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MANAGEMENT

THE KNOWLEDGE OF 'OLYMPISM' OF PHYSICAL EDUCATION
(PE) TEACHERS IN SRI LANKA.

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SUMMARY

A.M.S.J.P. Abeykoon: The knowledge of 'Olympism' of Physical Education teachers (PE) in Sri Lanka.

(Under the supervision of Ian Culpan, Professor)

According to NIE of Sri Lanka (2015), the national goal of the PE syllabus is to promote national honesty, national harmony, and peace by esteeming human worth and perceiving the differences between Sri Lanka's culturally diverse societies, nation-building, and validating Sri Lanka's recognition. "As a result, the Olympic concept has been incorporated into the physical education curriculum of primary and secondary schools in Sri Lanka." (Nanayakkara, 2012, p.11). Thus, the purpose of this research is to determine what Sri Lankan PE teachers know about Olympism. Therefore, the humanist paradigm is used for this study, which was developed through an interpretive research approach. Then, qualitative research methods have been used for this research. Accordingly, a "Random purposive sampling" consisting of 4 PE teachers from secondary schools in Sri Lanka was used for this research. And also, semi-structured interviews were selected as a method of data collection, and a thematic approach was used to analyze the data. Therefore, four themes were identified, such as knowledge of PE and Olympism, Olympism and curriculum, Pedagogies for teaching Olympism, Barriers and Needs. Accordingly, the findings of this research indicate that participants had a bit of perception of Olympism but they were unable to express a direct and definitive definition. And, they knew the importance of Olympism and wanted to develop their knowledge, but they did not have a way to do so. Consequently, this research suggests that to enhance the teaching Olympism of PE in Sri Lanka, the focus should be on resource updating the development of a formal lesson plan, and the implementation of validated programs to provide physical education teachers with knowledge of Olympism. And also, future studies should be conducted on how such programs should be implemented.

Keywords: Olympic Education, Olympism, Olympism Curriculum, Olympism Pedagogies, Physical Education.

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ABBREVIATIONS

| | |
|-------------|---|
| PE | Physical Education |
| NIE | National institute of Education |
| NOASL | Olympic Academy of Sri Lanka |
| GCE (O / L) | General Certificate of Education ordinary level |
| IOC | International Olympic Committee |
| NZOC | New Zealand Olympic Committee |
| AV | Attitudes and Values |
| IOA | International Olympic Academy |
| AITSL | Australian Professional Standards for Teachers |
| ITE | Initial Teacher Education: |
| WGI | Willibald Gebhardt Research Institute |
| NEC | National Education Commission |
| CR | Curriculum |
| OE | Olympic education |
| TPSR | Teaching Personal and Social Responsibility |
| HPE | Health and Physical Education |
| PST | Pre-service Teachers |
| NOA | National Olympic Academy |
| NOC | National Olympic committee |

CHAPTER I

INTRODUCTION

The Rationale for the Study

Pierre de Coubertin In 1896, the ancient Olympic Games were considered the world's premier sporting event (Forrest, Sanz, & Tena, 2010, p. 576). He developed a code of ethics for the Olympics, which he called the Olympism, reviving the old sport. The Olympism is a vision dedicated to peace, democracy, internationalism, and the moral transformation of man. (Durantez, 1996, pp. 76–77, as cited in Brown, 2012, p.150) Moreover, “Gruneau (1993, 89) argues that He saw education as “the key to ‘human happiness’” and he was convinced that education should be the response “to the accelerated pace of change in the world” (Müller 2000, 25, as cited in Chatziefstathiou, 2012, p. 387). And, "Coubertin started Games as an expression of his firm belief in the enduring educational values inherent in competitive sports. What he called la pedagogie sportive” (Chatziefstathiou, 2012, p.386). Hence, "In any educational program, he used the term athletics education and sports education in general when referring to the teaching of the Olympic spirit to schools students and other educational activities related to the Olympic Games” (Sha, 1987, p.194).

Therefore, Muller (2004) describes how the concept of Olympism develops most successfully through PE education in schools. Olympism serves a valuable educational purpose, and it is arguably best fostered through PE programs in schools (Binder, 2005; Culpan, 2001, 2007). Olympic education, according to Muller (2004), includes both physical and mental instruction. He further emphasizes that Olympic education encourages children and young people to develop and maintain a sense of identity through lifelong participation in sports. (Muller, 2004, as cited in Nanayakkara, 2014, p.3-4)

Thus, it is understandable that an ethical society can be developed through Olympic education. And also, the subject of PE has been included in the school education of Sri Lanka and the concept of Olympism has been a part of its content with its revisions from time to time. Accordingly, Marasingha (2016) describes how this PE subject was started and functioned in schools in Sri Lanka as follows; In 1948, health education was maintained as a separate subject. Health education activities include hygiene, lunch, school medical care, and physical training. In 1948, the administration reported another headline, 'School Health Work'.(p.28)

And also, the necessary values have been incorporated into the school curriculum with the concept of peace becoming important, especially for a multicultural country like Sri Lanka. As consequence, the concept of Olympism was also incorporated into the school curriculum from period to period and directly, indirectly.

According to APCEIU (2006), the focus is on good practices that promote a culture of peace at the school level Principals, teachers and community leaders develop schools with peaceful environments based on their own experience and insight. While implementing the authorized curriculum, teachers have deliberately or unknowingly incorporated the concepts of peace into the lessons, creating thoughts of peace in the minds of students. Kodituwakku et al. (2004) explored the potential for such activities within them and the school community. (p.16-17) The National Institute has published some teacher guides on peace education and assigned them to all 10,000 schools in Sri Lanka. Peace concepts, values and behavioral skills were included in the primary and secondary curricula. (APCEIU, 2006, p.22)

Hence the school system in Sri Lanka has a curriculum for PE and the content is designed to create a moral society within it. According to NIE (2015), the subject Health and Physical Education anticipate providing children with the experiences they need to live a physically, cognitively, socially, and spiritually functional life by instilling good habits. In general, the goal is to raise a generation that is active and healthy. It also includes Olympism in several classes of the planned curriculum. To achieve this goal, health and physical education have been taught as a compulsory subject in grades 6-9 and as an optional subject in grades 10 and 11. Furthermore, subjects such as "ethics in sports" in grades 6, 10, 11, "ethics in sport and developing life skills" in grade 8, and "grow social values via sports" in grade 9 contain the Olympic history and values. Hence, various programs have been introduced to impart Olympism knowledge to students, both subject matters and extracurricular activities. However, school education in Sri Lanka teaches a prominent focus on the Olympic Games or PE than on the concept of Olympism and Olympic ideals.

And also, The Olympic Academy of Sri Lanka (NOASL) was tried some effort to introduce physical education programs into the curriculum through the teaching methods designed for the school level. In particular, there is a need to develop their knowledge of Olympism through the provision of professional development workshops, training programs, and resources for teachers in collaboration with the Ministry of Education, as well as to develop

the knowledge, teaching methods and skills needed to more specifically incorporate the Olympism into the classroom settings.

Therefore, even if the concept of Olympism is integrated into the curriculum, it is worth exploring how teachers have the existing knowledge to teach it. In addition, there has been a lack of research on the Olympism knowledge of PE teachers in schools in Sri Lanka. As a consequence, the purpose of this research is to determine what Sri Lankan PE teachers know about Olympism.

As this study also examines the teaching methods used by teachers to teach Olympism, the Researcher is curious as a graduate student who has studied sports management on how teachers can focus on teaching Olympism concepts, ideals, and so on with their students. Since the most successful method of incorporating the Olympism concept into society is the school, it is important to study how teachers know how to teach it.

Researcher Interest in Olympism

From an early age, the researcher was interested in Olympism. During the school years, especially until the ordinary level (O / L year), Olympism was included as part of the PE curriculum content. But those facts were not enough to gain an understanding and knowledge about it. The researcher then had the chance to follow a degree in sport and recreation management from the university, where the researcher developed some interest in Olympism. At the same time, the Researcher was able to study Olympism studies while pursuing a master's degree and was able to study the concept of Olympism, a concept that has great value, including ideals and the benefits it brings to society. Thus, during the researcher's postgraduate studies, the researcher wondered whether incorporating these concepts into the Sri Lankan school system could make a significant contribution to student development from the school level onwards. As a researcher, the question arose as to whether the teachers had the certain knowledge for this. Also, as a graduate with knowledge of Olympism, the researcher was interested to see if this could make an enormous change in the Sri Lankan school system.

In particular, the development that can be made through Olympism is vast. Therefore, the researcher was interested to find out how school system teachers teach their students about Olympism, their knowledge of it, and how researchers can contribute to this through a study on the subject.

Properly the next section identifies the Olympism and the Olympic education and teachers' knowledge framework in this study, the importance of this study and the field of study that explains it.

Defining the Areas of the Topic

According to Culpan (2019), Coubertin's use of the term "Olympism" has given rise to several definitions and explanations for attempts by scholars to interpret and limit the nature of Olympism and why it is important. Among the many concepts, a logical starting point for thematic search is the IOC's current description of the Olympism in the Olympic Charter. In this document, the IOC declares: "The Olympism is a philosophy of life that places the sport in the service of humankind." (IOC 2011a, 1, as cited in p.321) As a result, the controversy over Olympism appears to be exacerbated by its association with humanism. Scholars claim that Olympism fits nicely within a humanistic paradigm (Arnold, 1996; Binder, 2001; Bronikowski, 2006; CNOSF, 1994; Comitè International Pierre de Coubertin, 1998; Culpan, 2007; Czula, 1975; Georgiadis & Syrigos, 2009, as cited in Culpan, 2019, p.30) Thus, "one-ideological, idealistic Olympic education focuses on equitable sports, equal opportunities, apprenticeship, international tolerance and 'harmonious development of all humankind'" (Muller 2004, 11; see also Wassong 2006, as cited in Lenskyj, 2012, p.267).

Similarly, Culpan (2019) argued that Parry (1998) had suggested that Olympism promotes philosophical anthropology;

- Individual all-round harmonious human development;
- Excellence and achievement;
- Effort in competitive sporting activity;
- Mutual respect, fairness, justice, and equality;
- Creation of lasting personal human relationships of friendship;
- International relationships of peace, toleration, and understanding;
- Cultural alliance with the arts (p. 160, ad cited in p.31)

And "Brownell (2004) states that Olympism is 'the belief that the power of an idea can bring modern nations of the globe to world peace'" (Brownell, 2004, p. 53, as cited in Culpan, 2019, p.29).

Moreover, The NZOC's (2001) definition of Olympism reads: By blending sport with culture and education, Olympism promotes a way of life-based on:

- The balanced development of the body, will, and minds;
- The joy found in the effort;
- The educational value of being a good role model for others;
- Respect for universal ethics including tolerance, generosity, unity, friendship, non-discrimination, and respect for others (p. 1). This is the comprehension of the Olympism that is being explored through this study.

Education

Thus, the concept of Olympism can be integrated with education, and the development that comes through it is evaluated here. Thus Lenskyj (2012) described that recent versions of Olympic education and the basic concept of Olympism are largely based on the writings of the French aristocrats and originator of the modern Olympic Games, Pierre de Coubertin. He saw the education of children and youth as the key to social alter, and ultimately as the vehicle for the promotion of fair sports and internationalism for the future of France. (p.268)

In addition, Culpan & Wigmore (2010) stated that Olympism is a universal concept that is prime in the process of 'education across the sport'. Experts argue that there is no undisputed universal definition in Olympism. It can be regarded as a universal idea with a thin veneer of universal agreement, according to Parry (2006), Da Costa (2006). They assert that culturally related meanings, perceptions, and concepts are represented through contextual expression. (p.68) also, For Muller, The Second Olympic Education Orientation is considered a cultural activity related to school sports. Third Orientation Olympic education conceptualizes the pursuit of physical activity in Olympic-style sports as a form of physical education whose teaching and learning objectives are within the parameters of fairness and mutual respect. (Culpan & Wigmore, 2010, p.69)

Therefore, this study examined the encouragement of the concept of Olympism through school education. At the same time, as the school system is involved in this study, a relevant framework should be identified. Thus, PE teachers' knowledge of Olympism can be studied using Shulman's framework.

Hence, Lee (2013) described that Shulman's components of TE and PETE are the most used. Therefore, most scholars in physical education have identified knowledge for PETE. (e.g. Fernandez-Balboa, 1997; Kirk et al, 1997). Furthermore, Schulman (1987)'s framework of seven types of knowledge is one important way of thinking about knowledge in TE. These are content knowledge, general content knowledge, curriculum content knowledge, knowledge of educational contexts, pedagogical content knowledge, knowledge of learners and their characteristics, and knowledge of educational goals. (p.31) Moreover, Shulman (1986) contributed to research in the field of teacher knowledge. Shulman's research focuses on the knowledge categories of teachers. Thus the works he, as well as that of many later scholars, can be classified as belonging to the paradigm of 'knowledge system analysis'. (Sherin, and Madanes, 2000, as cited in Burgess, 2006, p.2).

For that reason, many of the components contained in Schulman's framework contributed to the formality of this study. PE teachers need to know Olympism. Accordingly, teachers need to understand the concept of Olympism before teaching it to students. Teachers also need to know these curricula and educational content as they need to develop knowledge to teach Olympism. Teachers need to be aware of the resources needed to teach Olympism and the most appropriate teaching methods/strategies to be used to teach the Olympism unit. Teachers should also know educational goals and values. Then, Schulman's structure is useful for acquiring knowledge of teachers, teaching processes, and the ability to teach strategically according to students' needs.

Research Questions

The purpose of this research is to determine what Sri Lankan Physical Education teachers know about Olympism. For this, qualitative methodology and the interpretive approach were used. Furthermore, a humanist paradigm resonates with this. And, the purposive sample consisted of interviews with four PE teachers. Duly, the main question here is "What do Sri Lankan Physical Education teachers know about Olympism?" Therefore, the following questions guided this study.

What do Physical Education teachers know about the Attitudes + Values of the National Physical Education curriculum?

What do Physical Education teachers know about the term Olympism?

What do Physical Education teachers know about the implementation of Olympism in Physical Education?

Do physical Education teachers teach Olympism in their Physical Education program?

What teaching approaches (pedagogy) do you use to teach Olympism?

The Significance of the Study

The study suggests that physical education can teach school students how to live a life based on values and ethics through the development and enhancement of Olympism knowledge. The findings of this study are intended to provide teachers and educators with an alternative to the leading Olympic education programs that focus primarily on knowledge. The researcher hopes that the findings of this research will help inform future decisions regarding the teaching of Olympism in the PE curriculum in Sri Lanka. It provides the opportunity to make decisions about school curriculum content, PE Teacher Education (PETE), professional development, resource development, or specific teaching.

CHAPTER II

BIBLIOGRAPHY REVIEW

Introduction

This chapter presents a literature review on the topic of Sri Lankan PE teachers' knowledge of Olympism. This literature review interprets an overview of the three main themes: Namely, knowledge of PE, knowledge of Olympism and Olympic education, and pedagogical approaches for teaching Olympism. More specifically, these include:

The knowledge of PE;

Benefits of participation in sports

Benefits of School Physical Education

Physical Education Teachers' role in School PE

The knowledge of Olympism and OE;

Olympism and its position as the founding philosophy of the Olympic Movement

Olympism and Olympic education

Links between the school values and, the Olympic ideals

Pedagogical approaches for teaching Olympism;

Teaching Olympism through physical education contexts

Pedagogies for Olympism teaching from the field of values education

Consideration of pedagogical approaches for teaching about Olympism

Links of the Olympism to the Sri Lankan school curriculum and pedagogical methods

All themes throughout this chapter are linked to relevant sections of Schulman's (1987) framework for teacher knowledge.

The knowledge of PE

Benefits of participation in sports

Baltartescu and Kovács (2016) emphasized the value of participating in sports. Participating in a sporting activity as a member of a sports community accords to the social, emotional, and other dimensions of well-being. Sport helps with physical shape, social skills, the position of control, academic achievements as well as achieving sporting goals and gaining leadership positions in teams (Greenleaf et al. 2009, Taliaferro et al. 2010). Also, It teaches skills that will help you succeed later in life. (e. g., Social, cooperative, and problem-solving abilities, as well as community exploration and peer roles, etc.). (Gordon & Caltabiano 1996 , as cited in p.136)

According to Bailey et al. (2009), ‘physical activity has been improved psychological health in young people’. The link between physical activity and mental well-being has been noted in several international policy documents. Sports participation increases pride, self-observation, and psychological well-being, according to the World Health Organization (1998), while a Council of Europe report emphasized the importance of sport in personality development. (p.19) and, “Sports participation and an individual's health are linked to different stages and limitations in life, such as economic, social, and cultural resources, and areas of stress” (Mackenbach, Bakker, Kunst, & Diderichsen, 2002, as cited in Coenders et al., 2017, p.46).

Therefore mental, physical, social, health develop through sport participation. Especially it is useful for developing the society. So the most suitable platform is education for Human development. Moreover, the inclusion of PE in school education has value.

Benefits of School physical education

According to Bailey (2015), the school's PES acts as a leading social institution for the development of physical skills and the provision of physical activity in children and adolescents. For many children, school is run through PES programs or after-school activities or as a basic setting for physical activity. (p.398) Physical education is, in general, a health and education activity that is effectively and directly related to wellness, attributes, spirit and

productivity, national strength and durability, high human potential, behavior, and survival. (Hergüner et al., 2016, p.1985). And also Bailey et al. (2009) mention positive social behavior. Accordingly, "The purposeful involvement of PESS has been shown to have the potential to address several contemporary social issues related to problematic youth behaviors in young people and to generate positive social behaviors (such as cooperation, commitment, and empathy)." (Hellison et al., 2000; QCA, 2001, as cited in p.15).

Furthermore, American Heart Association (n.d.) stated, "It teaches students how to incorporate exercise into their daily lives to achieve physical literacy as well as better health throughout life. Physical activity leads to a better life as well as a lower risk of heart disease, high blood pressure, diabetes, obesity, mental health problems" (p.1). And, "PE and the curriculum employed within it was identified as an essential mechanism for children to create gender, bodies, and identities" (Kirk, 1997, 1998, as cited in Joy et al., 2021, p.663).

Thus, Görgüt and Tutkun (2018) argued that the teaching of values through PE affects the development of the individual. According to teachers, the lesson teaches students to work together, to motivate friends, to play fair, to help students, to feel responsible, free and pleasant, and to respect the rights and equality of others. (p.329) According to Culpan and Stevens (2017) New Zealand's Ministry of Education, in its publication Curriculum in Action, states that learning about Olympism provides students with a context in which they can expand their understanding of A + V. Therefore, Martinkova (2012) shares similar views with these sentiments, emphasizing the importance of promoting the Olympic Games and developing positive attitudes, values and behaviors. (p.2)

Thus, in sports as well as in physical education, students have different physical, mental, and social benefits. Under the influence of these values, various programs have been prepared for students in school systems. Accordingly, it is the responsibility and lead role of PE teachers to identify these values and implement these programs.

PE Teachers' role in School physical education

According to Rainer and Jarvis (2021), Primary and secondary schools are identified as the main environments for promoting physical activity throughout life. Especially through the provision of PE classes. Although the National Curriculum in the United Kingdom provides a

structural framework for PE as well as content direction, physical educators in both primary and secondary schools take part in a critical part in creating a great expectations environment and, building positive attitudes toward the subject. (Griggs and Ward 2012, as cited in p.1) Thus all the responsibilities related to PE in the school environment are fulfilled by the PE teacher. Also, the specialty of this education is the values imparted through PE education.

