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THE IMPACT OF A MODIFIED VERSION OF THE OLYMPIC VALUES
EDUCATION PROGRAMME IN STUDENT-ATHLETES OF PUERTO RICO

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SUMMARY

Coral M. Ramírez Rodríguez: The Impact of a Modified Version of the Olympic Values Education Programme in Student-Athletes of Puerto Rico

(Under the supervision of Katerina Mouratidou, Professor)

The present investigation explores the effects of a modified Olympic Values Education Programme, particularly in the knowledge and moral competence of student-athletes of Puerto Rico. The participants of this study were student-athletes of the Albergue Olímpico Baseball Academy (AOBA) (n=111), from 6th to 11th grade. Participants were given a questionnaire as a pre-test and then attended an Olympic Values Education Programme designed for the Puerto Rican population. After the intervention that consisted of 10 sessions, they were given the same questionnaire as a post-test. The results from the pre-test and post-test were analyzed to determine if the intervention is an effective educational tool. The findings say that, even though there were differences between the pre and post-test, the differences are not statistically significant. Additionally, results revealed that the educational class significantly affects ones' morality in the framework of sport. By adapting a modified version of an Olympic Values Education Programme like OVEPUR, we can conclude that we could improve ones' knowledge, ideas, attitudes, and perception concerning Olympism. We could, of course, improve ones' moral competence and judgment. Nevertheless, a longer intervention duration may be necessary as well as being delivered in a physical education setting. This study can be used as a base for future investigation in this population and regarding the topic of moral development and Olympic education, whether in student-athletes or teachers and coaches.

Keywords: Olympic Education, Moral competence, OVEP, Sports settings, Students-athletes

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LIST OF ABBREVIATIONS

AOBA: Albergue Olímpico Baseball Academy

AOPUR: Puerto Rico Olympic Academy

CC!: Character Counts!

CI: Curricular Integration

COPUR (acronym in Spanish): Puerto Rico Olympic Committee

COVID-19: Coronavirus

DEPR: Department of Education of Puerto Rico

DRD (acronym in Spanish): Department of Recreation and Sports

ECEDAO (acronym in Spanish): The Community School Specialized in Sports at the Albergue Olímpico

IOC: International Olympic Committee

KD: Kinesiology Department

ML: Meaningful Learning

NOA: National Olympic Academies

NOC: National Olympic Committee

OC: Olympic Charter

OE: Olympic Education

OVEP: Olympic Values Education Programme

OVEPUR: Puerto Rico Olympic Values Education Programme

PA: Physical Activity

PE: Physical Education

SL: Significant Learning

UNESCO: United Nations Educational Scientific and Cultural Organization

UPRM: University of Puerto Rico, Mayagüez campus

WADA: World Anti-Doping Agency

CHAPTER 1: INTRODUCTION

In Puerto Rico, many attempts have been made by the Puerto Rico Olympic Academy (AOPUR, acronym in Spanish) to promote Olympic Education. However, it has been challenging for the Olympic scenario to be understood and preserved. This results from an ambitious culture, where winning medals and becoming the best is still the main focus of many sports figures and executives, who forget the Olympic Movement's significant contribution to society.

Olympic Education originated from the ideas established by whom we know as the father of the Olympic Movement, Baron Pierre de Coubertin. He had strong beliefs about sport being a positive educational tool for young people (Moreira, 2018). The Olympic Education manages to promote a beneficial learning environment around the principles of Olympism and its values through sport. The core of Olympic Education bases on three central values: respect, excellence, and friendship. As stated by the International Olympic Committee (IOC; 2020) in the Olympic Charter,

“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.”

Based on the fundamental principles of Olympism and recognizing the unique potential that sport has as an educational and communication tool, the International Olympic Committee (IOC) created The Olympic Values Educational Programme (OVEP) designed for children from the ages of 5 to 18. The programme aims to realize the Olympic ideal of building a better world through sport, employing a curriculum that uses sports pedagogy and focuses on values-based learning (IOC, n.d.-a). This programme, developed as a toolkit, provides a practical set of learning resources designed to inspire and allow young people to experience the core values of Olympism (IOC, n.d.-a). The experiences are acquired through Olympic educational themes, which are delivered using basic learning approaches such as cognitive (learning), affective (social/emotional), and kinaesthetic (physical) while using the symbols of the ancient and modern Olympic Games (IOC, 2017b). These themes are known to be the base of OVEP:

1) Joy of effort, 2) Fair Play, 3) Practicing respect, 4) Pursuit of excellence, 5) Balance between body, will, and mind.

Sport, physical education, and physical activity have proven to promote moral behaviour in children and adolescents. Kavussanu (2008) explains that this is because sport by nature is a social context in which participants interact with, relate to, and influence each other. The sports scenario promotes an environment of opportunities where the actions of each participant can bring positive consequences to others, such as support, respect, and understanding.

For this reason, the structure of the Olympic Education programmes has a significant impact on its participants as it is the ideal mix to impact the child's moral growth and development. In other words, sport is the key to ensuring the experience and promotion of the Olympic Values. Multiple studies affirm that implementing a values-based programme like OVEP in an educational environment such as schools positively impacts young athletes. Studies have shown significant effects due to the implementation of programmes related to Olympic Education. Most agree that once the participants are exposed to the programme they are more likely to display: 1) improvement of knowledge regarding Olympism, 2) improvement of expressions of moral values in sport, and 3) improvement in pro-social behaviour.

However, the social nature of sports can also promote the engagement of behaviours that could lead to negative consequences, such as cheating, lying, intimidating, and injuring other participants (Kavussanu, 2008). Thus, as we develop, our sports scenarios become more complex and susceptible to different social problems. Due to these social problems, AOPUR was compelled to find a solution. As a result, a strategic alliance was made with the Kinesiology Department (KD) of the University of Puerto Rico in Mayagüez Campus (UPRM) to help spread the message of the Olympic Philosophy. AOPUR and the KD were so profoundly concerned about the values crisis in Puerto Rico's society, especially in the sports environment, and this concern led to the emergence of the Olympism for Life programme as an educational strategy for reaching out to Puerto Rico's younger generations (Álvarez & Córdova, 2017). It is essential to mention that this programme is a modified version of the Olympic Values Education Programme (OVEP 2.0). However, it was custom-made for Puerto Rico's sports society

to adapt the global trend of using sport as an instrument to promote pro-social behavior to our sociocultural reality.

For such reasons, the purpose of this study is to validate if the implementation of a modified OVEP programme has a positive effect on student-athletes in Puerto Rico.

CHAPTER 2: LITERATURE REVIEW

This chapter exposes essential information that is necessary for the understanding of the topic and the investigation. The sub-topics are divided into sections to allow the reader to comprehend better.

2.1 Theoretical background

One of the most common frameworks used to explore moral behaviour has been the cognitive approach. Kohlberg argued that the most critical element of moral behaviour is moral judgment (Reynolds & Ceranic, 2007). Sanders (2020) explained that Lawrence Kohlberg's Stages of Moral Development bases on Jean Piaget's theory of moral judgment for children. The theory focuses on the thinking process when one decides whether a behaviour is right or wrong. Therefore, the theoretical emphasis is not based on how one decides or does but rather on responding to a moral dilemma.

As previously mentioned, due to its nature, Olympic Education manages to promote a beneficial learning environment through the principles of Olympism and its values through sport. Nevertheless, the structure of an Olympic Education Programme has a significant impact on a child's moral growth and development. Many researchers have supported this idea, focusing on (1) moral behaviour in sport settings and physical activity, (2) moral behaviour in physical education with a specific teaching style, and (3) moral behaviour in Olympic Education.

2.2 Relevant empirical research

Several studies (Gibbons et al., 1995; Giebink & McKenzie, 1985; Romance et al., 1986; Wandzilak et al., 1989) focus on moral behaviour in sports settings and physical activity.

Giebink and McKenzie (1985) reported two related studies designed to examine the effects of three intervention strategies (instructions and praise, modeling, and point system) on children's sportsmanship both in physical education class and in a recreational setting. The two studies pointed out that implementing these strategies can enhance sportsmanship in physical activity settings. They also found that the strategies were more

effective in reducing unsportsmanlike behaviours in physical education classes and recreational settings than in increasing sportsmanship interactions. With the results attained, Giebink and McKenzie suggest that the implementation of systematic and well-planned strategies need to be frequently made in long periods of time and in different settings to meet social skill objectives in physical education.

Romance et al. (1986) studied the effectiveness of a specially designed physical education program on the moral development of elementary-age students. The analyzed data revealed a significant difference between the control and experimental groups in moral growth due to the exposure to particular teaching strategies. As a result, programmes specifically designed to promote moral development through physical education can affect changes in levels of moral growth.

Wandzilak et al. (1989) conducted a study to determine the effectiveness of a values-related model in producing changes in the moral reasoning, sportsmanship perceptions, and behaviours of male junior High school basketball players. The intervention made was effective in altering the sportsmanlike and unsportsmanlike actions of participants.

Gibbons et al. (1995) examined the effect of participation of children (4th and 6th grade) in educational activities selected from Fair Play for Kids (1990) on moral judgment, reason, intention, and pro-social behaviour. With the results attained, they were able to validate the Fair Play for Kids curriculum for having an effective change in the moral development of elementary school students.

All the studies mentioned above tried to support moral development by using Kohlberg's structural-developmental theory and Bandura's social learning theory. However, these researchers did not focus on the implementation of a specific teaching style. That is why, Mouratidou et al. (2007) conducted a study examining whether physical education (PE) settings could promote moral development by creating a specific motivational climate and adopting a specific teaching style. The design behind it was based on creating a task-oriented motivation climate and a reciprocal teaching style by exploring the effectiveness of a six-week specially designed moral development intervention in the PE domain in high school students. The results revealed that the

experimental group exhibited more statistically significant moral reasoning after the intervention; therefore, these findings supported the idea that an appropriate design of PE could support students' moral development.

Moreover, different educational initiatives around the world have implemented the Olympic Education structure. Studies (Budreikaitė, 2014; Glapa et al., 2016; Šukys & Majauskienė, 2013, 2014) showed significant effectiveness due to the implementation of programmes related to Olympic Education.

In 2013, Šukys and Majauskienė conducted a study for Lithuanian Sports University where they focused on young adolescents (13-18 years) attitudes towards Olympism values and Olympic Education. Using Telama's (2002) Olympic Education Questionnaire, they discovered a statistically significant difference towards human values of Olympism and social virtues of Olympism on applied Olympic Education Programmes. They concluded that schools that implemented an integrated Olympic Education Programme more often to their pupils emphasized the importance of human and social values of Olympism in comparison to students from schools not implementing this programme.

Later, in 2014, Šukys and Majauskienė conducted another research examining the effect of an integrated programme of Olympic Education on adolescent athletes' Olympic values and their behaviour in sport. Their results showed that adolescent athletes from schools not implementing an Olympic Education programme scored lower than athletes from schools implementing this programme. Human values of Olympism, social virtues of Olympism, individual pursuit of excellence, and pro-social behaviour in sport demonstrated differences.

The study carried out by Glapa and collaborators (2016) examined the effectiveness of the impact of the Olympic Education programme on declared pro-social behaviours of junior secondary schools students (13-14 years old) as well as on the level of their knowledge about Olympism. Results indicated a statistically significant improvement in the level of knowledge about Olympism among pupils involved in the Olympic Education programme.

Another research made in Lithuania, this time by Budreikaitė (2014), aimed to determine the influence of Olympic Education on 12–13-year-old adolescents' expression of Moral Values in Sport. The results showed that the experimental group could better define the essence of moral values since the expression of their perception of values was higher than the control group. Data analysis of the empirical research conducted within a framework of Olympic Education manifested the expression of positive changes when contributing to the development of a moral value system.

However, the academic literature lacks in-depth, systematic empirical research on the expression of moral values through Olympic Education.

2.3 Presentation of study's important parameters

The following subsections present and clarify the essential parameters of the study. Allowing a better understanding of the study and gives the reader some background about the topic. It also explains why this investigation is important.

2.3.1 Olympism

According to International Olympic Committee (IOC) (2020, p. 11):
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, social responsibility, and respect for universal fundamental ethical principles. The goal of Olympism is to place sport at the service of the harmonious development of humankind, to promote a peaceful society concerned with the preservation of human dignity.

Olympism is a concept that was created more than 120 years ago by whom we know today as the father of the Olympic Movement: Pierre de Coubertin. The Frenchman 'saw himself and foremost as an educator, and his primary aim was an educational reform' (Müller, 1986a:1-34, as cited in Müller, 2010, p. 1). In his search for an educational reform for his country (France and the French schools), the goal 'was to make modern sport an integral part of the school routine, and so introduce into that

routine a sports education which would embrace both body and mind' (Müller, 2010, p. 1).

The British Public-School tradition of sport in education and the philosophy of the English educator Thomas Arnold influenced Pierre de Coubertin's educational ideals. Thomas Arnold believed in "making a change in school's environment through sport; a change of the moral thinking among boys, to substitute the bad behaviours with good ones (Lucas, 1967, as cited in Hajj, 2019)". However, the real inspiration was the French aristocrat's "interest in the ancient Greek's dualistic focus on the development of body and mind" (Naul & Binder, 2017, p. 9). According to Coubertin, the ancient Greeks ideas emphasized a "delicate balance between mind and body" (Coubertin, 1894, 2000, p.532 as cited in Naul & Binder, 2017, p. 9). His proposal to spread positive values through a 'blend of sport, culture, and education' was a wise idea for the revival of the Greek legacy and one of the most critical concerns of the Olympic Movement (Rezende, 2008, p. 4).

"As a result, what became a mission of a national educational reform for France became universal, the revival of the Olympic Games. For many years, philosophers, thinkers, and moralists insisted on the idea of recovering the Games with an essentially pedagogical objective. Pierre de Coubertin wanted and succeeded in materializing this idea, using sport as an instrument and link of universal union." (Ramírez, 2021, p. 7)

As the Frenchman was planning the Modern Olympics in the 1890s, Olympism became more clearly defined. In the eyes of Pierre de Coubertin, the Olympic Games were not just a sporting event but rather the starting point of a social movement where sport and play would enhance human development to achieve a better world.

The Fundamental Principles of Olympism portrayed on the Olympic Charter reflects his significance of the 'respect for balance in the human character between aspects of mind, body, and spirit, and understanding the joy found in effort, and emphasis on peaceful behaviour and respect for others' (Binder, 2004, as cited in Rezende, 2008, p. 4).

The Olympic Charter is the codification of the IOC's Fundamental Principles, Rules, and Byelaws. It governs the organization and operation of the Olympic Movement and stipulates the conditions for the celebration of the Olympic Games (Zakus,2005, p.3, as cited in Naul et al., 2017, p. 16).

In essence, the Olympic Charter serves three primary purposes. Firstly, as a basic instrument of a constitutional nature, the Olympic Charter sets forth and recalls the Fundamental Principles and essential values of Olympism. Secondly, the Olympic Charter also serves as statutes of the International Olympic Committee. Lastly, the Olympic Charter defines the main reciprocal rights and obligations of the three main constituents of the Olympic Movement, the IOC, the International Federation, and the National Olympic Committees, as well as the Organizing Committees for the Olympic Games, all of which are required to comply with the Olympic Charter. (IOC, 2020, p. 9)

The first Olympic Charter, written by Pierre de Coubertin in 1896, has existed to guide the IOC's activities. This initial version of the Charter had four aims, and Naul and Binder (2017, p. 10) list the aim as follows:

1. To encourage and develop the fundamental qualities of sport (physical and moral).
2. To help build a better and peaceful world by educating young people through sport, creating a better understanding and friendship among all.
3. To create international goodwill by expanding the principles of Olympism around the world.
4. To gather athletes from all over the world every four (4) years for the world's major sports festival, the Olympic Games.

These 'four aims' send a clear message about the educational orientation of the Olympic Movement. That is to educate young people through sport in a spirit of better understanding and of friendship, thereby helping to build a better and more peaceful world. (Naul et al., 2017, p. 16).

Coubertin made ongoing efforts to convince the IOC to take its role on behalf of physical education seriously (Naul et al., 2017, p. 17). Pierre de Coubertin organized eight out of the 12 Olympic Congresses held between 1894 and 1994 before 1926 to promote his educational objectives (Müller, 1994, p.13, as cited in Naul et al., 2017, p. 17). Since then, the importance of valued-based education through sport has been repeatedly emphasized, but it was not until the 1990s that the IOC acknowledged the influence of Olympic Education.

2.3.2 Olympic Education

“Olympic Education” is a term that first appeared in sports education and Olympic research only in the 1970s (Müller, 1975a, as cited in Müller, 2010, p. 1). However, it was not until the 90s that the term became well known. There is not an official concept of what Olympic Education means. However, many scholars who studied the topic agree that it is based on the values proposed in the Olympic Charter; these being excellence, respect and, fair play, which are considered the core values of Olympism. Nevertheless, other values help in the development of the body, will and, mind. Values such as determination, courage, perseverance, and resilience are intertwined with these core beliefs, and they can be found in abundance in the lore of the Olympics (IOC, 2016, p. 6). Although there is no official concept, there was a general definition provided and implemented in every school of Greece during their preparation for the Olympic Games in Athens 2004 (Franco, 2012, p. 22). The definition provided by Mountakis (2010, as cited in Franco, 2012) is that Olympic Education:

“is a pedagogical program, which comprises knowledge, skills, experiences, and values, which spring from the Olympic Games and the athletic tradition and taking into consideration elements of the contemporary reality aimed at changing the behaviour of pupils in a socially desirable direction.” (p. 22)

Therefore,

“the main task of Olympic Education is ensuring that the participants of the Olympic Movement *know* and understand in the right way the ideas and values of Olympism, and aspire to be guided by them in their *real behaviour* and direct

their efforts towards their *realization in life.*” (Stolyarov and Rodichenko, p.244 in this volume, as cited in Binder & Naul, 2017, p. 333-334)

Studies reports have noticed that during this time, the focus of Olympic Education began to shift from teaching ‘about the Olympics’ to teaching the Olympic values in several countries (Canada, Czech Republic, Russia, Spain, and France) through the initiatives of their National Olympic Committees (NOC’s) and National Olympic Academies (NOA’s) (Binder & Naul, 2017, p. 333). Another shift that seemed to occur during the 1990s was reaching out to schools. Binder and Naul (2017) mentioned that by partnering with the Ministries of Education, integrating Olympic Education supported existing institutional values or curriculum outcomes. Some educational efforts reached schools before the 1964 Tokyo Games (Binder & Naul, 2017, p. 333). However, it was the nationwide success of the Calgary 1988 Olympic Winter Games school kits, titled *Come Together: The Olympic and You*, which attracted the attention of the IOC and focused its awareness on the potential of integrating Olympic themes, values, and ideas with regular school curricula (Naul et al., 2017, p. 20).

After Calgary’s exceptional success, all organizing committees, NOC’s, organizations, and institutions started developing new tools and initiatives to spread the Olympic message. Nevertheless, it was not until the Olympic initiatives began to expand that the IOC realized that not many NOCs had sufficient funds to produce and distribute these Olympic-related educational resources. As a result, the IOC saw that as an opportunity to provide a resource accessible to all. This shift to values education required orientation to current pedagogy, curriculum development, teaching methodology in sports and physical education, and related interdisciplinary themes (Naul et al., 2017, p. 21).

“Methodologies for values-based Olympic Education initiatives emphasize holistic, experiential, and child-centered activities. These ‘active’ learning methodologies, which were the focal point for Euro-America curricula written in the 1990s, became the theoretical framework of one of the most successful yet accessible programs developed by the IOC, the Olympic Values Education Programme (OVEP). OVEP has been referenced by several countries as a

provider of a valued-base educational guidebook for Olympic education Projects.”
(Binder & Naul, 2017, p. 334)

2.3.2.1 Olympic Values Education Programme – OVEP.

Under the guidance of the IOC’s Olympic Education Commission, Coubertin’s vision in the late 19th century is today’s reality through the Olympic Movement’s Values-based learning programmes (The Olympic Studies Centre [OSC], 2018). Nevertheless, it is important to recognize that the continued development of these programmes will be ongoing since learning and teaching is an evolving and adaptive processes. The IOC (2016) explains the following:

“OVEP is a values-based learning programme that the IOC launched in 2007 with the intentions of communicating the benefit of sport and physical activity through an understanding of Olympism and its positive impact on individual health, enjoyment, and social interaction.” (p.4)

Physical activity and sport have significant benefits for health, well-being, and youth development. Over the years, it has shown us that it is the perfect tool to stimulate peace, holistic education, and social development (OSC, 2018). Until today, ‘blending sport with education and cultural expression continues to be the foundation of the IOC,’ as observed in the newest version OVEP 2.0, last reviewed in 2018 (IOC, n.d.-b). This new version is entirely ‘based on the Olympic philosophy that learning takes place through the balanced development of body, will and mind’ (IOC, n.d.-b).

As mentioned by the IOC (2017b, p. 10), the programme “aims to broadcast a values-based curriculum that will shape child and youth character development. Using the context of Olympic sport and the core principles of Olympism, participants are encouraged to experience values-based learning and to assume the responsibilities of good citizenship”.

