



**UNIVERSITY OF PELOPONNESE
FACULTY OF HUMAN MOVEMENT AND
QUALITY OF LIFE
DEPARTMENT OF SPORTS ORGANIZATION AND
MANAGEMENT**

**LEBANESE PE UNDERGRADUATE'S ATTITUDES AND PERCEPTIONS
TOWARDS THE OLYMPIC BRAND AND THE RELATION WITH
OLYMPIC EDUCATION.**

BY CHARBEL RICHA

MASTER Thesis submitted to the professorial body for the partial fulfilment of obligations for the awarding of a MASTER title in the MASTER'S Program, "Organization and Management of Olympic Events" of the University of the Peloponnese.

Sparta 2021

Approved by the Professor body:

1st Supervisor SEGUIN BENOIT/ PROFESSOR University of Ottawa, Canada

2nd Supervisor COSTAS MOUNTAKIS/ PROFESSOR EMERITUSU University of Peloponnese,
Greece

3rd Supervisor GUILLAUME BODET/ PROFESSOR University Claude Bernard Lyon 1, France

Copyright © Charbel Richa, 2019

All rights reserved.

The copying, storage and forwarding of the present work either complete or in part, for commercial profit, is forbidden. The copying, storage and forwarding for non-profit-making, educational or research purposes is allowed under the condition that the source of this information must be mentioned and the present stipulations be adhered to. Requests concerning the use of this work for profit-making purposes must be addressed to the author.

The views and conclusions expressed in the present work are those of the writer and should not be interpreted as representing the official views of the Department of Sports' Organization and Management of the University of the Peloponnese.

SUMMARY

By: Charbel Richa

LEBANESE PE UNDERGRADUATE'S ATTITUDES AND PERCEPTIONS TOWARDS THE OLYMPIC BRAND AND THE RELATION WITH OLYMPIC EDUCATION.

Under the supervision of
SEGUIN BENOIT/ PROFESSOR University of Ottawa

This study investigates Lebanese PE undergraduate's attitudes and perceptions towards the Olympic brand and its relation with Olympic Education. Qualitative study was used to gather and analyze data. Stratified random sampling was used for the research. The aimed population was PE undergraduates from different parts of Lebanon. None of the participants have been going through Olympic Education project or something related to it. The study consisted of a qualitative research with the semi-structure interviews completed with 12 participants, 4 females and 8 males aged 20 to 22 years. Also, interviewees are asked questions to better understand their knowledge towards the Olympic Movement.

Findings of this study indicate that 1) Lebanese PE undergraduates gain most of their knowledge and understanding of the Olympic Games through informal pedagogical means, whereas their knowledge and understanding of the Olympics is not specific connection with Olympism or the Olympic ideals, but they are familiar with general human values and the Olympic Games; 2) Lebanese PE undergraduates place higher meaning to the Olympic brand as the attributes that they strongly associated and found most important reflect rather the Olympic values and fundamental principles of Olympism than characteristics of major sport event.

Keywords: Olympic brand, brand consumers, Olympic Education, PE undergraduates and Olympic brand

TABLE OF CONTENTS

Summary.....	iii
Content.....	iv
List of tables.....	vi
List of figures.....	vii
Acknowledgements.....	vii
Abbreviations.....	vii

CHAPTER I

Introduction.....	1
-------------------	---

CHAPTER II

LITERATURE REVIEW

2.1. Brand and brand equity: Definition.....	2
2.1.1. Brand.....	2
2.1.2. Brand equity.....	3
2.2. Olympic brand and its marketing.....	5
2.2.1. Olympic brand.....	5
2.2.2. Marketing the Olympic brand.....	6
2.3. Consumers' attitude regarding (the Olympic) brand.....	8
2.4. Brands and Youth.....	9
2.5. The meaning of roots of Olympism and Olympic Education.....	10
2.6. Youth, Olympic Education and Olympic brand in the world.....	12
2.7. Olympic Movement, Olympic brand, Olympic Education in Lebanon.....	15

2.7.1. NOC and Olympic Movement.....	15
2.7.2. Olympic Brand and Olympic Education in Lebanon.....	17
2.8. Research topic summary.....	18

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research design, participants and data collection.....	19
3.2. Qualitative research.....	19

CHAPTER IV

RESEARCH RESULTS

4.1. Results from interviews.....	20
4.1.1. Participants background information and hobbies.....	20
4.1.2. General information about PE undergraduates and Olympics.....	23
4.1.3. Olympic Games and its associations.....	34
4.1.4. Coverage of the Olympic Games.....	37
4.1.5. Undergraduate's interest in the Games versus other forms of entertainment.....	41
4.1.6. Organization of the Olympic Movement.....	43
4.1.7. Olympic sponsor and commercialization, Olympic event and sport.....	45
4.1.8. Ethical matters and the Olympic Games.....	50
4.1.9. General interest in the Olympics and the Youth Olympic Games, recommendations to the Games.....	52

CHAPTER V

DISCUSSION AND CONCLUSIONS

5.1. Discussion and suggestions for future research.....	56
5.2. Conclusions.....	63
5.3 Recommendations to Lebanese Olympic Committee.....	65
5.4. Final statement.....	65

CHAPTER VI

APPENDIXES

6.1. Appendix I: Request letter for participation and description of the study.....	69
6.2. Appendix II: Questionnaire form.....	71
6.3. Appendix III: Individual interview semi-structural question schedule.....	77
REFERENCES.....	66

LIST OF TABLES

Table 1. Background/demographic information.....	20
Table 2. General questions on Olympics.....	23
Table 3. Olympic Games, ideals, values, symbols.....	25
Table 4. Descriptive statistics of interviewees' opinion regarding association and importance of different characteristics to the Olympic Games.....	30
Table 5. Coverage of the Olympic Games	36
Table 6. Other mediums used to follow the Olympics.....	39
Table 7. Interest in the Games versus other forms of entertainment.....	40
Table 8. Organization of the Olympic movement.....	42
Table 9. Olympic sponsors and commercialization.....	44
Table 10. Olympic sports.....	46
Table 11. Ethical Matters and the Olympic Games.....	49
Table 12. General interest in the Olympics.....	51

Table 13. Recommendations – Olympic Games..... 53

Table 14. Youth Olympic Games..... 54

LIST OF FIGURES

Figure 1..... 35

Figure 2.....36

ACKNOWLEDGEMENTS

I want to thank the IOA and its management in Olympia for the experience lived there. I want to thank Prof Georgiadis, Prof. Costas Mountakis, Prof. Guillaume Bodet and special thanks to Prof Benoit Seguin.

ABBREVIATIONS

IOA	International Olympic Academy
IOC	International Olympic Committee
NOA	National Olympic Academy
NOC	National Olympic Committee
LOC	Lebanese Olympic Committee
OCOG	Organizing Committee of the Olympic Games
TOP	The Olympic partners
YOG	Youth Olympic Games
OE	Olympic Education

Non-OE Not Olympic Education

LOCOG London Organizing Committee of the Olympic and Paralympic Games

CHAPTER I

INTRODUCTION

Nowadays, commercialization is increasingly dominating over the world. The current generation is proving to be more brand-oriented than the ones before and advertising has become very familiar part of people's everyday life. Additionally, the changes in this new era also reached the Olympic Movement. Consequently, it is essential for Olympic marketers to understand and analyze the consumers' awareness and conduct regarding the Olympic brand and also, the ways to develop it. Therefore, some scholars (Seguin, Lyberger, and O'Reilly & McCarthy 2005) discussed in their studies the Olympic brand within various cultural and consumer sections. Simultaneously, Olympic Education as another valuable part of the Olympic Movement is evolving significantly and was the main topics of the 7th and 8th IOC's World Conference on Sport, Education and Culture¹. New Zealand (based on research grant provided by the Olympic Education Commission of the New Zealand Olympic Committee), Taiwan (such as NTUS University) and other countries are good example to have universities that implemented Olympic Education in the PE curriculum. Furthermore, the creation of Youth Olympic Games showed the IOC's orientation which consist on getting closer towards the young generations and aim at influencing their attitudes in life through sports to become better human beings. The purpose of this study is to gain insights with Lebanese Physical Education undergraduate student's attitudes and perceptions towards Olympic brand and to explore the possible impact of Olympic Education. Given the few studies on this subject, the core of the literature review consists of two main sub-topics: i) the Olympic brand, and ii) Olympic education including methods and technics used to deliver programs. The literature review is followed by research questions and methodology. The results section includes the findings, which are associated in discussion and proposal for future research project, which is succeeded by conclusions, recommendations to the Lebanese NOC and final statement.

As the study took place in Lebanon, this information is believed to be beneficial to the Lebanese Olympic Committee as well as to other national and international Olympic, but also marketing organizations for other projects in the future.

¹ The exact websites with information about IOC's 8th World Conference on Sport, Education and Culture: http://www.olympic.org/Documents/Conferences_Forums_and_Events/2012-amsterdam/World-Conference-Declaration-v2.pdf and IOC's 7th World Conference on Sport, Education and Culture: http://www.olympic.org/Documents/Conferences_Forums_and_Events/2010_Durban/Durban_2010_Statement.pdf (viewed 15.10.2017)

CHAPTER II

LITERATURE REVIEW

This chapter describes some basic theories affiliated to the research topic: “Lebanese Physical Education undergraduate student’s attitudes and perceptions towards Olympic Brand and its relation with Olympic Education”.

The main purpose of the literature review cited below, is to define and explain some crucial theory linked to Olympic Movement and which are fundamental to actual analysis such as brand and brand equity, the Olympic brand and its marketing.

Also, there will be some emphasize on some previous researches’ results about consumers’ perceptions and behavior regarding (the Olympic) brand and present the relation between brands and young generation.

At last, there will be an explanation of concepts related to Olympism and Olympic Education experiences in the world and in Lebanon.

2.1. Brand and brand equity: definition

2.1.1. Brand

Brand and brand equity are two old concepts which have definitions that changed over the years, some of them from consumers’ perspective and others from owners’ perspective (Wood 2000).

Based on Wood’s article (2000) an early version of a brand definition is: “A name, term, sign, symbol, or design or a combination of them, intended to identify the goods or service of one seller or group of sellers and to differentiate them from those of competitors” (664). However, this definition faced a lot of criticism by several scholars arguing that it is too much product-oriented, and focusing on visual details. Nowadays, a brand is defined by the American Marketing Association (2017)² as following: “A brand is a name, term, design, symbol, or any other feature that identifies one seller’s good or service as distinct from those of other sellers”.

² Brand definition according to the American Marketing Association. The exact website with information: http://www.marketingpower.com/_layouts/Dictionary.aspx?dLetter=B (viewed 10.7.2017)

In this manner, the initial change in definition relies in

“... The words “any other feature” as this open the door for intangible features such as image, to be the distinction. The main value of this explanation is that it emphasizes on basic brand objective, which is differentiation. Noteworthy, brands perform in a market context where distinction is very essential. Even where monopolies exist, enterprises may decide to line up their brand(s) with an intention of competition in the future. Alternatively, the main feature of this definition is that it takes the corporate perspective instead of focusing on consumer benefits” (Wood 2000, 664)

Nevertheless, recently some marketers have argued that a brand is considered as well as a guarantee to deliver a precise set of features, benefits, services or experiences to customer regularly (Kotler & Keller, 2005). Identically, Ambler’s (1992) suggest the brand as a set of attributes that can be bought and provide satisfaction, whereat the attributes that make the brand may be real or illusory, rational or emotional, tangible or intangible. The characteristics of a brand are an invention of marketing mix and their explanation is highly subjective. Also, it is very important for the brand to stand for something that is unique and consistent in nature. Basically brand features are created through brand description as one of the brand equity’s definition below.

2.1.2. Brand equity

There are several definitions of the term brand equity which holds a connection between customers and brand producers (see Tuominen 1999, 73).

According to Aaker (1991) and Shank (2004), the term brand equity comprises various components which might render the brand more valuable. The customers start developing a certain devotion and loyalty to the brand where it increases its overall proprietary assets.

The American Marketing Association introduces the notion of brand equity by offering the following definitions³:

³ Brand equity definition according to the American Marketing Association. The exact website with information: http://www.marketingpower.com/_layouts/Dictionary.aspx?dLetter=B (viewed 11.08.2017)

- 1) "Phase used in the marketing industry to try to describe the value of having a well-known brand name, based on the idea that the owner of a well-known brand name can generate more money from products with that brand name than from products with a less well-known name, as consumers believe that products with less well-known names".
- 2) The value of a brand. "From a consumer perspective, brand equity is based on consumer attitudes about positive brand attributes and favorable consequences of brand use".

"Brand identity" is one of the fundamental building blocks in establishing the concept of brand equity. The term can be defined as a:

"Unique set of brand associations that the brand strategist aspires to create or maintain. These associations represent what the brand stands for and imply a promise to customers from the organization members. Brand identity should help establish a relationship between the brand and the customer by generating a value proposition involving functional, emotional, or self-expressive benefits". (Keller 2003, 763)

Keller (2003) suggests that in order for the customer to perceive the brand in a positive light, the associations must be unique and strong to reach high levels of brand equity. Value is perceived as an effective and efficient tool that helps the company with its marketing programs in promoting customers' satisfaction and increasing its assets. In addition, brand extension becomes an easy strategy to reinforce competition as well as supplementing trade and the distribution system. Analogously, the customer finds himself in a confident position where his/her choice depends on how easy he decodes and understands the information of the brand (Aaker, 1991).

Keller (2002, 153) suggests two approaches for how the consumer perceives the brand and the corporate strategies applied to brand equity. Aaker (1991, 17-19) has expounded on the four categories of brand assets from a managerial and corporate strategy point of view. These assets are connected to the name and symbol which can affect either negatively or positively on the value and the service furnished by the product. Correspondingly, the firm secures the indispensability of the customer's loyalty, awareness of the product, and brand associations. Also known as "customer-base brand equity", brand equity acts upon the customers' knowledge of the brand or the process by which the goods and services are exchanged. A rift can be noticed between a well-known brand due to its successful marketing strategies and a brand which fails to meet the needs of the customers.

Moreover, Feldwick (1996, 9-28) classifies the term brand equity into the following:

“From a financial point of view, when a product is sold or included in a balance sheet it provides us with the total value of a brand.

The estimate of the customer’s fidelity and loyalty to the brand where he becomes attached to what the product offers

The image the customer projects and associates to the brand, which means how the customer perceives the brand.”

Despite the various definitions, a brand comprises the goods and services that the seller or manufacturer produces. The way the customer perceives the brand defines brand equity, and branding is an important concept in developing and keeping a bond between the consumer and the brand.

In sport’s world, the connection between consumers and brand goes beyond goods and services that one produces and other consume. It is a world that combine a lot emotions (Shank and Lyberger, 2015). Sport consumers do not only rely on the brand attributes utility in their team consumption, but claim and anticipate positive and personally meaningful emotional experiences.

For instance, based on a study done in the university of Texas at Austin, seven key dimensions of emotions associated with sport team brands have been recognized; connectedness, elation, competitiveness, surprise, unhappiness and worry. Connectedness, elation and competitiveness each was positively related to sport consumer behavior. Surprise, unhappiness and worry was negatively related to it. Interestingly anger had a dual (positive and negative) relationship with sport consumer behavior. (Seunghwan Lee, 2013)

2.2. Olympic brand and its marketing

2.2.1. Olympic brand

The IOC Marketing: Media Guide (2012) states that the Olympic rings have been the most prominent symbols in the world. They played a vital role in representing the Olympic brand and shedding light on the underlying values, missions, and principles of the Olympic Movement. Furthermore, the Olympic rings are “the visual representation of Olympism, which aims to show how sport can make us all better citizens through the combination of mind, body and spirit” the IOC Marketing: Media Guide (2016,52).

“The Olympic values like excellence, friendship and respect are at the core of the Olympic brand and are based on the Fundamental Principles of Olympism, which were established more than a century ago in the Olympic Charter. These positive universal values give the Olympic brand a powerful, emotive and unique identity that transcends sport and resonates strongly with people of all ages and cultures from all over the world” (IOC Marketing: Media Guide 2012,8).

In addition, as stated by the IOC Marketing: Media Guide (2016,53) “The IOC launched a global promotional campaign in the build-up to Rio 2016 to communicate the Olympic Movement’s vision of building a better world through sport.”

2.2.2. Marketing the Olympic brand

Since its inauguration, Olympism has been recognized as a social marketing product where Coubertin was considered one of the most notable marketing figures in modern times (Chatziefstathiou 2007.77). Furthermore, as stated by Chatziefstathiou (2007, 69)

“...Coubertin may be seen as a social marketer of his era who promoted sport and physical activity in the target audience of French youth as a means to reinvigorate France and produce a stronger nation. His patriotism and faith in the Games”

Although our modern world is distinguished by its constant transformations and alterations, IOC has been organizing the way in which we perceive Olympism as a social marketing product. The Olympic brand has had great effect in structuring the basis of the modern Olympic marketing program. Hence, every commercial partner desires to have his own brand associated with the core values of Olympism (IOC Marketing: Media Guide 2012, 3). Also, “through their Olympic marketing campaigns, partners also help to promote both the Games and the Olympic values, and increase support for the Olympic athletes” (IOC Marketing: Media Guide 2016, 12).

During the 2000 Olympic Games held in Sydney, the Olympic concept was globally propagated by means of promotional programs which purveyed the theme of “Celebrate Humanity” as the fundamental message of its values. (IOC 2001, 33).