“In physical education, teachers place students in a different place than in other subjects, so teaching values through physical education has a positive effect on school discipline.” (Görgüt & Tutkun, 2018, p.329). Furthermore, Dos et al. (2018) found; Teachers, policymakers, and researchers have argued that participation in physical education (PE) and school sports can get social and moral benefits to students (Bailey et al.,2009; Theo-doulides & Armour,2001). Learning values is one of those benefits. PE has long been regarded as an important tool for inculcating values in students in Brazilian schools. (Góis Junior,2014, as cited in p.1)

Also, teachers are responsible for identifying students' differences in PE teaching and providing the necessary activities accordingly. As a result, many PE systems in Western countries have traditionally separated boys and girls during activities, with certain activities, such as ball games, being more prominent for boys and other activities, such as dance and gymnastics, being taught to girls. (Larsson, Fagrell, & Redelius, 2009, as cited in Joy et al., 2021, p.664). In providing such activities, it is the responsibility of the teachers to provide activities according to their strengths, abilities, abilities, etc., depending on the gender.

Accordingly Castelli et al. (2010) stated that physical educators are aptly positioned to address the Director of School Activities as the Physical Education Teacher. Also, the knowledge and training of physical educators qualify them to play a leading role in promoting school well-being. Because they understand the school environment, parents, community, physical activity correlates, and the particular features of adolescents, they can solve problems related to physical inactivity during the school day. From this standpoint, the PE teacher, in collaboration with others, should be responsible for providing physical activity moments that are incorporated into different elements of the school curriculum. (p.26) Consequently, Aguilar-parra et al. (2019) described, Teachers, play an important role because of their influence not only on the dynamics of PE sessions but also on the relationships they form with students. Furthermore, students may have a direct impact on student participation in PE classes, as well as whether students develop active habits outside of the classroom and/or if such habits

persist throughout their lives. (p.1) As a result, "a large number of studies have focused on the benefits of improving physical education curricula, increasing the number of programs offered, and improving teacher training in schools, in general, in concurrence with other educational components." (Network ., n.d. p.3).

Thus, PE teachers play a key role in imparting different values to students through sports and PE and are committed to systematically fulfilling their responsibilities. Especially in providing these values, it can be seen that those values have been promoted by the incorporation of Olympism in PE education. Next, the study has explained the development of the concept of Olympism through school education. Accordingly, the critical analysis of Olympism and Olympic education provides evidence. Firstly, it can be clarified according to Olympism and its position as the founding philosophy of the Olympic Movement

The knowledge of Olympism and Olympic education

Olympism and its position as the founding philosophy of the Olympic Movement

According to Chatziefstathiou (2012), The Olympic philosophy of the International Olympic Committee (IOC) was first published by Pierre de Coubertin (1836-1937), the French aristocrat, the founder of the modern sport. The Olympic Games were first celebrated in Athens in 1896, and have since evolved from "a curiosity of late 19th-century discovery to a vision of real global magnitude in the early 21st century." (Segrave and Chatziefstathiou 2008, 32, as cited in p.386) So, "Olympism is a worldview developed by Olympic Games revivalist Baron Pierre de Coubertin. The Olympic Games are considered a school of mutual respect for athletes and nations and a symbol of peace." (Hajj, 2019, p. 175). Therefore Muller, N. (2000) Explained; "Pierre de Coubertin owns his international reputation to his victory in reviving the OG in the modern form" (p.33). yet it was France, his own country, that Coubertin was thinking of in 1883 having just turned twenty, with regards to his plans for educational reform..... (p.36) Subsequently, De Coubertin realized that Olympism was a way for a person to develop physically, mentally, and morally. He believed that education was a tool to solve the problems of his time and that this model of Olympism could strengthen the belief that morality could be developed through sport. (Muller, 2000; Parry, 2007, as cited in Muller, N. 2000, p.135)

According to, DaCosta (2006) Arguably, Coubertin's prescription for Olympism's universality is linked to 19th-century French intellectual traditions that typically claimed universalism as a dominant frame of reference. With its prescription for "religion of humanity," August Comte (1798–1857)'s positive philosophy may have marked the peak of French philosophy's international drive for impact. (p.159) Typical for Coubertin's creative powers in those days is the further development of the sense of the games, from the fair play, the beauty of the fight, and national representation to a total philosophical idea, Olympism. He mentions "humanity in general" as the greatest fundamental element. (Muller, N. 2000, p.542) also, DaCosta (2006) explained, The exception was Carl Deam, who gave Barron full support. To that famous German sports historian, the concept represented an "ideal-humanitarian confusion" that touches and visualizes "world brotherhood" across the Olympic Games. (p.162) In addition, Link's and Nissiotis' initiatives converge in the search for the "essence of the Olympic man". They argue that Olympic philosophy relies heavily on the humanistic anthropology produced by classical ancient Greek thinkers. Because of this symmetry, they believe, a philosophical perspective on Olympism emerged from the IOA's early efforts. (DaCosta, 2006, p.165) Then Teetzel (2012) noted; Among the Coubertins, their greatest ambition was to use the sport to educate young people around the world about peace, friendship and fair play. His vision for the Olympic Games is to integrate education, sport and culture to enhance human development and make the world a better place in general. (Kidd 1996a, 83, as cited in p.319)

Therefore, Martínková (2012) described; As an ideology combining competitive sport with humanistic ideals, Olympism encompasses both natural and added values in sport. This may be observed in the Olympic Charter's first two "basic principles of Olympism." (p. 11):

1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will, and mind. Blending sport with culture and education, Olympism seeks to create a way of life-based on the joy of effort, the educational value of a good example, social responsibility, and respect for universal fundamental ethical principles.
2. 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. (p.144)

As a result, despite its ambiguity, the name "Olympism" defined a philosophical approach during Coubertin's lifetime. The concept was incorporated into the new "Olympic

Charter" circulating in 1914. By then, Baron de Coubertin himself had created "Olympism" as a "philosophy of life". But in the battle for the revival of the Games in 1894, he used Olympism as a multifaceted concept different from the hypothetical Olympic ideology. (DaCosta, 2006, p.157) Chatziefstathiou (2012) suggested the main stakeholders in the Olympic movement declare that "Olympism is a humanism" (MacAloon 1996). On the other hand, Coubertin was instrumental in locating these values within the framework of athletics and education. Coubertin defined Olympism as the balanced development of a human being's intellectual, moral, and physical attributes through athletic competition. (Coubertin 1934/2000, 218, as cited in p. 388).

According to Parry (2012a): "Olympism is a celebration of humanitarian principles and the role of sport in developing and promoting those values" (p.30). "He defines Olympism as an educational philosophy that promotes the role of ethical sports in educational and social development. That is, the philosophical anthropology of Olympism gives people a wide range of human values and excellence. " (Parry, 2012a, as cited in Hajj, 2019.178). And also, "De Coubertin stated that the Olympic Games were not a system but a spiritual and moral attitude" (2000, 48, as cited in, as cited in Barker et al., 2012, p. 369-370). And also, in 1889, Coubertin used the congress, chaired by his paternal friend Juels Simon in the Sorbonne in connection with the world's fair, as an opportunity to look at international peace as a product of education at the grassroots level, i. e. in schools. Self-government by schoolchildren, e.g. in settling disputes incited as a model of this education for peace.... (Muller, N. 2000, p.135) Thus Olympism is an educational philosophy that develops and promotes humanistic values and thereby promotes spiritual and moral attitudes.

Olympism and Olympic education

According to the Olympic movement, education is a key component of the Olympic Games. "Culture and education along with sport and the environment are one of the three founding pillars of Olympism." (Graver et al. 2010, 4, as cited in Chatziefstathiou, 2012, p. 388) And also, De Vries (2008) noted, Promoting Olympism, educating the youth, contributing to a more peaceful and better world through sports, provide the primary mission of the Olympic movement (International Olympic Committee, 2007). The Olympic Charter (IOC, 2007) lays out the IOC's educational goal in terms of fundamental concepts that present a very idealistic,

noble, and potentially uplifting picture of Olympism and sport's role within it. The IOC's greatest problem is its educational role. (p.7) Therefore, according to Culpan & Wigmore, (2010), the IOC, through its Olympic Charter (IOC, 2007a), effectively provides the face that Parry (2006) refers to, describing the Olympic sport as a way of life that integrates culture and education. It promotes that way of life along:

- Balanced development of body, will, and minds;
- The joy found in the effort;
- The educational value of being a good role model; and observing the universal ethics of tolerance, friendship, unity, non-discrimination, generosity, and respect for others. Adapted from the Charter (IOC, 2007a, as cited in p.68)

And also, de Vries (2008) has explained, The role of the IOC is to promote the ethics of the sport as well as to encourage youth education through the sport and to ensure that the sport is run with a sense of fair sportsmanship. As a result, the IOC aims to promote peace through sports and put sports accountable to humanity (IOC, 2007, as cited in p.7-8) According to Culpan & Stevens (2017) It can be said that its purpose is to help people lead a quality life through many types of education. Such goals can lead to the development of human behavior so that individuals or groups can prosper academically, socially, emotionally, physically, and spiritually. (Chatziefstathiou & Muller, 2014; Parry, 2007, as cited in p.261) Thus, Olympism is a social philosophy that promotes world development, international understanding, peace, and moral education, and emphasizes the role of sports.

Thus the concept of Olympism has been defined by various scholars as a universal concept. But there are different opinions of different scholars on this concept. The relationship of Olympism with the Olympic movement, especially the Olympic Games, its expression of universality, and the lack of a definitive definition of it are all sources of criticism. (Bale & Christensen, 2004, as cited in Culpan & Stevens, 2017, p.261) In practical terms, the globalization philosophy of Olympism is problematic (Bale and Christensen, 2004). However, the views of DaCosta (2006) and Parry (2006) are useful here. They argued that the Olympics could provide a thin layer of universality. (Parry, 2006) They point out that the Olympic Games and the sport can never have one truth. They both argued that there was a need for Olympism. And, Parry (2006) suggested that the concept of Olympism should be culturally contextualized. (Culpan, 2019, p.6) And also, By the end of the nineteenth century, de Coubertin had recognized that sport was becoming a major developmental point of popular culture and that it

was becoming universal. (Parry, 2014, p.2) Furthermore, some try to solve such struggling in the sports world by speaking the sport as a universal language. But this seems to me to be under-represented in this case. Not only does the sport strive to be global in its ideals, but the Olympic Games also strive for: cooperation, equality, mutual acceptance and respect, tolerance, resistance to change, peace, multiculturalism, and so on. (Parry, 2006, p.202) De Coubertin noted that Olympism was "not a system but a spiritual and moral attitude" (2000, 48). He may not have intended to reduce Olympism to a set of guidelines in this way. In his Notes on Public Education, produced in 1901, he commented that "if presented as policy recommendations or directives, participants would completely ignore them." (2000, 150, as cited in Barker et al., 2012, p.369-370)

Accordingly, there are various ideologies as well as uncertainties for this. Therefore, fundamental inconsistencies were pointed out in the official statements of the Takacs (1992) philosophy. He points out, for example, that the concept of unlimited progress communicated under the motto "Citius, Altius, Fortius" contradicts other principles such as peace and the democratization of the sport. (Barker et al., 2012, p.370) According to Culpan & Stevens (2017) The IOC's behavior and activities, the spectacular feature of the Games, according to critics, become so far removed from the idea of Olympism that it lacks truth (Lenskyj, 2012; Wamsley, 2004). According to Wamsley, there was a paradox of the Olympic Games in the late twentieth century as well as the early 21st century. (p.261)

In particular, some scholars, like Wamsley (2004), challenged the general relevance of the notion of Olympism. These scholars argue that the concept of Olympism cannot be changed and that its educational value is uncertain. Accordingly, Wamsley (2004) argues that since the Olympic system is Eurocentric as well as colonial, it must be used to legitimize the commercial world of capitalism. He says the Olympic Games and the Olympism will not be able to achieve the goals set out in the Olympic Charter because the West and the East are intertwined with the politics of state capitalism. (International Olympic Committee, 2007a, as cited in Culpan & McBai, 2012, p.98) Therefore, "he said there is no authority in the process of achieving the goals of Olympism, the Games, or the movement. The promotion of Olympism, according to Walmsely (2004), is unregulated and unaccountable to the IOC" (De Vries, 2008, p.8). Ideals such as human development, non-discrimination, fairness, justice, the observation of moral conduct, and the protection of human rights need to be learned, embraced and acted upon at the individual level. They are so complex that they cannot be defined by the triple idealize of

a global festival. (Wamsley, 2004, as cited in Culpan & Stevens, 2017, p.261) On the whole, Wamsley's critique states that the ideals and goals embodied in Olympism cannot be achieved.

And also, Kidd (1996) agrees somewhat with these criticisms, suggesting that in the context of education, programs that focus on rhetoric emanating from the Olympic movement are 'only in touch with the humanitarian aspirations of the Olympic Charter' (p. 82). Parry (2007) also argues that Olympism can be merely a 'naive and loving hope' (p. 214). However, explained further. While scholars (Kidd, 1996; Naul, 2008; Parry, 2007) are supportive of the educative worth of Olympism, Binder (2001, 2005) and Naul (2008) reveal that there are diverse, multiple, and contested forms of Olympic education across the globe. They report that Olympic education programmes are often offered in a passive and expository manner drawing on an across curricula approach that does not promote learning through active participation in PE or sport. (Culpan & McBain, 2012 p.98)

According to Culpan & Stevens (2017) and Lenskyj (2012) highlighting the lack of critique of the Olympic project. She also does not approve of the subtleties associated with the educational programs associated with the Olympic enterprise. (p.261) In particular, argues that among these various arguments is the challenge of the current educational system. Parry (2007) recognized that some of the problems in Olympism, through the ambiguity of its terminology, create the romantic childishness characterized by Olympic idealism and pseudo-religious rhetoric. Teetzel (2012) has challenged the educational and social value of contemporary Olympic education programs in the lack of an Olympic focus. Also, Culpan and Wigmore (2010) argue that there is no education that can identify such programs. And that the curriculum is not specific and does not lie within any of the recognized. And subject discipline, and argues that much is promised but little is given. (p.262) Thus, different scholars suggested their arguments about the current Olympic education system in different ways accordingly, many scholars (Arnold, 1997; Chatzieftathiou & Muller, 2014; Culpan & McBain, 2012; Teetzel, 2012) have recognized the educational value and sociality of Olympim. The philosophy of Olympism is to isolate games and to demonstrate that competence is a function of the IOC's actions and behavior. (Culpan & Stevens, 2017, p.262)

Olympism philosophy and sentiment can advance its educational and social value, especially through the teaching of PE in the school system. For example, read the emotional references to the educational principles that "Coubertin dreamed" (Culpan 2008, 6; Muller

2004). Accurate statements that he "seemed to understand the importance of emotion and imagination as pedagogical tools" (Binder 2005, 14, as cited in Lenskyj, 2012, p. 265-266).

Thus education was identified as an alternative to this and Petrie (2017) would interpret it as follows. Culpan and Wigmore (2010) take one step further and propose an alternative to Olympic education. Olympic education focuses less on the technical aspects of the games, while learning focuses more on the vision and practice of Olympism. As part of this, they will stand for experienced PE activities aimed at developing critical consumerism and social transformation to become citizens who can contribute to creating a more peaceful world. (p.70, as cited in p.157) The solution to all uncertainties, in particular, is to build a more peaceful, more successful world by spreading the concept of Olympism through education. Accordingly, there are controversial arguments about the contribution that education can make to this. Moreover, Olympic ideals are also a successful link in school education.

Links between the school values and the Olympic ideals

"The philosophy of Olympism has always been suggested as an effective educational tool, as a way to build a peaceful and prosperous world through sports, physical education, and physical activity" (Arnold, 1996; Culpan, 2015, as cited in Hajj, 2019, 183).

Thus, Culpan and Wigmore (2010) suggested that the Olympic Games be a legitimate part of physical education. They argue that it would be more appropriate to promote Olympism through physical education and sports education in schools. Physical education is a legal context structured for the development of the moral person in line with the philosophy of the Olympic system. (p.68-69) Also, Culpan (2011) suggested that "Through physical education, Olympic education develop and promote physical, social, intellectual, and moral values and skills (p.40). He added, "Focusing on the values associated with the Olympic ideal, he suggests that the future of PE should depend on the vision of Olympism." (Culpan, 2011, as cited in Hajj, 2019, p.174-177).

Moreover, According to Chatziefstathiou (2012) and Gruneau (1993, 89), Coubertin "intends to advance a new vision of sports as a medium to solve some of the seeming problems of modernity." He saw education as the key to "human happiness" and argued that education should be in response to "the rapid changes in the world" (Müller 2000, p.25). Thus, it led to

the recognition of Olympism as a problem-solving educational tool. (Müller 2000; Kidd 1996, as cited in p.387) Thus Olympism is an educational tool that promotes values that provide solutions to everything.

Furthermore, Hajj (2019) argued; Experts, (Arnold, 1996; Culpan, 2008, 2011; Mzali, 1984) suggest that Olympism is a legitimate part of PE and that Olympism should be further promoted through physical education in schools. However, this suggests that Olympism should be included in the curriculum and maintained through pedagogical considerations. (Culpan, 2015, as cited in p. 176)

Chatziefstathiou (2012) reported Olympic education programs. Therefore, there is a series of Olympic education programs at the International Olympic Academy that act as a study center for Olympic studies, education and research. Olympic education is also provided through several institutions around the world, usually operating within a higher education institution. (p.390) Thus, there are institutions around the world to promote the values of Olympism through education.

And, historian John Lucas (1988) states the important role of education in Olympism with his statement: "The Olympic Ideal is a great attempt to integrate educational training with moral and physical education" (p. 95). A major application of Olympism is aimed at educating young people around the world. (Teetzal, 2012, p. 321-322) Thus Olympism plays a hugely important role in education.

Thus the concept of Olympism can be successfully contributed to society from the school level. Furthermore, the importance of school sports as Olympic education or Olympism education as an educational experience is promoted by de Coubertin. They have defined Olympic education as "an essential and oriented specialized sports education for fairness, cooperation and peace" (Naul, 2008 p. 106). Also, the pursuit of physical activity in Olympic-style sports aims at teaching and learning within the parameters of fairness and mutual respect. (Culpan and Wigmore 2010, p.68-69) And Muller (2000) suggested that they had found education as one way to expand the practice of arbitration. Accordingly, the Congress of the Peace League was implement various methods for this purpose in all the state universities, gyms, and junior and senior high schools. (p.135) Accordingly, The inclusion of Olympism in the school system makes a significant contribution to the promotion of student values. Thus the values and ideals that exist in Olympism form a formal educational framework when they

are linked to school education. Hence, it is an important part of the school curriculum and provides a background for students to reap the benefits of education through its teaching.

According to Lenskyj (2012), the concept of "Olympic knowledge" is a feature of many Olympic study programs, including the technical components of Olympic bids, at the college and university levels. A 2005 report by the Barcelona Center for Olympic Studies states that Olympic business organizations can use university-based teaching and training programs as tools to educate professionals and leaders. (p.268)

Thus the concept of Olympism can be successfully propagated through school education as well as through university education through various teaching and training programs and it is important to implement it systematically. Then, various pedagogical approaches should be used for this.

