampant in the teachers training college where male lectures solicit for sexual favors from female students in exchange for higher grades (Makuvaza, 1999).

From 2010 The University of Zimbabwe Department of Teacher Education noted with concern the decline in quality of teaching practice results from Zimbabwe's teachers training colleges. The decline in the quality of teaching practice standards was attributed to the decline in morals as a result of globalization, urbanization, socio-economic decline. (Musekwa and Taringa, 2014). This implies that values are an integral part of every society

as they generate behaviour. Values being part of culture create expectations without which culture would disappear and its members would lose their personal identity and sense of worth. Values tell people what is good beneficial, important, useful, beautiful, desirable and appropriate. (Mountakis, 2017)

The educational system in Zimbabwe is suffering from social, economic and political negatives and as a result the country has lost many teachers due to resignation, abscondment, and migration to neighboring countries. This economic, social and political situation is adversely affecting the teaching profession (Makuvaza, 1999). A study conducted by the Department of Teacher Education at the University of Zimbabwe concluded that the quality of product that teachers' colleges produce nowadays has deteriorated compared to products of 1960s, 1970s, and 1980s and 1990s. (Musekwa and Taringa, 2014). Research has also noted that student teachers behavior in teachers training colleges has become a concern not only to parents but also to both the Ministry of Primary and Secondary Education and the Ministry of Higher and Tertiary Education (Makuvaza, 1999). The research further notes that due to socio-economic problems prevailing in the country the family values that used to be the key in guiding the youth in upholding or shaping the character of the youth began to be destroyed because of socio-economic factors which triggered rural urban migration in search of employment. Agriculture, which hitherto used to be a source of income and living ceased because weather patterns changed leaving industries as the only source people can depend on for their living.

Due to an increase in number of misconducts and loss of moral standard displayed by teachers and students teachers in particular, the Ministry of Primary and Secondary Education has decided to include explicit the inculcation of values (Ubuntu/Unhu) in teachers and students hence the new curriculum seeks to promote Unhu/Ubuntu (values) thus the teaching of Unhu/Ubuntu (values) is now one of the key principles of the new curriculum. This is aimed at restoring cultural order (MOPSE, 2016)

Ubuntu/Unhu is a concept that relates to values such as respect, excellent, trustworthy, fairness, integrity, tolerance, moral ethics, ethos and truthfulness. The Zimbabwe new curriculum has been designed to restore these values in students. It is also envisaged that by the same token teachers training colleges are expected to take a leading role in producing well groomed rounded teachers in terms of character. It is against this background that, this research has embarked on the concept of Olympic values education programmed delivered

through Kurt Hahn's outdoor experiential Education is not only new to Zimbabwe's system of education but also new to the Olympic system. Naul (2008) describes several approaches to Olympic education initiatives but this thesis would look into the Outdoor experiential initiative as propounded by Kurt Hahn. This makes this thesis very interesting as it aims to bring a new dimension to the Olympic philosophy. This initiative is aimed at evaluating the effectiveness of an intervention program for first year physical Education and sport students. In particular, the programme has the dual aim of cultivating and developing attitudes towards Olympic values and character building and instilling moral values.

Studies done in Europe, Asia, North America and New Zealand have confirmed that Olympic values education program has been very impactful in molding character and instilling values in students and athletes. (Lioumpi et al, 2014). The contemporary reality according to Mountakis (2016) is that the Olympic values are aimed at changing the behaviour of pupils in a socially desirable direction. Mountakis argues that the problems that societies and the teaching profession face emanate from lack of inculcation of values into learners. In Zimbabwe Mountakis's view holds water because the problems of indiscipline found in students epitomizes decay in morality.

Olympic values education programme has become an important tool used in many parts of the world to cultivate positive attitudes and behaviour in youth. It has been noted that Olympic value Education programmes have helped shape the Greece, Canadian and Australian education curriculum (Puhse and Gerber 2005). It is the writer's belief that these ethical values derived from the Olympic games are translated into practice during teaching practice because teaching practice is the period to test how these ideals are lived out in life through the reality of ethics in action, the results would be positive.

In developing the Olympic Education agenda the I.O.C has strived to contribute to the creation of a peaceful and better world by educating the youth through sport. (Olympic Charter, 2005). The belief of the Olympic Movement is that sport contributed to the harmonious and well balanced development of body, character and mind. In respond to the Olympic philosophy call, this research will look into how character and mind is developed through the teaching of Olympic values. The researcher is therefore motivated to establish the extent to which the teaching of Olympic values to student teachers through outdoor experiential education would impact in molding their behaviour and character during teaching practice.

In exploring this shift in perspective and its implication for Olympic education I would want to highlight the work of Martha Nussbaum (1986), Carol Gilligan (1982), NelNoddings (1984) and Maxine Greene (1995). Their work provides critique of cognitive based moral development models. Their work offers us helpful direction for curriculum development in ethical/moral education in the new century. Thus their work has profound implications for Olympic educators. This thesis has its foundations from the writings of the above great writers in developing an Olympic education models that try to address the problem of morals in youth. There have been many researches and extensive adoption of the Olympic values education programme in many countries for example Greece, Canada, Australia, New Zealand, Tunisia, Sri Lanka and South Africa just to mention a few. Olympic value education program is a new phenomenon hence the Olympic pedagogy is still in its infancy in many countries in Asia, Europe and Africa. In Zimbabwe, the programme was put on trial in response to the dislocation of 3500 families affected by the flooding of newly constructed Tokwe/Mukosi Dam. In conjunction with the Ministry of primary and secondary education the national Olympic committee embarked on an Olympic value education programme which included capacity building of the trainers. The Olympic value education programme that is aimed at specifically student teachers is not only new in Zimbabwe but also a very exciting programme as it brings a new dimension and also broadens the philosophy of Olympic education. This research is done through Kurt Hahn's outdoor experiential method which is a new method in Olympic education. Olympic value based education programmes have been done in Sri lanka, Canada, Australia, Jordan, Papua, New Geneau, Guatemala and Tunisia.(Lioumpi at al 2014) These programmes have not been addressing moral value in students teacher neither were they aimed at behaviour change in student teachers and instill lifelong skills that prepare them for teaching practice. These reasons and others cited earlier have created a gap in information in the area of Olympic education

DISSERTATION STRUCTURE

The study is organized in five (5) chapters which try to assess the impact of teaching Olympic values through Kurt Hahn's outdoor experimental method at Belvedere Technical Teachers College, the effectiveness of the Olympic values to arrest misbehavior and also the impact of the method used in teaching Olympic values. Thus chapter one embodies the background of the study. Statement of the problem, objective of the study, research question, significant of the study, definition of terms, limitations, delimitation, assumptions, purpose of the study and organization of the study paving way for the review in the literature in chapter two.

Chapter 2 will deal with the review of relevant literature related to the study under research, the theoretical framework of the study. Chapter 3 covers the methodology which comprises research design, population, sampling, procedures, and research instruments and data collection procedure. The study will also discuss reliability and validity and ethical consideration. The data analysis procedure and chapter summary will be highlighted. In chapter four, the data will be presented in graphs, tables and a correlation of the results would be done. Chapter five (5) will bring the research to an end establishing whether the objectives of the study were achieved. The conclusions and recommendations will be made to relevant Authorities and also for further studies.

DEFINITION OF TERMS

Ubuntu –It is a collective personhood and responsibility in which humanity can only be realized through sound relationships with others. Presidential commission of enquiry into education and training (1999:62) defines unhu /Ubuntu as a concept that denotes a good human being, a well behaved and morally honest, justice, trustworthiness, hard work, integrity, a cooperative spirit, solidarity, hospitality, devotion to family and welfare of the community. Zimbabwe African Values, these are values that are considered worthwhile to be

practiced for the sake of ethical and moral upright of a person that can mold a person's character to be a good citizen.

Sport – a valued human practice that is characterized by being rule governed, rivalry, contest competition and physical exhortation and practiced with tradition, customs for its own intrinsic goals of social interaction and physical exertion but practiced within the moral and ethical sense.

Values – are norms and beliefs that generate behavior and tell people what is good, beneficial, important, useful, beautiful, and desirable and appropriate too, According to Harman (1997) values are a set of beliefs about a way people should behave. Values behaviorally is a term for individual beliefs, attitudes, activities, or feelings that satisfy the criteria of having been prized and cherished incorporated into actual behaviour and repeated in one's life.(ZJER ,Vol 24, No1,2012).

Olympic Values- are those values that are related to the Olympic Games (.Lioumpi, 2017)

Olympism – is a philosophy of life that blends sport with culture and education. It is a way of respect for others based on equality, fairness and ethical behavior.

Olympic education – An education program designed to spread the philosophy of Olympism and Olympic values to the world.

Outward bound Zimbabwe – an institution in Zimbabwe that teach and practice the educational philosophy of the Kart Hahn seven laws of Salem.

O.B.Z - Outward bound Zimbabwe

B.T.TC – Belvedere Technical Teachers College

D.T.E – Department of Teacher Education of the University of Zimbabwe

M.H.T.E.S.D – Ministry of Higher and Tertiary Education Science and Technology Development

O.V.E.T – Olympic Value Education

I.O.C – International Olympic Committee

N.O.C – National Olympic Committee i.e. Zimbabwean

I.O.A – International Olympic Academy

ZJER- Zimbabwe journal of Educational Research

ZBTE- The Zimbabwe Bulletin of Teacher Education

Statement of the problem

An Olympic values education program or philosophy in Zimbabwe becomes urgent now more than ever before because of the possible threats of neo-colonialism masquerading as globalisation. (Madondo, Museka and Phiri, 2014). Globalisation and the impact of the ICTs, notwithstanding their numerous benefits, if uncritically received especially by the youth have the potential of undermining the sovereignty of any nation and also killing the identities of citizens particularly the youths. It is in the spirit of countering these threats real or perceived that this thesis argue for Unhu/Ubuntu in the form of Olympic values as a philosophy that should inform educational theory and practice in Zimbabwe. The youth enthrallment with the social media is corrosive and antagonistic to their moral development. The social media gives an outward picture of an educationally and economically prospering society, yet in reality social media platforms are serving as seed beds of moral bankruptcy. Evidence gathered reveals that adolescent's road to delinquency is heavily dotted with social media effects. Musekwa and Taringa (2014) informed by the above reports and other numerous reports in the country's daily newspapers of misconducts by professional teachers and students teachers the researcher decided to embark on the teaching Olympic values through outdoor experiential education. These reports are just the tip of the iceberg for it is possible that there are so many such cases which go unreported. These cases include corruption, improper relations with female students and the latest ones of the teacher/lecturers selling examination questions to students, high school officials and Teachers colleges lecturers selling places to prospective students. Secondly this research is also informed by the drug abuse, alcohol abuse and prostitution which are rampant not only in teachers training colleges but is also practised by female and male teachers in communities they work. In teachers training colleges of concern is soliciting for sexual favours from female students in exchange for higher grades (Makuvaza, 1999). Against this background, this paper posits that education imbued with Olympic values is vital in the development of any nation. It has been tested in other countries like Greece where Olympic education was found to play a vital role

in society as it proved to be attentive and responsive to the people's concrete existential needs and aspirations. (Binder, 2010). It is precisely in view of this realisation that this paper is urging for the philosophy of Olympism or Olympic values education that is the teaching of Unhu/Ubuntu through Kurt Hahn's outdoor experiential method.

Aims of the study

To promote the use of Kurt Hahn's outdoor experiential method in teaching Olympic values. To promote the spreading of Olympic values education programme in educational practices. To positively improve behaviour and restore unhu/ ubuntu of student teachers, school children and teachers in general through Olympic values education programme. To promote the use Olympism as a tool to instil values in student teachers and to improve teaching practice standards through Olympism.

Research Objectives

The study seeks to achieve the following objectives

1. To determine the impact of the Olympic value education program in influencing change in behaviour of student teachers.
2. To determine the extent to which the Olympic values education delivered through Kurt Hahn's outdoor experimental education in promoting unhu/Ubuntu in educational practice.
3. To establish the extent to which Olympic values education program can be used as a tool for moral development in Zimbabwe.

Research Questions

The following research question will be answered.

1. To what extent can the Olympic Values Education program taught through Kurt Hahn's outdoor experimental education influence change in behaviour of student teachers.

2. How effective is the Olympic Value Education program delivered through Kurt Hahn's outdoor experimental method in promoting unhu/Ubuntu in educational practice.
3. To what extent can the Olympic Value Education programme be used as a tool for Moral development in Zimbabwe.

Purpose of the study

To investigate the impact of the teaching of Olympic values therefore Kurt Hahn's outdoor experimental education method in general and to Belvedere Technical Teachers College Physical education and sport student teachers in particular. The research will determine the effectiveness of the Olympic values education in promoting unhu/Ubuntu its use as a tool for moral development. Most importantly it seeks to establish the effectiveness of the Kurt Hahn's outdoor experimental method in teaching Olympic values. The knowledge gap established by this research is that most methods used in Olympic education programmes are offered in a passive and expository manner. They do not promote learning through active participation as envisaged by Kurt Hahn's outdoor experimental method (Binder, 2005 and Naul, 2008).

Calpan and Wigmore (2009) state that the most Olympic education programmes do not focus on issues associated with Olympism, sport and physical education which are values but rather on theoretical based programmes with little cultivation of virtuous behaviour through practical applications; Most Olympic education kits which do not have a discernable pedagogy. Most pedagogy adopted in teaching Olympic programmes fails to capture the educative power and potential of Kurt Hahn's outdoor experimental method. In Kurt Hahn's method learning is an active and experimental pedagogical process in which the content of Olympic values has coherence can be used to focus on the learner to construct their own meaning from the education process (Culpan and McBain, 2012). The method would be one of the rare researches in education that focus on the teaching of Olympic values at tertiary level using Kurt Hahn's philosophy of education.

The research will solicit information from students, lecturers and O.B.Z instructors' head masters and mentors of student teachers on how they view this approach in addressing student behaviours and improving the quality of teaching practice and consequently how best to spread Olympic values in our culture. This is done through focus groups interviews,

questionnaire and observation. Through statistical analysis of data from many sources the research will confront the challenges being faced in teaching Olympic values, addressing the problem of disreputable behaviours in our student teachers and the youth in general. The research will highlight the challenges faced in spreading Olympic philosophy in the education sector and Zimbabwe in general.

Significance of the study

This study will be of paramount importance to the following.

Zimbabwe Tertiary Academic fraternity:

The findings can help the departments of teacher education, University of Zimbabwe in Adopting and embracing (them as a tool to) Olympic values education program as tool for moral and character development. The research will also help the Department of Teacher Education to embrace the concept of Olympism and Olympic education in its educational programs and researches. Since this concept is new in Teacher Education in Zimbabwe its success is likely to impact many students and teacher since the University of Zimbabwe is the only institution mandated to supervise quality control of all Zimbabwe Teachers' Colleges

University of Zimbabwe

The research can help the department of teacher education of the University of Zimbabwe to improve the quality assessment of teaching practice. The recommendations will improve teaching practice thereby adopting Olympic values education is a tool to mold moral values in Student teachers and School children.

Belvedere Technical Teachers College and other Teachers' Training Colleges.

The research would help lectures in teacher training colleges to adopt a new approach in dealing with student teachers' moral conduct and consequently the spread of Olympic values education would be strengthened in the education sector of Zimbabwe. The research will put the college on the map for its educational research which is unique. The research will also answer the applicability of the Olympic values as universal values in multicultural context (Binder, I 2012).

The National Olympic Academy and the International Olympic Academy

The research will contribute to the furtherance of literature in Olympic values and Olympic education to try and bridge the gap by availing literature on the use and applicability of Kurt Hahn's outdoor experimental education in inculcating Olympic values in student teachers. The literature will give a better insight on understanding the African child and his/her culture, given their background and environment they grew and learnt in

The Ministry of Higher Education and Ministry of Education Sports and Culture

The Olympic values education program delivered through Kurt Hahn's outdoor experimental method will provide a context for inspiring learning (Binder, 2012). This research will give the Ministries of Primary and Secondary Education and Higher Education a new dimension in arresting the cultural moral erosion.

The Researcher

The researcher will benefit from conducting this research by gaining valuable research experience that would act as a stepping stone for further advancement in any study and when carrying out other researches in future. . The researcher is set to gain knowledge on the applicability of the Olympic values education program in the African context and Zimbabwean environment in particular, which would improve the quality of teaching practice and student behaviour during their teaching practice. This would consequently improve Zimbabwe's educational practice and pupils' behaviour.

Assumptions

The researcher assumes that:

1. Because of the deteriorating behaviours displayed by the student teachers during teaching practice and the low quality of products that are produced by teacher training colleges nowadays the teaching profession is compromised.
2. The current initiatives by the government through the ministries of higher education and ministry of education sport and culture fall short in addressing student moral values and standards.

3. The global trends and development have impacted negatively on the behavior of student teachers and learners in general.
4. The Olympic values initiated in Asia Europe, America and some parts of Africa have little significance to the teaching profession and teachers training colleges in Zimbabwe
5. Student teachers have little knowledge about Olympic values education and program.
6. Teacher training colleges have not embraced the educational value of Olympism in their curriculums.