Values are the principles and fundamental convictions that we each have that guide each person’s behaviour (IOC, 2017b, p.10). Approaches to preparing children and youth for life by teaching values values-based education (IOC, 2017b, p.10). Since the core of Olympism is based on three values mentioned in various works by the IOC, it is

important to note that each one has a unique focus. The IOC (2017b, p. 17) defines these three values as follows:

1. Excellence: doing the best we can, on the field of play or in our professional life. The important thing is not winning but taking part, making progress, and enjoying the healthy combination of body, will, and mind.
2. Respect: Includes respect for yourself and your body, for other people, for rules and regulations, for sport, and the environment.
3. Friendship: The heart of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals and between people worldwide.

As for OVEP, it merely focuses on the educational processes of experiencing these values through five (5) educational themes (IOC, 2017b, p. 18). In the IOC's work titled *Fundamentals of Olympic Values Education: A sports-based programme*, the educational themes are described as follows (2017b, p. 18):

- a. *Joy of effort*: Young people develop and practice physical, behavioural, and intellectual skills by challenging themselves and each other in physical activities, movement, games, and sport.
- b. *Fair play*: Fair Play is a sports concept, but it is applied worldwide today in many ways. Learning to play fair in sport can lead to the development and reinforcement of fair play behaviour in one's community and one's life.
- c. *Practicing respect*: When young people who live in a multicultural world learn to accept and respect diversity and practice peaceful personal behaviour, they promote peace and international understanding.
- d. *Pursuit of excellence*: A focus on excellence can help young people to make positive, healthy choices and strive to become the best they can be in whatever they do.
- e. *Balance of body, will, and mind*: Learning takes place in the whole body, not just in the mind. Physical literacy and learning through movement contribute to the development of moral and intellectual learning. This concept was the cornerstone of Pierre de Coubertin's interest in reviving the Olympic Games.

Since these educational themes have been highlighted based on the Fundamental Principles of Olympism, they incorporate three basic approaches for learning: (1) *cognitive*, which is referred to the intellectual, (2) *affective*, which is social and emotional; and (3) *kinaesthetic*, the physical (IOC, 2017b, p. 18). Therefore, focusing on this approach, OVEP can be used for several purposes. These can be, but are not limited to: (1) developing a student's understanding of these values and help to implement them in their lives, (2) encouraging students to participate in sport and physical activity, (3) strengthening the appreciation of effort in academic subjects, and (4) promoting positive behaviour and build healthy relationships between young people and their community (IOC, 2017a, p.8).

The word "education" is derived from the Latin "educare" (IOC, 2017a, p.17). It means "to draw out" (IOC, 2017a, p.17). OVEP is about "drawing out" and building the Values of Olympism – it is not about the imposition of rigid constructs (IOC, 2017a, p.17). OVEP is meant to be delivered in a joyful manner; therefore, its effectiveness is built on thoughtful planning and the pragmatic, not idealistic, implementation of its activities (IOC, 2016, p.15). This, however, "is up to the educator, the students and the leaders of the community to decide which educational themes and teaching methods will best meet the needs of those participating in the programme" (IOC, 2017a, p. 17).

2.3.2.2 Application of Olympic Values.

Olympic Education has been the framework of many kinds of educational initiatives implemented around the world. So far, twenty-one (21) have been listed, all coming from NOC's, Olympic Academies (NOA's), and the World Anti-Doping Agency (WADA). The majority targeted young people from 8-18 years old. Studies have shown significant effects due to the implementation of programmes related to Olympic Education. Most agree that once the participants are exposed to the programme, they are more likely to display: (1) improvement of knowledge regarding Olympism, (2) improvement of expressions of moral values in sport, and (3) improvement in pro-social behaviour. Nevertheless, 'the data suggest that the Olympic values have also been leveraged for various other purposes with priorities not originally foreseen by the writers of the Olympic Charter' (e.g., 'Peace Education', Colombia) (Binder & Naul, 2017, p. 335).

The following section focuses on the educational initiative implemented in this investigation. Like all others, this initiative utilizes the fundamentals and ideas of OVEP and adjusts them to bring the participants a more personalized experience.

2.3.2.3 Puerto Rico Olympic Values Education Program.

Puerto Rico Olympic Values Education Program (OVEPUR) was developed to adapt the global trend of using sport as an instrument to promote pro-social behaviour to our socio-cultural reality having OVEP 2.0 as its model. Dr. Álvarez Feliciano explains that: “OVEPUR rises from a union of purpose between several institutions that seek to achieve a physically fit and socially proactive society. Since OVEP is proven to be a curricular tool that can be implemented in schools and sports clubs, OVEPUR is an ideal opportunity for Physical Education or Sports scenarios to be transformed into a healthy model within the framework of social responsibility and support for the educational process (Álvarez, 2019, p. 10). Therefore, the Ephibia Guide: Handbook for the Sports Classroom was created to give coaches, sports or personal trainers, recreational leaders, educators or physical educators, and volunteers an instrument that allows them to impact the participant’s pro-social behaviour in a structured way. This handbook is the first academic effort of the Olympic Studies Center of the Kinesiology Department of the University of Puerto Rico, Mayagüez Campus. Its formula consists of five sessions models (Harmony, Excellence, Joy of Effort, Fair Play, and Respect) that combine four key aspects. Physical Activity (PA), which is the starting point of the programme followed by Olympic Education (OE), where education is provided around Olympism and its five (5) values. After the participants are activated physically and mentally with Olympism knowledge, they are led to Significant Learning (SL), where a connection is made with success stories of Puerto Rican athletes to promote a Meaningful Learning (ML). Once the previous three sessions (PA, OE and SL) are accomplished, it reinforces in academic subjects such as science, mathematics, and languages to achieve a Curricular Integration (CI). The CI can not only be reached by educational subjects but also by educational levels or ages.

For example, for educational levels, it could be divided by elementary school (K – 5th grade), middle school (6th – 8th grade), high school (9th – 12th grade), university. In

case it is divided by age, it could be like this: pre-schooled aged children (3 – 5 years), children (6 – 11 years), adolescents (12 – 17 years), adults (18 – 64 years), and older adults (65+ years).

To put the Ephibia guide to the test, a curriculum called OVEPUR: Olympism for Life was established by Janyler Vélez as part of a project for the University of Puerto Rico, Mayagüez Campus. According to Vélez (2019), OVEPUR: Olympism for Life is a:

Course created to expose the student to diverse scenarios within the field of Olympism to increase their knowledge concerning it, analyzing, reflecting, practicing, and applying different concepts referring to the Olympic values offered by sports and competitive activities. This course presents an overview of the aspects that contribute to the social and emotional development of the student/athlete in competitive activities. Furthermore, it aims to get the student actively involved in learning, considering the body, intellect, and emotions. (p. 1)

This course was designed to offer fifteen (15) sessions that use as a foundation the Ephibia Guide: Handbook for the Sports Classroom. The first session is about *What Olympism is?* which focuses on Pierre de Coubertin's dream and the legacy of Don Germán Rieckehoff Sampayo. Secondly, the *joy of effort*, the art of persisting, insisting, and enjoying as well as living the joy in sport. Third, *fair play*, the art of living by the rules, fair play in sport, community, and the commitment to fair play for the athletes and participants. Fourth, *respect for all*, the art of living committed; respect for oneself, others, and the environment; and human rights: the basic of respect and acceptance. Fifth, *search for excellence*, the art of self-oriented living, and the hard road to victory: the story of an athlete – the end of the race. Lastly, harmony is the art of living in balance between body, will, and mind.

It is important to mention that the course of OVEPUR: Olympism for Life has not been tested before; therefore, this would be the first attempt.

2.3.3 The impact of education on moral behaviour in Puerto Rico

In Puerto Rico, there have been efforts to implement a series of educational initiatives that seek to impact the moral and pro-social behaviour of the young population. The following are 3 of the most well-known initiatives that have been implemented so far on the island.

2.3.3.1 Tus Valores Cuentan.

Tus Valores Cuentan (Your Values Counts or Character Counts) is a unique and comprehensive K-12 integrated values program developed explicitly by Josephson Institute for Puerto Rico schools (Franco, 2012). The Josephson Institute is considered the largest character development organization in the world. Character Counts! (CC!) is one of their Ethic Center most highly successful program. CC! reaches hundreds of members organizations and millions of children and families (Character Counts! [CC!], 2021a). “Tus Valores Cuentan” aims include training and materials to help schools create a school culture to achieve three inter-related objectives (Selles, 2010, as cited in Franco 2012). According to Selles (2010, as cited in Franco, 2012), these objectives are:

1. Academic achievement: Creating a favorable learning environment using educational and behavioural values enables to them to achieve their intellectual potential.
2. Personal growth: To help students become more successful and socially responsible individuals by developing their positive character attributes and critical social and emotional life skills.
3. Safety: To create an environment where all students feel socially and emotionally secure.

However, Franco (2012) argues that it is imperative to mention that “Tus Valores Cuentan” is not a curriculum that replaces any existing part of the academic program. It is a framework that gives teachers the resources to integrate values in regular lectures and activities to enhance their goals by initiating meaningful, measurable, and sustainable positive changes in attitudes and behaviour.

At the core of “Tus Valores Cuentan” are two fundamental features that distinguish it from other culture-changing and character-building programs: (1) six pillars of character, and (2) four-point implementation strategy (Selles, 2010, as cited in Franco, 2012). The *six pillars of character* are trustworthiness, respect, responsibility, caring, fairness, and citizenship. They assure that all instruction and reinforcement of values build upon shared universally accepted values and attributes that comprise good character. Also, each of the six pillars of character help instill a positive school and a culture of kindness, making schools a safe environment for students to learn (CC!, 2021b). Properly implemented, “Tus Valores Cuentan” can result in significant changes in attitudes and behaviour by using a *four-point implementation strategy* that teaches, enforces, advocates, and models the six pillars of character.

2.3.3.2 Moviéndonos por los nuestros.

The year 2017 marks a dramatic change in Puerto Rico as it was impacted by one of the greatest atmospheric phenomena in history: Hurricane Maria. The Puerto Rico Olympic Committee took on the task of bringing joy to over 20 towns that were in the first phase of recovery through physical activity, passive games, and entertainment with athletes from various delegations from the past Olympic cycle. “Moviéndonos por los Nuestros”, was just the beginning of a much bigger project called #MoviéndonosPURlosNuestros.

According to the Puerto Rico Olympic Committee [COPUR] (2018), #MoviéndonosPURlosNuestros is an initiative created to: “a) promote the importance of sports recreation to influence a healthy lifestyle, b) understand and put into action the Olympic values of excellence, respect, and friendship under the philosophy of the Olympic Movement, c) create art that reflects the spirit of the Olympic Movement, and d) encourage the use of social networks to spread the values and the Olympic Movement.

The project was created by Betsmara Cruz Lebrón, a youth ambassador of the Nanjing 2014 Youth Olympic Games. She proposed a social program that would attend around 1,000 students with academic, cultural, and physical activities (COPUR, 2018). This proposal was supported by the International Olympic Committee (IOC) through its call to youth ambassadors who participated in the Youth Olympic Games. Puerto Rico

was one of the twenty-three (23) countries that were granted the scholarship from the IOC to bring this initiative to life.

The impact on each school lasted a week, starting Mondays with a workshop on Olympic Values and the Olympic Movement in Puerto Rico, Wednesday, an exhibition and workshop of an Olympic sport in Puerto Rico, and Friday, Olympic Recreational Day. Another benefit that students had was fraternizing with several athletes who have won medals in the past Central American and Caribbean Games, Pan American Games, and Olympics. It is important to mention that not all the island municipalities' schools participated in this project.

2.3.3.3 Fair Play.

Given the lack of awareness in Puerto Rico regarding educational efforts on the issue of anti-doping, Puerto Rico's anti-doping organization managed to have the first-ever fair play day celebrated on the Puerto Rican educational system. Beabraut Morales presented a proposal in 2013 to the United Nations Educational Scientific and Cultural Organization (UNESCO) with the purpose of celebrating Fair Play Day, which took place on April 10, 2014. This project was created to educate and generate awareness among young students between the ages of 13 and 17 about the effects of doping in sports and its social consequences.

Puerto Rico's anti-doping organization in union with the Department of Recreation and Sport (DRD, acronym in Spanish), the Department of Education of Puerto Rico (DEPR) and the AOPUR, of the Puerto Rico Olympic Committee (COPUR, acronym in Spanish), implemented three strategies to raise awareness about Fair Play. These three strategies, professional development strategy, artistic strategy, and sports strategy, aimed to target (1) physical educators, (2) students in general, and (3) student-athletes, respectively. The objectives of these strategies were to impact diverse populations with the theme of Fair Play positively.

2.3.4 Sports schools

Sports Schools is a type of educational institution for children that originated in the Soviet Union. It is said that it is the most influential system of modern physical training. This system was founded in the 1930s to have the children spend most of their time studying, practicing sports, or perfecting specific skills (Course Hero, n.d.).

In search of new educational approaches and among the diverse educational philosophical principles, DEPR took the initiative to create and develop specialized schools on the island. These schools are under the Specialized Schools Unit, whose purpose is to ‘establish and develop schools that offer the opportunity to develop to the maximum the students’ talents, interests, skills, and abilities in the country’s public schools’ (Jiménez Negrón, n.d.).

Its vision is to offer an education of excellence that develops academic skills by integrating the specialty, to create students capable of competing in a changing society so that they are entrepreneurs, leaders, respectful, competent, ethical, and eager to achieve positive changes for their country. The mission is to promote innovative educational projects that encourage student entrepreneurship to create the necessary transition to university and work life, aligned with the public policies of the DEPR and federal regulations (Jiménez Negrón, n.d.). This goal is met by structuring a specialized educational program that responds to ones’ talents and skills, and interests based on curricular tools, curriculum frameworks by specialty, DEPR Standards and Expectations, and public policy. Courses could be aligned with content standards and grade-level expectations. Various integration approaches, like multidisciplinary, interdisciplinary, transdisciplinary, and modalities, may be used with a science-based strategy.

2.3.4.1 The Community School Specialized in Sports at the Albergue Olímpico.

According to the school’s webpage, German Rieckehoff Sampayo was inspired by the Olympic Movement and the goal of using sport as a tool to form citizens who can be useful to society. Centered on the experience models of sports schools in other countries, such as Cuba, Rieckehoff transformed the Olympic Movement on the island into a social force of cultural affirmation and national identity, consequently turning Olympism into

one of the so-called living forces of our society. Together with other great professionals in education and sports, he fulfilled his most desired dream in Puerto Rico: The Community School Specialized in Sports at the Albergue Olímpico (ECEDAO, acronym in Spanish).

The school is affiliated with the Specialized Schools Unit of the DEPR. Since 1989, the school has served all the people of Puerto Rico, to the great satisfaction of contributing to the development of responsible and proud citizens, by providing the necessary tools to achieve educational program, sensitive enough to the individual difference and talents of the students based on a specialized curriculum. According to the school, its vision and mission are as follow:

ECEDAO aspires to the integral development of the student-athlete in such a way that they can achieve sporting achievements in the Olympic Movement with its values and in the same way that they integrate into society as a useful and responsible citizen. [Their mission is] to facilitate the student-athletes' education through a multidisciplinary curriculum of excellence, which integrates sports, academic, and community activities. This will be oriented to the development of their intellectual, emotional, and physical capacity, and the strengthening of values and social skills. (Escuela Albergue Olímpico, n.d.)

2.3.4.2 Albergue Olímpico Baseball Academy.

The Albergue Olímpico Baseball Academy (known as AOBA) is one of the new schools specializing in sports, exclusively in the baseball discipline. The school director, Molina (2020), explains the schools' mission and vision as follows:

“[The] mission is to promote sports information to children, youth and adults on the baseball field; through an interdisciplinary module that allows the development of their skills and sports abilities, as well as healthy lifestyles. To participate in training that promotes their development both in the field of sport and in the personal. [On the other hand, the vision is to] establish a development program with excellence and responsibility from the sports field; to be innovative, organized and of high physical and psychological performance in our athletes, and finally to improve the quality of life, focus, and discipline.”

He indicated that what distinguishes this school from the others is that it seeks to be more focused on encouraging discipline and values. It is the basis for training day-to-day with a healthy mind and willingness to succeed in any area of our lives.

To conclude, these sports schools allow student-athletes to study, practice sports or improve their skills. They develop their academic skills while integrating the sports specialty. These schools aim to create citizens that are capable, respectful, responsible, eager to achieve positive changes while maintaining a healthy lifestyle. Their aim can be achieved in several ways; however, since these schools are linked to sports and focus on the development of a 'good citizen', the best way to reinforce their aim is by applying the principles and ideals of Olympic Education. Given that studies affirm that implementing an Olympic Education program is effective, this study implements an Olympic Values Education Programme in one of the previously mentioned schools (AOBA). The following section explains the aims of the study.

2.4 Aims of the study

This study aimed to support student-athletes' moral competence and knowledge concerning Olympism by implementing an Olympic Values Education Programme designed for the Puerto Rican population (OVEPUR). Additionally, to examine whether the participants' perception concerning the twenty values as Olympic values could predict their moral competence.

2.5 Hypothesis of the study

The implemented programme would be a useful tool to impact moral competence as well as knowledge related to Olympism in young student-athletes.

2.6 Importance and originality of the study

This study was conducted out of concern that there is a growing social crisis in our sports scenarios. As we keep developing, this scenario becomes more complex and vulnerable to different social problems. Due to these social problems, AOPUR and the

KD of the University of Puerto Rico Mayaguez Campus allied to spread the message of the Olympic Philosophy.

2.7 Limitations

There were some limitations to the study that should be taken into consideration. The number of classes was supposed to be fifteen (15). However, the administration reduced them to ten (10) due to changes in their academic calendar. This change limited the approach to students. It also implicated a reduction of the material, resulting in the possibility that the material discussed is not explained well enough or in detail for the students to fully understand it.

Because of the unusual year, we have had to live with the current coronavirus (COVID-19) pandemic; classes had to be offered virtually rather than face-to-face how it should have been. It resulted in the need to modify the class structure further. The initial activity was a physical activity that aimed to inspire or encourage the participant. This activity, which was perceived as essential because 'studies show that physical activity promotes health, activates knowledge, and improves participant behaviour', had to be eliminated (Álvarez, 2019, p. 10).

Additionally, the contact with the control group was not how it was supposed to be because of the COVID-19 situation and the ongoing changes in the island. There was limited communication with the teachers in charge of the control group, which resulted in missing data, specifically in collecting the data from the post-test of this group. Consequently, a complete analysis of the results could not be made, not allowing us to compare the control and experimental group.

CHAPTER 3: METHOD

Considering all the factors that this project demanded, the research method used was an experimental design based on a quantitative instrument due to the need to measure the impact of experimental manipulation on the variable. This means that the quantitative instrument in the experimental design allowed a more pleasantly concluded effect of the variable at the end of the research.

3.1 Participants

The present study sample was conducted by 203 participants, who were divided into two (2) groups: The intervention group consisted of student-athletes from AOBA, with a total of 111 participants, and the control group consisted of non-athlete students, with a total of 92 participants. The participants of each group were in the same age range, from 10 to 17 years old. The participants from both groups were from different regions of Puerto Rico. It is worth mentioning that the selected schools were from the private (student-athletes) and public sectors (non-athletes). The grades were from sixth (6th) to twelve (12th) in the public sector and from sixth (6th) to eleven (11th) in the private sector.

It is crucial to mention that a total of 278 students were recruited. The intervention group had 152 student-athletes, and the control group had 126 students. However, after the intervention was executed for the intervention group, only 134 student-athletes completed the post-test, which means that 19 were excluded.

Before analyzing the data, it was reviewed to see if the participants fulfilled all requirements. Therefore, after the revision, 23 student-athletes and 34 students were omitted.

3.2 Measures

The tool used to obtain the necessary data for this research was a questionnaire (see Appendix A). It was created based on two existing measures related to the topic under investigation. Additionally, questions about demographic information were included. The following sections explain in a more detailed manner the components of each of these measures.

3.2.1 Demographic questions

Characteristics of the population were obtained through a demographic questionnaire. This questionnaire consisted of three (3) questions concerning the participants' age, gender, and educational class.

3.2.2 Olympic questionnaire

The first instrument was a modified version of the Olympic Education: "Physical Fitness, Sports Styles and Olympic Ideals: Intercultural Studies" questionnaire, carried out by Telama et al. (2002) (see Appendix B). Moreira (2018) made and used the modified version in her master's thesis titled "Olympic Education in Olympic athletes from the American Continent and their participation in social projects". The Olympic questionnaire was originally designed to "investigate knowledge about the Olympic Movement, teaching in schools and information given outside schools, studies of the convenience and real existence of Olympic ideals, structure and ideal Olympic factors, play behavioural patterns including fair play and violence factors (Telama et al., 2002; cited in Moreira, 2018)".