Pedagogical approaches for teaching Olympism

Teaching Olympism through physical education contexts

De Coubertin, the founder of the modern Olympic Games, emphasized that the Olympic Games were open to change (Muller, 2000). Muller (2000, 2006) and Naul (2008) argue that for the success of the Olympic Games in education, continuous development, renewal and re-examination are necessary (Culpan & McBain, 2012, p.98).

According to Susannah Stevens (2011) and Culpan (2007), it is arguable that isolated attempts of Olympic education. And he suggests that physical education should be included in the school curriculum to provide longevity. He argues, along with Wigmore, that he advocates the Olympism education system and uses specialized education to maximize its learning benefits. (Culpan & Wigmore, 2010, as cited in p.53) And also, "Müller (2008) point out the relevance of Coubertin's 'Olympic education' to schools at the beginning of the 21st century" (Chatziefstathiou, 2012, p.394). Thus there are different interpretations of the relevance of Olympism education to schools.

In consequence Chatziefstathiou (2012) noted, "Olympism education" can work towards the goal of the Olympic movement in line with the "liberation and social

transformation" education system. Specifically they argued that to maximise the learning benefits associated with Olympism and its values, educational initiatives should:

- Focus less on the technical aspects (functional facts and figures) of the Games
- Put more emphasis on the philosophy practice of Olympism/and on pedagogical coherence which encourages and fosters critique and debate
- Utilise experiential PE and sport that foster the practice of critical consumerism and social transformation
- Acknowledge and align with a country's national PE curriculum requirements
- Aim to develop a type of active citizen who can contribute to building a more peaceful and better world. (Culpan and Wigmore 2010, 70, as cited in p.392)

Thus, the existence of such educational initiatives to maximize the teaching benefits of the Olympics and its values may have contributed to its success. Thus Olympism education exists directly or indirectly in school systems.

Therefore, the name "Olympic" may not appear in the national or regional curricula of many European countries, and it is a known fact that each school has used the "Olympic" subject in the theoretical and practical threads of their curriculum. (Telama et al. 2002; cited in Naul 2008, 93, as cited in Chatziefstathiou, 2012, p.391). Furthermore, Olympic education can use sports media to better position the sport. It is important for the peaceful development of the people and for the promotion of a peaceful society that is concerned with safeguarding human dignity. (International Olympic Committee, 2004, p.9, as cited in De Vries, 2008). New Zealand's recent reforms have made it possible to integrate Olympism into physical education programs. Physical education has a significant socio-critical and cultural orientation in the New Zealand Curriculum (Ministry of Education, 1999) and its successor, the New Zealand Curriculum (Ministry of Education, 2007) (Wright et al. 2004; Culpan & Bruce, 2007, as cited in Culpan & Wigmore, 2010, p.69). Thus the concept of Olympism has been incorporated into the curriculum of different countries through various methods.

Also, various arguments have been forward by researchers regarding the placement of different physical activities in the PE curriculum. Chatziefstathiou (2012) argued, striving to establish a cultural and human experience narrative that pays due weight to competitive sport, outdoor activity, sports, and aesthetic activities that center on physical performance and are often classified as physical education. Such an explanation would strive to establish arguments

that may justify the inclusion of Physical Education on the curriculum by integrating statements about human capacity and eminence with assertions about the value of a variety of cultural forms. (Parry 1988, 117, as cited in p.391) Thus Olympism has been incorporated into the school curriculum through a variety of sports and educational methods, and Olympism has been incorporated into a variety of educational modalities, especially for value education.

Pedagogies for Olympism teaching from the field of values education

Ideal Olympic education focuses on equitable sports, equal opportunities, apprenticeships, international tolerance, and the harmonious development of all human beings (see also Muller 2004, 11; Wassong 2006). Furthermore, teachers, policy makers and researchers have argued that attending physical education (PE) classes and school sports have social and moral benefits for students. (Bailey et al., 2009; Theo-doulides & Armor, 2001). One of those benefits is the value of learning. (Dos et al., 2018, p.1) According to Stevens (2011), “Bronikovsky (2003, 2006) emphasized that Olympic education was a useful tool for facilitating moral development.” (p.44).

According to Lenskyj (2012), an example of this idealistic approach is noted in Binder's 2005 paper. "Olympism Teaching in Schools" presents five themes that teachers can use to teach values education.

- Body, mind, and spirit: inspiring children to participate in physical activity
- Fair play: the spirit of sport in life and community
- Multiculturalism: learning to live with diversity
- In pursuit of excellence: identity, self-confidence, and self-respect
- The Olympics present and past: celebrating the Olympic spirit (Binder 2005, 8, as cited in p.267)

Value development or moral education is a complex process that takes place in every aspect of the lives of children and adolescents. Accordingly, providing a value education based on such themes brings important value. Also, attention should be paid to the methods, knowledge, skills, etc. that this education should impart.

Consideration of pedagogical approaches for teaching about Olympism

According to Chatziefstathiou (2012), regarding the values of the Olympic Games, Parry (2003) argues that coaches and educators should look at these values holistically. He also argues that he does not seek to pass them on to his students through cognitive-based methods. He says that sports should not be seen as mere physical activity but as the physical activity of an educated and moral person. (pp. 3–4, as cited in p.392)

Different educational approaches to learning about Olympism have been considered, especially in the model of the education system in different countries. Binder (2005) provided evidence of various educational methods to the teaching of the OG. When I was writing a project for the Canadian Commission on Fair Sports for Children in 1990, I developed an educational, theoretical framework based on development approaches for Lawrence Coleberg's Moral Logic (1981). Through these learning strategies, over sixty activities were created to help children explore different aspects of fair sports. Through the questions in the "Let's Talk" section for each activity, students were encouraged to engage in the "moral conflicts" and discussions recommended in contemporary literature. (Romance, et.al., 1986, as cited in p.7)

Thus, various teaching approaches to the teaching of Olympus Values are being considered. The teacher plays a key role, especially when considering these educational approaches. Accordingly, professional development can be achieved through the development of various teaching approaches. Therefore, teachers' classroom behaviors are shaped by planning, decision making, and their behavior. Teachers' beliefs about themselves and students and how teaching and learning affect the way they approach their work and approach. (Pajares, 1992, as cited in Mccone, 2018, p.181)

And also, Culpan & McBain (2012) explained; Using the creative framework of Olympic education, teachers can engage learners to build their knowledge by linking their sport and movement experiences. In creating a creative framework for Olympic education, creative learning can be divided into three main areas. That is, psychological, social, and critical. (Richardson, 2003, as cited in p. 99-100) also, Petrie (2017) notes that educational resources can be used for this purpose, which gives valuable meaning to the concept of Olympism. Chatziefsahiou (2012), and Mueller (2004) continue to argue that Olympic education should

be based on Olympism concepts. Accordingly, internationally developed educational resources will reflect this shift in focus. (Page 156)

As well as focusing on a variety of career approaches, the knowledge that exists in teachers is an important factor in teaching approaches. According to Brant (2006), Shulman and Shulman (2004), teaching demands the extraordinary performance of teachers. Eraut (1994) also states that effective teaching is the application of a wide range of different types of knowledge and expertise. Thus the knowledge required by teachers is multifaceted and a teacher will need a deep understanding of several different knowledge bases and the acquired professional expertise. According to Shulman (1987), knowledge can be divided into seven basic categories: content knowledge, general pedagogical knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, curriculum knowledge, knowledge of educational contexts, and knowledge of educational ends. (p.3-4) Properly, teacher knowledge development is dynamic. It also can position teachers' knowledge research in the classroom, accounting for knowledge development. A teacher's knowledge will continue to grow as they teach. (Manouchehri, 1997, as cited in Burgess, 2006, p.2)

Accordingly, the development of teachers' knowledge over time is an important factor. Compared to examples in different countries, Barwood et al. (2021) In response to the AITSL standards (2011) observed, ITE programs will focus on professional knowledge, vocational training and professionalism on what Australian teachers need to know and do. The AITSL standards provide a common framework for programs. There is also a variety of undergraduate and graduate programs, including four-year undergraduate and postgraduate programs offered across the Australian provinces and territories. (p.419)

Educational awareness programs, such as various degree programs, are especially important for teachers to acquire knowledge, and Culpan et al. (2011) illustrated this with another example: For contemporary teacher education, beginner and experienced teachers in the secondary teaching service was a need to have a good knowledge of both content and academic content (Shulman, 1987). In New Zealand, this knowledge-based student's university and teacher education qualifications are significantly influenced by the content contained in the New Zealand Teachers standards (New Zealand Teachers Council, 2007) and New Zealand curriculum requirements. (p.54)

And also, Todt (2010) explained, The organization of physical education teacher training in the Netherlands is slightly different than in Germany. PE teachers in the Netherlands

are taught in specialized teacher training academies (hoogeschools) and PE teacher training in Germany is conducted at the university level. (p.52) In 2003, the Willibald Gebhardt Research Institute focused on Olympic education, as described in the White Book. As part of PE teaching across Europe, an international research study on Olympic education has been planned and agreed upon involving more than 12 EU countries. (p.54) Thus, teacher development will be strategic. Through its cultural, historical and educational live experience, it makes a significant contribution to human development for the advancement of Olympic education. (Todt, 2010, p.80)

Thus different educational approaches are implemented in different countries. The development of teachers' knowledge and skills is a very important factor in imparting this Olympism education through PE. For this, it was being imported to focus on professional development by giving them the knowledge they need. Accordingly, the Olympism teaching in the PE curriculum in a country like Sri Lanka is as follows.

Olympism and physical education in The Sri Lankan School Curriculum

The education system of any country plays a vital role in achieving sustainable development and reinforcing historical, social, and cultural development. Especially in a country like Sri Lanka, the development of the education system and the PE education system will depend on the principles of free education.

Alawattagam (2020) According to the Sri Lankan Free Education System, it ranks the country as a leader in the South Asian region in terms of literacy rate, school enrollment rate, gender equality in education and so on. But the problem is that we are not gradually evolving and developing to cope with the changing world. (p.7)

Marasingha (2016) observed the origin of PE as follows: “There is evidence that the British used physical activity in schools in Sri Lanka in the early 1900s. Later the British Physical Exercise Curriculum of 1909 and 1919 and the Physical Training Curriculum for 1933 schools were also used in Sri Lanka” (p.84). Furthermore, the NEC (1992), and the NIE (Grade 6 Teacher Handbook, 1999, p 1) state that the existing physical education program in schools is no longer appropriate. Through school, physical education, not only the children who are

selected for sports competitions but all the students in the school should develop mental and physical health, fitness and motor skills. (Marasingha, 2016, p.217)

Thus, in the PE system of Sri Lanka, the focus is on the physical, mental, fitness, and skills of the students from the very beginning. But the main problem that has existed in Sri Lanka since the beginning of PE is the shortage of trained PE teachers who are best suited for PE. It is also a shortcoming that the suitable methods for this are not being implemented in Sri Lankan education.

Marasingha (2016) points out the shortage of PE teachers who are best trained for PE in Sri Lanka. Therefore, The Fischer Report (1999), this study found that there is a shortage of secondary school staff in Sri Lanka with trained physical education teachers. Although some schools have several specialists, many schools employ non-specialist teachers who are interested in teaching physical education. In 1999, the Ministry of Education in Sri Lanka employed only 2,500 specialist physical education teachers for 10,120 schools. But 7,311 of them are secondary (Fisher, 1999). But even though each school has one specialist physical education teacher, only 34% of secondary schools can offer physical education classes conducted by the specialist training staff. (Fischer, 1999, as cited in p.1-2)

As a solution to this, various curriculum models have been implemented from period to period. According to Nanayakkara (2012) suggested, it is important to have a successful initiative to develop good citizenship in the primary school environment. Accordingly, this can be done by implementing the CR and OE model within the primary school curriculum. The aim is to develop effective conflict resolution skills through Olympism to overcome the ethnic problem in Sri Lanka. As a nation divided by ethnic conflict for more than three decades, Sri Lanka needs a continuous peace process. Accordingly, high quality education for the younger generation can provide a positive force to bring peace and prevent future conflicts. (p.80) especially since Sri Lanka is a multicultural country with different ethnic, religious, and multi-ethnic issues, action can be taken at the school level to prevent such problems. PE was used as an approach. There is a potential for a transformative educational process that facilitates the conflict resolution skills of young students in secondary schools using a variety of sports-related curriculum initiatives. when combined with an educational program, such as the one provided by the OE and CR integrated curriculum model which allows ample opportunity for reflection and practical skills application It has the potential to be extremely beneficial in promoting positive values. (Nanayakkara, 2020, p. 109)

And also, IPCEIU (2006) emphasized the contribution of school education to this, So, There are two M.Phil studies and two research studies on peace education in Sri Lanka. Premathilaka (1998) and Ratnayake (1998) studied how school education contributes to the building of good interrelationships between Sinhala and Tamil families to establish peace in a multicultural society, respectively. (p.20)

Recognizing that education is the best solution to problems and that PE is the way to nurture the values that students need in the school curriculum, steps have been taken to develop PE programs from period to period. According to Nanayakkara (2014) the 2009 National Olympic Academy (NOA) collaboratively organized the National Olympic Committee (NOC) with the National Olympic Academy of Sri Lanka in Bandarawela, Sri Lanka. For this all PE teachers had obtained their teacher training qualifications from the Uva National College of Education and all the primary teachers from the Sri Lanka Mahaweli National College of Education had obtained teacher training qualifications. (p.9)

In Sri Lankan schools, in particular, the personality of the principal determines the character of the teachers, the community, and the students. A child-friendly approach in designing school and classroom programs and implementing such programs to meet the needs of the child should create a peaceful environment in the school. (APCEIU, 2006) Thus, the indirect objectives of promoting Olympism values through the school system have been activated and various programs have been implemented to create a peaceful environment.

Olympism is included as content in the PE syllabus of Sri Lanka and it seems to be restricted to different age groups. And also, it raises the question of whether there is enough new knowledge in teachers to teach Olympism through the PE curriculum.

Summary of the Bibliography

This review of the literature focuses on the main concept of Olympism and the educational aspects required to teach Olympic education. Accordingly, the value of the Olympism and Olympic education is defined and explained in this literature. However, there are criticisms and debates around this topic. As a lasting humanitarian philosophy, and as the core belief of the Olympic movement, Coubertin's Olympic system needs to be positioned through education. Some content in the Sri Lankan physical education curriculum indirectly

teaches the Olympic Games to some extent. Also, it seems that there are not enough teachers in the schools who know physical education. There is also little guidance in the literature on the nature of teaching about Olympism and the knowledge teachers have about it. Teachers need to have a good understanding of the teaching approaches at Olympism. Then the goals of the Olympic prelude can be achieved by creating a moral society. School PE education is the best way to impart the values society has in Olympism and teachers need to have formal knowledge for this.

CHAPTER III

METHODOLOGY

Introduction

This chapter covers the theoretical framework of the research and the justification of the qualitative research plan used for this study. Included here are decisions made regarding ethical considerations, research design, and research setting for the study. The chapter also concludes with an explanation of the analytical procedures for research questions.

A systematic overview is provided to explain the framework of this research.

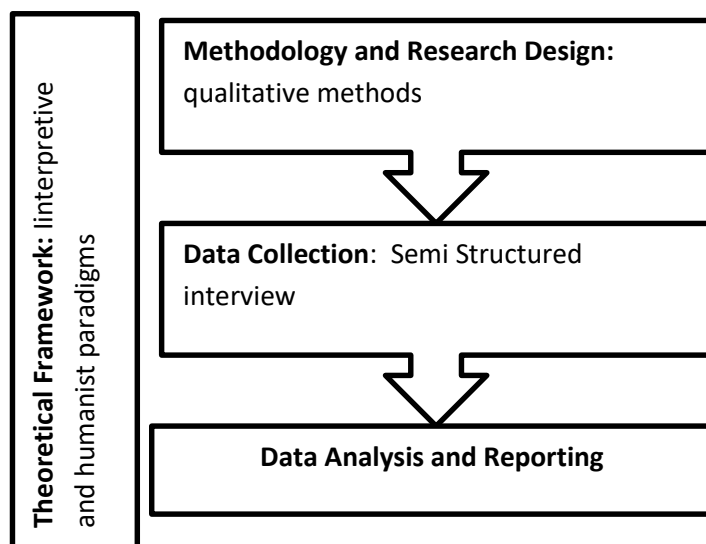


Figure 1. Methodological Overview

Theoretical Framework

The purpose of this research is to determine what Sri Lankan Physical Education teachers know about Olympism. It was developed by a theoretical interpretive research paradigm.

In particular, the Researcher was decided to use this interpretive approach. Therefore, Cresswell J & Poth C (2018) explains this interpretive approach. Because researchers have

recognized that their background shapes their interpretation, they place themselves in research to acknowledge how their interpretation flows from their personal, cultural, and historical experiences. Thus researchers interpret what they find, a definition shaped by their own experience and background. If so, the researcher intends to understand (or interpret) the meanings of others about the world. (p.21)

According to Naong (2016), He argued that self-determination and human creativity play a vital role in guiding our actions. Therefore, he suggested that social research should explore life experiences to reveal relationships between the social, cultural, and historical aspects of people's lives and to see the context in which specific actions take place. Weber attempted to construct a bridge between interpretivist and positivist approaches rather than taking a solely interpretivist perspective. He thought that analyzing material situations was necessary, but that it wasn't enough to fully comprehend people's lives. Rather, he highlighted that the researcher must comprehend the explanation of social acts in the context of people's living conditions. (p.7) Accordingly, "Some of these issues are related to 'ontology' and concern about beliefs about what the world needs to know" (p.11). And "Epistemology 'concerns the ways of knowing and learning about the social world, how can we know about reality and what is the basis of our knowledge?" (Naong, 2016, p.13).

Furthermore, in our everyday conversations (and in some theories of complexity), we assume that systems are biological realities. Systems, on the other hand, are epistemological constructions employed by humans to make sense of circumstances in current systems thinking, particularly in the method known as critical systems heuristics. (Reynolds, 2008, as cited in Denzin & Lincoln, 1967, p.619) Therefore, it "Forms the philosophical framework that guides the researcher's decisions with ontological and cognitive assumptions." (Markula & Silk, 2011)

And also, "A humanitarian model resonates with me, as it is well established in interpretive research. But because there is a strong connection between the philosophy of Olympism and humanism" (Arnold, 1996; Binder, 2001; 2012; Culpan, 2001; 2007; Culpan & Wigmore, 2010; Martinkova, 2012; Parry, 1998, as cited in McCone, 2016, p.19). "Humanism is a paradigm that emphasizes the freedom, dignity, and potential of the people. It is rooted in the idea that man can make significant personal choices within the limits imposed by heredity, personal history, and the environment" (Elias & Merriam, 1980, p.118, as cited in C. R. Dills & A. J. Romiszowski, 1997).

Moreover, Hajj (2019) emphasized, "Sport is better understood as a valuable human practice" (Arnold, 1996). Parry (1998, 2012a) identified physical activity as an opportunity to develop and express human excellence that is valued. (p.29) Plato, a famous philosopher, and education specialist felt that the goal of physical exercise and education was to create perfect men; a perfect man, according to Plato, developed his body and intellect in a balanced and harmonious manner. (Yalouris, 1991, as cited in p.174-175) And, by blending sport with culture and education, Olympism strives to create a way of life based on a good example of educational value and respect for the universal fundamental moral principles (IOC, 2015, p.13, as cited in p.175). Olympism, therefore, celebrates the Games' contribution to the development and promotion of humanitarian values and humanitarian values (p.30). He defines Olympism as an educational philosophy that promotes the role of ethical sports in educational and social development, implying that the philosophical anthropology of Olympism holds the key to the future of physical education, providing individuals with a wide range of human values and excellences. (Parry, 2012a, as cited in p.178) "Olympism is a humanitarian philosophy, and this study will emphasize the theory of humanism, as the Olympic values of tolerance, fair sport, respect for others, multiculturalism, equality, friendship and non-discrimination are all in line with humanism. goals" (Culpan, 2001; IOC, 2010; Muller, 2003; Parry, 2008, as cited in Hajj, 2019, p.179).