Delimitations

The research was created confined to Belvedere Technical Teachers College which is situated in Harare. The focus of the study was to determine the impact of teaching Olympic values through Kurt Hahn's outdoor experimental education to Belvedere Technical Teachers College Physical Education and Sport student teachers. It involved mainly first year students and a few second and third year students. The research also involved lecturers from the Physical Education and Sports department, instructors from outward bound Zimbabwe headmasters and student teachers mentors. The research started 2016 and will end in 2017.

Limitations

Due to financial resources and the fact that the research had no financial support from any organization, the research was conducted on one institution which is Belvedere Technical Teachers College. The researcher included Physical education and sport lectures, outward bound Zimbabwe instructors' headmasters and student teachers' mentors. If the researcher had secured funding for the research he would have included three or four (institutions) teachers training colleges. The researcher had some social and professional commitment which included family and work commitment which limited him to some extent. The cost of stationary and printing was also a prohibitive factor for the researcher to extensively cover all his requirements.

Chapter summary

This chapter presented the background of the overview of the Zimbabwe education system and the problems that have eroded the moral values (Ubuntu) of teachers and students. The background also gave a brief overview of the Olympic values and outdoor experimental education its applicability in Africa and Zimbabwe in particular. The chapter also presented the statement of the problem, research objectives, and research questions significance of the study, limitations structure of the dissertation definition of key terms, assumptions and purpose of the study. The next chapter presents literature review.

CHAPTER 2

Literature Review

Introduction

According to Leedy (1989), literature review reveals investigation germane to one's own field under study as well as showing one, how collateral researchers have handled similar issues. Thus literature review helps in addressing and examining the issues under investigation. This study is based on the teaching of Olympic values through outdoor experimental education to Belvedere Technical Teacher College students. The outdoor experimental method of learning is through direct personal experience, it offers excitement of safety to learners and most activities are skills focused, problem solving team building mountaineering and residential experience and these activities promote the development of communication problem solving and decision making skills which have currency across and range of occupation (Volk,2002). Therefore this chapter highlights how Olympic values education programme have been used in different parts of the world the successes and challenges. It is also the aim of this chapter to identify the gaps and try to fill them through the findings. The literature revolves under the following topics:

- The concept Olympism
- Olympic values
- Olympic value education
- The concept of Unhu/Ubuntu
- The relationship between the concepts of Olympic values and Ubuntu /Unhu
- KurtHahn's philosophy of outdoor experiential education
- Kurt Hahn 's outdoor experiential learning
- Olympic values education programs in

Africa

Asia
Oceania
Canada
China
Greece
Britain
Zimbabwe

- Challenges and successes of Olympic education programs

The Philosophy of Olympism

According to Parry (2004), the philosophy was developed by the founder of modern Olympic Movement, Baron Pierre de Coubertin. Baron de Coubertin was influenced by the British Public school system of sport in Education. The philosophy has its focus on interest not just the elite athletes, not just for a short period of time but the whole life of a person. It is also not just about winning and competition but about values of participation and cooperation. It is not about sport as an activity but also as a formative and developmental influence contributing to desirable characteristics of individual personality and social life.

Olympism, according to Lowland (1994) has four main goals which are firstly to educate and cultivate the relation of men in society, to promote international understanding and peace and lastly to celebrate humane greatness and possibility. For Olympic values education to be understood and promoted it should be associated with such values as equality, fairness, justice respect for persons, rationality and understanding, autonomy and excellence (Parry 1988, 93).

The international committee IOC through its Olympic Charter (IOC 2007) defines Olympism as a way of life that blends sport with culture and education. Coubertin referred to it as philosophy of life (Muller 2000). Parry, (2006) argues that Olympism is a formative and developmental influence that contributes to desirable characteristics of individual personality

and social life. This is where this thesis derives its content to propagate the teaching of Olympic values to change the characteristics of student teachers positively. The IOC also in its quest to promote peace in the world claims that Olympism is its mission and goal. As a result of these aims education becomes a central tenet for Olympism in terms of cultivating human behaviors that are acceptable in society. Culpan and Wingmore (2010) see the philosophy of Olympism as a result of realization of the effects of globalization which include social problems of injustice, inequalities, rampant consumerism and anti-social behaviors hence the need for educational programs that promote virtuous behaviour in order to contribute to building a peaceful and better world through ethical practice which in this case is Olympism.

The fundamental obligation to understanding Olympism is its emphasis on the educational mandate. Olympism cannot be understood without an understanding of its educational mission (Gessman 1993:33). Therefore, Olympism is a philosophy of life, that exalts and combines in a balanced whole the qualities of body, will and mind. Through blending sport with culture and education Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

Binder (2005) contents that the main focus of Olympism is to help young people develop values associated with good behaviour. The teaching of Olympic values through Kurt Hahn's outdoor experimental method is also an attempt to explore pedagogical strategies that would facilitate the development and reinforcement of positive values and behaviors.

Parry (1998) argues that Olympism is a social philosophy which emphasizes the role of sport in world development, international understanding, peaceful co-existence and social

and moral education. This implies that Olympism is a universal philosophy which caters for everyone regardless of nationality, gender, social class, religion or ideology and so the Olympic movement according to Parry (1998), has worked for a coherent universal representation of itself. Thus the concept of Olympism identifies a range of values to which a nation can sincerely commit itself whilst at the same time finding the general idea or a form of expression which is unique to itself, generated by its own culture, location, history, tradition and projected future.

Olympism relevancy and meaning have been explored by Damksaer (2004), Simonovic (2004) and Wamsley (2004) who argue that it is a conceptual philosophy and socially constructed remnant legitimizing dominant discourse of modern era. Therefore these authors argue that Olympism is immutable and its educational worth is questionable since Olympism is perceived to be Eurocentric and used to legitimize the commercial world of capitalism Wamsely (2004) assets that Olympism and Olympic games are also intimately associated with the political economy of western eastern capitalism and consequently Olympic movement cannot achieve the objectives it purports in its Olympic charter (IOC 2007). However, Coubertin argues that Olympism is open to change (Muller, 2000). Muller (2006) and Naul (2008) agree with Coubertin's assertion and have argued for Olympism to be successful in education and have encouraged ongoing development renewal and re-examination of the idea of Olympism. This, they argued is meant to ensure that Olympism is neither ran ideological inscription nor a romantic naivety of longback Arnold (1996), Kidd (1996)and Parry (2007) are of the idea that if socio-critical positioning of Olympism is structured appropriately, it has significant value in education especially in Physical Education.

While many scholars are supportive of the educative worth of Olympism; Binder (2005) and Naul (2008) point out that while they agree with the above views they also argue that there are diverse, multiple and contested forms of Olympic Education across the globe. They report that the Olympic education programs are often offered in a passive and expository manner drawing on an across the curriculum that does not promote learning through active participation in Physical education or sport. They also point out that many of these programs are characterized by a plethora of Olympic education kits which according to their analysis they do not have a discernable pedagogy. Furthermore, Culpan and McBain (2012) argue that many present programs seem to propagate the Olympic idea as an unproblematic universal good. The Olympic education values programme seems to ignore the scholarly critique regarding the universality of Olympism and does not differentiate between the concepts of Olympism with its conception. Taking these critiques into consideration Culpan and MacBain (2012) argue that learning in present Olympic education programs is negligible and not maximized. As a result, learners are not encouraged to experience sport and reflectively critique that experience with a view to locating them within a sport culture that is underpinned by Olympism.

Culpan and McBain (2012) support Parry (2007) and Kidd's (1996) idea that Olympic education needs to be re-conceptualized as an Olympism education. This idea is also supported by Culpan and Moon (2009) who provide a framework for Olympism education within a physical education context and suggest that Olympism education is a culturally relevant experiential process of learning an integrated set of life principles through the practice of sport. Further, they argue that it locates Olympism within Physical Education and Sport programs and shows the importance and relevance of cultural and pedagogical contexts. In addition, the framework suggests that learning is an active and experiential pedagogical process within which the content of Olympism education has coherence, is

focused on learner needs and encourages learners to construct their own meaning from the educative process. (Culpan &McBain, 2012).Thus despiteOlympism being a highly contested area, it can be a useful and meaningful tool.

Culpan and Wigmore (2010) suggest that the aim of Olympism movement can be worked towards Olympism education in order to utilize a critical pedagogy within a physical context. They argue that for current Olympic education to become effective more focus needs to be placed on Olympism. Olympism education would therefore need to adopt a more discernible pedagogy which could be both emancipator and socially transformative. By promoting Olympism education the Olympic movement would be better placed to address student needs, give more and would address problematic areas associated with social justice, equity, nationalism, and excesses in sport consumerism.

Olympic Values

According to Mountakis (2015), values means worth. A value is what is considered important in life. A value is what helps people decide what is wrong or right. Categories of values include friendship, patience, tolerance, love:

- Moral values: respect, encourage others, keep promises
- Universal values: peace, human dignity, equal rights, freedom
- Spiritual values: Purity, piety, meditation self-control
- Personal: honesty, creativity, excellence, imagination
- Cultural: tradition, family socialization, leisure (Lioumpi, 2015)

Values are what is considered important in life. What makes life worth living. A value is also something that helps people decide what is right or wrong in terms of moral terms (Olympic Museum Lausanne, Educational services 2015).

Lioumpi (2015) defines Olympic values as those values which are related to the Olympic Games. The revival of the Olympic game according Grupe (1997) did not just aim at the excellence in performance but at the advancement of educational ideas and values. Lioumpi thus stresses the values of equality, respect for others, rationalism understanding, autonomy and excellence. Educationalists agree on six values which are expected to be promoted in every Olympic education programme, and these are intrinsically connected with the Olympic Games. These are promotion of excellence, fair play, justice, equality, understanding, respect and participation. Mountakis (2000) adds the value of peace and health. From the above five of them have been highlighted in the IOC as educational values of Olympism. These values are fair play, respect for others, joy of effort pursuit of excellence and balance between body, will and mind.(IOC,2007).

There are values that are associated with the ancient and modern Olympic Games. These are excellence, fair play and justice. There are again values that are associated with the modern Olympic Games .These are equality, understanding and respect and participation (Mountakis, 2017).Mountakis again pointed out that there are values that are associated with Olympic education these are health and peace. However, these two are controversial.

The Olympic education toolkit refers to five education al values of Olympism which are joy of effort, fair play respect for others, pursuit of excellence and the balance between body and will and mind, (Binder 2010). For the purpose of this study the above values are going to be discussed in detail.

Fair play: according to Lioumpi (2014) is a term that includes a group of social and moral values that apply in sport and Physical Education. The Commission of Fair Play in Canada defined it as respect for rules, respect for teammates, and respect for opponents, while providing all people with an equal chance to participate and maintain self-control.

Throughout all the times fair play is a sports concept but has found its way in many aspects of day to day living specially in business. Fair play behaviour can lead to the development and reinforcement of fair play behaviour in community and in life. Traditionally, fair play is a sport concept which emphasizes playing by the rules. Today fair play has a meaning beyond sport and beyond thus following rules. Fair play is easy to identify through specific type of behaviour. Many people believe that this value is the highest one, the one which will lead to a better world if it is widely adopted by everyone. In many parts of the world learning fair play and ethical behaviours are important educational goals not only in sport but in life. Fair play describes the right attitudes of sportsmen and sportswomen and the right spirit in which they conduct themselves.

Pursuit of excellence

This value stands for giving your best on the field of play or professional arena Lioumpi (2015). Excellence is the most diachronic and least disputed value associated with the Olympic Games. Mountakis (2017) notes that without the value of excellence sports could not exist. Of course excellence is sought in other sectors of human activity like music theatre architecture just but to name a few. Focus on excellence can help young people make positive, joyful, healthy choices and strive to become the best they can be in whatever they do. According to Terry Orlick a professor expert in excellence there are two elements of excellence that allow one to excel. These are commitment and belief. To excel at anything one must have or develop an extremely high level of dedication, self-discipline, passion, joy or love for what they are doing. (Lioumpi2015). Excellence is guided by belief in oneself, one's potential, own goal and trust in one's capacity to reach that goal. Belief is strengthened by experiencing improvement and success, learning from others, receiving positive, constructive feedback, feeling the support of others and developing essential mental skills associated with excellence. One of the most important goals of Olympic Movement is to

inspire young people to become the best that they can be to fully develop all their qualities of mind and body.

Respect for others

Lioumpi (2015) says that, respect for others means accepting that other people are different but just as important as you feel you are. Respect for others is based on self-respect. It is a value that makes the world a more decent and civilized place. When the youth of the world learn to accept and respect diversity and practice personal peaceful behaviour, they promote peace and international understanding. We must understand that there are many places in the world where people experience discrimination because of different sex, skin colour, religion, cultural tradition, physical or mental disability, respecting and protecting rights of all people and teaching acceptance and respect for diversity is a challenge for leaders in the world. In the history of Olympism the main reason for its success is its respect for all cultures. The Olympic movement most important principle is its opposition to any type of discrimination (Lioumpi, 2015).

Joy of effort.

Joy is a concept that brings high levels of positive experiencing. To experience enjoyment one must have invested effort and attention. Young people develop and practice physical behavioural and intellectual skills by challenging themselves and each other in physical activities movement, games and sport. In sport motivation stems from enjoyment and the satisfaction of reaching personal goals. Most importantly the enjoyment and fun aspect of participation must be there.

Balance between body and will and mind.

Lioumpi (2015) notes that learning takes place in the whole, not only the mind and physical literacy. The author points out that learning through movements contributes to the development of both moral and intellectual learning. This concept was the foundation of the revival of the modern Olympics. However, the concept was also inspired by the ancient Greek civilization. In our era, the mind, body and spirit activities express the joy in life and culture of the community. Today world organizations recognize and promote the importance of physical activity in the lives of young people. Their belief is that young people who are physically active learn better, live better and are happier with themselves. The aim of Olympism is therefore to teach mankind the balance between body and mind in order to create a society which preserves human dignity.

The concept of Unhu/Ubuntu

Makuvaza (1999), states that Unhu means humaneness characterized by respectfulness, politeness and sociality. Ubuntu is a traditional African concept. It is a concept that embodies all those virtues that maintain harmony and the spirit of sharing among members of society. In Zimbabwe Ubuntu is Unhu. It means humanity towards others. In a nutshell Unhu/Ubuntu is the procession mental and physical dispositions of an individual characterized by humility, kindness, courtesy, warmth, empathy, understanding, respectfulness, friendliness, irresponsibleness and considerations which manifest itself among others, in the manner one talks, walks, behaves, dresses and interacts with relatives and non-relatives alike (Makuvaza, 2017)

Makuvaza in his writing about teacher ethics in colleges of teacher education advocated for the inclusion of Unhu/Ubuntu in the teacher preparation programs in institution of teacher education as a way of improving the quality of the teacher who is produced .For

education to be meaningful it must respond to the need of a people and to do so it must be directed by a people's philosophy. A people's philosophy then directs the people's world view. The world view in turn then dictates the people's actions including the content of what they learn. In sharing with scholars the concept of Unhu/Ubuntu as a guiding philosophy of Africans this thesis's point is that being educated means being and living as a better African

The relationship between the concept of Olympic Values and Ubuntu/Unhu

As previously mentioned, Olympic values are those values which are related to the Olympic Games. Lioumpi (2005) and Grupe, (1997) give an impression that Olympic values are educational ideals and values. These values are fair play, respect for others joy of effort, pursuit of excellence and balance between body will and mind. There are some values that are associated with the ancient and Modern Olympic Games. These are excellence, fair play and justice. (Mountakis, (2017). Mountakis, (2017) again points out that these are the values that are associated with the Modern Olympic Games. These are equality, understanding and respect, and participation. Having looked at Olympic values it is now prudent to take a close look at the concept which means humanity towards others. In short Ubuntu according to Makuvaza is the processual mental and physical dispositions of individual characterized by humility, kindness, courtesy, warmth, empathy understanding, respectfulness, friendliness, irresponsibleness and consideration which manifest themselves in the manner one talks, walks, behaves, dresses and interacts with relatives and non-relatives. Ubuntu/Unhu refers to values that every African society cherishes to be inculcated in children. Africans believe that if Ubuntu/Unhu is taught to children at school, society produce a well-grounded youth who will be a responsible citizen. (Makuvaza, 1999) As mentioned before Olympic values are a selection of values from the Olympic philosophy that stresses the values of equality, respect for others rationalism, understanding, autonomy and excellence,

In African countries values such as tolerance, respects, courtesy, humility kindness, empathy understanding and many more are referred to in their curriculum without being mentioned as specifically as Olympic values. The teaching of values in physical education plays an important role in the child's moral development and the establishment of a healthy way of life. (Arnold, 1994) (Kirk, 2005) Accordingly the concept of Ubuntu/Unhu and the concept of Olympism, have a difference only in the names. The values that are important in the lives of people in Europe, Asia, America, Austria and Africa are virtually the same; the difference is the name, in Africa they are called Ubuntu/Unhu

Kurt Hahn's Philosophy of Outdoor Experiential Education

Kurt Hahn was a Germany educator whose philosophies are influential internationally. He founded outward bound and united world colleges. Hahn wanted to create a school where students would do things not listen to teachers' lecture. In this, he believed the school would help kids discover their interest and passion rather than have them prepared for the future through tests .Hahn founded well recognized innovative experimental, social developments and outdoor education schools and programs. (Neill, 2005) Hahn's reasons for founding those schools was because of his conviction to save, the younger generation of his time from falling victim to moral degeneration, which was affecting Germany (Veever and Allison, 2011)

Hahn developed a set of principles to guide education at the schools he founded. He called these principles the 7 laws of Salem. He believed in the education which develops the deepest qualities of characters and compassion. His philosophy of education was influenced by Plato, Baden Powel Cecil Reddie DR Arnold Herman Iletz and many others, (Neill, 2008). His educational principles were mainly about to address the moral aspect of the human being. He therefore wrote about the 6 declines antidotes to these declines.