Every program has its own function that yields profits from the Olympic Marketing. For instance, IOC takes care of partnerships as its primary duty, as for the Olympic Partners, the IOC official

supplier, and the Organizing Committee of the Olympic Games also known as (OCOGs), their function is to manage sponsorships within the host country as well as ticketing and licensing programs. Broadcasting the Olympic events has a vital importance in boosting the overall revenue. (IOC: Olympic Marketing Fact File 2008, 5). Furthermore, broadcasting rights agreements “have been essential in the growth of the global popularity of the Olympic Games and the worldwide promotion of the Olympic values. (IOC Marketing: Media Guide 2016, 6).

Each brand is able to produce a certain image by displaying the customer’s awareness and visibility of the product. It is the responsibility of the IOC to broadcast everything on every social media platform such as the radio, the mobile phone and the television given the fact they are the owners of the Olympic brand states the latest IOC Marketing: Media Guide (2012, 12)

A research conducted in 2008 by the IOC asserts that the Olympic rings are the most prominent symbols in the world where 96% of the population can correctly recognize them (IOC Marketing: Media Guide 2012, 8). Furthermore, the Olympic marketing program benefits from the symbol of the Olympic rings as an extremely profitable asset.

“Successfully upholding the value of the Olympic brand is therefore essential in enter to protect the exclusive marketing rights awarded to official Olympic partners. The IOC implements a number of programs to preserve the Olympic brand and relies an Organizing Committees to protect the brand within the host country” (IOC Marketing: Media Guide 2012, 56).

“Any attempt to use the Olympic symbol without permission reduces the value and integrity of the brand. This directly impacts the Olympic marketing programs, diminishing their ability to generate revenue that is redistributed by the IOC to support athletes and sports organizations at all levels around the world”. (IOC Marketing: Media Guide 2016, 58)

Moreover, IOC (IOC Marketing: Media Guide 2012, 56) has concluded that “...Only official partners, broadcasters, licensees and non-commercial organizations of the Olympic movement are allowed to suggest an affiliation with the Olympic Games. Ambush marketing describes an attempt to unofficially create an association with the games. This damages the investment of genuine Olympic partners, and risks the organizing committee’s ability to fund the event successfully.”

As a matter of fact, a study by Seguin, Richelieu and O’Reilly (2008, 61-81) emphasize that “the value of the Olympic brand has made it attractive to ambushers and allowed it to be

threatened by a cluttered marketplace". In addition, Seguin, Richelieu and O'Reilly suggest that IOC's primary function is to tackle topics that include brand management and protection, consumer education, sponsor's right for protection, and programs endorsing the educational background of marketing communications of the National Olympic Committee (NOC). To give the Olympic brand more value, corporate partners should work on marketing strategies with IOC and NOC in order to understand the means by which they could incorporate them into their own strategies. Also, a comparative study (Seguin et al. 2005, 216-229) suggests that IOC should implement certain strategies to combat ambush marketing. Public relations programs play a pivotal role in enhancing and promoting the Olympic brand by reducing cluttering, preventing ambush marketing, and solidifying the brand which strengthens its value (Seguin et al. 2008, 17-20)

Previous studies were successful in accomplishing these strategies. The London 2012 organizing committee along with the Paralympic games limited ("LOCOG") have managed to attain a document that offers specific information about the role and status of marketing rights which were implemented in The Olympic games held in London in 2012 and the Paralympic games in the UK (LOCOG 2010⁴).

Same in Rio Games," in order to support marketing activities and stop any unauthorized association with the Olympic Games Rio 2016 and/or the official brands, the Rio 2016 Organizing Committee has implemented an extensive brand protection programme". (IOC Marketing: Media Guide 2016, 59)

Different documents during the last decade have been established to combat ambush marketing and the security of the brand within the Olympic movements. These documents include the (Olympic marketing fact file, Olympic movement marketing history, marketing reports of each Olympics since Sydney 2000 and media guides since Beijing 2008) which can also ensure appropriate sponsorship and valuable partners in maintaining and sustaining the Olympic legacy.

Olympic property faces many risks like ambush marketing and cluttering despite the fact Olympic brand protection programs strive to eliminate these threats. Therefore, improvements is a must for the Olympic brand management.

⁴ Information on London 2012's UK Statutory Marketing Rights. The website with exact information: <https://www.olympic.org/london-2012> (viewed 23.8.2017)

2.3. Consumers' attitude regarding (the Olympic) brand

It is of primary importance to keep a healthy relationship between the marketer and the consumers in order to maintain their fidelity and loyalty. This section will investigate how the consumers perceive and behave towards certain brands.

The Olympic and the Olympic brand have succeeded in receiving complimentary reviews regarding its image and value as well as flattering associations made by the consumers (Seguin et al. 2008). Moreover, the Olympics have managed to compete with and attract general interest more than the FIFA World Cup because the Olympics takes into account every gender, race, nationality, and social status. It instills in the consumer's mind a special place which reinforces the Olympic brand. Cluttered environments have the ability to distort the consumer's ability to distinguish between the official and non-official sponsors in which he finds it hard to determine the level of sponsorship. Thus, the consumer's decision relies upon how one perceives sponsorship and whether one is able to accept or support official sponsors. Nonetheless, ambush marketing in general does not concern consumers.

Seguin et al. remarks that most of the times the consumers relate the Olympics to events that are not sport-related, it represents something much more than a sporting event. The Olympic brand reflects treasured ideas such as peace, security, friendship, sportsmanship, and campaigns striving to eliminate racism and violence throughout the world.

2.4. Brands and Youth

"Youth marketing" is a term used by marketers to promote their brands by targeting young groups within the age range of 12 to 34. Because of the thorough research conveyed by young people in identifying and rejecting marketing messages which may not be credible, it makes it a challenging task for marketers to persuade these groups to buy their products and establish a stable relationship. However, there are ways for marketers to lure such groups in delivering their brand messages. The voice and tone of communication are key elements in marketing relevant products and services. Marketing plans tackle several components that might be of interest among youth such as music, sports, fashion, video games, and technology, etc. TV, magazines and online websites are tools that Youth marketing strategies resort to. Youth's expectations have changed nowadays where they seek entertainment, interaction and knowledge through online platforms.

Archetypal youth marketing strategies endorse music, entertainment, sports, and events marketing, in addition to school and college programs, product sampling and influencer marketing⁵. In order to promote their brands, marketing techniques take into account the groups that are more susceptible to false advertisements. These advertisements are represented in popular movies, famous TV shows, fast food restaurants ads, and toy action figures. (Robinson, Brorzekowski, Matheson & Kraemer 2007)⁶

In our modern world, advertising has become a major tool in influencing younger audiences. Several studies show that brands persuade young people in altering their modes of behavior and thinking. Brands produce high impacts on their identities and social skills (Roper & Shah 2007)⁷, how they perceive their image and body (American psychological association 2004)⁸, as well as their eating habits (Robinson, Brorzekowski, Matheson & Kraemer 2007)⁹

However, it has been proven that requests by youth for advertised products decrease as they mature. Youth-oriented audiences tend to become more critical about their purchases and less susceptible to media advertising as they grow up. Gender also tends to have a role in a youth's thought process when requesting an advertised product. In most cases, boys are more persistent in their requests than girls.

After all, our current generations have developed enough knowledge of the desired brands in which they became acquainted with their various options and products. It is inevitable in our modern world to stay committed to one brand, youth base their expectations on the thoroughness of their research. If the brand offers better terms and conditions, as well as affordable qualities of its products then the consumer feels as if he is the one controlling and interpreting the brands' intentions and advertisements. Youth feel the need to take their own

⁵ According to Wikipedia about "marketing". the exact website with information: http://en.wikipedia.org/wiki/youth_marketing (viewed 23.12.2017)

⁶ Article by Robinson et al. (2007) "effects of fast food branding on young children's taste preferences". The exact website with information: <https://jamanetwork.com/journals/jamapediatrics/fullarticle/570933> (viewed 2.8.2017).

⁷ Article by Roper & Shah (2007) "Vulnerable consumers: the social impact of branding on children". The exact website: <http://www.emeraldinsight.com/doi/abs/10.1108/02610150710822339?journalCode=eoi>(viewed 6.7.2017)

⁸ Article by American psychological association (2004) "Driving teen egos—and buying—through branding". The exact website with information: <http://www.apa.org/monitor/jun04/driving.aspx> (viewed 6.7.2017).

⁹ Article by Robinson et al. (2007) "effects of fast food branding on young children's taste preferences". The exact website with information: <https://jamanetwork.com/journals/jamapediatrics/fullarticle/570933> (viewed 2.8.2017).

decision nowadays instead of being forced to pick something they do not desire to have.(Roper & Shah 2007)¹⁰

2.5. The meaning and roots of Olympism and Olympic Education

Baron Pierre De Coubertin, (2000a, 548) one of the pioneering figures in the Olympics has concluded that Olympism is:

“Olympism is not a system; it is a state of mind. The most widely divergent approached can be accommodated in it, and no race or time can hold an exclusive monopoly on it”.

The meaning of Olympism in the Olympic Charter (2007, 11) have changed several years later to:

1. ‘Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles”.
2. “The goal of Olympism is to place sport at the services of harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity”.

Ancient Greek cities such as Delphi, Olympia, and Epidaurus were the siege if the earliest large-scale athletic competitions known as the Olympic Games. In fact, the classical world idealized health and beauty. Greek and Romans built gymnasiums and stadiums in their cities alongside their temples and incorporated the Olympic Games in their religious ceremonies. Art from antiquity represented nude gods, goddesses and heroes and their idealized form displaying their strong and fit athletic bodies; their philosophers preached moral virtues and healthy lifestyles by asserting that being of sound mind can only come from having a healthy body states the United States Olympic Committee (USOC) 2001(1-2).

The Olympic Games were reintroduced to the modern world in 1896 by Pierre de Coubertin, a Frenchman who attributed France’s loss of the Franco-Russian war in 1870 -1871 to

¹⁰ Article by Roper & Shah (2007) “Vulnerable consumers: the social impact of branding on children”. The exact website: <http://www.emeraldinsight.com/doi/abs/10.1108/02610150710822339?journalCode=eoi>(viewed 6.7.2017)

the bad physical condition of his fellow Frenchmen and saw a need for physical education programs in France. (USOC 2001, 23-25),

His first step in establishing the French physical education program was to look at the physical condition of young people from neighbouring countries. He found children in Germany and England were generally fit and active as a result of annual sporting competitions held by schools and communities in these countries. Following these discoveries, Coubertin chose to revive the Olympic Games as an international sporting event aimed at promoting the values of Olympism, international cooperation and peace, and an opportunity to establish a sports-based Olympic education program in schools (Naul 2008, 24).

Yet, in 1918, Coubertin saw a need to elaborate on the aims of the modern Olympic Games and dispel the confusion and misunderstandings around the Olympic Movement.

“This Olympic pedagogy which I recently said was based at once on the cult of effort combined on the cult of eurhythm – and consequently on the love of excess combined with the love of moderation – is not sufficiently served by being glorified before the world once every four years in the Olympic Games. It needs permanent factories. The Olympic factory of the ancient world was the gymnasium. The Olympiads have been renewed, but the gymnasium of antiquity has not – as yet, it must be” (2000b, 217).

And in 1961, Coubertin’s vision of a regulated Olympics educational center was consolidated when the International Olympic Committee and Ioannis Ketases, founded the IOA, the International Olympic Academy, in Olympia in Greece Naul (2008, 30-32). To this day, the IOA regularly hosts trainings and seminars on specific Olympics and sports topics targeted at different groups (Georgiadis 2007, 23-26); also educational programs have been implemented, such as the latest Master program on Olympic studies¹¹.

Not only does the IOC promote Olympic education, it also raises awareness and encourages Olympism and Olympic values through actions such as the establishment in 140 National Olympic Academies worldwide since 1983. The IOC education programs manifest also in the form of educational requirements introduced in 1994 that the IOC places on cities competing to host the Olympics. Two IOC actions are targeted at the youth: the first is the Olympic youth camp that was held for the first time in Tokyo in 1963 and has been held ever since concurrently with the Olympic

¹¹ The exact website with information: <http://ioa.org.gr/masters-degree-programme/> (viewed 1.08.2017).

Games; the second is the Youth Olympic Games YOG which have been held for the first time in 2010.

Pierre de Coubertin saw the need for physical education but didn't coin the term "Olympic Education"; instead Muller titled Coubertin's 1992 book on the subject as "Pédagogie sportive". The term "Olympic Education" wasn't introduced until the 1970s by researcher Norbet Muller. (Muller 2000, 4).

Muller and Bronikowski (2005, 29) have both come to the conclusion that Olympism consists of the human values and ideals that have been internationally adopted by sports over the centuries and that these ideals should be the basis on which Olympic education is designed. It should also be noted that the values on which our civilization is built are dynamic and have evolved and changed over time, Muller in his article "Can Olympism survive?" (1998a, 35-37) notes that Olympism and Olympic ideals have successfully kept up with these changes and that Olympic education has positively adopted the emerging values such as equality of the sexes, environmental goals and the empowerment of disabled athletes among others.

2.6. Youth, Olympic Education and Olympic brand in the world

Olympic education has to be approached in different respects depending on the age group of students in questions.

Rychtecky and Dovalil (2007, 159-160) conclude that incorporating Olympic education across an entire curriculum is the best way to promote it and extend knowledge on the values of Olympism such as anti-discrimination, anti-doping policies, fair play, accepting victory and loss.

Muller states that older children and students in secondary school can be taught the constituents of Olympic values as part of their math, languages, international studies, sociology, and human sciences curriculums; while in the case of primary school children it should be incorporated in programs such as arts and music classes, physical education periods, religion and language, history and geography.

Organizing Olympic days is also a strategy that can be employed for the promotion of Olympic values: Activities such as games as well as discussion and seminars on the ancient Olympic Games, the Olympic movement, the history of the modern Olympic, new policies and innovation. The future of the Olympics can all also be part of a successful Olympic day.

Muller (2000) also states the importance of capitalizing on an athlete's fame and celebrity in the goal of Olympic education for the youth. He speaks about the great influence of media on the young and that by concentrating coverage on the coming-together and cooperation of nations as players and as spectators, a sense of unity can be transmitted to the young. People, especially the young, can also be made to feel the Olympic spirit and the international friendship of the games when the focus is put on the venues, on the athleticism of the players. The mutual admiration of international players can promote a message of peace; the good sportsmanship of the winners towards the losers can educate children on values of respect. The whole of the Olympic spectacle, from the opening ceremony to the games and the closing ceremony, according to Müller (Muller 2000), can be used for the purpose of education.

“Teachers should reflect upon the ways they contribute to the distortion, dilution and re-construction of Olympic history and knowledge. Irrespective of their intentions, given the significance of teachers in young children's lives they play a conspicuous role in contributing to the preservation, promotion and commercial gain of the Olympic enterprise. The challenge is not to discourage such efforts, but to build upon overall understanding by adopting critical perspectives addressing all Olympic and Olympism issues rather than just those that focus on the positive aspects of the Olympic movement” (Kohe 2010, 491). In addition, a study conducted in New Zealand on PE teachers concluded that combining attitudes and values and the philosophy of Olympism might provide a meaningful pathway for future physical education.

Therefore, the emphasis on providing future physical educators with an Olympic education based on values of Olympism during their undergraduate's studies would be mandatory, especially that he/she would represent a big part of youth educational process. Noteworthy, the information transmitted to young generations might have a major influence on their attitudes, behaviors, and awareness regarding any topic they will face in their life.

Furthermore, perhaps the internet is the newest and most effective form of media that is mostly consumed by the youth. Olympic educators have taken note of that and use the internet to their benefit by popularizing information on the Olympics through their websites and adding games and information, with the help of the Olympic Museum, to entice and educate a young audience. Local information of Olympic committees are always provided through social media pages and up to date websites of National Olympic Committees in different countries; a look at the British Olympic

Committee websites¹² provides a good example of how games, information, events, and other tactics can promote the Olympics and Olympic values. (Moragas Spa 2001)

As a part of a Teaching Values program, the Olympic education expert, Deanna Binder has developed an “Olympic education toolkit” comprised of various activities aimed at children from 8 to 18 years old. The toolkit is both useful to teacher and students as it employs a number of teaching methods, which can be beneficial to students with many learning styles, such as individual learners and group learners. The toolkit relies most heavily on active learning as opposed to passive learning (Binder 2007, 10) but contains reading, writing, listening and creating activities. Physical activity is a big part of the Olympic toolkit, but also are debates on discussions on sports and dance, on international cooperation and new Olympism. In addition, after its first edition in 2001, the Olympic values education programme (OVEP) was again published in 2016. It was supported with digital, as well as a training and workshop programme.

Studies mentioned below have shown that a successful implementation of Olympic education programs in schools is dependent on the availability of space for physical activity as well as the accessibility of adequate gear and kits for the many different games. Another vital factor demonstrated by a Greek study (Grammatikopoulos, Hassandra Koustelios & Theodorakis 2005), is the importance of the value given to Olympic programs by school administrations, and the slot of education time they are willing to allocate for Olympic programs within their schedules, either through the increase of school hours or physical education periods. (Kellis, Goudas, Verdanakis. Digelidi & Kioumourtzoulou 2007). The need to increase the number of physical education hours taught in schools, highlight the important role of physical educators in youth learning process.

Noteworthy, some scholars suggest that most forms of education could claim it aims to assist individuals and collectives to lead flourishing and virtuous lives. Such aims arguably refer to the cultivation of human conducts that can lead persons or groups to excel intellectually socially, emotionally, physically and spiritually while simultaneously seeking to behave in virtuous, moral, equitable and ethical ways. In a movement context (PE, sport, physical activity) some scholars suggest that the philosophy of Olympism may provide an opening to a ‘flourishing life’ (Chatziefstathiou & Muller, 2014; Parry, 2007).