3.2.3 The Moral Judgement Test in Physical Education

The second questionnaire administered was the modified English version of the Moral Judgment Test in Physical Education (MJT-PE; Mouratidou et al., 2007) to assess athletes' moral judgment in physical education/activities settings. It is based on Kohlberg's structural-developmental theory for morality and the dual aspect theory of moral behaviour (see Appendix C).

In the Moral Judgment Test-PE, the individual confronts one story with a moral dilemma and must express whether (s)he approves or disapproves a string of arguments (items) in favor of or against the behaviour described in the story. The story-dilemma concerns students who participate in a sports competition during a school championship and act illegitimately in the last minutes of a final game to win. The story-dilemma includes 12 items, 6 in favor and 6 against the students' behaviour and participants

respond to each item in a 9-point Likert-type scale ranging from ‘totally disagree’ = -4 to ‘totally agree’ = +4. An example of an item in favor of the students’ behaviour is “The students are right because if they lose the game, they are going to be reprimanded by their coach”. An example of an item against the students’ behaviour is “The students are not right because intentionally injurious acts in sports are against the game’s rules”. The moral issues addressed are trust, upholding the rules and keeping the law, fair play, and competitive spirit. Finally, it should be noted here that the most crucial index that can be computed from the MJT-PE analysis is the C-PE index. The C-PE index represents a person’s ability to judge arguments based on their moral quality.

3.2.4 Validation and distribution of the questionnaire

Both questionnaires were validated, and permission was granted to use, modify, and translate them to Spanish since it is the native language of the Puerto Rican populations. The final version of the questionnaire was divided into three (3) sections. The first section included the demographic questions. Followed by a second section focused on the knowledge on Olympic Education, which contained 14 questions. The last section was about Moral Competence, where a student-players dilemma was presented. This last section had two (2) divisions in which students had to answer certain assumptions that correspond to: a) how acceptable do you find the following arguments in favor of the student’s behaviour, and b) how acceptable do you find the following arguments against the student’s behaviour.

The Forms application from the Google platform was used to create and make the questionnaire more accessible. This application was selected because it allows extrapolating the results of the questionnaires in order to analyze them later. Additionally, this platform provides a general analysis of the results obtained.

For the intervention group, the questionnaire was provided in two ways. Initially, the questionnaire was given to the student-athletes in the first two meetings before the intervention began. Secondly, student-athletes who did not show up for class obtained the questionnaire through email. On the other hand, the control group received the questionnaire through their teachers by email. In both cases, instructions and consent were given.

3.3 Process of the research

In order to evaluate AOBA, an approach was made to the school administration. A proposal was presented, and the administration agreed to be a part of the project. The OVEPUR course was taken by the institution (AOBA) as an additional resource in its educational curriculum for the first semester of the 2020-2021 academic year.

Prior to the beginning of this semester, the parents of the student-athletes of AOBA were given a syllabus that described the course and its objectives. The purpose of this research was also specified in it. A database with contact information (names, emails, phone) of the students was provided by the academic director of AOBA. This information is confidential, and therefore the only person who has access to it (other than the AOBA administration) is the principal investigator. For ethical reasons, these documents are not shared with third parties. These documents were provided on the condition that they would be discarded once the research was completed.

However, the approach with the control group was made by calling physical education teachers in the Department of Education of Puerto Rico. Once the calls were made and they were formally interested in the project, an email was sent to them with the consent to participate. Within the consent were the instructions to follow in order to complete the questionnaire as part of the control group.

To better understand how this research was carried out, the following sections explain the three (3) phases of the investigation.

3.3.1 Phase 1: Pre-test

In this first phase, a pre-test questionnaire was given to both the intervention and control group to understand how much knowledge these two populations have about Olympic Education and their moral behaviour. The data collection process was carried out and collected through the Forms application from the Google platform. The period started on August 28, 2020, and ended on September 11, 2020.

3.3.2 Phase 2: Intervention OVEPUR

Phase two began with the Olympic Education course (OVEPUR) intervention process for the student-athletes of AOBA. The sessions were carried out in the Google classroom platforms and meets through PowerPoint Presentations. For the class to be more dynamic, several applications were used. *Kahoot!*, a 'game-based learning platform that lets you create, share and play learning games, or trivia quizzes' was used (Kahoot!, 2021). In addition, *YouTube videos* were integrated into the presentations, and virtual tours of The Olympic Museum of Puerto Rico were created. The museum also allowed the use of some objects from its collection.

Ten (10) sessions were delivered between September 18, 2020, and December 4, 2020. The intervention was given one day per week (Friday) as a 1-hour virtual course. Participants were assured that their participation was voluntary and that their responses would remain confidential. The subjects of the lessons are presented in diagram 2.

Diagram 1: OVEPUR sessions

Subject	Objective	Topic	Activity
OVEPUR: Olympism for Life	Introduction of the course.	Description and objectives.	<ol style="list-style-type: none"> 1. Who am I? 2. Pre-test
Olympism	Participants were empowered by the emergence, development, and evolution of the Olympic Movement.	The life of Pierre de Coubertin.	Kahoot! Quiz (before the discussion).
	Participants learned about the contributions of the founding fathers of the International Olympic Movement, Pierre de Coubertin, and of Olympism in Puerto Rico, German Rieckehoff Sampayo.	The life and work of Don German Rieckehoff Sampayo (virtual tour of MOPUR)	<ol style="list-style-type: none"> 1. Kahoot! Quiz (before the discussion). 2. Make a drawing that can concretize the efforts of Pierre de Coubertin and/or German Rieckehoff Sampayo for the Olympic movement.
Joy of effort	The joy of effort executed by athletes in competitive activities was discussed.	<ol style="list-style-type: none"> 1. Women in sport 2. Kynishka: An impossible victory 3. Monica Puig: The victory that 	Mathematical integration: Habits of a healthy life

		surprised the world	
	Stories that celebrate the strength of good examples of elite athletes were presented, helping students identify the qualities that define people passionate about sport.	<ol style="list-style-type: none"> 1. Olympic Success Stories 2. Beverly Ramos: Performance at the CAC Games, 2018 	Failure and hope
Fair play	Students were assisted in understanding the meaning of fair play and discern between examples where fair play is present or absent by discussing what it is and what involves fair play.	<ol style="list-style-type: none"> 1. A Commitment of honor 2. ZANES 3. Franklin Gomez: The controversial fight the judges lost 	The Value of the Word
	Discussion about the controversy that many sports organizations are concerned about problems such as disrespectful behavior of athletes and spectators, and the will to win at all costs, which is observed in some people. It is necessary to create a "fair play culture" to address these issues.	<ol style="list-style-type: none"> 1. Decision making within sports 2. Madeline and Margaret De Jesus: The controversy in the Olympic Games, 1984 	Stimulation critical thinking: questions about ethical and moral aspects
	Discussion of athletes' and participants' commitment to fair play by understanding how this helps players commit and respect	<ol style="list-style-type: none"> 1. The Olympic symbols 2. Melanie Díaz: The honest action in the Pan Am Games, 	Discussion about freedom and oppression

	the principles that will guide their behaviour on and off the field.	2019	
Respect for all	The contribution of respect in sports and from athletes in competitive activities is presented to the participants.	<ol style="list-style-type: none"> 1. Truce 2. Eckeheria 3. Adriana Díaz: An Olympian for history 	Critical thinking.
Pursuit of excellence	A discussion of the aspiration to excellence by every athlete in sport and competitive activity was made. Understanding how a focus on excellence can help young people make positive, balanced decisions and achieve their best in whatever goal they set for themselves.	<ol style="list-style-type: none"> 1. Areté: An aspiration for life 2. Monica Puig: Our wall, our Areté, our Pica Power 	Areté: a brick on my wall
Harmony	The benefits of living in a balanced manner were discussed. To understand that the courage and determination presented by some competitors in the Olympic Games can inspire us all.	<ol style="list-style-type: none"> 1. Elis and Corebos 2. Clemente: A champion in and out of the park 	<ol style="list-style-type: none"> 1. Kahoot! quiz (before the discussion) 2. Dimensions of my life

3.3.3 Phase 3: Post-test

As to know if the intervention's ten (10) courses succeeded, a post-test was carried out using the same questionnaire from the pre-test. The data collection process started on December 8, 2020, and ended on December 14, 2020. Each student was emailed a link to access the questionnaire. The instructions were given the same way as in phase 1.

3.4 Statistical analysis

Different statistical criteria were adopted in order to verify the answer to the research question. To test the effect of educational class on athletes' moral competence in sports settings, we applied a one-way ANOVA with the C-PE index as the dependent variable in the whole group. With the aim of examining whether there were any differences concerning the moral competence in PE settings after the program, a t-test for paired samples was used. Furthermore, in order to investigate the relationship of moral competence in sports settings (C-PE index), with the awareness of Olympic Education, the of the Olympic Games, Olympic ideals or principles, and the symbol of the five Olympic rings, Spearman correlation was used. Finally, a two linear regression analysis was conducted to examine whether all twenty (20) Olympic values and the ten (10) attitudes/perceptions regarding sports circumstances could predict athletes' moral competence in sports settings. The statistical significance was set at the .05 level.

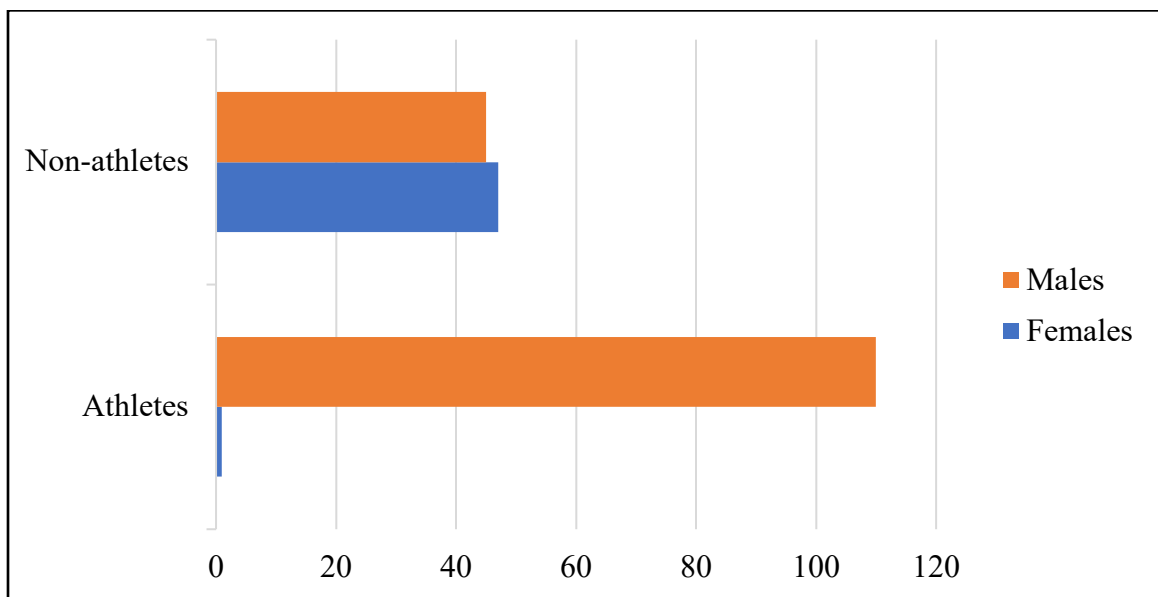
CHAPTER 4: RESULTS

This chapter exposes the results acquired in the investigation and their analysis. Graphs, figures, and tables are presented for a better understanding.

4.1 Sociodemographic data

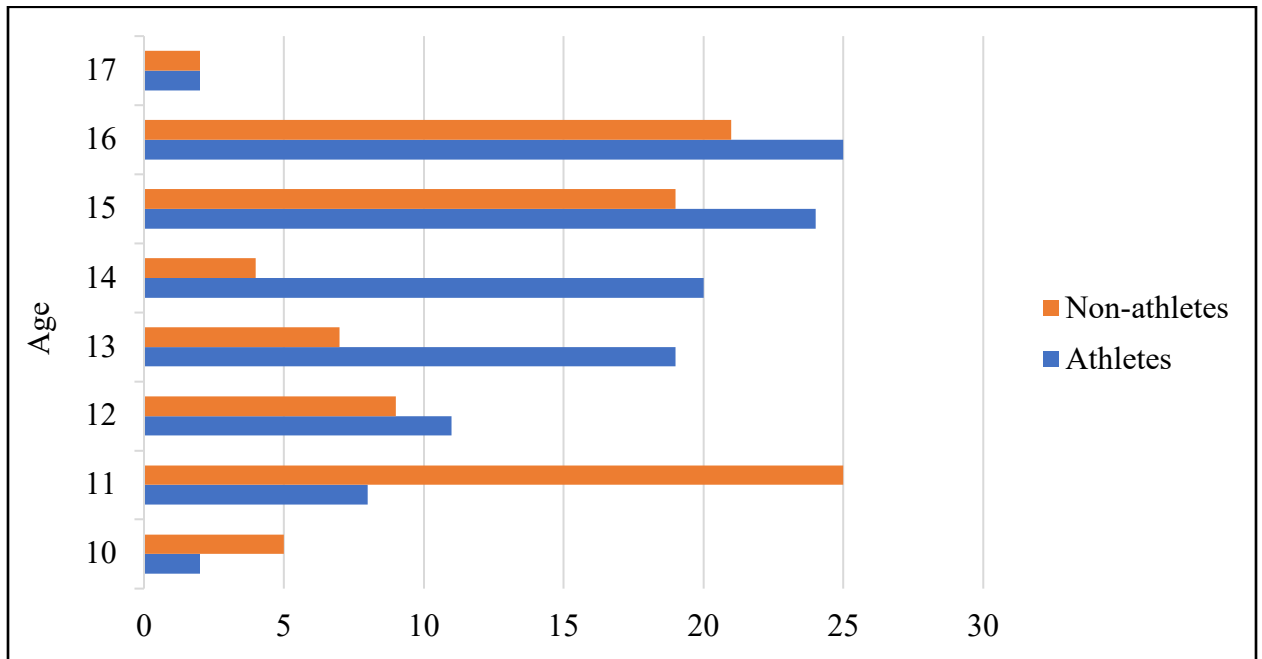
Participants were asked about their gender, grade, and age. Graph 1 shows the number of participants in each group, divided by gender. Graphs 2, 3 show the percentage of students in each age and grade of the intervention and control group, respectively.

Graph 1: Gender of the participants



In the non-athlete group, the gender was distributed almost equally (45 males, 47 females). Contrary to that, most of the athletes' group participants were males (110) and only one (1) female. It is also important to note that the number of participants per group was not equal. One hundred eleven (111) students were athletes, and 92 students were non-athletes.

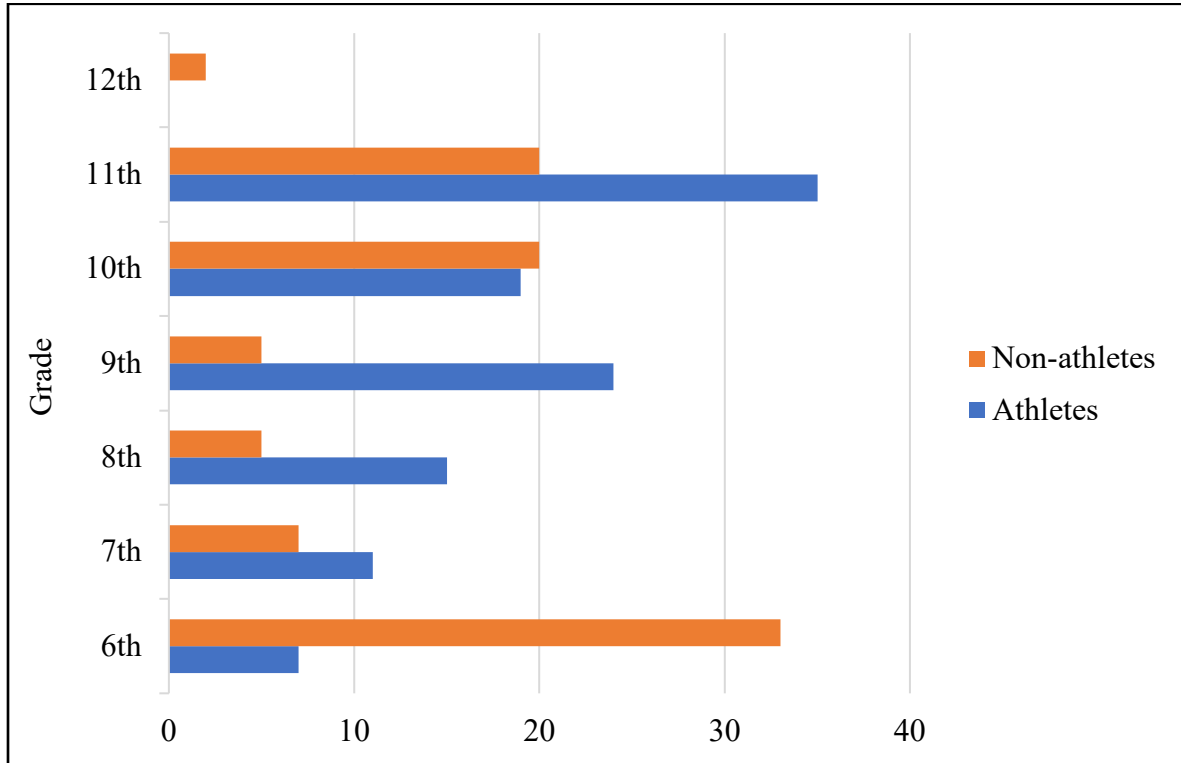
Graph 2: Age of participants



The participants in both groups were from the ages of 10 to 17. However, the number of students in each age group was not the same or similar (a difference of 5 or less), except in the age group of 17, 16, 15, 12, and 10.

Students of 10 to 17 years old corresponded to the grades of 6th through 12th. The distribution of students per class group can be seen in graph 3. It becomes apparent that there was not the same number of students per grade. There were considerable differences (10 or more) in 11th, 9th, 8th and 6th grade. However, it is essential to mention that in the 12th grade, there were only students that were non-athletes (control group); there were no participants in the intervention group.

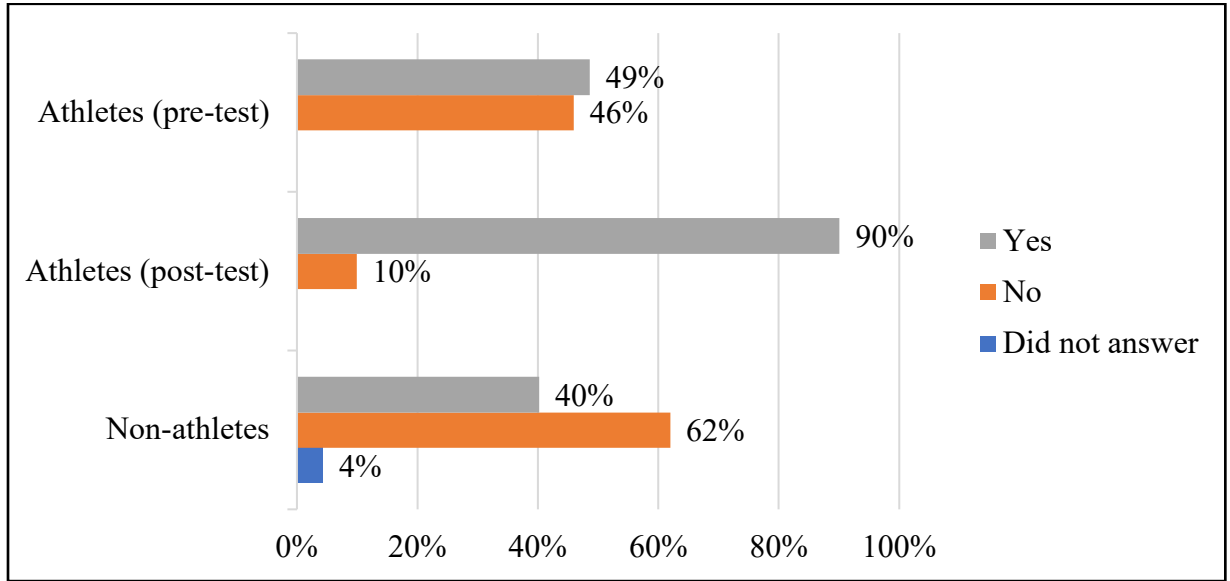
Graph 3: Participants per school grade



4.2 Data about Olympism

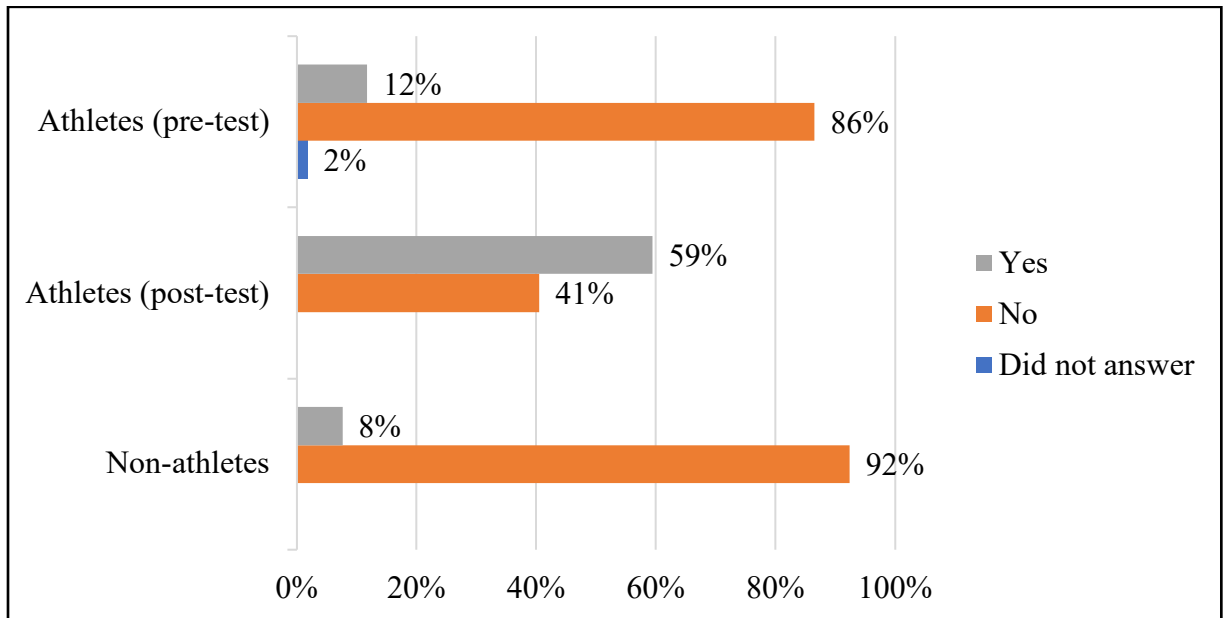
This section discusses six (6) questions regarding Olympism. For each question, graphs are presented to facilitate the discussion of the data obtained and its analysis. A Spearman Product Moment correlation between the C-PE index and athletes' awareness of Olympic issues and participation in Olympic programs are presented at the end of the section.