The six declines

- The decline of fitness due to modern methods of locomotion.
- Decline of initiative and enterprise due to the widespread disease of spectatoritis.
- Decline in memory and imagination due to confused restlessness of modern life.
- Decline of skill and care due to the weakness tradition of craft man ship.
- Decline of self-discipline due to the ever present availability of stimulants and tranquilizers
- Decline of compassion due to the unseeingly haste with which modern life is conducted or spiritual death.

In order to address the decays students were to be involved in 4 areas.

He prescribed the 4 antidotes to the six declines of modern youth.

- Fitness training to compete with ones' self.
- Projects involving crafts and manual skills.
- Expedition via sea or land engaging in long challenging endurance tasks.
- Rescue service, like first aid, firefighting and surf lifesaving.

He developed a set of principles to guide education at the established schools. He wanted to establish again the 10 expedition principles. He called the seven principles laws of Salem.

They were as follows.

- Give children the opportunity for self-discovery.
- Make the children meet the triumph and defeat.
- Give the children the opportunity to self-effacement in the common cause, which entails that children should be given a chance to forget themselves in pursuit of a common cause.

- Provide period of silence.
- Train the imagination
- Make games important but not predominant
- Free the sons of the wealthy and powerful from the enervating the sense of privilege.

Adapted from (Neill, 2008).

There is a broad agreement among many writers that Hahn's educational philosophy was concerned with character and moral education for a civic society.

Kurt Hahn's Outdoor Experiential Learning

Outdoor activities are widely accepted now as a core part of education. Hahn's development, use and promotion of outdoor activities in an educative context forms part of formal education in many countries around the world. Hahn believed that the challenge of the sea and the mountains of training for all students, (Veevers and Allison, 2011) Hahn believed that, the destiny of character is shaped outside the classroom and in being actively compassionate. Hahn believed that children should do things in school, rather than just sit and receive information. Hahn thus envisaged what he called, "the project". These projects are about anything that interests the student. It can be a project of exploring, research, music or painting. Hahn's thinking the project must have one common characteristic; it should have a refined target that can only be reached by victorious patience and tenacity (Hanford, 2015). The project method that Hahn propounded emphasized the importance of examinations. He concluded that examinations are one of every effective methods of training the will power, but was equally certain of the project effect in tapping the hidden reserves of the mind in a way that an examination can rarely do.

A distinctive feature of Kurt Hahn's education at Gordonstoun is that children/students can keep track of their own marks or grades. This system instills self-discipline in the students and trustworthiness. Hahn practiced the philosophy that education had a twin objective, firstly to enable the students to make intelligent judgments, and secondly to develop the inherent strength of his selfhood to build character.

Kurt Hahn through his philosophy established the outward bound schools. In these schools they believed that learning requires challenge. One of the ways to challenge students was to send them on expeditions to the woods, mountains and the sea. He argued that experience teaches students that expeditions can greatly contribute towards building strengths of character. (Hanford, 2015) Hahn believed that nature teaches people. Experience in nature is so important in teaching people to be more resourceful and more grounded in themselves. The schools Hahn founded on the conviction that the pressing task of the hour was to save the younger generation from falling to the moral degeneration.

The most important element of education to Hahn's philosophy was that the rescue service. For him the rescue services were that moral equivalent. There were coastal rescue services, mountain rescue services and fire rescue services. Students learned how to provide emergency assistance. Students were on duty whenever catastrophe called. The foremost task of education to Hahn was to ensure the survival of the following qualities, an enterprising curiosity an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial and above all compassion. (Hanford, 2015)

Olympic Values Education Programs

There has been much discussion at international level about the best way to further values through education with the aim to cultivate positive attitude and the behavior in youth.

This was caused by the continued increase in undesirable behavior observed in schools and society in general. (Lioumpi, 2014)

The Olympic values education programmes are done to promote skills for the 21st century. The programme uses the universality of sport in the Olympic values education program is based on the Olympic philosophy that learning takes place through a balanced development of the body and mind. This programme allows the youth to experience life values such as excellence, respect and friendship. These values will teach the youth skills and strategies that will help them to assume the responsibilities of global citizenship and civic literacy. (IOC, 2017)

Olympic value education programmes in Greece were launched in two levels the individual and the community level. The programme gave learning opportunity about the games and values. The programme gave children a realization that life is prize less.

Olympic Values Education Programs in Africa

According to the US sports academy OVEP progress report 2005 -2010 (2011). The OVEP program was launched in Tanzania in 2008. More than 100 trainers were prepared to roll out the programme on a national level. The department of international cooperation and development in collaboration with Olympafrica and hosted by Mali and Gambia arranges two regional workshops for the purpose of launching OVEP programmes in Africa. In some countries the NOCs have established a culture and education commission to further the activities of OVEP at national level. Olympic Africa foundation is a key partner in rolling out OVEP programmes in Africa. Kenya has taken a lead in rolling and disseminating Olympic values for the region and at national level.

The opening of the Olympic youth development center in Zambia was a great boost for the OVEP programme as it offered a perfect venue for running programme. Zimbabwe joined Zambia in the implementation of OVEP programme. Some countries e.g. Tanzania, Zimbabwe and Uganda have taken steps for deliberate inclusion of OVEP in the school curriculums. Sensitization workshops that established solid and sustainable foundation for OVEP implementation were done in Zimbabwe, Kenya, Burundi and Egypt.

Olympic Values Education Programs in Asia

The 5th world forum on sport, education and culture that was hosted in Beijing in 2006 identified 70 contacts in china to play a leading role in the outreach programme for OVEP. It was realized by the I.O.C that host countries to the Olympic Games should play important roles as a channel of distribution for Olympic education. In 2010 youth Olympic Games a train the trainer workshop was initiated by the Singapore national Olympic council in collaboration with the Singapore academy. The aim was to train many trainers in Olympic education; as a result about 116 trainers were trained by 2009 I.O.C (2011)

In India for example Delli public schools the train the trainer workshop was held in 2010 in collaboration with Delli University. The result was that 8 adjoining states joined the programme. Jordan state and Oman joined the program in 2009. Malaysia expressed an interest in taking abroad the dissemination of OVEP. The Olympic council of Asia welcomed the good results of the OVEP, programmes and embraced it. It took a lead continental lead role for the OVEP project in the region, (USA Olympic academy (2011)

Olympic Values Education Programs in Oceania

Fourteen countries were targeted and activated through OVEP continental seminar. Thirty-two trainers were trained to roll out the programme on a national level. A seminar was conducted by the I.O.C in 2009. A MOU was signed between the IOC and the national university of south pacific and Fiji institute of technology to include OVEP within their curriculum. The N.O. Cs of Australia and New Zealand has a long tradition of inclusive approach to OVEP programmes in their school activities and school curriculum. The small island projects were initiated and supported by the Olympic solidarity programs.

Olympic Values Education Program in Greece

According to Lioumpi, (2014) Olympic value education program was launched in 1998-1999 First presented as a pilot project. In 2000 the implementation of the programme was increased and 400 elementary schools were involved. The year 2001-2005 the programme was implemented in all Greek schools. The programme was completed in 2005. The results were that the Olympic education program was the most innovative programme of the Greek educational system. Hassandra at al, (2007) evaluated the effectiveness of the programme and also concluded that such a programme which is based on sound theoretical principles can be effective in promoting students' socio moral development.

Olympic Values Education in China

According to Pier Dongguang, (2008) the international Olympic committee request that the Olympic host city should spread Olympic knowledge and carry forward the Olympic spirit. As a result of Beijing hosting the 2008 Olympic Games, China was mandated to introduce Olympic education. Olympic education was the label used to describe the programs designed to provide Chinese with the basic knowledge about sports and physical fitness as a

way of life, instill certain ideals and values and allow the population to personally take part in the whole phenomenon of the Olympic Games.

In 2005 china introduced Olympic education in primary and secondary schools. The programme started with model schools. The Chinese at the same time developed the Olympic education for teachers as an important part of the Olympic education. In spreading Olympic education, the chines pioneering schools established partnerships with sister schools to spread the Olympic education programs to many schools in china. The heart to heart partnership programme was a great initiative in spreading Olympic education in china. The Beijing Olympic education attracted peoples' attention and was welcomed by Chinese pupils and according to Pier Dongguag, (2008) Olympic education in china makes students happy.

Olympic Values Education in Canada

Since 1988 the Canadian Olympic committee has provided Olympic themed resources to Canadian schools. These have been available on web site. These resources were for 8-18 years old students. The objective of this programme was to teach young people the values of the Canadian Olympic committee which are excellence, fair play, human development, leadership peace and respect. Besides that, the Canadian Olympic committee also wanted to develop the appreciation of Olympic Games and encourage young people to adopt a healthy life style. I.O.C (2010) The Canadian Olympic schools program consists of resources that are provided free of charge online to primary and secondary school teachers. The programme is open to all interested persons. It is sponsored by a Canadian financial institution. Since 1988 thousands of schools and teachers have benefited from this. After the 2010 Vancouver winter Olympic Games over 56000 educators participated in this programme. Allan M (2018)

Olympic Values Education in Britain

The field testing of the Olympic values education programme tool kit was done in Chelmsford UK in 2007. (I.O.C, (2014) London 2012 games used a wide ranging education programme called, “get set”. The London 2012 OVEP tool kit was integrated into games educational program. The game raised the bar on celebrating sport through its educational networks, dubbed “Get Set Goes global”. The sustainability of the programme was ensured by the British Olympic Association and the British Paralympic Association.

Olympic education in Zimbabwe

In Zimbabwe much work, has been done at policy making decision level in building a sound national foundation in respect of OVEP implementation. A joint collaboration between the NOC and the Z.O.A through sensitization workshops 80 train the trainer were trained. The spreading of Olympism and Olympic education through the teaching of Olympic values increased as more agents were identified in provinces for ZOA activities. Participants were selected also from schools, communities and national associations with the help of the ministry of education, sports officers, national sports association, provincial educators’ local governments sports and recreation commission. A new ZOA was hired oversee the implementation of OVEP. The program was initiated in schools and budgetary gaps were to be covered by identified partners. However, resources remained a problem for further progress. I.O.C (2010)

Success and challenges of the olympic education programmes

Successes

According to the I.O.C progress report of 2005- 2010, the OVEP has significant impact on several continents which implimented it. The programme goes beyond geopolitical and artificial boundaries and it has been noted that it is a sustainable platform

which can help to address gender inequality, social exclusion, economic challenges, risky behaviours, physical handicaps, among others. The programme is noted for its relevance and its strategic fit in respect of cultural diversity and educational systems. The three continents that feature in this report recorded successful implementation of the OVEP programme. Hopes were high that even America and some European countries were immediately launched the programme on the large scale experimental. Studies carried out in Hong Kong aimed at assessing the impact of Olympic education program showed positive results in terms of moral reasoning and social behaviour.

Lioumpi (2014) noted success in another study done by Hassandra and all in Greece which recorded positive development of fair play behaviour in schools under study. Lioumpi (2014) in her studies of Greece children noted that the Olympic values education programme contributed immensely to the cultivation of positive attitudes in pupils. Georgiadis (2008) noted that the Olympic education programme is integrated successfully in most cases through physical education.

Challenges

The major challenges that face the successful implementation of the world is the lack of partnership. Georgiadis, 2008 in the survey of Olympic education programmes at world level found out that the OVEP programme have no parental support and partners and sponsors. Although the Olympic solidarity government agencies non governmental organisation, sports association and social institution help to a lesser extent, it is felt that the financial resources required for a successful implementation is huge. Another important barrier in the implementation of the OVEP programme in many countries is the language barrier. Language seem to be a big hindrance in widening the reach of the programme. Besides this, Georgiadis (2008) noted that inadequate information and training and to a lesser extent insufficient support from state agencies remained a constraint to the success of the programme. He also noted lack of organisation and promotion of the programme as major challenges in the implementation of the OVEP. The Olympic education programmes have been implemented in Africa, Asia, Europe, America and Australia but lack of evaluation of these programmes have contributed to the non availability of statistical data to chart a way forward and guard against shortfall in new programmes.

The absence of program continuity and the problems noted above are due to the inability or difficulty of integrating the program in mainstream school education. Another challenge related to this is the absence of necessary knowledge and skills among teachers. The inexistence of a systematic evaluation procedure has also contributed to the availability of data that can be relied on when implementing new programs. Georgiads,(2008) established that lack of clarity regarding the role of this new resource pose as a major challenge in the implementation. Besides the shortage of materials and equipment, major obstacles that have to be overcome in olympic education programmes are related to their content that has to be diversified according to the age group and each country's sporting and olympic tradition and its adaptation to the school curriculum. There should be a distinction between olympic education and sport education. Another challenge is that several countries faced problem of lack know how and experience in developing olympic education programmes.(georgians, 2008)

Conclusion

This chapter reviews the theoretical and the empirical views and postulations of other authors on similar studies. The chapter examined views on the concept of Ubuntu/Unhu in relation to olympic values, the philosophy of outdoor experiential education according to Kurt Hahn. The chapter also reviewed literature on the implementation of olympic values education programmes in Africa, Asia, Europe and Canada, Greece and Zimbabwe. It also discussed on the success and challenges recorded in the implementation of the program in the world. The next chapter will look at the method used to collect data.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The chapter focuses on outlining the research methodology and designs of the study. The study employs the qualitative approach whereby data will be collected and presented qualitatively. Data will also be collected from students. Qualitative research is adopted for this because the researcher judged that a research approach oriented towards discovery, description and holistic comprehension and appreciation of texts would be an appropriate departure.

A particular strength of qualitative research lies in its capacity to focus on the operation of social processes in greater depth. It also allows the researcher a degree of flexibility in the conduct of a particular study. According to De vos et al (2002:79), the qualitative research paradigm, in its broadest sense, refers to the research that elicits participation accounts of meaning experience or perceptions. Qualitative research allows for full exploration of little understood phenomena such as the Olympic education and Kurt Hahn's outdoor experiential education.

Paton (2002) posits that qualitative inquiry is particularly oriented towards exploration, discovery and inductive logic.

Research Design

Creswell (2012:20) defines research design as specific procedure involving in the research process data collection, data analysis, and report writing Best and Kahn 2006 (249-257) postulate that all qualitative research uses the design strategies of emergent design flexibility and purposeful sampling and most use naturalistic inquiry. The design strategies indicate that the research is work in progress that may change as the data are collected and samples are selected for their usefulness rather than randomness.

The researcher used the qualitative survey methodology. A survey according to Williamson, Karp, Dolphin and Gray (1992), is a systematic attempt to collect information to describe and explain beliefs, attitudes, values and behaviours of selected groups of people. Keshinger and Lee (2000) point out that survey determine the incidence distribution and interrelationships among sociological and psychological variables. The focus here is on people namely their beliefs, opinions, attitudes, motivations and behaviours.

The qualitative methodology used would allow the researcher to observe, listen and engage in dialogue with various people at Belvedere Technical Teachers College. These include lecturing staff, and students. Leedy (1993) describes a survey as having the basic connotation of the “act of looking over or beyond”. Looking is by no means restricted to perceptions through the physical eye. Studies have been conducted in which the looking was done by means of questionnaires, for example in conducting a focus group or interview with students “looking” is largely by the ear rather than the eye. Leedy (1993) goes on to explain that survey allows a researcher to observe with close scrutiny the populations which are bound by the research parameters and make a careful record of what he or she observes.

Population

Population, according to Kyton (2001), consists of all units, or the universe, people or things possessing the attributes or characteristics about which the researcher is interested. Gay et al, (2011) define population as a larger group to which one chooses a small number of participants to apply results and to work with in order for the research to be carried out. The population of this study shall consist of lectures and students at Belvedere Technical Teachers College.