A 2007 (Rychtecky & Dovalil 2007) and a 2011 study (Steven 2011), have both shown that youth are more familiar with the Olympic games than with Olympism or the Olympic ideals;

¹² The exact website with information: <http://www.olympics.org.uk/education.aspx> (viewed 15.11.2017)

and that media plays the biggest part in promoting knowledge of the Olympic games. The families and friends of children also contribute to this knowledge but, school, universities and formal education seem to play a very small role in educating young generation about Olympic principles.

Data has also shown that youth place a lot of importance and value on the Olympic Games and as a result, find the Olympic ideals, such a non-discrimination and enjoyment of the game, fair play; interesting, valuable. However, such principle seems to children as easy to understand because children learn most effectively through play and sports and that seems especially true for younger kids (Bronikowski 2005, 30-32). On the other hand, older kids need to be taught such values by more skilled physical educators who are also capable of effectively implanting the ideals of the Olympics.

For these reasons, the IOC has developed programs such as the Olympic values education programs that aim to educate the youth on Olympic values. Such programs are also employed to promote the health benefits of sports and exercise to children (Sithole, Binder & Gabet 2006, 133-143) and greatly affect the interest of children in Olympic games and the values of good sportsmanship (Kabitisi, Harahousou, Arvaniti & Mountakis 2002). Therefore, Olympic Education through its educational program is promoting Olympic values within young generation which will consequently influence the awareness regarding the brand inside the society. A Number of outside factors may affect the effectiveness of such projects, studies have shown that family can play a part in IOC programs and that girls generally benefitted more than boys from such projects.

The promotion of Olympic values can also be done through sponsors. However, studies such as Rezende 2008 have demonstrated that Olympic values programs that are offered by sponsors are usually employed more to the benefit of the sponsors themselves. It seems as though Olympic sponsors use their promotional programs to easily market their products and their services to children, who are otherwise protected from such advertising schemes. One way to combat this problem is to remove the confusion as to what exactly the sponsor's Olympic value education programs are, to inspect the content and elements of the project offered and make regulations that limit the self-advertising aspect of sponsor programs.

2.7. Olympic Movement, Olympic Brand, Olympic Education in Lebanon

2.7.1. NOC and Olympic Movement

Country such as Lebanon which has an NOC recognized by the IOC which never had a chance to be a host country for the Olympic Games and maybe will never have, still has also work to do regarding the Olympic Movement.

This later task is related directly to the Olympic brand in the country. In Lebanon as many other countries the NOC is affiliated to the International Olympic Movement, and it tolerates to abide by the provisions of the Olympic Charter and the World Anti-Doping Code, and abide by the decisions of the International Olympic Committee (IOC). Thus, the Lebanese NOC pledges to support and promote sport ethics, fight against doping, and take into consideration environmental issues. Adding to that, it undertakes to respect all articles of the Olympic Charter and the texts, and bylaws relating to these articles.

Based on the LOC Bylaws, the aim of the Lebanese Olympic Committee is to promote the Olympic values and ideas, promote the Games, and protect the Olympic symbols, support the athletes, coordinate with federations and many other tasks. It takes the Olympic Charter as basis for its goals, actions, and bylaws, and more precisely the provisions stipulated in its bylaw and in the bylaws of the Olympic Charter, taking into consideration the laws and regulations in force in Lebanon that does not contradict with the Olympic charter and rules of the International Federation recognized by the International Olympic Committee. The responsibilities of the Lebanese Olympic committee are clearly defined in their Bylaws, they are divided to two levels, local and international.

On the local level, the main responsibilities of the NOC consist on ensuring the respect of the content of the Olympic Charter to the fullest in Lebanon, and to abide by all the decisions of the International Olympic Committee and the International Federation recognized by the International Olympic Committee, as well as to keep sane and harmonious relations with the local authorities, taking into consideration the local laws and regulations that does not contradict with the Olympic charter. In addition, promote, develop, protect and propagate the Olympic Movement and the principles of Olympism, as well as the spirit of sports ethics; fight against violence and racism.

Also, the Lebanese Olympic committee has to launch sports cultural programs, and strive to implement them in the physical education curricula adopted in all the educational institutes, establish an Olympic Academy with Olympic education as aim, found a national Olympic museum as national memory for Olympism and supervise both institutions. Thus, Promote and develop

sports on all levels, ensure training courses that aim to prepare and develop administrators, coaches, and athletes.

Furthermore, the committee has to organize activities aiming for peace, reviving women's sports, and dealing with environmental issues. Last but not least, the Lebanese NOC use the national laws to protect the Olympic mottos (flag and symbol), and the words "Olympic" and "Olympiad", and their derived words, and prohibit their use for commercial purposes or other purposes not related to the Olympic movement.

As on the international level, the responsibilities of the Lebanese NOC includes presenting annual reports of its activities to the IOC, and to the relevant governmental authorities in Lebanon.

The Lebanese Olympic committee has to maintain independence, and resist all sorts of political, legal, religious, and economical pressures that could impede the application of the Olympic charter and keep good connection and cooperation with the Lebanese government.

2.7.2. Olympic Brand and Olympic Education in Lebanon

The values cited above seems to be the essence of a powerful and significant brand that extends beyond sport. Hence, the responsibilities mentioned before, if applied, they represent the main assets of a positive brand equity. However, unfortunately they seem to be so idealistic and perfect when it comes to the actual situation of the Olympic brand equity in Lebanon.

In first place, based on information given by employees inside the NOC, the communication methods used by the committee are too old (only press release) which is one of the reasons why they have limited access on bigger number of audience, consequently no promotion of the brand. Also, there is no study found that provide information regarding the level of awareness or type of associations of Lebanese community regarding the Olympics or Olympic brand. In addition, there are no Olympic museum, Olympic Academy or Olympic education programs in Lebanon, thus making the connection between youth and the Olympic movement challenging.

Thus, it is assumed that the knowledge of sport community in Lebanon regarding the Olympics, the Olympic movement, Olympic values, Olympism or Olympic properties is very low. Accordingly, it is difficult to assess the level of Olympic brand equity within the Lebanese society. This may be the reason why only one company that is a national sponsor of the LOC. As for the fans, their contributions are limited and modest. Therefore, the only income of the NOC is from the Olympic

solidarity and another small amount from a personal cash box of the committee. However, even though it is limited, the money received from Olympic Solidarity is spent equally.

It is also interesting to mention that Lebanon has always been divided into two major sections, religion and politics. As such, the LOC's executive board reflects the current situation.

Yet, new members were recently elected on the Lebanese Olympic Committee recently which hopefully will implement objectives such as sending students to the Master's degree program in Olympic studies and other studies related to sport management, and also, send young ambassador to live the experience of Olympism and spread it afterwards.

In addition, the committee usually collaborates regularly with the Anti-Doping associations to keep control over their athletes on a monthly basis. Not to forget of course the Olympic day festival that the NOC is in charge of organizing it every year.

As for the protection of Olympic properties, the Lebanese NOC with help by the national laws forbid the usage of any of the Olympic property.

Given the information provided above, it can be assumed that Olympic brand equity in Lebanon is low. However, to increase it, there must be a brand awareness strategy by the NOC itself, which could be spread within the educational sector (schools, institutions, universities) or during different social or sport events related to the Olympics. Such interventions may be a way to reach large audience within different age categories especially if they are delivered by experts who have good social media and communication skills. It is assumed that once the audience (i.e. fans, participants, coaches, student, teachers, officials, etc.) become bigger, the brand would become more valuable and would attract more sponsors which consequently would influence positively the perceived brand quality and brand loyalty.

Finally, the NOC is the only one in charge of controlling the management of the Olympic brand in Lebanon, which give them an enormous power and control over all national sports and furthermore expand their power to influence other sectors which would become dependent of them not the other way round. Unfortunately, due to the low level of brand equity, it seems that the NOC in Lebanon doesn't fulfil their role in protecting this equity. In other term, the work done by the Lebanese NOC was not enough

2.8. Research topic summary

The purpose of this exploratory study is to gain insights into the attitudes and perceptions of Lebanese undergraduate students of Physical Education undergraduate's towards Olympic brand and to explore the possible relation with Olympic Education.

Although a lot of studies emphasized on the importance of Olympic Values in youth education, the number of investigations on young generation and their attitudes toward the Olympic brand is not enough to create a complete picture of how the youth view the Olympic. Noteworthy, some researches have stressed the influence that physical educators have on young generation.

In Lebanon, Olympic Education has never existed neither in schools nor in universities. Therefore, this research will approach the undergraduate's students of physical education departments from different universities, and gain some insights into their level of awareness and attitudes towards the Olympic brand. Which I believe will open the doors for future deeper researches about what can relate to Olympic Education and Olympic Brand.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research design, participants and data collection

The current study is using qualitative research design. This type of method was used to provide insights into determining attitudes and behaviors of undergraduate PE students regarding Olympic brand and Olympic Education.

The data was collected using semi-structure interviews. Stratified random sampling was chosen for participants because this divides the aimed population on the basis of one or more characteristics.

The aimed population was PE undergraduate youth aged 20-22 from different universities of Lebanon. It is important to mention that none of the participants took part in an Olympic education project in the past. Noteworthy, three of the universities from which the students were selected were private and one was public. More detailed information about the research will be presented with the results.

To gather the participants, four different universities in four different regions of Lebanon were approached. Researcher contacted universities in person and sent request letters with description of the study to the directors in charge, where on response all of them gave their permission to conduct the research in their universities.

3.2. Qualitative research

The interviews of the qualitative research were realized on 12 adults, including four females and eight males. The data was gathered using one on one semi structured interviews led by researcher. The questions in the schedule (see appendix C) were prepared in a way to stimulate discussion. Interviews included the following parts: general questions on Olympics, the Olympic Games, ideals, values and symbols, television coverage of the Olympic Games, other media used

to follow the Olympics, organization of the Olympic movement, Olympic sponsors and commercialization, Olympic sports (sports that are considered as the most and least interesting), ethical matters and the Olympic Games, general interest in the Olympics, Olympic education, and in the end some proposals for the Olympics. All interviews were held after university lessons in quiet areas inside the campus, and each interview took between 40 to 60 minutes. Also, all interviews were executed by the researcher in person.

To conserve reliability and honesty of the study, the researcher kept away all kind of leading questions, which could give the interviewee ideas or hints about how to answer or what was expected as a significant answer.

CHAPTER IV

RESEARCH RESULTS

The results from this research are divided into the following sections: participants i) background information, interests and hobbies; ii) Olympic Games and its associations; iii) coverage of the Olympic Games; iv) interests in the Games versus other forms of entertainment; v) organization of the Olympic movement; vi) Olympic Sponsors and commercialization; vii) Olympic events and sports; viii) ethical matters and the Olympic Games; ix) General interest in the Olympics and the Youth Olympic Games and; x) recommendations.

4.1. Results from interviews

4.1.1. Participants background information and hobbies.

Table 1. Background/Demographic information

1. Likes and dislikes	4 main interest/free-time activities: <ul style="list-style-type: none">● Hang around with friends.● Sport.● Music (either listening or playing some instrument).● video games.● Traveling.
2- Television	Watching TV: Average: 6,08 h/w
3- Internet	Using Internet: Average: 50h/w
4- Main purpose for using internet?	Main purpose for using internet: <ul style="list-style-type: none">● Social media usage(whatsapp, facebook, viber, skype, instagram, twiter, etc)● Watching videos from youtube● Study and work related● Watching series and documentary.● Researches, reading news● Video games

5- Other media sources?	<p>Read newspapers:</p> <ul style="list-style-type: none"> ● On daily bases: half ● Once a week or less: few ● Not at all: some <p>Read magazines:</p> <ul style="list-style-type: none"> ● Weekly: one ● Once a month or less: half ● Not at all: some
6- Sport(s) played	<p>Sport(s) played the most:</p> <ul style="list-style-type: none"> ● Soccer, basketball, ski <p>Also mentioned: dance, gym, gymnastic tennis, rugby, horseback, kung Fu, athletics, and taekwondo.</p>
7- How many hours per weeks you are physically active/you train?	Age group 20-22 is physically active: 10 h/w in average
8- Number of years participated in sports?	<p>Number of years participated in sports:</p> <ul style="list-style-type: none"> ● Less than 10 years: almost half ● More than 10 years : half
9- Level of competition	<p>Level of competition:</p> <ul style="list-style-type: none"> ● Recreational: majority ● In competitive level: few <p>Mainly recreational.</p>

In total, 12 young people from age 20 to 22 years participated in this study. The participants were from different regions of Lebanon divided as follows: six from the north, six from

around the capital. They all lived in urban regions. Also, all interviewees' country of origin was Lebanon, some of them had a part time job, they were all PE undergraduate students.

All together there were 6 men and 6 women from four different universities. The interviewees never had any kind of Olympic education nor assisted to any conferences related to Olympic movement or Olympism. The average age of the participant was 21 years.

The majority indicated that what they like the most was spending time with friends, followed by other hobbies like traveling, sports, music and video games. They are physically active for an average of 10 hours per week and soccer was the most played sport followed by basketball, tennis, ski, dance and gym. All interviewees mentioned that they have been participating in sports whether recreationally or competitively. In general, interviewees proclaim to be more interested in doing sports themselves than watching sport on television (TV) or attending sport events as a spectator.

It was also found that participants spent an average of 6 h/week watching television, mainly following series and shows, but the biggest time was spent using Internet "almost all day". As for internet usage the average is 50 h/week, whereas main reasons for using it are social media application (WhatsApp, Facebook, Instagram, twitter, viber, skype, YouTube, etc.), searching for information, researches, watching series and documentary, playing video games, for university and/or work-related matters. The majority did not watch TV every day, but Internet was used daily. Regarding other media sources, newspapers were said to be read often (almost every day), although some mentioned that they did not read newspapers at all; magazines were read rarely (once a month or less).

4.1.2 General information about PE undergraduates and Olympics

Table 2. General questions on Olympics

<p>1. Have you heard of the OG? How?</p>	<p>Heard of the OG from social media, TV (majority) and from friends, university, work and parents (many).</p>
--	--

<p>2. Do you know why OG exists? Why OG?</p>	<p>Why OG exist:</p> <ul style="list-style-type: none"> ● More or less half know why, where or how OG started ● Some knows something about why OG exist ● Few don't know why OG exist
<p>3. What the Games represent to you? What comes to your mind?</p>	<p>Association with the Games:</p> <ul style="list-style-type: none"> ● Grand sport event/competition ● Most associated sport is athletics <p>Also mentioned: fun, Olympic flame, mascots, tension, cheering for national team, crowd, important.</p>
<p>4. Do you like OG? Why or why not?</p>	<p>Positive v. negative emotions regarding the OG:</p> <ul style="list-style-type: none"> ● Like the OG: majority because: tension, excitement, a lot I happening, high level athletes and results, good image, global aspect ● Don't like the OG: none ● Not a big fan: few
<p>5. What the Games mean you?</p>	<p>Meaning of the games to interviewees:</p> <ul style="list-style-type: none"> ● Mostly a big sport event/festive: ca half ● Few cheering for national team ● Few highlights and high level sport ● Few have no particular meaning/connections
<p>6. Dreamt of participating in the Olympics? Why or why not?</p>	<p>Rather fifty-fifty</p>

<p>7. To go to OG as a spectator? Why/Why not? Why would it be special?</p>	<p>Majority would like to go to OG as a spectator, mainly because of the atmosphere and to be part of it. Minority is not interested to visit the OG as a spectator.</p>
<p>8. Do you talk about the Games with people around you? Why?</p>	<p>Majority talks about the OG during the event with their friends and few with family. Minority doesn't talk about the OG with people around them.</p>
<p>9. Discussed Olympics at university within your class? If yes, what were the conversation about?</p>	<p>Some discussed the Olympics in university and some did not. Half</p>

All interviewees mentioned that they have heard about the Olympic Games (OG) from social media, TV, university and from their entourage. However, most of them knew very little about why the Games existed, where they began or why it was called the Olympic Games. The first relation that many of interviewees made with the Games was that it is a mega sport event. Others mentioned global, Olympic flame, tension, cheering for national team and crowded. Also, some particularly linked the Games with athletics.

In addition, for more personal meaning of the Olympics, interviewees did not indicated anything different than already mentioned regarding the Games.

The majority of respondents indicated that they liked the OG mostly because of the pressure and buzz it carries, but also for its universal aspect, great image, high level athletes, results and the fact that a lot (of action) is happening during the Games. In addition, it was mentioned that given the chance, they would definitely attend the Olympics as a spectator to feel the atmosphere and get involved in this one of a kind event. However, dreaming about participating in the Olympics

was not widespread though half mentioned that they have dreamt at one time of participating in the Games. However, many saw the Olympics to be rather distant and not part of their dreams.

Most of the interviewees indicated that they talked about the OG during Games time with their friends mostly and few with their parents. Also, they mentioned that they have discussed the Olympics at university during some classes and at work. Only a few said that they did not talk about the Olympics with people in their entourage, nor have they discussed about the Olympics at university (or at least did not remember doing so).