Graph 4: Olympic Education



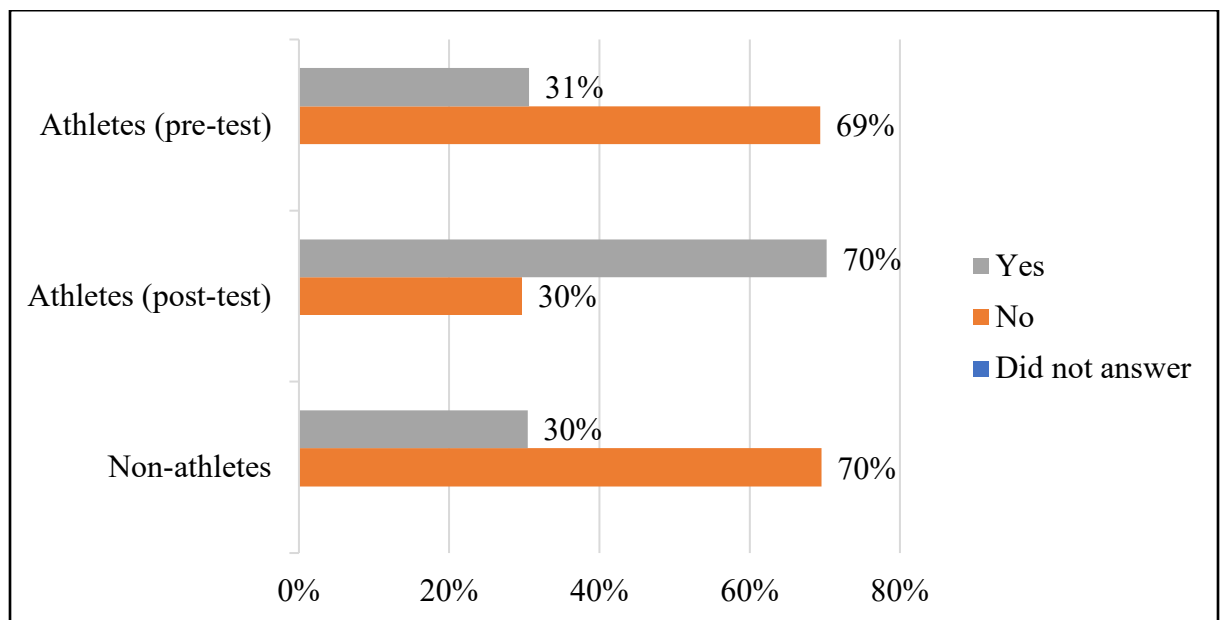
As expected, there was an increase in the percentage of athletes who answered yes to this question in the post-test compared to the pre-test (49% in pre-test vs 90% in post-test). Most of the non-athletes (62%) did not know the term Olympic Education.

Graph 5: Olympic Education programme



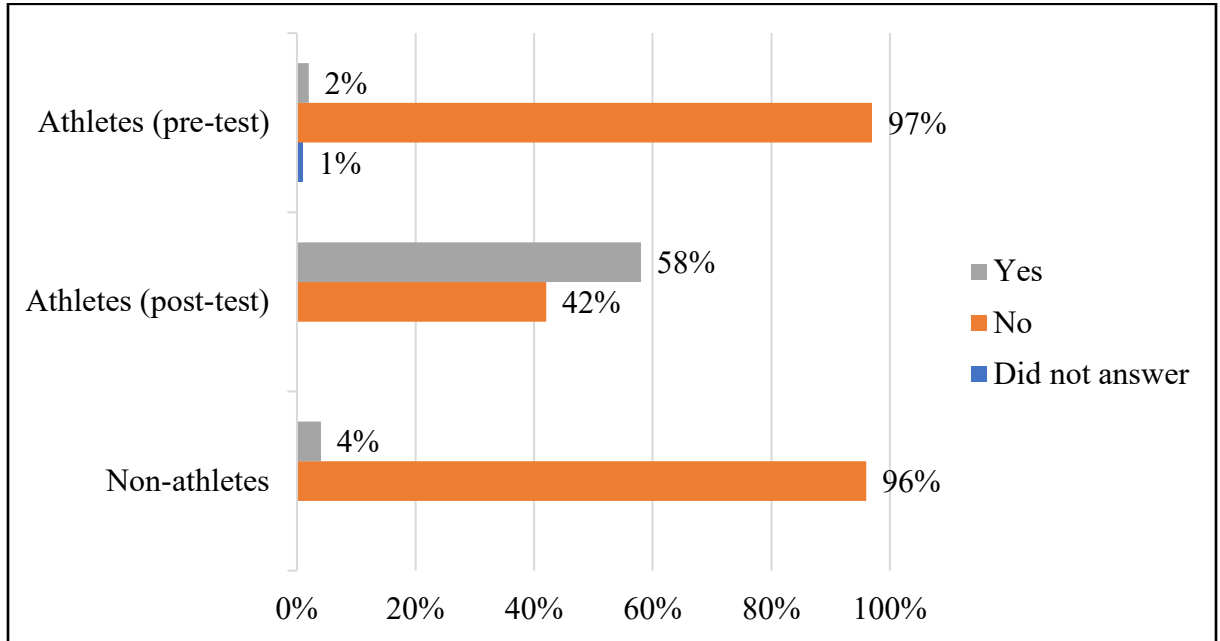
Graph 5 shows that most participants (athletes in the pre-test phase and non-athletes) have not been part of an Olympic Education Programme. For those two groups, it can be said that those who had been part of an Olympic Education Programme participated in one of the initiatives that were previously implemented in Puerto Rico. It was expected for all athletes in the post-test phase to answer that they had participated in an Olympic Education Programme because they were part of the intervention. It can be argued that the percentage of athletes who answered “no” to this question did not attend all of the intervention sessions.

Graph 6: Olympic spirit



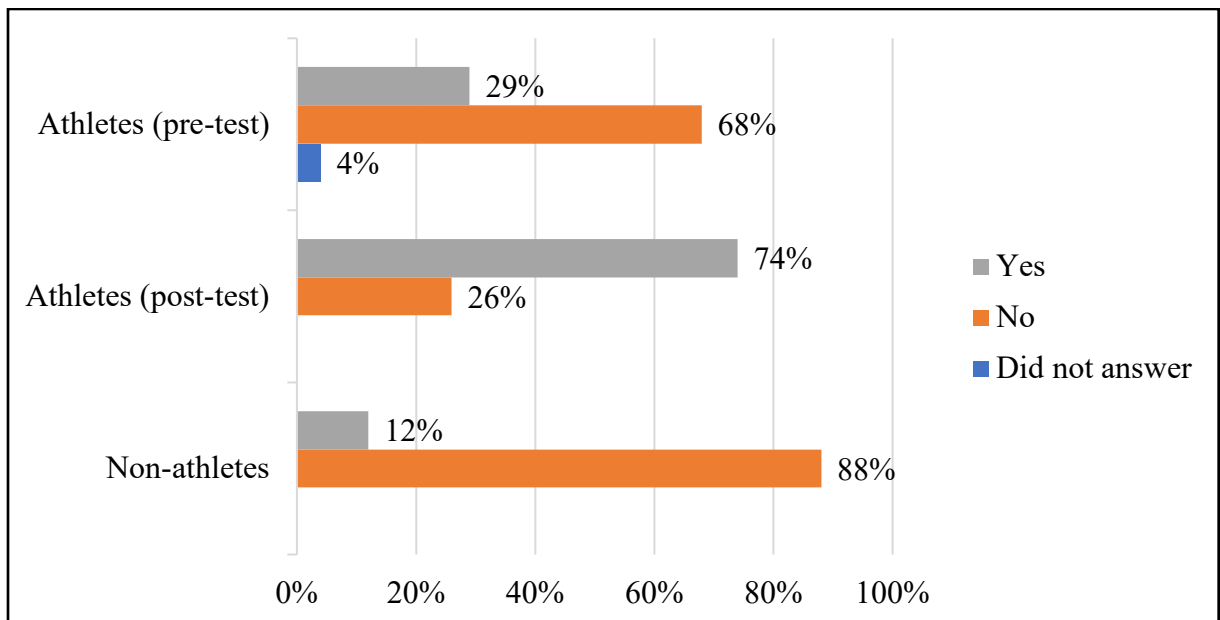
Athletes (pre-test) and non-athletes had similar percentages in this question (no: 69%; 70%; yes: 31%; 30%, respectively). After the intervention process, athletes' percentages were inverted; 70% answered that they did know the term Olympic spirit, and 30% answered that they did not.

Graph 7: Ekecheiria



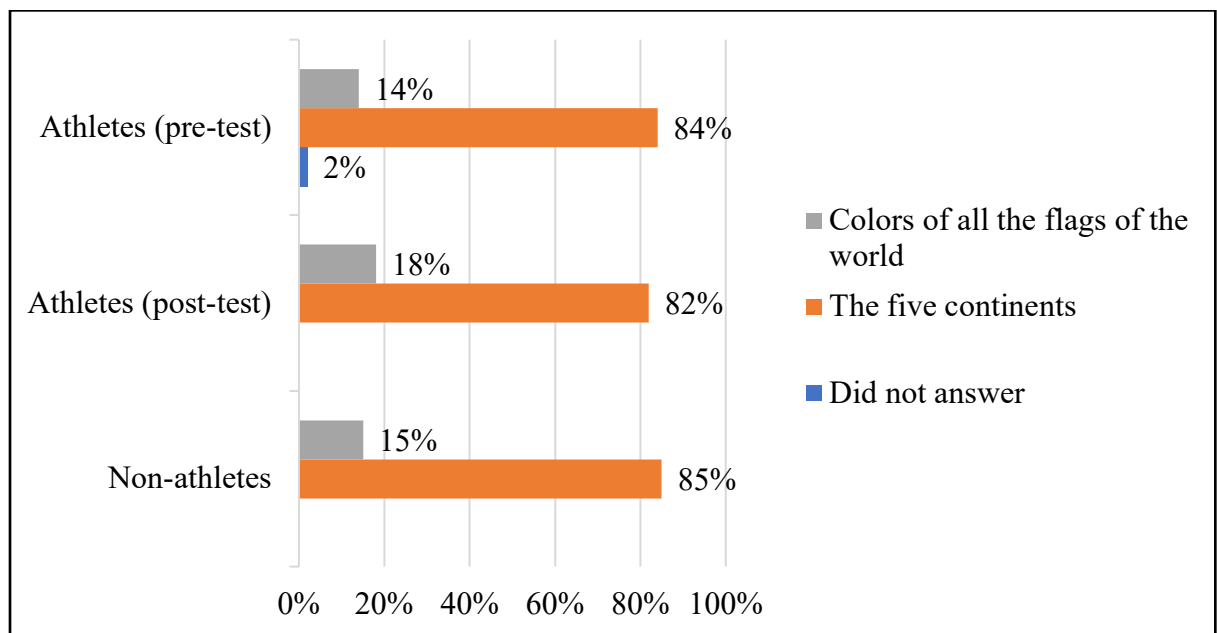
After conducting the intervention, athletes' responses changed significantly from 2% to 58%, meaning that 53% of the athletes now know what the term Ekecheiria means.

Graph 8: Olympic ideals and principles



At the beginning of the study, athletes and non-athletes did not know about the Olympic ideals and principles (68% and 88% answered no to the question, respectively). After the intervention sessions, only 26% of the athletes still did not know about the Olympic ideals and principles. The reason for this may be because they did not attend the section that explained this topic.

Graph 9: Olympic rings



For the question concerning the Olympic rings, the majority of the participants of each group answered correctly. However, it should be noted that only 14% answered incorrectly in the pre-test, yet in the post-test, 18% answered incorrectly. Perhaps this could be because participants (1) were not present during that topic's discussion, or (2) they guessed the answer.

A Spearman correlation further analyzed the six (6) questions discussed above. Spearman correlation examined the connections of athletes' moral competence in PE/sports settings with their participation in any Olympic Education programme and their awareness of a) the terms Olympic Education, Spirit of the Olympic Games, Olympic Ekecheiria, Olympic ideals or principles, and of b) meaning of the symbol of five

Olympic rings. As shown in table 1, there was a low significant negative correlation between the C-PE index and the athletes' awareness of the spirit of the Olympic Games ($r = -.152, p < .05$).

Table 1: Correlations between morality in sport settings and athletes' awareness of Olympic issues/participation in Olympic programs

	1.	2.	3.	4.	5.	6.	7.
1. C-PE index	1						
2. Have you heard the term Olympic education?	-.031	1					
3. Have you participated in any Olympic Education program?	-.110	.249**	1				
4. Have you heard about the term: Spirit of the Olympic Games?	-.152*	.342**	.282**	1			
5. Did you know about Olympic Ekecheiria?	-.036	.194**	.143*	.139*	1		
6. Have you heard about Olympic ideals or principles?	-.086	.241**	.244**	.274**	.269**	1	
7. Do you know the meaning of the symbol of five Olympic rings?	.066	-.037	.094	.064	-.008	.045	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

4.3 Interaction between Olympic values and attitudes toward sport and moral competence in sport settings

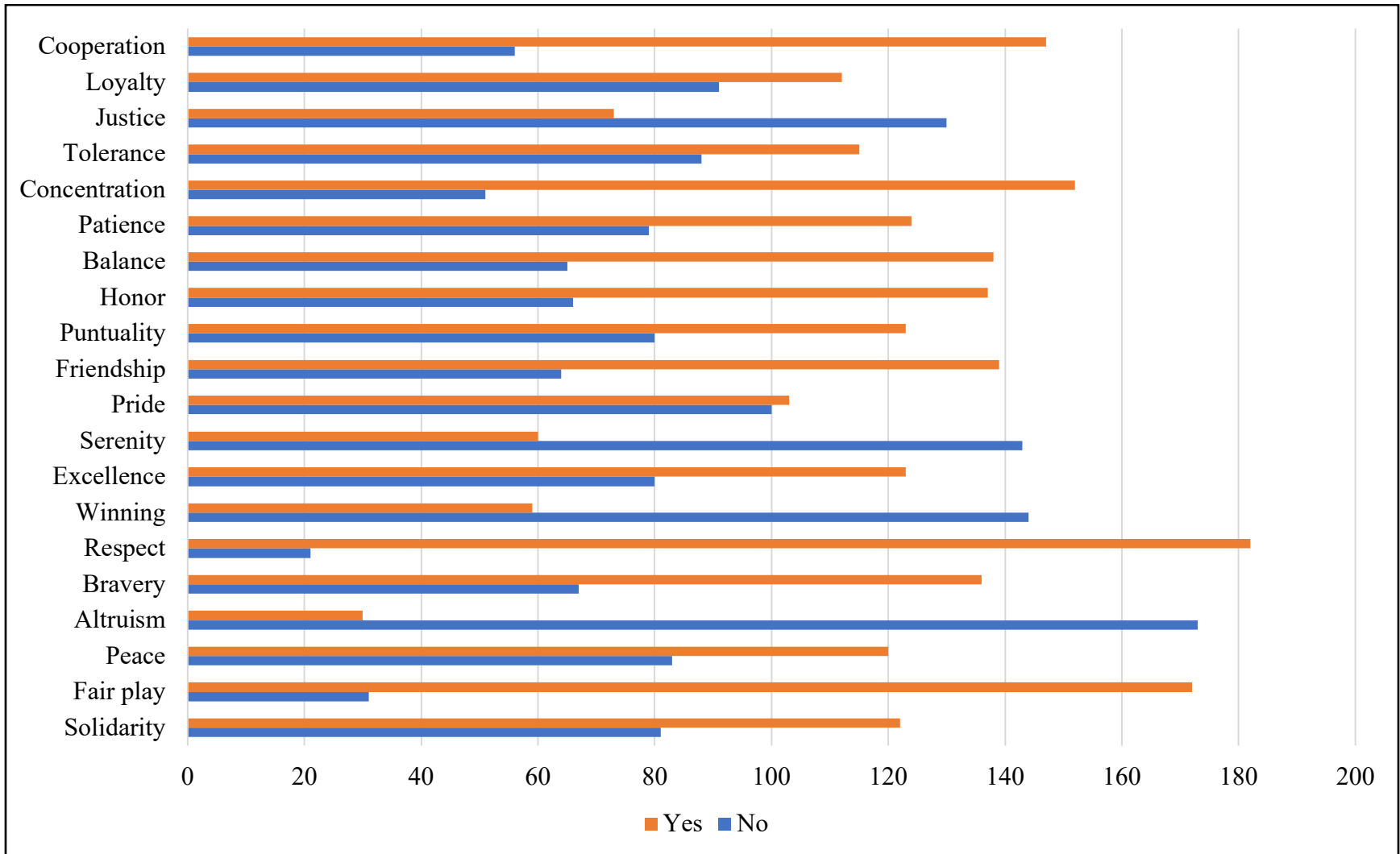
Linear regression analyses were performed to examine the extent to which athletes' perceptions concerning the twenty (20) values as Olympic Values could predict their moral competence. The results of the analysis indicated that only justice (perceived as an Olympic value) was a significant predictor of moral competence [$F(1,177) = 4.460, p < .05, R^2 = .025$, and $b = -.157$]. No significant effect was found for the rest perceived

Olympic values. Hence, no further analyses were conducted with these nineteen (19) values.

Moreover, in order to check whether the ten (10) attitudes concerning sports circumstances (as they were valued through the respective item of the Olympic Questionnaire) could predict athletes' C-PE index, a second linear regression analysis was adopted. Results of the analysis showed that attitudes concerning being a little selfish in sport is the first significant predictor for an athletes' moral competence in sport context [$F(1,172) = 4.972, p < .05, R^2 = .028, b = -.168$] while the second significant predictor is the perception that it's ok to try to bend the rules [$F(2,171) = 5.188, p < .01, R^2 = .057, \text{ and } b = .176$].

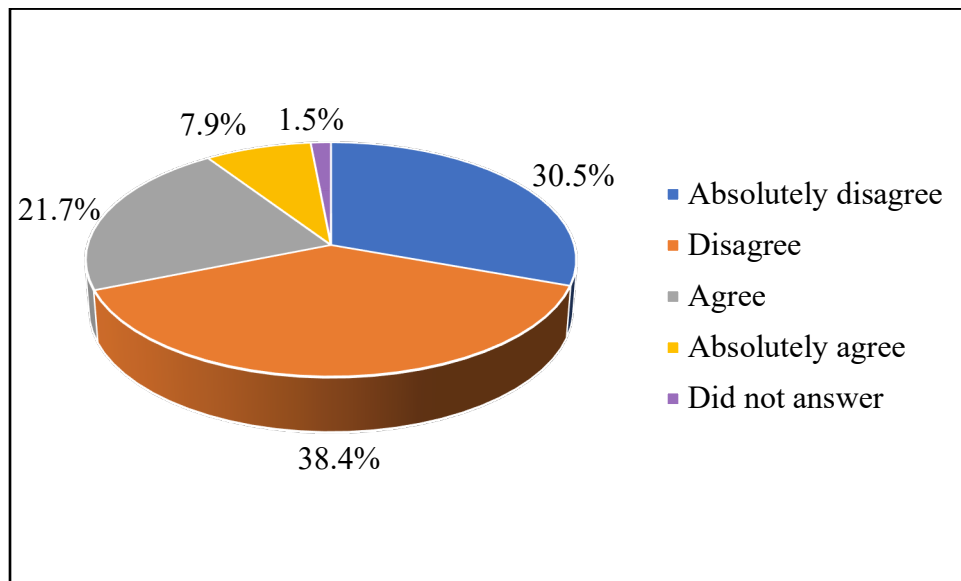
Olympism is associated with specific values, often referred to as *Olympic values*. Participants were asked to mark which values they considered Olympic from a list of twenty (20). It can be seen that most of them chose respect (89.7%) as an Olympic value (see graph 10). This was followed by fair play (84.7%), concentration (74.9%), and cooperation (72.4%). The items with the lower percentages were altruism (14.8%) and winning (29.1%). This graph was made to have a general scope of what values are considered as Olympic by both intervention and control groups.

