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

MASTER'S THESIS

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

**Estonian youths' attitudes and perceptions towards the Olympic brand and its
relation with Olympic Education**

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Sparta, January, 2013

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Acknowledgements

Thanks for all the support to

Mum and Jaan

Mari and Kati

My colleagues, especially Kersti

And special thanks to Prof. Dr. Benoit Séguin for supervising me.

For my family

Abstract

This study investigates Estonian youth's attitudes and perceptions towards the Olympic brand and its relation with Olympic Education. Both, qualitative and quantitative studies were used to gather and analyze data. Stratified random sampling was used for both qualitative and quantitative research. The aimed population was youth from different parts of Estonia: north, south, east and west, where at some of the youth have been going through Olympic Education project and some have not. Study 1 consisted of a qualitative research with semi-structure interviews completed with 11 young participants aged 12 to 19 years. Study 2 consisted of a quantitative research with a questionnaire carried out on 397 adolescents also aged 12 to 19 years. Also, interviewees are asked questions to better understand their knowledge towards the Olympic Movement.

Findings of this study indicate that 1) Estonian youth gain most of their knowledge and understanding of the Olympic Games through informal pedagogical sites, whereas youths' knowledge and understanding of the Olympics is not in specific connection with Olympism or the Olympic ideals, but they are familiar with general human values and the Olympic Games; 2) Estonian youth place higher meaning to the Olympic brand as the attributes that they strongly associated and found most important reflect rather the Olympic values and fundamental principles of Olympism than characteristics of major sport event; 3) Olympic Education project "School Olympic Games" does not clearly affect youths' neither attitudes nor perceptions regarding the Olympic brand.

Keywords: Olympic brand, young brand consumers, Olympic Education, young people and Olympic brand

Abbreviations

IOA	International Olympic Academy
IOC	International Olympic Committee
NOA	National Olympic Academy
NOC	National Olympic Committee
EOA	Estonian Olympic Academy
EOC	Estonian Olympic Committee
OCOG	Organising Committee of the Olympic Games
LOCOG	London 2012 Organising Committee of the Olympic Games and Paralympic Games Limited
TOP	The Olympic Partners
YOG	Youth Olympic Games
OE	Olympic Education
Non-OE	Not Olympic Education

CHAPTER ONE: INTRODUCTION

The world of today is becoming more commercialized with each day – people are more brand-orientated than a generation ago, besides clutter and advertising has become part of daily life. All that is well reflected also within the Olympic Movement: it has become increasingly important for Olympic marketers to know the consumers' perceptions and behaviour regarding the Olympic brand and moreover, the ways how to improve it. The Olympic brand research within different cultural and consumer segments has been suggested by previous studies (Seguin & O'Reilly 2008; Séguin, Lyberger, O'Reilly & McCarthy 2005). At the same time, Olympic Education as another important asset of the Olympic Movement is becoming more widespread than ever before, as for instance Olympic Education has been one of the topics for last two IOC's World Conferences on Sport, Education and Culture¹. Moreover, it can be noticed that the IOC's interest in young people has risen greatly in recent years, as demonstrated with the creation of Youth Olympic Games (YOG) that were launched for the first time at 2010. Thus, to approach the young market in the best way, it is IOC's pivotal interest to better understand young people's attitudes and perceptions regarding the Olympic brand.

The purpose of this study is to gain insight into youth's attitudes and perceptions towards Olympic brand and to explore whether Olympic Education impact youth's perception on the brand. There are not many studies on this subject, and therefore the main focus of the literature review is focused on two main sub-topics: the Olympic brand and its management; and the Olympic Education and its ways and means. Some information about young people's behaviour regarding brands has been reported as well. Literature review is followed by research questions and methodology. This study uses a mixed-method approach. The first phase or study 1 uses a qualitative method (semi-structured interviews) and the second phase or study 2 a quantitative method (questionnaires). The results section includes the findings of both studies separately. The findings of both studies are intertwined in discussion and suggestions for future research section, which is followed by conclusions, recommendations to the EOC and final statement.

¹The exact websites with information about IOC's 8th World Conference on Sport, Education and Culture: http://www.olympic.org/Documents/Conferences_Forum_and_Events/2012-amsterdam/World-Conference-Declaration-v2.pdf and IOC's 7th World Conference on Sport, Education and Culture: http://www.olympic.org/Documents/Conferences_Forum_and_Events/2010_Durban/Durban_2010_Statement.pdf (viewed 25.12.2012)

As the study is conducted in Estonia, thus this information is believed to be beneficial to the Estonian Olympic Committee and to the Estonian Olympic Academy as well as to other national and international Olympic, but also marketing organisations for future activities.

CHAPTER TWO: LITERATURE REVIEW

This chapter explains some main concepts related to the research topic: “Estonian youths’ attitudes and perceptions towards the Olympic brand and its relation with Olympic Education”.

The aim of the following literature review is to define and clarify some important concepts related to Olympic Movement and which are essential to current study like brand and brand management, the Olympic brand and its marketing; bring out some former studies’ results about (young) consumers’ perceptions and behaviour regarding (the Olympic) brand and present the relation between brands and young people; but also to explain the concepts like Olympism and Olympic Education, and Olympic Education practises in the world and in Estonia.

2.1. Brand and brand equity: definition and management

2.1.1. Brand

The concepts of brand and brand equity are not new ones but their definitions have changed over the years with, some of them from consumers’ perspective and others from owners’ prospective (Wood 2000, 662-669).

According to Wood’s article (2000, 664) the earlier version of a brand definition is following: “A name, term, sign, symbol, or design, or a combination of them, intended to identify the goods or service of one seller or group of sellers and to differentiate them from those of competitors.”

This definition is criticized by many academics for being too product-orientated, and with emphasis on visual features as differentiating mechanisms (Wood 2000, 664).

Today, the definition of a brand according to the American Marketing Association (2012)² is following: “A brand is a name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers.”

Thus, the main change in definition relies in

“...the words “any other feature” as this allows for intangibles, such as image, to be the point of differentiation. The particular value of this definition is that it

²Brand definition according to the American Marketing Association. The exact website with information: http://www.marketingpower.com/_layouts/Dictionary.aspx?dLetter=B (viewed 6.08.2012)

focuses on a fundamental brand purpose, which is differentiation. It should not be forgotten that brands operate in a market environment where differentiation is crucially important. Even where monopolies exist, companies may choose to position their brand(s) with a view to future competition. The other key feature of this definition is that it takes the corporate perspective rather than emphasizing consumer benefits” (Wood 2000, 664).

In recent years however, marketers have suggested that a brand is also a promise to deliver a specific set of features, benefits, services or experiences to consumers on a consistent basis (Kotler & Keller, 2005). Similarly, Ambler’s (1992) approach in defining a brand is consumer-orientated and it explains brand as a set of attributes that can be bought and provide satisfaction, whereat the attributes that make the brand may be real or illusory, rational or emotional, tangible or invisible. The attributes of a brand are a creation of marketing mix and their interpretation is highly subjective. Essentially brand attributes are created through brand description as one interpretation of brand equity explained below.

2.1.2. Brand equity

The term brand equity captures in it the relationship between costumers and brand producers and regarding the term there are many different definitions (see Tuominen 1999, 73).

Aaker (1991) and Shank (2004) report that brand equity comprises of brand awareness, perceived quality, brand association, brand loyalty and other proprietary assets that may contribute to the brand.

The American Marketing Association proposes two definitions of brand equity³: 1) (It “is a phrase used in the marketing industry to try to describe the value of having a well-known brand name, based on the idea that the owner of a well-known brand name can generate more money from products with that brand name than from products with a less well known name, as consumers believe that a product with a well-known name is better than products with less well known names.”

And shortly 2) (it is) „the value of a brand. From a consumer perspective, brand equity is based on consumer attitudes about positive brand attributes and favourable consequences of brand use.”

³Brand equity definition according to the American Marketing Association. The exact website with information: http://www.marketingpower.com/_layouts/Dictionary.aspx?dLetter=B (viewed 7.08.2012)

Another important concept for building brand equity is 'brand identity', defined as:

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

Keller (2003) maintains that these brand associations have to be *strong, favourable* and *unique* if they are to lead to a high level of brand equity. Brand equity offers substantial value for an organisation and its customers. It provides value to the organisation by enhancing the efficiency and effectiveness of marketing programmes, by strengthening brand loyalty and by increasing prices and margins. It also facilitates opportunities for brand extension and may provide leverage in the trade and distribution system, as well as giving the organisation a competitive advantage. Similarly, brand equity provides value to customers by making it easier for them to decode/process information about the brand, by enhancing confidence in the purchase decision and by increasing satisfaction in the product (Aaker, 1991).

Keller (2002, 153) points out that there are two approaches for brand equity – corporate strategy perspective and consumers' behaviour perspective. From a managerial and corporate strategy perspective Aaker (Keller 2002, 153; Aaker 1991, 17-19) has defined brand equity as a set of four categories of brand assets linked to a brand's name or symbol that add to (or subtract from) the value provided by a product or service to a firm and/or to that firm's costumers: brand awareness, perceived quality, brand associations, brand loyalty. From costumers' behaviour perspective brand equity or also known as “costumer-base brand equity” is a differential effect that brand knowledge has on the consumer or costumer response to the marketing of the brand. This means that brand has positive customer-base brand equity when costumers react more favourably to a product and the way it is marketed when the brand is identified, as compared when it is not identified.

Further, Feldwick (1996, 9-28) has concluded the variety of approaches to define term brand equity and explains it with the following classification:

- the total value of a brand as a separable asset, also referred as brand value – mainly meaning the value in financial terms like when a brand is sold, or included on a balance sheet;
- a measure of the strength of consumers' attachment to a brand, also referred as brand strength or brand loyalty – mainly meaning how loyal or attached consumers are to a brand;
- a description of the associations and beliefs the consumer has about the brand, also referred as brand image – meaning how consumers see a brand.

2.1.3. Brand management

Later on Shank (2004, 228-235) has presented the branding process that contains attributes from Feldwick's (1996) brand equity definition. Shank suggests that the branding process (Figure 1.) starts with establishing brand awareness and after that positive brand image needs to be developed and managed. The next step in the process is developing high level of brand equity meaning the value that the brand contributes to a product in the marketplace. This is one of the hardest parts of the branding process for brand managers, especially when it comes to intangible products like sporting events. Because brand managers have no control of sport competitions results, they only can and need to lean on everything around the sporting event like its history and previous image, merchandises, show in general etc. Brand equity is followed by brand loyalty which is the most important attributes to sport marketers as it refers to a consistent preference or repeated purchase of the brand over all other products in this category.

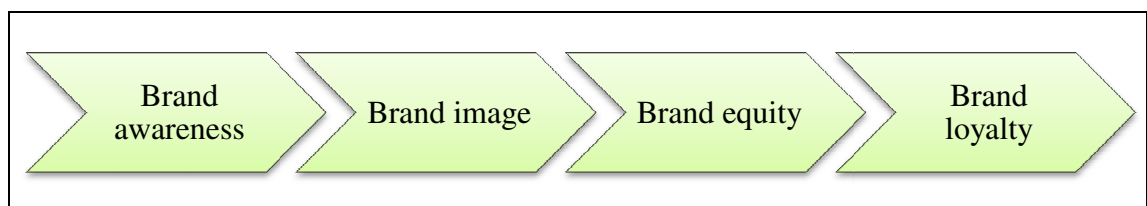


Figure 1.The branding process according to Shank (2004).

Brand management relies in managing the assets of a brand which creates the basis of brand equity. Whereas brand equity consist of five different asset dimensions like brand loyalty, brand awareness, perceived quality, brand associations and other proprietary assets such as patents, trademarks and channel relationships. If these assets are managed

well then they add value to the product or service; create additional customer satisfaction and in turn provide a number of benefits to the firm (Aaker 1991, 19-21).

Regardless of the definitions, all in all a brand is a core of good or service or the combination of them that identifies the seller or manufacturer; brand equity is anything that links with a brand; and branding or brand management is the process of creating, developing and upholding the link between the consumer and the brand.

2.2. Olympic brand and its marketing

2.2.1. Olympic brand

According to IOC Marketing: Media Guide (2012)⁴ the Olympic rings are the most widely recognised symbols in the world and they serve as visual representation of the Olympic brand, and at the same time embody the vision, mission, values and working principles of the Olympic Movement.

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

2.2.2. Marketing the Olympic brand

It has been claimed (Chatziefstathiou 2007, 77) that Olympism has been treated as a social marketing product ever since its emergence; and at the beginning of modern Olympics, Coubertin can be considered as a social marketer of his times. According to Chatziefstathiou (2007, 69):

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

⁴Olympic Brand definition according to IOC Marketing Media Guide. The exact website with information:
http://www.olympic.org/Documents/IOC_Marketing/London_2012/IOC_Marketing_Media_Guide_2012.pdf (viewed 23.12.2012)

Third Republic prevailed, thus his devotion to social cohesion and the need for social reform. However, in an era that witnessed a remarkable proliferation of transnational movements and organizations for the sake of world peace and reconciliation, Coubertin's international interests transcended his limited nationalist scope. Coubertin's strategy for reconciling his nationalist and internationalist interests was the revival of the modern Olympic Games. This constituted both a response to the cosmopolitan trends of his era but also an attempt to promote sport "as the virile formula on which the health of the State can be founded" (Coubertin1889a, 28-29), which then transformed Coubertin to a social marketer of a greater and more challenging product, that of the "Olympic Idea".

Today, in an era of global flows and transformations, Olympism is being treated as a social marketing product by the IOC in a more organized way. The enduring strength of the Olympic brand forms the foundation of the Olympic marketing programme today, which attracts commercial partners who want their own brands to be connected with the values of Olympism (IOC Marketing: Media Guide 2012, 3).

The Olympic image was communicated globally through the promotional programme for the first time during the Sydney 2000 Olympic Games. The theme of the programme was "Celebrate Humanity" and it was designed to communicate the core values of the Olympics (IOC 2001, 33)⁵. Though, it has been found (Maguire, Butler, Barnard & Golding 2008, 182-183) that this programme could have emphasises the ideology of Olympism more and less concentrate on the Olympics as entertainment option.

Olympic Marketing generates revenue through six major programmes, whereat IOC manages partnerships, the Olympic Partners (TOP) worldwide sponsorship programme and the IOC official supplier and licensing programme; and the Organising Committee of the Olympic Games (OCOGs) manages domestic sponsorship, ticketing and licensing programmes within the host country under the direction of the IOC. Further, the main revenue is generated through broadcasting programme (IOC: Olympic Marketing Fact File 2008, 5), indicating at how important it is to be known and visible.

Indeed, awareness and visibility are essential for each brand. The latest IOC Marketing: Media Guide (2012, 12) states that as the IOC is the owner of the Olympic brand, and

⁵According to Sydney 2000 Olympics report. The exact website with information: http://doc.rero.ch/lm.php?url=1000,10,38,20120326151039-NC/Marketing_Report_Sydney_-_eng.pdf (viewed 23.12.2012)

therefore it is also their responsibility to grant the television, radio, mobile and internet broadcasting rights to media companies around the world and to ensure that the Olympics have the widest possible global audience. Further, since the 1948 London Olympics became the first to be broadcasted into homes, the television has become the single largest factor in the growth of the Olympic Games around the world. With 2012 London Olympics the total amount of coverage was aimed to be higher than ever before, including also more digital coverage. The importance of social media in the coverage of the Games has raised and being emphasised more than before.

Olympic rings are the most widely recognised symbols in the world - according to IOC research conducted in 2008, 96% of people globally can correctly identify them (IOC Marketing: Media Guide 2012, 8). Indeed, the Olympic rings are extremely valuable asset of the Olympic marketing programme, offering to its commercial partners an exclusive association with the Olympic brand. Further, “successfully upholding the value of the Olympic brand is therefore essential in order to protect the exclusive marketing rights awarded to official Olympic partners. The IOC implements a number of programmes to preserve the Olympic brand and relies on Organising Committees to protect the brand within the host country” (IOC Marketing: Media Guide 2012, 56).

Additionally, IOC (IOC Marketing: Media Guide 2012, 56) has concluded that

“...only official partners, broadcasters, licensees and non-commercial organisations of the Olympic Movement are allowed to suggest an affiliation with the Olympic Games. Ambush marketing describes an attempt to unofficially create an association with the Games. This damages the investment of genuine Olympic partners, and risks the Organising Committee’s ability to fund the event successfully.”

Indeed, a study by Seguin, Richelieu and O’Reilly (2008, 61-81) brings out that “the value of the Olympic brand has made it attractive to ambushers and allowed it to be threatened by a cluttered marketplace”. Further, according to the results of their study, Seguin, Richelieu and O’Reilly suggested that IOC must address topics like brand management, brand protection, protection of sponsors’ rights, consumer education, fully integrated marketing communications programme and National Olympic Committee’s (NOC) education in marketing and brand management. Thus, in return corporate partners should activate their sponsorship rights and work together with IOC and NOCs to comprehend the Olympic brand and integrate it into their own strategic marketing

programme. Also, a large-sample comparative study (Seguin et al. 2005, 216-229) in different countries about ambush marketing has suggested that the IOC and its partners need to develop specific strategies to combat ambush marketing. Additionally, it has been indicated that public relations (PR⁶) programme targeted towards enhancing the Olympic brand should be a priority of the Olympic brand management system because fully integrated PR campaign would help unify promotional strategies, solidify brand management campaign, reduce clutter, help to control aspects of ambush marketing, and further enhance the value of the Olympic brand (Seguin et al. 2008, 17-20).

Suggestions from previous studies have been taken into actions, and for example, London 2012 Organising Committee of the Olympic Games and Paralympic Games Limited (“LOCOG”) has produced the document to provide detailed information about the special statutory marketing rights which were afforded to the London 2012 Olympic Games and Paralympic Games in the United Kingdom (see LOCOG 2010⁷).

More generally, during the last decades the IOC has developed different documents (like Olympic Marketing Fact File⁸, Olympic Movement Marketing History⁹, Marketing Reports of each Olympics since Sydney 2000 and Media Guides since Beijing 2008¹⁰) regarding marketing the Olympic brand to deal more concretely with ambush marketing and brand protection issues within Olympic Movement; and through that ensure the sponsors, partners for the future as they have essential role in upholding the Olympic legacy.

It may sound that Olympics sponsorship ensures financial benefit to corporations and that it is an easy role as there are all these different guides and documents to regulate everything. Nevertheless, some studies have shown (Papadimitriou, Apostolopoulou &

⁶According to American Marketing Association public relations (PR) captures a form of communication management that seeks to make use of publicity and other nonpaid forms of promotion and information to influence the feelings, opinions, or beliefs about the company, its products or services, or about the value of the product or service or the activities to buyers, prospects, or other stakeholders. The website with exact information: http://www.marketingpower.com/_layouts/Dictionary.aspx?dLetter=P (viewed 25.12.2012)

⁷Information on London 2012’s UK Statutory Marketing Rights. The website with exact information: <http://www.london2012.com/documents/brand-guidelines/statutory-marketing-rights.pdf> (viewed 23.12.2012)

⁸Olympic Marketing Fact File. The exact website with information: http://www.olympic.org/Documents/marketing_fact_file_en.pdf (viewed 24.12.2012)

⁹Olympic Movement Marketing History. The exact website with information: http://www.olympic.org/Assets/OSC%20Section/pdf/LRes_E_OMov%20Marketing%20History.eng.pdf (viewed 24.12.2012)

¹⁰Marketing Reports of each Olympic since Sydney 2000 and Media Guides since Beijing 2008. The exact website with information: <http://www.olympic.org/marketing/documents-reports-studies-publications> (viewed 24.12.2012)

Dounis 2008; Farrell & Frame 1997) relatively poor recognition of the role of Olympic sponsorship in creating value and building the corporate brand; and have stated (Apostolopoulou & Papadimitriou 2004, 180-192) that at national level the value of Olympic sponsorship relies rather in the notion of national obligation than anticipated financial returns. Also, Seguin and O'Reilly have suggested that regardless of all Olympic brand protection programmes both ambush marketing and clutter remain as important threats to the Olympic property (2008, 76-81), and therefore Olympic brand management needs to be improved continuously.