4.1.3. Olympic Games and its associations

Table 3. Olympic Games, ideals, values, symbols

<p>1. Symbols you associate with the Olympics?</p>	<p>Symbols that associate with the Olympic:</p> <ul style="list-style-type: none"> ● Rings: majority ● Flame: half ● Big stadium: some ● Flag, torch, wreath, a lot of people: few ● Medals, mascots, birds: one
<p>2. Showing the Olympic rings – what does this symbol mean? Meaning of 5 rings, their colors, why interviewed – does he/she know?</p>	<p>Meaning of the Olympic rings (5 rings, colors, intertwined):</p> <ul style="list-style-type: none"> ● Knows the meaning of the symbol: half (“colors of most countries flags, united rings- united countries, friendship games, 5 rings- 5 continents”: “I guess the rings represent the continents and they are intertwined because the world comes together for the Games”) ● Knows more or less the meaning of the symbol: some (“Olympic Games, a lot of countries and nations and competitions between them. Why 5 rings- don’t know. Why intertwined- don’t know. Colours represent –

	<p>continents?); “rings represent the continents; intertwined don’t know, the colors- don’t know”)</p> <ul style="list-style-type: none"> ● Don’t actually know the meaning of the symbol
<p>3. Values/Important things in life for him/her?</p>	<p>Values:</p> <ul style="list-style-type: none"> ● Loved ones (mainly family, but also friends): majority ● Being happy, good relationships, good job: some ● Complacency/satisfaction with oneself, harmony: few <p>Also mentioned: education, health, home and feeling secure, community where one lives, personal aims (like in sport)</p>
<p>4. Have he/she heard about Olympic values? If not, what could be important to the Games?</p>	<p>Heard about Olympic values and ideals:</p> <ul style="list-style-type: none"> ● Haven’t heard: majority ● Maybe something: little ● Have hear: none <p>Suggestions: important things for the OG:</p> <ul style="list-style-type: none"> ● Peaceful and friendly behavior and atmosphere: almost half ● Fair play and respect between everyone: some mentioned ● Good organization: few ● To set and follow the rules: one <p>Suggestions: important things for the athletes:</p> <ul style="list-style-type: none"> ● Fair play: some ● To do personal best: some ● Represent well their country: some ● To show ones skills: few ● Participate: few

<p>5. OG characteristics.</p>	<p>NB: I used here the descriptive method to explain interviews results and marked down here the ones which were over 8.</p> <p>Also, I mentioned some of comments participants made.</p> <p>Associations:</p> <p>The strongest association undergraduates have with the Olympic Games is with characteristics like:</p> <ul style="list-style-type: none">● Global (there are a lot of people together)● Countries (all countries together)● Participation (related to the Olympic slogan all athletes take part of it)● Medals● Striving (everyone strive very hard to get there and do their best)● Television (most of the people watch it via TV; I don't really see everything via TV, but still)● Fair competition (it isn't always fair, not anymore become of doping cases it must be fair play there it should be but isn't always)● Festive (because of all there ceremonies.● Sponsors (you don't travel to Olympics and pay for itself, a lot there already getting to the Olympics means: you have to have sponsors)● Multicultural (a lot of cultures are involved)● Honorable (there are a lot of people together, it is really an honor to get there and it means that you need to be a lot better than the rest to get there together, it is really an honor to get there and it means that you need to be a lot better than the rest to get there)● Rare● Regulation (athletes need to follow the rules, you can't really bluff there, very important)
-------------------------------	---

- Humanity (people's emotions, etc.)
- Being the best (everyone goes there with the idea to be the best; I think everyone wants to be there the best)
- Publicity (it is everywhere; when it happens it is everywhere)
- Amity (friendship) (good relations between countries, all nations come together and are friendly to each other, people there must be friendly)
- Celebration
- Belonging (because they all belong together; I think athletes has this feeling)

Importance:

The most important characteristics to the OG in participants opinion are:

- Athletes (if there wouldn't be any athletes, there wouldn't be the event; it's all about them)
- Training (very important)
- Love for sport (very important, if you don't love to do sport then you probably won't even get there (to the Olympics))
- Fair play (it is very important at Olympic Games)
- Honesty
- Respect
- Justice (there has to be justice otherwise it is pointless to compete there; the referees need to be justice)
- Health (because of health problem; many athletes has been failing al Olympics, so it is very important)
- Competition
- Olympic traditions (these are still kept alive like lightening the flame, but I guess many of old traditions are forgotten)

- Team work (depend of the event, but if it is rowing example with in a par the I think it is very important)
- Distinctivness
- Integrity
- Culture (there are a lot of cultures together)
- Certainty (you have to be confident to get there.)
- Winning (is important, but not the most, it is said that winning is not the most important thing but I think it is for athletes, everyone wants to win)
- Personal best
- Dedication (it is quite important for sport and big events like this)
- Participation (participation is more important than winning, it may be important to the athlete himself, but if you are not that popular and good, then for others it is not important, if nobody participates then there are no OG)

The least important characteristic to the OG is dishonesty.

However, it has been also marked as quite important as well and the comment was that “cheating is not good, but if it becomes a problem, then it is important to the OG.

The most symbols related to the Games were the Olympic rings and the Olympic flame. Other words mentioned included big stadium, flag, torch, and wreath, a lot of people, medals, mascots and prizes. The majority of the interviewees knew more or less the meaning of the Olympic symbols.

Next, the participants were asked to nominate what they value the most in their life. It was found that family, friends, being happy and having good relations, having a good job were amongst the most important things to them. Interestingly, when asked about Olympic ideals and values, most have never heard about them. However, when asked to discuss what they felt was important for the Olympics and the competing athletes they suggested; to have peaceful and

friendly behavior, atmosphere, fair play and good results during their participation, represent a good image of their countries were highlighted as most important.

Table 4. Descriptive statistics of interviewees’ opinion regarding association and importance of different characteristics to the Olympic Games.

	N	Minimum	Maximum	Mean	Std Deviation
How “a chance to escape” associates with Olympic Games	12	0	8	1,82	2,442
How “amitié” associates with Olympic Games	12	3	10	7,36	2,111
How “European” associates with Olympic Games	12	0	5	2,36	1,804
How “being the best” associates with Olympic Games	12	5	10	7,73	1,849
How “belonging” associates with Olympic Games	12	5	10	7,27	1,737
How “immodest” associates with Olympic Games	12	0	3	1,27	1,272
How “Lebanon” associates with Olympic Games	12	2	10	6,27	2,796
How “Celebration” associates with Olympic Games	12	4	10	7,36	2,157
How “Commercialization” associates with Olympic Games	12	1	10	6,55	2,659
How “reserved and unfriendly” associates with Olympic Games	12	0	9	5,55	2,806

How “corrupt” associates with Olympic Games	12	0	7	2,00	2,145
How “Sponsors” associates with Olympic Games	12	7	10	8,73	1,191
How “certainty” associates with Olympic Games	12	0	10	7,00	2,608
How “pleasant” associates with Olympic Games	12	2	10	7,18	2,857
How “countries” associates with Olympic Games	12	8	10	9,55	820
How “dedication” associates with Olympic Games	12	4	10	7,09	1,856
How “regulation” associates with Olympic Games	12	4	10	7,91	2,023
How “cultivate” associates with Olympic Games	12	2	9	5,73	2,370
How “rarity” associates with Olympic Games	12	4	10	8,09	1,814
How “fair competition” associates with Olympic Games	12	5	10	9,00	1,183
How “festive” associates with Olympic Games	12	5	10	8,82	1,601
How “global” associates with Olympic Games	12	9	10	9,91	,302
How “honorable” associates with Olympic Games	12	7	10	8,55	1,293

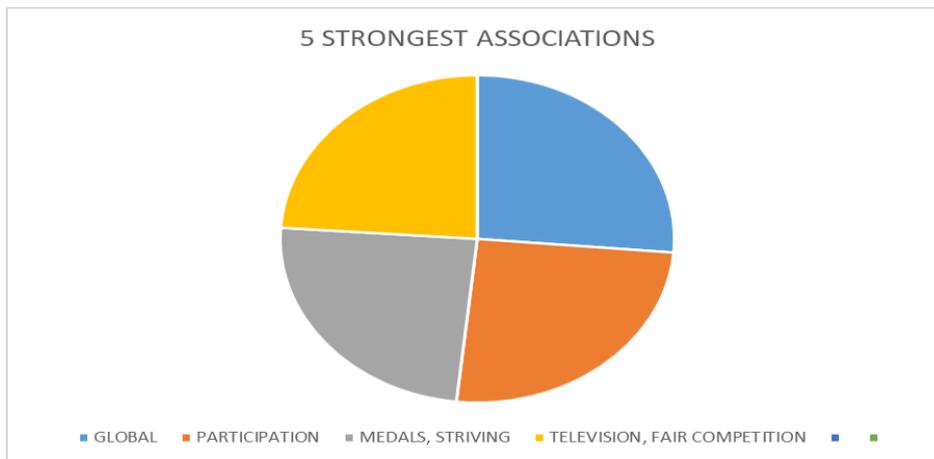
How “humanity” associates with Olympic Games	12	5	10	7,73	1,794
How “medals” associates with Olympic Games	12	8	10	9,18	,874
How “multicultural” associates with Olympic Games	12	3	10	8,55	2,115
How “peace” associates with Olympic Games	12	3	10	7,18	2,401
How “participation” associates with Olympic Games	12	8	10	9,55	,820
How “nationalistic” associates with Olympic Games	12	2	10	8,64	2,803
How “Personal” associates with Olympic Games	12	0	9	5,45	2,697
How “political” associates with Olympic Games	12	0	7	4,64	2.501
How “Publicity” associates with Olympic Games	12	2	10	7,64	2,618
How “self-centered” associates with Olympic Games	12	0	7	2,82	2,483
How “pretentious” associates with Olympic Games	12	0	8	3,27	2,867
How “parade” associates with Olympic Games	12	2	10	6,55	2,544
How “striving” associates with Olympic Games	12	8	10	9,18	,874

How “television” associates with Olympic Games	12	7	10	9,00	1,095
How important is “love for sport” to Olympic Games	12	8	10	9,55	,688
How important is “money” to Olympic Games	12	2	8	5,27	1,794
How important are “athletes” to Olympic Games	12	8	10	9,64	,674
How important is “commercialization” to Olympic Games	12	2	7	4,36	2,014
How important is “competition” to Olympic Games	12	5	10	9,00	1,483
How important is “certainty” to Olympic Games	12	4	10	8,36	1,748
How important is “culture” to Olympic Games	12	6	10	8,45	1,293
How important is “losing” to Olympic Games	12	0	10	4,55	2,979
How important is “dedication” to Olympic Games	12	5	10	9,09	1,578
How important is” “distinctiveness to Olympic Games	12	5	10	8.58	1,128
How important is “training” to Olympic Games	12	7	10	9.64	924

How important is “ attainment” to Olympic Games	12	5	10	7,55	1,089
How important is “ Fair play” to Olympic Games	12	8	10	9,55	688
How important is “ Excellence” to Olympic Games	12	4	9	7,27	1,555
How important is “ Rarity” to Olympic Games	12	4	10	7,82	1,779
How important is “winning” to Olympic Games	12	6	10	8,27	1,191
How important is “honesty” to Olympic Games	12	8	10	9,55	,820
How important is “integrity” to Olympic Games	12	7	10	8,45	1,036
How important is “justice” to Olympic Games	12	7	10	9,18	1,168
How important is “sharing” to Olympic Games	12	5	10	7,64	1,748
How important is “participation” to Olympic Games	12	2	10	8,00	2,720
How important is “fun” to Olympic Games	12	6	10	7,82	1,168
How important is “personal best” to Olympic Games	12	5	10	8,18	1,779
How important is “respect” to Olympic Games.	12	8	10	9,18	874

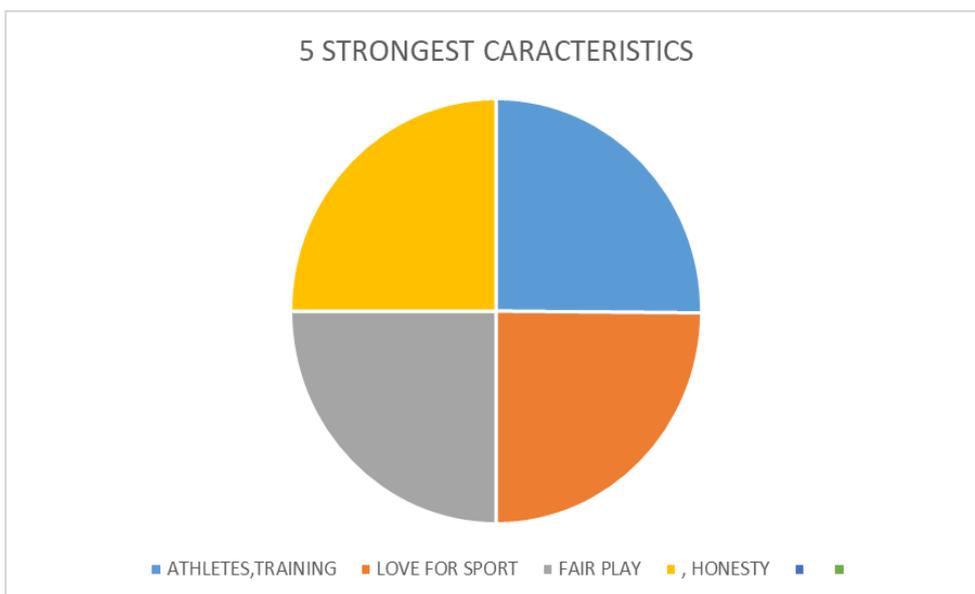
How important is “Health” to Olympic Games	12	8	10	9,09	701
How important is “Parade” to Olympic Games	12	3	9	6,91	1,578
How important is “Olympic traditions “to Olympic Games	12	7	10	8,91	1,221
How important is “Team work” to Olympic Games	12	5	10	8,82	1,471
How important “Dishonesty” to Olympic Games	12	0	6	1,27	1,849

Interviewees were also asked to evaluate a number of words/associations and the importance of different characteristics to the Olympic Games (see appendix B). In order to facilitate interpretation of the results, the statistical software SPSS was used to generate descriptive statistics. The characteristics associated with the Games with a Mean greater than 7 (M>7) and their importance with a Mean greater than 7 (M>7) were identified as most important



The strongest associations made with the Olympics are characteristics like global (M=9.91; SD = 0.31) commenting “there are a lot of people together, countries (M=9.55; SD = 0.82) saying “all countries are together”; participation (M=9.55; SD=0.82) commenting that it is “related to the Olympic slogan”, and also because “all athletes take part of it”. Also, results indicate that they strongly associate with characteristics such as medals (M=9.18; SD = 0.88), striving (M=9.18;SD=0.88) pointing out that “everyone are striving very hard to get there and do their best”; television (M=9.00;SD=1.10) reporting that “most of the people watch it via TV”, and saying

that “I don’t really see everything via TV, but still>>> (it is highly associated with the Games)”; fair competition (M=9.00;SD=1.19) commenting that “it isn’t always fair”, and “not anymore because of doping cases” or that “it must be fair play there” and that “it should be, but it isn’t always”; festive (M=8,82;SD=1.60) explaining “because of all these ceremonies”; sponsors (M=8.73;SD=1.19) arguing that “you don’t travel to Olympics and pay for it yourself” or just simply that “there are a lot of them there” and that “already getting to the Olympics means you have to have sponsors”; multicultural (M=8.55;SD=2.12) explaining “a lot of cultures are involved”; honorable (M=8.55;SD=1.30) commenting that “there are a lot of people together” and “it is really an honor to get there and it means that you need to be a lot better than the rest to get there”; and rarity (M=8.09;SD=1.82). still well associated characteristics, but in a little bit less extent in interviewees opinion are regulation (M=7.91;SD=2.03) reporting that “athletes need to follow the regulation” and that “you can’t really cheat there” or just regulation is “very important” there; humanity (M=7.73;SD=1.80) bringing out “people’s emotions”; being the best (M=7.73;SD=1.85) saying “everyone goes there with the idea to be the best” and also that “everyone wants to be there the best”; publicity (M=7.64;SD=2.62) commenting that “it is everywhere” and further that “when it (Olympics) happens it is everywhere”; amity (M=7.36;SD=2.11) appointing “there are good relations between countries” and that “all nations come together and are friendly to each other” and also that “people there must be friendly”; celebration (M=7.36;SD=2.16); belonging (M=7.27; SD=1.74) explaining “because they all belong together” and that “I think athletes have this feeling”; pleasant (M=7.18;SD=2.86); peace (M=7.18;SD=2.40); dedication (M=7.09;SD=1.87) and certainty (M=7.00;SD=2.61)



The most important characteristics to the Olympics in interviewees opinion were athletes (M=9.64;SD=0.68) expressing that “if there wouldn’t be any athletes, there wouldn’t be the event” and that “it’s all about them”; training (M=9.64;SD=0.93) saying that it is “very important”; love for sport (M=9.55;SD=0.69) commenting that it is “very important, if you don’t love to do sport then you probably won’t even get there (to the Olympics)”; fair play (M=9.55;SD=0.69) saying that “it is very important at Olympic Games”; honesty (M=9.55;SD=0.82); respect (M=9.18;SD=0.88); justice (M=9.18;SD=1.17) commenting that “there has to be justice otherwise it is pointless to compete there” and that “the referees need to be justice”; health (M=9.09;SD=0.70) expressing that “because of health problems, many athletes has been failing at Olympics, so it is very important”; competition (M=9.00;SD=1.48); Olympic traditions (M=8.91;SD=1.22) saying that these are still kept alive like lightening the flame, but I guess many of old traditions are forgotten”; team work (M=8.82;SD=1.47) explaining that “depends of the event”; distinctiveness (M=8.55;SD=1.13); integrity (M=8.45;SD=1.04); culture (M=8.45; SD=1.29) concluding that “there are a lot of culture together”; ‘certainty (M=8.36; SD=1.75) explaining that “you have to be confident to get there”, ‘winning’ (M= 8.27; SD= 1.19) saying “(it) is important, but not the most” and “it is said that winning is not the most important thing, but I think it is for athletes” and that “everyone wants to win”; personal best (M- 8.18; SD= 1.78); ‘dedication’ (M=8.09; SD= 1.58) commenting that “it is quite important for sport and big events like this”; and ‘participation’ (M= 8.00; SD= 2.72) expressing that “participation is more important that winning”, but also that “it may be important to the athlete himself, but if you are not that popular and good, them for other it is not important (to see that athlete participating)” and ultimately “if nobody participates then there are no Olympic Games”. Also important characteristics of Olympics, but in a little bit less extern in participant opinion are ‘rarity’ (M= 7.82; SD= 1.79); ‘fun’ (M= 7.82; SD= 1.17); ‘Passion’ (M= 7.73; SD= 1.90); ‘sharing’ (M= 7.64; SD= 1.75); ‘attainment (M= 7.55; SD= 1.81); ‘excellence’ (M= 7.27; SD= 1.56).