Graph 10: Values considered as Olympic



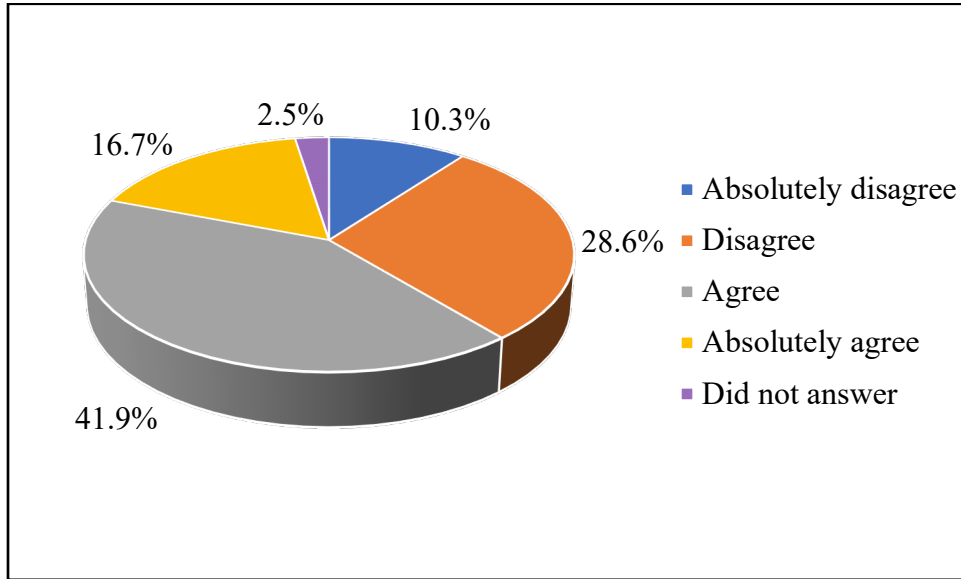
Participants were given a series of premises regarding attitudes in Olympic sports. They had to choose if they absolutely disagree, disagree, agree, or absolutely agree for each premise. The following graphs indicate the percentages of the answers for each question. At the end of the section, graph 21 presents an overview of the answers given in each premise.

Graph 11: In sports its acceptable that one breaks the rules



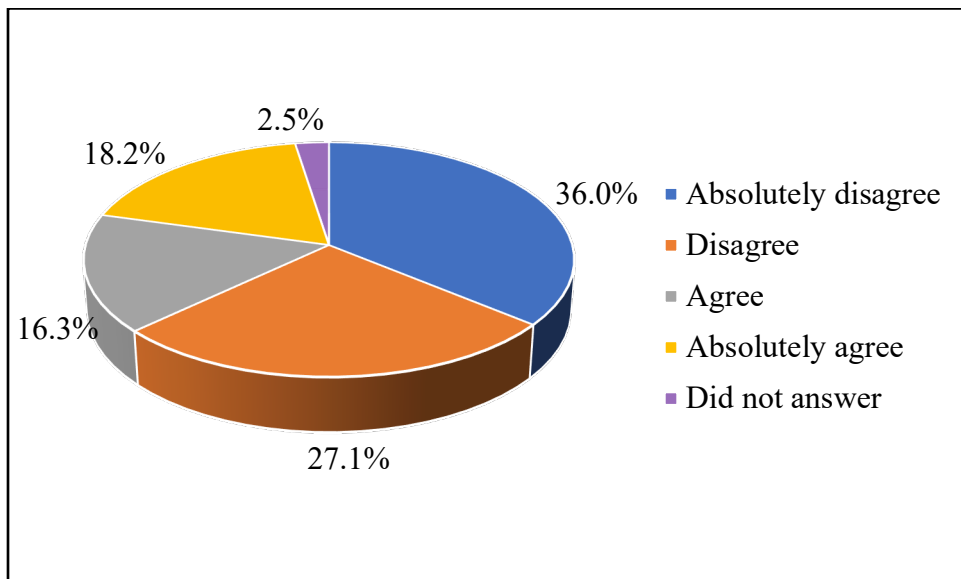
The majority of the participants (68.9%) disagreed or absolutely disagreed with the premise, meaning they do not think that rules should be broken. On the other hand, 29.6% of the participants answered that they agree or absolutely agree with the premise. According to Fraleigh (2003), intentional rules violations are not acceptable because of either violation of a contestant's agreement or some form of cheating.

Graph 12: You can not avoid injury to your opponent in some sports



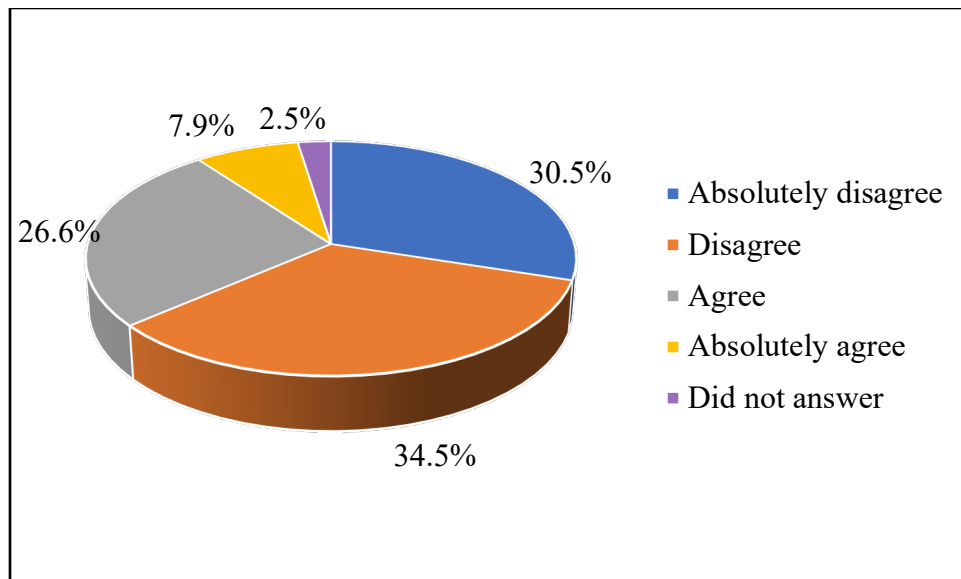
More than half of the participants (58.6%) think that injuries to their opponents are inevitable in some sports. It is known that participating in sports has the risk of sustaining injuries, and one of the risk factors is the opponent. Intentional injury to an opponent can be classified as an example of aggression in sport (Stanger et al., 2012).

Graph 13: It's impossible to do well in sports if you play fair



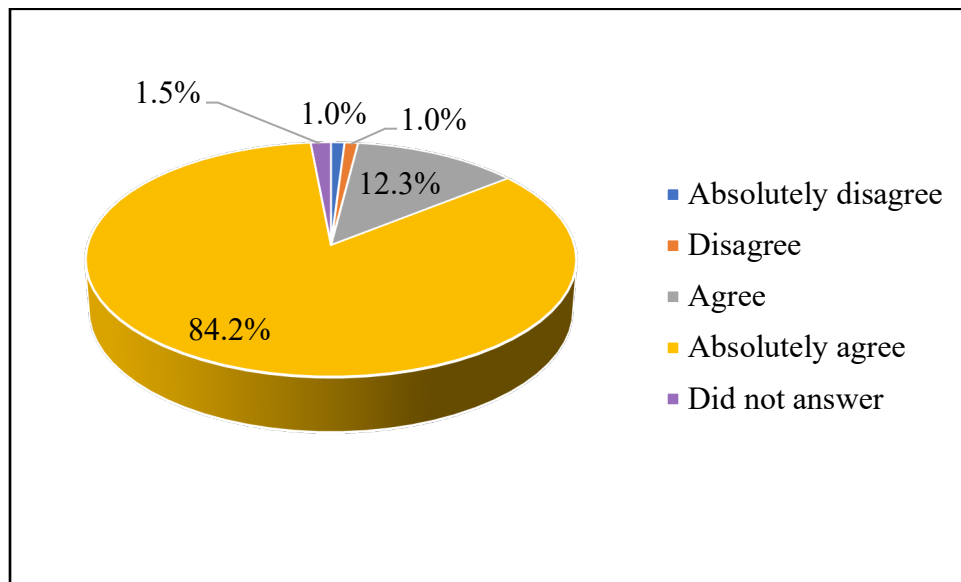
A total of 63.1% of the participants indicated that they absolutely disagree or disagree with the premise. Nevertheless, 34.5% of the participants answered that they absolutely agree or agree with the premise. This could be because athletes are often not motivated by their performance but by the reward for performance or victory (Sekot, 2011). Some prefer to win at all costs, regardless of how they achieve it.

Graph 14: Violence is an integral part of some type of sports



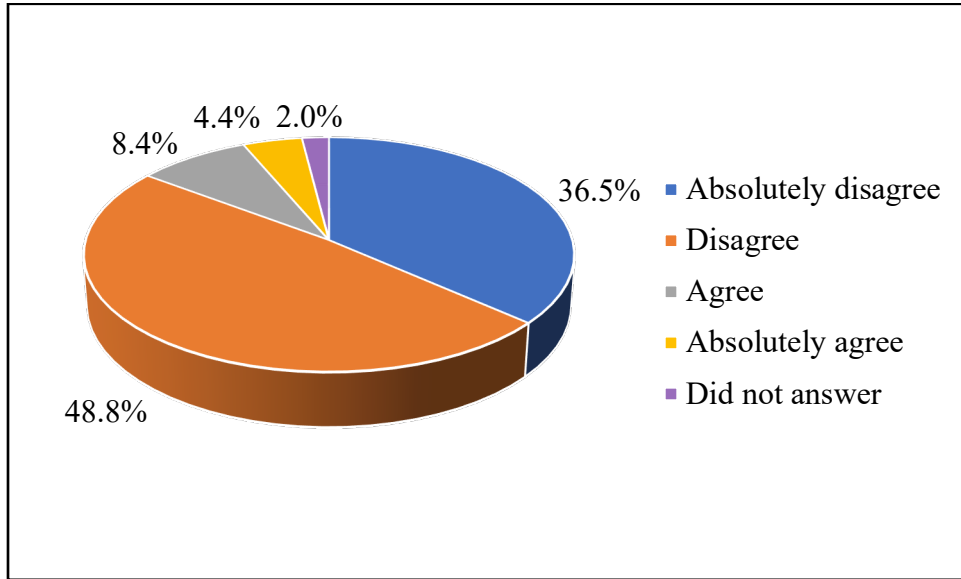
For some participants (65%), violence is not an integral part of sports. Some sports are violent by nature (Abrams et al., 2015). However, when we talk about sports violence, it can be defined as behaviour that causes harm, occurs outside of the sport's rules, and is unrelated to the competitive objectives of the sport (Terry & Jackson, p.2, as cited in Abdal-Haqq, 1989). A total of 34.5% of the participants absolutely agreed or agreed with this premise about sports violence. According to Goldstein (1989), sports violence will be reduced when athletes, fans, and others associated with sports no longer tolerate violence or view it as an integral or acceptable part of sports.

Graph 15: You can win by playing fair



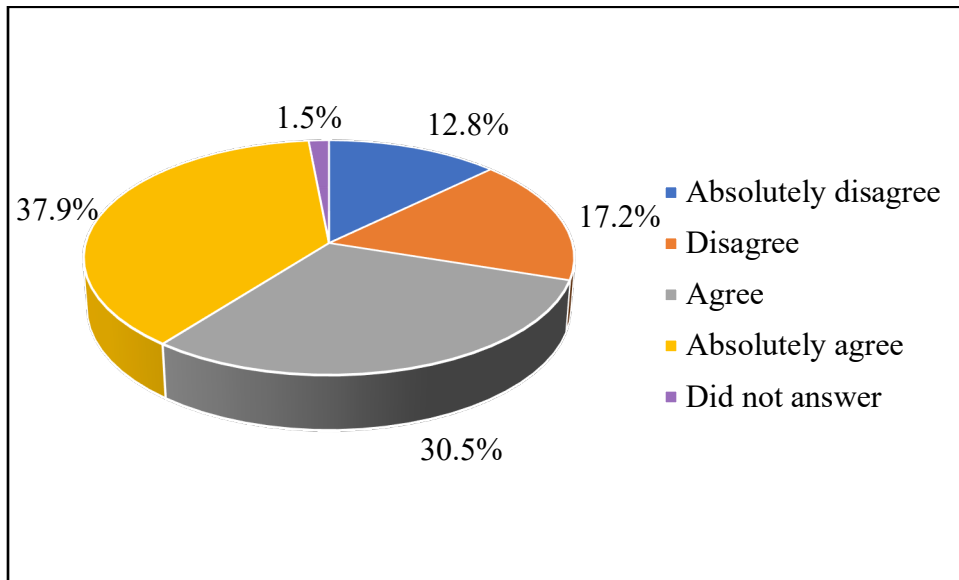
Fair play refers to simple gestures toward one's team players, competitors, referees, or audience, as well as complex situations that suppose helping an injured opponent on the field, admitting a fault, solidarity towards an action, fighting doping, etc. (Popescu, 2012). Most of the participants (96.5%) believe that one can win by making these gestures. Meanwhile, 2% do not think that fair play is related to winning.

Graph 16: If your opponent plays unfair it's okay to pay him back the same way



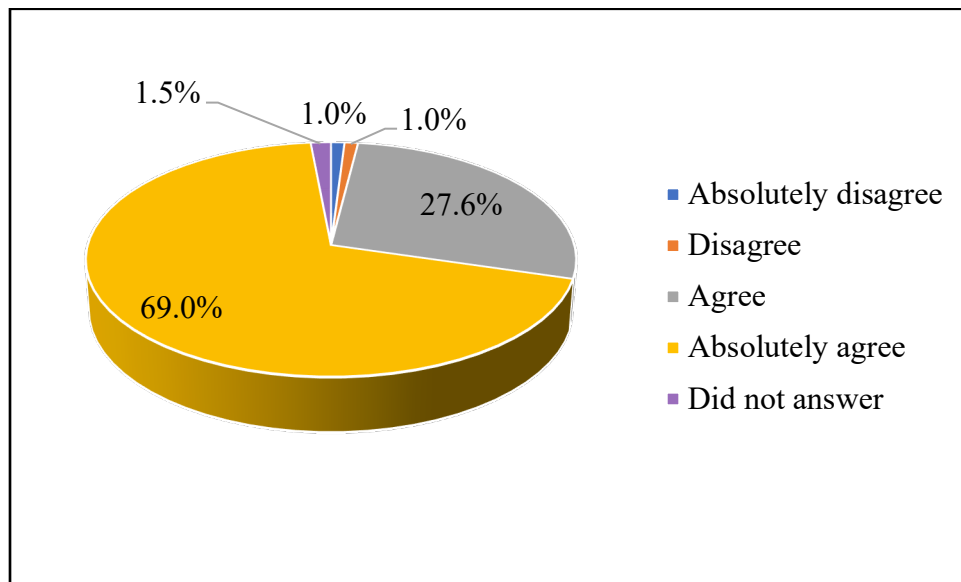
Unfair play is a common phenomenon in athletic activities, and this behaviour in sports activities affects student's conduct in physical education settings (Proios, 2011). An 85.3% of the participants answered that they would not play unfair to their opponent if (s)he played unfairly in the first place, but 12.8% would. Sport and physical activity programs do not always promote positive development and sometimes support unfavorable features (Hellison, 1993, as cited in Proios, 2011). According to Treasure (2002, as cited in Proios, 2011), this might be expected when the wrong coaching is used.

Graph 17: Rules advancing violence should be totally prohibited in sports



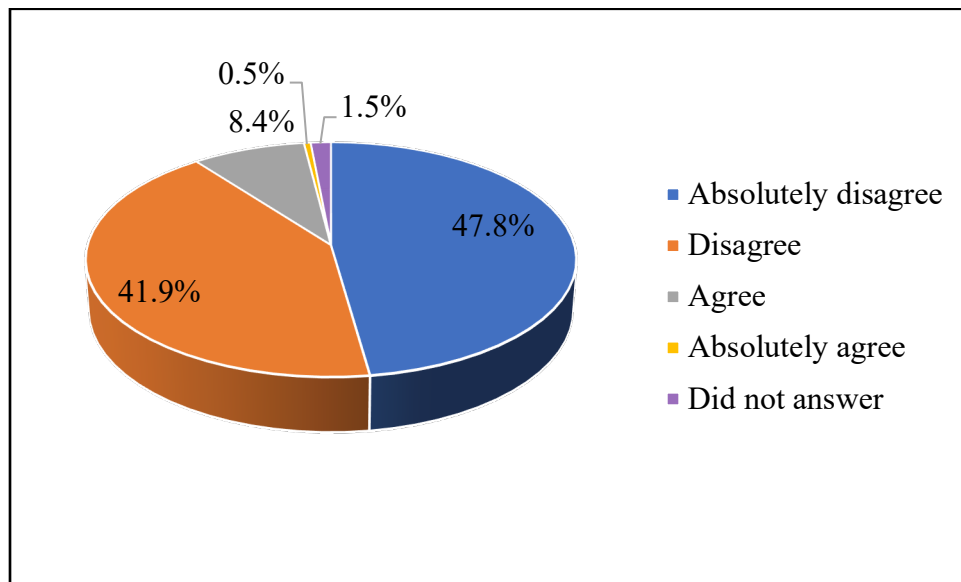
In some sports (e.g., boxing, men’s ice hockey), athletes are encouraged to engage in behaviours that are outlawed and cataloged as illicit in real life (Yukhymenko, 2021). Thus, this kind of behaviour can be considered an assault in other circumstances (under the Offences Against the Persons Act, as cited in De Wilde, 2017). Sports provide an exception because participants consent to such physicality (De Wilde, 2017). According to the data, a little more than half of the participants (68.4%) absolutely agreed or agreed that these rules that lead to violence in the game should be prohibited.

Graph 18: Fair play does belong in any sport level



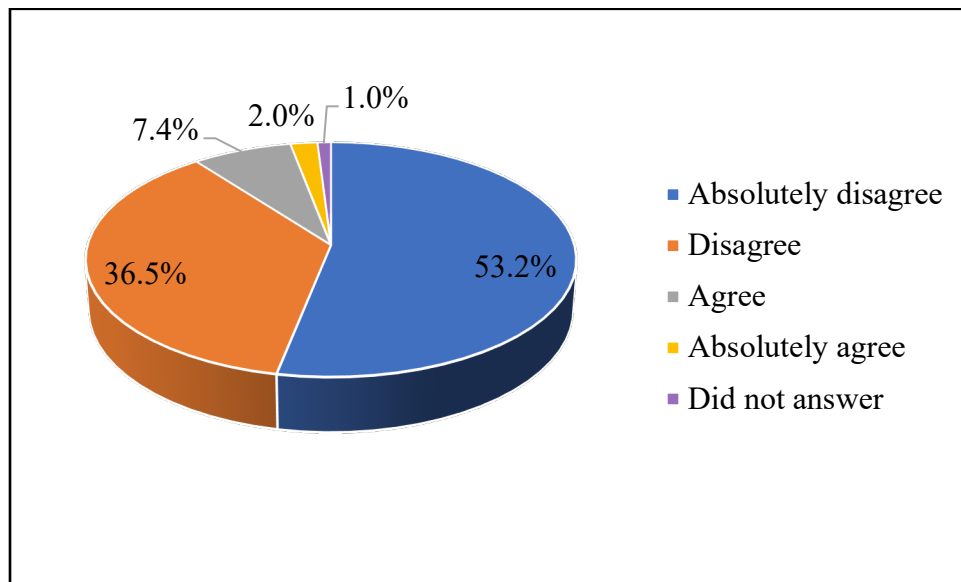
Almost all of the participants (96.6%) absolutely agreed or agreed that fair play belongs in any sporting level. The International Council for Sport and Physical Education (ICSPE) defines fair play, first and foremost, as respect for the game's rules (Butcher & Schneider, 1998). Based on the ICSPE definition, fair play should belong in all sports levels.