2.3. Consumers' perception and behaviour regarding (the Olympic) brand

It is important for marketers to find their ways to consumers and create a long-term relationship with them to ensure themselves loyal customers. This chapter will mainly look at young consumers' perceptions and behaviour regarding brands. Nevertheless, some more general cases will be examined too as there are not much information about youth perceptions and behaviour regarding the Olympic brand.

A study (Seguin et al. 2008) about consumers' perception and behaviour regarding Olympic brand reported that consumers' have retained favourable imagery and associations with the Olympics and the Olympic brand. Further, general interest in the Olympic Games was higher than interest in any other competing properties like the FIFA World Cup for instance, and that the Olympics attract all men and women, young and old, rich and poor, ultimately referring that Olympic brand is strong and that it has a special place in consumers' mind worldwide at least during the event. Also, it was found that cluttered environment impacts consumers' ability to recall official sponsors, differentiate between the levels of sponsorship, and between official sponsors and non-sponsors indicating that consumers have difficulties to recognise sponsors from non-sponsors and therefore accept or support official sponsors. However, at the same time consumers appear uninterested to the issue of ambush marketing in general.

In fact, according to Seguin et al. (2008), consumers perceive Olympics as something more than a sporting event as the attributes they associate with the Olympic brand are not all sport-related. For instance, attributes such as friendship, peaceful, fair competition, global, multi-cultural, striving, participation, festive, honourable, dynamic

and being the best were all found highly associated and of high importance to the Olympic brand.

Higher meaning of Olympic brand has been appointed out regarding the consumption of Olympic licensed products as well (Apostolopoulou, Papadimitriou & Damtsiou 2010). The symbolic meanings revealed centred around three main themes such as the Olympic Movement, national identity and national political history and achievement, whereat experiential and functional meanings attached to Olympic licensed items were identified to a lesser extent. Ultimately, this information can provide valuable guidelines in the positioning and promotion of sport licensed products and sport brand extensions in general.

2.4. Brands and Youth

During the last decade brand management to youth, as concrete target group, has become an important topic and in this thesis the emphasis will be on young consumers as well. Youth as an important and separate target group has been addressed for example by the Association of European Trade Mark Owners (MARQUES), who dedicated on brands and young people and focused during their annual conference (2007)¹¹ on this topic. During the conference, it was stated that brands are vital part of young people identity and sense of belonging, and often provide reassurance at an age when many people feel troubled and threatened. Brands were even considered to be a “social language” as they help kids to communicate.

Certainly, youth are one of the target groups of marketers and there is even term “youth marketing”¹², which includes sub-target groups but more generally involves youth in the age range of 12 to 34. Further, based on the fragmented media landscape and young people's keen ability to identify and reject marketing messages that lack credibility, the

¹¹The Association of European Trade Mark Owners annual conference report. The exact website with information: <http://www.marques.org/newsletters/Downloads/Issue%20No092%20-%20Low.pdf> (viewed 20.12.2012)

¹²According to Wikipedia „Youth Marketing” is a term used in the marketing and advertising industry to describe activities to communicate with young people, typically in the age range of 12 to 34. More specifically, there are four different target groups within youth marketing: Tween Marketing, targeting people in the 8 to 12 year-old range, Teen Marketing, targeting people age 13 to 19, College Marketing, targeting college-age consumers, typically ages 18 to 23, Young Adult Marketing, targeting young professionals, typically ages 22 and above. The exact website with information: http://en.wikipedia.org/wiki/Youth_marketing (viewed 23.12.2012)

youth market is considered as a difficult group to connect with and sell to. Still, by communicating a brand message in an appropriate voice and tone, many brands market to youth by offering relevant products and services. Successful brands marketing to youth have a foundation in or association with key interests and drivers among youth: music, sports, fashion, video gaming and technology, among others. Youth marketing strategies usually include television advertising, magazine advertising and online marketing. Nowadays youth expect to be able to learn about, interact and be entertained with brands or services targeting them online. Other typical youth marketing tactics include entertainment marketing, music marketing, sports marketing, event marketing, viral marketing, school and college programs, product sampling and influencer marketing.¹³ Further, advertisers often use marketing techniques to which children and adolescents are more susceptible, like product placements in movies and TV shows, tie-ins between movies and fast food restaurants, tie-ins between TV shows and toy action figures or other products, kids clubs that are linked to popular shows, and celebrity endorsements.¹⁴

Advertising has changed tremendously in the past few decades as it has increasingly turned to younger audiences, such as using the Internet to reach children in subtle ways like through the games they play. Dittmann (2004)¹⁵ appoints to facts that after just one exposure to a commercial, children can recall the ad's content and have a desire for a product; also children tend to accept ads as fair, accurate, balanced and truthful and without adult interpretation it can cause concerns. All the more, children tend to consume media more often on their own, using the Internet and watching televisions in their bedrooms, where no one is present to explain what they are viewing or reading. More, American Academy of Pediatrics (2006)¹⁶ warns about digital TV that has the ability to lure children away from regular programming, encouraging them to spend a long time in an environment that lacks clear separation between content and advertising. Moreover, interactive technology provides the opportunity for advertisers to collect a lot

¹³According to Wikipedia about „Youth Marketing”. The exact website with information:http://en.wikipedia.org/wiki/Youth_marketing (viewed 23.12.2012)

¹⁴Article by American Academy of Pediatrics (2006) „Children, Adolescents and Advestising”. The exact webiste with information: <http://pediatrics.aappublications.org/content/118/6/2563.full#sec-8> (viewed 26.12.2012)

¹⁵Article by Dittmann (2004) „Protecting children from advertising”. The exact website with information: <http://www.apa.org/monitor/jun04/protecting.aspx> (viewed 21.12.2012)

¹⁶Article by American Academy of Pediatrics (2006) „Children, Adolescents and Advestising”. The exact webiste with information: <http://pediatrics.aappublications.org/content/118/6/2563.full#sec-8> (viewed 26.12.2012)

of information about children's viewing habits and preferences, and target them on the basis of that information.

Brands' high impact on young people is supported by studies reporting that brands affect youth's identity and socialization (Roper & Shah 2007)¹⁷, gender and body image (American Psychological Association 2004)¹⁸, and eating habits (Robinson, Borzekowski, Matheson & Kraemer 2007)¹⁹. Roper & Shah (2007) concluded that brands can be the cause of social division amongst children resulting in the formation of "in" groups and "out" groups. Whereat, children who do not own the right brands may be discriminated against and experience social impacts like for instance being teased, bullied, having low self esteem and being socially excluded. According to the publication „Monitor on Psychology” by American Psychological Association (2004) men often encounter pressure to look and behave in hyper-masculine ways that influence identity, whereat teen-age girls bear a particularly high burden of intense advertising. Constant exposure to commercials promising the world--beauty, popularity, peace-of-mind, self-confidence, great relationships--turns many young girls into insatiable consumers. Robinson et al. (2007) stated that branding of foods and beverages influences young children's taste perceptions. The findings are consistent with recommendations to regulate marketing to young children and also suggest that branding may be a useful strategy for improving young children's eating behaviours.

Moreover, it has been pointed out that many teens are feeling the pressure and have trouble distinguishing between what they truly like and what marketers have told them to like; though, many teens believe that they are impervious to marketing manipulation (American Psychological Association, 2004). Nevertheless, it has been suggested to limit total non-educational screen time to no more than 2 hours per day, and through that limit exposure to advertising of all kinds. Furthermore, it has been suggested to educate children and teenagers about the effects of advertising whereat teaching youth

¹⁷Article by Roper & Shah (2007) „Vulnerable consumers: the social impact of branding on children”. The exact website with information:

<http://www.emeraldinsight.com/journals.htm?articleid=1634399&show=pdf> (viewed 20.12.2012)

¹⁸Article by American Psychological Association (2004) “Driving teen egos--and buying--through 'branding'”. The exact website with information: <http://www.apa.org/monitor/jun04/driving.aspx> (viewed 20.12.2012)

¹⁹Article by Robinson et al. (2007) „aEffects of Fast Food Branding on Young Children's Taste Preferences”. The exact website with information:

<http://archpedi.jamanetwork.com/article.aspx?articleid=570933> (viewed 20.12.2012)

to be critical viewers of media in all of its forms, including advertising (American Academy of Pediatrics 2006)²⁰.

According to Couchman (2012)²¹, brands that want to connect with teens need to provide one of the three core benefits of following:

- The concept “low”: those that youth can buy or get for free, for instance something that their parents will buy or can be downloaded for free.
- The concept “friend”: those that help youth do what makes them happy, technology brands that help them connect for example.
- The concept “fast”: those that allow youth to change or explore new areas, meaning fast fashion brands that allow them to experiment with a new look are essential.

Ultimately, today’s teens judge brands differently from previous generations, as they are more marketing savvy, they know about brands, segments and distribution and move with ease and knowledge through options and products. Further, youth today are uncommitted and will constantly search for new things and better terms and conditions; they have high expectations and demand, and will favour quality and differentiation where it is affordable; they want to be in control of the marketing conversation via their networks and their ability to discover advertising and brand intentions. In general, youth today are eager to search about brands before making a decision and they will not have anything forced on them.

2.5. The meaning and roots of Olympism and Olympic Education

One of the fathers of Olympics, Baron Pierre de Coubertin, has put into words the conception of Olympism as follows (2000a, 548):

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

²⁰Article by American Academy of Pediatrics (2006) „Children, Adolescents and Advertising”. The exact website with information: <http://pediatrics.aappublications.org/content/118/6/2563.full#sec-8> (viewed 26.12.2012)

²¹Article by Couchman(2012)“Understanding today’s teens”. The exact website with information: <http://www.brandrepublic.com/research/1140302/Understanding-todays-teens/> (viewed 26.12.2012)

Now, many years later, the meaning of Olympism is phrased in the Olympic Charter (2007, 11) like this:

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

The roots of Olympism are in antiquity. Already, ancient Greek philosophers believed in harmonious development of body, that a strong and healthy man needs to practice moral and spiritual virtues (United States Olympic Committee (USOC) 2001, 1-2). Whereby, in sacred sites such as Epidauros, Delphi and Olympia, there were stadiums and gymnasiums right next to temples and other facilities to serve the contestants' spiritual needs for pure thoughts and visualization. The same concept of the harmonious development of man was echoed at the second century AD by the Roman poet Juvenal – "*A healthy mind in a healthy body.*"

The rebirth of Olympism happened at the same era as the revival of Olympic Games. Frenchman, Pierre de Coubertin was convinced that France's humiliating defeat in the Franco-Prussian War of 1870-1871, was a result of poor physical condition of his fellow Frenchmen. After some comparison with other countries like England and Germany, Coubertin was sure that the flaw and the reason of defeat were in educational system of France. Therefore, Coubertin visited schools in England and met Dr. William Penny Brookes who introduced him with the annual sports festivals and the educational system there. Throughout that Coubertin got fascinated by the idea of Olympics and its revival; and a general need for physical education (at least in France) and the possible advantages of restoring the Olympic Games as an international event for promoting world peace lead to the rebirth of the Olympics and Olympism (USOC 2001, 23-25), and through that to the beginning of Olympic Education (Naul 2008, 24).

However, in Coubertin's opinion, in early years of modern Olympic Games there were some misunderstandings in the Olympic Movement and its aims widely. The founder of modern Olympic Games revealed his aims with Olympics in his Olympic letter in 1918:

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

The foundation of International Olympic Academy (IOA) in 1961 in Olympia was a result of Pierre de Coubertin’s and Ioannis Chrysafis’ idea of educational centre of Olympism, which was carried on after their death by Ioannis Ketseas and Carl Diem. Since then there has been various educational and training seminars in Olympia for various target groups annually or at other regular intervals (Georgiadis 2007, 23-26). The latest and foremost is the Master Program of Olympic Studies.²²

There are several steps that IOC has taken to empower Olympism and promote Olympic Education. According to Naul (2008, 30-32), the foundation of IOA was the first step of the International Olympic Committee (IOC) for the promotion of Olympic Education. The second step by IOC was the official promotion of Olympic Youth Camps to coincide with the Olympic Games, and it became regular occurrence since 1964, the Olympic Games in Tokyo. The third step to promote Olympic Education was IOC’s enact in 1983 that each National Olympic Committee should have National Olympic Academy (NOA) to promote Olympic Education. Currently there are over 140 NOAs all over the world. The fourth step in promoting the Olympic Education by IOC was the anniversary congress in Paris in 1994. Since then the cities applying to host the Olympics are assisted to have educational activities as part of the culture programs in their bid books according to the manual published by the IOC. The fifth and latest step of IOC for the promotion of Olympic education is the Youth Olympic Games (YOG) which was held for the first time in Singapore in 2010. The second in general, but first Winter YOG took place in Innsbruck in 2012.²³

Olympism and Olympic Education are strongly intervened and support each other fully. Example, Bronikowski (2005, 29) has pointed out that Olympism has to be considered

²²The exact website with information: http://www.ioa.org.gr/topic/master's_degree_p%5Eg_studies (viewed 1.08.2012)

²³The exact website with information: http://www.olympic.org/content/yog_/ (viewed 1.08.2012)

on two equally important levels as 1) it contains values and ideals recognized and accepted over centuries; and 2) it's values are widely accepted, which makes it a great starting point for global education based on the Olympic ideals.

Idea that Olympism and Olympic Education go hand-in-hand has been supported also by Olympism and Olympic Education expert, Norbert Müller. In his article "Can Olympism survive?" (1998a, 35-37) Müller emphasizes the importance to talk more often about the future of Olympism and to set the Olympic Education as a foundation for that. Additionally, Müller points out that Olympism dynamically changes with the generations, example involving nowadays tasks like protection of environment, equality of sexes in sport and recognition of handicapped sportswomen and sportsmen with their own Olympics and ideals.

Further, it must be said that the term "Olympic Education" appeared first in sports education and Olympic research only in the 1970s mentioned by Norbert Müller, and that Pierre de Coubertin himself did not use that term, but referred initially to "sporting education" which was the title of his book in French published in 1922, "Pédagogie sportive" (Müller 2000, 4).

2.6. Examples and thoughts of Olympic Education in the world

An expert on Olympic Education, German Norbert Müller has pointed that Olympic Education particularly at primary and intermediate level may cover practically all teaching courses – physical education, plastic arts, music, mother language and religion. However, later at secondary level the program can be extended to sociology, mathematics and foreign languages. According to Müller Olympic themes can be handled as part of different course material or even made as an objective of a special teaching project, encompassing several curriculum areas. Further, as Müller (1998b, 57-58) has said:

“When school students organize, within the context of sports lessons, an Olympic pentathlon, when the Olympic rings are chosen as the theme for the arts course, when they study the history of the Olympic Games during a practical knowledge course or wonder why the events of the Winter Olympics are broadcast at this or that particular hour, when during the German or religion

courses they consider the concept of fair play and invent their own slogans to encourage fair play, when they organize a sports event or a festive program for the whole of the school community, then the school has fulfilled its mission. It becomes a field of multiple experiences, based on learning, common daily life and activity.”

In generally, Olympic topic can be related to all subjects and the best way to spread the Olympic Education is to use cross-curriculum approach. This suggestion is also supported by Rychtecky and Dovalil (2007, 159-160), as they point out that values like fair play, the mastering of tolerance, ethics in competitions (victory and loss), anti-doping education and prevention etc., should be address besides physical education classes also in philosophy, languages, history, geography, social and humanitarian sciences.

Müller (2000) has also pointed out that Olympic Games and Olympic athletes should be used for educational purposes as much as possible as at the time of Olympics the utmost spirit of friendship can be seen when people of all nations come together, some as competitors and others as spectators. At the same time, through the media, the Olympic family at the venue of the Games becomes the symbol of the Olympic concept of universalism. And all the great achievements of the participants symbolize the striving and achievement of all humanity and if this symbol is all associated with fair play and mutual respect, the athletes set an example of successful coexistence between people in critical situations. Additionally the ceremonial character of the Games gives their achievements particular significance. This is the context of the Olympic Games that must be considered and put to educational use. Nevertheless, it has been pointed out that by delivering Olympic education

“Teachers should reflect upon the ways they contribute to the distortion, dilution and re-construction of Olympic history and knowledge. Irrespective of their intentions, given the significance of teachers in young children’s lives they play a conspicuous role in contributing to the preservation, promotion and commercial gain of the Olympic enterprise. The challenge is not to discourage such efforts, but to build upon overall understanding by adopting critical perspectives addressing all Olympic and Olympism issues rather than just those that focus on the positive aspects of the Olympic movement” (Kohe 2010, 491).

Further, there are many countries where there is existing Olympic Education toolkit or any other guidebook as such. For example Australian Olympic Education Kit (Australian Olympic Committee 1996) for preparing for Sydney Games 2000 was focusing on three learning areas like history, English and health and physical education. The toolkit contains information and tips for teachers and suggests different case study topics for students in different age. Besides, each topic has quite clear guidelines for teacher to fit into one lesson timeframe. However, British Olympic Association's Olympic Education Pack is more open-ended. The information provided in it is focused on cross-curricular Olympic activities and leaves the level of participation mostly up to school and teachers by providing the school family with tips how to organize Olympic Day in schools, some issues for discussion (like commercialization etc.) and background information about ancient Olympic Games, modern Olympic Movement, the Olympic Family, British Olympic Movement and future Olympic Games.²⁴

Internet offers a wide range of opportunities for studies and it is very popular among young people and without a doubt it is considered to be new instrument for Olympic Education. The websites of Organizing Committees of the Olympic Games containing games and general educational materials of Olympism and Olympics have been very popular. The website of International Olympic Committee has been improved constantly all the time, and for educational materials cooperation with Olympic Museum has been done. Additionally, more and more National Olympic Committees (NOC) over the world has websites which offers a better chance to share information to locals (Moragas Spa 2001, 6-12). Here, for example previously mentioned British Olympic Association has additionally to their Olympic Education Pack a wide range of information about Olympism and Olympics, other educational materials, programs and projects available on their website²⁵ for both – educators and students.

There is also an international, new and contemporary “Teaching Values: An Olympic Education Toolkit” composed by Deanna Binder's as a project of the International Olympic Committee. The toolkit is designed for learners from age 8 to 18 years, so the activities vary accordingly. Additionally, the educational methods of the toolkit relay on the following principles of learning: learning is an active and not a passive activity; people learn in different ways; and learning is both an individual and a cooperative

²⁴The exact website with information:

<http://www.olympics.org.uk/documents/downloads/educationpack.pdf> (viewed 6.01.2010)

²⁵The exact website with information: <http://www.olympics.org.uk/education.aspx> (viewed 6.01.2010)

activity. So, the toolkit includes background information and promotes the educational values of Olympism through different learning activities like: writing, listening, reading and creating activities; topics to discuss or debate about; also physical activity like sport or dance. Some of the activities are meant to be done independently and some in groups in order to learn and practice cooperation (Binder 2007, 10). Author of this paper finds “Teaching Values: An Olympic Education Toolkit” to be a great, well structured and interesting guide for educators and students.

Ultimately, a Greek study (Kellis, Goudas, Verdanakis, Digelidi & Kioumourtzoulou 2007) have stated that Olympic Education programs should be part of educational system in general; and have proposed to either integrate Olympic Education within the subject of physical education and parallel increase the hours allocated to physical education; or integrate Olympic Education within primary education and extend the hours of school.

Additionally, another Greek study (Grammatikopoulos, Hassandra, Koustelios & Theodorakis 2005) found that in order to improve the Olympic Education program’s implementation and ensure its effectiveness, the school principals should be well informed about the Olympic Education program activities. Moreover, it has been stated that in order to fully implement Olympic Education program, proper sports equipment and also sports fields are needed.

2.7. Olympic Education in Estonia

The first president of the Estonian Olympic Academy, Atko Viru, has declared that “Olympism supplies moral ideals which have to be acquired and be rooted in everyday life with the aim to ensure the future of the nation” (Viru A. 1994, 21). This vision was expressed in the early years of re-independent Republic of Estonia and recently established EOA, and probably has contributed with many activities and fast development of Olympic Education in Estonia ever since.