The least important characteristic in the OG in interviews is ‘dishonesty’ (M= 1.27; SD= 1.85). However, it was also mentioned as quite important and the comment was that “cheating is not good”.

4.1.4. Coverage of the Olympic Games

Table 5. Coverage of the Olympic Games

1. Do you watch the OG? Why/why not?	<p>Watching the Olympics from TV:</p> <ul style="list-style-type: none"> ● Yes: majority because: tension & excitement, cheer for national athletes, highlights, uniqueness, to learn the technique and behavior.
2. What channel do you watch the OG?	Majority follows the Olympics via Eurosport, some uses Olympic channel and few other channels.
3. What do you like the most when you watch the OG on TV, on application?	<p>Positive sides of watching the Games via TV:</p> <ul style="list-style-type: none"> ● The main positive aspect of watching the Olympics via TV is that the you get a better overview and it is brought to your home (some), also you see the replays (few) and hear comments from experts (few) ● Also (one) the weather doesn't affect you, you can do many things at once or don't actually need to do anything and you can have the overview of many events at the same time.
4. What do you like the least when you watch the OG on TV /application?	<p>Negative aspects of watching the OG via TV or through application:</p> <ul style="list-style-type: none"> ● There are too often commercial breaks: few ● Can't choose yourself what events to follow(tv): few ● The atmosphere is not the same as at present: one <p>However, half of interviewees couldn't point out nothing that disturbs them when watching the Olympics via TV or Application.</p>
5. Most likely watching the Games with...	Majority of interviewees watches the OG with their friends, only few mentioned watching is alone or with family.
6. What could make the Games on TV more interesting for you?	<p>Interviewees suggestions to make the Games more interesting on TV:</p> <ul style="list-style-type: none"> ● Live or instant interviews with winners or stars after the event: few ● Broadcast from inside the Olympic village: few ● More expert comments: few

	<ul style="list-style-type: none"> ● more events on one screen: one <p>Many didn't point out anything or mentioned that there is no need to change anything</p>
7. Where are you most watching the OG?	Most likely everyone watches the Olympics in a café or at home.
8. Is there enough coverage of the OG? Why/why not?	<p>Majority of interviewees believes there is enough coverage of the OG and all is fine the way it is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One comment was made “when there are some very interesting competitions taking place at the same time, I wish there would be more channels”. <p>One has mentioned that maybe there is even too much coverage – during the games nothing else is basically broadcasted.</p>
9. What interest you the most when you watch the Olympics?	<p>What interest interviewees the most when watching the Olympics:</p> <ul style="list-style-type: none"> ● Sport competitions, mainly athletics events (short lasting events and finals are the most interesting ones): majority. ● Cheer for national athletes : few ● Ceremonies: few ● Follow star-athletes and winners, few.
10. If you were to pick one sport only to watch which one would it be?	<p>Most preferred sports to follow:</p> <ul style="list-style-type: none"> ● Athletics: majority ● Ski : few ● Soccer and tennis : one

Most of interviewees watch the Olympics at home or in cafes, mainly with friends and sometimes alone or with family. The majority mentioned that they like to watch the Olympics on TV, mainly because of the pressure and emotions that accompany, also for the chance to

encourage for national athletes. Furthermore, a group of interviewees pointed out that they watch TV during the Olympics more than normally. Interviewees discussed that they follow the Olympics only on Eurosport since the local channels does not broadcast.

Table 6. Other mediums used to follow the Olympics

<p>1. Have you ever visited the official Olympic Internet sites to obtain information on the Olympics? If yes – frequency?</p>	<p>Majority has never visited the official Olympic Games internet sites.</p> <p>However, some has visited the official sites, during the Games and quite seldom for some university project.</p>
<p>2. Do you read the newspapers, magazines to get information on the Olympics? If yes – frequency.</p>	<p>Reading the newspapers, magazines to get information on the Olympics frequency:</p> <ul style="list-style-type: none"> ● No : few. ● When it catches my eyes, very seldom: few ● Yes, always: few ● Yes, during the Games sometimes.

Noteworthy, some interviewees mentioned that they got the Olympic channel and use it to follow the games, while others have not even heard about the channel neither the application.

The advantage of watching the Olympics from the application was that one gets a better overview of the Games right easily: ‘you get to see replays and hear comments from experts’. While not many aspects were stated on the coverage of the Games on TV, mainly not being able to choose which events to follow were somehow annoying.

More of the participants believed that the amount of coverage of the Games was “fair”. One comment made was: “when there are some very interesting competitions taking place at the same

time, I wish there would be more channels”. However, it was also mentioned that sometimes there is even too much coverage as during the games nothing else is basically broadcasted.

The most interesting part of the Olympics for most of the participants was the sport competitions itself and mainly ‘athletic events’ (track and field), whereas short lasting events and/or finals were the most interesting ones. However, some mentioned also cheering for national athletes, ceremonies and in to a less extent star-athletes and winners.

It was interesting to note that some of undergraduates visited the official Olympic websites especially during the Games, while others the others have read something about the Olympics from newspapers and magazines when it catches their eyes.

4.1.5. Undergraduate’s interests in the Games versus other forms of entertainment

Table 7.Interest in the Games versus other forms of entertainment

<p>1. Interest table:</p> <p>Other activities v. OG</p> <p>Other sport v. OG</p>	<p>Olympic Games and other activities:</p> <p>Big number of interviewees answered here that they prefer to watch the OG except when it comes to practice sports themselves, go out with friends, travel and play video games.</p> <p>However, at the same time many mentioned that preferences are associated with the fact that Olympics take place so seldom. And also, in some cases it was an easier choice to just watch the Olympics than to do something different which is maybe not really their main interest anyway.</p> <p>Olympic Games and other sport events:</p> <p>Most interesting sport events to Lebanese PE undergraduates are summer Olympic Games, winter Olympic Games, European football championships, and FIFA World cup, more or less equally. Popular are also Lebanese Basketball championship, FIS alpine world ski and World champions of athletics.</p> <p>Olympics are mainly popular because it is such a grand event. Also, as athletics is popular in Lebanon and often most associated sports to Summer Olympics –</p>
--	--

	<p>it makes summer Olympics highly important. Winter Olympics also associates with one of Lebanese sports skiing. Soccer is also a popular sport in Lebanon. Interviewees high interest in basketball is related to the fact that in 2002, 2006, 2011 Lebanese basketball national team participated in the world championships. In addition, local teams also participated in international championships and won several titles. Therefore, the sport as such has been very popular.</p> <p>Overall, many of interviewees mentioned that their interest in different sport is related to the sports they practiced themselves or to sports that are more popular and actual in the country in general.</p>
<p>2. Is there any difference between the OG and other sports events?</p>	<p>Majority of interviewees believes that there is a difference between the OG and other sport events, saying that the OG is grander and it takes place more seldom than other sport events, it is more global, it has its history and traditions and more sports.</p> <p>Nevertheless, it was also expressed that the difference between the Olympic and other sport event is mainly in which sport someone likes more no other reason.</p>
<p>3. Do you think the OG is more important, as important as, or less important to stage than competitions mentioned above? Why/Why not?</p>	<p>More than half of interviewees believes that the OG are more important than other sport events, because it is grander, takes place more seldom, it has its traditions and also athletes seems to give more effort to get there. Additionally, it has its program and it joins the whole world.</p> <p>Some feel that the Olympics are just as important as any other sport event and it was also mentioned that it is less important than other sport events in personal perspective.</p>

When asked about their interests in the Games versus doing “other things”, most of the interviewees preferred to watch the games except to do sports, to travel, to go out with friends or to watch series. At the same time, many mentioned that the Games preferences are also associated with the fact that they are a rare event. Also, in some cases it was an easier choice to

just watch the Olympics than to do something different which is maybe not really their main interest anyway.

When asked to examine their level of interest in selecting sport events it was found that Summer Olympic Games, European Football Championships, and FIFA World Cup, were more or less of equal interest. Other popular events mentioned were Winter Olympic Games, athletic world championship, NBA and tennis tournaments. According to interviewees the Olympics are mainly popular because it is such a mega event.

Overall, many of the participants admitted that their interest in different sport events was related to the sports they have participated themselves or to sports that were more popular in the home country in general.

Regarding the importance of the Olympics Games and other sport events: more than half of interviewees believe that the Games were more important than other sport events, because “it is large, takes place more infrequently, it has traditions and history”. It was also recognized that athletes seemed to give more effort and work really hard to get there (to Olympic Games). Further, high credit was given to opening and closing ceremonies of the Olympics, and to the fact that athletes from all over the world meet and compete there. Still, some felt that the Olympics were just as important as any other sport event and it was also mentioned that it was less important than other sport events.

4.1.6. Organization of the Olympic movement

Table 8. Organization of the Olympic movement

<p>1. Does the OG have any relevance to you outside of the Games themselves? If so, what? (Do they know that the Games are the blend of sport, culture, education, concern</p>	<p>To participants the OG is rather just a sports competitions that any bigger meaning.</p> <p>Though the Games relate to undergraduates with traditions, peace between the countries, cultural program, nationalistic feelings, global reach and co-existence of all these different sport events, they enjoy the most the sporting side of the event.</p> <p>Comments:</p>
--	--

<p>for the environment? Is it their interest?)</p>	<ul style="list-style-type: none"> ● “No relevance outside of the Games themselves. I’ve heard that is blended of culture etc., but don’t know much about it”. ● No relevance outside the Game itself. Fact that the Games are the blend of sport, culture, education, concern for the environment makes them more valuable, but it doesn’t affect me to follow them more.” ● “Yes, it has its traditions and other events etc., But when follow it from distance the most important is still sport. But in general I like all about it”. <p>Majority of interviewees didn’t know that Olympics is a blend of sport, culture, education. The same applies to their interest in it – Only few of them heard about it and are interested.</p> <p>Comments:</p> <ul style="list-style-type: none"> ● “It is just a sports competition to me. Haven’t heard that it is a blend of culture, education, etc. It sounds interesting as it makes the Games different”. ● “Besides the sporting side there are also these traditions, but it doesn’t really affect me. I know that OG are a blend of culture, education, etc., but it doesn’t really interest me. I only care about the sport events”.
<p>2. How is it decided which city will host the next Games?</p>	<p>Majority of interviewees doesn’t really know how it is decided which city will host the next Games.</p> <p>Thus, some mentioned that probably there is some kind of elections.</p>
<p>3. Who is responsible for organizing the OG?</p>	<p>According to interviewees the organizing country and IOC are responsible for organizing the Games.</p> <p>In their opinion, organizing committee, host city, NOC and some sport unit are involved.</p> <p>Majority of interviewees knows more or less who is responsible for organizing the OG.</p>

4. Do you know how the Olympics are financed?	<p>More than half of interviewees knows more or less how the Olympics are financed pointing mainly to sponsors and organizing country. However, some sport unit, other countries host city, IOC, commercials and competitions fees were also suggested to be the finance sources.</p> <p>At the same time some doesn't know or doesn't have any suggestions.</p>
5. Who pays for all the athletes training for the Olympic Games?	<p>According to majority of PE undergraduates the athletes' training for the Olympic Games is supported by sponsors. Thus, some suggest that some sport units may pay for that as well.</p> <p>Also, it was suggested that possible income may come from the country, NOC or other competition awards money.</p>

Although, the Games were connected with traditions, peace between the countries, cultural program, nationalistic feelings, global reach and co-existence of different sport events, but in general the interviewees have seen the Olympics as just a sports competition rather than having any bigger meaning.

Majority of the interviewers had no idea that the Olympics was a blend of sport, culture, education, concern for the environment and the same applied to interest in. However, half of them were interested and half were not as it revealed from the following quotes:

- "It is just a sports competition to me. I haven't heard that it is a blend of culture, education etc. It sounds interesting as it gives the Games wider meaning which serve the world".
- "Besides the sporting side there are also these traditions, but it doesn't really affect me I know that the OG are a blend of culture, education etc., but it doesn't really interest me. I only care about the sport events."

Half of interviewees did not really know how cities were picked to host the Games. Some suggested that there is probably some kind of election. According to them, the organizing country and International Olympic Committee (IOC) are responsible for organizing the Games. In their opinion organizing committee, host city, National Olympic Committee (NOC) and some sport unit are also involved. In general, the majority knew more or less who is responsible for organizing the Olympic Games. About financing the Games more than half of the interviewees knows more

or less how the Olympics are financed pointing mainly to sponsors and organizing country. However, some sport federations, other countries, host city, the IOC, commercials and competitions, fees were also suggested to be the main finance sources. At the same time, some did not offer any suggestions.

They believed that athletes training for the Olympic Games were mostly supported by sponsors. Further, they suggested that some sport federations probably pay for that as well. Also, they suggested that athlete income may come from the home country, the NOC or from other competitions award money.

4.1.7. Olympic sponsors and commercialization, Olympic event and sport.

Table 9. Olympic sponsors and commercialization

1. Do you know what sponsorship means? Explain?	Most of interviewees knows very well the meaning of sponsorship. (There was no one who doesn't know it more or less)
2. Can you name the official sponsors of the OG?	Half of interviewees couldn't name the official sponsors of the OG. However, the other half were capable to mention some TOP official sponsors such as: Samsung and Alibaba group, Coca-Cola, Visa. Some named the brands like Nike, Adidas, and puma etc. which are not official sponsors of the Olympics, however often associated with the Olympics.
3. Is it good to have companies that give money, products and support (sponsor) the OG? How you feel about it?	All interviewees feel very positive about companies sponsoring the Olympic Games.
4. What do you think companies gain from sponsoring the OG?	According to PE undergraduates companies that sponsor the OG gain positive commercial and awareness, and also a good image.

	Don't know; profit: few mentioned them.
5. Does this enhance your feelings about this company or do they remain the same?	About half of interviewees said that their feelings regarding the companies who are sponsoring the Olympics have enhanced and half said their feeling remained the same.
6. Would you be more willing to buy a product if you know the company was an official sponsor of the OG?	<p>Majority of interviewees believes they are not somehow willing to buy a product if they knew the company was an official sponsor of the OG.</p> <p>Comments:</p> <ul style="list-style-type: none"> ● "Not important in that sense". ● "doesn't really affect my consumption behavior" <p>Minority of participant thinks that they may be a bit more willing to buy product if they knew the company was an official sponsor of the OG. Comment:</p> <ul style="list-style-type: none"> ● "Maybe it will affect me a little."
7. What do you think about the commercialization of the OG today? Is it too much, ok, not enough?	<p>Majority of interviewees believes that the commercialization of the OG today is fine the way it is, or in some opinion maybe even a bit too much.</p> <p>Comments:</p> <ul style="list-style-type: none"> ● "It is (commercialized) enough, though they are commercialized indeed." ● "A bit too much, but doesn't really disturb." ● "It is OK, the way it is now."

The meaning and importance of sponsorship was well known by most participants. Noteworthy, when asked to identify/name official Olympic sponsors, half were not able to name official sponsors of the Games, however other were able to mention only some TOP sponsors such Alibaba Group, Samsung, Coca-Cola, Visa. Other brands mentioned were Nike, Adidas, and Puma.

In general interviewees felt very positive about companies sponsoring the Olympic Games and according to them, companies that sponsor the Games gain positive commercial and awareness, and also a good image. About half of the participants said that their feelings regarding the companies who are sponsoring the Olympics enhance, and half said sponsoring the Games did not change their perception regarding the brand. Nevertheless, the majority mentioned that they were not necessarily more willing to buy a product if they knew the company was an official sponsor of the Games saying ‘not important in that sense’ and “doesn’t really affect my consumption behavior”.

Finally, the majority of participants believe that the commercialization of the Olympic Games today was fine the way it is. A few mentioned that it may be a bit too much”:

- “It is (commercialized) enough, though they are commercialized indeed”
- “A bit too much, but doesn’t really disturb”.
- “It is ok, the way it is now!”