Sample

A sample is a subset or portion of a population. Generally, researchers study the sample to make generalization on the population under study. According to Polit and Hungler (199:714), sampling is the process of selecting a portion of the population to represent the desired population. Saunders, Lewis and Thornhill, (2003), postulate that sampling is a part of the entire population carefully selected to represent that population. The study will employ purposive sampling. Cohen, Manion and Morrison (2011;156) postulates that in purposive sampling, often a feature of qualitative research, researchers hand pick the cases to be included in the sample on the basis of their judgment of their typically or possession of particular characteristics being sought.

This is a representative group of respondents who are selected to respond to the research questions. Anderson (1990:196), states that with effective sampling techniques, one can obtain valid estimates of the characteristics of the population. A simple random sampling technique was used to select the participants. The justification for using random sampling technique is that it eliminates the possibility that the sample is biased by the preference of the individual selecting the samples (Bordens and Abbott, 2002). Another justification is that it is particularly necessary when one wants to apply research finding directly to a population.

Interviews were conducted to the lectures of Belvedere Technical Teachers College covered by the study.

Data on teaching Olympic values through outdoor experiential education was generated from comprehensive questionnaires and focus group that were completed by students and lectures. The sample included students, lecturing staff and non-lecturing staff. The researcher used the probability sampling which relies on the use of random selection. Densicombe (2010) says it is known as probability sampling because it is based on statistical theory relating to the normal distribution of events. This method was used because it is the best way to get a representative sample to ensure that the researcher has absolutely no influence on the selection of respondents to be included in the sample. Probability sampling works best with large number, where there is a known population and it tends to be associated with large scale surveys using qualitative data. Denscombe,(2010).

In random sampling each person or item has an equal chance of being selected (Denscombe, 2010). Random sampling is believed to be the ideal basis for generating a representative sample because the inclusion of a person in the sample is based on entirely on chance. It also ensures that there is no scope for the researcher to influence the sample in some way that will induce bias. To come with a sample produced results that were representative of the population.

Table 3.1: Population and sample size

Research tools	Population	Sample size
Questionnaires	150	20
Focus group	50	15
Interview Question	10	5

Research instruments

Data collection tools are an integral part of research design. There several data collection tools each with own advantages and disadvantages. Focus group questions and interview questions were used for the purpose of this study. Sekaran, (2003) points out that interviewing has the advantages of flexibility regarding adapting, adopting, and changing the questions as the research proceeds with interviews. Questionnaire has the advantages of obtaining data more efficiently regarding researcher's time energy and costs.

Uses of two instruments ensure that there was triangulation of the research instruments. Triangulation is one of the most important techniques for enhancing validity especially in qualitative research like this one. It tests the findings from the questionnaires against those from the interview to find out if they produce same results. The researcher used the two instruments to reduce the margin of error in data collection and to achieve reliability .Borg and Gall (1996) defines reliability as the level of internal consistency or stability of measuring device over time. Both instruments had almost similar questions consistency in the response from questionnaires and focus group together provides additional benefit reliability and validity of questions. Anderson (1990)

Questionnaires

A questionnaire is a research instrument that consists of a series of questions and other prompts for the purposes of gathering information from respondents (Cohen, Manion and Morrison, 2011) both face to face questionnaires were done. The questionnaires were chosen because it is cheap to administer as it does not require much effort as in surveys. They have standardized answers that make it simple and objective to complete data.

Focus group

Lynch (2010), postulates that focus group is a type of interview that involves carefully selected individuals who usually do not know each other. Krueger and Casey (2009), cited by Saunders et al (2012), explains focus group as a group interview that focus upon a particular issue, product, services or topic by encouraging discussion amongst participants and sharing of perceptions in an open and tolerant environment. In a focus group participants are selected because they have certain characteristics in common that relate to the topic being discussed. Discussion is closely controlled to maintain focus, but they are not under pressure to reach a consensus. (Mark Sanders, Philip Lewis, Adrian and Thornhill, 2012). Focus groups are normally held in a permissible environment in order to extract opinions and share ideas and perceptions through interaction.

The unstructured and spontaneous nature of responses reflects genuine opinions, ideas and feelings of members. The advantage of focus group is that it provides qualitative data which give an insight into attitudes and perception difficult to obtain using other procedures. Another advantage of using focus group is that it is relatively inexpensive and can provide fairly dependable data within a short time. Bourge (2013) argues that, data obtained through homogenous focus group is less expensive than those obtained through other methods. Cohen, Manion and Morrison (2011) point out that focus group has an advantage that it provides greater coverage of issues that would be possible in a survey. Lynch (2010) posits that the interviewer acts as a moderator and listener posing open ended questions which the respondents answer in a way they choose.

Data collection procedure

The data collection procedure used in this study was through self – administered questionnaires followed by Focus group interviews. The questionnaires were distributed to

the respondents during the term when students and lectures are in session. Both students and lectures were given a period of two days to complete the questionnaire. Face to Face focus group interviews were conducted as a follow up at the scheduled times for the purpose of seeking clarification on how teaching of the Olympic values through outdoor experimental education have impacted on them. Their responses were recorded for data presentation and analysis.

Ethical considerations

Ethics define the right or wrong in research. According to Saunders et al (2012) ethics of research include informed consent, confidentiality, protection of privacy and protection against identity. Ethical considerations were observed when participants were informed about the study and consent was sought. The researcher sincerely interacted with the participants, thereby entering their personal domains of values. As such the researcher had an obligation to respect the rights, needs, values and desires of the respondents. The respondents were not coerced into participating in the study .they were encouraged, but the decision whether to become involved and when to withdraw from the research was entirely theirs. Participants were also told not to write their names on questionnaires and this ensured anonymity. in addition as postulated by Saunders et al (2012) participants were informed that data collected would be used for academic purposes only that the information collected would be treated as confidential .the issue of beneficence was addressed that is an assurance that all collected data would be analyzed and reported only in aggregate form was given. Despite all the above mentioned precautions, it was made clear to the participants that data collected was used specifically for academic purposes only and their participation was absolutely voluntary.

Data presentation and analysis procedure

Upon collecting data from the questionnaires and focused group interviews, the researcher recorded this in contingency tables they presented it in the form of tables, graphs and pie. After the data is collected and desired results are achieved it is imperative to present them, interpret and analyze the data to measure, explain ,explore, construct concepts, make comparisons and examine relationships and tie them to literature. To derive a useful meaning from data the survey was analyzed through descriptive statistics where interpretation was done to explain phenomena and related relationships.

Chapter summary

This chapter outlined aspects in the research methodology by looking at the manner in which the study was planned, structured and how data would be collected. It also examined the procedures and processes that would be followed in choosing the participants, data collection and analysis and justified the instruments used. The collected data will be presented and analysed in chapter four.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter is devoted to presentation analysis and interpretation of data collected by the questionnaires, focus group and the interviews. These questionnaires, focus group and interview schedules were initially distributed to a sample of 20 students for questionnaires, 15 students for focus groups and 5 lecturers for interview schedules from Belvedere Technical Teachers College. The sample was chosen using the lottery sampling method. The questionnaires were hand delivered, then collected later during focus group interviews.

The findings were discussed in accordance with the study objectives in chapter 1 and theoretical literature review in chapter 2.

The limitations experienced by the research during data collection were that some students and lecturers, the research intended to interview could not be found on some particular days arranged for interviews. The reasons given for their absence were among others that were busy with their research assignments and lectures. This resulted in some questionnaires not being returned to the researcher. The research was carried out using a final sample of only 20 students for questionnaires, 15 students for focus groups and 5 lecturers for interview guide.

In this study data was presented and analyzed using summarized descriptive statistics in the form of tables and figures which were graphs and charts. As a matter of procedure, the data analysis discussion in this study will start with personal attributes of students.

The data analysis and discussion was guided by the following questions

1. To what extent can the Olympic values Education program taught through Kurt Hahn's outdoor experimental education influence change in behavior of student teachers.
2. How effective is the Olympic education programme delivered through Kurt Hahn's outdoor experimental method in promoting Ubuntu in educational practice.
3. To what extent can the Olympic values education be used as a tool for moral development in Zimbabwe

Table 4.1: Gender Information of Students

Female	Male	Total
13	7	20
65%	35%	100%

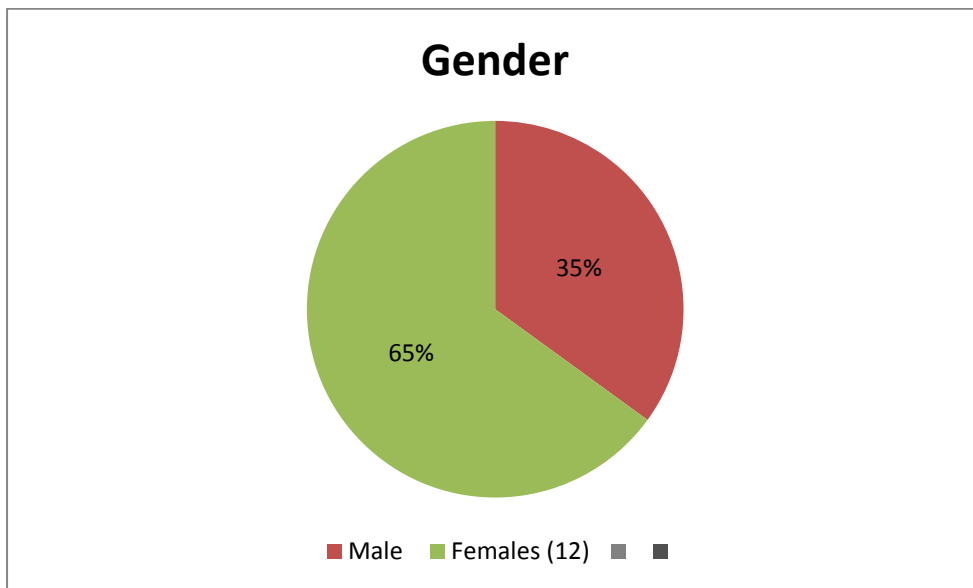


Figure 4.1 Gender information of the students.

The chart above reflects the gender of the respondents, 65% of respondents were females and 35% were males. There is an imbalance of gender. Most students at the institution are females. This may be probably caused by deliberate policies that promote the advancement of females in education and also the demographic status of the country's population.

Table 4. 2: Age range of students

Age range of students in the study	Frequency	Percentage
16-19	5	25%
20-29	10	50%
30-39	4	20%
Above 40	1	5 %
Total	20	100%

The responded indicate that 25% (5) of the students were within 16-19 years of age. While 50% (10) were in 20-29 years range. 20%(4) were in the 30-39 years age range and only 5% (1) was above 40years. The researcher established that most students were in the 16 – 30years age range.

Table 4.3: Year of Study

Year Group	Frequency	Percentage
1 st year	1	5%
2 nd year	2	10%
3 rd year	17	85%

The table above shows that most students who answered questionnaires were 3rd years P.E.S students 85 %(17). Only 10 %(2) and 5%(1) were second year and third year students respectively.

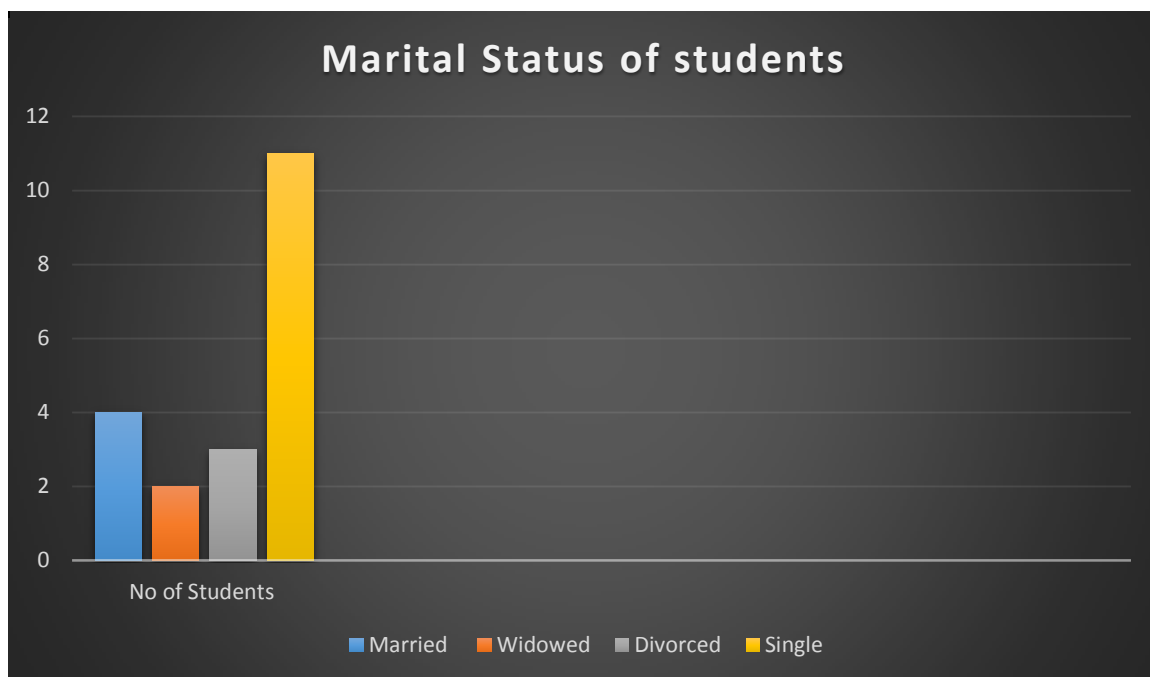


Figure 4.2: Marital status of the students

With regard to the above figures 55% (11) of the students were single while 20% (4) were married. Another 15% (3) were divorced and 10% (2) widowed. The research established that there were more students who were not married. The reason is that most students enroll into colleges after completing their secondary and advanced level courses.

Background information about lecturers

Table 4.4: Age distribution of lectures

Age distribution of Lectures	Frequency	Percentage
31 – 40	1	20%
41- 50	2	40%
51-60	1	20%
Above 60	1	20%

The age range distribution of lectures is presented above the 5 lectures who responded 20%(1) were within the age range of 31 years to 40 years. 40% (2) were in the range of 41 years to 50 years. Another 20% (1) of the respondents were in the age range of 51years to 60

years. The table shows that most lectures were of mature age and experienced in terms of profession.

Table 4.5: Sex distribution of Lecturers

Female	Male	Total
2	3	5
40%	60%	100%

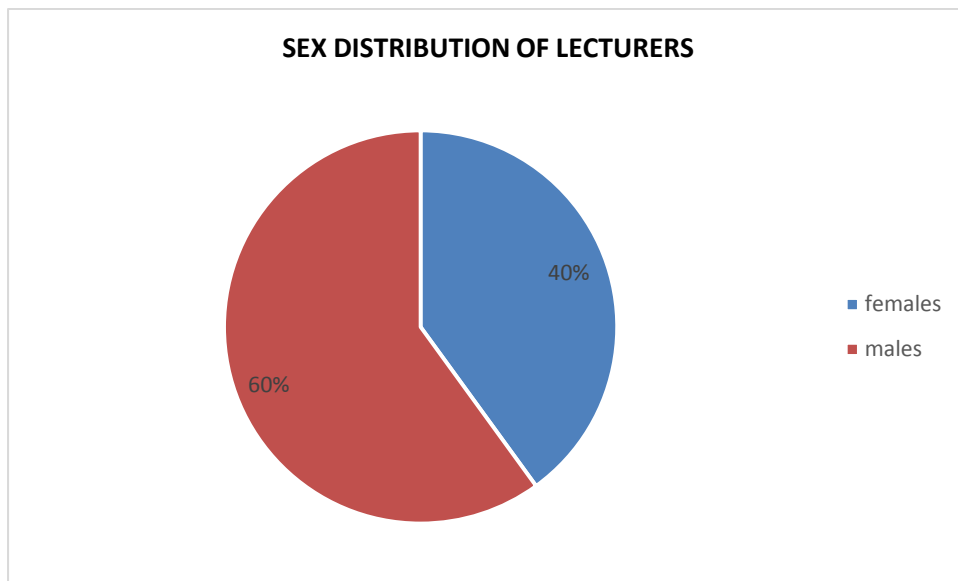


Figure 4.3: Sex distribution of lectures

The figure above shows that there were 60%(3) male respondents and 40%(2) female respondents. These percentages reflect the actual population of males and females comparison at Belvedere Technical Teachers College.

Response of Marital status of lectures

Table 4.6: Marital status of lectures

Response	Frequency	Percentage
Single	0	0%
Married	2	40%
Widowed	1	20%
Divorced	2	40%

The table above shows that 40%(2) of the lectures interviewed were married, 20%(1) were widowed and another 40%(2) were divorced. From the above information the study established that most lectures were family people.

Table 4.7: Education Status of Lecturers

Qualification	Frequency	Percentage
Diploma	0	0%
Degree	3	60%
Masters	2	40%
PHD	0	0%

The table above show that 60% (3) are degree holders and 40% of them are Master's degree holders. The research shows that most lectures need to upgrade their educational qualifications in teachers colleges to meet the demands of the profession in terms of research.