In addition, Teetzel (2012) stated, due to Coubertin's use of the term Olympism in a variety of multifaceted ways, scholars have developed a wide range of definitions and explanations for attempts to define and define the nature of the Olympic sport and why it is important. Among the many concepts, a logical starting point for the search for themes is the IOC's current description of Olympism in the Olympic Charter. In this document, the IOC declares: That Olympism is a philosophy of life, and it puts the sport in the service of mankind (IOC 2011a). 1) a concept of fairness, including the fair game, justice and rules, traditions, opponents, and one's self-esteem; 2) a call for equality, ideas for non-discrimination and respect for independence; And, 3) focus on ethical behaviours that respect human rights. These three aspects of Olympism which can be integrated into fairness, equality and moral conduct, bring together the delimiting features of Olympism philosophy from the literature. (p.322) Thus emerged from the scholarly interpretations of Pierre de Coubertin's writings on Olympism, and three ideals emerged. These three ideas, the concept of fairness, the prospect of equality, and the focus on ethical behaviour provide the backbone for educational programs based on

Olympism and serve as targets for values-based programs that integrate Olympic education. (Teetzel, 2012, p.329)

Therefore, Martínková (2012) suggested "Olympism is an ideology that combines competitive sport and humanistic ideals, and thus it includes both inherent and added values in sport" (p.114). And, the first two fundamental principles of Olympism include both sport competition and the education of the whole human being. As a result, the concept of Olympism encompasses both competitive sporting principles as well as characteristics that are indicative of a way of life defined in terms of the exemplary, harmonious, and ethical human. Olympism consists of the two types of values we've already identified: inherent values and added values, due to its feature of incorporating both sport competition and the education of the entire human being at the same time. (Martínková, 2012, p.114) Then, there is a strong connection between Olympism and humanism, which is why a humanist paradigm can be used as a basis for this. The following section reviews the methodological approach to this.

Research Design

This research utilized qualitative research methods. The researcher chose this method because it best suits the purpose of this study and the research questions. For that reason, "Qualitative research is the collection, analysis, and interpretation of detailed narrative and visual (i.e., non-numerical) data to gain an understanding of a specific phenomenon of interest" (Gay et al., 2012, p.7).

Thus there are different opinions regarding the use of qualitative research. According to Moriarty (2014), the argument is based on certain differences that arise from different epistemological or theoretical theories related to qualitative research. By discovering the processes that contributed to the different participants 'experiences and gathering participants' explanations of what happened to them, it is possible to understand why people respond to certain stimuli or interventions in the way they behave in specific situations. (Moriarty, 2014, p.3) also, Naong (2016) emphasized, these challenges encouraged the use of qualitative research as a means of overcoming certain cognitive limitations associated with the scientific method. In practice, this meant that quality methods began to be seen as a more reliable and valuable research strategy. Qualitative research began to gain traction in a variety of fields, even ones that had previously depended on controlled trials to investigate human behavior. (p.9) According to Rahman (2016) some argue that qualitative research interpretivism is the

holistic understanding of human experience within specific settings. For example, Denzin & Lincoln (2002) noted that qualitative research is an interdisciplinary field that includes a wide range of cognitive perspectives, research methods, and interpretive techniques for understanding human experience. (Tsushima, 2015, as cited in Rahman, 2016, p.104). Therefore, the core quality of qualitative research is to examine how people make sense of their lives and in their own words through concrete, real-life experiences. When people are asked how they understand a certain area of their lives, they typically respond in ordinary language using common concepts. (Cropley, 2019, p.5)

Since Researcher has interested in the thoughts and experiences of teachers who presented a range of perspectives, the qualitative research methodology was considered more appropriate for this study. The interpretive paradigm that the study frames justifies the selection of a qualitative research design. The goal of qualitative research is to learn more about these constructs of reality, i.e., to discover the nature of the world as it is experienced, constructed, and interpreted by people in their daily lives. (Cropley, 2019, p.11) As a consequence, the qualitative methodology was used to explore PE teachers' knowledge of Olympism.

The Research Setting

Especially in the school system of Sri Lanka, Olympism is taught under the PE syllabus in grades 6-11 in government secondary schools. Hence, it is also the responsibility of the PE teacher to impart this knowledge to the students and they should have the necessary knowledge for that. Hence, data were obtained from PE teachers for this research and the necessary permissions were obtained to get this data for the quality and reliability of the research. Therefore, permission was gained from the Department of Education of Sri Lanka to wield PE teachers to get data for this research. After obtaining permission for the study and achieving the appropriate data list, the next step was to determine the participants in the study.

Sampling

Tongco (2007) suggested that when selecting a sample method for selecting information providers, the question that the researcher is interested in answering is extremely important. The question determines what objectives the methodology is based on. The first consideration is whether the entire population should be studied and if not, how the population should be effectively sampled. How many people will be involved? Which level of

organization individual or community would be sampled? What are the sampling method to be used to ensure that the sample is represented and the data collected are adaptable, solid and relevant (Alexiades 1996, Bernard 2002)? The researcher must then decide whether object sampling is the most appropriate tool for the study. (p.147-151)

Therefore, the Researcher has selected PE teachers in secondary schools in Sri Lanka as a sample of the research. Accordingly, to collect the required data for this purpose, firstly researcher has obtained permission from the PE unit of the Ministry of Education in Sri Lanka and obtained a sample (list) of PE teachers. The researcher has used a purposive sample for this. According to Palinkas et al., (2015) Objective sampling is a technology widely used in qualitative research to identify and select information-rich opportunities for the most effective use of limited resources (Patton, 2002). This entails locating and selecting individuals or groups of individuals who are particularly educated or experienced about a phenomenon of interest. (Cresswell and Plano Clark, 2011, as cited in P.2)

Appropriately, the teachers who teach PE in the school and have experience in this field were used for this research. According to Tongco (2007), simply put, the researcher chooses what he or she understands and seeks out people who can provide information and are willing through their knowledge or experience, (Bernard 2002, Lewis & Sheppard 2006). Objective sampling is an example, especially through key information technology, which requires one or more individuals to act as guides to a culture. Key informants are observant, reflecting people of the community of interest who are knowledgeable about the culture and eager to share it. (Bernard 2002, Campbell 1955, Seidler 1974, Tremblay 1957, as cited in p.147) Additionally, quality samples are selected based on objectives, i.e., the ability to provide rich textured information relevant to the phenomenon under investigation. As a result, objective sampling selects 'information-rich' opportunities as opposed to probabilistic sampling in quantitative research. (Konstantina Vasileiou et al., 2018, p.2) Then, a rich sample was selected for this research.

After that, “Give a pool of participants, determine how many of them can be fair in the study, and randomly select this number to participate in. (This strategy is intended for dealing with small samples.)”(Gay et al., 2012, p.145). Also, since this data is collected through a qualitative methodology, the researcher looked for the minimum sample size of data required for the purposive sample. Moreover, the researcher was proceeded to select random data from this data set. Therefore, a sample of female and male PE teachers with different experience

capacities was randomly selected. Accordingly, it is a Random purposive Sample. “Although the basic sample is based on objective selection, this strategy adds credibility to the study. (This approach is usually used with smaller samples.)” (Gay et al., 2012, p. 145).

That is the process of developing a systematic system of identifying interested populations and selecting opportunities that are not based on advanced knowledge of how the results will look (Cohen D, Crabtree B.2006). Omona, (2013) noted that in sampling random objectives, the researcher randomly selects instances from a sample frame consisting of a selected sample. That is, the researcher first obtains a list of people interested in the study using another objective sampling method and then randomly selects the desired number of people from the list. According to Miles & Huberman (1994), random objective sampling "adds credibility to the sample when the potential objective sample is very large" (p. 28, as cited in Omona, 2013, p.181) That is, the Random purposive sampling method was used for this research. This builds the credibility of the research sample. Therefore, Figure 2 illustrates the process by which participants select the sample.

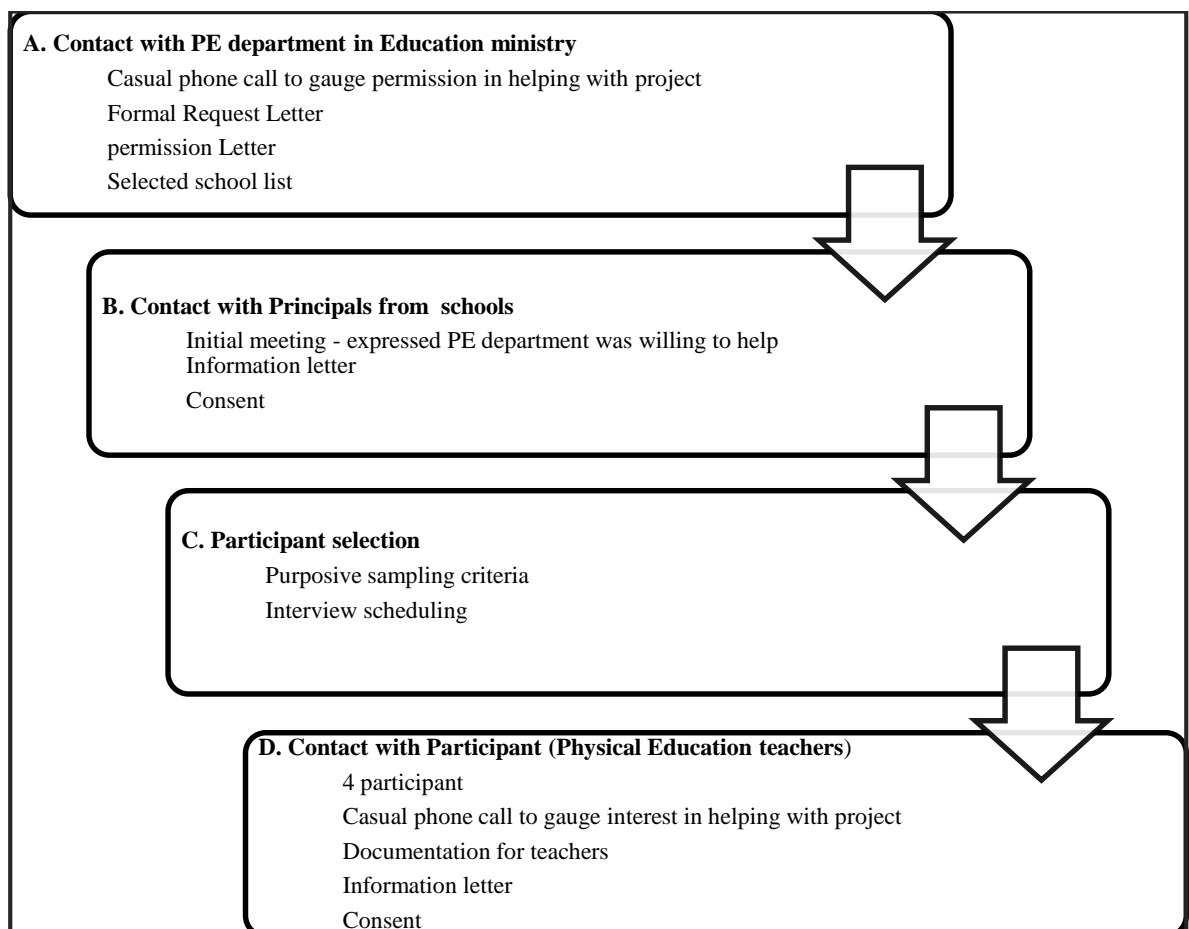


Figure 2. Participant permission, access, and purposive sampling

Selected Participants

In, therefore, four physical education teachers participated in the study according to this sampling method. Accordingly, participants were given pseudonyms and numbers. They were:

First Participant (PET1): She has 11 years of teaching experience in rural and urban schools. She has been working at the school where she is currently teaching for 3 years. She joined the teaching profession after completing her Diploma in Education.

Second Participants (PET2): She has graduated in 2008 with a bachelor's degree in sport science and has been working in the same school for 4 years.

Third Participant (PET3): He has been teaching at an urban school for more than two years. He also has graduated with a bachelor's degree in sport management.

Fourth Participants (PET4): He has been teaching for 14 years and has also completed a postgraduate degree in PE.

Method of data collection

Consequently, in Gay, et al., (2012) qualitative research, the context is not controlled or manipulated by the researcher. To understand participants' perspectives, researchers need to use qualitative methods to interact broadly and closely with participants during the study, using chronological data collection methods such as interviews and observations. (p.8)

Interview

“An interview is an interaction in which one person seeks information from another. Interviews allow researchers to obtain important data that is not only available through observation, but also provide a valuable way to gather complementary data from pairing observations and interviews” (Gay et al., 2012,p.386).

“There are practical steps to design and conduct semi-structured interviews according to that formal process. Selection and Recruitment of Respondents, Question Drafting and Interview Guide, Techniques for this type of interview and analysis of information gathered” (Adams, 2015, p.495). Accordingly, to obtain this rich data, before collecting the data, an interview guide was created and firstly the researcher conducted a pre-test interview to formalize the questionnaire. Accordingly, the researcher was able to pretest the questionnaire by interviewing 4 PE teachers. Then researcher proceeded to the formal data collection process required for the research.

Furthermore, *Semi-Structured Interviews* (2018) suggested a “Pilot interview guide to test how well your questions work in an interview. This will help you figure out how long each interview will take and where you may need to change questions or order” (p.2). Duly After getting permission from the Ministry of Education, the Researcher was decided to interview some of the teachers on the list. Thus the Researcher has used the Semi-structured interview method as a data collection method. The Principal and PE Teacher of each selected school were contacted to invite them to participate in the interview. Participants were given an information letter about the research and a consent form (Appendix V and VI, respectively). They had the opportunity to discuss these matters with the researcher before agreeing. Once consent was obtained, a convenient time was made available to the participants to conduct the interview.

Semi-structured interviews

In this research, semi-structured interviews were selected as the main method of data collection. Properly, the aim was to collect rich data on PE teachers' knowledge of Olympic teaching in PE. The general objective of employing semi-structured interviews for data collection, according to De Jonckheere & Vaughn (2019), obtaining information from leading information providers with personal experience, attitudes, perceptions, and beliefs relevant to the topic of interest. Researchers can use semi-structured interviews to obtain fresh, exploratory data on a research topic, triangulate data from other sources, and validate findings (response to research results) through member testing. (p.2) In addition, because questions can be prepared ahead of time, many researchers prefer semi-structured interviews. This enables the interviewer to appear prepared and competent during the interview. Semi-structured interviews also allow

informants the privilege to convey their views on their terms. Semi-structured interviews can produce qualitative data that is both credible and comparable. (Buchanan, 1981, p.212)

According to Buchanan (1981), an interview involves asking questions and obtaining answers from study participants. Individual, face-to-face interviews and face-to-face group interviews are examples. The use of the telephone or other electronic devices (e.g. computers) to ask and answer inquiries is possible. Interviews can be

- A. Structured,
- B. Semi-structured or
- C. Unstructured (Buchanan, 1981, p.211)

As a result, research interviews can be classified as organized, semi-structured, or unstructured. As a result, semi-structured interviews are unique to this study. Semi-structured interviews, on the other hand, consist of a series of essential questions that help outline the topics to be investigated while also allowing the interviewer or interviewee to deviate to examine a concept or response in greater depth. (Gill et al., 2008, p.291)

And also, a formal guideline was prepared for the interviews and a language familiar to the participants was used. DeJonckheere & Vaughn (2019) explained the research focused on points such as developing guidelines for the interview and using language familiar to participants. Semi-structured interviews consist of a short list of 'guided' questions augmented by follow-up and inquiry questions based on the interviewer's responses. All questions should avoid open, neutral, clear and dominant language. In addition, questions should use familiar language and avoid profanity. (p.2)

The data collection method, in particular, is also important in an interview. Currently, the COVID-19 situation is a problem facing the world. As a result, many researchers have difficulty collecting data. However, it has been possible to challenge this and use online technology more easily and more effectively. Qualitative researchers face new opportunities and challenges as a result of COVID-19's unparalleled transformation and disruption. Furthermore, those of us who are now working on research projects unrelated to the epidemic are being compelled to switch from face-to-face data collection to phone or internet-based data collection. (Lobe et al., 2020, p.1) Therefore, Archard (1969) described the advantages of collecting data through an online method. In online interviews, unlike face-to-face interviews, participants do not have to divulge any personal information and can remain invisible and

anonymous. Because they are concealed from view, participants may be relatively unselfconscious with what they write due to the anonymity of the online environment. This helps alleviate participants' fears of speaking and being videotaped because interview transcripts are more likely to be accurate and can be easily reviewed for accuracy by participants during the interview. (p. 19)

Moreover, Zoom has become one of the most popular and convenient mediums for participants, so zoom technology was used to collect data, which could be used for more systematic data storage and research. Hence, Archibald et al. (2019) explained the benefits of collecting data through a zoom. Zoom is a cloud-based video conferencing software that includes features such as online meetings, messaging, and secure session recording. The main advantage of Zoom is the ability to securely record and store sessions without the use of third-party service. These features are especially important in research that should protect highly sensitive data. User authentication, end-to-end encryption, and the option to store recordings in remote servers (Cloud) or local disks, which can then be securely shared with others, are all significant security features offered by Zoom. (Zoom Video Communications Inc., 2016, as cited in p.2)

Thus, the data of this research was collected through zoom technology. The data was stored in such a way as to maintain the confidence of the participants. Also, for their convenience and data quality, the interview was conducted as audio. Here researcher was able to successfully interview these purposive samples. Meanwhile, in an interview with several teachers (4), the researcher realized that it was enough. That is, it was felt that new information could not be obtained by collecting more data. I was able to identify it as data saturation. It was a positive point for the validity of qualitative research. According to Hennink et al. (2019) Choosing the right sample size for quality, research is challenging. Since the goal is to select a sample that provides rich data to understand the phenomenon being studied, the sample sizes may vary significantly depending on the characteristics of each study. Saturation is the most common guideline for assessing the adequacy of data for an objective sample. (Morse, 1995, 2015, s cited in p.1) Accordingly, Fusch & Ness, (2015) stated, data saturation occurs when the study has enough data to recreate (O'Reilly & Parker, 2012; Walker, 2012), the ability to gather additional new data, and further encryption is no longer feasible. The rich and solid data available through relevant data collection methods can go a long way in assisting this process when linked to an appropriate research study plan that has the best opportunity to answer the research question. (Fusch & Ness, 2015, p.1408)

Although the researcher gathered enough information for the research, the researcher did interviews with a few others to test its feasibility. Through that, the researcher was able to systematically identify the information it needed. Because data saturation can only be determined when at least two examples, and usually more, are studied, this technique suggests that a single case study or interview is never enough. This principle of sampling until data saturation is attained can be used to justify the use of a specific sample size in any qualitative study guided by this principle. (Boddy, 2016, p.427)

And also, Fusch & Ness (2015) commented on data saturation in terms of the structure of the research questionnaire. Interviews are one approach for reaching data saturation in a study. Bernard (2012) noted that he couldn't calculate the number of interviews required for a qualitative study to attain data saturation, but that the researcher accepts what he can gather. In addition, interview questions should be structured to facilitate asking the same questions from multiple participants, otherwise one will not be able to achieve data satisfaction as it is a constantly moving goal. (Guest et al., 2006, as cited in p.1409-1410)

Therefore, Saunders et al. (2018) Proposed, in general, saturation is a criterion for stopping data collection and/or analysis of qualitative research. Its origins lie in the theory on which it is based (Glaser and Strauss 1967), but in one way or another, it now commands acceptance across a range of approaches to qualitative research.....Several authors refer to satisfaction as a 'rule' of qualitative research (Denny 2009; Sparkes et al. 2011), or an 'edict' (Morse 1995), and it contains some general quality criteria for qualitative methods (Leininger 1994; Morse et al. 2002, as cited in p.2) Thus it was possible to obtain formal rich qualitative data.