2.7.1. Programs and activities of the Estonian Olympic Academy

Estonian Olympic Academy (EOA) was founded in 1989 and acknowledged by the International Olympic Committee in 1991. Since the end of 2009 EOA functions as the non-governmental organization and is an independent member of NOC.

The Estonian Olympic Academy looks at sport from the principles of Olympism mainly as a cultural phenomenon in a common historic process – sport is blended with arts and culture.

The activities of the EOA are based on science. Thus, its main tasks are mediation of scientific information about Olympism, preparation of Olympic athletes from Estonia to go abroad and from abroad to Estonia, and later analysis of the preparation and performance of national athletes.²⁶ For that reasons there are at least in every Olympic year a conference with Olympians and their trainers to analyze the preparation and representation of Estonian athletes. The first conference was held in 1992 after Albertville Winter Olympic Games. Since then there has been a conference on every Olympic year and additional conference in 2001 about the background of Erki Nool's Olympic victory in Sydney Olympics 2000. Further, the last two conferences have been recorded and therefore the EOA can also spread the information (Viru M. 2009, 18-19). The mission of the Estonian Olympic Academy is to promote the Olympic movement in Estonia mainly through dissemination of the general humanistic ideas of Olympism and completion of different Olympic Education projects. The programs and activities of the Estonian Olympic Academy are School Olympics, Youth sport and Fair Play contest, EOA Young Participants Session, different publications,²⁷ and EOA's educational webpage with information about the Olympics and Olympic Education and the programs for that by EOA (see www.olympiaharidus.eu).

According to Remmelkoor and Ööpik (2004, 45-55), the most popular and widespread Olympic Education project of EOA is School Olympic Games. The first School Olympics, which were also recognized by EOA, were held in Patküla Elementary School in 1996. After that there were several School Olympics in different schools and also in kindergarten. But in 2004 the first official contest organized by EOA was announced. The principles of the School Olympic Games were established according to

²⁶The exact website with information: <http://www.olympiaharidus.eu/index.php?page=59&> (viewed 1.08.2012)

²⁷The exact website with information: <http://www.olympiaharidus.eu> (viewed 1.08.2012)

the Olympic Charter. The School Olympics must contain opening, award and closing ceremonies, use the Olympic anthem, Olympic fire and Olympic oath, naturally consider the principles of fair play, and have a quality of the culture and arts program to be recognized as School Olympics by EOA. The aim of School Olympic Games is to introduce sport to children with different interests and hobbies. The Games are meant to be multi-purpose event, not just an ordinary sports day. The School Olympic Games are meant to be educational sports party, blended with arts and culture. In generally, School Olympics recognized by EOA consist of two parts: an Olympic Education week and a school festival. Originally School Olympic Games are short-term projects. Still, there is a tendency that these projects are being prolonged by organisers on their own initiative as for instance project “School Olympic Games” in Tartu Art Gymnasium lasted during the whole academic year instead of just couple of weeks (Israel 2009, 25-26).

The number of School Olympic Games which are financially supported by EOA is smaller than the number of School Olympics awarded the certificate by the EOA; all in all currently there has been 228 School Olympics all over Estonia, some of them even as a combined event of different schools in some region.²⁸ According to project leader’s survey (Remmelkoor 2009, 17-18), during the first six years of the project 358 schools and kindergartens from all over Estonia have been included, and through that about 50 000 children have experienced the School Olympics.

Further, as a very honourable fact, Estonian School Olympic Games project is chosen to IOC’s Olympic Values Educational Program (OVEP) Initiative, which is a list of top 20 Olympic Education projects in the world.²⁹ Also, it has been pointed out by a local educator (Haller 2009, 23-24), that the important role of the School Olympic Games in Estonian society contains in its great mean to teach children the basic values in life. Another activity of Estonian Olympic Academy is the Youth Sport and Fair Play contest, where everyone can name anyone who has showed “fair-play” in his or her behaviour for that title. It is not only for competing athletes, but also for school children, coaches, officials and other people involved in sports in whatever level of sport. There are two rewards – a medal with a contest logo and a T-shirt with the logo. The rewards merited for someone, who has honoured the principles of fair play and

²⁸The exact website with information: <http://www.olympiaharidus.eu/index.php?page=148&> (viewed 1.08.2012)

²⁹The exact website with information: <http://www.olympic.org/estonia-school-olympic-games>: an overview of Estonian School Olympic Games program, including practical advices and useful links. (viewed 1.08.2012)

shown respectful behaviour towards the opponent. The rewards are given out once a year and mainly directed to children and youth, though no adult is excluded. In case of many good fair play cases, EOA acknowledges them all.³⁰

Following the example of IOA, Estonian Olympic Academy launched its Young Participants Session on 2011 for the first time. As the event turned out to be a success, EOA organized the Session again on 2012 and plans to keep this tradition alive. EOA Young Participants Session is for youth all over Estonia at age 15 to 19 years. During the Session youth learn about the Olympic Movement and other topics related, take part of discussion groups and experience the Olympic spirit through different activities and meeting with national Olympian athlete. The aim of the Session is to educate youth about Olympism and Olympic Movement and spread the Olympic spirit through that.³¹

Besides programs, one of the activities of the Estonian Olympic Academy is publications. There are several publications in Estonian like “Olympic Guidebook” Unit I, II, III and IV, also “Handbook of the School Olympic Games”, handbook “Let’s Have Our Own School Olympics”, “Olympic Dream”, booklet of School Olympic Games, and Workbook of Physical Education, whereat some of them can be downloaded from EOA’s website. There are also pop-up (mobile) exhibitions in co-operation with the Estonian Sports Museum: “Olympia and the Games: Party inside us”, “Our sports heroes – glory of Estonia”, “Fair Play” and “Is faith enough?: Fair play in sports in Estonia”, whereat some exhibitions are bilingual- in Estonian and in Russian. There is also educational video “School Olympic Games” and this is in Estonian, in Russian and also in English. The only publication in English by EOA is “Acta Academiae Olympiquae Estoniae”,³² which is the most academic but currently on pause.

Additionally, Estonian Olympic Academy has its educational website about the Olympic Education and the programs for that by the EOA: <http://www.olympiaharidus.eu>. The website is in Estonian and partially also available in English and Russian.

³⁰The exact website with information: <http://www.olympiaharidus.eu/index.php?page=178&> (viewed 1.08.2012)

³¹The exact website with information: <http://www.olympiaharidus.eu/index.php?page=212&> (viewed 1.08.2012)

³²The exact website with information: <http://www.olympiaharidus.eu/index.php?page=118&>: publications, exhibitions and other educational materials by EOA (viewed 1.08.2012).

2.7.2. Olympic values as a part of the Estonian national curriculum in school and in sport clubs

Olympic values are part of Estonian national curriculum and even though the national curriculum has just been renewed, Olympics and Olympic values was a part of last curriculum more or less in same extent.³³

Olympics as a topic belongs to national history curriculum in second stage of elementary school, year four to six. Since Olympics started in antiquity, it is attached to ancient Greece history and thereby the Olympic Games are also introduced.³⁴

As part of physical education, Olympic values convergence mainly under the topic “fair play” which is part of national curriculum basically in all levels of school in Estonia. Students are also expected to know and show interest about major sport events in Estonia and in the world, and thus the Olympic Games have certainly an essential meaning. In first stage of elementary school (year 1 to 3) the national curriculum contains principles of fair play and acquires knowledge of sports and athletes on national level. In second stage of elementary school (year 4 to 6) students are ought to learn the principles of fair play and know different athletes and sports competitions in Estonia and abroad, and thereby acquire the knowledge of ancient Olympic Games. Further, in third stage of elementary school (year 7 to 9) in addition to the preceding matters students are ought to acquire the knowledge of modern Olympic Games and know the achievements of Estonian athletes there.³⁵ In gymnasium, according to national curriculum, students are acquired to know the history and background of different sports and sport competitions, including ancient and modern Olympic Games, and athletes from Estonia and abroad. Respect for the others, rules and referee are part of national curriculum even in gymnasium.³⁶

Olympic Education as part of national curriculum has been supported by the Estonian Olympic Academy. For example some materials used in physical education lessons like

³³ According to the state gazette of the Republic of Estonia. The renewed national curriculum has been accepted on 6th of January, 2011. The last one was made on 2002. The exact website with information: <https://www.riigiteataja.ee/akt/114012011001> (viewed 1.08.2012)

³⁴ According to the state gazette of the Republic of Estonia. The exact website with information: https://www.riigiteataja.ee/aktilisa/1140/1201/1001/VV1_lisa5.pdf#: subject content of History in elementary school part in Estonia (viewed 1.08.2012).

³⁵ According to the state gazette of the Republic of Estonia. The exact website with information: https://www.riigiteataja.ee/aktilisa/1140/1201/1001/VV1_lisa8.pdf#: subject content of Physical Education in elementary school part in Estonia (viewed 1.08.2012).

³⁶ According to the state gazette of the Republic of Estonia. The exact website with information: https://www.riigiteataja.ee/aktilisa/1140/1201/1002/VV2_lisa7.pdf#: subject content of Physical Education in gymnasium part in Estonia (viewed 1.08.2012).

the Workbook for Physical Education is published by the EOA. Additionally, Olympic values, Olympic Movement, Olympism and the Games itself have been introduced to school students also through the EOA's projects like "School Olympic Games", and through the contest "Fair Play" since 1997 (Remmelkoor 2006, 222-228), lately also through organising the EOA Young Participants Session for school students.

In sport clubs, children are ought to learn the rules and regulations, techniques of different sports, know the local and global competitions and show the respect towards these matters and each other. However, the first Olympic Education program for sport federation was practiced in Estonia only in 2007. The wider practice of Olympic Education in sport clubs took place at 2009 as a pilot-project. The aim of the project was to show the educational opportunity regards with Olympic Education, and to put it into practice in sport clubs and also add it to coaches' curriculum of further training or qualification (Saar 2009, 15).

There is a new approach how to teach values and norms to youth in Estonian schools – value education, but so far it is practiced only in few schools (EOA's seminar, 2011).³⁷ However, some school directors have already found a link between this value education and Olympic Education, and therefore have started to use EOA's program School Olympic Games as an integral part of their school program.³⁸

2.7.3. Physical education teacher and youth sport coach training in Estonia with regards to Olympism and Olympic Education

Physical education teachers and youth sport coaches are trained with regards to Olympism and Olympic Education in two universities in Estonia – University of Tartu and Tallinn University. The principles of both universities are combined with Olympism and both universities are related to Olympic Education through its educational aims and people, who co-operate with organizations responsible for Olympic Education like the NOC and NOA.

In University of Tartu the Olympic Education is implemented in Centre for Ethics, Faculty of Exercise and Sport Sciences, and Faculty of Social Sciences and Education. Physical education teachers and youth sport coaches are mainly trained in the Faculty of

³⁷The exact website with information:

http://www.olympiaharidus.eu/index.php?article_id=250&page=30&action=article& (viewed 2.08.2012)

³⁸The exact website with information:

<http://www.olympiaharidus.eu/public/files/EOA%20olympiaharidusseminar/Katrin%20Kroosmann.pdf> (viewed 2.08.2012)

Exercise and Sport Sciences. The general aims of physical education and sport curriculum are strongly combined with philosophy of Olympism and Olympic values, like fair play. Accordingly some subjects that contain the aims of Olympic Education in the Faculty of Exercise and Sport Sciences – History of Sports, Didactics of Physical Education, and Sports and Society. Whereat, the last one is an optional subject to all the students of University of Tartu. Also, an important role of promotion of Olympic Education lies on the co-operation between the University of Tartu and Estonian Olympic Committee and thereby Estonian Olympic Academy, which started in 1998. Thus, the EOA is located in the building of Faculty of Exercise and Sport Sciences, and has an initial part in this co-operation by uniting the members of EOA, publicist of “Acta Academiae Olympicae Estoniae”, and also professors and students of different researches and projects (Kull & Pääsuke 2009).

The situation in Tallinn University is very much the same. Besides physical education curriculum, there are also recreation management, arts therapies and social work curriculums. And they all include values and ethics. Thus, physical education and recreation management curriculums include more specifically Olympism, Olympics and sports history.³⁹

To educate physical education teachers and coaches there are scientific conferences and seminars like the Olympic seminar, and also summer courses where teachers can share experiences and learn how to implement Olympic Education programs like School Olympic Games. Besides, there are conferences in co-operation between EOA and Estonian Sports Museum about Olympism and sport history. Further, students from physical education and sports department, sports administrators, and also physical education teachers in action have a chance to apply for International Olympic Academy’s sessions and seminars through EOA (Kull & Pääsuke 2009).

2.8. Youth and Olympic brand and Olympic Education

There are not many surveys about youth and Olympic brand and Olympic Education. Rezende (2008) appoints to the confusing and delicate situation where Olympic sponsors deliver different educational programmes under the name “Olympic

³⁹The exact website with information: <http://www.tlu.ee/?LangID=1&CatID=3103> (viewed 8.07.2010)

Education” though the aim and the content of those “educational initiatives” are not always so much about promoting the Olympic values rather than promoting the sponsoring companies through those programmes. And, whereat “Olympic Education” is in fact used as an excellent opportunity for sponsors to get closer to an important market share, which cannot be easily reached, as, for example, children advertising is highly regulated. In generally meaning that term “Olympic Education” can be used also in variety of way and for variety of reasons. For better regulation of these issues, Rezende (2008) suggested that the IOC should overlook the use of terms “Olympic Value Education” and “Olympic Education” especially by the sponsors but also other organisations within the Olympic Movement, and through a special commission check whether the educational programmes that the organisations within the Olympic Movement are currently taking place under the name of “Olympic Education” truly reflect the fundamental values of Olympism or if they just serve as marketing and promotional tools.

However, the IOC itself also uses educational projects to engage youth. For instance the Olympic Values Education Project is directed at young people and is aimed specifically at increasing awareness of Olympic values, though additionally it is also meant to improve the interest of young people in sport both as a means of improving and maintaining their health and learning life skills (Sithole, Binder & Gabet 2006, 133-143). Also, it has been found (Kabitsis, Harahousou, Arvaniti & Mountakis 2002) that Olympic Education program improved largely youths’ knowledge about the Olympic Games, positively affected the attitudes towards the benefits of exercise, increased the level of sportsmanship, and positively affected the attitudes towards fair play. At the same time it was found that the beneficial effect of the program’s implementation was stronger in girls than boys, and the level of education of the children’s parents was one of the most important factors determining their attitudes towards sportsmanship and fair play.

A study (Stevens 2011), investigating youths’ understanding of Olympic ideals and their perceptions on whether these ideals have importance within the practice of sport, has concluded several important facts interesting to current study. It has been found (Stevens 2011, 97-110) that the majority of youth do not have an understanding of Olympism or the Olympic ideals; however it is suggested that youth are familiar with the Olympic Games and place importance upon the performance and „spectacle“ of the

Games. Also, the findings suggest that youth gain their understanding of the Olympic Ideals through informal pedagogical sites such as media. Though, youth are influenced by peers, family and school, the learning is not in specific connection with Olympism or the Olympic ideals, rather general human values or the Olympic Games. Similar findings were reported also by Rychtecky & Dovalil (2007) as according to their study students identified media as the main source of information about Olympism, followed by family and school. Moreover, according to Stevens' study (2011, 142) youth value the educative function of sport and the Olympic Ideals. Further, the Olympic Ideals that are familiar to youth are considered more important and are easier to learn. For example, the Olympic Ideals education, fair play practices, fun enjoyment and friendship, respect and non-discrimination are seen as more important than peace and international understanding. Youth value learning through sport, and can articulate personal examples of how sport can teach valuable lessons. Ultimately, youth's perceptions suggest that Olympism is valuable and important through sport.

It has been found (Bronikowski 2005, 30-32) that the most effective period for introducing programmes enhancing moral development (e.g. fair play or Olympic education) is during early school years. The older the students grow, the more difficult it becomes to change their attitudes and thinking, therefore in older classes these programmes need to be prepared and introduced by highly skilful teachers, possessing simultaneously the pedagogical and sporting education. However, the same study brings out the main sources of information and thus confirms Stevens' (2011) finding that media plays the major role in educating children.

2.9. Summary of literature review

According to current literature review there are not many surveys about youth and Olympic brand and Olympic Education, which is probably because these topics together need to be addressed carefully as referred by Rezende (2008).

Brands tend to have a strong impact on youth's behaviour and attitudes (Dittmann 2004; Roper & Shah 2007; American Psychological Association 2004; Robinson et al. 2007) as for instance they impact youth's identity and socialisation, gender and body image, eating habits, and even have been considered to be a "social language" between youth

(MARQUES 2007). Furthermore, marketers develop all kinds of strategies to engage young generation even more such as using tie-ins between TV-shows and products, or celebrity endorsements (American Academy of Pediatrics 2006). Whereby, media has the major role in all this, as youth tend to consume media more often on their own and privately, where no one is present to explain what they are viewing or reading (Dittmann 2004). Further, interactive technology provides the opportunity for advertisers to collect a lot of information about children's viewing habits and preferences, and target them on the basis of that information (American Academy of Pediatrics 2006).

Furthermore, the aims of this study are to investigate among Estonian young people what are their attitudes and perceptions regarding the Olympic brand; and whether Olympic Education affects youth opinion about the Olympic brand and Olympic Movement in general. Therefore, the overview of the Olympic Education in Estonia is presented in all levels of educational system. More emphasize has been put to Estonian Olympic Education project "School Olympic Games" as this is the bases for differentiating the study groups later on in the research.

As stated in literature review, different studies have got different results regarding whether Olympic Education programs have significant affect to youth or not. Kabitsis et al. (2002) reported that Olympic Education program has a positive impact to youth in considerably different ways such as improved largely youths' knowledge about the Olympic Games, positively affected the attitudes towards the benefits of exercise, increased the level of sportsmanship, and positively affected the attitudes towards fair play. However, according to Stevens (2011) there is not that much difference, though another important detail appears - the findings suggest that youth gain their understanding of the Olympic Ideals through informal pedagogical sites such as media. And though, youth are influenced by peers, family and school, the learning is not in specific connection with Olympism or the Olympic ideals but rather general human values or the Olympic Games. Additionally, research results by Bronikowski (2005), and Rychtecky & Dovalil (2007) confirm Stevens' (2011) findings that media plays the major role in educating children.

Literature review presented in current study reveals that there is a need for research to gain insight how youth see the Olympic brand, and to examine whether there is a difference in if they are educated in that field by the special program or not.

CHAPTER THREE: THESIS OBJECTIVES

3.1. Aim of thesis

This study will investigate how young people of Estonia perceive the Olympic Games and the Olympic Brand; is there any relation between the Olympic Education and the Olympic Brand, and what the future challenges in this field are.

3.2. Research questions

1. What are Estonian youths' attitudes and perceptions regarding the Olympic brand?

1. What Estonian youth know about many aspects of the Olympic Movement and the Olympic Games including the following:
 - 1.1. Traditional Olympic ideals and values.
 - 1.2. The organization of the Olympic Movement.
 - 1.3. Television.
 - 1.4. The symbols.
 - 1.5. The sponsors and fight against doping.
2. What are Estonian youths' attitudes towards sport in general and specifically the Olympic sport?
3. What are Estonian youths' ethical attitudes, both in general and specific to sport and how youth understand these cases?
4. What are Estonian youths' perceptions regarding watching the Olympic Games from television and between leisure time activities?
5. What is more of Estonian youths' interest: the Olympic Games or other major sport events?⁴⁰
6. What are Estonian youths' perceptions regarding the Olympic brand?