The remaining part of the data presentation and analysis would be based on responses to questions in the questionnaires as they relate to respect research questions in chapter one. Profile of responses on, to what extent can the Olympic values education programme taught through Kart Hahn's outdoor experimental education influence change in behavior of studentteachers. Item number 1,2,3,7,13,14,15,18,20,25,26,27,28,29,30 of the questionnaire were meant to answer research question 1 as follows:

Research Question 1

Student awareness of Olympic values

Table 4.8: Students awareness of Olympic Values

	Agree	Disagree	Not sure
No of students	14	1	5
Percentage	70%	5%	25%

The table above shows that 14 (70%) of the respondents agreed that most students are aware of Olympic values their meanings and what they stand for. 1 (5%) disagree and only 5(25%) were not sure. From the findings the researcher would establish that Belvedere technical teachers college students from the Physical Education and Sport department were aware of Olympic values the reason for this is that Olympism is now one of the core topics in their syllabus. The findings confirms and agrees with the researcher's fifth and fifth assumption in chapter one which state that students of Belvedere Technical Teachers College have little knowledge about Olympic values education and that the college has not embraced the educational value of Olympism in their curriculums.

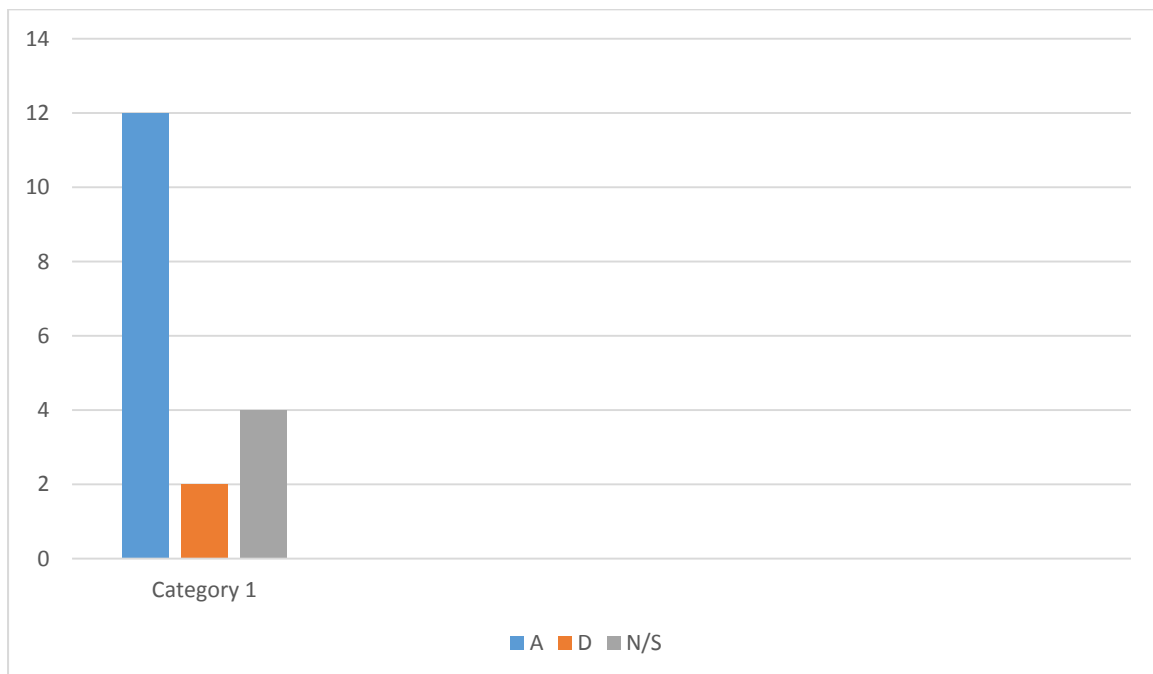


Figure 4.4: Popularity of Olympic value education programme among students

The information on the diagram above reflects that most students in the physical education and sport department liked the Olympic values education programme. 12(60%) of

the respondents show that the program was very interesting and helpful in their endeavors. 3(15%) disagreed they thought and felt the program was imposed on them but not bearing on their lives. 5(25%) did not know if the programme was liked by the students in general.

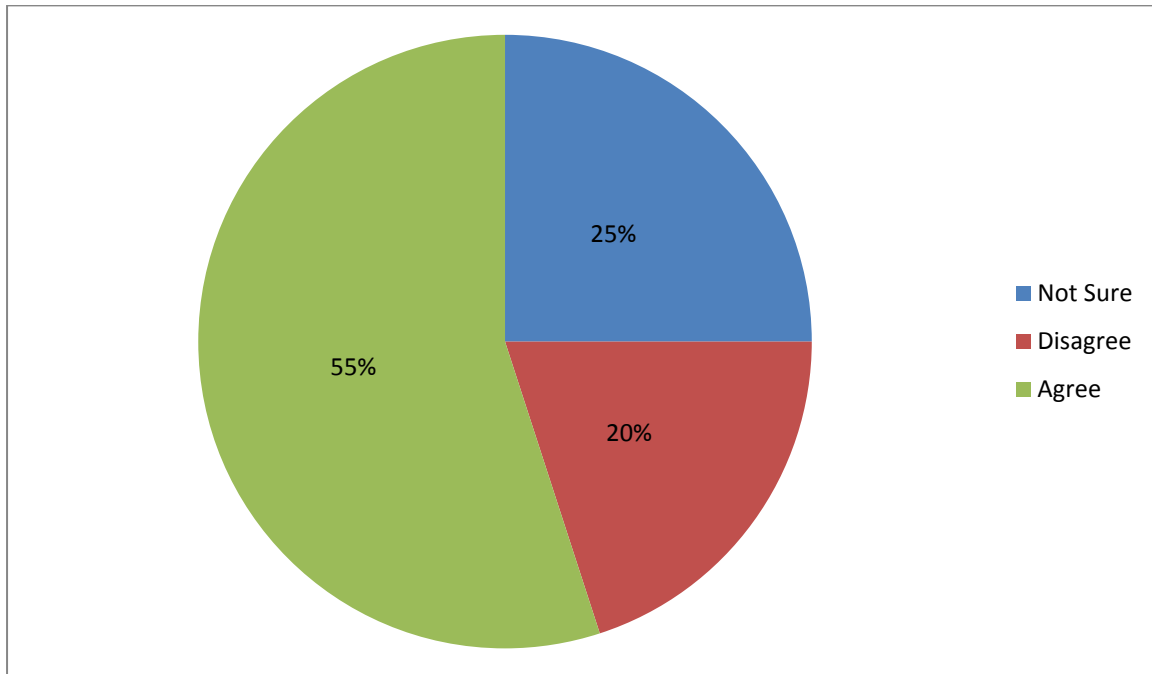


Figure 4.5: effect of Olympic values on behavior.

11 (55%) of the student respondents agreed that the Olympic values education programme has something to do with the change in behavior of students. 4(20%) of the respondents felt that there are other factors that may have caused a change in behavior 5(25%) were convinced so they were not sure if the change in behavior was attributed directly to the Olympic values education programme course.

9(45%) of the respondents indicated that the programme has great impact in showing behavior. The respondents appreciated the role played by the programme in shaping behavior. However 7(35%) disagreed that the programme has the ability to promote Olympic Games rather than behavior. 4(20%) were not sure since Olympics values are more to do with the games. They concluded that it would require more resource to reach a level that is required to influence behavior through Olympic values but they agreed the programme has some influence.

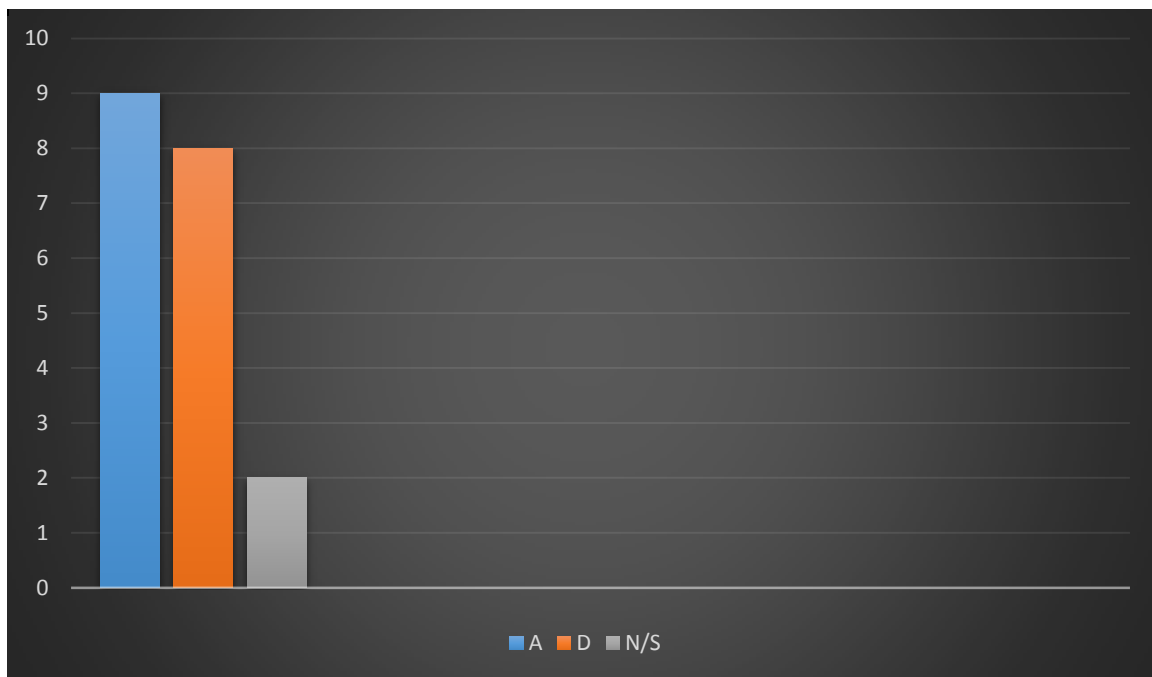


Figure 4.6: Influence of Olympic Values Program on behaviour

Referring to the figure above 9(45%) of the respondent agreed (A) that Olympic values education programme can positively influence behavior. They believe from the experience of the course most students changed their perception concerning friendship, respect for workmates and teamwork. Another 8(40%) disagreed (D). 2(10%) of the respondents were not sure (N/S) they could agree or disagree.

Improvement of Organizational Ability

Questionnaire item number 14 indicated that 10(50%) of the respondents appreciated the impact of outdoor experimental method in improving organizational ability in most students. They noticed that the nature of activities and themes needed through planning before doing hence organizational ability improved. However 5(25%) disagreed and 5(25%) were not sure. From the responses the researcher would safely say that the Olympic values taught through outdoor experimental method sure improve the organizational ability in students hence a change in behavior.

Importance of reflection on approach when doing an activity.

11(55%) of respondents agreed that before every activity there is need to plan reflect on the strategy to employ in order to accurately tackle the task. However 8(40%) disagreed.

They believe that effective learning is through trial and error. 1(5%) were not sure of the importance of reflection on approach.

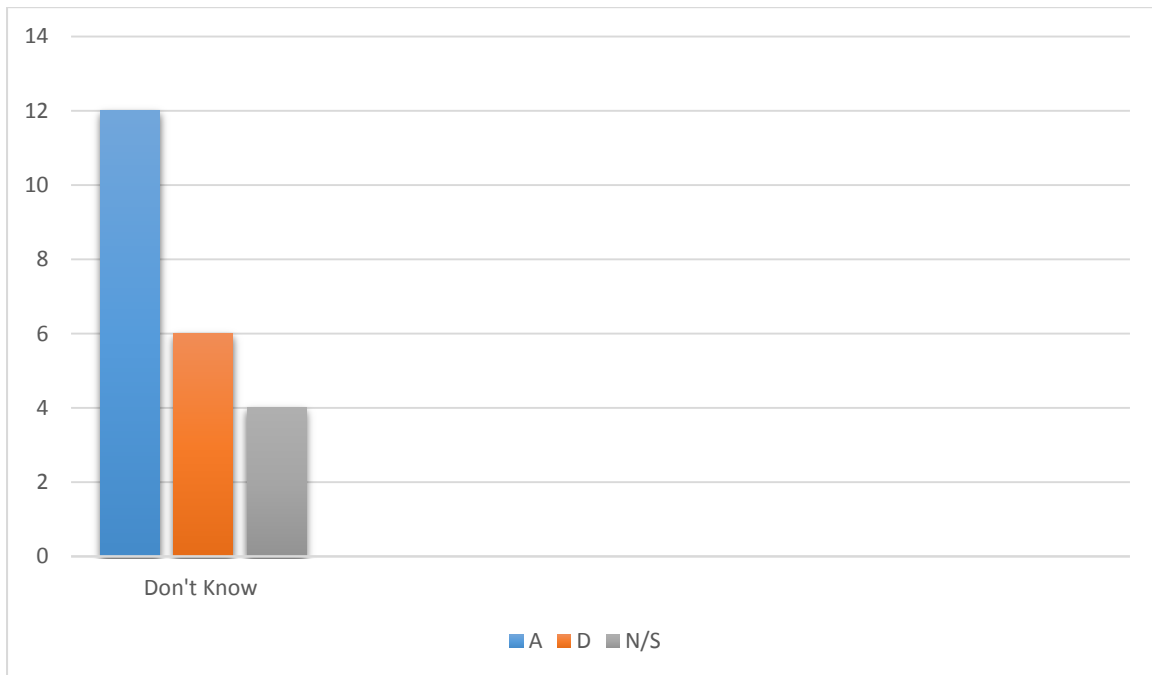


Figure 4.7: Importance of team members

In response to item number 18 of the questionnaire, the above chart show that 12(60%) of the respondents acknowledged the importance of help from team members to accomplish a task. 6(30%) of the respondents disagreed. They have a view that to accomplish a task all you need is serious planning and other considerations like concentrating etc. 2(10%) were not sure if a success in accomplishing a task is attributed to team members only.

Olympic values Education programme as a tool of installing values in students. 7(35%) disagreed. 3(15%) were not sure. They saw the potential of the program but at the same time doubt the sustainability of the course.

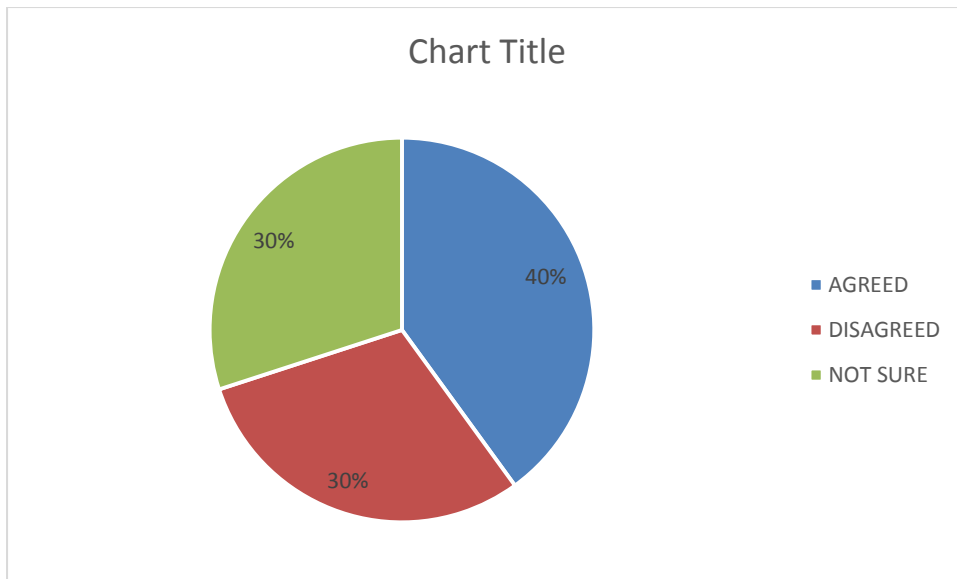


Figure 4.8: Impact of the Olympic values education program on lifestyles.

Figure 4.8 above shows that 8(40%) of the students respondents agreed that because of the programme they went through their perception of a healthy lifestyle has changed. The belief Olympic values education program has influenced them to adopt a different positive lifestyle. 6(30%) did not believe it was due to Olympic values education course. Another 6(30%) were indifferent to attribute their changed lifestyle perception entirely to the course.

In response to questionnaire item number 26 of the questionnaire 7(35%) of the respondents felt that the program was in inculcating the spirit of fair teaching importance of fair play and value of excellence in competitions. 7(35%) did not agree, 6 (30%) were not sure if the value of excellence and fair play can be achieved because of the program.

In response to item 2 of the questionnaire 12(60%) of the respondents agreed that program is helpful in preparing students teaching practice life skills.2 (10%) disagreed they could not establish that the course can impact positively in teaching practice.

The researcher could conclude that Olympic Values Education Program done through Outdoor Experimental Method positively influences teaching practice. This is true because most life skills are taught thoroughly in a unique and motivating way that students cannot forget.

Research Question 2

Profile of responses on how effective is the Olympic Values Education Programme delivered through Kurt Hahn's outdoor experimental method in promoting Unhu/Ubuntu in educational practice.