Table 10. Olympic sports (sports that are perceived as the most and least interesting)

<p>1. What are the events that are more interesting to you?</p>	<p>The more interesting events related to Olympic Games to PE undergraduates are medal ceremony and to see new records, according to majority of participants.</p> <p>Mentioned were also highlights, opening ceremony, competition itself and final ceremony.</p>
<p>2. What elements/parts of the Games are of interest to you? (Your country wins etc.)</p>	<p>According to majority of participants the most interesting element/part of the Games is certainly when home country wins, some mentioned also just performs well – (comment: probably related to a small size of nation and it is already a big thing to our country to make it to be Games and make a good result there.)</p> <p>To half of interviewees – excellent skills/talent of some athlete is interesting and to some to see the records.</p> <p>Mentioned were also united feeling and real emotions of the athletes.</p>

<p>3. Name some sports presented at the summer OG</p>	<p>The most know sport present at the summer OG is athletics. Better known are also basketball, soccer, shooting, taekwondo, tennis.</p> <p>A bit less known are swimming, judo, rowing, badminton.</p>
<p>4. Name some sports presented at the winter OG</p>	<p>The most know sport presented at the winter OG is skiing. Further, a very well-known winter OG sport is skating.</p> <p>Mentioned were also bobsledding, sledging, ice hockey, biathlon and curling.</p>
<p>5. (List) What are the sports you prefer the most at the summer/winter OG?</p>	<p>The sports that interviewees prefer most at the summer/winter OG are athletics and alpine skiing.</p> <p>The next preferred sports are soccer, basketball and taekwondo, shooting, tennis.</p> <p>Less mentioned were also badminton, gymnastic, skating, and wrestling.</p>
<p>6. Are there sports in this list that you don't know?</p>	<p>According to majority of answers, the most unknown Olympic sports for Lebanese undergraduates are modern pentathlon, fencing and skeleton.</p> <p>Also, not that well known is curling, bobsledding, field hockey and synchronized swimming.</p> <p>Some declared that there aren't any Olympic sports that they don't know.</p>
<p>7. Are there sports in this list that you have never seen in the Olympics?</p>	<p>There are many sports mentioned by interviewees that they have never seen in the Olympics (26 Olympic sports mentioned that they have only seen couple of events like athletics, skiing and skating.</p> <p>The most mentioned Olympic sports that interviewees have never seen in the Olympics are archery, skeleton and field hockey.</p> <p>Many mentioned also water ball, boxing, modern pentathlon, and synchronized swimming, curling, horse riding, sailing.</p> <p>Sports that were also mentioned as never seen in the Olympics are weight lifting, cycling, diving, judo, handball, bobsledding, pulling, wrestling, fencing, ice-hockey, sledging and volleyball.</p>

<p>8. What are the sports that you dislike the most?</p>	<p>There are 11 different Olympic events named that interviewees dislike: Field hockey, golf, archery, horseback riding, water ball, synchronized swimming, modern pentathlon, sailing, curling, sledding, diving.</p> <p>However, some said that they can't name any sport they dislike as they haven't even seen all of them or doesn't mind having in this list some sports they don't follow themselves.</p>
<p>9. If you could replace some of those sports at the summer/winter OG to make them more interesting, for which would you replace them? Why?</p>	<p>In generally more than half of interviewees wouldn't really changes anything or at least wouldn't leave out any sports there are now. They are happy to follow the sports they like. All the events are interesting in their own way and maybe some sports are in interest of some other.</p> <p>Some suggested adding sports like car rally, more shooting events extreme sports and martial arts, freestyle dancing.</p> <p>Couple of replacements was suggested like kung Fu to golf and synchronized swimming to something different. Further, there was a doubt whether there is a point to have Olympics in soccer, basketball, tennis and volleyball as these events have very big and important separate competitions anyway.</p>

For the respondents, the most interesting aspect of OG were medal ceremonies, watching athletes achieve new records and/or watching home country athletes win or also “just perform well”. Other aspects mentioned were opening and closing ceremonies, the competition themselves as well as the excellent skills and/or talent of some athletes. Also mentioned were the unity feeling, and the real emotions displayed by athletes.

Lebanon is a country where you can practice winter and summer sports and as mentioned before the participant are either recreational or competitive athletes, therefore they are familiar with most of Olympic sports and they were capable of naming some.

The most preferred sports at the Games were athletics, Alpine skiing, basketball, tennis, taekwondo, shooting, football.

The most unknown Olympic sports for interviewees were fencing, skeleton, and modern pentathlon. A few mentioned that there is no Olympic sport that they do not know.

There were also many sports that the respondents have never seen in the Olympics such as archery, synchronized swimming, field hockey, and skeleton

When asked about the most disliked Olympic sports, a number of sports were suggested included, Field hockey, golf, archery, horseback riding, waterpolo, synchronized swimming, modern pentathlon, sailing, curling, sledding, diving. However, it is important to note that some said that they could not name any sport they dislike.

Interestingly, when asked to suggest things that they would change to make the Olympic Games more interesting, the majority of interviewees said that they would not really change anything. In addition, they would not leave out any sports from the current list of sports at OG. They were happy to follow the sports they liked. All the events were felt to be interesting in their own way and maybe some sports were of more interest than others. Some suggested adding sports like car rally, more shooting events and martial arts. Also, a couple suggested replacing kung Fu to golf. Some suggested to add some freestyle dancing events. Further, some questioned the point of having football, basketball, tennis and volleyball in the Olympics as these events have very big and important separate competitions anyway.

4.1.8. Ethical matters and the Olympic Games

Table 11. Ethical Matters and the Olympic Games

<p>1. Can you name some problems encountered at the Olympic Games (regarding athletes etc.)?</p>	<p>Most named problems encountered at the Olympic Games are any kind of manipulating (including doping_) and racism, bad political influence.</p> <p>Interviewees also mentioned injuries and extra tension the Games can cause, and at the same time other couldn't name nothing at all.</p>
<p>2. Do you know what sportsmanship and fair play mean? Do you think that in the context of the Olympic Games, we</p>	<p>Meaning of fair play is very well known along participants. The meaning of sportsmanship was a bit confusing to some, but in generally also well known as the concept of fair play. Interviewees believe that these values are respected in the context of the Olympic Games.</p>

<p>respect these values?</p>	
<p>3. Do you think that there are manipulating case in the Olympic competitions? How?</p>	<p>Majority of participant suggests that there have been some manipulating cases in the Olympic competition, some named the Russian doping case. Few named Lance Armstrong, Tyson Gay</p>
<p>4. Do you think the organizers are doing all that they can to prevent this manipulating? Can you give examples?</p>	<p>Most of the interviewees believes that organizers are doing all they can to prevent manipulating in the OG and were able to name something that is done to prevent dishonesty.</p> <p>Most often mentioned was doping mentioned was doping control, one even named photo finish in sprints, and cameras on takeoff points in jumps, and also a control of clothing and equipment's.</p> <p>Some participants suggested having more judges and referees.</p>
<p>5. What do you think about athletes taking performance enhancing drugs while competing in the Olympics? (If they say it is wrong – when why?)</p>	<p>All respondents declared that an athlete taking performance enhancing drugs while competing in the Olympics is wrong. Mainly mentioned that it would not be fair competition anymore, but some also mentioned that then the athlete isn't using his/her real skills/abilities anymore and it would be against the rules and ethically wrong.</p>
<p>6. If it were legal and everybody did wrong, would it then be ok?</p>	<p>About half of the respondents said that it is not OK and with doping being legal and everybody doing it the Games would not be the same anymore. The other half said that in these words it would be ok as everyone would be equal then. However, some of them mentioned that ethically it still wouldn't be acceptable, and the Games will become fake.</p>

<p>7. Do you think there are sanctions for athletes who cheat by taking drugs? Are they enough? What else could we do?</p>	<p>Most of the interviewees knows sanctions for athletes who bluff by taking drugs wand many of them believe that these sanctions are hard enough. However, some mentioned being in favor of lifetime bans.</p>
--	---

The most mentioned problems encountered at the Olympic Games were manipulating of any kind (including doping) and racism, bad political influence. It was also mentioned by some that injuries and extra tension caused by the Games were problems. Others could not name anything at all.

The meaning of fair play was very well known amongst the respondents. Though, the meaning of sponsorship was a bit confusing to some, in general, it was quite well known, Also, interviewees believed that values such as fair play and sportsmanship were respected in the context of the Olympic Games. While it was mentioned that manipulating cases did occur at the Olympics, they mentioned the Russian doping case, Lance Armstrong case, Tyson Gay case. Further, most of the interviewees believed that organizers were doing all they could to prevent tricksters in the Olympic Games through doping control, also one participant named photo finish in the sprint events (and cameras on take-off points in jumps) as control. Some participants named having more judges and referees.

Respondents' opinions about athletes taking performance-enhancing drugs while competing in the Olympics was negative – all respondents declared that such behavior “is wrong” as it would not be fair competition anymore and athletes would not be using their real skills or abilities. In addition, it would be against the rules and ethically wrong. Also, about half of the interviewees said that even if doping was legal and everybody would do it, it would not be ok as the Games would not be the same anymore. The other half said that in these words (“If doping would be legal and everybody would do it”) it would be fine as everyone would be equal then. However, some of them mentioned that ethically it still would not be acceptable. The Games will become fake.

Most of the interviewees were aware of the sanctions for athletes who bluff by taking drugs and many of them believed that these sanctions were hard enough. Whereat, some mentioned being in favor of lifetime bans.

4.1.9. General interest in the Olympics and the Youth Olympic Games, recommendations to the Games.

Table 12. General interest in the Olympics

1. Do you know where the next summer OG is going to be held?	<p>Next summer OG are going to be held:</p> <ul style="list-style-type: none"> ● Don 't know: one ● Majority: Tokyo 2020
2. Do you know where the next winter OG is going to be held?	<p>Next winter OG are going to be held:</p> <ul style="list-style-type: none"> ● Don 't know: majority ● Beijing 2022: few
3. Can you name 5 athletes that participated in the OG?	<p>Naming 5 athletes who have participated in the Olympics – Athletes mentioned</p> <ul style="list-style-type: none"> ● Usain Bolt: Majority. ● Also mentioned: Jackie chamoun, Ray Bassil, Natasha Mohbat, Chirine Njeim, Alex Mohbat, Ted Ligety, Gabriella Doueihy, Nacif Elias, Ahmad Hazer, Justin Gatlin, Lionel Messi, Neymar, Michael Phelps, Mikaela Shiffrin, Marcel Hirscher, LeBron James, Paul Gazol, Serena Williams, Andy Murray, Juan Martin Del Potro, Yohan Blake, Roger Federer, Radik Isayev, Corey Cogdell. <p>Comments:</p> <ul style="list-style-type: none"> - Majority of participants could name 5 athletes. - Out of 26 athletes mentioned 8 were Lebanese.
4. With the Games being held in different countries,	<p>All the participants enjoy learning from other cultures. Saying “the big advantage is to gain more knowledge about different cultures.</p>

do you enjoy learning about other cultures?	
5. Compared to your parents more or less or likewise interested in the OG?	Interviewees interest of the OG compared to their parents: <ul style="list-style-type: none"> • More • Likewise
6. Name two of your favorite athletes.	Favorite athletes named by the participants are: Usain Bolt, LeBron James, Lionel Messi, Cristiano Ronaldo, Roger Federer, Fadi el Khatib, Serena Williams, Juan Pablo Del Potro.

The majority of interviewees knew where the next Summer Olympics were going to be held – Tokyo 2020. However, only a minority knew where the next Winter Olympics are going to take place – Beijing 2022. In general, the undergraduates liked that the Games are being held in different countries as it gives a chance to learn about other cultures saying “the big advantage is to gain more knowledge about different cultures”.

Regarding having favorite athletes, most proclaimed that they did not actually have only one. Athletes mentioned were Usain Bolt LeBron James, Lionel Messi, Cristiano Ronaldo, Fadi El Khatib (Lebanese basketball player), Roger Federer, Serena Williams, and Juan Pablo Del Potro.

The majority were able to name five athletes who have participated in the Olympics. Obviously, some national (Lebanese) athletes were named, such as Lebanese trap shooter Ray Bassil, Lebanese skier Jackie Chamoun. The most mentioned foreign athlete was Usain Bolt.

Table 13. Recommendations – Olympic Games

1. Do you feel that the Olympic Movement (through	Olympic movement reaching young generation: - yes, it reaches youth: some
---	--

<p>commercials, publicity, broadcasting...) relate with the young generation?</p>	<p>- No, not really: some</p> <p>- Related to interest in sports not with any age group: some</p>
<p>2. What recommendations would you make for the Olympics to be more appealing to your generation?</p>	<p>Recommendations for Olympics to be more appealing to new generation:</p> <ul style="list-style-type: none"> ● It is more related to your interest in sports than age: more than half of Participants. ● Don't know/nothing to recommend: few <p>Recommendations:</p> <ol style="list-style-type: none"> 1) Some motivational documentary of different athletes who are stars now – to see how they started and motivate the youth through that. 2) More information at schools, universities, clubs about Olympics. 3) To organize youth Olympic Games!

Regarding the Olympic Movement's ability to reach young generation, it was suggested that one's interest in the Olympic Games was related to one's interest in sport rather than its age, explaining that for some it is interesting and for others it is boring anyway. Only few recommendations were made to make the Olympics more appealing.

- Add some motivational documentary prior to the games about athletes who are stars now to see how they started and motivate young athletes throughout their path.

- Share more information at schools and clubs about Olympics.

- Share classes in universities that provide more information about the Olympics and all topics related to them.

- To organize games for young athletes, in other term Youth Olympic Games (where at the one who made suggestion did not know that Youth Olympic Games exist already).

Table 14. Youth Olympic Games

<p>1. What do you think about youth Olympic Games?</p>	<p>Participants opinion about Youth Olympic Games:</p> <ul style="list-style-type: none"> ● No negative comments, nor neutral. ● Positive attitude: all comments: motivating, good chance, more interesting for youth particularly, experiences before the real Olympics, value of the real Olympics is still higher.
<p>2. Would you want to watch YOG from TV?</p>	<p>Watching YOG from TV:</p> <ul style="list-style-type: none"> ● Not interested to follow the YOG from TV: really few ● Possibly or for sure would like to watch the YOG from TV: majority. <p>Comments:</p> <ul style="list-style-type: none"> ● Besides TV have some other channels as well. ● Internet based channels ● To broadcast it via TV, but maybe not as much as normal Olympics. ● It would be really interesting than real Olympics as athletes would be so young.

Interviewees' opinion about the Youth Olympic Games (YOG) was generally positive as they considered it motivating, more interesting for young generations, global and for youth particularly and a chance to live the experience before the real Olympics. However, the value of the Olympics was still higher. Also, a majority of non-followers seemed to be interested in following the YOG.

In the last part of the interview, participants were asked to compare their interest on the Olympics to their parents' interest – it was suggested that their interest was much bigger to their parent's interest which define now the level of sport awareness between actual generations.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter provides a summary and interpretation of current research results from qualitative study. The chapter is divided into following sections: discussion and suggestions for future research, conclusions, recommendations to Lebanese Olympic Committee and Lebanese Olympic Academy.

5.1. Discussion and suggestions for future research

The main aims of this study were 1) to gain insights into how Lebanese sport and physical undergraduate students' perceive the Olympic Games and the Olympic Brand; and 2) relation between the Olympic Education and the Olympic Brand and the future challenges in this field?

The study was conducted by using qualitative research approach to gain better insight in this relatively little studied topic: in total 12 students were interviewed.

According to this research results, Lebanese sport and physical activity undergraduate students tend to spend a lot of time in front of screen: on average 6 hours per week watching television and an average of 50 hours per week using Internet. While TV is not watched every day, Internet is used on daily basis. Further, participants total screen time (meaning amount of time spent in front of TV, computers, video, etc.) was 56 hours per week, whereas they were physically active about 6 times less: 10 hours per week. These facts indicate that different media channels are most convenient way to approach the generations of today. To be noted, universities were not mentioned to be a source of information about the Olympics, though when asked interviewees admitted that Olympics have been discussed in few courses but in a global way. All interviewees responded that they heard about the Olympic Games (OG) on TV, internet and/or from their friends and entourage which confirm that media is considered the main source of information about the Olympics. Interestingly, the majority of interviewees reported that they visited the official Olympic Games Internet sites but mainly during the Games, whereas they spent on average 50 hours per week using Internet. That indicates that undergraduates either do not

find the official Olympic Websites (IOG, OCOG ET websites) interesting or are not aware of them. As media is the main source of information about the Olympics, especially Internet, then more research should be done to find out why these undergraduates are not engaging with the official Olympic websites more often. Regarding, other media sources, most of interviewees have read something about the Olympics from newspapers and magazines when it catches their eyes. Hence, these may also be effective ways to convey information about the Olympic Games, athletes and other Olympic stories to reach the future sports and physical educators in Lebanon.

In general, interviewees knew very little about why the Games, where they began or why it was called the Olympic Games. The majority of them knew more or less the meaning of the Olympic symbols mentioning mainly the Olympic rings and the Olympic flame; whereas other words mentioned were “big stadium, flag, torch and wreath, a lot of people medals, mascots and birds”. The Games were also connected with traditions, peace between the countries, cultural program, nationalistic feelings, global reach and co-existence of different sport events. But when asked directly, how participants perceive the Olympics then in general they were seen as just a sports competition rather than having any bigger meaning. Interestingly, when participants were asked about Olympic ideals and values, most have never heard about them. However, when asked to discuss what they felt was important for the Olympics and the competing athletes there they suggested: peaceful and friendly behaviour, atmosphere, fair play and good results, national representation (athletes) as most important. These findings shows that the majority of sports and physical education undergraduates do not have an understanding of Olympism or the Olympic ideals, however they are familiar with the Olympic Games and general human values. Perhaps more emphasis should be placed on Olympic Education to provide future sport educators more information about Olympism and the Olympic values, also about the Games and its history. Olympic Education would reinforce the values participants associate with Olympics already, educate them about the ones they do not know yet and provide a better understanding of the Olympic brand in general. Olympic Education would provide these future educators with more in depth understanding of various value linked to the Game as opposed to perhaps a shallow knowledge, acquired through the media.