2. Is there any relation between the Olympic Education and the Olympic Brand?

⁴⁰Major events are usually defined as short-term events of fixed duration that has high profile and sustainable and measurable economic outcome (Hiller 1998, 47-48). The same definition is valid for major sport events.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1. Research design

The current study is exploratory in nature, using mixed methods as it is combining the qualitative and quantitative research designs. As Creswell and Plano Clark (2006, 5) have concluded, mixed methods research design captures philosophical assumptions and methods of inquiry. Further, “it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.” Both, qualitative and quantitative, research approaches are suggested for sport pedagogy to provide insight into determining behavioural and attitudinal changes as a result of pedagogical or curricular intervention (Dinold & Kolb, see Borms ed. 2008, 353); but also for sport management studies to better understand consumers buying patterns and behaviours (Gray et al., see Borms ed. 2008, 299). Current study combines these two fields of research areas. Therefore, the mixed method was chosen because this research area especially has not been studied previously much, thus needs better understanding by different stakeholders.

Further, the embedded dataset of mixed method (see Figure 2) was used, whereat data from qualitative research provides supportive role to quantitative dataset (Creswell & Plano Clark 2006, 7).

For current research, qualitative data was collected using interviews and quantitative data was collected using questionnaires.

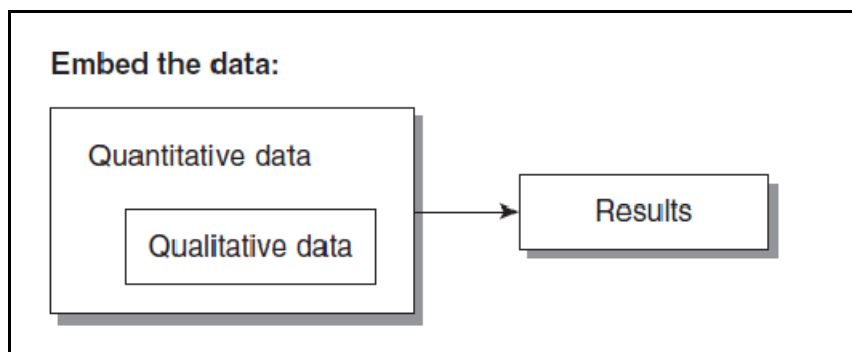


Figure 2. One way of mixing the qualitative and quantitative data (Creswell & Plano Clark 2006, 7)

4.2. Participants' sampling, permission and access

Stratified random sampling was used both for qualitative and quantitative research. Stratified random sampling was chosen because this divides the aimed population on the basis of one or more characteristics in part populations (also called layers), and whereat each type of characteristics or combination of characteristics resulting in a part population and doing a random sampling out of each layer (Holzweg & Haag, see Haag ed. 2004, 207). The aimed population was youth at age 12-19 from different parts of Estonia: north, south, east and west. It is important to note that some of the youth who participated in this study have been taking part in local Olympic Education project while some have not. This was considered to be the characteristic to divide the population. More detailed information about the quantitative and qualitative research sample will be presented with the results from both studies.

To gather the participants, five different schools in four different regions of Estonia were approached. Researcher contacted schools in person and sent request letters with description of the study (see appendix A) to Head Masters of the schools, where on response all Head Masters gave their permission to conduct the research in their schools.

Students were accessed during the school hours, mainly during the physical education or class teacher lessons, though for interviews after school hours. Further, written questionnaires were carried out in classrooms, and interviews were mainly carried out in school libraries or other more quiet areas of school house to provide a secure and more relaxed environment and also because of tape recording.

4.3. Research setting and data collection

Data collection was done in five different schools in different parts of Estonia whereat some schools have implemented the national Olympic Education project "School Olympic Games" and some have not (see Table 1).

Table 1. The division of regions, schools and implementation of Olympic Education (OE) project versus no implementation of Olympic Education project in these schools.

Region	School	OE vs. non-OE
North	Tallinn French Lyceum	OE
South	Tartu Kivilinna Gymnasium	non-OE
South	Tartu Art Gymnasium	OE
East	Jõgeva Gymnasium	OE
West	Kärdla Gymnasium	non-OE

Qualitative data was collected using interviews while quantitative data was collected using questionnaires. The interview guide and the questionnaires used were composed by researchers from the University of Ottawa. Following permission, the questionnaires and interview guide were translated from English to Estonian by professionals, teachers of Tartu International School in Estonia. Translation was tested on students of Tartu International School and Athletics Association Tartu Kalev.

The data, both qualitative and quantitative, was collected during two months period in November and December 2011 - just before the 1st Winter Youth Olympic Games in Innsbruck, almost two years after the Vancouver Winter Olympics 2010 and less than a year before the London Summer Olympics 2012.

As part of current research participants were asked to assess subjectively some characteristics of the Olympic Games, but also their interest in different sport events using a Likert scale. Further, two different versions of Likert scales were used: from 0 to 7 to assess interest in sport in generally and from 0 to 10 to assess the characteristics and interest in different sport events. The questionnaire and interview guide are presented in appendix B and C respectively.

Further, following Perrien et al. (as cited in Seguin 2008) to enlarge the validity of the research, the information was gathered using many sources, the number of cases was studied and the comparison was made between the cases.

4.3.1. Study 1 - Qualitative research

For the qualitative research the interviews were carried out on 11 adolescents. The data was collected using one-on-one semi-structured interviews conducted by researcher. The questions in the schedule (appendix C) were formulated to encourage discussion.

Interviewees were asked about their background information; evaluate their interest in physical activity on scale 0 to 7 (‘0’ – no interest and ‘7’ - very interested); give their preferences between watching the Olympic Games in TV and some other activity; and evaluate their interest in different sport competitions on a scale 0 to 10 (‘0’ - no interest and ‘10’ - very interested). Also, on the same scale (‘0’ - no interest and ‘10’ - very interested) youth were asked to evaluate the association of different keywords to Olympic Games in their opinion as well as to evaluate the importance of different keywords to Olympic Games in their opinion. Additionally, interviews consisted of the following sections: general questions on Olympics; the Olympic Games, ideals, values and symbols; television coverage of the Olympic Games; other mediums used to follow the Olympics; organization of the Olympic movement; Olympic sponsors and commercialization; Olympic sports (sports that are perceived as the most and least interesting); ethical matters and the Olympic Games; general interest in the Olympics; and in the end youths’ recommendations for Olympics and Youth Olympic Games. All interviews were carried out after school lessons in school libraries or other more quiet areas of school house, and each interview took about 60 to 90 minutes. Also, all interviews were done by researcher in person. All interviews were tape recorded and subsequently transcribed.

To maintain credibility and integrity of the study, the researcher followed Glense’s suggestions (as cited in Stevens 2011) and avoided leading questions, which could give the interviewee ideas or hints about how to answer or what was expected as an appropriate answer.

4.3.2. Study 2 - Quantitative research

For quantitative research the questionnaires were carried out on 426 adolescents. A total of 397 valid responses were collected during the study. The data was collected using written questionnaires (appendix B) where youth were asked to fill in the form about their background information; evaluate their interest in physical activity on Likert scale 0 to 7 (‘0’ – no interest and ‘7’ - very interested); mark their preferences between watching the Olympic Games in TV and some other activity; and evaluate their interest in different sport competitions on a scale 0 to 10 (‘0’ - no interest and ‘10’ - very interested). Also, on the same scale (‘0’ - no interest and ‘10’ - very interested) youth were asked to evaluate the association of different keywords to Olympic Games in their

opinion as well as to evaluate the importance of different keywords to Olympic Games in their opinion. Additionally, youth were asked to answer five open-ended questions to find out their attitudes, motives, opinions and behaviour regarding the Olympic Games and Youth Olympic Games.

All questionnaires were filled in during the school hours and in classrooms, whereat it took about 25 to 30 minutes. The researcher was present at four schools out of five during the time the questionnaires were filled in, thus in case of any misunderstanding the participants of the study were able to ask for clarifications regarding what they were asked to do. In one school, the questionnaires were carried out by physical education teacher.

4.4. Data analyses

The data from questionnaires was entered to Statistical Package for Social Science (SPSS) program; the data from the five open-ended questions were reviewed and content-analyzed in order to identify themes within which responses could be categorized and also entered to the program. Themes were inspired by the data.

The quantitative data gathered was analysed in SPSS programme by using the following tests as suggested by Kluka and Grambling (Haag ed. 2004, 299-313):

- One-way ANOVA to compare two different samples: youth who have received the Olympic Education (OE) and youth who have not received the Olympic Education (non-OE) through a national project. Regarding participants' association of different characteristics with the Olympic Games, exploratory Factor Analysis based on 37 items from the questionnaire was conducted at first. The extraction method was used as a principal component, and followed by varimax rotation to enhance the interpretability of the extracted factorial model. One-way ANOVA to compare OE and non-OE students was run with seven factors received from Factor Analysis. Regarding importance of different characteristics with the Olympic Games in participants' opinion, exploratory Factor Analysis based on 30 items from the questionnaire was conducted at first. The extraction method was used as a principal component, and followed by varimax rotation to enhance the interpretability of the extracted factorial model.

One-way ANOVA to compare OE and non-OE students was run with five factors received from Factor Analysis.

- Descriptive statistics, including frequencies, was done to give overall information how youth perceive the Olympic brand.

Regarding qualitative research part, interviews were tape-recorded and transcribed, and kept just as raw data to maintain basic words and phrases. However, some of the data such as interviewees' evaluation of different characteristics in relation with the Olympic Games was entered to SPSS program and for analysis descriptive statistics was used. Ultimately, the qualitative data gathered was content analysed and interpreted additionally to quantitative data.

4.5. Ethical considerations

Researcher of this study took into consideration the Estonian Scientists' code of ethics, which in turn follows the Charter of European Scientists. According to Estonian Scientists' code of ethics (point 2.6)⁴¹ "scientific research involving interactions with people must not trespass on human dignity and basic human rights. In case of such research, the individuals will be informed about all aspects of the proposed research. Their voluntary agreement to participate will be secured – the principle of 'informed consent'. Personal information obtained will be handled and kept under conditions of the highest possible confidentiality, and information obtained will be used exclusively for the purposes of the research."

Regarding current study following ethical considerations were implemented:

1. Informed and voluntary consent: all schools involved and their Head Masters and teachers, also participants were informed about every aspect of the study, and that taking part of this study is on voluntary bases meaning everyone has the right to withdraw at any time, without any penalty. The informing was done through request letters with description of the study and/or oral explanation and description before the study.

⁴¹The exact website with information: http://www.akadeemia.ee/_repository/File/ALUSDOKUD/Code-ethics.pdf (viewed 4.01.13)

2. Respect for rights of privacy and confidentiality: the data was collected anonymously, none of the participants in this study were asked to say or write down their name in any part of the research. After filling in, the questionnaires were gathered by class teachers as an independent party to ensure the confidentiality. Also, any personal information obtained during the research was entered in data analyse program, where information from each participant/questionnaire is listed using numbers. Further, researcher confirms that all information obtained during the study will be used exclusively for the purposes of the research.

4.6. Summary of methodology

There is lack of studies about youth and their attitudes regarding the Olympic brand, and further the Olympic Education affect on this relationship. Current research topic needs better understanding by different stakeholders, thus the mixed methods was used. Applying stratified random sampling, questionnaires and interviews were effectively carried out in total among 408 Estonian youth from all over the country, whereat some students have received the Olympic Education and some students have not received the Olympic Education through the national project "School Olympic Games". The quantitative data was analysed using one-way ANOVA and descriptive statistics, and for some information gathered also factor analysis was conducted. The qualitative data was content analysed and interpreted additionally to quantitative data. The complete research process, including analysis, has been explained, along with specific ethical considerations, to ensure that this study's trustworthiness and transferability is maintained.

CHAPTER FIVE: RESEARCH RESULTS

The results from the qualitative research (interviews) and the quantitative research (questionnaires) are presented separately, and will be interpreted together in the discussion section. The results from the interviews are divided into following themes: participants' background information, interests and leisure time activities; general information about youth and the Olympics; Olympic Games, ideals, values and symbols; youth and television coverage of the Olympic Games, other mediums used to follow the Olympics; youth's interest in the Games versus other forms of entertainment; organization of the Olympic movement; Olympic Sponsors and commercialization; youth, Olympic events and sports; ethical matters and the Olympic Games; and youth and their general interest in the Olympics, recommendations to the Games and opinion about Youth Olympic Games. Further, the results from questionnaires cover four themes: participants' background information and interest in sport; youth's interest in the Games versus other forms of entertainment; Olympic Games, ideals, values and symbols; and youth and their general interest in the Olympics, recommendations to the Games and opinion about Youth Olympic Games.

5.1. Study 1 - Results from interviews

5.1.1. Participants' background information, interest and leisure time activities

In total, 11 young people from age 12 to 19 years participated in this study. The participants were from different regions of Estonia (east, west and south) and divided as follows: one from Jõgeva, four from Kärđla and six from Tartu. They all lived in urban regions. Also, all interviewees' country of origin was Estonia. The majority of interviewees' parents were workers and only a few indicated that their parents were mid-level manager or director. Refer to appendix D for interviews' results.

All together there were 7 boys and 4 girls from four different schools, whereas two students took part in Olympic Education project "School Olympic Games" through their school studies and the rest did not. The interviewees were from grades five to twelve, with average grade of 8,5. The average age of the participant was 14,9 years.

The majority indicated that what 'they like the most' was spending time with friends, followed by other hobbies like sports, music and computer games. They were physically

active for an average of 6,18 hours per week and athletics was the most played sport followed by football, basketball and gym. All interviewees mentioned that they have been participating in sports whether recreationally (36,4 %) or competitively (63,6 %). In general, interviewees proclaim to be more interested to do sports themselves than watching sport on television (TV) or attending sport events as a spectator.

It was also found that participants spent on average 8,4 h/week watching television, mainly following series and shows and 17,8 h/week using Internet. The main reasons for using Internet were reported to be for “chatting”, “getting information”, and watching videos and for school related matters (i.e. studying). The majority did not watch TV every day, but Internet was used on a daily basis.

Hence, the interviewees’ screen time (meaning amount of time spent in front of TV, computers, video, etc.) was reported to be 26,2 hours per week on average in comparison to 6,18 hours per week of physical activity time.

Regarding other media sources, newspapers were said to be read often (almost every day), although some mentioned that they did not read newspapers at all; magazines were read more seldom as bulk of interviewees reported that they read them once a month or even less.

5.1.2. General information about youth and Olympics

All interviewees responded that they heard about the Olympic Games (OG) from TV and from their parents. However, most of them knew very little about why the Games existed, where they began or why it was called the Olympic Games. The first association that many of the youth made with the Games was that “it is a grand sport event”. However, other associations often mentioned were fun, Olympic flame, Ancient Greece, tension, cheering for national team and crowded. Also, this sample particularly associated the Games with one particular sport - athletics.

Further, for more personal meaning of the Olympics, interviewees did not point out anything different than already mentioned regarding the general associations with the Games.

The majority of youth interviewed indicated that they liked the OG mostly because of the tension and excitement it carries, but also for its global aspect, good image, high level athletes, results and the fact that a lot (of action) is happening during the Games. In addition, it was suggested that given the chance, they would like to go to the

Olympics as a spectator to experience the atmosphere and to be part of something unique. However, dreaming about participating in the Olympics was not prevalent though half mentioned that they have dreamt at one time of participating in “this great sport event (Olympics)” and “to become famous”. However, many saw the Olympics to be rather distant and not part of their dreams.

Most of the interviewees indicated that they talked about the OG during the duration of the Games with their family and friends, but also have discussed the Olympics at school within some classes like history and/or physical education. Only a few said that they did not talk about the Olympics with people around them, nor have they discussed about the Olympics at school (or at least did not remember doing so).⁴²

Compared to their parents they estimated their own interest in the Olympics to be more or less the same – about one third being less interested, one third being more interested and one third being as interested.

5.1.3. Olympic Games, ideals, values and symbols

The symbols most associated with the Games were the Olympic rings and the Olympic flame. Other words mentioned included “big stadium, flag, torch, and wreath, a lot of people, medals, mascots and birds”. The majority knew more or less the meaning of the Olympic symbols, while one interviewee confused the rings, with Audi rings.

Next, the participants were asked to discuss what they value most in their lives. It was found that family, friends, being happy and having good relations were amongst the most important things to them. Interestingly, when asked about Olympic ideals and values, most have never heard about them. However, when asked to discuss what they felt was important for the Olympics and the competing athletes they suggested: peaceful and friendly behaviour, atmosphere, fair play and good results (athletes) as most important.

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

⁴²In that group one interviewer was in 5th grade and according to the national curriculum schools need to teach the basics related to the Olympic Games in subjects like history and physical education by the end of 6th grade. The exact website with information: <https://www.riigiteataja.ee/akt/120092011009> (viewed 28.07.2012)

The strongest association youth made with the Olympics is with characteristics like 'global' (M=9.91; SD=0.31) commenting "there are a lot of people together"; 'countries' (M=9.55; SD=0.82) saying "all countries are together"; 'participation' (M=9.55; SD=0.82) commenting that it is "related to the Olympic slogan", and also because "all athletes take part of it". Also, according to interviews, youth strongly associate with the Olympics characteristics such as 'medals' (M=9.18; SD=0.88); 'striving' (M=9.18; SD=0.88) pointing out that "everyone are striving very hard to get there and do their best"; 'television' (M=9.00; SD=1.10) reporting that "most of the people watch it via TV", and saying that "I don't really see everything via TV, but still...(it is highly associated with the Games)"; 'fair competition' (M=9.00; SD=1.19) commenting that "it isn't always fair", and "not anymore because of doping cases" or that "it must be fair play there" and that "it should be, but it isn't always"; 'festive' (M=8.82; SD=1.60) explaining "because of all these ceremonies"; 'sponsors' (M=8.73; SD=1.19) arguing that "you don't travel to Olympics and pay for it yourself" or just simply that "there are a lot of them there" and that "already getting to the Olympics means you have to have sponsors"; 'multicultural' (M=8.55; SD=2.12) explaining "a lot of cultures are involved"; 'honourable' (M=8.55; SD=1.30) commenting that "there are a lot of people together" and "it is really an honour to get there and it means that you need to be a lot better than the rest to get there"; and 'exclusive' (M=8.09; SD=1.82). Still well associated characteristics, but in a little bit less extent in youth opinion are 'discipline' (M=7.91; SD=2.03) reporting that "athletes need to follow the discipline" and that "you can't really cheat there" or just that discipline is "very important" there; 'humanity' (M=7.73; SD=1.80) bringing out "people's emotions"; 'being the best' (M=7.73; SD=1.85) saying "everyone goes there with the idea to be the best" and also that "everyone wants to be there the best"; 'publicity' (M=7.64; SD=2.62) commenting that "it is everywhere" and further that "when it (Olympics) happens it is everywhere"; 'amity' (M=7.36; SD=2.11) appointing "there are good relations between countries" and that "all nations come together and are friendly to each other" and also that "people there must be friendly"; 'celebration' (M=7.36; SD=2.16); 'belonging' (M=7.27; SD=1.74) explaining "because they all belong together" and that "I think athletes have this feeling"; 'cool' (M=7.18; SD=2.86); 'peace' (M=7.18; SD=2.40); 'determination' (M=7.09; SD=1.87) and 'confidence' (M=7.00; SD=2.61).

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

The least important characteristic to the OG in interviewees' opinion is 'cheating' (M=1.27; SD=1.85). However, it was also mentioned as quite important and the comment was that "cheating is not good, but if it becomes a problem, then it is important (to the OG)".

5.1.4. Youth and television coverage of the Olympic Games, other mediums used to follow the Olympics

Most of interviewees watch the Olympics at home and mainly with family and sometimes alone or with friends. The majority indicated that they like to watch the Olympics on TV, mainly because of the tension and excitement and for the chance to cheer for national athletes. Also, the bulk of interviewees pointed out that they watch TV during the Olympics more than normally. They follow the Olympics mostly on national TV channels, while only a few mentioned Eurosport (in addition to national channels).

The main positive aspects of watching the Olympics from TV was that one gets a better overview of the Games right at home; “you get to see replays and hear comments from experts”. While not many aspects were stated on the coverage of the Games on TV, it was suggested that commercial breaks and not being able to choose which events to follow were somewhat annoying. Regarding how to make the Games on TV more interesting only a few made recommendations:

- Live or instant interviews with winners or stars after the event.
- Live follow-up to get instant information about the changes in timetable or get really fresh results.
- More expert comments.
- Two events on one screen.