Thus, by conducting online interviews with school PE teachers, the researcher was able to keep the expenses to a minimum and allow participants to be interviewed conveniently at any time. Here the researcher knew that some participants may feel inferior because of their limited knowledge of Olympism and the way they taught it. To avoid this, the researcher shared the lack of understanding of Olympism and how the researcher came to do this research as a result of understanding how it can be taught in PE. As an interviewer, the researcher knew it might tend to dominate or direct the conversation. To avoid this, the researcher conducted several training interviews with colleagues, and during the interview, the researcher was aware of the questions and avoided interrupting participants to ensure rich reliable data collection.

Analysis

Before embarking on data analysis, Bogdan & Biklen (1997) argued that researchers should withdraw from their data once they have completed data collection. This allows the researcher to move away from the data and view possible codes and types from alternative perspectives. On the contrary, they argue that if left for too long, the delayed analysis could cause the researcher to lose contact with the data or content of the field notes. Furthermore, Mutch (2013) argues that it is more important to allow qualitative data to be used to conclude than to try to disprove an assumption. She argues that the resilience of qualitative study allows the researcher to honestly report findings and identify potential abnormalities and relationships in the data.

Therefore, this research has used a thematic approach to analyzing qualitative data. In particular, the most important aspect of this analysis is the emergence of themes. Thematic analysis is a method for studying qualitative data that comprises examining a data set for repeating patterns, understanding them, and reporting them (Braun and Clarke 2006). It is a way of describing data, but it also involves interpretation in the selection of codes and the construction of themes. (Kiger & Varpio, 2020, p.2) Therefore, this thesis follows eight steps suggested by Mutch (2013, p.124) in thematic data analysis.

1. Browse.

First, a reasonable amount of time was taken from the data before the data was analysed. Interviews were conducted and transcribed and therefore closely related to the data. So the researcher became very familiar with the data. The researcher needed a break to ensure fresh eyes and an open view of the content on items of interest. Copies were numbered one by one so that important details were not forgotten during this break. This included reviewing research questions and examining transcripts with an open mind. It also looked at what the research focused on and why.

2. Highlight.

Transcripts have been cut for this process and items of interest have been piled up. Interesting facts in the data were identified using early research questions to guide this process. Areas of interest other than these were also considered and highlighted. At this point, broader categories began to grow.

3. Code.

Interview schedules, as well as research questions, were used to process most of the data. Accordingly, the researcher went back through the copies and noted the boundary to which category the data was attached.

4. Groups and labels.

Large A3 sheets of paper were then labeled with research questions and the data embedded in the group was attached to that sheet of paper. Then, any data that matched more than one category was highlighted and noted.

5. Develop themes and categories.

Once the data was on A3 sheets of paper, the researcher has examined the responses (cut out of the transcripts) for themes that could hold that piece of paper. Larger themes or categories were searched for in this case and some were noted as being more powerful or important than others. The researcher also tried to find links or patterns through this.

6. Check for consistency and resonance.

After deciding on themes that need to be explored and explained in-depth, the original was revisited to see if these themes seem valid and consistent. The researcher was considered whether these themes and findings resonated with other researchers, literature, and teachers in the field.

7. Select examples.

After getting closer to the themes, the original text and quotations were selected for the research findings and what is discussed in each of the themes.

8. Report findings.

Findings were presented summarizing the main themes here. Accordingly, examples and theoretical explanations were given for each major theme. It also highlighted issues and implications and offered suggestions for the future.

Interview transcripts of the interviews were analyzed using the eight-step process above. Therefore, the themes generated by the analysis process are shown in Table 1: Themes.

| Research Questions | Themes |
|---|--|
| <ul style="list-style-type: none"> ○ What are the values that can be developed through sporting participation? ○ What are the values that can be developed through physical education? ○ Do physical education teachers consider teaching values through movement activities an important part of your role? ○ What does Olympism mean to you? ○ How would you explain Olympism? ○ What do you know about the Olympic ideals? ○ Do you know what the Olympic ideals are? ○ Do you think students have developed around Olympic ideals and Olympism? ○ Do you see any links between the school values and the Olympic ideals? | <p>1 Knowledge of PE and Olympism</p> |
| <ul style="list-style-type: none"> ○ Do you see Olympism as part of the PE curriculum? ○ Do you, as a PE teacher, see specific links between Olympism and the concept of wellbeing? ○ Do you think there is any relationship between sport and Olympism? ○ Do you think teaching Olympism helps to develop moral character? | <p>2 Olympism and Curriculum</p> |
| <ul style="list-style-type: none"> ○ Do you teach Olympism explicitly or implicitly? ○ What resources do you need to teach Olympism? ○ What teaching methods/strategies do you think you will be using/ are most suitable for teaching unit Olympism? | <p>3 Pedagogies for Teaching Olympism</p> |
| <ul style="list-style-type: none"> ○ Where did you gain your knowledge of Olympism - be specific ○ What professional development would you like to see on teaching Olympism? ○ Would you be interested in improving your knowledge and teaching skills regarding Olympism? | <p>4 Barriers and Needs</p> |

Table 1: Themes

Ethical considerations

The five basic ethical principles proposed by Davidson & Tolich (2003) must be consistently adhered to in design and research. These are; do not harm voluntary participation, anonymity, and confidentiality, avoid deceit, and deal with data faithfully. Accordingly, the following is how the research was implemented following these principles.

1. Do no harm.

Before this data collection, ethical approval was obtained from the ethical committee at the University of the Peloponnese in Greece. Accordingly, they agreed that there were no risks that participants could identify.

2. Voluntary participation.

School principals and interview participants were provided with information about the research before deciding their willingness to participate. Before the interview, written consent was obtained from the education ministry, school principals, and participants. Participants were invited to the interview, setting convenient times. The researcher also respected the decisions of those who decided not to get involved, especially over the busy schedule of teachers. Participants were instructed on the complaint procedure if any problems arose during the study. Accordingly, they were able to withdraw from the research at any time.

3. Anonymity and confidentiality.

Anonymity and confidentiality were required to develop trust and integrity in the research process. The researcher was unable to offer anonymity to the participants here; The researcher was able to provide confidentiality. The school has been given a pseudonym for this study. In all the reporting, the teacher participants were given false names. The researcher also managed to securely store participant responses with a password on my computer to ensure that they are confidential. Meanwhile, only the researcher had access to the data.

4. Avoid deceit.

In this research, the researcher did not deliberately deceive the participants. The researcher interacted honestly with participants about research intent and its role as a researcher. As a researcher, it was committed to ensuring that credibility is ethical to ensure trust.

5. Analyse and report data faithfully.

The researcher has analyzed the data as accurately and honestly as possible and tried to report it truthfully to present an accurate picture. Also, during the interviews, the researcher asked additional questions and tried to understand exactly what the participant was saying. Also in this analysis process, the researcher has examined whether the themes and findings were consistent and resonant with other researchers and literature in the field.

Summary of the methodology

This methodology chapter is justified by the use of a definitional, qualitative methodology as well as the use of a humanitarian model for this study. The entire research process, including analysis with specific ethical considerations, is explained here to ensure the reliability of this study. Therefore, the next part of this study presents the findings from data collection and analysis.

CHAPTER IV

FINDINGS

This chapter explores the findings of the study. Chapter 3 describes the process for data collection and analysis, and this chapter focuses on the relevant findings.

1. Theme One: knowledge of PE and Olympism

This theme highlights the findings of what PE teachers know about PE and Olympism. Firstly, As a consequence, this theme shows up findings regarding what PE teachers know about the attitudes and values of PE. Therefore, the knowledge of the values that can be developed through sports participation was explored. Thus, their responses were as follows:

I think values like victory, defeat, patience, the ability to face any situation so on develop through the game. (PTE1)

Yes, I think the values have been created through sport. Such as help for others, respect to others, leadership and discipline, etc. (PTE2)

Respect for leadership, cooperation, facing victory and defeat, developing personality, being an active person, etc. (PTE3)

I feel that cooperation, mutual respect, discipline, etc. are developing. (PTE4)

So, they had the knowledge that values develop through sports. As consequently, they had a greater understanding of values such as cooperation, discipline, mutual respect, victory, and defeat, as well as endurance. Then, they were asked what values could be developed through physical education.

I think there are values such as physical, mental, and social development. (PTE1)

When working together as a team, they can develop qualities such as helping others, unity, and so on. (PTE2)

In addition to the above, students can be socialized through the PE subject more than other subjects. (PTE3)

...Students can develop physically, mentally, and socially perfect. (PTE4)

Here they meant that the same values were developing in the sport as well as in the PE. In general, they seemed to be trying to point out values that could be developed physically, mentally, and socially and some knowledge seemed to have been implanted in them. After that, it was asked whether the teaching of values through moment activities is considered an important part of the role of PE teachers.

Yes, of course, it is our responsibility. Students can be taught to behave ethically during play. I think it's the role of a teacher. (PTE4)

Yes, I think PE is the only subject that can impart value to students in the school curriculum. We can develop values for students, especially as students are closer to PE subjects than other subjects (PTE2)

The second participant insisted that PE was the best subject in the school to teach values and the third participant was able to explain with an example.

Yes, of course, the teachers' guide has rules that must be followed and familiarized when students are in lining up. "Do not break the queue, get permission to leave, behave ethically, and respect others, and so on." (PTE3)

As a result, all four participants said it was their obligation and part of their role as PE teachers. Accordingly, they try to teach values to students through sports activities and they have an understanding that values should be imparted through PE. However, it appeared that they were taught according to the syllabus without knowing the exact and intelligible procedure to be followed. Findings related to this theme show that there is knowledge of PE, but they don't have a formal knowledge of the values and attitudes that can and should be developed through it.

After that, this theme indicates the findings regarding what PE teachers know about Olympism. These responses enabled several participants to show a general knowledge of Olympism. The following responses show some of them.

The Olympics begin in Athens, Greece ... 776 BC starts the Ancient Olympics..... This sports festival is held once in 4 years. The modern Olympics begin with the Coubertin in 1896... (PTE2)

In response to the second participant, she described several points from the ancient Olympics to the modern Olympics. So she meant Olympism as the Olympic Games. But, the comments of the first and third participants were as follows.

I think the Olympic Games are not just a competition; it is also based on values. (PTE1)

I think it's a philosophy. Olympism is an important part of the physical, mental, and social well-being in sports and PE. (PTE3)

These responses indicate that participants have a common knowledge of Olympism. In this explanation, they focused a lot on the Olympic Games. There was also an ordinary understanding of the values of well-being. Also, some participants did not seem to have a comprehensible memory and confidence in their knowledge of this. According to the response of the fourth participant,

It's really hard for me to explain exactly that. (PTE4)

Then the participants' knowledge of Olympic ideals was explored. Participants say. *“Friendship and respect are something around principles... people who work together can be defined as ideals....”*

These responses indicate that some have had some knowledge. But two participants said they hadn't certain knowledge of this. Also, several participants failed to answer with logical confidence about what the Olympic ideals were. That is proven from this response.

I do not remember exactly. I Have memory, it's like values. (PTE1)

After that, the following points were asked. "Balances development of the body, will, and mind, The joy found in effort, The educative value of being a good role model for others, and Respect for universal ethics including tolerance, generosity, unity, friendship, non-discrimination, respect for others" (New Zealand Olympic Committee, 2000, p.1).

Properly, they stated that these are the values of Olympism that are most important in teaching PE and that these can be developed in PE. Subsequently, when asked if there has been a development in students around Olympic ideals and Olympism, they responded:

I think there was such development through PE. However, I do not believe it is now occurring in the COVID situation. (PTE2)

But the first and fourth participants had different opinions.

Students only know about Olympism as an Olympic game. (PTE1)

There isn't intelligible development in the existing educational system. But it would be good if students could make progress around those ethics. (PTE4)

Participants recognized that it would be good if students could be developed around ethics, but it was believed that this would not happen in the current school system. The third participant stated that the reason for this was the lack of knowledge of the teachers in this regard.

We as teachers do not try enough effort to develop ethics and values in children. I think if the teachers had such knowledge they would have developed the students through it. (PTE3)

Some responses imply that they know that there should be students' development around ideals but that such development does not process in the school where they teach.

Then, Participants were asked if they saw any connection between school values and Olympic ideals. According to their responses, they only knew the Olympic Games, so they answered that there were some relationships. Thus, the findings of the first theme show that there is primary knowledge of Olympism. They also had uncertainties about Olympic ideals. However, it is revealed that there is more practical knowledge about PE than the Olympism concept.

2. Theme Two: Olympism and Curriculum

This theme focuses on the findings of Olympism and the curriculum. Initially, participants were asked if they believed Olympism was part of the PE curriculum. Participants observed that the PE syllabus mentioned very few about Olympism.

I think the PE curriculum includes tiny sections about Olympism. That is, about Olympic history, the modern Olympic Games, and so on. (PTE1)

The Olympism is included as a small part of the PE syllabus. There is information about the rules of the game, the countries where the games are played, the ethics of the game, and so on. (PTE2)

I do not know if I have exactly this concept. But the rules and ethics of the Olympics are embodied. The content of the Olympism varies according to the school grade level. (PTE4)

From the responses of these participants, it was stated that various aspects of the PE curriculum were included. It can be seen that the values were taught to the students, especially through sports ethics. Also, the third participant's answer showed that PE subjects vary by school grade. So, the PE subject has become compulsory for 6-9 grades. Since then, this subject has become an optional subject for GCE (O / L) year (10-11) students. Accordingly, it can be identified that the students who have chosen this subject get this knowledge and the students who have not chosen this subject as PE doesn't get that knowledge.

There is a bit of mention of Olympism in the subject of PE. PE is compulsory, especially for students in grades 6-9. Also, students in grades 10-11 have to choose this as an optional subject... Especially at the age of 11, the children become aware of Coubertin.... (PTE3)

Thus, the school PE curriculum incorporates some level of facts about the Olympism after that, it was also asked whether there was a connection between the concept of Olympism and well-being as a PE teacher. Accordingly, the answer of all four of them was "there is a link". So many of them answered,

"There are certain attributes that are necessary for living, particularly in terms of well-being, such qualities as respect and friendship that are needed when competing. So I think there is a link between these. People in particular need well-being to live in harmony with others. "

But some participants found it difficult to give a definitive answer and only said "there is a connection". Although all of them were unable to explain the certain link, they have an idea about there is a link between these Olympism and well-being. But they answered with some curiosity as to whether it was given accurately across the curriculum.

It is important to knowledge the relationship between the sport and Olympism, and it was first asked whether teaching about 'sport' is part of PE. Accordingly, the same answer was received from all three participants. That is, *"the curriculum includes sports such as netball, volleyball football, and athletics."* But the first participants began to respond critically.

Yes, I teach team sports like volleyball and netball for grades 6-11. The sport will be introduced especially for Grade 6 and the sport will be taught and trained for Grade 11. It

doesn't matter if you lose the game if you play fairly. I think students or athletes need to be made aware that sports should be played fairly. (PTE1)

Here she seemed to have an understanding of what was to be given through the sports. And secondly their opinion of fair play.

The game must be fair. Children need to be taught to play fairly. (PTE1)

I think fair play is a must-have in sports. (PTE4)

The game should be fair. Then I think we can play sports while minimizing conflicts. (PTE2)

All four had the idea that fair play should be mandatory in sports, and the third participant tried to explain it with an example from his school.

Yes. I see the sport as part of PE. There are various technical skills in netball, volleyball, and football. Moments of the sport can be seen as batting, throwing, etc. I see fair play as essential here. For example, in a netball match, even when two teams from the same school play, there are conflicts, so it is important to train students or athletes to fair play. (PTE3)

Here they were unaware of the connection between sport and Olympism but recognized that such qualities must exist in sport. Accordingly, they have implicitly identified this connection. Also, participants were asked, do they believe that developing moral character was an important part of PE. All four participants answered, "Yes, definitely." *Athletes and children need to develop ethics day by day. (PTE1)*

It is worth including it in the syllabus. We talk a lot about role models in sports. It is worthwhile to cultivate morality through such things. (PTE3)

But the second and fourth replied that such a thing would not happen at the school level.

I do not think there is such a contribution from schools at the moment as it is not possible to contribute to the Olympics at the school level. (PTE2)

It would be nice to do so but I do not think PE is currently contributing directly to such a thing. (PTE4)

They found it important to spread morality but added that there is no formal teaching system in schools at present. Also, when asked do they think a moral character is part of PE, they answered "yes".

Yes. Students can develop moral qualities such as self-esteem, self-literacy, and a sense of self-worth. (PTE1)

Definitely, a moral character can be created through PE. (PTE2)

Yes, if you want to be a good person, a talented person in the future, you want to move forward accordingly. So we teach students about this with examples. For example, we give them Michael Phelps..... (PTE3)

Yes PE can produce a good person (PTE4)

Thus there is an understanding that they can create morality through PE. These responses showed that participants think that developing a moral character was an important part of PE and that Olympism could be a way of teaching this. But the concept of Olympism is not being formally developed in schools at present. Especially since the vast majority of teachers teach about Olympism as an Olympic game. They also use their knowledge of Olympism implicitly.

3. Theme Three: Pedagogies for Teaching Olympism

This theme focuses on the findings of how Olympism or its approaches are taught in PE. Accordingly, it was first necessary to know whether Olympism was taught explicitly or implicitly. Accordingly, participants were asked how to teach Olympism.

I teach under the teacher manual given to teachers following the syllabus. Accordingly, I covered the contents of the PE syllabus. (PTE1)

A little bit of ethics is taught in the classroom about the Olympic Games and its history. They also teach through pictures and videos taken from the internet and other practical activities. (PTE4)

The third participant responded that the subject matter was mostly about Olympism and that ethics was implicitly taught through practical activities.

We directly teach students a little bit about Olympism. Of course, these are in the curriculum so we teach the students about this. And that we teach a lot about this in school. We also teach sports ethics to students. For example, different values should be taught in sports. That is, ethics such as fair play should be imparted to students. (PTE3)

The second participant commented only on the Olympic Games.

We motivate students to be interested in the Olympics as a teacher. Students are especially encouraged to watch the festival. Especially students are given some knowledge about this in grades 10-11. (PTE2)

Also, the majority opinion of all of them was that Olympism was chosen as a topic because it exists in the curriculum. But they seem to have implicit knowledge of the concept of Olympism. Which means focusing on the Olympic game and covering only the subject matter.

After that, when asked what are the most suitable teaching methods/strategies used to teach as an Olympism, their response was,

I use videos and pictures to teach students to understand the Olympics. And I teach in the classroom with the Smart board. (PTE1)

I use videos and pictures to teach students to understand the Olympic Games (PTE2)

Participants 1 and 2 specifically mentioned the media used for this, while the other two participants introduced the practice of engaging in activities with students as a tactic.