Graph 19: In sports it's okay to be a little selfish



Of most of the participants, 89.7% absolutely disagreed or disagreed with the premise. Contrary to this, Menon (2012) mentions that selfishness is fundamental for greatness in team sports. He says that there is two type of selfishness – creative or destructive. The first one adds to the team effort, while the second one takes away from it. Values-based leadership can help reduce [destructive] selfishness in sport (Crossan & Bednár, 2018).

Graph 20: Athletes use drugs to win an Olympic medal

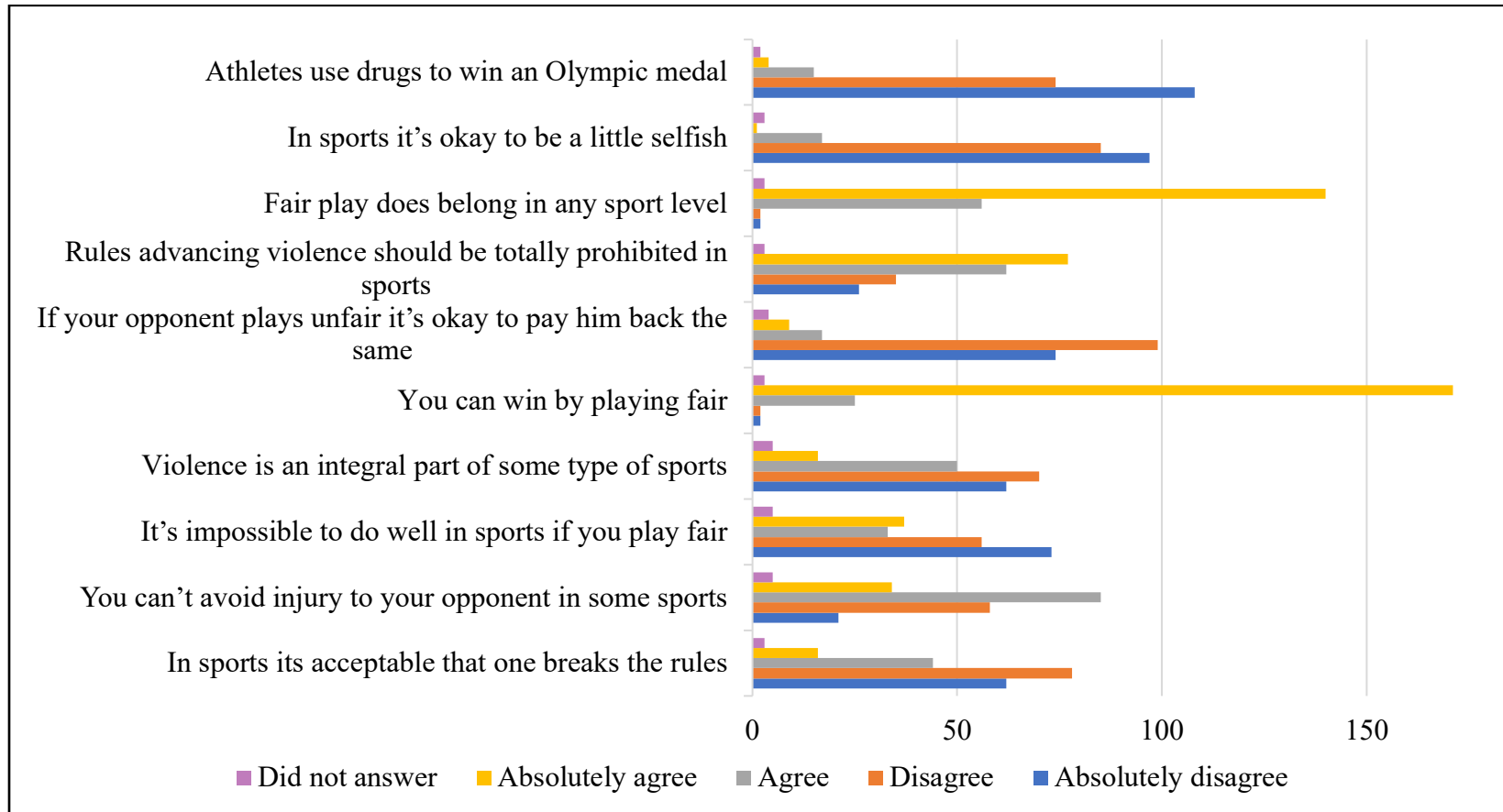


89.7% of the participants answered that athletes use drugs to win an Olympic medal. In 2004, Ambrose wrote that:

“During the 27th Olympiad, from 2,758 athletes that were drug tested, 78.6% declared to doping control officers that they had taken some medication or supplement within three days before the test. Many of these athletes declared multiple medications or supplements, and 20% of them declared five or more medications or supplements per day.” (pp. 502)

Some athletes use drugs to enhance their performance and win, even if the consequences of their actions are harmful to them or others. Furthermore, even if they know that doing so is against the rules, it is dishonest and unfair.

Graph 21: Attitudes levels

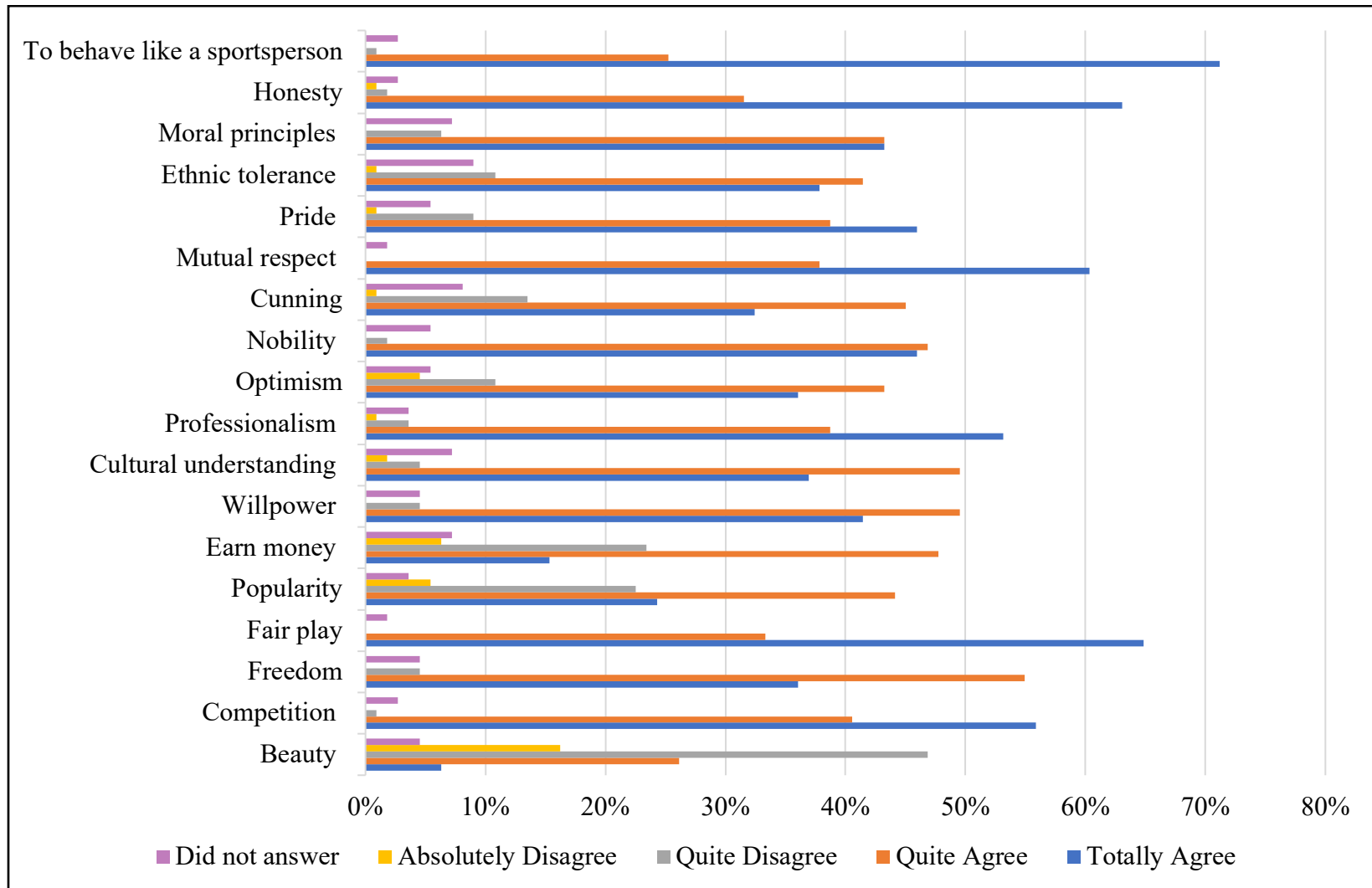


It can be seen that the premises regarding fair play are the ones that were accepted by the majority of the participants. A total of 196 participants out of 203 (96.5%) selected absolutely agree or agree in both premises, fair play belongs at any sporting level, and you can win by playing fair.

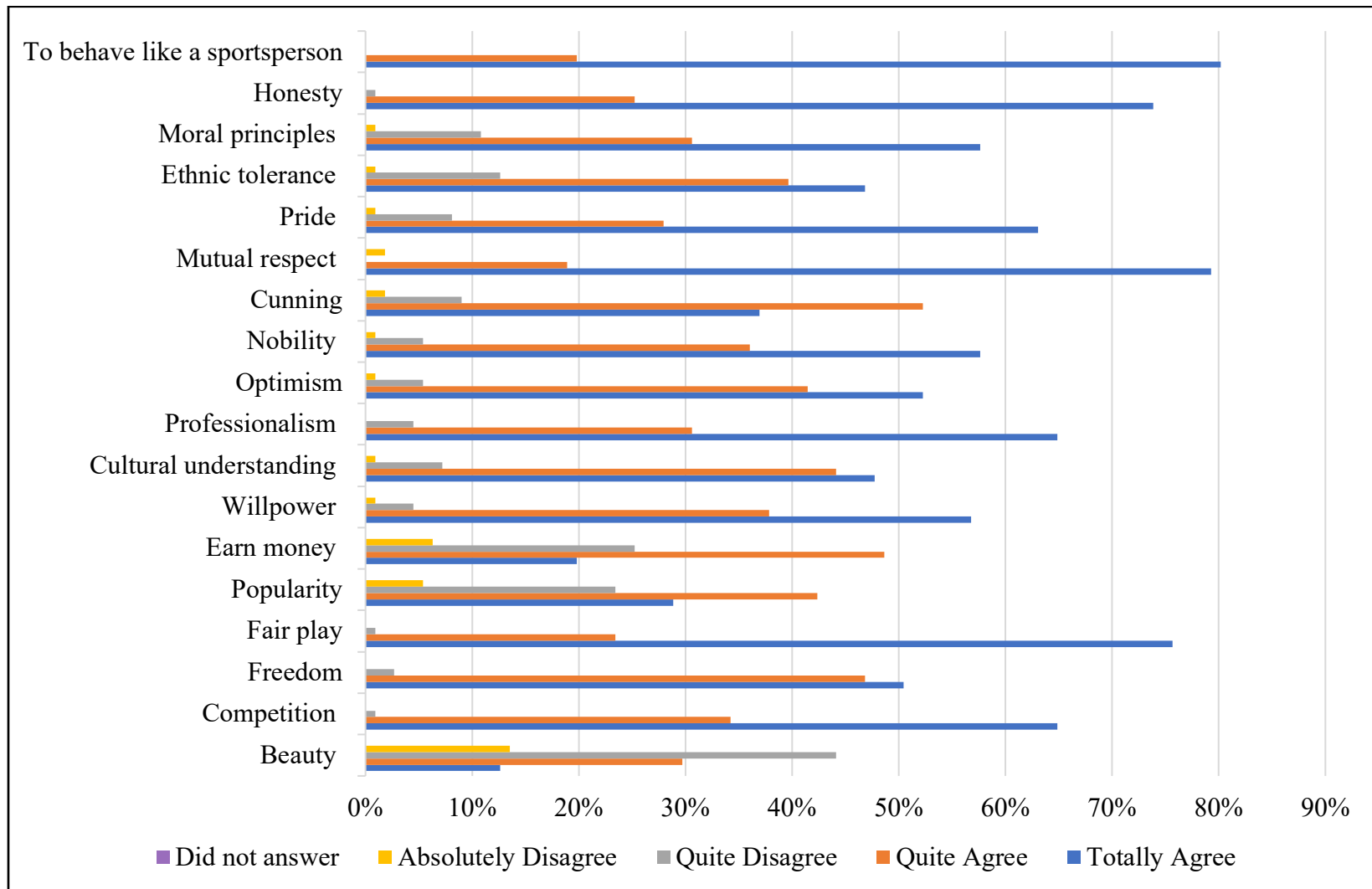
4.4 Elements involved in the Olympic Games

Participants were asked to select which elements they believed were supported and enhanced by the Olympic Games. There was a total of 18 elements that they had to choose from. The following graphs (22, 23, 24) expose the answers given by each group.

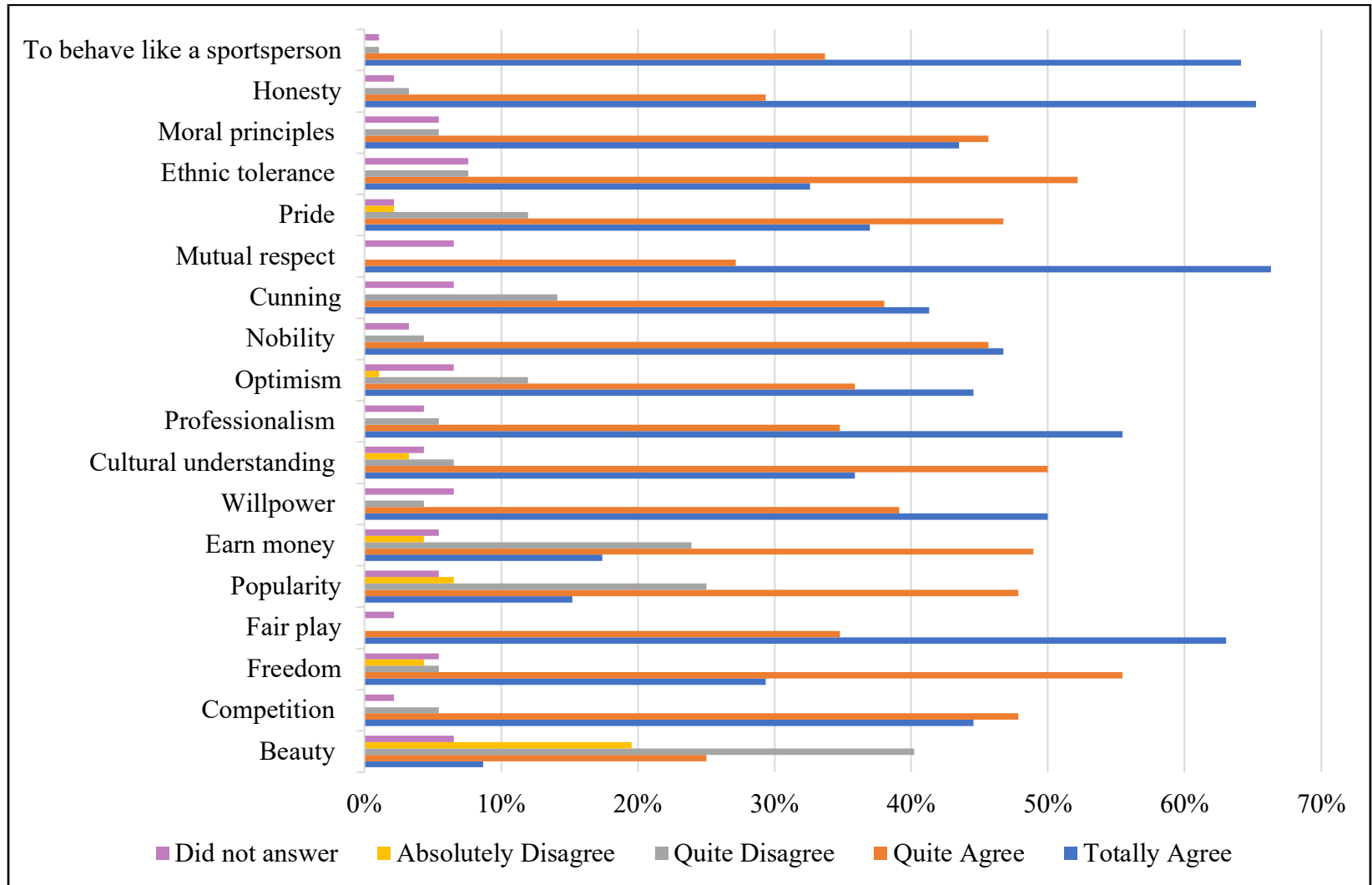
Graph 22: Athletes (pre-test): Elements involved in the Olympic Games



Graph 23: Athletes (post-test): Elements involved in the Olympic Games



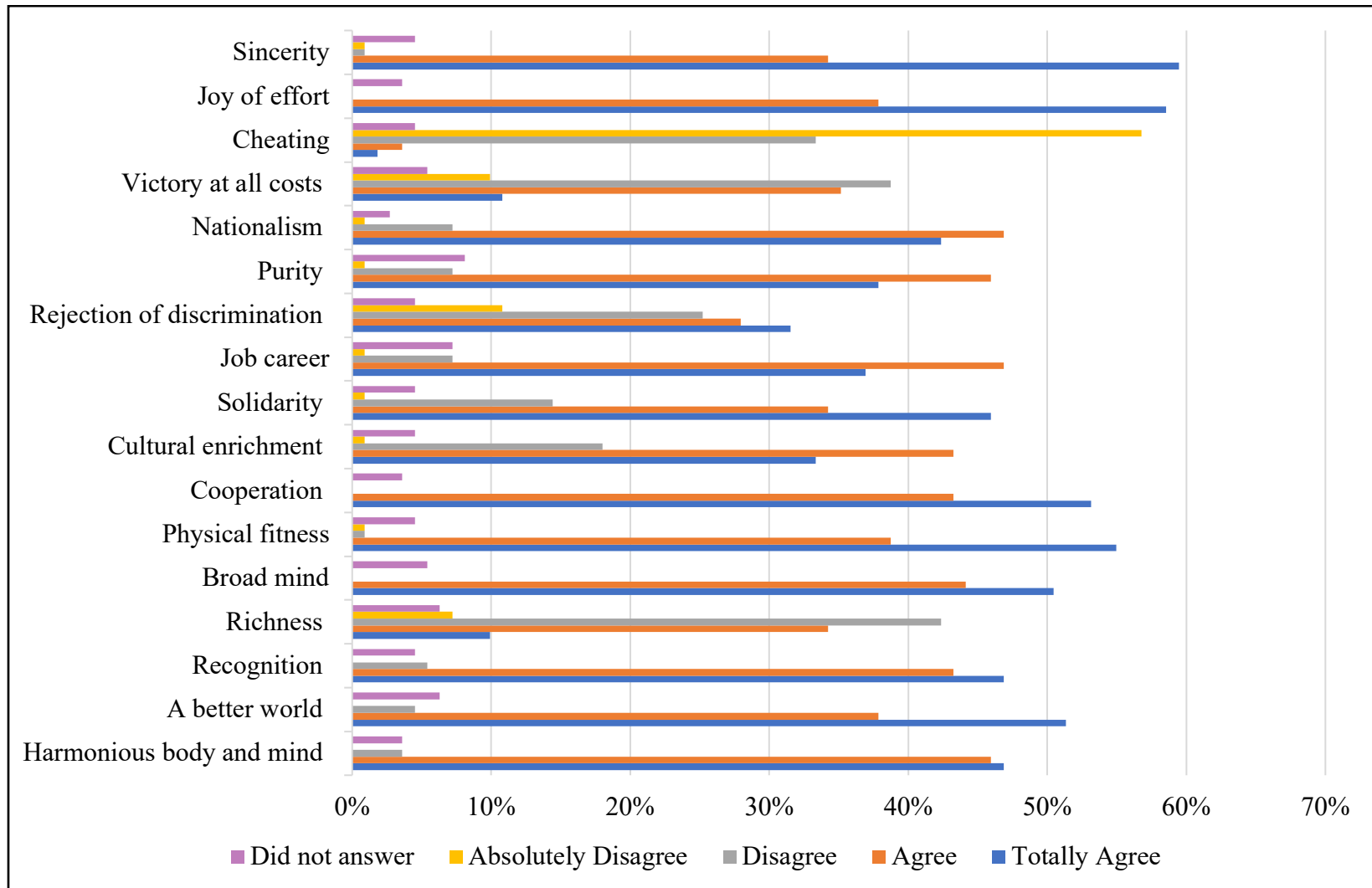
Graph 24: Non-athletes: Elements involved in the Olympic Games