Most of the participants believed that the amount of coverage of the Games on TV was “fine the way it is”. One comment made was: “when there are some very interesting competitions taking place at the same time, I wish there would be more channels”. However, it was also mentioned that sometimes there is even too much coverage as during the games nothing else is basically broadcasted.

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

It was interesting to note that the majority of respondents have never visited the official Olympic Games Internet sites. Most of interviewees have read something about the Olympics from newspapers and magazines when it catches their eyes.

5.1.5. Youth interest in the Games versus other forms of entertainment

When asked about their interests in watching the Games on television versus doing “other things”, most of the youth interviewed preferred to be active (i.e. to do sports), to chat or talk on a phone with friends, or to watch movies. At the same time, many mentioned that preferences are also associated with the fact that the Olympics take place so seldom. Also, in some cases it was an easier choice to just watch the Olympics than to do something different which is maybe not really their main interest anyway as alternative activities were suggested by interviewer (e.g. reading books, playing video games).

When asked to identify their ‘level’ of interest in selected sport events, it was found that Summer Olympic Games, Winter Olympic Games, European Football Championships, and FIFA World Cup, were more or less of equal interest. Other popular events mentioned were BIG Golden League (athletics) and FIS Cross Country World Cup. According to interviewees, the Olympics are mainly popular because it is such a grand event. Also, as athletics (summer) is very popular sport in Estonia and skiing (most popular in winter); both the Summer and Winter Olympics were important events in the eyes of the participants.

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

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

5.1.6. Organization of the Olympic movement

In generally, to the interviewees, the Olympics were seen as just a sports competition rather than having any bigger meaning. Although the Games were also connected with traditions, peace between the countries, cultural program, patriotic feelings, global reach

and co-existence of different sport events, they mostly enjoyed the sporting side of the event as suggested in the following quotes:

- “No relevance outside of the Games themselves. I’ve heard that it is blended of culture etc, but don’t know much about it.”
- “No relevance outside the Games itself. Fact that the Games are the blend of sport, culture, education, concern for the environment makes them more valuable, but it doesn’t affect me to follow them more.”
- “Yes, it has its traditions and other events like culture program etc. But when following it from distance the most important is still sport. But in generally I like all about it.”

More or less half of the interviewees knew that the Olympics was a blend of sport, culture, education, concern for the environment, whereas about half did not know about that. And the same applied to their interest in it – half of them were interested and half were not as it revealed from following quotes:

- “It is just a sports competition to me. Haven’t heard that it is a blend of culture, education etc. It sounds interesting as it makes the Games different”.
- “Besides the sporting side there are also these traditions, but it doesn’t really affect me. I know that the OG are a blend of culture, education etc, but it doesn’t really interest me. I only care about the sport events.”

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

About financing the Games - more than half of youth knows more or less how the Olympics are financed pointing mainly to sponsors and organizing country. However, some sport federations, other countries, host city, the IOC, commercials and competitions fees were also suggested to be the main finance sources. At the same time, some did not know or did not offer any suggestions.

They believed that athletes’ training for the Olympic Games were mostly supported by sponsors. Further, they suggested that some sport federations probably pay for that as

well. Also, they suggested that athletes' income may come from the home country, the NOC or from other competitions award money.

5.1.7. Olympic Sponsors and commercialization

The meaning/importance of sponsorship was well known by most participants. However, when asked to identify/name official Olympic sponsors, most were not able to name official sponsors of the Games. In fact, only two TOP sponsors were mentioned: Samsung and McDonalds. Other brands mentioned were Nike, Adidas, and Puma. It is worth mentioning that Adidas was the official sportswear partner of the Beijing 2008 Olympic Games as part of the Domestic Sponsorship Program⁴³, and Nike was one of the official suppliers and thus part of the Vancouver 2010 Domestic Sponsorship Program⁴⁴. Also, Nike was a sponsor of Estonian Olympic Team for London 2012 Games (Sommer 2012). Estonian Air was a partner of Estonian Ski Association during 2005/2006 season and the only domestic partner mentioned⁴⁵.

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

Finally, the majority believed that the commercialization of the Olympic Games today was fine the way it is. A few mentioned that it maybe a bit too much:

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

⁴³Marketing Report Beijing 2008. The exact website with information: <http://view.digipage.net/?id=iocbeijing2008&page=36> (viewed 10.01.2013)

⁴⁴Marketing Report Vancouver 2010. The exact website with information: <http://view.digipage.net/?id=iocvancouver2010&page=42> (viewed 10.01.2013)

⁴⁵Press release about partnership between Estonian Air and Estonian Ski Association. The exact website with information: <http://estonian-air.com/et/ettevotest/uudised/pressiteated/estonian-air-ja-estli-suusaliit-allkirjastasid-koostoolepingu-algavaks-hooajaks/> (viewed 24.01.2013)

5.1.8. Youth, Olympic events and sports

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

As suggested earlier, athletics and skiing were the most preferred sports at the OG. The next preferred sports mentioned were football, rowing, swimming, biathlon, skating, basketball, ice-hockey and diving.

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

There were also many sports that the respondents have never seen in the Olympics (32 Olympic sports mentioned out of 37), and some mentioned that they have only seen a couple of events like athletics, skiing and skating. Archery, skeleton, taekwondo, field hockey and handball were most frequently identified as “never seen”.

When asked about the “most disliked Olympic sports”, a number of sports were suggested included: taekwondo, field hockey, archery, table tennis, horseback riding, water ball, judo, wrestling, synchronized swimming, shooting, modern pentathlon, sailing, badminton, triathlon, gymnastics, and curling, sledging, skiing and skating. However, it is important to note that some said that they could not name any sport they dislike.

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

5.1.9. Ethical Matters and the Olympic Games

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

The meaning of fair play was very well known amongst the respondents. Though, the meaning of sportsmanship was a bit confusing to some; in general it was quite well known. Also, youth believed that values such as fair play and sportsmanship were respected in the context of the Olympic Games. While it was mentioned that cheating cases did occur at the Olympics, they couldn't actually name any. Further, most of the youth interviewed believed that organizers were doing all they could to prevent cheating in the Olympic Games through doping control. One participant named 'photo finish' in the sprint events (and cameras on takeoff points in jumps) as control. Some youth suggested having more judges and referees.

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

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

5.1.10. Youth and their general interest in the Olympics, recommendations to the Games and opinion about Youth Olympic Games

The majority of interviewees knew where the next Summer Olympics were going to be held – London 2012. However, only a minority knew where the next Winter Olympics are going to take place – Sochi 2014. In general they liked that the Games are being

held in different countries as it gives a chance to learn about other cultures saying “the main thing is not the culture” or that it is “rather cool.”

Regarding having favourite athlete or team, most proclaimed that they did not actually have one at all. A few mentioned Gerd Kanter, Estonian discus thrower and Olympic winner 2008, and one mentioned Andrus Veerpalu, cross-country skier who is currently struggling with a doping scandal. Additionally one foreign basketball team, the LA Lakers, and two more foreign athletes were mentioned, football player Thierry Henry and decathlete Trey Hardee.

The majority were able to name five athletes who have participated in the Olympics. Obviously, more national (Estonian) athletes were named than foreign ones. The most mentioned athletes were Estonian Olympic winners like Erki Nool, Gerd Kanter and Andrus Veerpalu. The most mentioned foreign athlete was Usain Bolt.

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

- Add some childhood videos of different athletes who are stars now- to see how they started and motivate the youth through that.
- Share more information at schools about Olympics.
- To organize the Youth Olympic Games (whereat the one who made the suggestion did not know that Youth Olympic Games exist already).

Interviewees’ opinion about the Youth Olympic Games (YOG) was generally positive as they viewed it as being motivating, a good chance, more interesting for youth, global and for youth particularly, and a chance to get experiences before the real Olympics. However, the value of the Olympics was still higher. Also, a majority would watch the YOG on TV if televised and it was suggested that adding channels other than TV could be interesting. YOG could be more interesting than real Olympics as athletes are at the same age of the participants.

In the last segment of the interview, participants were asked to compare their interest in the Olympics to their parents’ interest – it was suggested that of was bigger or similar to their parents.

5.2. Study 2 - Results from questionnaires

5.2.1. Participants' background information and interest in sports

In total, 397 surveys were completed. The age of the subjects ranged from 12 to 19 year. The participants came from all regions of Estonia with 17,6% from east (Jõgeva); 16,1% from west (Kärdla); 17,6% from north (Tallinn); 40,6% from south (Tartu) and 8,1% from other regions. All questionnaires were administered in towns, 81,1% of participants came from urban regions and 18,9% from rural regions.⁴⁶ The country of origin identified by respondents were 97,1% from Estonia, 1% from Russia, and 1,8% from other countries. When asked to identify their parents' occupation, 50,6% selected 'workers', 20,2% 'mid-level managers', 8,8% 'directors', 7,2% 'officials', 3,8% 'unemployed' and 9,4% did not know.

All together there were 251 girls (63,2%) and 146 boys (36,2%) from five different schools. A total of 55,9% students took part in national Olympic Education project "School Olympic Games" through their school studies while 44,1% did not.

The questionnaires were carried out from grades seven to twelve, with average grade of 9,6 and average age of 15,8 years.

The large majority of respondents, 87,2% indicated that they have been participating in sports while only 12,5% responded not having participated in sports. Furthermore, 61,3% competed locally/nationally, 4,3% professionally and 34,4% recreationally.

On average, respondents stated to be rather interested to do sports themselves and equally less interested in watching sport on TV or attending sport events as a spectator. Refer to tables 1 to 12 in appendices for complete data set on sample (see appendix F).

5.2.2. Youth's interest in the Games versus other forms of entertainment

To explore whether there were differences between students who have received the Olympic Education (OE group) and students who have not (non-OE group) regarding their interest in the Games versus other forms of entertainment, one-way ANOVA analysis was performed with OE as between subject factor. Specifically, respondents were asked to specify (if given the choice) whether they would prefer to watch the

⁴⁶However, the towns' sizes vary as follows: Kärdla being the smallest of them with 3635 inhabitants, Jõgeva being a bit bigger with 6334 inhabitants, Tartu being the second biggest city in Estonia with 103740 inhabitants and Tallinn being the capital of Estonia with 400292 inhabitants. The number of inhabitants is from the last census made on 2011. The website with exact information: http://et.wikipedia.org/wiki/Eesti_linnade_loend (viewed 10.12.2012)

Olympic Games on television or the following alternatives: i) going shopping, ii) going to the movies, iii) watching another TV program, iv) reading a book, v) playing video games, vi) playing sports, vii) chatting on MSN/Facebook/etc., viii) talking with friendson phone, ix)watch a movie at home or,x) listening to music. The results, presented in appendix G, suggest no statistically significant differences between OE and non-OE group ($p>0.05$) in all options except going to movie theatre ($p< 0.002$), watching a movie at home ($p<0.022$) and listening to music ($p<0.020$). Further examination suggests that 70,9% of non-OE and 83,8% of OE students would prefer going to movie theatre while 65,7% of non-OE and 76,1% of OE students would prefer watching a movie at home and 64% of non-OE and 74,8% of OE students would prefer to listen to music.

The results presented in Table 2 provide a general overview of the participants' interest in the Olympic Games versus other forms of entertainment. The results suggest that, when given a choice, respondents often preferred other activities to watching the Olympic Games. This was the case of 78,6% of respondents who said they would rather 'play sports themselves' than watching the Games on TV. Similarly, 78,1% of respondents chose 'to go to the movies', 71,5% 'watch a movie at home', 70,3% 'chat with friends through social network' and, 70% 'listening to music'. Slightly more than half of the respondents, 56,2%, would chose 'shopping with friends', 53,4% 'watching another TV program' and 51,9% 'talking on the phone'. Finally, the majority of respondents, would prefer to watch the Olympics over 'reading books' (69,8%) or 'playing video games' (63,5%).

Table 2. Statistics of respondents' preferences between watching the Olympic Games and other forms of entertainment.

Preference between	Frequency	Valid percent
watching the OG	174	43.8
shopping with friends	223	56.2
total	397	100
watching the OG	87	21.9
going to movie theater	310	78.1
total	397	100
watching the OG	185	46.6
watching another TV program	212	53.4
total	397	100

watching the OG		277	69.8
reading a book		120	30.2
	total	397	100
watching the OG		252	63.5
playing video games		145	36.5
	total	397	100
watching the OG		85	21.4
playing sports		312	78.6
	total	397	100
watching the OG		118	29.7
chatting in MSN/Facebook etc.		279	70.3
	total	397	100
watching the OG		191	48.1
talking on the phone		206	51.9
	total	397	100
watching the OG		113	28.5
watching a movie at home		284	71.5
	total	397	100
watching the OG		119	30
listening to music		278	70
	total	397	100

To find whether there were differences between students who have received the Olympic Education (OE) and students who have not (non-OE) regarding their interest in different sport events, one-way ANOVA analysis was performed with OE as between subject factor. The results, as presented in appendix H, show that there were no statistically significant differences between these two groups ($p > 0.05$) except for NBA basketball ($p < 0.008$), whereas non-OE students found NBA more interesting ($M = 4.78$; $SD = 3.29$) than OE students ($M = 3.93$; $SD = 3.07$).

General overview of youth's interest in different sport events is presented in Table 3. Level of interest was measured by using a Likert scale from 0 to 10 ('0' being no interest at all and '10' being very interested). The sport events most preferred by the respondents were FIFA World Cup ($M = 7.15$; $SD = 2.79$), European Football Championships ($M = 6.88$; $SD = 2.88$), Summer Olympic Games ($M = 5.56$; $SD = 2.91$), Winter Olympic Games ($M = 5.53$; $SD = 2.86$) and Champions League ($M = 5.55$; $SD = 3.28$). Other events that gather some interest were Simple Session ($M = 4.73$; $SD = 3.41$), NBA ($M = 4.3$; $SD = 3.19$) and FIS Cross Country World Cup ($M = 4.38$; $SD = 3.13$). Less interesting sports events included Formula 1 ($M = 3.87$; $SD = 3.4$),

European Championships in Figure Skating (M=3.79; SD=3.16), BIG Golden League (M=3.79; SD=2.86) and Baltic Basketball League (M=3.79; SD=3.25). Finally, the events that scored the lowest in interest were WRC rally (M=3.35; SD=2.97), Schenker League (M=3.31; SD=2.95), Grand Slam (M=2.92; SD=2.71) and Grand Tour (M=2.39; SD=2.38).

The results clearly show that football was the most popular sport amongst the young respondents with three of the top five events being football competitions.

Table 3. Descriptive statistics regarding students' interest in different sport events.

Students' interest in	N	Mean	St. deviation
FIFA World Cup	397	7.15	2.784
WRC Rally	397	3.35	2.968
European Football Championships	397	6.88	2.877
Simple Session (extreme sport)	397	4.73	3.411
Summer Olympic Games	397	5.56	2.905
Winter Olympic Games	397	5.53	2.862
European Championships in Figure Skating	397	3.79	3.155
BIG Golden League (athletics)	397	3.79	2.860
NBA (basketball)	397	4.30	3.185
Grand Slam (tennis)	397	2.92	2.741
Grand Tour (cycling)	397	2.39	2.381
Formula 1	397	3.87	3.401
Baltic Basketball League	397	3.79	3.245
Champions League (football)	397	5.55	3.280
FIS Cross Country World Cup	397	4.38	3.129
Schenker League (volleyball)	397	3.31	2.944

5.2.3. Olympic Games, ideals, values and symbols

To gain insight into youth' perceptions of the Olympic brand, participants in this study were asked to evaluate how different characteristics were associated with the Olympic Games as well as their importance. First, respondents were presented with 37 characteristics (words) and they were asked if they associated these words with the Olympic brand. To measure their level of associations, a Likert scale of 0 to 10 was used ('0' being no association at all and '10' being very strong association). Next, they were asked to rank the importance of 30 characteristic to the Olympic brand also on a Likert scale of 0 to 10 ('0' being not important at all and '10' being very important).

The characteristics with a Mean greater than 7 ($M > 7$) and the importance with a Mean greater than 7 ($M > 7$) were identified as most significant.

The analyses suggest that the characteristics with the strongest associations to Olympic brand were 'medals' ($M=8.97$; $SD=1.79$), 'global' ($M=8.83$; $SD=1.83$), 'television' ($M=8.58$; $SD=2.02$), 'countries' ($M=8.16$; $SD=2.30$), 'being the best' ($M=8.01$; $SD=2.63$), 'multicultural' ($M=7.94$; $SD=2.49$), 'striving' ($M=7.71$; $SD=2.60$), 'participation' ($M=7.54$; $SD=2.49$), 'honourable' ($M=7.49$; $SD=2.59$) and 'sponsors' ($M=7.19$; $SD=2.65$).

The most important characteristics to the Olympics were 'training' ($M=8.77$; $SD=1.92$), 'athletes' ($M=8.76$; $SD=1.95$), 'competition' ($M=8.61$; $SD=2.02$), 'love for sport' ($M=8.58$; $SD=2.14$), 'health' ($M=8.37$; $SD=2.25$), 'participation' ($M=8.35$; $SD=2.15$), 'personal best' ($M=8.27$; $SD=2.24$), 'fair play' ($M=8.10$; $SD=2.46$), 'team work' ($M=8.08$; $SD=2.72$), 'Olympic traditions' ($M=7.95$; $SD=2.43$), 'winning' ($M=7.84$; $SD=2.30$), 'passion' ($M=7.84$; $SD=2.68$), 'respect' ($M=7.79$; $SD=2.19$), 'honesty' ($M=7.79$; $SD=2.69$), 'justice' ($M=7.78$; $SD=2.54$), 'integrity' ($M=7.43$; $SD=2.48$) and 'fun' ($M=7.11$; $SD=2.67$). Of note, the least important characteristic to the Games in youth opinion was 'cheating' ($M=2.70$; $SD=3.10$).

Descriptive statistics regarding association and importance of different characteristics to the Games in young participants' opinion are presented in appendix I.

More analysis were completed to determine whether there were significant differences between students who have received Olympic Education and students who have not received the Olympic Education regarding how they perceived the Olympic brand. An exploratory factor analysis based on the 37 characteristics for associations and 30 characteristics for importance included in the questionnaire were conducted in order to reduce the number of items into factors that grouped the items that loaded together. Statistical program, SPSS, was utilised for this purpose. The extraction method was used as a principal component, and followed by varimax rotation to enhance the interpretability of the extracted factorial model. First the results for associations will be presented followed by importance.

The results for "associations" gave a seven-factor model, which explained 58,9% of the total variance. Some of the items (such as 'a chance to escape', 'belonging', 'distant and aloof', 'educating', 'honourable', 'patriotic', 'personal' and 'political') were removed

from the analysis as they had weak loadings (below .4). Hence, a Factor Analysis was repeated on five occasions as one or more items were removed from the analysis and to get all remaining items to load on seven different factors. The varimax component matrix for the seven-factor model is presented in Table 4 with loadings score of the 29 items, the respective variance explained by each factor and its alpha coefficient. Cronbach's Alpha was used to measure internal consistency of all items. The alpha of 0.80 denotes an acceptable level of internal reliability, whereas alpha of 0.60 refers to minimum reliable internal consistency of different items (Bryman 2004, 72).

The seven-factors were named according to the content of the items, whereas each item is a characteristic that is associated with the Olympics and was included in the questionnaire. The first factor, "Global-Commerce", captured the worldwide, high-level and commercialisation aspects that associated to youth with the Games – characteristics like 'being the best', 'sponsors', 'countries', 'global', 'medals', 'multicultural', 'publicity', 'striving' and 'television'. The second factor, "Values", focused on different values like 'amity', 'confidence', 'humanity', 'peace' and 'participation' that youth associated with the Olympics. The third factor, "Ego", demonstrated egocentric characteristics youth associated with the Games such as 'selfish', 'exploitative', 'arrogant' and 'American'. The fourth factor, "Character", represented constructive characteristics like 'determination' and 'discipline' that youth associated with the Olympic Games. The fifth factor, "Especial", captured the distinctive characteristics that associated to youth with the Games like 'Estonia', 'cool', 'exclusive' and 'fair competition'. The sixth factor, "Show", concluded the characteristics like 'showy' and 'spectacle' that associated to youth with the Games. And the last factor, "Celebration", demonstrated characteristics like 'festive', 'celebration' and 'commercialisation' that young people associated with the Olympic Games.