Discussions with children during teaching, and teaching through various training activities to children. (PTE3)

Especially group activities, practical activities are used for this. (PTE4)

It was identified from the interviews that different teaching methods and strategies are used to teach the Olympics. Here it is understandable that they are focusing more on the Olympic Games. Some teachers use methods such as group activities to indirectly create the concept of Olympism. But it is not explicit whether these tactics are used to directly target the teaching of Olympism itself.

4. Theme Four: Barriers and Needs

This theme focuses on the barriers and needs for teaching Olympism in PE. Based on the responses received during and after the interviews, barriers and needs for teaching Olympism were identified.

Findings on how PE teachers gained their knowledge of Olympism and how they knew how to teach it revealed that three of the participants (PTE1, PTE3, and PTE4) had learned about this from their university education. Also, the second participant in this study acquired this knowledge especially after becoming a PE teacher. Accordingly, she is committed to gathering information and developing her knowledge through the use of the Internet and various sources.

I did not have much knowledge about Olympism in school because PE was not a compulsory subject during my school period. But after I came to school as a teacher, I expanded my knowledge of the curriculum and found additional material on the Internet and other resources. (PTE2)

These responses showed that participants had learned about Olympism through a variety of educational strategies and resources, but did not have the formalities to learn about it in a formal process and way. This indicates that even at the school and university level, there is a lack of formal systematic knowledge on the subject. It is also an issue that there haven't such institutions and there hasn't been a definite system in the existing institutions. Also, the second participant responded that there hasn't been a formal procedure for learning about Olympism as a teacher. Moreover, it was identified that the basic need to teach Olympism is to develop knowledge about it.

I think this should be formally included in the PE syllabus and the teachers' knowledge should be updated. Before teaching Olympism, teachers need to be well-informed about it. Teachers who came as PTI in many schools later became PE teachers. They have less knowledge of Olympism than PE according to the syllabus. Therefore, firstly, teachers' knowledge should be developed about Olympism. (PTE1)

We need knowledge because we do not have formal knowledge about this. I do not think anyone with a degree in sports science, in particular, has a successful level of knowledge about

this. I think I'll get some knowledge of this in a sports management degree. Similarly, this should be included in the school curriculum more formally. (PTE3)

The second participant also explained the need for the materials needed to teach.

It is not enough to give only subject matters to students. Practical knowledge should also be imparted to students. There is a shortage of resources available in schools for this purpose. So it would be good if schools get the materials needed to do different activities. (PTE2)

Also, the fourth participant explained the need for a reasonable time.

I think we mainly need knowledge about that. And time is a necessary resource for teaching accurately based on our busy schedules. Also, I think the time given to a teacher to teach PE is not enough. So it would be good to have enough time for that. (PTE4)

In this way, they accord ideas about the barriers and certain needs they face in teaching. Following, when asked how they felt they needed professional development to teach Olympism, the general response was that it would be good to update existing knowledge on the subject.

I have some understanding of Olympism. But it would be good to have that knowledge updated. (PTE1)

Knowledge is sufficient to teach currently. But it is better to have that knowledge to develop. (PTE2)

I have not received any professional development so far. Therefore, it is better to provide training every year. It is more appropriate to have a formal knowledge development program across divisions and regions. (PTE3)

It would be fine if we have a formal system for our professional development. It would be quality if we could formalize our knowledge and skills through it. (PTE4)

For that reason, they stated that they expect the necessary professional development as they have minimal knowledge. Therefore, their willingness to express their desire to improve their knowledge and teaching skills regarding Olympism was strongly expressed. As a consequence, when asked exactly what they would like to be interested in learning here, they

stated that they would like to learn about Olympism and the methods that can be taught through it.

Yes, I really like it. It would be great if I could learn what I need to know as a teacher about Olympism. (PTE1)

I think we need to be constantly updated. Although there is a general knowledge and understanding of Olympism, we do not know its inner parts of it. So I like to learn things like that. (PTE3)

The first and third participants thought that the knowledge of Olympism should be developed and that they would like to learn about it in depth. It is also suggested that the second and fourth participants provide training sessions and teaching methods. For that reason, these are all existing barriers and needs.

Definitely like. It would be exact if we could gain knowledge through training sessions on Olympism. (PTE2)

I want to learn about the formal teaching methods about the concept of Olympism. (PTE4)

These responses showed barriers to teaching: the lack of other people's beliefs and ideas, time, and other resources, and the lack of a definite method of acquiring knowledge. Inconsequent, the participants suggested that some professional development and the availability of new resources, methods, and formal teacher guidance would help them to develop their knowledge.

Summary of Findings

According to the Responses of the interview showed that all participants have heard of the Olympic Games, had a general idea of what Olympism is, and had uncertainty about Olympic ideals. They mostly teach about the Olympic Games and teach Olympism in a nutshell. The participants realized that it was important to teach moral character. They all could not see the direct connection between the curriculum and Olympism. However, they focused more on the Olympic Games through PE and realized that although there was no intelligible knowledge of Olympism; Olympism was sometimes taught in a figurative sense. Participants

used a variety of methods and contexts to teach the elements of Olympism and were presented with existing barriers as well as the needs for it. They also suggested that since they need accurate knowledge in this regard, there is a need for a formal program for that. Duly, they have a rough knowledge of Olympism. Properly, it was found that they need to further develop this knowledge and to constantly develop it.

CHAPTER V

DISCUSSION

In this chapter, the study's findings are discussed. The four themes discovered in the finding Chapter will be examined one by one. Knowledge of PE and Olympism; Olympism and Curriculum; Pedagogies for teaching Olympism; Barriers and Needs are the topics covered. After that, the researcher will describe the limitations of this research, future research recommendations, and a conclusion.

1. Knowledge of PE and Olympism

Sport helps to get the physical shape, social skills, position of control, academic achievements as well as sporting goals and gain leadership positions in teams. (Greenleaf et al. 2009, Taliaferro et al. 2010). It also teaches skills that will help you succeed later in life (e.g., social, cooperative, problem-solving skills, community variable exploration, contemporary roles, etc.). (Serbu 1997, Gordon & Caltabiano 1996). All of these promote healthy choices, pro-social behaviour, and well-being. (Kort-Butler & Hagewen 2011, as cited in Baltartescu & Kovács, 2016, p.136)

In the findings related to the research, evidence was found that the participants expressed their views similar to this idea. Thus, they expressed the values of cooperation, discipline, mutual respect, victory and defeat as well as endurance. According to The response of the 4th participant was; "I feel that cooperation, mutual respect, discipline, etc. are growing." Similarly, PE teachers expressed similar views on the values introduced by Greenleaf et al. 2009, Taliaferro et al. 2010, Gordon & Caltabiano 1996, Serbu 1997, Kort-Butler & Hagewen 2011.

And also, some values can be developed through sport as well as physical education. Duly, Americal Heart Americal Heart Association et al. (n.d.) commented, "Physical education in the nation's schools is an important part of a student's comprehensive, well-rounded education program and a medium that positively affects health and well-being throughout life" (p.1). PE teachers have expressed similar views to this idea. "..... *Students can be socialized through the PE subject more than other subjects. (PTE3)*" Hence, The participant responded

that he thought that students could be socialized through the PE subject more than any other subject. According to, Bailey (2015) explained, “Physical education helps children develop self-esteem,, and enhances social and cognitive development and academic achievement” (p.397).

Consequently, the findings of the study show that values develop in PE as well as in sports. In general, many of the participants sought to point out values that could be developed physically, mentally, and socially. Thus, Hergüner et al. (2016) explained, physical education does an important role in building general education, ensuring that society reaches a healthy structure in terms of the body, soul, mental and social aspects. (p.1985) And, “Researchers, teachers and policymakers have been often arguing that attending physical education (PE) classes and school sports can gain social and moral benefits to students.” (Bailey et al., 2009; Theodoulides & Armour, 2001, as cited in Dos et al., 2018, p.1)

Subsequently, physical education teachers commented on their role in teaching values through various movement activities. “This may be related to teachers’ conception of values (Jones, 2005) as part of their profession” (Bourdieu, 1977, 1990, as cited in, Dos et al., 2018, p.1-2). According to the 4th participant's response,

"Yes, of course, it is our responsibility. Students can be taught to behave ethically during play. I think it's the role of a teacher."

Thus, PE teachers agreed it was part of their profession. But the answers did not show that it was being planned and carried out. It was understandable that they would follow it only because it was in the syllabus. However American Heart Association (n.d.) opinion. “Physical education teachers should coordinate integrated physical activity initiatives throughout the school day. Teachers should use physical education homework to extend the time it takes to gain physical activity and knowledge” (p.6).

However, participants perceived it as an important part of their teaching role but eminent that it was taught only because it was in the curriculum. This may be because they do not have the systematic knowledge of how to do it properly. The study also focused on teachers' knowledge of the values of sports and PE, as well as the concept of Olympism in physical education.

I think the word 'Olympic' is an old or modern reflection of the Olympic Games However, very few people have heard of 'Olympism'..... (Olympism for the 21st century, Parry,

2003, p.2) “This implies that such meanings are culturally relative and therefore may not have a universal connotation of Olympism.” (Parry, 2014,p.5-6). And also, Mccone (2018) said, “Although Olympism is associated with the world's largest sporting event, there is no clear and concise definition.” (Arnold, 1996; Bale and Christensen, 2004; Da Costa 2006, Parry, 1998; 2006, as cited in p.174).

Even so, the finding from the interview showed that participants had heard of Olympism. Because, before the interview, the researcher provided an information letter about the research and a form to obtain consent. It also included the title of the research. It can be concluded that they were willing to volunteer for this interview without being rejected because they had heard about Olympism. Hence, that is why the findings of this study differ from the conclusions of Anold, 1996; Bale and Christensen, 2004; Da Costa 2006, Parry, 1998; 2006, and Parry, 2003.

The researcher asked participants to explain what Olympism was because they had heard about Olympism. The speciality is that they focus more on the Olympic Games than the concept of Olympism. This contradicts Parry's (1998) claim that most people around the world do not know the term Olympism. When many people hear a word similar to the word 'Olympic', they automatically believe the Olympic Games. (Mccone, 2018, p.179) And Hajj (2019) comments, Literature (Brownell & Parry, 2012; Mzalli, 1984, Parry, 1994; Parry, 2006) already states that when someone is asked about his or her understanding of the Olympic Games, the automatic answer is 'Olympic Games'. (p.181) when asked about their understanding of the Olympic Games, the participants' answers confirm this.

*“The Olympics begin in Athens, Greece ... 776 BC starts the Ancient Olympics.....
(PET2)”*

*“I think the Olympic Games are not just a competition; it is also based on values.
(PTE1)”*

So, As soon as the second participant heard of the Olympism, they recognized the Olympic Games as a sport and began to describe it. And also, the first participant stated that it was a competition and that it was based on values.

According to de Vries (2008) and Parry (2006) argue that Olympism is a universal concept, but the interpretation of the concept is culturally based on the fact that meanings generate their understanding, language, and usage. DaCosta (2006) supports this by suggesting

that Olympism is expressed through contextual expressions located in a culturally specific environment. Despite these arguments, the Olympic Charter (IOC, 2007) provides a very clear and concise definition of Olympism (p.10) Therefore, Olympism is defined as a philosophy of life that seeks to use the sport to achieve a peaceful and better world by educating young people through mutual respect, understanding and without discrimination of any kind (IOC, 2015, p.13, as cited in Hajj, 2019, p.174). And, de Vries, (2008) explains that the Olympic Games can be defined as the learning of a specific set of life principles through the ethical practice of the sport. IOC declares Olympism a way of life that merges sport with culture and education. It assists that way of life through the balanced growth of body, will and mind; The joy of effort; The academic value of being a good role model and adhering to the universal ethic of tolerance, friendship, unity, non-discrimination.... (IOC, 2007, as cited in p.10)

Anyway, the participants did not seem to be logical in this regard. During the discussion, there was a reluctance to formally argue or explain this. As a consequence of the study, some participants responded with more attention to Olympic history than to Olympic philosophy. According to Thorn (2010), Olympism is the philosophy of sport created and endorsed by Pierre de Coubertin, the founder of the modern Olympic Movement. Coubertin's philosophy of Olympism is rated by instructors around the world as one of the most valuable living principles and beliefs that can be learned through sports and physical education. (Binder, 2001, 2005, 2007; Culpan, 2001, 2008; Muller, 2008; Murray, 2002; Naul, 2008; Parry, 2003a, 2003b, as cited in p.4) However, some participants do not seem to have a comprehensible memory and confidence in their knowledge of this.

Thus, several participants answered with a common understanding of Olympism, using a few words similar to the IOC definition. But none of the participants could give a comprehensible definition. Moreover, PE teachers did not know exactly what the Olympic ideals were and had to come up with some similar answers. Hence, several participants failed to answer logically. "I do not remember exactly. I Have memory, it's like values".

However, Chatziefstathiou (2012) said, the objective of Olympism is to promote the peaceful development of a sport that serves the peaceful development of humankind and to safeguard human dignity. Every individual must be able to participate in sports without discrimination and in the Olympic spirit, which needs mutual understanding and a spirit of friendship, solidarity, and fair play. (IOC 2011, 10–11, as cited in p.386-387)

Even so, some of the responses in this study show that they know that students are developing around ideals, but that is not currently happening in school. According to the second participant's response, "There isn't intelligible development in the existing educational system. But it would be good if students could make progress around those ethics."

After that, PE teachers were asked if there was any connection between school values and Olympic ideals. Because they did not have a definite understanding of ideals, they began to answer with the uncertainty that there were several relationships.

However, Culpan (2011) and Chatziefstathiou (2012), suggested that in physical education, Olympism education promotes the development of "physical, social, intellectual, moral and ethical values and skills." Furthermore, he points out that the future of PE should depend on the vision of Olympism, focusing on values related to the Olympic ideal (Culpan, 2011, as cited in p.178). Thorn's (2010) findings are in line with this. She found that the teachers in her study had a broad understanding of Olympism and struggled to define it precisely. Even though the teachers did not have a thorough comprehension of Olympism, Thorn (2010) discovered that they did have a thorough understanding of the curriculum's core concepts and how morals, values, and interpersonal skills may be learned through physical activity. Another reason the participants may not have been able to describe Olympism specifically is because of the definition's ambiguity. The literature reviewed and the findings show that PE teachers have a general understanding of Olympism; however, this study's findings, as well as those of Thorn (2010), show that the participants have uncertain knowledge about this. Moreover, it is possible to identify their knowledge of Olympism and curriculum based on this uncertainty.

2. Olympism and curriculum

Culpan and McBain (2012) state that the NZ Physical Education Curriculum aims to contextualize PE within a set of attitudes and values that are consistent with the philosophy of Olympism; promoting socio-critical forms of teaching.... (p. 96, as cited in Mccone, 2018, p.176) According to Mccone (2018), Scholars (Arnold, 1996; Culpan, 2008, 2011; Mzali, 1984) argue that Olympism is a proper and valid aspect of PE and that Olympism is best fostered by the physical education and sports education in schools. This implies, however, that Olympism must be related to subject materials and supported by pedagogical concerns. (Culpan, 2015, as cited in p.178) And also, "The second practical expression identified by

Binder (2001, 2005) and Culpan (2001, 2007, 2008) is characterized primarily by the Olympic Education sets that focus across the Olympic Games curriculum.” (Culpan & Wigmore, 2010, p.70).

In parallel with this literature, participants' responses stated that although the PE syllabus contained a general level of information about Olympism, it did not include extensive information. Therefore, Olympism was included as a small part of the PE curriculum and was included the ethics of the Olympic Games, the rules of the sport, the countries, and the ethics of the sport. According to the second participant's response,

“The Olympism is included as a small part of the PE syllabus. There is information about the rules of the game, the countries where the games are played, the ethics of the game, and so on.”

And also, they noted that the Olympism content varies according to the school grade level. According to Chatziefstathiou (2012), in this sense, Olympic education is understood as part of a school's sports education and may even imply inclusion in the national PE curriculum (where one exists). Naul (2008) gives an outline of how Olympic education is taught in schools as a small chapter of physical and sports education. He believes that it is not possible to determine how and when Olympic education will be included in national PE curricula, as the Ministries of Education often refer only to curriculum frameworks, which are then converted into regional or regional curricula by individual schools. Thus, although the term Olympics is not mentioned in the national curriculum or regionally, it is reported that each school has used the Olympic subject in the theoretical and practical threads of their curriculum. (Telama et al. 2002; cited in Naul 2008, 93, as cited in p.391) Concurrent with this literature, PE teachers noted that the subject of Olympism in PE subjects in Sri Lankan schools has been used within the theoretical and practical strands.

Hence, the third participant's answer suggests that *“There is a bit of mention of Olympism in the subject of PE. PE is compulsory, especially for students in grades 6-9. Also, students in grades 10-11 have to choose this as an optional subject... Especially at the age of 11, the children become aware of Coubertin....”* Here it can be argued that students who choose this subject get this knowledge and students who do not choose this subject as PE do not get that knowledge. Since PE is not a compulsory subject for all school children, it is not possible to impart the concept of Olympism to everyone.

However, According to Chatziefstathiou (2012), Culpan and Wigmore (2010) argue Olympism values should be promoted in the PE setting. Even though Olympism is a contentious area, these authors contend that it can be a useful and meaningful educational tool. (p. 74, as cited in p.392) And, focusing on a socio-educational agenda, Culpan and Wigmore (2010) argue that Olympic education has more recognition and alignment with the country's physical education curriculum requirements. (p. 70) This promotes the agenda of the Olympic movement and provides an opportunity to help legalize PE. (Petrie, 2017, p.158) Moreover, Coubertin intended to advance a new vision of sport and a healthy body as a means of solving some of the seeming problems of modernity. He saw education as the key to human happiness and was convinced that education must respond to the rapid changes in the world (Müller 2000, p.25). His deep concern for reform led to the recognition of Olympism as an educational tool for the problems of his time. (Müller 2000; Kidd 1996, as cited in Chatziefstathiou, 2012, p.387)

After that, participants were then asked if there was a link between the Olympic concept and well-being. The answer of all four of them was "*there is a link*". But they did not seem to have given such an answer with a deep understanding of it. The participants also tried to answer this indirectly, saying only "*there is a connection*" and pretending that they could not all explain the exact link. Hence, to identify PE teachers' knowledge of the relationship between the sport and Olympism, They were asked if teaching about 'sport' was part of PE. The response from many participants was about teaching sports in PE. That is, "the curriculum includes sports such as netball, volleyball, and athletics."

According to the literature Hajj (2019) explained, Pierre de Coubertin's devotion to the Hellenic trinity of body, mind and spirit, combined with the qualities and values of Thomas Arnold's English sports education, formed the basis of his dream of world amateur athletics. His purpose was to teach the world's kids about principles like respect, fair play, peace, and camaraderie by bringing them together in sporting tournaments from all over the world. (p.175) Also, The educational value of sport is promoted by many people who advocate their theory, proposal for Olympism; Arnold (1996) Binder (2005), Culpan (2008), Parry (2003b), and Torres (2006) to name a few. Arnold (1997, 1999) presents two perspectives for explaining sport's educational values. (Thorn, 2010,p.17) And, According to Culpan (2019) "Culpan and Meier (2016) argue that there is a need to take action to establish the underlying concept of educational, social and moral ethics in sports." (p.848).