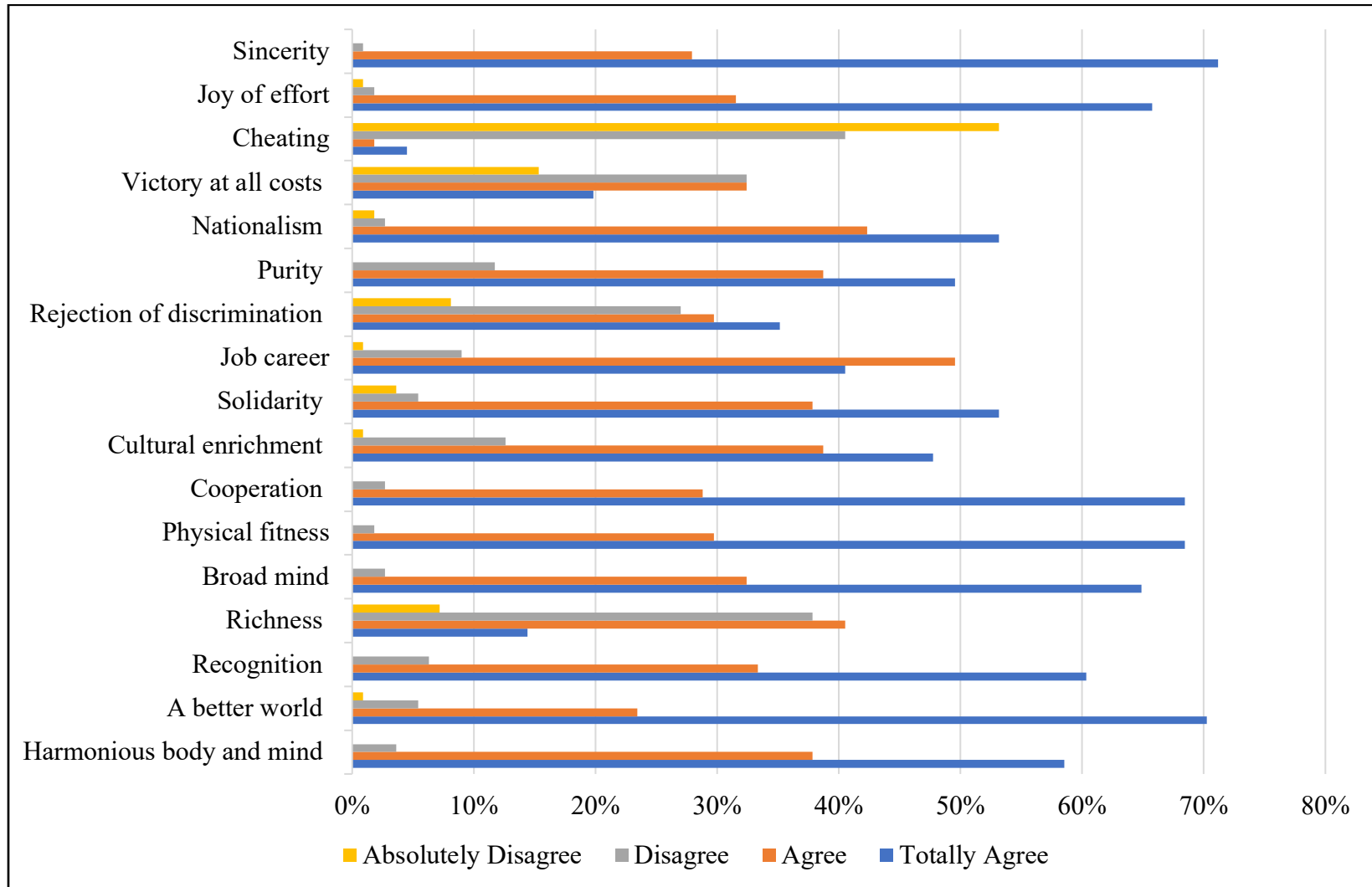
4.5 Participation in the Olympic Games

Participants had to choose their level of agreement or disagreement for 17 items concerning things that were developed or obtained by participating in the Olympic Games. The premises given said that participation in the Olympic Games leads to these 17 items that can be seen in the following graphs (25, 26, 27). These graphs indicate the answer of the three groups (athletes in the pre and post-test and non-athletes).

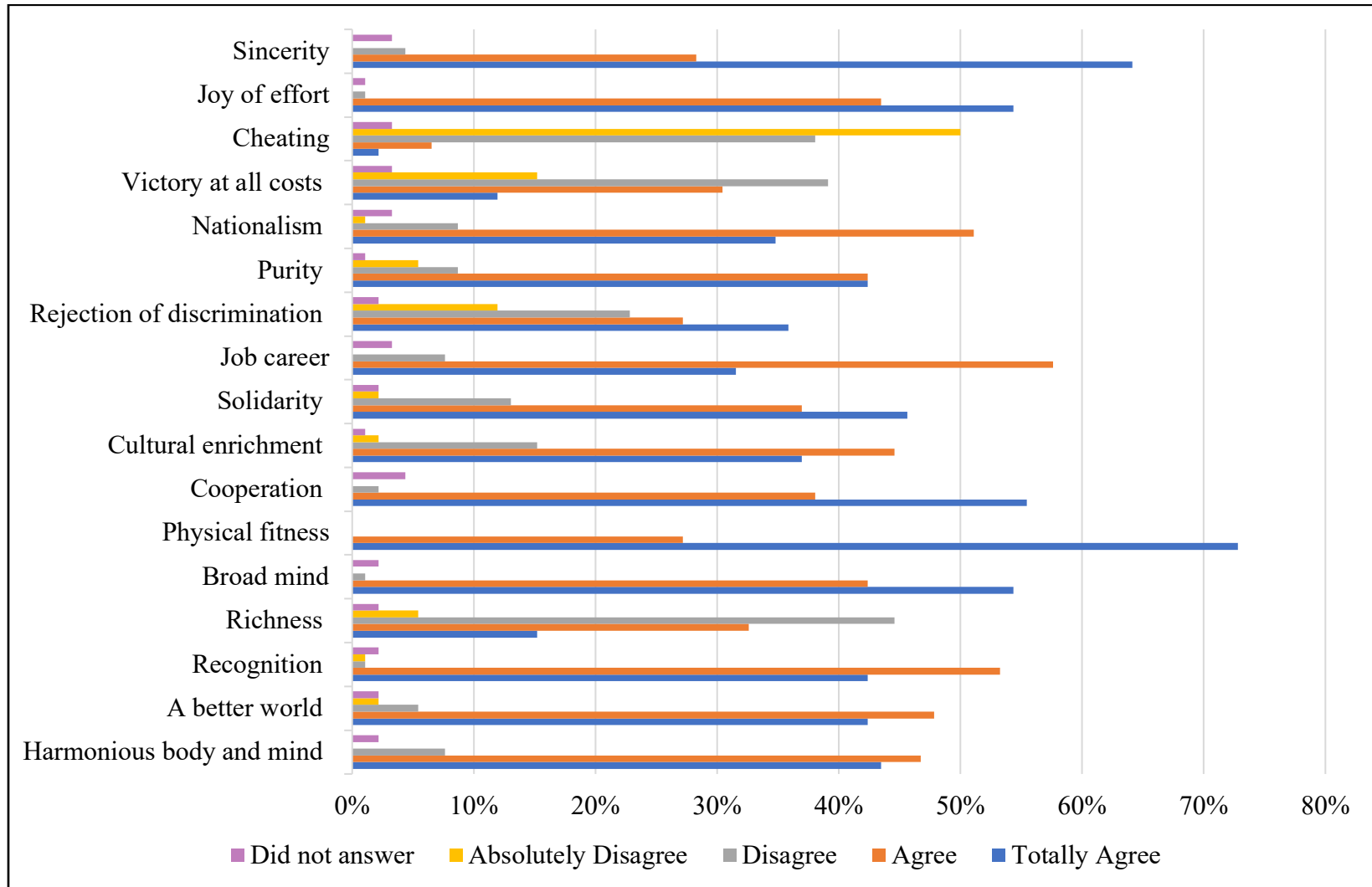
Graph 25: Athletes (pre-test): Participation in the Olympic Games lead to



Graph 26: Athletes (post-test): Participation in the Olympic Games lead to



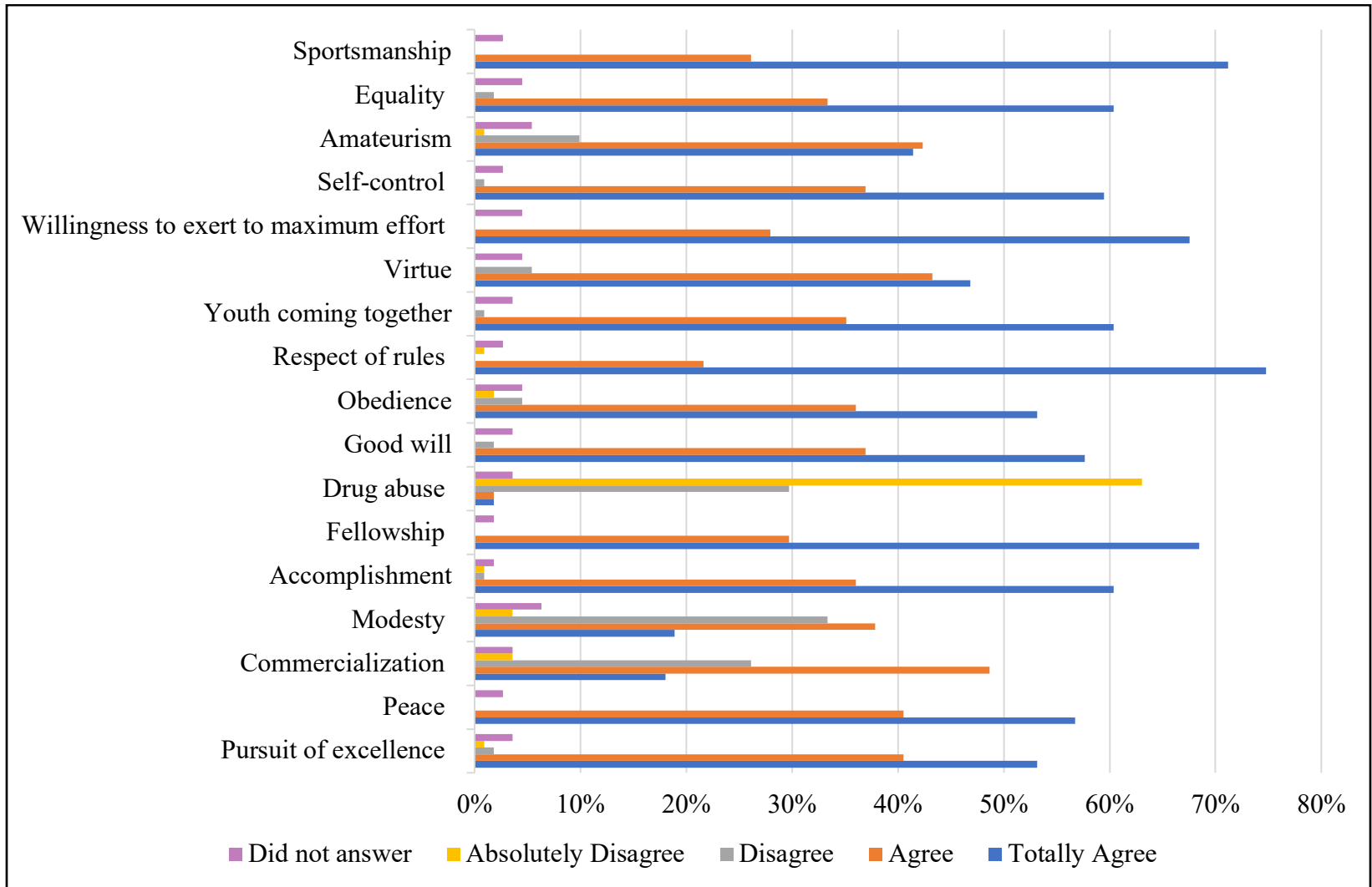
Graph 27: Non-athletes: Participation in the Olympic Games lead to



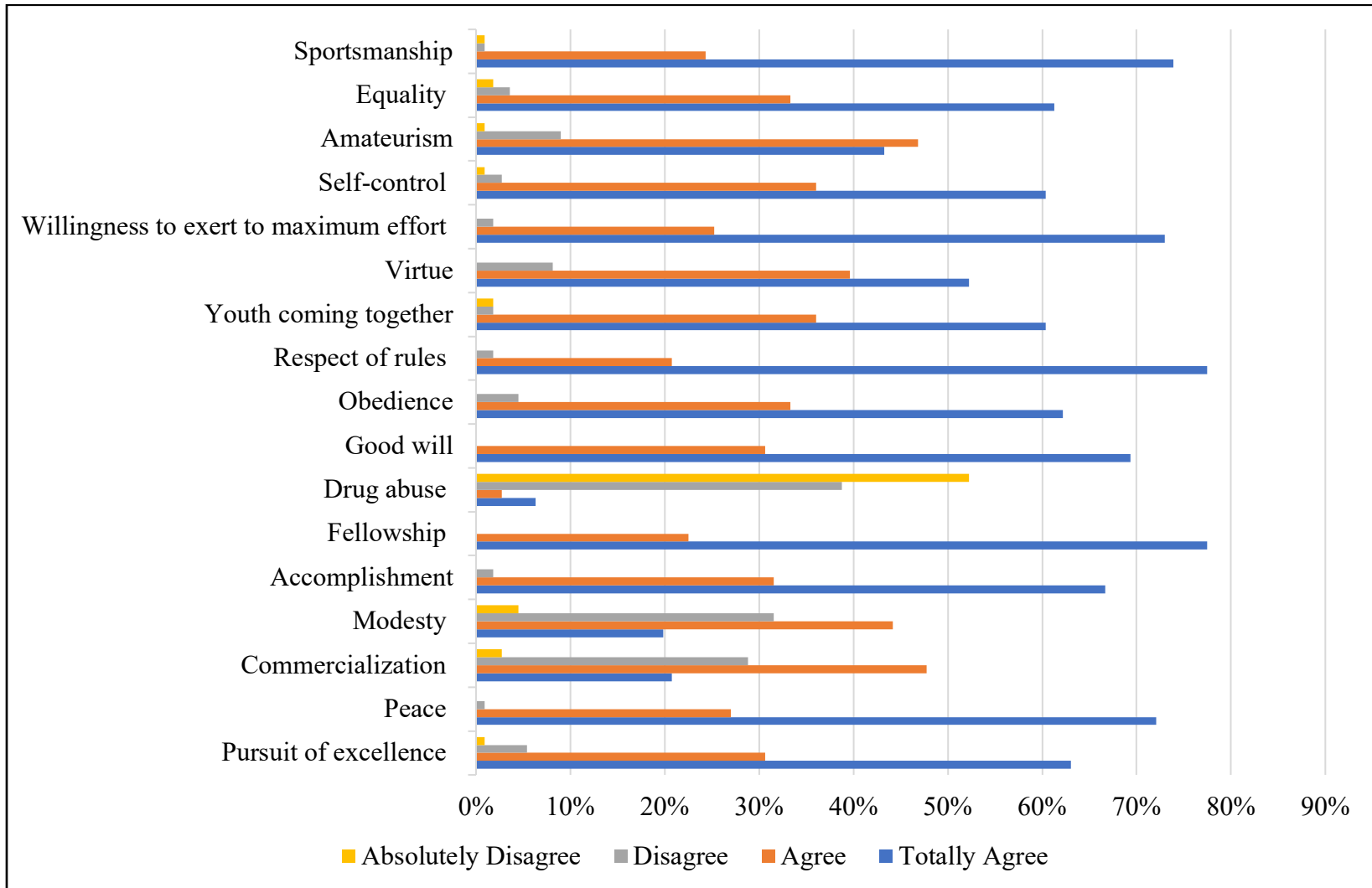
4.6 Olympic Games specific objectives

Participants were asked to give their opinion regarding specific objectives that may be associated with the Olympic Games. They had to give their level of agreement or disagreement in 17 items that represented the objectives. Graphs 28, 29, 30 display the answer of the athletes in the pre-test, in the post-test, and non-athletes, respectively.

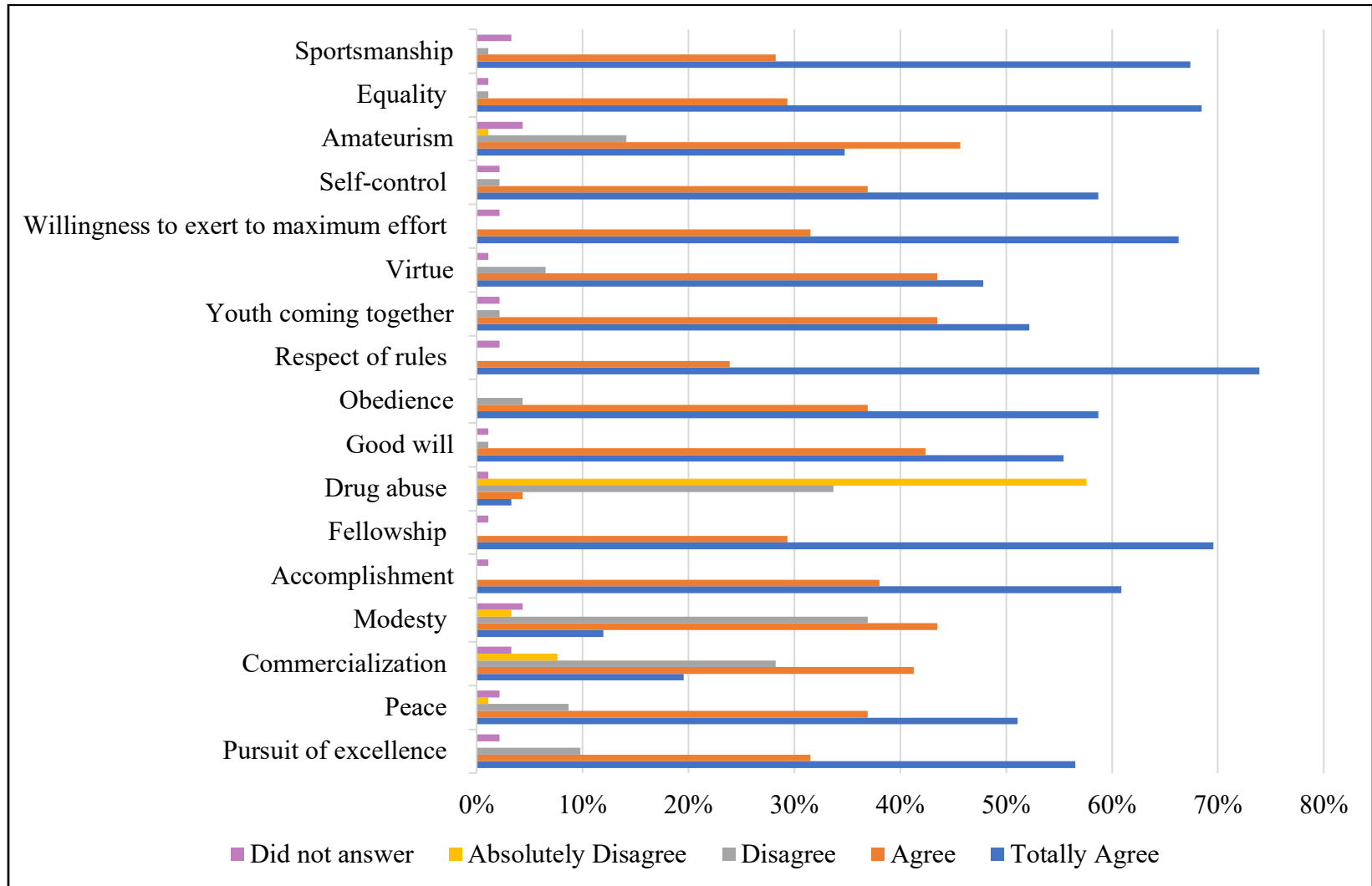
Graph 28: Athletes (pre-test): Olympic Games specific objectives



Graph 29: Athletes (post-test): Olympic Games specific objectives



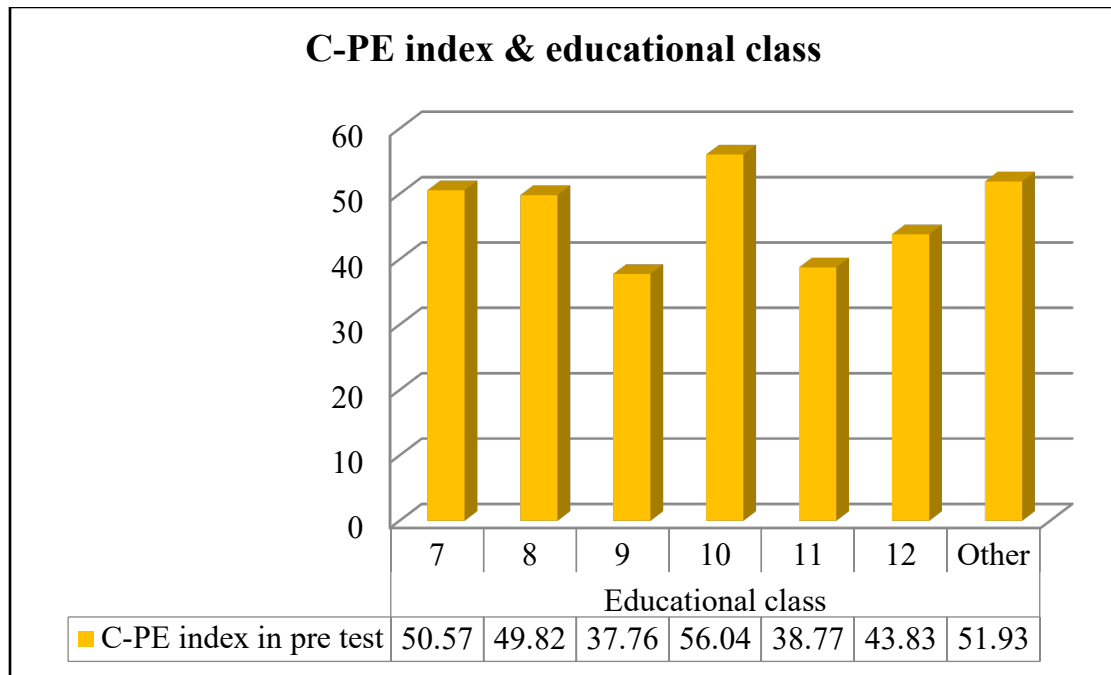
Graph 30: Non-Athletes: Olympic Games specific objectives



4.7 Effect of educational class and intervention program on athletes' moral competence in sport settings

To test the effect of educational class (7th, 8th, 9th, 11th, 12th, and other) on athletes' moral competence in sports settings, we applied a one-way ANOVA with the C-PE index as the dependent variables in the whole group. Findings revealed that educational class affects ones' morality significantly in the framework of sport, $F(6, 172) = 4.344, p < .001$. The Scheffe test indicated a statistically significant difference between the 9th and the 10th educational class ($p < .05$) and the 10th and 11th educational class ($p < .05$). Graph 31 presents these results more clearly.