Further, to explore whether there were differences between youth from different schools and education in how they perceive the Olympic brand, the one-way ANOVA analysis was performed with school as between subject factor. Post hoc tests were not carried out as there were only two groups to compare. The results of one-way ANOVA, as presented in appendix J, indicated that there were no statistically significant differences between two groups for each factor ($p > 0.05$).

The mean scores for first factor, "Global-Commerce" were as follows: OE students 7.98 (SD=1.54) and non-OE students 7.91 (SD=1.58). There was no statistically significant

difference between OE students and non-OE students in terms of associating different characters related to worldwide, high-level and commercialisation aspects with the Olympic Games ($F=0.192$; $p>0.05$).

The mean scores for second factor, “Values” were as follows: OE students 5.55 ($SD=2.00$) and non-OE students 5.47 ($SD=1.95$). There was no statistically significant difference between OE students and non-OE students regarding values such as ‘amity’, ‘confidence’, ‘humanity’, ‘peace’ and ‘participation’ ($F=0.138$; $p>0.05$).

The mean scores for third factor, “Ego” were following: OE students 3.05 ($SD=2.01$) and non-OE students 2.97 ($SD=1.89$). There was no statistically significant difference between OE students and non-OE students in terms of egocentric characteristics youth associated with the Games ($F=0.164$; $p>0.05$).

The mean scores for fourth factor, “Character” were as follows: OE students 4.97 ($SD=1.96$) and non-OE students 5.07 ($SD=1.95$). There was no statistically significant difference between OE students and non-OE students in terms constructive characteristics like ‘determination’ and ‘discipline’ that youth associated with the Olympic Games ($F=0.444$; $p>0.05$).

The mean scores for fifth factor, “Especial” were following: OE students 5.93 ($SD=2.08$) and non-OE students 6.17 ($SD=2.08$). There was no statistically significant difference between OE students and non-OE students regarding distinctive characteristics that associated to youth with the Games like ‘Estonia’, ‘cool’, ‘exclusive’ and ‘fair competition’ ($F=1.335$; $p>0.05$).

The mean scores for sixth factor, “Show” were as follows: OE students 2.59 ($SD=1.68$) and non-OE students 2.78 ($SD=1.81$). There was no statistically significant difference between OE students and non-OE students in terms of characteristics like ‘showy’ and ‘spectacle’ that associated to youth with the Games ($F=1.268$; $p>0.05$).

The mean scores for last seventh factor, “Celebration” were as follows: OE students 5.53 ($SD=2.16$) and non-OE students 5.69 ($SD=2.45$). There was no statistically significant difference between OE students and non-OE students in terms of characteristics like ‘festive’, ‘celebration’ and ‘commercialisation’ that young people associated with the Olympic Games ($F=0.143$; $p>0.05$).

Table 4. Rotated component matrix for the seven-factor solution for Associations

FACTOR	A	Variance (%)	VARIABLES	LOAD
1 Global-Commerce	0.848	13.249	How "being the best" associates with Olympic Games to youth	0.607
			How "sponsors" associates with Olympic Games to youth	0.623
			How "countries" associates with Olympic Games to youth	0.619
			How "global" associates with Olympic Games to youth	0.527
			How "medals" associates with Olympic Games to youth	0.760
			How "multicultural" associates with Olympic Games to youth	0.563
			How "publicity" associates with Olympic Games to youth	0.583
			How "striving" associates with Olympic Games to youth	0.571
			How "television" associates with Olympic Games to youth	0.641
			2 Values	0.767
How "confidence" associates with Olympic Games to youth	0.608			
How "humanity" associates with Olympic Games to youth	0.652			
How "peace" associates with Olympic Games to youth	0.767			
How "participation" associates with Olympic Games to youth	0.619			
3 Ego	0.667	8.386	How "American" associates with Olympic Games to youth	0.657
			How "arrogant" associates with Olympic Games to youth	0.768
			How "exploitative" associates with Olympic Games to youth	0.513
			How "selfish" associates with Olympic Games to youth	0.656
4 Character	0.666	7.599	How "determination" associates with Olympic Games to youth	0.654
			How "discipline" associates with Olympic Games to youth	0.646
5 Especial	0.682	7.381	How "Estonia" associates with Olympic Games to youth	0.658
			How "cool" associates with Olympic Games to youth	0.527
			How "exclusive" associates with	0.646

			Olympic Games to youth	
			How "fair competition" associates with Olympic Games to youth	0.518
6 Show	0.740	6.828	How "showy" associates with Olympic Games to youth	0.683
			How "spectacle" associates with Olympic Games to youth	0.837
7 Celebration	0.691	6.448	How "celebration" associates with Olympic Games to youth	0.862
			How "commercialisation" associates with Olympic Games to youth	0.688
			How "festive" associates with Olympic Games to youth	0.619

The results for “importance” gave a five-factor model, which explained 60.5% of the total variance. Some of the items (such as ‘diversity’, ‘health’, ‘cheating’, ‘exclusivity’) were removed from the analysis as they had weak loadings (below .4). Hence, a Factor Analysis was repeated on four occasions as one or more items were removed from the analysis and to get all remaining items to load on seven different factors. The varimax component matrix for the five-factor model is presented in Table 5 with loadings score of the 23 items, the respective variance explained by each factor and its alpha coefficient. Cronbach’s Alpha was used to measure internal consistency of all items. The alpha of 0.80 denotes an acceptable level of internal reliability, whereas alpha of 0.60 refers to minimum reliable internal consistency of different items (Bryman 2004, 72).

The five-factors were named according to the content of the items, whereas each item is a characteristic that is associated with the Olympics and was included in the questionnaire. The first factor, “Values”, captured some of the values associated with the Games – characteristics like ‘honesty’, ‘justice’, ‘fairplay’, ‘integrity’, ‘team work’, ‘excellence’. The second factor, “Sport athletes”, focused on important aspects linked to the sport itself or the athletes like ‘competition’, ‘athletes’, ‘love for sport’, ‘training’, ‘participation’ and ‘personal best’. The third factor, “Attitudes”, demonstrated characteristics youth associated with the Games such as ‘passion’, ‘fun’, ‘sharing’, ‘respect’, ‘confidence’. The fourth factor, “Commerce”, represented ‘commercialisation’ and ‘money’ that youth associated their importance with the Olympic Games. Finally, the fifth factor, “Outcome”, captured the characteristics ‘winning’, ‘losing’.

Further, to explore whether there were differences between OE and non-OE participants and their perceived importance of certain characteristics to the Olympic Games, a one-way ANOVA analysis was performed with OE as between subject factor. Post hoc tests were not carried out as there were only two groups to compare. The results of one-way ANOVA, as presented in appendix K, indicated that there were no statistically significant differences between two groups for each factor ($p>0.05$).

The mean scores for first factor, “Values” were as follows: OE students 7.54 (SD=1.90) and non-OE students 7.67 (SD=1.96). There was no statistically significant difference between OE students and non-OE students in terms of importance of with characters related to importance of values with the Olympic Games ($F=0.442$; $p>0.05$).

The mean scores for second factor, “Competition and athletes” were as follows: OE students 8.48 (SD=1.42) and non-OE students 8.45 (SD=1.59). There was no statistically significant difference between OE students and non-OE students regarding the importance of “sport and athletes” characteristics for the Games ($F=0.045$; $p>0.05$).

The mean scores for third factor, “Attitudes” were following: OE students 6.69 (SD=1.87) and non-OE students 6.94 (SD=1.79). There was no statistically significant difference between OE students and non-OE students in terms of importance of attitudes characteristic youth associated with the Games ($F=1.812$; $p>0.05$).

The mean scores for fourth factor, “Commerce” were as follows: OE students 5.90 (SD=2.21) and non-OE students 5.88 (SD=2.32). There was no statistically significant difference between OE students and non-OE students regarding the importance of characteristics “outcome” for the Games ($F=0.011$; $p>0.05$).

The mean scores for fifth factor, “Outcome” were following: OE students 6.78 (SD=2.25) and non-OE students 6.36 (SD=2.22). There was no statistically significant difference between OE students and non-OE students regarding the importance of characteristics “Outcome” for the Games ($F=3.373$; $p>0.05$).

Table 4. Rotated component matrix for the five-factor solution for Importance

FACTOR	A	Variance (%)	VARIABLES	LOAD
1 Values	0.859	16.447	How "important is “honesty” to Olympic Games to youth	0.832
			How "important is “justice” to Olympic Games to youth	0.827
			How "important is “fairplay” to	0.790

			Olympic Games to youth	
			How "important is "integrity" to Olympic Games to youth	0.702
			How "important is "teamwork" to Olympic Games to youth	0.501
			How "important is "excellence" to Olympic Games to youth	0.489
2 Sport and athletes	0.830	15.773	How "important is "competition" to Olympic Games to youth	0.760
			How "important is "athletes" to Olympic Games to youth	0.746
			How "important is "love for sport" to Olympic Games to youth	0.721
			How "important is "training" to Olympic Games to youth	0.604
			How "important is "personal best" to Olympic Games to youth	0.601
			How "important is "participation" to Olympic Games to youth	0.495
			How "important is "Olympic traditions" to Olympic Games to youth	0.473
3 Attitudes	0.795	13.029	How "important is "fun" to Olympic Games to youth	0.680
			How "important is "passion" to Olympic Games to youth	0.646
			How "important is "sharing" to Olympic Games to youth	0.637
			How "important is "determination" to Olympic Games to youth	0.602
			How "important is "confidence" to Olympic Games to youth	0.548
			How "important is "respect" to Olympic Games to youth	0.478
4 Commerce	0.601	7.656	How "important is "commercialisation" to Olympic Games to youth	0.746
			How "important is "money" to Olympic Games to youth	0.727
5 Outcome	0.507	7.583	How "important is "losing" to Olympic Games to youth	0.729
			How "important is "winning" to Olympic Games to youth	0.674

5.2.4. Youths' opinion of the Olympics, recommendations to the Games and opinion about Youth Olympic Games

Finally, open-ended questions were used to explore youths' opinion regarding the Olympics, whether they had recommendations to the Games and to find out their opinion on the Youth Olympic Games. Using SPSS to help in the data analysis, the five open-ended questions' answers were reviewed and content-analyzed in order to identify themes within the responses which could then be categorized and coded in the program.

First, to determine whether there were any differences between youth who have received the Olympic Education and youth who have not, a one-way ANOVA analysis was conducted. The results indicated that there was no statistically significant differences between the two groups of youth, except for their interest to watch YOG on TV ($p < 0.05$, 0.033). Indeed, youth who have received the Olympic Education were rather less interested to watch YOG on TV as 43,2% of them were interested, 13,5% stated to be maybe interested, and 43,2% were not interested. On the other hand, youth who did not receive Olympic Education 53,1% of them were interested, 13,7% were interested maybe and 33,1% were not interested to watch the YOG on TV.

As there were no statistically significant differences regarding the answers to other four open-ended questions, two groups were joined for overall descriptive statistics to present youths' opinions about likes and dislikes regarding the Games and YOG, as well as youths' suggestions for the Olympics to be more interesting.

Regarding what youth liked about the Olympics, the main reasons were the atmosphere at Games including for instance multicultural environment, athletes' striving and great results, but also the atmosphere at home during that time (41,8%), some particular sports (16,1%) and mainly different athletic events, and cheering for national athletes and home country (14,9%) were pointed out most often. Regarding what youth dislike most about the Games, 31,7% answered that there is nothing negative to point out. However, 23,7% of youth proclaimed the Games to be boring and brought out other reasons like they take place too far, there are not that many Estonians competing, and can't follow the events they would like to as they are not broadcasted; and 14,1% of youth dislike the doping and cheating within the Games.

To make the Olympics more interesting, 22,9% suggested to add more different kind of performances and show elements, and 12,3% suggested to eliminate and/or add some sports. More than half (57,2%) answered that there was no need to change anything.

Moreover, youths' overall opinion about Youth Olympic Games was rather positive as 63,5% of participants found it to be good initiative by the IOC pointing out that it is a good starting point for young athletes to get experiences. Further, 29,5% of youth had neutral feelings about YOG (including cases when youth have never heard about YOG), and only 7,1% had negative comments about it answering that it is pointless and pathetic attempt to copy the Olympic Games.

One-way ANOVA and statistics regarding youths' opinion of the Olympics, recommendations to the Games and opinion about Youth Olympic Games is presented in appendix L.

5.3. Summary of results

According to qualitative research results, Estonian youth tend to spend a lot of time in front of screen, on average 26,2 hours per week. Majority of them spent more time using Internet than watching TV. Their knowledge of Olympics derives mainly from TV, in less extent also from family and school.

According to both, qualitative and quantitative researches, majority of youth are physically active; furthermore prefer to do sports instead of watching sports from TV or attending sport events as a spectator. In general, youth preferred other forms of entertainment to watching the Games on TV. Both, Summer and Winter Olympics were considered to be equally important with some other major sport event such as FIFA World Cup and European Football Championships.

Results of current study did not bring out any major differences between students who have received the Olympic Education and students who have not received the Olympic Education neither in their preferences nor interests. Similar situation occurred regarding the characteristics they associated with the Olympics.

In general, youth from both study group, most associated with the Games following characteristics: 'medals', 'countries', 'television', 'global', 'participation', 'multicultural', 'fair competition', 'sponsors', 'honourable', 'striving' and 'festive'.

Most important characteristics to the Olympics were found: 'training', 'love for sport', 'athletes', 'competition', 'health' and 'fair play', whereas 'cheating' was estimated as the least important characteristic of the Games.

CHAPTER SIX: DISCUSSION AND CONCLUSIONS

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

6.1. Discussion and suggestions for future research

The main aims of this study were 1) to investigate how young people of Estonia perceive the Olympic Games and the Olympic Brand; and 2) is there any relation between the Olympic Education and the Olympic Brand, what the future challenges in this field are.

The study was conducted by using qualitative and quantitative research approach to gain better insight in this relatively little studied topic: in total 11 students were interviewed, 397 students filled in the questionnaires.

There is a lack of studies in the Olympic brand and youth field; however the results of this study supported some findings of previous studies (Stevens 2011; Rychtecky & Dovalil 2007; Bronikowski 2005) about the Olympics and young people; and also associations and importance of different characteristics to the Olympic brand (Seguin et al. 2008).

According to qualitative research results Estonian youth tend to spend a lot of time in front of screen: on average 8,4 hours per week watching television, and 17,8 hours per week using Internet. While TV is not watched every day, Internet is used on daily bases. Further, participants' total screen time (meaning amount of time spent in front of TV, computers, video, etc.) was 26,2 hours per week, whereas they were physically active about four times less: 6,18 hours per week. These facts indicate that different media channels are most convenient way to approach youth today. To be noted, physical education lessons or sports clubs were not mentioned to be a source of information about the Olympics, though when asked interviewees admitted that Olympics have been discussed in school. All interviewees responded that they heard about the Olympic Games (OG) on TV and from their parents while confirming the findings of former studies (Stevens 2011; Rychtecky & Dovalil 2007; Bronikowski 2005) that informal

pedagogical site such as media is the main source of information about the Olympics. Interestingly, majority of interviewees reported that they have never visited the official Olympic Games Internet sites, whereas on average they spent 17,8 hours per week using Internet. That indicates that youth either do not find the official Olympic websites (IOC, OCOG etc. websites) interesting or are not aware of them. As media is the main source of information about the Olympics, especially Internet, then more research should be done to find out why youth are not interested to visit the official Olympic websites. Regarding other media sources, most of interviewees have read something about the Olympics from newspapers and magazines when it catches their eyes. Hence, these may also be effective ways to convey information about the Olympic Games, athletes and other Olympic stories to reach young people in Estonia.

In general, interviewees knew very little about why the Games existed, where they began or why it was called the Olympic Games. The majority of them knew more or less the meaning of the Olympic symbols mentioning mainly the Olympic rings and the Olympic flame; whereas other words mentioned were “big stadium, flag, torch, and wreath, a lot of people, medals, mascots and birds”. The Games were also connected with ‘traditions’, ‘peace between the countries’, ‘cultural program’, ‘patriotic feelings’, ‘global reach’ and ‘co-existence of different sport events’. But when asked directly, how participants perceive the Olympics then in general they were seen as just a sports competition rather than having any bigger meaning. Interestingly, when participants were asked about Olympic ideals and values, most have never heard about them. However, when asked to discuss what they felt was important for the Olympics and the competing athletes there they suggested: peaceful and friendly behaviour, atmosphere, fair play and good results (athletes) as most important. These findings coincide with Stevens’ (2011) findings, that the majority of youth do not have an understanding of Olympism or the Olympic ideals, however they are familiar with the Olympic Games and general human values. Perhaps more emphasis should be placed on Olympic Education to teach youth about Olympism and the Olympic values, but also about the Games and its history. Olympic Education would reinforce the values youth associate with Olympics already, educate them about the ones they do not know yet and provide a better understanding of the Olympic brand in general. Olympic Education would provide youth with more “in depth” understanding of various values linked to the Games as opposed to perhaps a “shallow” knowledge acquired through the media.

Furthermore, Olympic Education should be used as a tool to teach youth to be acutereviewers of Olympic broadcasting and other media exposure. Here, it must be noted, Bronikowski (2005, 30-32) has found that the most effective period for introducing programmes enhancing moral development (e.g. fair play or Olympic education) is during early school years. The older the students grow, the more difficult it becomes to change their attitudes and thinking, therefore in older classes these programmes need to be prepared and introduced by highly skilful teachers, possessing simultaneously the pedagogical and sporting education.

The results of this study indicate that the majority of youth like to watch the Olympics on TV, mainly because of the tension and excitement, and a chance to cheer for national athletes. Results indicated that, atmosphere was the main reason (41,8%) that made the Games pleasant while some particular sports, moreover finals in these sports, were considered absorbing as well (16,1%). Further, cheering for national athletes and home country was seen as gripping aspect (14,9%) of the Games. In turn, it was also mentioned that lack of national athletes at the Olympics can cause negative effect and can be considered as one of the reasons why the Games were boring to follow. Although more than half of youth (57,2%) said there was no need to change anything about the OG, 22,9% suggested to make the Games more interesting pointing out that different kind of performances and show elements need to be added. This proposal and the fact that youth like tension and excitement aspect of the Olympics indicate that to make the Games more interesting to youth, they must be entertaining. However, it should be noted that participants found the 'Olympic traditions' as an important asset of the Olympic Games: questionnaire sample $M=7.95$ ($SD=2.43$) and interview sample $M=8.91$ ($SD=1.22$). Also, according to interviewees, one's interest in the Olympic Games was related to one's interest in sport rather than its age, explaining that "for some it is interesting and for others it is boring anyway". Interestingly, it was recommended to organize the Youth Olympic Games, whereas the one who made the suggestion did not know that Youth Olympic Games existed. Ultimately, Olympic traditions and atmosphere that the Olympics create are important parts of the Olympics, however the Games need to be entertaining to gain youths' attention. These findings overlappartly with Stevens' (2011) finding, that youth place importance upon the performance and "spectacle" of the Games. Further, author of the thesis agrees with Norbert Müller (2000) that Olympic Games as an event should be used for educational

purposes. Moreover, Olympic Games, Olympic brand and Olympic Education should be seen as a circle as they complement each other. In the world full of entertainment options, author of this study suggests that regarding the Olympic Games it would be constructive to place importance to the unique aspects of the Games, such as Olympic traditions and its philosophy and values. These aspects differentiate the Games from other sporting events and make them appealing to youth (as pointed out by the participants of this study). In turn, that would uphold the Olympic legacy and with assistance of Olympic Education, outside and within the Games, could benefit to the moral standards of the society. Naturally, more research is needed to provide guidelines how to use the Olympics as entertaining sport event for educational purposes as well as regarding how make the Games entertaining to youth.