Thus, the participants had a good knowledge of the sport and PE; very few seemed to have an understanding of its values. Although, the first participant commented on the importance of fair play. Thus the PE teacher seemed to have an understanding of the virtues to be imparted in the sport. They also said that Fair play was a must-have feature of the sport and that children should be taught to fair play. *"It doesn't matter if you lose the game if you play fairly. I think students or athletes need to be made aware that sports should be played fairly. (PTE1)"*

Hence, Loland (2013) commented that “‘formal’ fair game is generally understood as a set of norms for compliance and justice. The ‘informal’ fair sport dictates competing and devotion and respect for other people who are engaged.” (p.143). But the participants failed to make a logical comment on this either. Here PE teachers were unaware of the connection between the sport and the Olympics but recognized that the sport must have such qualities. Moreover, they have implicitly identified this connection.

Also, The PE teachers were asked if they believed that developing moral character was an important part of PE, and all four participants answered, *"Yes, definitely."* But the researcher did not see any clarity with the statements they made in explaining it in detail.

However, the argument of the third participant was different from the other participant's. That is, he said.

"Yes, if you want to be a good person, a talented person in the future, you want to move forward accordingly. So we teach students about this with examples. For example, we give them Michael Phelps....."

Hajj (2019) argued that this would help educate the younger generation better and develop the moral character of each individual through sport and physical activity; Bringing them together in peace, friendship and respect despite their differences. (p.174) And “The Lebanese PE curriculum developed in 1997, contributes to imparting moral values through a physical activity during school PE classes” (Hajj, 2019,p.179). Hence, “The fourth orientation of Olympic education focuses on values education across the sport” (Culpan & Wigmore, 2010, p.69) However, the fourth participant replied, *"It would be nice to do so but I do not think PE is currently directly contributing to such a thing."*

“Parry particularly emphasized the importance of physical education and argued for PE as an Olympic education in the form of moral education (primarily through an emphasis on the

values of equality, justice and fairness for all)” (p.392). And also, Gessman (1991) for example, argued that the Olympic value system could be used for the moral development of young people through school sports. He highlighted several areas of learning, such as fair sports, health, risk-taking and adventure, artistic and creative development, and sociability. (Gessman, 1991, as cited in Chatziefstathiou, 2012, p.393) Also, Mccone (2018), Bronikowski (2003; 2006), and Binder (2005) suggests that it is more effective to develop moral character in the PE setting in which individual and group problems occur. Olympism is directly related to PE and the sport, so it identifies PE as the most appropriate setting to teach (Bronikowski, 2003; Parry, 2006, as cited in p.175)

Furthermore, Hajj (2019) explained, explained that when asked about the shared values of PE and their importance, they acknowledged that the primary motive of physical education and sports is to grow physical and moral character. Developing the qualities of body and mental capacity. Researchers (Austin & Brown, 1978; Talbert, 1997) argue that PE and sports can be beneficial to young people's social development and that athletes tend to display values such as respect and athleticism. (p.182)

As mentioned in the literature, there was some awareness among the participants about this. Also, participants thought that developing a moral character was an important part of PE and that Olympism could be a way of teaching this, but they thought that the concept of Olympism was not being formally developed in schools at present. Hence, the findings of this study show that all participants agreed that they taught Olympism in a figurative sense. This is due to the participants' implicit knowledge of Olympism. After that, it can be identified how this implicit knowledge affects the teaching of Olympism.

3. Pedagogies for teaching Olympism

This supports Culpan (2008a) who argues that Olympic education currently has no specific pedagogy. According to Mccone (2018), Tinning (2008) suggests that pedagogy is the process of producing or reproducing knowledge, and that proposes is the difference between pedagogical work and learning experience. If a teacher is teaching Olympism implicitly, it implies that it is a by-product of other desired learning and suggests that participants do not use specialized pedagogy to teach Olympism. (p.182)

In the study, too, it was found that there was no logical teaching in Sri Lankan schools. Therefore, it is intelligible from the responses that the teachings take place without a purpose. Hence, one participant explained, *"I teach under the teacher's handbook given to teachers according to the syllabus. Accordingly, I covered the content of the PE syllabus."* Thus the syllabus is about that and is taught accordingly. Without it, teaching does not seem to have a definite purpose based on one's knowledge. Appropriately, another criticism of Olympic education is that it is not directed to the purpose (Kohe, 2010; Lenskyj, 2012). Research findings support this argument because if they do not teach Olympism, there is no definite intent to teach or impart knowledge (Tinning, 2008). Without this intention, there is no purpose in teaching and learning. A 'curriculum' approach to teaching the Olympism is common, however, and does not necessarily maximize learning or meet students' needs. (Mccone, 2018, p.182)

However, Lusted (1986) stated that pedagogy is an important concept because it focuses on the process of producing knowledge (p.2). "His understanding of pedagogical practice is that it is a basic social setting in which cultural reproduction–production occurs" (p. 17, as cited in Tinning, 2008, p.411). And, Olympism is frequently taught "across the curriculum," although this method does not always fulfil the requirements of pupils or maximize learning. This is because they can be 'a pedagogical,' meaning that they are not contextualized within physical exercise and sport (Culpan & Wigmore, 2010).

The results reveal in the study that participants are taught Olympism across the PE curriculum, implicitly between units, and using a variety of teaching approaches that draw from several pedagogies, rather than a specific Olympism pedagogy. This adds to the sense of purposelessness because, like the cross-curricular method, Olympism is simply taught as a by-product of other learning outcomes or subjects.

Following this, when asked about the resources needed to teach the Olympics, they mentioned the need for different media and knowledgeable teachers, as well as such institutions.

".....They also teach through pictures and videos taken from the internet and other practical activities. (PTE4)"

According to Mccone (2018) and Tinning (2008) suggests that knowledge can be acquired through a variety of means, including modelling, storytelling, speeches, art, books,

television, the Internet, and radio. This learning can take place on both formal corporate sites. As 'informal' sites such as churches, hospitals, universities, schools and factories or families, regional parks and playgrounds. (p.180)

After that, When commenting on the appropriate teaching methods/strategies used to teach the Olympism unit, the medium required for it was often mentioned. The second participant said, *"I use videos and pictures to teach students to understand the Olympic Games"* However, "Hill (2004) argues that one of the challenges teachers must address is developing students' ability to think and feel about values"(Hill, (2004), as cited in Mccone, 2018, p.11). Thus, of course, the educational practices associated with Mosston and Ashworth (1994) in PETE programs were his motivation in developing the spectrum: in line with Moston's argument for building a framework.... (Culpan et al., 2011, p.59-60). According to Mccone (2018), "Bronikovsky and Bronikovsky (2009) suggest that contemporary youth have a strong push for personal freedom" (p.118).

Similar to this idea, one participant replied that teaching is done through discussion.

"Discussions with children during teaching, and teaching through various training activities to children. (PTE3)"

It was also mentioned that group activities, especially practical activities, will be used for this. *"Especially group activities, practical activities are used for this. (PTE4)."* Here they thought that working together as a team would bring the desired benefits. Thorn (2010) discovered that cooperative group work and practical activities, as well as teacher-led learning, questioning, discussion, role-playing, peer-to-peer teaching, and divergent discoveries, were used to teach Olympism in a New Zealand high school (Mosston & Ashworth, 2002). Also, the Sport Education Model (Siedentop, Hastie & Van den Mars, 2011); the Social Responsibility Model (Hellison, 2011); teaching interpersonal skills and values through a sports context or cultural sports unit and in a 'teachable moment' (McCone, 2016, as cited in Mccone, 2018, p.183) But it is vague whether participants were used these tactics formally to teach Olympism. Moreover, Culpan (2008) also recommends a critical pedagogy is necessary for Olympic education. (Mccone, 2018, as cited in p. 118)

Hence, While there are many diverse interpretations of critical pedagogy (Tinning, 2010), they all seem to share the common goal of 'identifying, comprehending, analysing, and disrupting existing power relations to promote equity, freedom, and justice for all' (Robinson

and Randall, 2016: 4). According to Culpan and Bruce (2007), critical pedagogies are a direct challenge to society's conservative modernization. They argue for the use of critical education in movement situations. Consequently, the New Zealand curriculum introduced a socio-critical perspective on physical education through health and physical education. In addition to developing mobility skills and healthy lifestyles, the curriculum states that students develop skills that enable them to improve their relationships with other people, and that they participate in creating healthy communities through responsible and critical action. [Ministry of Education (1999:5] (Culpan & Bruce, 2007,p.4)

However, Lenskyj (2012) states that even though the Olympics are under the auspices of moral and civil education, there is little evidence of critical thinking or analysis. And, despite repeated claims by its proponents that Olympic education falls under the themes of moral, civil, ethical, and/or peace education. All areas of study that rarely provide simple, clear, correct, or incorrect answers - the development of critical, analytical skills and ingenuity are largely non-existent. (p.266) Teetzel (2012) explained that educators are encouraged to provide a more nuanced account of the vision of Olympism and to encourage students to think critically about the Olympic movement as a whole. (p.232) and also, Teetzel (2012) also wonders why educators continue to believe that all components of the Olympics are equal, fair, socially just, and ethical. Hence, this scholar, too, endorses the educational goal of stimulating discussions regarding sport's underlying social and moral problems.

This, according to Parry, was the basis for physical education's inclusion in the school curriculum. Previously, Siedentop (1994) stated that the concept of Olympism provided a solid foundation for developing effective sport programs in physical education. (Siedentop, 1994, as cited in Culpan, 2019, p.5) Others agree with Olympism in the context of physical education (e.g. Culpan and McBain, 2012; Culpan and Wigmore, 2010; Kidd, 1996; Naul, 2008). According to Culpan (2019), many of these authors support Olympism in physical education, except for Culpan and McBain (2012) and Culpan and Wigmore (2010), who suggest that it should be accompanied by critical pedagogy. Furthermore, critical education will be a way of educating people about the key understanding of the sport and the Olympics. (p.6)

Therefore, the need for instructors and students to examine issues that challenge assumptions, highlight disparities, and seek out and build more socially equitable behaviors is important to advancing toward critical pedagogy. According to Culpan & Bruce (2007), Examples of such questions raised during professional development discourse around New

Zealand include the following [adapted from Brookfield (1995) and Smyth (1992) by Gillespie and Culpan (2000:91)]:

- what do we know about this topic?
- How did we come to know this?
- What is the evidence for our knowledge?
- What are my/our beliefs about this knowledge? Why do I/we believe this?
- What information is missing from the picture?
- Why is this information missing?
- Whose voice is heard in this writing/article/classroom/activity?
- Whose interests are being served?
- Who is being advantaged?
- Who is not being heard or served?
- Who is being disadvantaged?
- What needs to change and how can I/we contribute to that change? (p.5)

It is especially important to focus on critical pedagogy as a teacher. According to these questions posed by Smyth (1992), it is important to make critical decisions, especially as a teacher, aiming at who should be the focus of the classroom, activity. Hence, this approach provides a philosophical basis on which the teacher and student can challenge constructions and beliefs within the direction of physical education and reveal power relationships. It encourages teachers as well as students to critically question their own decisions and to improve the use of physical activity in school and the wider community. Teachers, as well as students, are directed to critically examine the philosophy of Olympism, to consider issues from an individual perspective and broader social level, and to critically analyze social attitudes and practices. Then, how Olympism should be taught using critical pedagogy can be identified.

In essence, critical pedagogy promotes liberation and social justice by assisting individuals in gaining the necessary information, skills, and power to gain more control over their personal and collective life. It can be concluded that criticism of Olympism can play a vital role in present-time education, especially in the school education process. Therefore,

pedagogy was clarified based on this literature and participant feedback, and it can be identified that PE teachers had different needs and barriers to this.

4. Barriers and Needs

The researcher focuses on the barriers and needs for teaching Olympism. Teachers' beliefs about themselves, their students, and teaching and learning will affect the way they approach their work and approach (Erkmen, 2012; Harvey & O'Donovan, 2013; Pajares, 1992). According to Mccone (2018), Pajares (1992), and Harvey and O'Donovan (2013) suggest that teachers have well-established professional beliefs before going to university. Beliefs develop early in life through a person's observations and experiences at school. (p.181) Confirming this idea, the findings of how teachers acquired their knowledge of Olympism and how they knew about to teach it in this study indicated that several participants gained basic knowledge about it from their university education. But in their opinion, it seemed that extensive knowledge had not been acquired. Therefore, they stated that they should develop their knowledge in this regard.

Then when asked how they think professional development is needed to teach Olympism, The participants said a formal curriculum should be developed. *"We need knowledge because we do not have formal knowledge about this..... Similarly, this should be included in the school curriculum more formally. (PTE3)"* Furthermore, for classroom teachers to make time for these physical activity breaks, they need to implement the policies they need as part of the school daily schedule and train teachers on how to conduct them. (Association, n.d, p.4) And, Morgan and Hansen (2008) suggest that lack of confidence, training, knowledge and interest affect the distribution of PE programs. Other factors include having a crowded curriculum, not having enough time and money for planning and resources, and poor subject matter (Hardman & Marshall, 2000; Morgan & Hansen, 2008). According to Mccone (2018), Morgan and Hansen (2008) also suggest that when teachers have a negative attitude towards PE or its disciplines, they tend to question its value to their students. According to Mccone (2018), Morgan and Hansen (2008) also suggest that when teachers hold negative attitudes towards PE, or aspects of it, they tend to question the value of it for their students. (Mccone, 2018, p.183-184) Thus, they can agree with this literature by saying that they do not have a formal time for it and that the schools do not have the necessary facilities for it.

“.....There is a shortage of resources available in schools for this purpose. So it would be good if schools get the materials needed to do different activities. (PTE2)”

Also, the fourth participant explained the need for a reasonable time. *“I think we mainly need knowledge about that. And time is a necessary resource for teaching accurately based on our busy schedules. Also, I think the time given to a teacher to teach PE is not enough. So it would be good to have enough time for that.”*

Furthermore, Petrie (2015) suggests that in-depth professional learning should take place in teacher education in the workplace before a teacher can increase their knowledge and understanding of a concept or philosophy. Therefore, it is important to clearly teach students about Olympism and how it relates directly to the curriculum in their pre-service education. Culpan and Stevens (2017) agree with this, suggesting that there needs to be a consistent strategic push to have Olympism embedded into pre-service education. (p.184) it is also evident from the comments of the participants that even at the school and university level there is no formal systematic knowledge of the subject. The reason for this problem is the lack of such institutions and the lack of a specific system of existing institutions. They also point out the need for a formal system for this.

“I have not received any professional development so far. Therefore, it is better to provide training every year. It is more appropriate to have a formal knowledge development program across divisions and regions. (PTE3)”

And, the opinion of the second participant in this study was, *“.....It would be exact if we could gain knowledge through training sessions on Olympism.”*

Therefore, Mccone (2018), means, It proposes a framework that integrates the philosophy of Olympism and the Teaching Personal and Social Responsibility (TPSR) (Hellison, 2011), as well as introduces critical education. TPSR was created by Don Hellison to teach students personal and social responsibility (Gordon, 2009), a general pedagogical approach to physical education in NZ. (Gordon, 2007; Gordon, Thevenard & Hodis, 2012, as cited in Mccone, 2018,p.185) Therefore, more attention and significant research will continue to be provided to Initial Teacher Education (ITE) programs, such as changes in Health and Physical Education (HPE) and/or Physical Education Teacher Education (PETE). (Mooney, Moncrief, and Hickey 2018; Tinning 2004; WaltonFisette and Sutherland 2020). Program philosophy (Ormond 2012) and guiding principles of Social justice (Devìs et al. 2018), Pre-

service Teachers (PST) (Hordvik, MacPhail, and Ronglan 2019) range from the principles of the game but are not limited to them. (Mooney, Moncrief, and Hickey 2018) and the health icon of PETE. (Quennerstedt 2019, as cited in p.418) “For programs prepared by secondary teachers, the AITSL (2018) requirements focus on incorporating knowledge related to the school curriculum, disciplinary studies, and vocational studies.” (Barwood et al., 2021,p.419).

Participants in the study noted that new methods/strategies and greater professional development were needed to assist teachers in teaching Olympism and that participants should have accurate knowledge of this. For that, various suggestions and methods emerged through literature as well.

Summary of the discussion

The results of my research are discussed in this chapter under the four themes discovered. Accordingly, the first theme highlighted the knowledge of PE teachers in Sri Lanka about Olympism and PE. Accordingly, the concept of Olympism, ideals and the relationship between PE and participants' contributions were discussed under this first theme. The second theme focused on how moral character development is an important component of PE, how teaching Olympism can help with this, and the implicit link between Olympism and the curriculum. The third theme looked at how these implicit connections might affect how Olympism is taught in PE. The findings confirm the literature that implies Olympism lacks a defined pedagogy and purpose, as well as why it is critical to building an Olympism pedagogy. Under the fourth theme, the obstacles to the explicit teaching of Olympism and the methods proposals, suggestions required for it were discussed.

Limitations

In the research design process, the researcher tried to eliminate potential limitations and some limitations could be identified with the progress of the research. The first is to determine the purpose of the research. The focus of the research was solely on the knowledge of PE teachers regarding Olympism. It leads to the formality of successful research.

Also, in the process of data collection, teachers who teach Olympism in the subject of PE in Sri Lankan schools were selected. It was then possible to obtain a successful sample concerning the purpose. Also, these participants volunteered to participate, which could affect the outcome of the research. In particular, all information and consent forms have a title. The aim was to attract participants to the data or to allow them to reject it if they did not like it. Accordingly, participants with experience in this field may be more interested in participating in research. The fact that the very small sample size was another limitation of this study. This means that the findings cannot be generalized to a huge audience. In particular, the sample size was limited to 4 participants with the sample saturation after obtaining the maximum data required for the collection of research. Hence, the maximum number of data obtained according to that sample led to the achievement of the purpose of the study. It also created a formality for the researcher to successfully analyze the data.

The lack of previous studies in the field of research was another limitation. That is, to review the literature on the relevant scope of research. Accordingly, research has been conducted on this area in most countries but no previous studies have been conducted in the field of education in Sri Lanka. Thus, the findings of the literature review were used as the basis on which the researcher's research purpose should be built.

In analyzing the data, some limitations of the interview became defined. And firstly, the researcher asked them a few questions to find out how they know about PE. Then, the participants were asked for their opinion on Olympism. Further, the researcher asked the participants whether they think it is important to teach Olympism in PE to find out whether they value the Olympism teaching as a whole. The probe was also used to effectively obtain information from them in the formulation of the interview questionnaire. Furthermore, the interview questionnaire was careful to use simple words to explain them and to use language that was convenient to them.

Another factor influencing the research was the potential bias of the researcher as an interested graduate of Olympism. Accordingly, although the researcher tries not to present beliefs and perspectives throughout the research process, they can have a minimal impact on research. Also, there was some research on Olympic education and the Olympism written in languages other than English, which I could not apply to this study. Such limitations were used in this study.

Future research

Based on the responses of all participants, the researcher may have wondered what the future holds for the Olympism in SL PE. Accordingly, several suggestions were intended to focus on professional development, resources, and lesson content.