Furthermore, Olympic Education could be used as a tool to train future potential PE teachers to be acute viewers of Olympic broadcasting and other media exposure. Here, it must be noted, that based on several studies (the European physical education review 2007) PE can probably be the most important physical activity context for promoting moral development. Noteworthy, the most

effective period for introducing and enhancing moral development (e.g. fair play or Olympic education) is during early school years. The older the students grow, the more difficult it becomes to change their attitudes and thinking, therefore in older classes these lessons need to be prepared and introduced by highly skillful teachers, possessing simultaneously the specific pedagogical and sporting education. Therefore, the need to instruct and prepare competent future PE teachers and why not provide them with this extra tool such as Olympic education. Which in return will be transferred to the students from all ages, to the young athletes

The results of this study indicate that the majority of PE undergraduates like to watch the Olympics on TV, mainly because of the tension and excitement, and a chance to cheer for national athletes. Results indicated that, atmosphere was the main reason that made the Games pleasant while some particular sports, moreover finals in these sports, were considered absorbing as well. Further, cheering for national athletes and home country was seen as gripping aspect of the Games. In turn, it was also mentioned that lack of national athletes at the Olympics can cause negative effect and can be considered as one of the reasons why the Games were boring to follow. Although, more than half of the participants said there was no need to change anything about the OG, some suggested to make the Games more interesting pointing out that different kind of performances and show elements need to be added. Also, according to interviewees, one's interest in the Olympic Games was related to one's interest in sport rather than its age, explaining that "for some it is interesting and for other it is boring anyway". Interestingly, it was recommended to organize the Youth Olympic Games, whereas the one who made the suggestion did not know that youth Olympic Games existed. Ultimately, Olympic traditions and atmospheres that the Olympics create are important parts of the Olympics. Further, author of the thesis agrees with Norbert Muller (2000) that Olympic Games as an event should be used for educational purposes. Moreover, Olympic brand and Olympic Education should be seen as a circle as the complement each other. In the world, full of entertainment options, author of this study suggests that regarding the Olympic Games it would be constructive to place importance to the unique aspects of the Games, such as Olympic traditions and its philosophy and values. These aspects differentiate the Games from other sporting events and make them appealing to PE undergraduates (as pointed out by some of the participants). In turn, that would uphold the Olympic legacy and with assistance of Olympic Education, outside and within the Games, could benefit to the moral standards of the society. Naturally, more research is needed to provide

guidelines how to use the Olympics as entertaining sport event for educational purposes at university level.

Moreover, the generation of today have many options to entertain themselves and that seems to offer a challenge to the IOC in making the OG more absorbing. In this study, participants were asked to give their preference between watching the Olympics and other forms of entertainment. Most of the interviewees preferred to do sports themselves, chat, travel, watch movies either at movie theatre or at home to watching the Olympics. Regarding the preference between some forms of entertainment (such as listening to music, going shopping) and watching the OG, participant's choice was not that obvious. However, watching the Olympics on TV was preferred clearly instead of reading a book. In addition, Interviewees mentioned that preferences are associated with the fact that the Olympics take place so seldom indicating to reason that made them prefer Olympics over other forms of entertainment regarding some choices. Also, in some cases it was an easier choice to just watch the Olympics than to do something different which was maybe not really their main interest anyway as alternative activities were suggested by interviewer (e.g. reading books, playing video games). Hence, according to this research, majority of interviewees are physically active; furthermore prefer to do sports instead of watching sports on TV or attending sport events as a spectator. These findings indicate once again that Olympic Games need to be always more entertaining to keep the attention on it. Further, alternative activities that interested participants the most were related to sport and screen time. Thus, it can be suggested that to make the Game more interesting, IOC and NOCs need to help implementing in universities (specially in PE departments) courses or short time sessions that introduce the world of Olympics in a way that could help undergraduates to see it from different perspective and in return they will hopefully influence other people around them.

Next participant's interest in different sport events was examined. Interviewees reported that most interesting sport events are FIFA World Cup, European Champions league (football), NBA, Lebanese basketball championships, Summer Olympic Games and Winter Olympic Games more or less equally. Also interviewees found world championships (athletics) and the FIS Alpine world ski championships as interesting sport events additionally to common finding. In turn, that reflects well with their statement that athletics and skiing were the most preferred sports at the OG and thus place importance upon the summer and Winter Olympic Games. According to participants, one's interest in different sport event is related to sports one has practiced himself, or to sports that are more popular and topical in the home country in general.

Thus, interviewee's high interest in basketball as revealed from current study may be related to the fact that the Lebanese national basketball team have participated three times in the world championship 2002, 2006, 2010. This sport always raised the name of Lebanon to international level which gained a lot of media coverage and contained a very topical meaning. Though national team did never win the Championships but presented high level (beating in 2006 the French national team). Further, this particular reason may be the bases why the Games were equally important to participants with other major football events like FIFA World Cup or European Champions league Football. Interestingly, regarding the Olympic Games participants pointed out several points of differentiation compared to other sport events, which based on this study seem to be important reasons of high interest in the Games in general. More than half of interviewees believed that the Games are more important than other sport events, because it is grander, takes place more seldom, it has traditions, ceremonies and history, and it joins the whole world. Also, athletes seem to give more effort to get there. Moreover, the Games related to them with traditions, peace between the countries, cultural program, nationalistic feelings, global reach and co-existence of all different sports. Nevertheless, participants enjoyed the most the sporting side of the event commenting "(the event has) no relevance outside of the Games themselves. I've heard that it is blend of culture etc., but don't know much about it", and also saying "besides the sporting side there are also these traditions, but it doesn't really affect me. I know that the OG are a blend of culture, education etc., but it doesn't really interest me. I only care about the sport events". All in all, participants found the Olympics to be important but not necessarily having any greater meaning than "a grand sport event". Eventually that indicates, that PE undergraduates do not really understand the Olympic Games in its broader sense, though notice its difference from other major sport events. Here it must be noted, Seguin et al. (2008) have found the general interest in the Olympic Games to be higher than in any other sporting properties like the FIFA World Cup.

To gain better understanding of how interviewees perceive the Olympic brand, participants were asked to access association and importance of different characteristics/words to the Olympic Games. The research revealed that the characteristics with the strongest associations (mean over 7) to the Olympic brand were "medals", "global", "television", "countries", "being the best", multicultural", "striving", "participation", "honourable", "sponsors", "fair competition", "festive", "rarity", "regulation", "humanity", "publicity", "amity", "celebration", "belonging", "pleasant", "peace", "dedication" and "certainty".

As for most important characteristics (mean over 7) to the Olympics, analyses highlighted “distinctiveness”, “culture”, “certainty”, “dedication”, “rarity”, “sharing”, “attainment” and excellence”. These most associated and important characteristics to the Games reflect well with participants’ general opinion that the OG is grand and high-level sport event. Importantly, the core of the Olympic brand, Olympic values and fundamental principles (IOC Marketing: Media Guide 2012, 8), reflect from these most associated and important characteristics as well: for instance characteristics like respect, honesty, justice, integrity as well as peace and humanity are integral parts of fundamental principles of Olympics. Further, participants associated strongly and place importance upon the Olympic value fair play with mean score over 8. It was commented as it (fair play) is very important at Olympic Games but also that it should be, but it isn’t always and not anymore because of doping cases. Here, it is least important characteristic to the OG was dishonesty. Respondents’ opinion about athletes taking performance-enhancing drugs while competing in the Olympics was negative – all respondents declared that such behavior is wrong as it should not be fair competition anymore and athletes would not be using their real skills or abilities. In addition, it would be against the rules and ethically wrong. However, dishonesty was also marked as quite important and the comment was that cheating is not good, but if it becomes a problem, then it is important (to the Olympics). This is particularly interesting in the light of Russian athletes doping scandal whereas, manipulating as a problem has become important to the Olympic Movement. Further, as dishonesty scandals are becoming more regular and gain a lot of media coverage, it is particularly important to tackle this issue within the Olympics. It is needed to reinforce fair play topic but also emphasize other educational values of Olympism as well as spreading the Fundamental Principles of Olympism, and for that Olympic Education programs must be used. Further, educate PE undergraduates about Olympism and Olympic values (and thus covering general human values) helps to rise up a new generation who respects the social norms and ethics. This would let to hope that dishonesty and discrimination become rare cases and belong rather to the past.

This study confirms Seguin et al. (2008) findings that Olympics are seen something bigger than a sporting event as the attributes that are associated with the Olympic brand are not all sport-related. It was reported earlier that PE undergraduates associates and place importance upon many characteristics of the Olympic brand which are not all sport-related. Like for instance characteristics such as global, countries, being the best, multicultural, striving, participation, honourable, fair competition, rarity, regulation, humanity, amity, celebration, belonging, peace,

dedication, certainty, sharing, attainment, excellence, health, personal best, fair play, culture, team work, passion, respect, honesty, justice, integrity and fun. The commercial side of the event was reflected with much fewer characteristics that associated with Olympics strongly such as television, sponsors, publicity, festive and medals. The high importance and strong association with characteristics pointed out previously indicate that Lebanese PE undergraduates place higher meaning to the Olympic brand. All this indicates that the Olympic Games can successfully, and should be, used for educational purposes. PE undergraduates do not have clear knowledge and understanding of the Olympics, but they have high interest in the Games and associate the Olympics with many fundamental values. Olympic brand has set the great scene for education, while benefitting from it itself.

From a brand perspective, the Olympic brand seems to have strong association in interviewee's mind hence suggesting strong brand equity. As mentioned in the literature review, brand equity consists of awareness, positive associations, loyalty and perceived quality as well as other proprietary assets link to a brand. Findings of this study indicate that participant's associations are not only strong but also favourable and unique which are important to reach high level of brand equity. In fact, according to the findings of this study it appears that the Olympic brand has high awareness amongst Lebanese PE undergraduates, they have strong, favorable and unique associations with it, and they link it to quality, and have high interest in it. The only aspects of brand equity, which can be a threat to the Olympic brand regarding Lebanese PE undergraduates, seem to be the loyalty towards the Olympics. Indeed, the results showed that a large percentage of participants reported having higher interest in other things like traveling, going out, listening to music etc. Thus, to ensure higher brand equity amongst Lebanese PE undergraduates, the loyalty aspect needs to be tackled by the LOC.

The main part in this study, the Olympic brand loyalty aspect was tackled. Furthermore, what's left was to analyse whether Olympic Education might be related to PE undergraduate's perception of Olympic brand.

Lebanon the 18 religion country, has always been known by its diversity and multicultural aspect which were the results of several direct or indirect foreign occupation. This multi-religion country lived civil war for years but somehow knew how to recover, nevertheless there are still some wounds that might need more than time to recover.

Furthermore, Lebanon with its diverse nationalities who are living in, reflected a cultural richness for foreign countries but a real pain and hatred for locals especially when these nationalities were imposed (refugee's situation in Lebanon). Noteworthy, that based on UNHCR " Lebanon remains the country hosting the largest number of refugees per capita, with Government estimate of 1.5 million Syrian refugees, some 20,000 refugees of other origins, in addition to the Palestine refugees under UNRWA's mandate. Lebanon has contributed immensely to the response by giving refugees equal access to the public schools, hospitals and social development centers. However, the increased pressure on these services and the infrastructure, competition over jobs and other factors are trying the patience and hospitality of the host community".

These dramatic situation favored a continuous conflict and aggressive rejections. Therefore, some of the values started to fade and other need to be re-educated.

In Lebanon, Olympic Education does not exist nor any kind of education related to the Olympic movement. However, this research showed strong brand awareness among PE undergraduates, nevertheless brand loyalty was weak which can threaten Olympic brand in general.

Peace, respect, equality are global values that need to be reincarnated in the educational program in Lebanon. Therefore, a continuous educational program based on Olympic values might be a solution for new generations.

Also, author of this thesis agrees with Kellis et al. (2007) and believes that Olympic Education has an essential part in keeping the legacy of the Olympic Games. Specially, since the Games take place in every two years, whereas Olympic Education can be implemented all the time and provide the consistency.

5.2. Conclusions

This study revealed that PE undergraduates place high importance upon the Olympic brand, whereas the characteristics that they strongly associated and found the most important to the Olympics were mostly to the Olympic values and fundamental principles. For instance, characteristics such as "global", 'countries', 'being the best', 'multicultural', 'striving', 'participation', 'honorable', 'fair competition', 'rarity', 'regulation', 'humanity', 'amity', 'celebration', 'belonging', 'peace', 'dedication', 'certainty', 'sharing', 'attainment', 'excellence', 'health', 'personal best', 'fair play', 'culture', 'team work', 'passion', 'respect', 'honesty', 'justice',

'integrity' and 'fun'. These characteristics are not only sport related, therefore indicate that the Olympics are seen as something bigger than sport event. Thus, findings of this study meet with Seguin et al. (2008) research results that the Games are seen as more than grand sport event as the Olympic brand has higher meaning than any other sport properties. Finally, PE undergraduates put higher meaning on Olympic brand as the attributes that they strongly associate and found most important reflect rather the Olympic values and fundamental principles of Olympism than characteristics of major sport event.

Findings of this study indicate that PE undergraduates gain most of their knowledge and understanding of the Olympic Games through informal pedagogical sites. All interviewees responded that they heard about the Olympic Games (OG) on internet, TV and from their friends, while confirming the findings of former studies (Stevens 2011; Rychtecky & Dovalil 2007; Bronikowski 2005) that informal pedagogical site such as social media is the main source of information about the Olympics. Further, participants of this study knew very little about why the Games existed, where they began or why it was called the Olympic Games. The majority of them knew more or less the meaning of the Olympic symbols mentioning mainly the Olympic rings and the Olympic flame, whereas other words mentioned were "big stadium, flag, torch and wreath, a lot of people, medals, mascots and birds". The Games were also connected with 'traditions', 'peace between the countries', 'nationalistic feelings', 'global reach' and 'co-existence of different sport events'. The organizational side of the Olympics was known more or less: the majority of interviewees did not really know how cities were picked to host the Games, whereas more than half knew more or less how the Olympics are financed naming mainly to sponsors and organizing country. Interestingly, when participants were asked about Olympic ideals and values, most have never heard about them. However, when asked to discuss what they felt was important to the Olympics and the competing athletes there they suggested: peaceful and friendly behavior, atmosphere, fair play and good results (athletes) as most important. Thus, participants' knowledge and understanding of the Olympics was not in specific connection with Olympism or the Olympic ideals, whereas they were familiar with general human values and the Olympic Games. However, despite this existent knowledge aggressive attitude, rejection for other religion, war ramification, rejection for refugees (Syrian, Palestinian...) still can be seen between the young Lebanese generations.

Therefore, promoting Olympic Education program in Lebanese universities such as the one used in Taiwan in NTUS University might help in reinforcing the values fading in our society and which is affecting dramatically the new generation.

Ultimately, author of this study agree with Kabitsis et al. (2002) who indicated that Olympic Education can have an important role in developing the character of new generation.

5.3. Recommendations to Lebanese Olympic Committee

Based on the findings of this study conducted in Lebanon, author provides contribution to Lebanese Olympic Committee with following recommendations:

- To develop educational (interactive) program about Olympism and Olympic movement co-operations with Social media.
- To take further actions to implement Olympic Education within Lebanese universities system and not only within PE department.

5.4. Final Statement

This study has examined the Lebanese PE undergraduates' attitudes and perceptions towards the Olympic brand and its relation with Olympic Education. The findings have shown that participants spend a lot of time in front of screen and gain most of their knowledge and understanding about Olympics through informal pedagogical sources as media. This shows that media has an important role in educating the new generation. Further, PE undergraduates' knowledge and understanding of Olympism and Olympic Games was relatively poor. However, although Olympic education does not exist in Lebanon, but participants associate and place importance upon many characteristics of the Olympic brand which are not all sport-related and rather reflect the Olympics values. Whereas that indicates that Lebanese PE undergraduates place higher meaning to the Olympic brand and that the Games are seen as more than a grand sport event. Ultimately, interviewees do not have a clear knowledge and understanding of the Olympics, but they have high interest of the Games and associate the Olympics with many fundamental values.

References

- Aaker, D (1991). Managing Brand Equity. *Capitalizing on the Value of a Brand Name*. New York: The Free Press.
- Ambler, T. (1992). *Need-to-Know Marketing*. Century Business. London.
- Americans Marketing Associations. Retrieved from: <http://www.marketingpower.com/Pages/default.aspx> (Viewed 2017)
- Binder, D. (2007). *Teaching Values: An Olympic Education Toolkit*. Lausanne: International Olympic Committee.
- Chatziefstathiou, D. (2007). The History of marketing an idea: the example of Baron Pierre de Coubertin as a social marketer. *European Sport Management Quarterly*. Volume 7. Number 1 / pp.55-80. Routledge
- Coubertin, P. (2000a). "Olympism as a state of mind." In Norbert Muller (Ed). *Olympism Selected writings*. Pp 548. Lausanne: International Olympic Committee.
- Coubertin, P. (2000b). "Olympic Pedagogy." In Norbert Muller (Ed). *Olympism Selected writings*. Pp 217. Lausanne: International Olympic Committee.
- Feldwick, P. (1996). "Do we really need brand equity?" *The Journal of Brand Management*. Volume 4. Number 1 / pp 9-28 Boston: Kluwer Academic Publisher.
- International Olympic Academy. Retrieved from: www.ioa.org.gr (Viewed 2017).
- International Olympic Committee. (2012). *IOC Marketing: Media Guide*. Retrieved from: http://olympic.org/Documents/IOC_Marketing/London_2012/IOC_Marketing_Media_Guide_2012.pdf (Viewed 2017)
- International Olympic Committee. (2008). Olympic Marketing Fact File. Retrieved from: http://www.olympic.org/Documents/marketing_fact_file_en.pdf (Viewed 2017)
- International Olympic Committee. (2001). *Sydney 2000 Marketing Report*. Retrieved from: http://doc.rero.ch/lm.php?url=1000,10,38120120326151039-NC/Marketing_Report_Sydney_-_eng.pdf (Viewed 2017)

- Keller, K t. (2002). "Branding and brand equity". In Weitz B, A. & Wensley R (Ed.) *Handbook of Marketing*. Pp 151-178. London: SAGE Publications.
- Kotler, P. R, Keller. K. L. (2005). *Marketing Management*. New Jersey: Pearson Prentice Hall.
- Seguin, B., O'Reilly, N. J. (2008). "The Olympic brand, ambush marketing and clutter". *International Journal of Sport Management and Marketing*. Volume 4. Numbers 1/ 2. Pp. 62-84. Indurescence Entreprises Limited.
- Seguin, B., Lyberger, M., O'Reilly, N., McCarthy, L. (2005). ' Internationalizing ambush marketing: a comparative study". *International Journal of Sports Marketing & Sponsorship*. pp. 216-222. International Marketing Reports Limited.
- Seguin, B., Richelieu, A., O'Reilly, N. (2008). "Leveraging the Olympic brand through the reconciliation of corporate and consumers' brand perceptions". *International Journal of Sport Management and Marketing*. Volume 3. Numbers 1/ 2. Pp. 3-22. Indurescence Entreprises Limited.
- Shank, M. D. (2004) *Sports Marketing a strategic perspective*. Third Edition. New Jersey: Pearson Prentice Hall.
- UNHCR. Retrieved from www.unhcr.org (viewed 2018)
- Wood, L. (2000). "Brands and brand equity: definition and management". *Management Decision*. Volume 39. Number 9. Pp 662-669. MBC University Press. Retrieved from: [http://www.metro-as.no/Artikler/33Brands management.pdf](http://www.metro-as.no/Artikler/33Brands%20management.pdf) (Viewed 2017).
- WIPO. Retrieved from https://www.wipo.int/wipo_magazine/en/2013/02/article_0005.html (viewed 2017)

APPENDIXES

CHAPTER VI

APPENDIXES

6.1. APPENDIX I

Request letter for participation and description of the study



**International Olympic
Academy**



**UNIVERSITY OF PELOPONNESE
Department of Sports
Organization and Management**

MASTER PROGRAM: "Olympic Studies, Olympic Education, Organization and Management of Olympic Events"

MASTER THESIS TOPIC: PE undergraduates and the Olympic brand

REQUEST FOR PARTICIPATION – DESCRIPTION OF THE STUDY

My name is Charbel Richa and I am a Master Program student of International Olympic Academy and University of Peloponnese. I am presently conducting a study aimed at better understanding the knowledge and attitude of PE undergraduates towards the Olympic brand.