Can Olympic Values Education Program promote Unhu/Ubuntu?

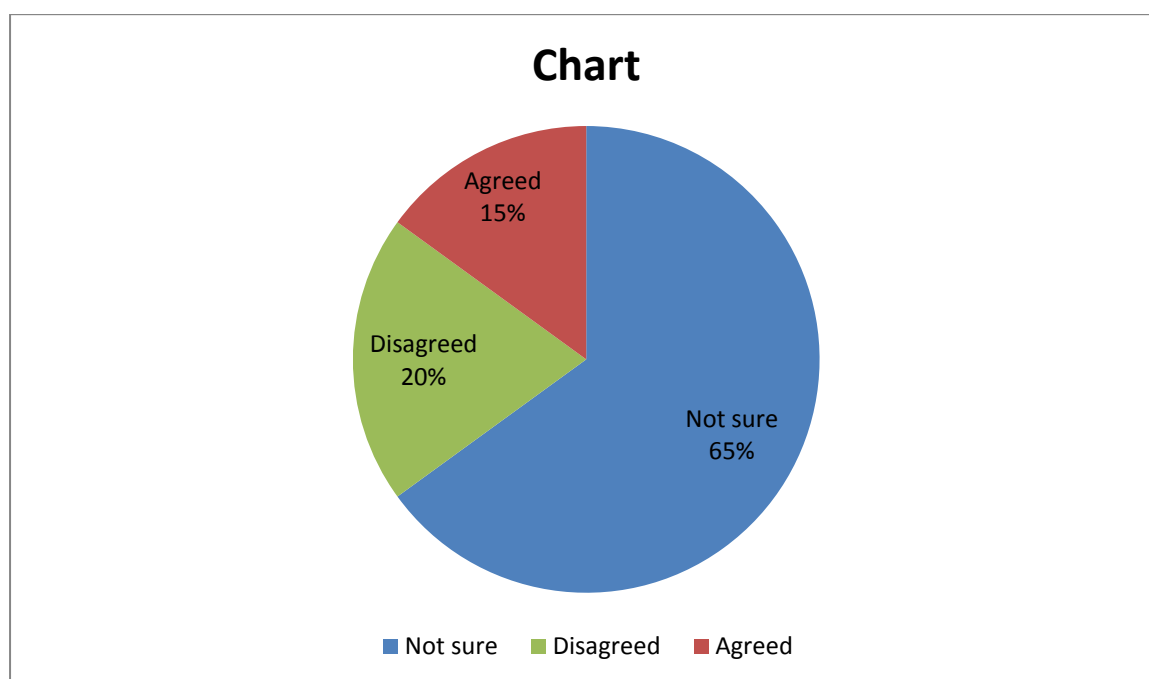


Figure 4.9: Olympic values influence on Unhu/Ubuntu

Item 3 and 6 of the questionnaire sought to answer research question number 2 .

13(65%) of the respondents agreed that surely Olympic values promote Unhu/Ubuntu. 4(20%) of them disagreed. Another 3(15%) were not sure. The information given by the respondents indicated that Olympic Values Education Program promotes Unhu/Ubuntu in student teachers. In the literature review, Lioumpi in her studies in Greece 2014 cited the effectiveness of the programme. Hassandra et al (2007) who also evaluated the effectiveness of the program also concluded that it could be affective in promoting socio moral development in students. This view concurs with the researcher's assumption in chapter 2 one which states that the current initiative by the government fell short in addressing student moral values and standards.

Questionnaire item number 4 sought for respondents' opinion on the assertion that, "Experimental outdoor education is fun" 15(75%) of the respondents felt that Olympic values

education through outdoor experimental method was an enjoyable and memorable experience while 3(15%) felt it was an anxious moment because some activities were fearful e.g. mountaineering and expedition 2(10%) were not certain, they could not tell if the method was fun for teaching Olympic vales.

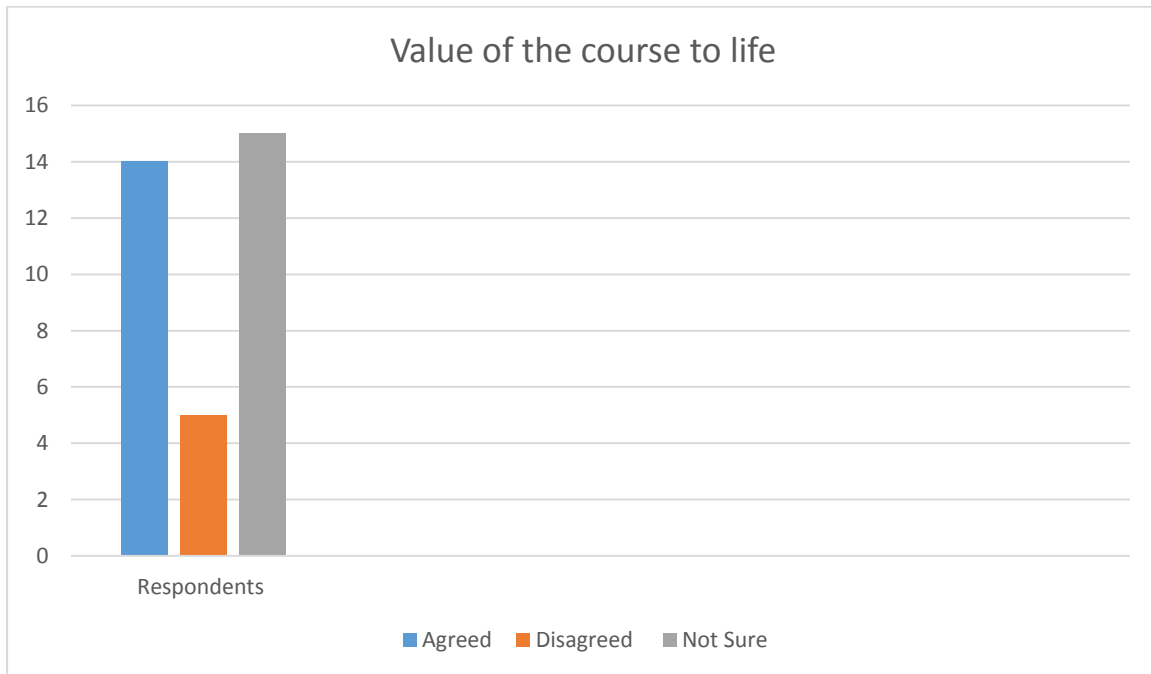


Figure 4.10: Value of the course to life

From the above diagram 14(70%) of the respondents felt that the course opened their thinking about themselves. Some respondents underestimated themselves they were shocked to see a different character in themselves. They overcome barriers and boundaries they thought it was impossible. 5(25%) disagreed while 15% were not sure of how it impacted on them. The researcher established that the course was a game changer in their life of student teachers. Some could not believe themselves accomplishing some task thereby changing their negative thinking.

Questionnaire item number 10 is aimed at finding out the impact of the Olympic values education program course on their confidence. 15(75%) of the respondents felt that activities actually boosted their confidence. 1(5%) did not believe so while 4(20%) were not certain about the impact of the course on their confidence. From the research the researcher would like to establish that the nature of the activities and the innovative method of teaching Olympic vales impacted positively on students' confidence. These findings did not agree with

assumption number 4 which state the Olympic values initiated in Europe and Asia have no/little significance to teaching profession and teacher training in Zimbabwe.

Questionnaire item number 19 is aimed at finding out if support from team members or workmates of important in life. 9(45%) of the respondents confirmed that support from workmates or team member is very important in life. 8(40%) of the respondents did not agree while 3(15%) were not sure if support from workmates is important in life.

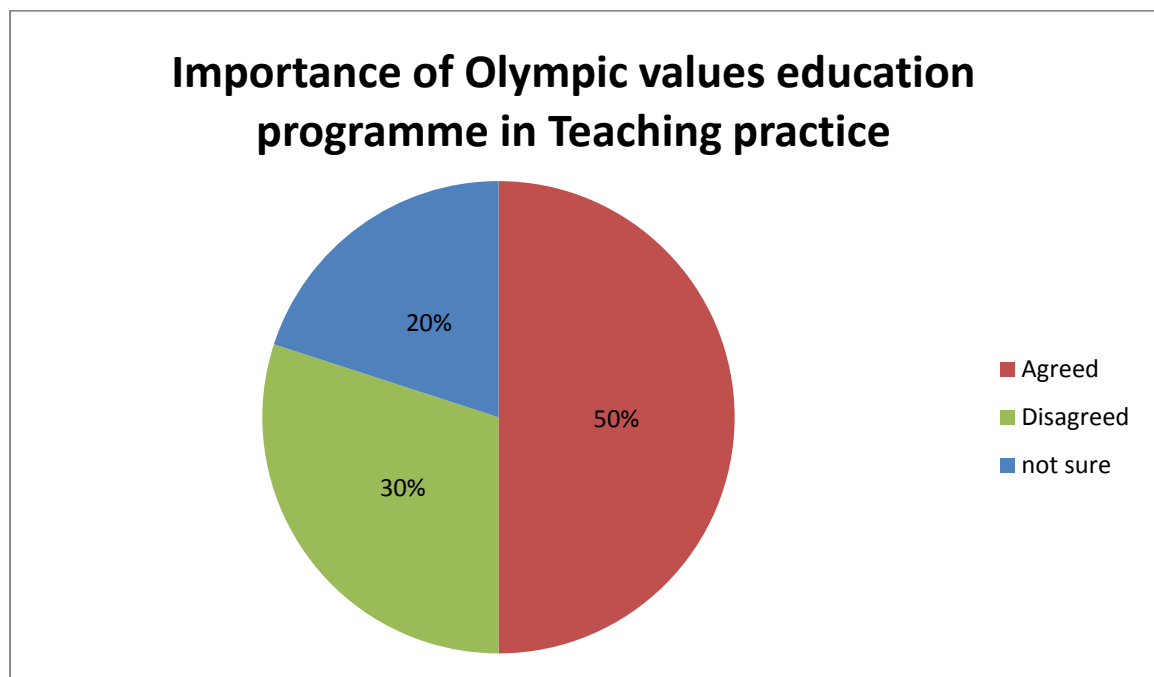


Figure4.11: Importance of Olympic Values Education Programme to Teaching Practice

In the above 10(50%) of the respondents confirmed that Olympic values education programme positively prepared students teachers for teaching practice while 6(30%) disagreed and 5(20%) were not sure. From these findings the researcher would like to establish that since most research done in Europe Asia, America and in some African countries concluded that Olympic values education programs impacted positively. This had influenced a worldwide camping for Olympic values to be included in school curriculum. This finding did not agree with assumption number 6 in chapter one where the researcher had assumed that teachers training colleges have not embraced the educational value of Olympism in their curriculums. The researcher would establish that Olympic values education program is effective in preparing student teachers for teaching practice since they provide life skills to student teachers.

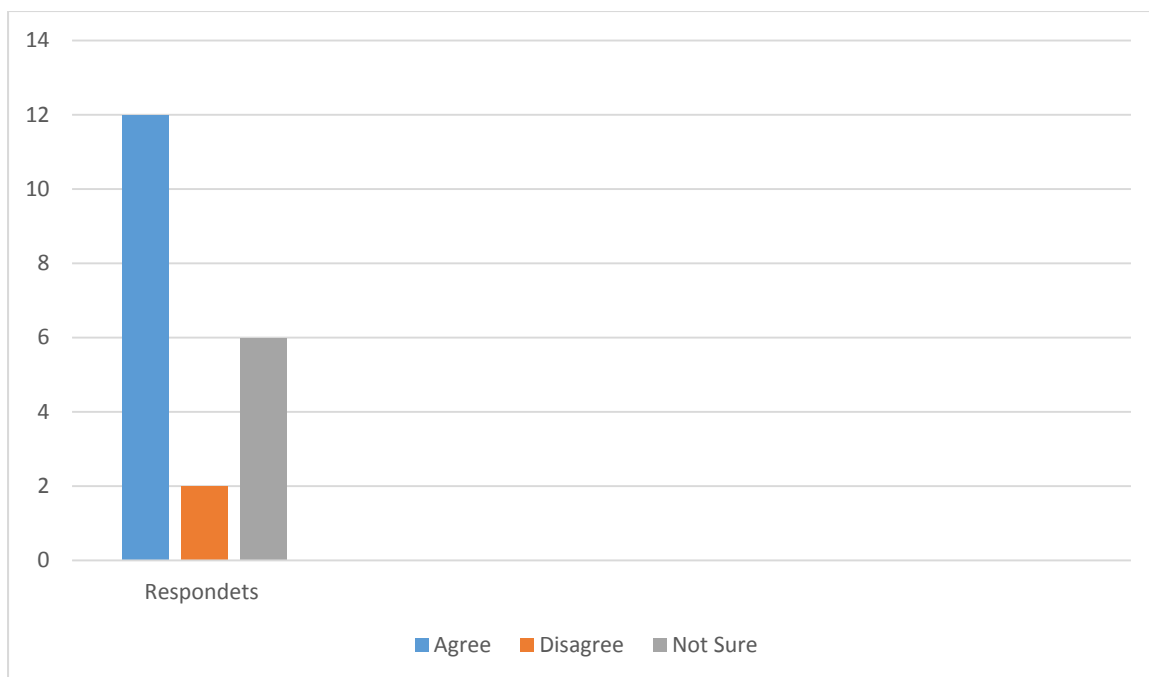


Figure 4.12: Life skills through Olympic Values Education Program.

In figure above 12(60%) of the respondents indicated that Olympic values education programme delivered through outdoor experimental education effectively instill life skills that are essential during teaching practice. 2(10%) disagreed while 6(30%) were not sure if they actually inculcate life skills that are necessary during teaching practice.

From the findings the researcher would like to establish that Olympic values delivered through outdoor experimental method effectively inculcate life skills that are important during teaching practice. These life skills have a strong bearing on positive behavior during teaching practice.

Questionnaire item number 28 is aimed at establishing the impact of the influence of an Olympic value education programme delivered through outdoor experimental methods on teaching practice. 13(65%) of the respondents indicated that the programme delivered through outdoor experimental method positively influence teaching practice. From teaching practice records at Belvedere Technical Teachers College the T.P pass rate has improved significantly as this program was implemented hence it positively improved teaching practice. 3(15%) disagreed while 4 (20%) were not sure of the implications of this intervention programme. This finding seem to contradict the researchers' assumption number 4 which say Olympic values have little significance to the teaching profession and teachers training colleges in Zimbabwe.

In chapter 2 on literature review Lioumpi (2014) in her studies on Greece children pointed out Olympic values education program contributed immensely to the cultivation of positive attitudes in pupils. Binder 2005 in chapter 2 literature review also contents that Olympism main focus is to help young people develop values associated with good behavior.

Research Question 3

Profile of responses on the extent Olympic Values Education Program can be used as a tool for moral development.

Questionnaire item number 8 is aimed at finding out the respondents' opinion on how effective is the outdoor experimental Olympic values education course in teaching some life skills using Olympic values education program as a tool for moral development

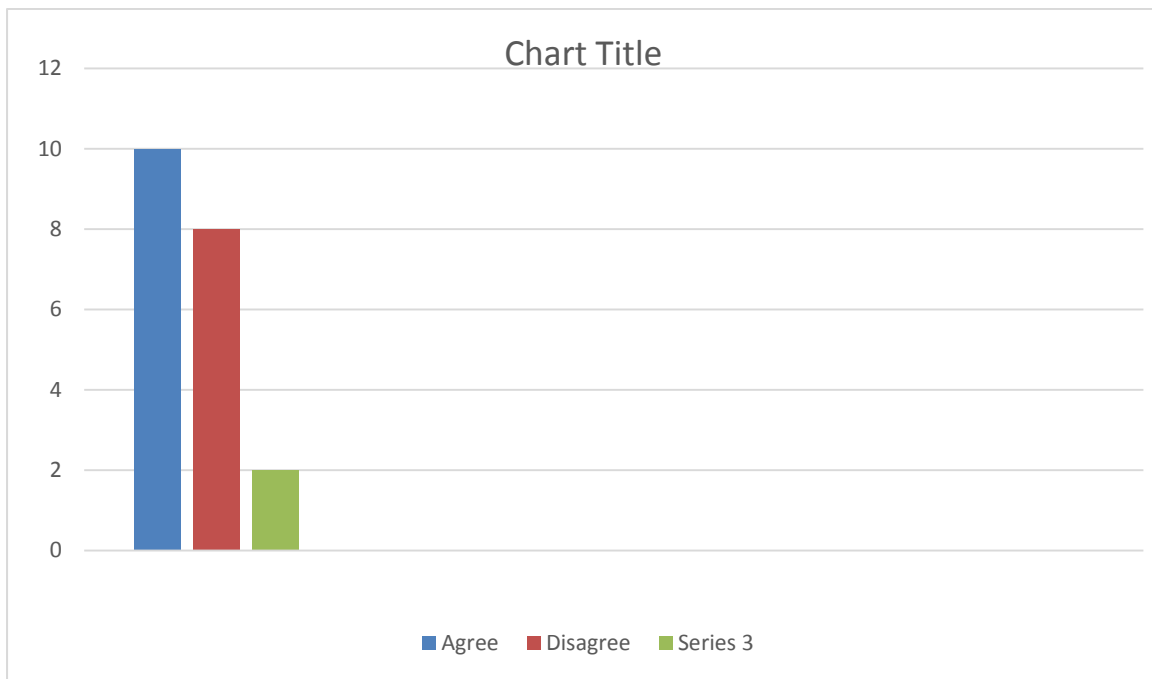


Figure: 4.13 Olympic Values as a tool for moral development

Referring to figure above 10(50%) of the respondents confirmed that Olympic value education program can be used as a tool for moral development. While 8(40%) disagreed. Their reason the issue of sustainability of the program and that they felt it can be applicable to successfully to sport settings. 2(10%) were not sure of its applicability as a tool for moral development from the findings the researcher would establish that Olympic values education program done through experimental method can be successfully used as a tool for moral development in any country. This observation augured well with the second assumption in

chapter 1 which stated the current initiatives by government through ministries of education fall short in addressing students moral values and standards according to the reviewed literature Mountakis (2017) argues that Olympic values education program have been used in different parts of the world as a tool to address morality issues in schools, colleges, universities and societies.