In this study, it was often discussed among PE teachers that they need the best career development. Accordingly, they believed that they should have a good knowledge of Olympism and for that they need a formal method. Culpan and Stevens (2015) also recommend that Olympism should be integrated into pre-service programs consistently and deliberately. This professional development should contain a discussion of the connections between the curriculum and the ideology of Olympism, as well as an explanation of why the word isn't used in the curriculum. It's crucial to remember that many teachers aren't constantly eager for a new conceptual framework (Culpan & Stevens, 2015) and that some individuals instinctively associate Olympic education with the Olympics when they hear the word. Accordingly, there is a need to provide formal knowledge to PE teachers about Olympism. Accordingly, formalism must be included in the syllabus to teach Olympism systematically. For that, the content of the syllabus should be clearly stated. Teachers were embarrassed by the indirect inclusion of Olympism in the contemporary syllabus. Hence, a formal framework is needed to teach the concept of Olympism in a way that suits the purpose of education.

Also, at present, the syllabus is divided into two sections, one for which the subject is compulsory and the other for which the subject is optional. Therefore, it would be good to make further revisions to the syllabus so that everyone can learn about Olympism and to systematically include Olympism in the curriculum to suit different age groups. Pozo et al. (2018) has suggested a successful model for this, The TPSR model (Hellison, 1985, 1995, 2003, 2011) is an educational module and instructional model. That is widely regarded as one of the finest for creating values, character, responsibility and life skills in PE and other physical activity settings. Its goal is to assist children and adolescents in learning to take responsibility for their own and others' well-being, as well as to incorporate tactics for exercising control over their life to be more efficient in their social environment. (p.57) Hence, According to Hassandra & Goudas (2010), DeBusk and Hellison (1989) reported that the program had positive cognitive, emotional, and behavioral effects on students. Wright and Burton (2008) also discovered that the TPSR model had a positive impact on student behavior during the program. (Toivonen et al., 2021, as cited in p.276) Moreover, Toivonen et al. (2021) said, the

responsibilities are divided into five levels: (1) respect for the rights and feelings of others, (2) effort and cooperation, (3) self-direction, (4) assisting others and leadership, and (5) outsourcing physical activity. This means that the TPSR-based program's content aligns with the objectives of teachers, coaches, and instructors across a variety of educational settings. (Hagger & Chatzisarantis, 2016; Maehr, 1976, as cited in p.1-2) This system will empower physically educated students to contribute to a peaceful and better world and to develop a higher sense of social justice and equality by combining humanitarian and critical education.

Moreover, further research is needed on whether it is appropriate to adopt such a framework as an educational approach to Olympism teaching in Sri Lanka. Also, PE teachers focus on the Olympism rather than the Olympic games, as they teach the concept of Olympism implicitly in the curriculum. Therefore, the researcher will suggest that future research should be done on whether it is appropriate to include content such as Olympism in PE and how to do so. It would also be successful if further studies were done on the suitability of the resources required to teach Olympism. Also, the teachers thought that it would be better if they were constantly updated with knowledge, experience, and skills and that such training and professional development programs should be carried out in Sri Lanka. Accordingly, it is suggested that formal vocational training programs for PE teachers in Sri Lanka should be designed and implemented and the researcher will recommend further research on what type of method is most appropriate for this.

Conclusion

This research indicates an insight into SL PE teachers' knowledge of Olympism. Thus, everyone who participated in the study had heard of the term Olympism and was generally aware of it but were unable to clarify with a definitive definition. In particular, several of the teachers who participated in the study learned about Olympism through university education and a variety of resources. But it did not appear that they had acquired that knowledge with an accurately understanding, and it was understandable from their responses that they had identified Olympism as the Olympic Games. But they knew that ethics, including values, could be imparted through PE. However, that did not seem logical. They also identified the relationship between the curriculum and Olympism and found that the inclusion of Olympism in the curriculum was implicit. Therefore, they cited the lack of resources available in schools,

the ambiguities in the curriculum, the lack of specific methods or ways, and the lack of a formal program for the professional development of teachers. It was found that they did not have enough knowledge to teach Olympism properly and that they were interested in acquiring that knowledge.

Consequently, the researcher indicates several recommendations and suggestions regarding this study. Hence, the researcher proposed to formulate a formal program for the professional growth of teachers and to conduct research on it, to study and provide the necessary resources, to formalize the inclusion of Olympism in the school curriculum, and to conduct further research on its effectiveness. Moreover to this research, there is a need to revise the school curriculum and provide teachers with formal knowledge in this regard. From this, it can be concluded that the desired goal of Olympism can be achieved more successfully through school education.

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APPENDIX

Appendix I:
Interview Questions

- **Introduction**
 - How long have you been teaching PE?
 - How long have you been teaching at your school?
 - What do you like about teaching PE?

- **What do PE teachers know about the Attitudes + Values of the national PE curriculum?**
 - What are the values that can be developed through sporting participation?
 - What are the values that can be developed through physical education?
 - Do physical education teachers consider teaching values through movement activities an important part of your role?
 - Why do you think this?

- **What do PE teachers know about the term Olympism and Olympic Ideals?**
 - What does Olympism mean to you?
 - How would you explain Olympism?
 - Where did you gain your knowledge of Olympism - be specific? Tell me more about this?
 - What do you know about the Olympic ideals?
 - Do you know what the Olympic ideals are?
 - What do the following mean to you?
 - Balances development of the body, will, and mind
 - The joy found in effort
 - The educative value of being a good role model for others
 - Respect for universal ethics including tolerance, generosity, unity, friendship, non-discrimination, and respect for others

- Do you think students have developed around Olympic ideals and Olympism?
 - Why do you think this?
- Do you see any links between the school values and the Olympic ideals?
 - Why/ Why not?

What do PE teachers know about the implementation of Olympism in PE?

- Do you see Olympism as part of the PE curriculum?
 - if so How is that?
- Do you, as a PE teacher, see specific links between Olympism and the concept of wellbeing?
 - if so where are the links?
- Do you think there is any relationship between sport and Olympism?
 - Is teaching 'sport' part of PE?
 - What about fair play?
- Do you think teaching Olympism helps to develop moral character? why? /Why not?
 - Do you think the moral character is part of PE? why?

Do physical education teachers teach Olympism in their PE programme?

- Do you teach Olympism explicitly or implicitly?
 - if so, How do you teach Olympism?
 - Why did you select Olympism as a Topic?

What teaching approaches (pedagogy) do you use to teach Olympism?

- What resources do you need to teach Olympism?
- What teaching methods/strategies do you think you will be using/ are most suitable for teaching unit Olympism?
- What professional development would you like to see on teaching Olympism?
- Would you be interested in improving your knowledge and teaching skills regarding Olympism?
 - if so, what exactly you would be interested to learn more about? Why?

Appendix II:
Request letter of Ministry of Education

A.M.S.I.P. Abeykoon

To obtain the necessary permission for a research interview aimed at PE teachers in schools

My name is Sachintha Abeykoon and a master's student of the Olympic Studies degree program at the University of Peloponnese, Greece. Accordingly, in the third semester of my master's program, I will be carrying out my research project. And also, as a physical education assistant lecturer at the University of Kelaniya, this is an area of particular interest to me.

"The knowledge of 'Olympism' of Physical Education (PE) teachers in Sri Lanka." This research is conducted under the title. Accordingly, the purpose of this research is to determine what Sri Lankan Physical Education teachers know about Olympism. I research what PE teachers know about the implementation of Olympism and the teaching approaches (education) they use to teach Olympism. Therefore, this research will allow me to share with the PE community effective ways that Olympism is being taught, or provide evidence to advocate for more professional development in this area. I would like to invite PE teachers from schools in Sri Lanka who are participating in this research project. In this letter, you will find the necessary information about the research project and accordingly, you can make an informed decision about involving PE teachers in it. I will use semi-structured interviews to gather data which will take approximately 45 minutes. Your consent will allow me to invite the PE teachers to take part in this research project.

The interviews will take place at a time that is convenient for the participant. Also, considering the current COVID pandemic situation, the interview will be conducted through remote methods (Telephone/Zoom). The interviews will be recorded. The participants will be invited to view the recordings and asked to view the transcripts to check for accuracy. The interview offers no risk to the participant involved or the school. While the school and physical education department may be identified in this study, staff will be given pseudonyms and all data gathered will be confidential to the participants. I will be the only person to view the information and all data will be password-protected on my computer, and only the researcher will have access. And also, If you wish to contact my thesis supervisor at any time, please contact Prof. Ian Culpan on 03 345 8132 or ian.culpan@canterbury.ac.nz.

Properly, I need a sample of about 100 PE teachers for this research. Therefore, it would be better if this data could be obtained according to different segments. So, the requirements of this data are;

Gender: Male and Female

Teaching experience (PE): more than 5 years and less than 5 years

Education levels: Degree (doctoral, Masters, bachelors), Diploma, Others

Accordingly, I kindly request your permission to obtain information from PE teachers in schools for this research via an interview. And also, I look forward to the details needed to contact these Schools and PE teachers.

Yours sincerely,



Sachintha Abeykoon

Tel: +94717133177

Email: amsjpabeykoon@gmail.com

Appendix III:

Permission letter of the department of PE



අධ්‍යාපන අමාත්‍යාංශය
கல்வி அமைச்சு
Ministry of Education

'இசுரூபாய்', பத்தரமுல்ல, இலங்கை.
'Isurupaya', Battaramulla, Sri Lanka.
☎ +94112785141-50 ☎ +94112784846
✉ isurupaya@moe.gov.lk 🌐 www.moe.gov.lk

මගේ යොමුව
எனது இல.
My Ref.

ED/9/15/01 (පොදු)

ඔබේ යොමුව
உமது இல.
Your Ref.

දිනය
திகதி
Date } 2021.12.03

A.S.J.P Abeykoon
Habarawa
Kanaththewewa
Wariyapola

Permission for a research interview aimed at PE teachers in schools

This refers to your letter dated 2021.12.03 related to the above matter.

I grant permission to collect information from physical education teachers for your research project according to the following conditions.

1. If you visit schools to collect information, you should take permission from the relevant Zonal Education Office and the principal of the school.
2. If information is obtained through a remote methodology, you should inform the principal of the school.

A.D.M.D. Bandara
Education Director
Physical Education and Sports
For Secretary of Education

නරේ අමාත්‍යතුමා
கேள்வி அமைச்சர்
Hon Minister }
☎ +94112784832
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ලේකම්
செயலாளர்
Secretary }
☎ +94112784811
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Appendix IV:
List of selected schools for the interview.



අධ්‍යාපන අමාත්‍යාංශය
கல்வி அமைச்சு
Ministry of Education

'අසුරුපාය', බත්තරමුල්ල, ශ්‍රී ලංකාව.
'இசுரூபாய்', பத்தரமுல்ல, இலங்கை.
'Isurupaya', Battaramulla, Sri Lanka.
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මගේ යොමුව
எனது இல.
My Ref.

ED/09/15/02/02

ඔබේ යොමුව
உமது இல.
Your Ref.

දිනය
திகதி
Date

2021.12.27

Ms. A.M.S.J.P. Abeykoon,
"Sandaruwan",
Kanaththewewa,
Wariyapola.

To obtain the necessary permission for a research interview aimed at PE teachers in school.
This refers to your letter dated 03.12.2021 on above matter.

02. I suggest you the following Schools to contact with in relation to your Research Project, Masters of Olympic Studies.

| No | Name of the school | Telephone No |
|----|---|--------------|
| 1 | Mahinda College, Galle | 091-2234965 |
| 2 | G/ Sangamiththa Balika Vidyalaya, Galle | 091-2234165 |
| 3 | M/Vijitha Vidyalaya, Dikwella | 041-2255116 |
| 4 | H/Rajapaksha Central College, Galle | 047-2246216 |
| 5 | K/Thakshila Central College, Horana | 034-2261382 |
| 6 | Rajasinghe Central College, Hanwella | 036-2255015 |
| 7 | Chi/Senanayake Central College, Madampe | 032-2247628 |
| 8 | Kuli/Kuliyapitiya Central College, Kuliyapitiya | 037-5642426 |
| 9 | Ibbagamuwa Central College, Ibbagamuwa | 037-2259684 |
| 10 | Anuradhapura Central College, Anuradhapura | 025-2222653 |
| 11 | Po/ Royal College, Polonnaruwa | 027-2222039 |
| 12 | B/ Welimada Central College, Welimada | 057-2245234 |
| 13 | R/ Seewali Central College, Rathnapura | 045-2228936 |
| 14 | R/ Sumana Balika Vidyalaya, Rathnapura | 045-2222463 |
| 15 | Dadly Senanayake Central College, Tholangamuwa | 035-2267269 |
| 16 | Weera Keppetipola Central College, Akuramboda | 066-2247231 |
| 17 | Poramadulla Central College, Rikillagaskada | 081-2365208 |
| 18 | Am/ D.S. Senanayake Central College, Ampara | 063-2039999 |
| 19 | T/St. Joseph College, Trincomalee | 026-2222036 |
| 20 | T/St. Mery Convent, Trincomalee | 026-2222489 |
| 21 | Central College, Jaffna | 021-2222184 |
| 22 | Henegama Central College, Henegama | 033-2255299 |

03. Wish you success in future endeavours and appreciate your contribution towards the field of physical education and sports.

A.D.M.D. Bandara
Director of Education
Physical Education & Sports
For Secretary of Education

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கௌரவ அமைச்சர்
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Secretary

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Appendix V:

Principal Letter and Consent Form: Request letter of Principal

The Principal

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2nd December 2021

Dear Sir/ Madam,

My name is Sachintha Abeykoon and a master's student of the Olympic Studies degree program at the University of Peloponnese, Greece. Accordingly, in the third semester of my master's program, I will be carrying out my research project. And also, as a physical education assistant lecturer at the University of Kelaniya, this is an area of particular interest to me.

"The knowledge of 'Olympism' of Physical Education (PE) teachers in Sri Lanka." This research is conducted under the title. Accordingly, the purpose of this research is to determine what Sri Lankan Physical Education teachers know about Olympism. I research what PE teachers know about the implementation of Olympism and the teaching approaches (education) they use to teach Olympism. Therefore, this research will allow me to share with the PE community effective ways that Olympism is being taught, or provide evidence to advocate for more professional development in this area. I would like to invite the PE teachers of your school to take part in this research project. In this letter, you will find the necessary details about the research project, so that you can make an informed decision about whether you are willing to consent to your staff member taking part in it. I will use semi-structured interviews to gather data which will take approximately 45 minutes. Your consent will allow me to invite your PE teacher to take part in this research project.

The interviews will take place at a time that is convenient for the participant. Also, considering the current COVID pandemic situation, the interview will be conducted through remote methods (Telephone/Zoom). The interviews will be recorded. The participants will be invited to view the recordings and asked to view the transcripts to check for accuracy. The interview offers no risk to the participant involved or your school. While the school and physical education department may be identified in this study, staff will be given pseudonyms and all data gathered will be confidential to the participants. I will be the only person to view the information and all data will be password-protected on my computer, and only the researcher will have access. You may withdraw your approval for research at the school at any time while the data is being gathered.

If you have any questions or concerns about the research project please contact me on the details above. If you wish to contact my thesis supervisor at any time, please contact Prof. Ian Culpan on 03 345 8132 or ian.culpan@canterbury.ac.nz.

I appreciate your positive consideration of this request and the opportunity to research in your school's physical education department. If you are willing your school to be involved in the project please read and sign the enclosed consent form and post it to me in the reply paid envelope. If you would like to talk with me more about this before you return the consent form please contact me on +94717133177 (mobile) or email me at amsjpabeykoon@gmail.com.

Yours sincerely



Sachintha Abeykoon
Assistant Lecturer
Department of Sport Science and Physical Education
University of Kelaniya
Sri Lanka
Tel: +94717133177
Email: amsjpabeykoon2gmail.com

Supervisors



Ian Culpan
Professor and Director of New Zealand Centre for Olympic Studies: University of Canterbury,
New Zealand
PO Box 31 065
Christchurch Phone 345 8132
email ian.culpan@cce.ac.nz

Declaration of Consent: Principal

Consent Form for Principals

Telephone: +94717133177

Email: amsjpabeykoon@gmail.cm

The knowledge of 'Olympism' of Physical Education (PE) teachers in Sri Lanka.

- I have read and understood the information received, regarding the participation of my School PE Teacher in this research project.
- I understand that:
- My school PE teacher may take part in this research project;
- That the information provided will be confidential;
- Pseudo names will be used for both the school and participant if these are required when reporting the findings from this research project.
- I may withdraw the school from the research project at any time while the data is being collected or analysed.
- I give my consent for the PE teacher to take part in this research project.

Name: _____

Signed: _____

Date: _____

Appendix VI:

Teacher Participant Letter and Consent Form :Information sheet of Teacher Participants

Dear Sir/ Madam

The knowledge of 'Olympism' of Physical Education (PE) teachers in Sri Lanka.

My name is Sachintha Abeykoon and a master's student of the Olympic Studies degree program at the University Of Peloponnese, Greece. Accordingly, in the third semester of my master's program, I will be carrying out my research project. And also, as a physical education assistant lecturer at the University of Kelaniya, this is an area of particular interest to me.

The aim of the project

"The knowledge of 'Olympism' of Physical Education (PE) teachers in Sri Lanka." This research is conducted under the title. Accordingly, the purpose of this research is to determine what Sri Lankan Physical Education teachers know about Olympism. I research what PE teachers know about the implementation of Olympism and the teaching approaches (education) they use to teach Olympism. Therefore, this research will allow me to share with the PE community effective ways that Olympism is being taught, or provide evidence to advocate for more professional development in this area.

Participants in the study

I would like to invite you to take part in this research project. In this letter, you will find the necessary details about the research project, so that you can make an informed decision about whether you are willing to consent to take part in it. Your consent will allow me to conduct a semi-structured interview with you, which will take approximately 45 minutes. You will have a chance to discuss this information letter with me before consenting to take part in the research project. Participation in this research project is voluntary. You may withdraw from the research project at any stage, including any material that you have provided.

Keeping responses confidential

The interview will take place at a time that is convenient for you. Also, considering the current COVID pandemic situation, the interview will be conducted through remote methods (Telephone/Zoom). The interview will be recorded. You will be invited to view the recordings and asked to view the transcripts to check for accuracy. The interview offers no risk to you or your school, and your Principal has given consent for this interview to take place. While the school's name and physical education department may be identified in the study your real name will not be used in any published reports. I will be the only person to view the information and all data will be password-protected on my computer, and only the researcher will have access.

If you have any questions or concerns about the research project please contact me on the details above. If you wish to contact my thesis supervisor at any time, please contact Prof. Ian Culpan on 03 345 8132 or ian.culpan@canterbury.ac.nz.

Thank you for taking the time to consider taking part in this research project. If you give your consent to take part in this research project please sign the attached form.

Yours sincerely



Sachintha Abeykoon
Assistant Lecturer
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Tel: +94717133177
Email: aamsjpabeykoon2gmail.com

Supervisors



Ian Culpan
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Canterbury,
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PO Box 31 065
Christchurch Phone 345 8132
email ian.culpan@cce.ac.nz

Declaration of Consent: Physical Education Teacher Participant

Consent Form for Participants

Telephone: +94717133177
Email: amsjpabeykoon@gmail.com
2nd December 2021

The knowledge of 'Olympism' of Physical Education (PE) teachers in Sri Lanka.

- I have read and understood the information received, regarding my participation in this research project.
- I understand that:
- It will involve one interview (approximately 45 minutes) at a time that is convenient for me;
- That the information I provide will be recorded and will be confidential;
- Pseudo names will be used for both the school and me if these are required when reporting the findings from this research project;
- I may withdraw from the research project at any time while the data is being collected or analysed.

Name: _____

Signed: _____

Date: _____