More, youth today have many options to entertain themselves and that seems to offer a challenge to the IOC in making the OG more absorbing to youth. In this study participants were asked to give their preference between watching the Olympics and other forms of entertainment. Most of the youth interviewed preferred to do sports themselves, chat or talk on a phone with friends, or to watch movies either at movie theatre or at home to watching the Olympics on TV. These results were confirmed with the results from questionnaires, whereas participants were even more in favour of other forms of entertainment instead of watching the Games on TV. Regarding the preference between some forms of entertainment (such as listening to music, going shopping with friends) and watching the OG, youths' choice was not that obvious. However, regarding both, qualitative and quantitative, researches watching the Olympics on TV was preferred clearly instead of reading a book or playing video games. In addition, interviewees mentioned that preferences are associated with the fact that the Olympics take place so seldom indicating to reason that made them prefer Olympics over other forms of entertainment regarding some choices. Also, in some cases it was an easier choice to just watch the Olympics than to do something different which was maybe not really their main interest anyway as alternative activities were suggested by interviewer (e.g. reading books, playing video games). Hence, according to both, qualitative and quantitative researches, majority of youth are physically active; furthermore prefer to do sports instead of watching sports on TV or attending sport events as a spectator. Interestingly, this general sport related interest reflected also in youths' choices, as both samples preferred to do sport than to watch Olympics. These findings indicate once

again, that Olympic Games need to be more entertaining to gain youths' attention. Further, alternative activities that interested participants the most were related to sport, pairs and screen time. Thus, it can be suggested that to make the Games more interesting to youth, IOC and NOCs need to develop activities that would intervene these three domains with the Olympics, for instance Wii⁴⁷ and Kinect⁴⁸. However, these kind of video based active games played with pairs should be used as additional tool, and more emphasize should be given to sports domain. Especially, as youth tend to prefer sports to watching TV.

Next, youths' interest in different sport events was examined. Both, interviewees and questionnaire respondents, reported that most interesting sport events are FIFA World Cup, European Football Championships, Summer Olympic Games and Winter Olympic Games more or less equally. Whereas questionnaire respondents found Champions League (football), Simple Session (extreme sport) and FIS Cross Country World Cup also very interesting sport events and thus indicating football and skiing as very attractive sports for Estonian youth. Whereas interviewees found BIG Golden League (athletics) and FIS Cross Country World Cup as interesting sport events additionally to common finding with larger sample. In turn, that reflects well with their statement that athletics and skiing were the most preferred sports at the OG and thus place importance upon the Summer and Winter Olympic Games. According to interviewees, one's interest in different sport event is related to sports one has practiced himself, or to sports that are more popular and topical in the home country in general. Thus, Estonian youths' high interest in football as revealed from current study may be related to the fact that in autumn 2011 Estonia was competing very hard to make it to European Football Championships. Football as a sport gained a lot of media coverage and contained a very topical meaning, though national team did not get through to the Championships. Further, this particular reason may be the bases why the Games were equally important to participants with other major football events like FIFA World Cup or European Football Championships. Interestingly, regarding the Olympic Games participants pointed out several points of differentiation compared to other sport events, which based on this study seem to be the important reasons of high interest in the Games in general. More than half of interviewees believed that the Games are more important than other

⁴⁷ A home video game console released by Nintendo. The exact website with information: <http://en.wikipedia.org/wiki/Wii> (viewed 26.01.2013)

⁴⁸ A home video game console released by Microsoft. The exact website with information: <http://en.wikipedia.org/wiki/Kinect> (viewed 26.01.2013)

sport events, because it is grander, takes place more seldom, it has traditions, ceremonies and history, and it joins the whole world. Also, athletes seem to give more effort to get there. Moreover, the Games related to them with traditions, peace between the countries, cultural program, patriotic feelings, global reach and co-existence of all different sports. Nevertheless, participants enjoyed the most the sporting side of the event commenting “(the event has) no relevance outside of the Games themselves. I’ve heard that it is blend of culture etc., but don’t know much about it”, and also saying “besides the sporting side there are also these traditions, but it doesn’t really affect me. I know that the OG are a blend of culture, education etc, but it doesn’t really interest me. I only care about the sport events”. All in all, participants found the Olympics to be important but not necessarily having any greater meaning than “a grand sport event”. Comments from interviewees’ matched with general findings regarding the importance of different sport events amongst questionnaire respondents. Ultimately that indicates, that youth do not really understand the Olympic Games in its broader sense, though notice it’s difference from other major sport events. Here it must be noted, Seguin et al. (2008) have found the general interest in the Olympic Games to be higher than in any other sporting properties like the FIFA World Cup. However, Seguin et al. (2008) study was not carried out on youth particularly.

To gain better understanding of how youth perceive the Olympic brand, participants were asked to assess association and importance of different characteristics/words to the Olympic Games. Regarding the participants of quantitative research part the analyses revealed that the characteristics with the strongest associations (mean over 7) to the Olympic brand were ‘medals’, ‘global’, ‘television’, ‘countries’, ‘being the best’, ‘multicultural’, ‘striving’, ‘participation’, ‘honourable’ and ‘sponsors’. Mentioned characteristics matched very well with interviewees’ strongest associations with the Olympics. Additionally interviewees associated strongly following characteristics: ‘fair competition’, ‘festive’, ‘exclusive’, ‘discipline’, ‘humanity’, ‘publicity’, ‘amity’, ‘celebration’, ‘belonging’, ‘cool’, ‘peace’, ‘determination’ and ‘confidence’.

The most important characteristics (mean over 7) to the Olympics in questionnaire respondents’ opinion were ‘training’, ‘athletes’, ‘competition’, ‘love for sport’, ‘health’, ‘participation’, ‘personal best’, ‘fair play’, ‘team work’, ‘Olympic traditions’, ‘winning’, ‘passion’, ‘respect’, ‘honesty’, ‘justice’, ‘integrity’ and ‘fun’. Not surprisingly, the interviewees opinion overlapped with questionnaire respondents’

whereas additionally importance was placed to characteristics like 'diversity', 'culture', 'confidence', 'determination', 'exclusivity', 'sharing', 'fulfilment' and 'excellence'. These most associated and important characteristics to the Games reflect well with participants' general opinion that the OG is grand and high-level sport event. Importantly, the core of the Olympic brand, Olympic values and fundamental principles (IOC Marketing: Media Guide 2012, 8), reflect from these most associated and important characteristics as well: for instance characteristics like 'respect', 'honesty', 'justice', 'integrity' as well as 'peace' and 'humanity' are integral parts of fundamental principles of Olympics. Further, participants associated strongly and place importance upon the Olympic value 'fair play' with mean score over 8 by both samples. It was commented as "it (fair play) is very important at Olympic Games" but also that "it should be, but it isn't always" and "not anymore because of doping cases". Here, it is important to mention that according to both samples of participants, prevaingly, the least important characteristic to the OG was 'cheating'. Respondents' opinion about athletes taking performance-enhancing drugs while competing in the Olympics was negative - all respondents declared that such behaviour "is wrong" as it would not be fair competition anymore and athletes would not be using their real skills or abilities. In addition, it would be against the rules and ethically wrong. However, cheating was also marked as quite important and the comment was that "cheating is not good, but if it becomes a problem, then it is important (to the Olympics)". This is particularly interesting in the light of Lance Armstrong doping scandal whereas, cheating as a problem has become important to the Olympic Movement (BBC 2013).⁴⁹ Further, as cheating scandals are becoming more regular and gain a lot of media coverage, it is particularly important to tackle this issue within the Olympics. It is needed to reinforce fair play topic but also emphasize other educational values of Olympism as well as teach youth about Fundamental Principles of Olympism, and for that Olympic Education programs must be used. Further, Müller (2000) has recommended using the Games itself for educational purposes. It is recommended that the IOC and NOCs use all possible channels to reach the audience. Close co-operation with media is strongly suggested as according to this and other studies (Stevens 2011; Rychtecky & Dovalil 2007; Bronikowski 2005) youth gain most of their knowledge and understanding of the Olympics through media. Ultimately, teaching youth about Olympism and Olympic

⁴⁹British Broadcasting Corporation (BBC). The exact website with information: <http://www.bbc.co.uk/sport/0/cycling/21062496> (viewed 24.01.2013)

values (and thus covering general human values) helps to rise up a new generation who respects the social norms and ethics. This would let to hope that cheating and discrimination become rare cases and belong rather to the past.

This study confirms Seguin et al. (2008) findings that Olympics are seen something bigger than a sporting event as the attributes that are associated with the Olympic brand are not all sport-related. It was reported earlier that youth associates and place importance upon many characteristics of the Olympic brand which are not all sport-related. Like for instance characteristics such as 'global', 'countries', 'being the best', 'multicultural', 'striving', 'participation', 'honourable', 'fair competition', 'exclusive', 'discipline', 'humanity', 'amity', 'celebration', 'belonging', 'peace', 'determination', 'confidence', 'sharing', 'fulfilment', 'excellence', 'health', 'personal best', 'fair play', 'culture', 'team work', 'passion', 'respect', 'honesty', 'justice', 'integrity' and 'fun'. The commercial side of the event was reflected with much fewer characteristics that associated with Olympics strongly such as 'television', 'sponsors', 'publicity', 'festive' and 'medals'. The high importance and strong association with characteristics pointed out previously indicate that Estonian youth place higher meaning to the Olympic brand. All this indicates that the Olympic Games can successfully, and should be, used for educational purposes. Youth do not have clear knowledge and understanding of the Olympics, but they have high interest in the Games and associate the Olympics with many fundamental values. Olympic brand has set the great scene for education, while benefitting from it itself.

From a brand perspective, the Olympic brand seems to have strong association in youth's mind hence suggesting strong brand equity (Aaker 1991). As mentioned in the literature review, brand equity consists of "awareness, positive associations, loyalty and perceived quality as well as other proprietary assets link to a brand". Findings of this study indicate that youths' associations are not only strong but also favorable and unique which Keller (1993) suggests are important to reach high level of brand equity. In fact, according to the findings of this study it appears that the Olympic brand has high awareness amongst Estonian youth, they have strong, favorable and unique associations with it, they link it to quality, and have high interest in it. The only aspects of brand equity, which can be a threat to the Olympic brand regarding Estonian youth, seem to be the loyalty of youth towards the Olympics. Indeed, the results showed that a large percentage of youth who participated in this study reported having higher interest

in other things like going to movies, listening to music etc. Thus, to ensure higher brand equity amongst Estonian youth, the loyalty aspect needs to be tackled by the EOC.

In this study, the Olympic brand loyalty aspect was tackled while the second main aim of the study was examined. Further, one of the aims of current study was to examine whether Olympic Education has an impact on youth's perception of Olympic brand. Questionnaire respondents' preferences between watching the Olympics on TV and other forms of entertainment were examined based on their educational background. Statistically significant differences ($p < 0.05$) were found only in three cases of preferences: watching the Olympics or going to movie theatre ($p < 0.002$), watching the Olympics or watching a movie at home ($p < 0.022$), and watching the Olympics or listening to music ($p < 0.020$). Surprisingly, in all cases students who have received the Olympic Education preferred other forms of entertainment to watching the Olympics on TV and in a greater extent than students who have not received the OE. Regarding youths' interest in different sport events based on whether they have received the Olympic Education (OE) or not (non-OE) there were no statistically significant differences between these two groups ($p > 0.05$) except for NBA basketball ($p < 0.008$), whereas non-OE students found NBA more interesting ($M = 4.78$; $SD = 3.29$) than OE students ($M = 3.93$; $SD = 3.07$). Results of this study did not bring out any major differences between students who have received the Olympic Education and students who have not received the Olympic Education, neither in their preferences between the Olympic Games and other forms of entertainment nor in their interests in different sport events. Moreover, no statistically significant differences ($p > 0.05$) between OE students and non-OE students were found regarding their associations and importance of different characteristics with the Olympic Games.

According to this study, Estonian Olympic Education project "School Olympic Games" does not clearly affect youths' neither attitudes nor perceptions regarding the Olympic brand. Whereas, Kabitsis et al. (2002) have found that Olympic Education program has a positive impact to youth in considerably different ways such as improved largely youths' knowledge about the Olympic Games, positively affected the attitudes towards the benefits of exercise, increased the level of sportsmanship, and positively affected the attitudes towards fair play. To be noted, Olympic Education implementation period in case of Kabitsis et al. (2002) study was four months (two hours every week). Whereas Estonian OE project "School Olympic Games" consist of two parts: an Olympic

Education week and a school festival and is a short-term project. That indicates that in order to affect students with “School Olympic Games” project, its implementation period needs to be prolonged. Interestingly, there is a tendency that these projects are being prolonged by organisers on their own initiative (Israel 2009, 25-26). It is recommended that the current study be repeated in these schools where the project has been prolonged to gain better understanding whether Olympic Education affects the knowledge and understanding of the Olympic brand. However, Kellis et al. (2007) have stated that Olympic Education programs should be part of educational system in general; and have proposed to either integrate Olympic Education within the subject of physical education and parallel increase the hours allocated to physical education; or integrate Olympic Education within primary education and extend the hours of school. Author of this thesis agrees with Kellis et al. (2007) and believes that Olympic Education has an essential part in keeping the legacy of the Olympic Games. Specially, since the Games take place in every two years, whereas Olympic Education can be implemented all the time and provide the consistency.

6.2. Conclusions

This study revealed that young people in Estonia place high importance upon the Olympic brand, whereas the characteristics that they strongly associated and found the most important to the Olympics were mostly related to the Olympic values and fundamental principles. For instance characteristics such as 'global', 'countries', 'being the best', 'multicultural', 'striving', 'participation', 'honourable', 'fair competition', 'exclusive', 'discipline', 'humanity', 'amity', 'celebration', 'belonging', 'peace', 'determination', 'confidence', 'sharing', 'fulfilment', 'excellence', 'health', 'personal best', 'fair play', 'culture', 'team work', 'passion', 'respect', 'honesty', 'justice', 'integrity' and 'fun'. These characteristics are not only sport related and thus indicate that the Olympics are seen as something bigger than sport event. Thus, findings of this study overlap with Seguin et al. (2008) research results that the Games are seen as more than grand sport event as the Olympic brand has higher meaning than any other sport properties. All in all, Estonian youth place higher meaning to the Olympic brand as the attributes that they strongly associated and found most important reflect rather the Olympic values and fundamental principles of Olympism than characteristics of major sport event.

Findings of this study indicate that youth gain most of their knowledge and understanding of the Olympic Games through informal pedagogical sites. All interviewees responded that they heard about the Olympic Games (OG) on TV and from their parents, while confirming the findings of former studies (Stevens 2011; Rychtecky & Dovalil 2007; Bronikowski 2005) that informal pedagogical site such as media is the main source of information about the Olympics. Further, youth of this study knew very little about why the Games existed, where they began or why it was called the Olympic Games. The majority of them knew more or less the meaning of the Olympic symbols mentioning mainly the Olympic rings and the Olympic flame; whereas other words mentioned were "big stadium, flag, torch, and wreath, a lot of people, medals, mascots and birds". The Games were also connected with 'traditions', 'peace between the countries', 'cultural program', 'patriotic feelings', 'global reach' and 'co-existence of different sport events'. The organisational side of the Olympics was known more or less: the majority of youth interviewed did not really know how cities were picked to host the Games, whereas more than half of youth knew more or less how the Olympics

are financed pointing mainly to sponsors and organizing country. Interestingly, when participants were asked about Olympic ideals and values, most have never heard about them. However, when asked to discuss what they felt was important for the Olympics and the competing athletes there they suggested: peaceful and friendly behaviour, atmosphere, fair play and good results (athletes) as most important. Thus, participants' knowledge and understanding of the Olympics was not in specific connection with Olympism or the Olympic ideals, whereas they were familiar with general human values and the Olympic Games. This finding confirms well Stevens' (2011) finding that majority of youth do not have an understanding of Olympism or the Olympic ideal, however youth are familiar with the Olympic Games.

Last, according to this study, Olympic Education within school environment does not obviously affect youths' attitudes or perceptions regarding the Olympic brand. Only few cases with statistically significant difference were found between OE and non-OE students. Regarding youths' preferences between watching the Olympics on TV or other forms of entertainment, it emerged that students who have received the Olympic Education preferred other forms of entertainment (going to movie theatre; watching a movie at home; listening to music) to watching the Olympics on TV in a greater extent than students who have not received the OE. Regarding youths' interest in different sport events it emerged that non-OE students found NBA more interesting than OE students. Other than that, no other statistically significant differences occurred. However, author of this study believes that this is related to fact that the "School Olympic Games" project is a short-term project. Longer implementation of OE has shown (Kabitsis et al. 2002) a positive impact to youth in considerably different ways such as improved largely youths' knowledge about the Olympic Games, positively affected the attitudes towards the benefits of exercise, increased the level of sportsmanship, and positively affected the attitudes towards fair play. Therefore, author of this thesis believes that this study emerged only few differences in participants' attitudes and perceptions towards the Olympic brand between OE and non-OE students, because the implementation period of the project is not long enough. Also, the ways and means of the project should be revisited and improved. Ultimately, finding of this study combined with Kabitsis et al. (2002) findings indicate that Olympic Education can have an important role in developing the character of new generation.

6.3. Recommendations to Estonian Olympic Committee and Estonian Olympic Academy

Based on the findings of this study conducted in Estonia, author provides contribution to Estonian Olympic Committee and/or Estonian Olympic Academy with following recommendations:

- Revisit and improve the ways and means of EOA's project "School Olympic Games";
- To develop educational (interactive) program about Olympism and Olympic Movement in co-operation with local TV channels and/or web-based media;
- To take further actions to implement Olympic Education within Estonian school system.

6.4. Final statement

This study has examined Estonian youths' attitudes and perceptions towards the Olympic brand and its relation with Olympic Education. The findings have shown that Estonian Olympic Education project "School Olympic Games" does not have a clear affect on youths' attitudes and perceptions regarding the Olympic brand, however this can be related with the fact that the implementation period of the project is not long enough. Also, it emerged that youth spend a lot of time in front of screen and gain most of their knowledge and understanding about Olympics through informal pedagogical sources such as media. In summary, this shows that media has an important role in educating youth. Further, youth's knowledge and understanding of Olympism and Olympic Games was relatively poor. However, they associate and place importance upon many characteristics of the Olympic brand which are not all sport-related and rather reflect the (Olympic) values. Whereas that indicates that Estonian youth place higher meaning to the Olympic brand and that the Games are seen as more than a grand sport event. Ultimately, youth do not have clear knowledge and understanding of the Olympics, but they have high interest of the Games and associate the Olympics with many fundamental values. Thus, Olympic brand has set the great scene for education, while benefitting from it itself.

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APPENDICES

Appendix A: Request letter for participation and description of the study



INTERNATIONAL OLYMPIC ACADEMY



**UNIVERSITY OF PELOPONNESE
DEPARTMENT OF SPORTS ORGANIZATION
AND MANAGEMENT**

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

MASTER THESIS TOPIC: Youth and the Olympic brand

REQUEST FOR PARTICIPATION – DESCRIPTION OF THE STUDY

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

Specifically, the study has three major goals:

1. To identify youths’ knowledge regarding many aspects of the Olympic Games, including the traditional Olympic ideals and values; the organization of the Olympic Movement; television; the symbols; the sponsors and the fight against doping.
2. To understand youths’ attitudes towards sport in general, and specifically the Olympic sports.
3. To identify and understand youths’ ethical attitudes, both in general and specific to sport.

The success of this study depends on the participation of youth between the ages of 12 and 19 years. Therefore, I am asking if it would be possible to approach some students from your school in order to collect information regarding their perception of the Olympic Movement. My study contains two data collection sessions. The first consists

of a 25 minute session where the students will be asked to write an essay on a theme relating to the Olympic Games that will be provided by the researcher. The second one consists of a 60 to 90 minute session where the students will take part in a semi structured interview guided by questions relating to the Olympic Games, and facilitated by a researcher. All the data collection will take place in a classroom.