Questionnaire item 11

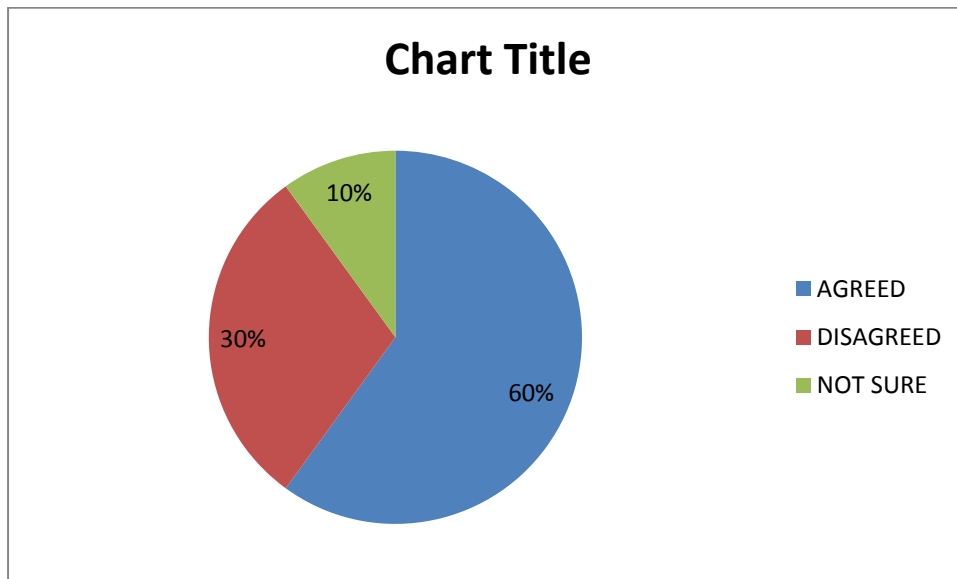


Figure: 4.14 Promotion of communication skills through Olympic Values Education

With regard to the figure above 12(60%) of the respondents agreed that the Olympic values education course delivered through outdoor experimental method promote communication skills among student teachers. 6(30%) disagreed that the course can improve communication skills while 2(10%) were not sure if communication skills can be improved by the course. From the findings above the researcher would establish that the outdoor experimental values education course improve communication skills in students. The nature of activities requires students to communicate effectively to avoid accidents and to achieve set goals, targets. This was supported by literature review when Hanford (2015) noted that the destiny of character is shaped outside the classroom. He believed that communication skills are developed effectively by problem solving and practical activities which were main activities during the course.

In response to questionnaire item number 12, 8(40%) of the respondents agreed that due to the demanding nature of the activities during the course the respondents believe that without

teamwork and help from team members one cannot successfully achieve set goals. 9(45%) believed that if team member concentrate and focus on the task it's possible to successfully achieve set goals while 3(15%) were not sure of the importance of help from fellow team members. From the findings the researcher would establish that help and support from team members is key in accomplishing set goals in life. The Olympic values education course surely promoted these values effectively. This finding contradicted the researcher's third assumption in chapter one which states that global trends and development have impacted negativity on the behavior of student teachers and leaners in general.

Table: 4; 9

Olympic value education program as a life skills tools in teachers education.

	Agree	Disagree	Not sure	None
Number of respondents	8	6	6	0
Percentage	40	30	30	0

In response to table above 8(40%) of the respondents agreed that the Olympic values education course can be useful life skills tool in teacher education 6(30%) disagree with the idea and another 6(30%) were not sure. From these findings the researcher would establish that the Olympic values education can be an effective tool that can be used as a tool to teach life skills in student teachers. The finding contradicts the researcher's assumption in chapter 1(one) which states that Olympic values education programme initiated in Europe have little significance to the teaching profession of Zimbabwe

This view is supported.

In the literature review when the IOC, (2017) pointed out that the Olympic values teach the youth skills and strategies that will help them to assume the responsibilities of global citizenship and civic literacy.

Promotion of fairns and respect for others and rules.

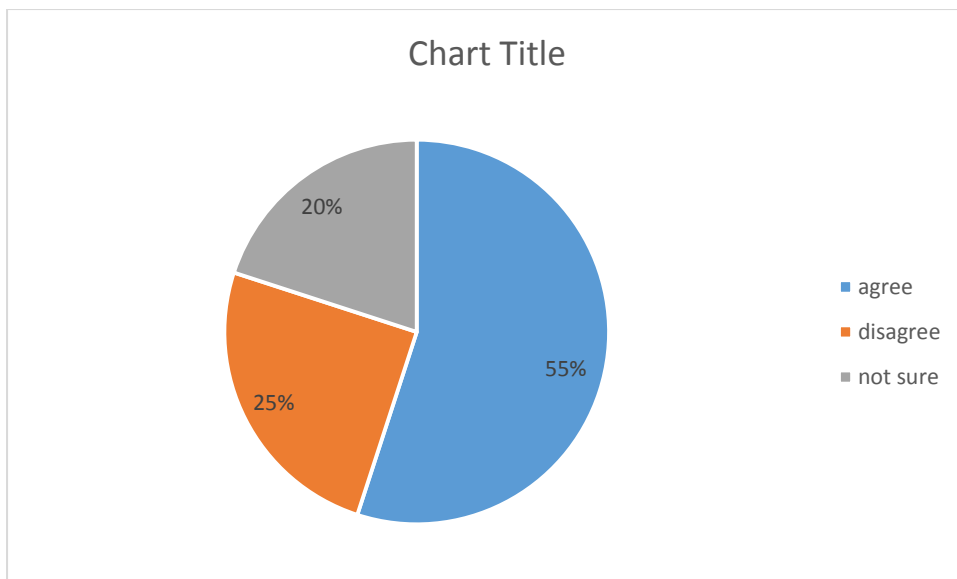


Figure:4;15Promotion of fairness, respect for others and rules

In figure above 11(55%) of the respondents indicated that Olympic values education course promote the values of the respect of others and rules in student teachers. 4(%) of the respondents did not agree while 5(25%) were not sure of the Olympic values education program promoting the value of fairness and respect for rules and others. From these findings the researcher would establish that the Olympic values education course done through the outdoor experiential method actually promote the values of fairness and respect for others and rules in in the student teachers. According to the reviewed literature, Lioumpi the main reason for the success of the Olympic values education is its respect for all cultures and its ability to promote personal peaceful behavior and international understanding. This view concurs with the researcher's assumption three (3) in chapter one which states that the global trends have impacted negatively on behavior of student teachers and learners in general.

The profile of responses on the extent of the Olympic values education program can be used as a tool for moral development in Zimbabwe. Question 24 of the questionnaire sought for respondents' opinion on the assertion that the culture of excellence can be cultivated through outdoor experiential activities.

In response to questionnaire item number 24 ,9(45%) of the respondents agreed that the culture of excellence can be cultivated through the outdoor experiential activities course while 4(20%) disagreed and 7(35%) were not sure. the researcher would like to establish that generally Olympic values education course has its roots in the value of excellence. The course fulfilled one of the core values of Olympic education. The researchers' findings

disagreed with the assumption 4 in chapter one which states that Olympic values initiated in Europe, Asia, America and some parts of Africa has little significance to the teaching profession and teachers training in colleges in Zimbabwe. Lioumpi (2015) pointed out that to excel at anything one must have or develop an extremely high level of dedication, self-discipline, passion, joy or love for what they are doing. These tenants are developed through outdoor experiential education.

Focus group discussion questions for students

Focus group discussion item number 1 Most respondents indicated that they felt overwhelmed by the experience they went through everything they learned showing that the interest for the course was very high. The researcher observed that the program had a positive impact on students.

Focus group discussion item number 4 solicited for what the respondents enjoyed about the activities. The majority of the respondents indicated that because the activities were not confined to the classroom they found it firm and enjoyable hence the popularity and impact of the method used to teach Olympic values. The researchers established that teaching Olympic values through outdoor experimental method has great results in terms of impact on behavior. This finding is supported by Hanford (2015) in chapter two literature review in which he pointed out that this course and method instills self-discipline trust worth and build character.

Referring to focus group discussion item number 7 it is observed that most students from Belvedere Technical teachers college's Physical Education department learn a lot from the outdoor experimental Olympic education course. Most students admitted that there is more in them that they did not know which is brought out by the Olympic education course.

Focus group discussion item number twelve (12) attempts to answer research question 1. The researcher observed that Olympic values education course done through outdoor experimental method teaches real life skills that are helpful during teaching practice and at workplaces this observation from the focus group interview conducted contradict the researcher's assumption that Olympic value education program has little significance to the teaching profession in Zimbabwe. However Lioumpi 2015 her studies with the Greek children pointed out that Olympic values education program is the best way to cultivate positive attitudes and behavior in youth.

Focus group discussion item number 2 and 6 attempts to answer research question. It is observed that most respondents agreed that what they learnt during the course is applicable in life and at workplace they all agreed that the skills and values were important in life. A few sections of the respondents did not agree. The researcher established that the skills learnt by the respondents helped them to be fully prepared for teaching practice the experiences helped the respondents to prepare adequately for teaching practice.

Focus group discussion item number 9 solicited respondents' view on how important in life is it to learn from mistakes and never give up in life. Most of the respondents agreed that is important to learn from mistakes because it is a life lesson they will not teach to give up. A few respondents disagreed while a further section of the respondent's undecided about.

Focus group discussion item number 14 and 15 Sought to answer research question 2(two) most respondents agreed that Olympic values education program delivered through outdoor experimental can positively influence teaching practice and has a big potential to inculcate life skills in student teachers. The researcher observed from the respondents that during the course and after teaching practice the respondents' acknowledged the importance of the course preparing them with life skills that were useful during teaching practice. The findings seem to contradict the assumption number 4 that Olympic value education program have little significance on the teaching profession in Zimbabwe.

Research Question 3

With reference to focus group discussion item 8, most respondents indicated that they learned that every person in life is very important. Their perception about friendship changed. They were also surprised by their teammate's performance. Most of the respondents discovered that they under estimated their teammates strength and ability. Some discovered that their perception about teammates was wrong. Accordingly this finding seems to consolidate the researcher's observation that Olympic education through outdoor experimental method can mold characters by developing moral values in students.

Focus group discussion item number 10 seeks to answer research question 3. In response to question 10 most of the students interviewed showed that during the activities no one was happy about being a failure, some indicated that they felt bad and some resentful. The researcher established that all of the respondents were in pursuit of excellence in every activity they would undergo. In chapter two (2) on literature review Mountakis (2017),

pointed out that the focus excellence help young people to make positive, joyful, healthy choices and strive to become the best they can in whatever they do.

Focus group discussion item number eleven (11) seeks to answer research question three (3). Most of the respondents showed that, the most important thing about the course they underwent was to learn about themselves, completing a task or activity was secondary to the respondents. The researcher established that the respondents discovered more about themselves which is very important because this helped students to adjust and were equipped with important life skills.

Interview guide for lectures

Impact of the program on student's behavior

With reference to interview guide item number 5, most respondents indicated that the Olympic value education course has positive impact on student behaviors only a few section students disagreed while another group were not totally convinced by the impact of the program on behavior the researcher established that the program has a positive impact on student behavior accordingly this finding seem to consolidate the assumption that due to bad behavior displayed by student teachers the teaching profession is compromised this has also concurred with the researchers observation who saw the need of the research.

Interview guide item number 7 seeks the respondents view on how effective is the outdoor experimental method in imparting Olympic values. Most of the respondents agreed that since the inception of the program at Belvedere Technical Teachers College they have noticed an improvement on teaching practice results. The Physical Education Department started to record the least number of failures during teaching practice. The department was noted by the teaching practice to have improved in terms of quality world and the organizational ability of the students, the study established that Olympic values delivered through outdoor experimental education improves teaching practice standards. The funding seems to contradict the researcher's assumption and number 4 Olympic values education programs initiated in Europe, Asia and some parts of Africa have little significance to the teaching profession in Zimbabwe. This has also concurred with the researcher's observation and experience that the Olympic value education programme has the ability to influence behavior change in student teachers. Researches done by Georgiadis (2009), in literature review also support the assertion.

Interview guide item number 11 and 12 seeks to answer research question 2. With reference to interview question eleven and twelve, it is observed that Olympic values education programme delivered through outdoor experimental method can positively influence teaching practice and it can be used as a tool to instill values in students.

The respondents confirmed that Olympic values education program delivered through outdoor experimental method has positively influenced teaching practice therefore they strongly recommend that it's a useful tool that can successfully be used to instill values in students. This finding agree with assumption number 2 in chapter one where the researcher assumed that the initiatives by the Government fall short in addressing student moral values and standards. The researcher would establish that the Olympic values education program delivered through the outdoor experimental method can positively influence teaching practice and it's a viable tool that can successfully be used to install values in students.

Interview guide item number 8 and 9 seek to answer research question 3 with reference to interview question 8 and 9. Most lectures interview indicated that the Olympic education program positively improves respect for rules and others. They agreed that it improves mainly other values like fairness. The researcher would like to establish that since program was acceptable by both students and lectures it would be proper to spread it to other teachers colleges for the benefit of students and teacher colleges involved.

Conclusion

This chapter discussed, and analyzed the responses given by students and lectures respondents at Belvedere Technical Teachers College in response through questionnaires, focus group interviews and interview questions that were given to them. The questionnaires, focus group interviews were able to cover and answer the research questions in chapter 1. The general findings of the research established that the Olympic values education course done through outdoor experimental method has multiple benefits to students and the teaching profession in general as discussed in this chapter. The next chapter focuses on the summary, conclusions and recommendations of this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The research was focusing on the teaching of Olympic values through outdoor experimental method. It also highlighted on the findings of the study establishing constraints that the researcher encountered during the course of the study. This research has among other things sought find out the applicability of the Olympic values education program taught through outdoor experimental method in the teaching profession and to examine how and to what extend can the program be used as a tool to correct or mold behavior in student teachers. The deterioration of behavior and moral standards in student teachers prompted the researcher to undertake this study in order to determine the extent to which the Olympic values education can impact on teacher education and how it can influence behavior change I student teachers. The aim is to come out with relevant recommendations towards solution of the problem.

This study was undertaken in consideration of the following assumptions that:

1. Deteriorating behaviors displayed by student teachers have compromised the teaching profession.
2. Initiatives by the government fall short in addressing student moral values and standards.
3. The global trends and development have impacted negatively on the behavior of student teachers and learners I general.
4. Olympics values education programs initiated in Europe, Asia, America and some parts of Africa have little significance to the teaching profession in Zimbabwe.
5. Student teachers have knowledge of Olympic values education program.
6. Belvedere Technical teachers College has not embraced the educational value of Olympism in their curriculum.

This research was conducted at Belvedere Technical teacher's college in Harare Zimbabwe. There were several limitations experienced by the research such as time and financial constraints.

Summary of findings.

Personal attributes of students.

Regarding gender of students 13(65%) of the respondents were females while 7 (35%) were males.

On age range of students -5 (25%) of the students were within 16-19yrs old, while 10(50%) were in the 20-29yrs range. 4(20%) were in the 30-39yrs age range and 1(5%) were above 40yrs.

On year of study -1(5%) of the student responses were 1st years while 2(10%) were second years students. The bulk of the students were 3rd r final students.

On marital status of student -11(55%) of the student respondents were single while 4(20%) were married. 3(15%) of the student respondents were divorced and 2(10%) were widowed.

Personal attributes of lecturers.

Age range – 1(20%) of the lecturers' respondents are range 31-40 years while 2(40%) were in the age range of 41-50 years. Another 1(20%) were between 51-60 years and only 1(20%) were above 60 years old.

On marital status of lecturers – 2(40%) of the lecturers respondents were married while 1 (20%) were widowed. Another 40% were divorced.