Specifically, the study has three major goals:

- 1- To identify PE undergraduates' knowledge regarding many aspects of the Olympic Games, including the traditional Olympic ideals and values, the organization of the Olympic Movement; television; the symbols; the sponsors and the fight against doping.
- 2- To understand PE undergraduate's attitudes towards sport in general, and specifically the Olympic sports.

3- To identify and understand PE undergraduates' ethical attitudes, both in general and specific to sport.

The success of this study depends on the participation of students between the ages of 20 and 22 years. Therefore, I am asking if it would be possible to approach some students from your university in order to collect information regarding their perception of the Olympic Movement. My study consists of a 40 to 60 minute session where the students will take part in a semi structured interview guided by questions relating to the Olympic Games, and facilitated by a researcher. All the data collection will take place outside a classroom.

This study will be conducted entirely on a voluntary basis. At no point during the study, will the students have to identify themselves. The data collection process and the writing of the research report will be completed while ensuring the confidentiality and anonymity of the participants. Furthermore, all the participants will have the right to end their participation in this study at any time, and they will be informed of this right prior to the beginning of the research.

Since we have no idea of PE undergraduates' opinions and representations concerning the Olympic Movement, its ideals, organization and commercial politics from an educational perspective, this study is a very good opportunity to allow them to reflect on and express their opinions regarding all the different aspects of the elite sports and all the social component surrounding them.

The supervising professor of this study is Prof. Benoit Séguin from University of Ottawa, Canada.

6.2. APPENDIX II

Questionnaire form



International Olympic Academy



UNIVERSITY OF PELOPONNESE

Department of Sports

Organization and Management

MASTER PROGRAM: "Olympic Studies, Olympic Education, Organization and Management of Olympic Events"

MASTER THESIS TOPIC: PE undergraduates and the Olympic brand

PARTICIPANTS BACKGROUND INFORMATION FORM

Date:

Gender: F M

School:

Grade:

Age:

Parents' country of origin:

City of residence:

Place of residence (circle the right one): rural urban

Sport(s) activity(ies) practiced:

Level of competition :

Mother's occupation:

Father's occupation:

Interest in sport & physical activities: 0 (very low) -1-2-3-4-5-6-7 (very high)

Interest in watching sport (TV/internet): 0-1-2-3-4-5-6-7

Interest for attending sport events (as spectator): 0-1-2-3-4-5-6-7

PARTICIPANT'S INTEREST

Mark with a thick which activity would you prefer or which activity would be your main activity (as for example some activities do not eliminate to do the other like talking with a phone and watching the Olympic Games from TV). There can be only one thick on each line.

I would prefer.....

Watching the Olympics		Going out with friends	
Watching the Olympics		Talking on the phone	
Watching the Olympics		Watching another TV program	
Watching the Olympics		Reading a book	
Watching the Olympics		Playing video Games	
Watching the Olympics		Doing sports	
Watching the Olympics		Using Facebook, Instagram, WhatsApp, twitter	
Watching the Olympics		Traveling	
Watching the Olympics		Watching series	
Watching the Olympics		Listening to music	

Olympic Games and other sporting events

Rewrite in the box to the right the sporting events cited using an ascending order from very interesting to less interesting.

FIFA World Cup (football)	
World Rally Championships	
Athletics World Championships	
ISSF World Shooting Championships	
Olympic Games Summer	
Winter Olympic Games	
Taekwondo World Championships	
NBA	
Grand Slam (tennis)	
Grand tour (cycling)	
Formula-1 (single- seat auto racing)	
Lebanese Basketball Championships	
European Champions league (football)	
FIS Alpine World Ski Championships (skiing)	
Volleyball World Championships	

CHARACTERISTICS OF OLYMPIC GAMES

Assess, in what extent following keywords associate to you with the Olympic Games?

Least associated ☐ ☐ Most associated

A chance to escape	0-1-2-3-4-5-6-7-8-9-10
Amitie	0-1-2-3-4-5-6-7-8-9-10
European	0-1-2-3-4-5-6-7-8-9-10
Being the best	0-1-2-3-4-5-6-7-8-9-10
Belonging	0-1-2-3-4-5-6-7-8-9-10
Immodest	0-1-2-3-4-5-6-7-8-9-10
Lebanon	0-1-2-3-4-5-6-7-8-9-10
Celebration	0-1-2-3-4-5-6-7-8-9-10
Commercialization	0-1-2-3-4-5-6-7-8-9-10
Reserved & unfriendly	0-1-2-3-4-5-6-7-8-9-10
Being the best	0-1-2-3-4-5-6-7-8-9-10
Corrupt	0-1-2-3-4-5-6-7-8-9-10
Sponsors	0-1-2-3-4-5-6-7-8-9-10
Certainty	0-1-2-3-4-5-6-7-8-9-10
Pleasant	0-1-2-3-4-5-6-7-8-9-10
Countries	0-1-2-3-4-5-6-7-8-9-10
Dedication	0-1-2-3-4-5-6-7-8-9-10

Regulation	0-1-2-3-4-5-6-7-8-9-10
Cultivate	0-1-2-3-4-5-6-7-8-9-10
Rare	0-1-2-3-4-5-6-7-8-9-10
Fair competition	0-1-2-3-4-5-6-7-8-9-10
Festive	0-1-2-3-4-5-6-7-8-9-10
Global	0-1-2-3-4-5-6-7-8-9-10
Honorable	0-1-2-3-4-5-6-7-8-9-10
Humanity	0-1-2-3-4-5-6-7-8-9-10
Medals	0-1-2-3-4-5-6-7-8-9-10
Multicultural	0-1-2-3-4-5-6-7-8-9-10
Peace	0-1-2-3-4-5-6-7-8-9-10
Participation	0-1-2-3-4-5-6-7-8-9-10
Nationalistic	0-1-2-3-4-5-6-7-8-9-10
Personal	0-1-2-3-4-5-6-7-8-9-10
Political	0-1-2-3-4-5-6-7-8-9-10
Publicity	0-1-2-3-4-5-6-7-8-9-10
Self-centered	0-1-2-3-4-5-6-7-8-9-10
Pretentious	0-1-2-3-4-5-6-7-8-9-10
Parade	0-1-2-3-4-5-6-7-8-9-10
Striving	0-1-2-3-4-5-6-7-8-9-10

Television	0-1-2-3-4-5-6-7-8-9-10
------------	------------------------

Assess, how important are following keywords to the Olympic Games in your opinion!

Least important ☐ ☐ Most important

Love for sport	0-1-2-3-4-5-6-7-8-9-10
Money	0-1-2-3-4-5-6-7-8-9-10
Athletes	0-1-2-3-4-5-6-7-8-9-10
Commercialization	0-1-2-3-4-5-6-7-8-9-10
Competition	0-1-2-3-4-5-6-7-8-9-10
Certainty	0-1-2-3-4-5-6-7-8-9-10
Culture	0-1-2-3-4-5-6-7-8-9-10
Losing	0-1-2-3-4-5-6-7-8-9-10
Dedication	0-1-2-3-4-5-6-7-8-9-10
Distinctiveness	0-1-2-3-4-5-6-7-8-9-10
Training	0-1-2-3-4-5-6-7-8-9-10
Attainment	0-1-2-3-4-5-6-7-8-9-10
Fair Play	0-1-2-3-4-5-6-7-8-9-10
Excellence	0-1-2-3-4-5-6-7-8-9-10
Rarity	0-1-2-3-4-5-6-7-8-9-10
Winning	0-1-2-3-4-5-6-7-8-9-10
Honesty	0-1-2-3-4-5-6-7-8-9-10
Integrity	0-1-2-3-4-5-6-7-8-9-10

Justice	0-1-2-3-4-5-6-7-8-9-10
Sharing	0-1-2-3-4-5-6-7-8-9-10
Participation	0-1-2-3-4-5-6-7-8-9-10
Passion	0-1-2-3-4-5-6-7-8-9-10
Fun	0-1-2-3-4-5-6-7-8-9-10
Personnel best	0-1-2-3-4-5-6-7-8-9-10
Respect	0-1-2-3-4-5-6-7-8-9-10
Health	0-1-2-3-4-5-6-7-8-9-10
Parade	0-1-2-3-4-5-6-7-8-9-10
Olympic traditions	0-1-2-3-4-5-6-7-8-9-10
Team work	0-1-2-3-4-5-6-7-8-9-10
Dishonesty	0-1-2-3-4-5-6-7-8-9-10

6.3. APPENDIX III

Individual interview semi-structural question schedule

AIM OF THE STUDY

This study will investigate how Lebanese PE undergraduates perceive the Olympic Games and Olympic Brand; explore the possible relation with Olympic Education and what the future challenges are.

RESEARCH QUESTIONS

A- Background/demographic information: filling in participant's background information from

1. Likes and dislikes: What do you like to do? Activities that you enjoy in your spare time?
What is really important for you?

2. Television: Do you watch television? How many hours per week? Favourite programs/shows on TV?
3. Internet: Do you use the internet? How many hours are you navigating the internet?
4. What is your main purpose for using the internet? (E.g. chatting, information, as a complement to some television program you watch, etc.).
5. Other media sources: Newspaper, magazine, etc. How often do you read them?
6. Sport(s) played: Do you participate in sport (physical activities)? What sports/activities?
7. Number of hours per week: How many hours per week do you participate in sport?
8. Number of years: How many years have you participated in sports?
9. Level of competition: Recreation or competitive level.

B- General question on Olympics

Start with general question about the Olympics. Then, depending on answers, use the sub-question to probe further.

Main question:

1. Have you heard of the Olympic Games? If yes, how did you hear about it?
2. Do you know why the Olympics exist, why Olympic Games?
3. Tell me what the Games represent to you, your thoughts on the Games, whatever comes to mind.

Sub-questions:

4. Do you like the Olympic Games? Why or why not?
5. What do the Olympic Games represent/mean to you?
6. Have you ever dreamt of participating in the Olympics? Why or why not?
7. Would you like to go to the Olympic Games one day, as a spectator? Why, why do you think it is special to be at an Olympic Games?
8. Do you talk about the Games with people around you? Who?

9. Have you discussed the Olympics at university within your classes? If yes, what were the conversation about ?

C- Olympic Games, ideal, values, symbols

Main question:

1. What symbols do you associate with the Olympics?
2. Show the Olympic rings and ask what the symbol means? What things come to your mind when you see this symbol? What the rings represent to you? Do you know why there are five rings and why are intertwined? (What do they stand for, the colors?)
3. Values: What is really important to you in life, what are some principles that are very important for you?
4. Olympic values: Have you ever heard about Olympic values? Ideals? What does it mean? What do you think is very important for the Olympics? Or what do you think are important principles about the Olympics, the athletes that participate?
5. Show list of words and ask the participant to identify the level of association with the Olympics and what they believe to the relative importance of the words to the Olympics. Filling in the characteristics of the Olympic Games form and discussing the choices.

D- Coverage of the Olympic Games

1. Where do you watch the Olympic Games? Why?
2. On what channel do you watch the Olympic Games?
3. What do you like most when you watch the Olympics on television/ application?
4. What do you like the least about watching the Games on television/application?
5. Who are you most likely to watch the Olympics with?
6. In your opinion, what could make the Games on TV more interesting for you?
7. Where are you most likely to watch the Olympics?

8. Do you think there is enough coverage of the Olympic Games? Why or why not?
9. What interest you the most when you watch the Olympics?
10. If you were to pick one sport only to watch, which one would it be?

E- Other mediums used to follow the Olympics

1. Have you ever visited the official Olympic Internet sites to obtain information on the Olympics? (If yes, at which frequency?)
2. Did you read the newspaper and/or magazines to get information on the Olympics? (If yes, at which frequency?)

F- Interest in the Games versus other forms of entertainment

A. In this section, the aim is to find out the importance of the Olympics versus other forms of entertainment. Filling in the participants interest form and discussing interviewee's choices.

B. In this section, the aim is to find out the level of interest of the participants versus other sporting events. The events reflect the most popular sports of the respective country. Filling in the participants interest form and discussing interviewee's choices.

1. Do you think that there is any difference between the Olympic Games and other sports events?
2. Do you think the Olympic Games are more important or less important to stage than competitions mentioned above? Why? Why not?

G- Organization of the Olympic movement

Do the Olympics have any relevance to you outside the Games themselves? If so, then what is the relevance of the Games to you? (I.e. do they know the Olympics are more than just the Games and sport, that it's a blend of sport, education, culture, concern for the environment? Are they interested in that?)

1. How do they decide who will be the hosting city for the different Olympic Games?
2. Who is responsible for organization the Olympic Games?

3. Do you know how the Olympics are financed (i.e. where the money to organize the Olympics comes from)?
4. Who pays for all the athletes training for the Olympic Games?

H- Olympic Sponsors and commercialization

1. Do you know what sponsorship means? Explain. If they do not know, please explain that sponsorship is when a company provides the Olympics with money, products and or services in exchange for benefits associated with the event (visibility, image, etc.)
2. Can you name the official sponsors of the Olympic Games?
3. Do you think it is good to have companies that give money, products to support (sponsor) the Olympic Games? Tell me how you feel about that.
4. What do you think companies gain from sponsoring the Olympic Games?
5. Does this enhance your feelings about this company or do they remain the same?
6. Would you be more willing to buy a product if you knew the company was an official sponsor of the Olympic Games?
7. What do you think about the commercialization of the Olympic Games today? (Do you think it is too much, OK, not enough?)

I- Olympic sports (sports that are perceived as the most and least interesting)

1. What is or what are the events that are more interesting to you (Opening ceremony, closing ceremony, medals ceremonies, highlights, records, etc.)?
2. What elements or parts of the Games are of interest to you (a particular event, when my country wins, seeing the world come together, excellence of the athletes, the count of medals, etc.)?
3. Can you name some of the sports presented at the summer Olympics?
4. Can you name some of the sports presented at the winter Olympics?

5. (Show the interviewee a list of all the sports in the Olympics and ask): What are the sports that you prefer the most at the summer/winter Olympic Games?
6. Are there sports in this list that you don't know?
7. Are there sports in this list that you have never seen in the Olympics?
8. What are the sports that you dislike the most?
9. If you could replace some those sports at the summer/winter Olympic Games to make them more interesting, for which would you replace them? Why?

J- Ethical Matters and the Olympic Games

1. Can you name some problems encountered at the Olympic Games (regarding athletes, coaches, referees, competitions, values, etc.)?
2. Do you know what sportsmanship and fair play mean? Do you think that in the context of the Olympic Games, we respect these values?
3. Do you think that there is dishonesty in the Olympic competitions? How?
4. Do you think the organizers are doing all that they can to prevent this manipulating cases? Can you give examples?
5. What do you think about athletes taking performance-enhancing drugs while competing in the Olympics? (If they say it is wrong, ask them why they say it is wrong?)
6. If it were legal and everybody did doping, would it then be OK?
7. Do you think there are sanctions (punishments) for athletes who cheat by taking drugs? Are they enough? What else could we do?

K- General interest in the Olympics

1. Do you know where the next summer Olympic Games are going to be held?
2. Do you know where the next winter Olympic Games are going to be held?
3. Can you name 5 athletes that participated in the Olympic Games?

4. With the Games being held in different countries, do you enjoy learning about other cultures?
5. Compared to your parents more or less or likewise interested in the OG?
6. Name 2 of your favorite athletes.

L- Recommendations: Olympic Games

1. Do you feel that the Olympic Movement (through commercials, publicity, broadcasting, etc.) relate with the young generation?
2. What recommendations would you make for the Olympics to be more appealing to your generation?

M- Youth Olympic Games

1. Have you heard about Youth Olympic Games (YOG)? If you have, then what do you know about YOG?
2. What do you think about YOG?
3. Would you be interested to follow the YOG from TV or through other media sources?