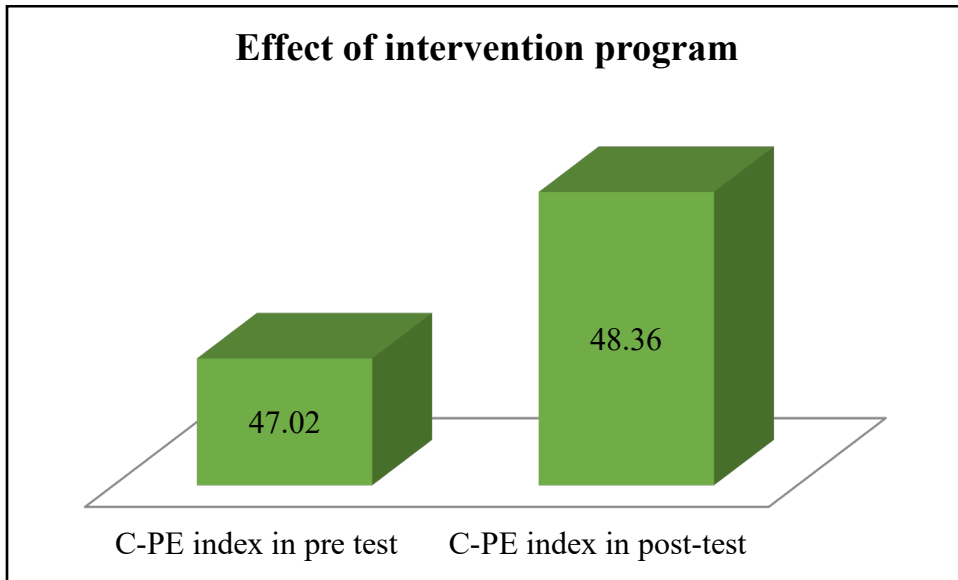
Graph 31: C-PE index per educational class



Furthermore, to investigate whether the intervention program affected participants' moral competence in PE/sports settings, a *t-test* for paired samples was applied. Results showed that in the post-test, there was a tendency in athletes who attended the program to score higher in C-PE index ($M=47.84$) in comparison to the respective levels in the pre-test ($M= 45.21$) (see graph 32); however, this difference was

not significant [$t(92) = -.917, p > .05$]. Probably, the intervention program was not extended concerning its time application as long as it should be; therefore, there was no effect on athletes' moral competence in sports settings.

Graph 32: Effect of OVEPUR



CHAPTER 5: DISCUSSION

After the implementation, student-athletes' showed significant changes concerning the perception of Olympic knowledge. Therefore, these findings were in accordance with the expectations and previous studies (Brudreikaitė, 2014; Glapa et al., 2016; Šukys & Majauskienė, 2013, 2014) that show that Olympic Education programmes could promote ones' perception and knowledge of Olympism. However, even though the intervention programme resulted in small positive changes concerning athletes' moral competence, these results were not statistically significant. Therefore, the results could not support the hypothesis regarding the positive effect of the intervention programme on athletes' moral competence. On the other hand, previous studies (Romance et al., 1986; Gibbons et al., 1995; Mouratidou et al., 2007) show that specific intervention programme could promote moral competence. One of the main reasons the results were not significant could have been the COVID-19 pandemic situation. The pandemic forced modification to the original structure and delivery of the programme.

Initially, fifteen (15) sessions were programmed for the intervention; however, the constant changes in the school's academic calendar enabled ten (10) sessions given one (1) per week. A study conducted by Mouratidou et al, (2007) revealed that an intervention of three (3) times per week for six (6) weeks resulted in a statistically more significant moral reasoning after the intervention (experimental group vs. control). Additionally, this program (OVEPUR) was created to be given in person; however, it was adjusted to a virtual modality because of the actual pandemic. COVID-19 represents an unprecedented challenge for the youth sports sector, and due to the health policies, youth sports programs around the world have experienced sudden interruptions to their activities (Kelly et al., 2020). In this case, the program had to eliminate the physical activity that inspired or encouraged the participant. Kelly and colleagues (2020) mention that sport is an inherently social activity. Interactions with teammates, coaches, parents, officials and our broader sports communities represent an integral component of the youth sports experience (Kelly et al., 2020).

These factors, the change in modality and duration, could be reasons why there were no significant differences in the results from the pre and post-test. Student engagement in a virtual classroom during remote teaching and learning depends heavily

on the design of learning activities (Heick, n.d.). This programme had to be modified; some activities were removed to adapt its structure to a virtual format. Although the amount of instructional intervention a student requires to make progress varies, research suggests that for elementary students, the duration of the intervention should be from 8 to 16 weeks, and the length and frequency of the intervention should be from 30 to 120 minutes per day (Iris Center, n.d.).

In the case of moral competence, another interesting finding was that the educational class significantly affects ones' morality in the framework of sport. Moral development is age-related (Colby et al., 1983, as cited in Richards et al., 1992). Because older children are in higher grades in school, grades should positively correlate with developmental indices of moral reasoning (Richards et al., 1992). However, our findings show a statistically significant difference between the 9th and 10th educational classes and the 10th and 11th. In both cases, the 10th educational class displayed a higher C-PE index. According to Richards and colleagues, there is no theoretical or empirical reason to expect higher-grade children to behave better (or worse) in class than those in lower grades.

CHAPTER 6: CONCLUSION

Adopting a modified version of an Olympic Values Education Programme like OVEPUR could improve knowledge, ideas, attitudes, and perception concerning Olympism. Additionally, it could enhance ones' moral behaviour and judgment. Nevertheless, a longer intervention duration may be necessary as well as being delivered in a PE setting.

For this reason, this investigation can be done again but with a much longer intervention, allowing us the opportunity to investigate if the program works and can be an educational tool. It should be delivered in conjunction with the PE curriculum to meet the ideals of Olympism and to explore its effectiveness in this environment.

Numerous studies compare student-athletes with non-athletes. Nevertheless, non/few are available about different types of sports or years of training in the Puerto Rican population and Olympic education. A possible future investigation could focus on several sports on the island and their athletes' knowledge of Olympic Education. This kind of investigation can help expand the knowledge on the topic.

External factors play a role in the moral development of the youth. Some external factors are the teachers, coaches, parents, and more. Teachers [and coaches] play a central role in shaping social and moral attitudes (Bárcena et al., 1993). Kavanagh and Fall (1995, as cited in Matthews, 2012) concluded that young athletes mirror the behaviors and actions of their coaches. Stephens and Bredemeier (1996, as cited in Matthews, 2012) found that the player's perception of their coach's goal orientation was a greater predictor of the athlete's temptation to play unfairly than their own goal orientation. A study investigating these external factors in this population can be an instrumental contribution to moral behaviour in sports.

The emerging role of structured online activities is a commonly used method to resume organized youth sport provision amongst practitioners and their athletes (Sherwin, 2020, as cited in Kelly et al., 2020). However, the regular use of these virtual tools is still in its infancy, and practitioners' methods for engaging young athletes are constantly evolving (Kelly et al., 2020). Since the program structure was not created to be given virtually, we cannot attribute the lack of statistically significant differences to the program. A crucial factor that could limit the program's efficacy is the virtual element.

This can open the doors to modifying or creating this curriculum for a virtual version and future research to see the benefits this type of modality offers. Whether or not it can achieve the same results.

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APPENDICES

APPENDIX I

English version questionnaire delivered to participants

Greetings. We are carrying out a study to investigate the Impact of the Olympic Values Education Program in the Puerto Rican young athletes. The research is part of a thesis project of the Master Program in Olympic Studies, Olympic Education and Organization of Olympic events organized by the International Olympic Academy and the University of Peloponnese, Greece, Europe. Participation in this Study will require 15 minutes of your time. Your answer will be anonymous; Your name will not appear in the study. Your participation is completely voluntary; You can withdraw from participation at any time for any reason. For inquiries about the investigation, please write to the following email address: cramirez@albergueolimpico.page

1. Please write the initials of your name and both last names, school and grade:

Example: CRR-AOBA-6

2. Gender:

Male: _____ Female: _____

3. Age:

___ 11 ___ 12 ___ 13 ___ 14

___ 15 ___ 16 ___ 17 ___ 18

Other: ___

4. School grade:

___ 6 ___ 7 ___ 8 ___ 9

___ 10 ___ 11 Other: ___

Section 1

5. Have you heard the term Olympic Education?

Yes No

6. Have you participated in any Olympic Education program?

Yes No

7. Have you heard about the term: Spirit of the Olympic Games?

Yes No

8. Please pick the ones you consider are Olympic Values:

Solidarity Fair Play Peace
 Altruism Bravery Respect
 Winning Excellence Serenity
 Pride Friendship Punctuality
 Honor Balance between body, mind and will
 Patience Concentration Tolerance
 Justice Loyalty Cooperation

9. Did you know about Olympic Ekecheiria (Olympic Truce)?

Yes No

10. Have you heard about Olympic ideals or principles?

Yes No

11. Do you know the meaning of the symbol of five Olympic rings?

Yes No

12. Please mark each item on the right hand on which you totally agree, agree, disagree or absolutely disagree with attitudes like this?

	Totally Agree	Agree	Disagree	Absolutely Disagree
In sports it is acceptable that one tries to bend the rules.				
You can't avoid injury to your opponent in some sports.				
It is impossible to do well in sport if you play fair.				
Violence is an integral part of some types of sports.				
You can win playing fair.				
If your opponent plays unfair it is acceptable to pay him back in the same kind.				
Rules advancing violence should be totally prohibited in sports.				
Fair play does belong to sport at any level.				
In sports it is okay to be a little selfish.				
Athletes use drugs to win an Olympic Medal.				

13. We would like to have your personal opinion of the following statements: Olympic

Games support and will improve:

Please mark each item on the right hand on which you totally agree, agree, disagree, or absolutely disagree.

	Totally Agree	Agree	Disagree	Absolutely Disagree
In sports it is acceptable that one tries to bend the rules.				
You can't avoid injury to your opponent in some sports.				
It is				

impossible to do well in sport if you play fair.				
Violence is an integral part of some types of sports.				
You can win playing fair.				
If your opponent plays unfair it is acceptable to pay him back in the same kind.				
Rules advancing violence should be totally prohibited in sports.				
Fair play does belong to sport at any level.				
In sports it is okay to be a little selfish.				
Athletes use drugs to win an Olympic Medal.				

14. We would like to have your personal opinion of the following statements: Does participation in the Olympic Games lead to...?

Please mark each item on the right hand on which you totally agree, agree, disagree, or absolutely disagree.

	Totally Agree	Agree	Disagree	Absolutely disagree
Harmonious body and mind				
A better world				
Recognition				
Richness				
Broad mind				
Physical fitness				
Cooperation				
Cultural enrichment				
Solidarity				
Job career				
Rejection of discrimination				
Purity				
Nationalism				
Victory at all cost				
Cheating				
Joy of effort				
Sincerely				

15. Very often it is suggested that the Olympic Games are associated with specific aims.

We want to know your personal opinion.

	Totally agree	agree	disagree	Absolutely disagree
Pursuit of excellence				
Peace				
Commercialization				
Modesty				
Accomplishment				
Fellowship				
Drug abuse				
God will				
Obedience				
Respect of rules				
Youth coming together				
Virtue				

APPENDIX II

Reference questionnaire

English version questionnaire

Dear Olympian:

Greetings. We are carrying out a study to investigate the level of Olympic Education in the Olympic athletes of the American continent. The research is part of a thesis project of the Master Program in Olympic Studies, Olympic Education and Organization of Olympic events organized by the International Olympic Academy and the University of the Peloponnese, Greece, Europe. Participation in this study will require 15 minutes of your time. Your answers will be anonymous; Your name will not appear in the study. Your participation is completely voluntary; You can withdraw from participation at any time and for any reason. For inquiries about the investigation, please write to the following email address: thesis@psicodeportecr.com

I agree to participate.

Gender: Male: _____ Female: _____

Current level of education:

- A. Primary school
- B. College studies (secondary)
- C. Technical studies
- D. College degree
- E. Master's degree
- F. Other: _____

Native language: _____

Have you won medals in Olympic Games?

yes: _____ no: _____

Do you continue practicing sports?

yes: _____ no: _____

Questions:

1. Have you heard the term Olympic Education?

yes: _____ no: _____

2. Have you participated in any Olympic education program during your sporting career?

yes: _____ no: _____

3. Have you heard about the term: Spirit of the Olympic Games?

yes: _____ no: _____

4. Please tick the ones you consider are Olympic Values:

Solidarity	
Fair play	
Peace	
Altruism	
Bravery	
Respect	
Winning	
Excellence	
Serenity	
Pride	
Friendship	
Punctuality	
Honor	
Balance between body, mind and will	

Patience	
Concentration	
Tolerance	
Justice	
Loyalty	
Cooperation	

5. Did you know about Olympic *Ekecheiria* (Olympic Truce)?

yes: _____ no: _____

6. Have you heard about Olympic ideals or principles?

yes: _____ no: _____

7. Do you know the meaning of the symbol of five Olympic rings?

yes: _____ no: _____

8. Please mark each item on the right hand on which you totally agree, quite agree, quite disagree, or absolutely disagree with attitudes like this?

	Totally agree	Quite agree	Quite disagree	Absolutely Disagree
In sports it is acceptable that one tries to bend the rules.				
You can't avoid injury to your opponent in some sports.				
It is impossible to do well in sports if you play fair.				
Violence is an integral part of some types of sports.				
You can win playing fair.				

If your opponent plays unfairly it is acceptable to pay him back in the same kind.				
Rules advancing violence should be totally prohibited in sports.				
Fair play does belong to sport at any level.				
In sports it is okay to be a little selfish.				
Athletes use drugs to win an Olympic Medal.				

9. We would like to have your personal opinion of the following statements: Olympic Games support and will improve:

Please mark each item on the right hand on which you totally agree, quite agree, quite disagree, or absolutely disagree

	Totally agree	Quite agree	Quite disagree	Absolutely disagree
beauty				
competition				
freedom				
fair play				
popularity				
earn money				
willpower				
cultural understanding				
professionalism				
optimism				
nobility				
cunning				

mutual respect				
pride				
ethnic tolerance				
moral principles				
honesty				
to behave like a sports person				

10. We would like to have your personal opinion of the following statements: Does participation in the Olympic Games lead to...?

Please mark each item on the right hand on which you totally agree, quite agree, quite disagree, or absolutely disagree.

	Totally agree	Quite agree	Quite Disagree	Absolutely disagree
harmonious body and mind				
a better world				
recognition				
richness				
broad mind				
physical fitness				
cooperation				
cultural enrichment				
solidarity				
job career				
rejection of discrimination				
purity				
nationalism				
victory at all costs				

cheating				
joy of effort				
sincerely				

11. Very often it is suggested that the Olympic Games are associated with specific aims.

We want to know your personal opinion.

Please mark on the right side your level of agree or disagree, about the statements of the Olympic Games that are presented.

	Totally agree	Quite Agree	Quite Disagree	Absolutely disagree
pursuit of excellence				
peace				
commercialization				
modesty				
accomplishment				
fellowship				
drug abuse				
good will				
obedience				
respect of rules				
youth coming together				
virtue				
willingness to exert to maximum effort				
self-control				
amateurism				
equality				
sportsmanship				

12. At this moment, do you participate in social action projects?

Yes: _____ **No:** _____

Note: The term social action project refers to a program or project whose main objective is to bring about social change that will benefit an individual, communities or society. They are carried out by individuals or groups of people working together for the good of others and not for profit.

If yes:

The name of the project is: _____

The project is sport related: yes - no

The scope of the project: Local – National - International

Age range of the population of the project:

children, teenagers, adults, elderly

General topic of the project:

Sports development, Education, Women and sport, Peace, Environment

You participate in the social project as a:

Volunteer, Part time job, Full time job, Owner of the project

If you don't participate in a social project, please tick your two main reasons:

1. Don't have time
2. I don't know about social projects that I can participate
3. I don't want to get involved
4. I'm not a social person
5. I never heard about Olympic Education or Olympism
6. Problems of health/ Illness

Thanks for your time and collaboration, we really appreciate it. If you have any comments, suggestions or wish to receive a digital copy of the study, please write to:

thesis@psicodeportecr.com

If you know other Olympic athletes who would collaborate in this survey, please feel free to share the link. Thank you for completing this survey.

APPENDIX III

Reference questionnaire

Student-players' dilemma

At a final school championship game, two school teams are tied a few minutes before the end of the final quarter. The best player of the team that remains undefeated throughout the championship, is benched due to an intentionally unsportsmanlike foul; as a result his team is in imminent danger of losing the final game. The head coach of that team gathers the players and encourages them to commit

intentional fouls in order to stop the progress of the opponents. The players follow their coach's instructions, commit fouls during the last minutes of the game and finally they win the game and the championship.

Would you disagree or agree with the overall students' behavior?	I strongly disagree					I strongly agree		
	-3	-2	-1	0	1	2	3	

How acceptable do you find the following arguments *in favor* of the students' behavior?

Suppose someone argues they were *right*...

	I strongly reject					I strongly accept			
	-4	-3	-2	-1	0	1	2	3	4
1. because if they would lose the game probably they would be reprimanded by their coach.	-4	-3	-2	-1	0	1	2	3	4
2. because there were referees in the game, who are responsible for enforcing the rules, and not the students.	-4	-3	-2	-1	0	1	2	3	4
3. because most of their classmates are going to excuse them, knowing that they deserved to win, since they have been undefeated up until now.	-4	-3	-2	-1	0	1	2	3	4
4. because is fair to judge winners based on their overall course, and not due to a single game including an unfortunate moment.	-4	-3	-2	-1	0	1	2	3	4
5. because the opponents started committing fouls first, injuring that way their best player; therefore, they were also right to behave accordingly.	-4	-3	-2	-1	0	1	2	3	4
6. because what really matters is to put in your best effort in order to achieve what you deserve; moreover, fouls are part of each game.	-4	-3	-2	-1	0	1	2	3	4

How acceptable do you find the following arguments *against* the students' behavior? Suppose someone argues they were *wrong*...

	I strongly reject					I strongly accept			
	-4	-3	-2	-1	0	1	2	3	4
7. because aggressive behavior during a game is generally unacceptable and is going to be negatively evaluated by both parents and physical educators.	-4	-3	-2	-1	0	1	2	3	4
8. because the aim of a school championship is for students to learn how to collaborate and to compete with students from other schools in a fair manner.	-4	-3	-2	-1	0	1	2	3	4
9. because only an honest win is valuable and all is not fair in love and war.	-4	-3	-2	-1	0	1	2	3	4
10. because it was unwise to risk a (possible) win due to being disqualified.	-4	-3	-2	-1	0	1	2	3	4
11. because the opposing team could continue committing intentional unsportsmanlike fouls and their team could probably lose another important player during the game.	-4	-3	-2	-1	0	1	2	3	4
12. because committing intentional fouls is against the rules of the game.	-4	-3	-2	-1	0	1	2	3	4