Educational status of lecturers

3(60%) of the lecturers respondents are degreed while 2(40%) were master's degree holder. There was no PHD holder among the respondents; this is a representation of the situation of educational qualifications regarding lecturing staff.

Sex distribution of Lecturers.

3(60%) of the respondents were male while 2(40%) were females

Responses to the thesis's three research questions were summarized as below.

Research question 1

Research question 1 is to find out that, to what extent can the Olympic Values education program taught through Kurt Hahn's outdoor experiential method influence change in behavior of the student teachers. Questionnaires 1, 2, 5, 7, 13, 14, 15, 18, 25, 26, and 27 attempt to answer Research question one.

Item 1 of the Questionnaire was to find out if respondents were familiar and aware of the Olympic values education program. The findings were 14(70%) agreed that they had knowledge of the Olympic Values Education program. 1(5%) disagreed and 5(25%) were not sure if they had enough knowledge of meaning of Olympic Values.

Item 2 of the questionnaire was to find out if most students like Olympic Values Education program. The findings were that 12(60%) of the agreed that Olympic values education program through Kurt Hahn was popular with students. 3(15%) disagreed while 5(25%) were not sure.

Item 5 of the questionnaire was to find out if Olympic Values Education program has the ability to change behavior. The findings were that 11(55%) agreed that their behavior changed because of the program 4(20%) disagreed while 5(25%) were not sure if the behavior can change as a result of the program.

Item 7 and 13 of the questionnaire was to find out if the Olympic values education program has a great impact in shaping behavior. The findings were that 9(45%) agreed that their behavior was greatly affected as a result their behavior was greatly affected as a result of undergoing through the program 7(35%) disagreed while 4(20%) were not sure if the change in behavior can be attributed to the program.

Item 14 of the questionnaire was to find out if Olympic values education program taught through outdoor experiential method can positively improve organizational ability in students. The findings were that 10(50%) agreed that it improves organizational skills. 5(25%) did not agree another 5(25%) were not sure of its impact on organization skills improvement.

Item 15 of the questionnaire was to find out if it is important to reflect on your approach when doing a challenging activity. The findings were that 11(55%) agreed while 8(40%) disagreed. 15% were not sure if reflection before doing activity is important.

Item 18 of the questionnaire was to find out if support from team member is of paramount importance during an activity and at work. The findings were that 12(60%) agreed that support from team members is very important. 6(30%) disagreed while 2(10%) were not sure of the importance of support from team members.

Item 26 of the questionnaire was to find out if the spirit of competitiveness and fair play can be positively influenced by Olympic Values Education Program. The findings were that 7(35%) agreed and 7(35%) disagreed while 6(30%) were not sure.

Item 27 of the questionnaire was to find out if Olympic values education program through outdoor experiential educational positively inculcate life skills that are important during teaching practice. The findings were that 12(60%) agreed and 2(10%) disagree

Research question 2

Research question two (2) is answered through questionnaire 3, 6, 19 and 21 and party through other questionnaires. Research question 2 is looking at how effective is the Olympic values education program delivered through Kurt Hahn's outdoor experiential method in promoting Unhu/ Ubuntu in educational practices.

Item 3 and 6 of the questionnaire was to find out if Olympic values education program promote Unhu/ Ubuntu. The findings were 13(65%) agreed that the program is good for the promotion of values/ Unhu/ Ubuntu. 4(20%), 3(15%) were not sure if the program promote values or Unhu or Ubuntu.

Item 19 of the Questionnaire was to find out if the course or activities showed that people need support from others in life or at workplaces. The findings were that 9(45%) agreed while 8(40%) disagreed and 3(15%) were not sure if the activities showed that people need help from others in life.

Item 21 of the questionnaire was to find out if positive lifestyles are promoted by the Olympic values education program. The findings were that 8(40%) agreed while 6(30%) disagreed another 6(30%) were not sure if the program promote positive lifestyle in students

Research question 3

Research question 3 is answered through questionnaire 8, 11, 12, 22, 23 and 24. Research question wanted to find out to what extent the Olympic values education program can be used as a tool for moral development in Zimbabwe.

Item 8 of the questionnaire was to find out if the outdoor experimental course taught students some life lessons. The findings were; 10(50%) agreed that truly life lessons are earned through Olympic Values Education Course. 8(40%) is agreed while 2(10%) were not sure of the impact of the program on life lessons.

Item 11 of the questionnaire was to find out if the Olympic Values Education Program delivered through Outdoor Experiential Method promotes communication skills among student teachers. The findings were; 12(60%) agreed that the course greatly improved their communicational skills. 6(30%) disagreed while 2(10%) were not sure.

Item 12 of the questionnaire was to find out if the Olympic Value Education Program delivered through Outdoor Experiential Method promote teamwork. The findings were 8(40%) agreed that the program greatly improved the spirit of teamwork. 9(45%) disagreed while 3(15%) could not tell if they could decide.

Item 22 of the questionnaire was to find out if the Olympic Value Education Program is a good life skills tool in teacher education. The findings were that; 8(40%) agreed that the program is a very useful and a good tool to be used for teaching life skills in teacher education. 6(30%) disagreed and another 6(30%) were not sure.

Item 23 of the questionnaire was: to find out if Olympic Value Education Program promotes the values of fairness, respect for others and rules in student teachers. The findings were; 11(55%) agreed while 4(20%) disagreed. Another 5(25%) were not sure.

Item 24 of the questionnaire was to find out if the culture of excellence is cultivated through the outdoor experiential activities. The findings were; 9(45%) agreed that since activities required that since activities required them to perform their best within correct execution. they greatly promoted excellence. 4(20%) disagreed while 7(35%) were not skeptical about it.

The focus group discussion for students was done to cater for information that the questionnaire would have left out. The findings from the focus group interviews were that most respondents agreed that the Olympic values education program taught through Kurt Hahn's outdoor experiential education had greatly influenced their behavior positively.

The focus group discussion item 2. The findings in summary were that the Olympic values education program taught through Kurt Hahn's outdoor method had effectively promoted Unhu/Ubuntu in teaching practice.

The summary of findings from the focus group discussion item number 3 were that the Olympic values education program can be used successfully in Zimbabwe education system as a tool to address moral decadence. Most of the respondents agreed that it was a viable and reliable to address moral development.

The summary of findings from the interviewed lecturers on to what extent can the Olympic values education program taught through Kurt Hahn's outdoor experiential education influence change in behavior of student teachers. The findings were that most lecturers agreed that it is possible to use the program successfully and on a large scale to influence positive behavior change in colleges or schools.

The summary of findings from the lecturer's interview item number 2 were that most lecturers concluded and agreed that the Olympic values education program taught through Kurt Hahn's outdoor experiential method was effective in promoting Ubuntu/Unhu in education practice.

The summary of findings from the lecturer's interviews item number 3 were that most lecturers pointed out that the Olympic values education program can be a useful tool and can be used on a large scale in educational settings as a tool for moral development.

Conclusions

Concluding this study, the researcher strongly feels that this research study clearly achieved it was set out to find. This has been done largely through addressing itself to the above mentioned research questions.

From the findings of this research study, the following conclusions were established that:

- Olympic Values Education Program in general promotes Unhu/ Ubuntu.
- Olympic Values Education Program has the ability to improve behavior.
- Olympic Values Education course done through Kurt Hahn's Outdoor Experiential method has great impact in shaping behavior.
- Experiential Outdoor method of teaching is applicable to the Olympic values education program delivery.
- The Olympic values education program delivered through outdoor experiential method promote communication skills among student teachers.
- Olympic values education program taught through outdoor experiential method positively improve organization skills and the ability in student teachers for teaching practice.
- Olympic values education done through outdoor experiential education improves teaching practice standards
- It is sustainable in teacher education to use Olympic values education program as a tool for instilling values in students.
- Olympic values education program done through Kurt Hahn's outdoor experiential method greatly positively influence life skills impartation in student teachers.
- Olympic values education program greatly influence development of positive lifestyles attitudes.
- The spirit of competitiveness and fair play in student teachers is positively cultivated through Olympic values education program.

In analyzing the responses of the interviews from the questions based on the afore said research question the researcher noted that the six assumptions in the study were invariably addressed in the ensuing discussion resulting in making the following recommendations towards solution of the problem.

Recommendations

Having established the findings of this research study and subsequent conclusions drawn as shown above, the researcher wished to draw the reader's attention to the following recommendations and their implications for further research as stated below that:

- In order to be able to successfully erase the erosion of moral values among student teachers Olympic values education through outdoor experiential method should be incorporated into the teacher education curriculum.
- Teachers colleges and Olympic solidarity should work in partnership for the success of the Olympic values education program in teacher's colleges.
- The government and private sector should be also encouraged through tax reduction incentives so that the program can be sustainable.
- Teachers colleges should research and invest more in Olympic values education program.
- Encourage the use of Kurt Kuhn in teaching of Olympic values.
- Teachers' Colleges should be in the forefront of the spreading of the Olympic values education program through Kurt Hahn's outdoor experiential.
- It is incumbent upon the ministries of education, the educators and curriculum experts to consider at each level, the nature content and scope of Olympic values education geared towards the moral values in Zimbabwe education system.
- Government to encourage curriculum developers to include Olympic values education program.
- Olympic values education program to be introduced in colleges of education in order to enhance the quality of graduates coming from colleges of teacher education in Zimbabwe.
- Olympic values education program to be taught as a necessary component of education curriculum from pre-school through primary and secondary levels teachers colleges to university level. Accordingly the Zimbabwean education system should strive to ensure that the products coming out of teachers colleges have moral values and good ethical behavior.
- There is need for inculcation of Olympic values education from early childhood to university level.

- There is need to deliberately use Olympic values education through Kurt Hahn in every sector of the economy as a tool to address the erosion of moral values among people.
- Zimbabwean government in collaboration with private partnership to establish Outdoor activity centers in all the country's thirteen provinces to sustainably support this initiative.

Implications for planners and for further research

The researcher feels that the results of this research study would go a long way in addressing some of the key issues in Olympic education if Kurt Hahn's outdoor experiential method is considered seriously by educators and sports organizations including the International Olympic Committee and the International Academy. This would largely help policy planners the education and in the field of Olympic Education, in terms of reducing cheating and educating the public in general.

These research findings would further help future research students of universities who access this document readily available in the libraries. The researcher suggest future research to expand the framework and add more independent observations which can help the researchers, the IOC, IOA, sports federations and educationists to impart Olympic values in students and athletics. Accordingly, further studies need to be carried out on other methods that make the teaching Olympic values more sustainable and enjoyable experience that can build characters and citizenship mentality in youth.

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APPENDICES

APPENDIX A

Questionnaire for students

Research topic: Teaching Olympic values through outdoor experiential education: A case of Belvedere Technical Teachers College, Zimbabwe.

My name is Fambisai Zizhou and I am studying for Master's Degree in Olympic Studies, Olympic education, organization and management of Olympic events at the University of Peloponnese. I am carrying out the study as part of the above mentioned topic. All data and information provided in this study shall be treated as strictly confidential and shall be used for the academic benefit of myself, the institution and respondents. Kindly assist by completing the questioning below.

Section A

Gender

1

Male		Female	
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2

Age Range	
16-19	
20-29	
30-39	
Above 40	

4. Academic year

1st year

2nd year

3rd year

4. Marital status

Single

Married

Widowed

Divorced

Section B

Indicate by ticking the appropriate box

STUDENT RESPONSES

		AGR EE	DISAG REE	NEUTR AL	NO T SUR E	NERV OUS	EXCIT ED	Y ES	N O
1	Belvedere teachers college students are aware of Olympic values								
2	Most students like Olympic values education programme								
3	Olympics value education programme promote unhu/Ubuntu								
4	Experiential outdoor education is fun								
5	Olympic values education programme has the ability to improve behavior								
6	Olympic values help to promote unhu/Ubuntu								
7	Olympic values education programme has a great impact in shaping behavior								
8	The outdoor experiential Olympic value education course								

	taught me some life lessons								
9	The course opened my thinking about myself, my friends or workmate								
10	After the course my confidence was restored/ raised								
11	The Olympics value education programme delivered through outdoor experiential method promote communication skills among student teachers								
12	The Olympic values education programme delivered through outdoor experiential method promote team work								
13	Olympic values education programme positively influence behavior								
14	Olympic values education programme taught through outdoor experiential method positively improve organizational ability								
15	It is very important to reflect on your approach when doing an activity								
18	The support from my team members was important								
19	The course/ activities showed that we need								

	support from other in life or at workplaces								
20	Do you agree that the Olympic values education programme an important tool in instilling values in student								
21	Do you agree that Olympic values education program positively prepare students teachers for teaching practice								
22	Olympic values education programme is a life skills tool in teacher education								
23	Olympic values education programme promote the values of fairness and respect for others and rules in student teachers.								
24	The culture of excellence is cultivated through the outdoor experiential activities.								
25	Positive lifestyles attitudes are promoted/ motivated by Olympic value education programme.								
26	The spirit of competitiveness and fair play is positively cultivated through Olympic								

	values education								
27	Olympic values education program through outdoor experiential education positively inculcate life skills that are important during teaching practice?								
28	Olympic values education program through outdoor experiential education can positively influence teaching practice?								
29	Tell me what you felt before the outdoor experiential course								
30	Did you enjoy the activities during the course								
31	During challenging activities, reaching a goal determine success								
32	How did you feel when you failed an activity			angry	bad	nervous	resentful		

APPENDIX B

Focus group discussion questions for students

Research topic: Teaching Olympic values through outdoor experiential education: A case of Belvedere Technical Teachers College, Zimbabwe.

1. How did you feel during the Olympic value education course activities
2. Can you apply what you have learned from the activities in your life or work place?
3. What lesson can you learn from this challenge/ activity/ course?
4. What did you enjoy about the activity?
5. Looking back what do you feel is the most important element of team work
6. What did you learn through this experience and how can you use it in the future.
7. What did you learn about yourself?
8. What did you learn about your team mates?
9. What would you do differently next time?
10. How did you feel when you failed an activity
11. What is more important? Learning about our self; completing the task. /activity.
12. Olympic value education done through outdoor experiential method stands as a metaphor in real life situation so what do you think these activities represent in real life situations.
13. How are you going to use all these learning points in your life?
14. Olympic values education program through outdoor experiential education can positively influence teaching practice?
15. Do you think Olympic education program through outdoor experiential education positively inculcate life skills that are important during teaching practice?

APPENDIX C

Interview guide for lectures.

Research topic: Teaching Olympic values through outdoor experiential education: A case of Belvedere Technical Teachers College, Zimbabwe.

Section A

1. Sex distribution of lecturers

Male		Female	
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2. Age distribution of lecturers

Age Range	
16-19	
20-29	
30-39	
Above 40	

3. Marital status

Single Married Widowed
Divorced

4. Educational status of lecturers

Qualification	Frequency	Percentage
Diploma		
Degree		
Masters		
PhD		

Section B

5. In your own assessment do Olympic values education programme have a positive impact on student teachers behaviour.

6 How do you value the outdoor experiential education course in terms of imparting Olympic values?

7 Do you think Olympic values education taught through outdoor experiential method has a positive influence on student behaviour?

8 Does Olympic values education program done through outdoor experiential method positively affect respect for others and rules

9 Do you think Olympic values education programme through Kurt Hahn's method improve fairness, respect for rules and respect for others.

10 From your own assessment of Olympic value education course, does it sustainably instill a culture of positive lifestyle in student teachers?

Explain:

11 Do you think Olympic values education program through outdoor experiential education can positively influence teaching practice?

12 Do you agree that the Olympic values education programs an important tool in instilling values in students

APPENDIX D

Letter of authorization.



MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND
TECHNOLOGY DEVELOPMENT
BELVEDERE TECHNICAL TEACHERS' COLLEGE
1 HARVARD ROAD, P. BOX BE100, BELVEDERE, HARARE.
TEL: 263-4-778180/2/5. EMAIL: belvederetehtc@gmail.com



All correspondence to be addressed to the Principal marked for the attention of

Your Ref:

Our Ref:

To: **Mr Zizhou**
1 Harvard Road Belvedere
Harare

RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY

We acknowledge receipt of your application to conduct a research study. This serves to grant you permission to conduct your study at Belvedere Technical Teachers' College to address the following research objectives/questions/topic:

Teaching Olympic values through outdoor experiential education: a case of Belvedere Technical Teachers' College, Zimbabwe.

It is of paramount importance to seek Assent and Consent from the Heads of Department, Head of Division, lecturers and students you are going to interview as well as administering questionnaires. We hope and trust that you will conduct the study as stated in your proposal and to strictly adhere to the Research Ethics. Failure to comply, with the above Regulations will result in Immediate Termination of the Research permit. Please note that students/learners are not to be interviewed during lessons

Please note that this permit is valid for a period of one (1) year effective 1 January 2017 to 30 March 2018.

You are furthermore requested to submit a copy of your final report of the study to the Principal, Belvedere Technical Teachers' College.

Thank you in advance

Yours faithfully

PP Vice Principal