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

Since we know very little of youths' opinions and representations concerning the Olympic Movement, its ideals, organization and commercial politics from a educational perspective, this study is a very good opportunity to allow the youth to reflect on and express their opinions regarding all the different aspects of the elite sports and all the social component surrounding them.

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

Sincerely,

Liis Kaibald

Student of Master Program

International Olympic Academy & University of Peloponnese

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Appendix B: Questionnaire form



INTERNATIONAL OLYMPIC ACADEMY



**UNIVERSITY OF PELOPONNESE
DEPARTMENT OF SPORTS
ORGANIZATION AND
MANAGEMENT**

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

MASTER THESIS TOPIC: Youth and the Olympic brand

PARTICIPANT’S BACKGROUND INFORMATION FORM

Date:
Gender : F M
School:
Grade:
Age:
Parents’country of origin:
City of residence:
Place of residence (circle the right one): rural urban
Sport(s) activity(ies) practiced:
Level of competition (local, provincial, republican etc.):
Mother’s occupation:
Father’s occupation:
Interest in sport & physical activities: 0 (very low) – 1 – 2 – 3 – 4 – 5 – 6 – 7(very high)
Interest in watching sport (TV/internet): 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7
Interest for attending sport events (as spectator): 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7

PARTICIPANT’S INTEREST

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

I would prefer....

watching the Olympics (from TV)		going shopping with friends	
watching the Olympics (from TV)		going to movie theatre	
watching the Olympics (from TV)		watching another TV programme	
watching the Olympics (from TV)		reading a book	
watching the Olympics (from TV)		playing video Games	
watching the Olympics (from TV)		playing sports	
watching the Olympics (from TV)		„chatting” on MSN, Facebook, Skype	
watching the Olympics (from TV)		talking in the phone	
watching the Olympics (from TV)		watching a movie at home	
watching the Olympics (from TV)		listening to music	

Olympic Games and other sporting events

Circle the number that evaluates the best your interest in different sporting events on the left. Only one number on each line can be circled.

	<i>No interest</i> ←-----→ <i>Very interested</i>
FIFA World Cup (football)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
World Rally Championships	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
European Football Championships	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Simple Session (extreme sport)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Olympic Games (Summer)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Winter Olympic Games	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
European Figure Skating Championships	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
BIG Golden League (athletics)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
NBA (basketball)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Grand Slam (tennis)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Grand Tour (cycling)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Formula-1 (single-seat auto racing)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Baltic Basketball League	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Champions League (football)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
FIS Cross Country World Cup (skiing)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Schenker League (volleyball)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Any other sport event (name it)	0 -1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

.....

CHARACTERISTICS OF OLYMPIC GAMES

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

Least associated ←-----→ Most associated

A chance to escape	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Amitie	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
American	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Being the best	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Belonging	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Arrogant	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Estonia	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Celebration	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Commercialisation	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Distant & aloof	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Being the best	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Exploitative	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Sponsors	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Confidence	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Cool	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Countries	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Determination	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Discipline	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Educating	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Exclusive	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Fair competition	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Festive	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Global	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Honourable	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Humanity	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Medals	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Multicultural	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Peace	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Participation	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Patriotic	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Personal	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Political	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Publicity	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Selfish	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Showy	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Spectacle	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Striving	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10
Television	0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10

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

Least important ←-----→ **Most important**

Love for sport	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Money	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Athletes	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Commercialisation	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Competition	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Confidence	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Culture	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Losing	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Determination	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Diversity	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Training	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Fullfillment	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Fair Play	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Excellence	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Exclusivity	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Winning	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Honesty	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Integrity	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Justice	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Sharing	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Participation	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Passion	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Fun	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Personnel best	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Respect	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Health	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Spectacle	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Olympic traditions	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Team work	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Cheating	0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

OPEN-ENDID QUESTIONS

Answer to each question with couple of lines. Explain your answer.

1. What I like about the Olympic Games ...
2. What I don't like about the Olympic Games ...
3. If I could change the Olympic Games to make it more interesting I would recommend that ...
4. What do I think about Youth Olympic Games ...
5. Would I watch Youth Olympic Games from TV ...

Thank you very much for your input regarding my thesis and giving your opinion in Olympic related matters!

Liis Kaibald

Appendix C: Individual interview semi-structured question schedule

AIM OF THE STUDY

This study will investigate how young people of Estonia perceive the Olympic Games and Olympic Brand; and is there any connection between Olympic Education and Olympic Brand and what the future challenges are.

RESEARCH QUESTIONS

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

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

B – General questions on Olympics

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

Main questions:

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

Sub-questions:

4. Do you like the Olympic Games? Why or why not?
5. What do the Olympic Games represent/mean to you?
6. Have you ever dreamt of participating in the Olympics? Why or why not?
7. Would you like to go to the Olympic Games one day, as a spectator? Why, why do you think it is special to be at an Olympic Games?
8. Do you talk about the Games with people around you? Who?
9. Have you discussed the Olympics at school within your classes? If yes, what did the teacher talk about?
10. Compared to your parents, do you think you are more, less, or likewise interested in the Olympic Games?

C - Olympic Games, ideals, values, symbols

Main questions:

1. What symbols do you associate with the Olympics?
2. Show the Olympic rings and ask what the symbol means? What are three things that come to your mind when you see this symbol? What the rings represent to you? Do you know why there are five rings and why they are intertwined? (What do they stand for, the colours?)
3. Values: What is a value for you? If they do not understand what a value is, ask them “what is really important to you in life, what are some principles that are very important for you.
4. Olympic values: Have you ever heard about Olympic values? Ideals? What does it mean? What do you think is very important for the Olympics? Or what do you think are important principles about the Olympics, the athletes that participate?

5. Show list of words and ask the participant to identify the level of association with the Olympics and what they believe to be the relative importance of the words to the Olympics. Filling in the characteristics of the Olympic Games form and discussing the choices.

D - Television coverage of the Olympic Games

1. Do you watch the Olympic Games on television? Why or why not?
2. On average, how many hours of television do you usually watch per week?
3. On what channel do you watch the Olympic Games?
4. What do you like most when you watch the Olympics on television?
5. What do you like the least about watching the Games on television? Are there things that you don't like about the Olympics on television?
6. Who are you most likely to watch the Olympics with?
7. In your opinion, what could make the Games on TV more interesting for you?
8. Where are you most likely to watch the Olympics?
9. Do you think there is enough coverage of the Olympic Games on television? Why or why not?
10. What interest you the most when you watch the Olympics on TV?
11. If you were to pick one sport only to watch on TV, which one would it be?

E - Other mediums used to follow the Olympics

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

F - Interest in the Games versus other forms of entertainment

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

B. In this section, the aim is to find out the level of interest of the participants versus other sporting events using a Likert scale of 0 to 10, 0 being “no interest at all” and 10 being “very interested”. The events reflect the most popular sports of the respective countries Filling in the participants interest form and discussing interviewee’s choices.

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

G - Organization of the Olympic movement

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

1. How do they decide who will be the hosting city for the different Olympic Games?
2. Who is responsible for organizing the Olympic Games?
3. Do you know how the Olympics are financed (i.e. where the money to organize the Olympics comes from)?
4. Who pays for all the athletes’ training for the Olympic Games?

H - Olympic Sponsors and commercialization

(Define sponsors)

1. Do you know what sponsorship means? Explain. If they do not know, please explain that sponsorship is when a company provides the Olympics with money, products and or services in exchange for benefits associated with the event (visibility, image, etc.)
2. Can you name the official sponsors of the Olympic Games?
3. Do you think it is good to have companies that give money, products to support (sponsor) the Olympic Games? Tell me how you feel about that.
4. What do you think companies gain from sponsoring the Olympic Games?

5. Does this enhance your feelings about this company or do they remain the same?
6. Would you be more willing to buy a product if you knew the company was an official sponsor of the Olympic Games?
7. What do you think about the commercialization of the Olympic Games today? (Do you think it is too much, OK, not enough?)

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

1. What is or what are the events that are more interesting to you (Opening ceremony, closing ceremony, medals ceremonies, highlights, records, etc.)?
2. What elements or parts of the Games are of interest to you (a particular event, when my country wins, seeing the world come together, excellence of the athletes, the count of medals, etc.)?
3. Can you name some of the sports presented at the summer Olympics?
4. Can you name some of the sports presented at the winter Olympics?
5. (Show the interviewee a list of all the sports in the Olympics and ask): What are the sports that you prefer the most at the summer / winter Olympic Games?
6. Are there sports in this list that you don't know?
7. Are there sports in this list that you have never seen in the Olympics?
8. What are the sports that you dislike the most?
9. If you could replace some those sports at the summer/winter Olympic Games to make them more interesting, for which would you replace them? Why?

J - Ethical Matters and the Olympic Games

1. Can you name some problems encountered at the Olympic Games (regarding athletes, coaches, referees, competitions, values, etc.)?
2. Do you know what sportsmanship and fair play mean? Do you think that in the context of the Olympic Games, we respect these values?
3. Do you think that there is cheating in the Olympic competitions? How?
4. Do you think the organizers are doing all that they can to prevent this cheating? Can you give examples?

5. What do you think about athletes taking performance-enhancing drugs while competing in the Olympics? (If they say it is wrong, ask them why they say it is wrong?)
6. If it were legal and everybody did doping, would it then be OK?
7. Do you think there are sanctions (punishments) for athletes who cheat by taking drugs? Are they enough? What else could we do?

K - General interest in the Olympics

1. Do you know where the next summer Olympic Games are going to be held?
2. Do you know where the next winter Olympic Games are going to be held?
3. With the Games being held in different countries, do you enjoy learning about other cultures?
4. Who is or are your favourite athlete(s)?
5. Can you name 5 athletes that participated in the Olympic Games?
6. Do you think that you have more, less or equal interest in the Olympics than your parents?

J - Recommendations: Olympic Games

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

M – Youth Olympic Games

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

Appendix D: Semi-structured interview results

INTERVIEW RESULTS

(Data gathered: November & December, 2011)

A: Background /Demographic information

1. Likes and dislikes	<ul style="list-style-type: none"> a) Sport, movies, hang around with friends b) Singing, hang around with friends c) Sport, studying, reading, hang around with friends; soccer and family are important d) Friends, reading e) Reading, folk dance, hang around with friends f) Music School, sports, studying g) Sports, computer, hang around with friends h) Scouting, singing, computer games, i) Playing games with computer, watching TV, hang around with friends j) Piano and music, sports, hang around with friends k) Music school, sports, hang around with friends, computer games 	<p>4 main interest/free-time activities:</p> <ul style="list-style-type: none"> • hang around with friends • sport • music (either singing or playing some instrument) • computer games
2. Television	<ul style="list-style-type: none"> a) Very little ~1h/w b) ~14h/w (TV serials) c) 4h/w: sports news/events, serials d) 2-3h/w: movies, sport news, TV shows e) 14h/w: serials f) 7h/w: serials g) 7-9h/w:serials, TV shows h) 3,5h/w: serials, TV shows i) 17h/w: serials, TV shows j) 17h/w: serials, movies k) 3h/w:serials, TV shows 	<p>Watching TV:</p> <ul style="list-style-type: none"> • More than 10h/w – less than half • Between 5 -10h/w - some • Less than 5h/w – half <p>Mainly watching TV serials (majority) and TV shows (half).</p> <p>Average: 8,4 h/w</p>
3. Internet	<ul style="list-style-type: none"> a) ~25h/w (ca 3h/day) b) ~25h/w (~3-4h/day) c) 10h/w, a bit every day 	<p>Using Internet:</p> <ul style="list-style-type: none"> • Up to 10h/w - none • Between 10-15h/w -

	<p>d) Every day, ca 3h => 21h/w</p> <p>e) Every day, 2h/day=> 14h/w</p> <p>f) 16h/w (2-3 h/day)</p> <p>g) 3-4h/day=> 21-28h/w</p> <p>h) 17h/w</p> <p>i) 15h/w (more at weekends)</p> <p>j) 14h/w</p> <p>k) 14h/w</p>	<p>half</p> <ul style="list-style-type: none"> • Between 16-20h/w - few • More than 20h/w - some <p>Most of the cases it was mentioned that they use internet every day.</p> <p>Average: 17,8h/w</p>
4. Main purpose for using internet?	<p>a) <u>To get /look over some information</u>, study work, chatting</p> <p>b) Chatting/Facebook</p> <p>c) <u>News</u>, forums, chatting</p> <p>d) Addition to study work</p> <p>e) Chatting, reading news</p> <p>f) Getting information, YouTube-videos</p> <p>g) Chatting, getting information, additional information to some TV show, study work related, listening music</p> <p>h) Chatting, getting information, Facebook, YouTube videos/music</p> <p>i) Additional information to some TV program</p> <p>j) Chatting, playing games</p> <p>k) Getting information (mainly about computer games and techniques)</p>	<p>Main purpose for using Internet:</p> <ul style="list-style-type: none"> • Chatting: more than half • Getting information (half) + Reading news (few) = majority • Watching videos from YouTube: some • Study work related: some • Additional information to TV program: few
5. Other media sources?	<p>a) Newspapers-> sport news every day, rest very seldom</p> <p>b) Don't read</p> <p>c) Newspapers every day, 1x month soccer magazine</p> <p>d) Newspapers- ca 2x per week, magazines- don't really read them</p> <p>e) Newspapers – every day, magazines- sometimes</p> <p>f) Newspaper-(<i>Postimees</i>) daily bases, magazines- not really.</p> <p>g) 1xweek- newspapers and magazines</p> <p>h) Newspapers- 1x week, magazines- 2x month</p>	<p>Read newspapers:</p> <ul style="list-style-type: none"> • on daily bases: ca half • once a week or less: few • not at all: some <p>Read magazines:</p> <ul style="list-style-type: none"> • weekly: one • once a month or less: ca half • not at all: some

	<p>i) I read newspapers via internet on daily bases, Don't read magazines</p> <p>j) I don't read newspapers, magazines I read 1-2x per month.</p> <p>k) I don't really read newspapers, but I like to take a look at magazines time to time</p>	
6. Sport(s) played	<p>a) Athletics(track and field), mainly running</p> <p>b) Horseback riding</p> <p>c) Gym, <u>Football</u>, athletics, basketball</p> <p>d) Athletics, folk dance,</p> <p>e) Aerobics, gym</p> <p>f) Athletics, tennis</p> <p>g) Basketball, ice-hockey, wrestling</p> <p>h) Athletics</p> <p>i) Athletics</p> <p>j) Athletics</p> <p>k) Football and athletics</p>	<p>Sport(s) played the most:</p> <ul style="list-style-type: none"> • Athletics: majority • Football, basketball, gym: some <p>Also mentioned: horseback riding, folk dancing, aerobics, tennis, ice-hockey, wrestling</p>
7. How many hours per weeks you are physically active/ you train?	<p>a) 7h/w</p> <p>b) 2,5h/w</p> <p>c) 10h/w</p> <p>d) 12,5 h/w</p> <p>e) 4,5h/w</p> <p>f) 4h/w</p> <p>g) 8h/w</p> <p>h) 4h/w</p> <p>i) 5,5h/w</p> <p>j) 5-6h/w</p> <p>k) 4-5h/w</p>	<p>Physical activity/training:</p> <ul style="list-style-type: none"> • Less than 5h/w: ca half • Between 5-10h/w: ca half • More than 10h/w: one <p>Age group 12-19 is physically active: 6,18h/w in average</p> <p>26,2 h/w screen time v. 6,18 h/w physical activity time!!!</p>
8. Number of years participated in sports?	<p>a) 9 years</p> <p>b) 1 year</p> <p>c) 10 years</p> <p>d) 12 years</p> <p>e) 10 years</p> <p>f) 4 years</p> <p>g) 7 years</p> <p>h) 5 years</p> <p>i) 5 years</p> <p>j) 8 years</p> <p>k) 7 years</p>	<p>Number of years participated in sports:</p> <ul style="list-style-type: none"> • Less than 5 years: few • Between 5-10 years: ca half • More than 10 years: some <p>Average (age group 12-19 years): 7,09 years</p>

9. Level of competition	a) Recreational b) Recreational c) Competitions local and national d) Recreational e) Recreational f) Recreational g) <u>Recreational</u> (basketball), competitions local and national (wrestling) h) Recreational i) Recreational j) Recreational and <u>competitions</u> (local and national level) k) Recreational	Level of competition: <ul style="list-style-type: none"> • Recreational: majority • In competitive level: few Mainly recreational.
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B: General questions on Olympics

1. Have you heard of the OG? How?	a) From family, from TV b) From family, from TV c) From TV d) From TV (then I was 6-7 years old) e) From TV, from family (hearing them talk about it) f) From TV g) Parents were watching it from TV- this is when I heard about it h) Parents were watching it from TV i) From parents, from TV j) From parents, TV k) From TV. Before I went to school	Heard of the OG from TV (majority) and from parents (many).
2. Do you know why OG exists? Why OG?	a) A name comes from a place they started, the aim is to find out who is the best b) Don't know and don't really care c) Started from Athens (Greece) d) Antique-Greece, origins in Olympos e) Don't know f) They started somewhere in Greece and the name is associated with Olympos or something like that. It is a very old tradition. g) OG is global and its name is	Why OG exist: <ul style="list-style-type: none"> • More or less know why, where or how OG started: ca half • Knows something about why OG exist: some • Don't know why OG exist: few

	<p>related to some hill, I guess started in Rome and the aim was to find out who is the best.</p> <p>h) They started in Ancient Greece; it was close to hill Olympos and that's where the name comes from;</p> <p>i) The aim is to find out who is the best, but don't know more and how they got their name.</p> <p>j) To get to know who is best, to test the skills/abilities. It is related to some traditions, but I don't know where its name coming from.</p> <p>k) Jess, they started in Greece. The name is somehow related to Olympic stadium.</p>	
<p>3. What the Games represent to you? What comes to your mind?</p>	<p>a) Sport (mainly athletics), fun</p> <p>b) Skiing, Olympic flame</p> <p>c) Athletics, Antique-Greece</p> <p>d) Global festive- all countries united; cheering for national team, tension</p> <p>e) Grand sport event, the most important</p> <p>f) Sporting, competition, mascots</p> <p>g) Big festive, sports competition, a lot of people follow it</p> <p>h) Big sport competition</p> <p>i) No bigger meaning than just a competition</p> <p>j) Athletes, events (like running events). It's a sports competition.</p> <p>k) It is the most grand sport competition at all.</p>	<p>First association with the Games:</p> <ul style="list-style-type: none"> • Grand sport event/competition: ca half • Most associated sport is athletics: some <p>Also mentioned: fun, Olympic flame, mascots, Ancient-Greece, tension, cheering for national team, crowd, important.</p>
<p>4. Do you like OG? Why or why not?</p>	<p>a) I like it. It is an interesting period- a lot is happening and also it takes place after many years (doesn't happen every year).</p> <p>b) No, I'm not really sporty person</p> <p>c) Jess, it is a great event, high level athletes and results</p> <p>d) Jess, I like the tension</p>	<p>Positive v. negative emotions regarding the OG:</p> <ul style="list-style-type: none"> • Like the OG: majority <p>Because: tension, excitement, a lot I happening, high level athletes and results, good</p>

	<p>e) Jess, I like it- a lot of excitement, athletes from different countries participating, the event has a good imago</p> <p>f) Jess, but I'm not such a fan of it. I will not watch them every day. It is not that interesting to watch how some people run, or jump or throw.</p> <p>g) Jess, you can see the limits of human resources, to see the records</p> <p>h) Jess, I like some events there like 100m race, throwing events. Short lasting events, mainly Athletics or actually I think there is only athletics.</p> <p>i) Jess I like, no particular reason</p> <p>j) So-so, I like to follow the results. And I like the tension it carries.</p> <p>k) Jess I like the OG- the best athletes come together.</p>	<p>imago, global aspect</p> <ul style="list-style-type: none"> • Don't like the OG: none • So-so: few <p>Because: not really a sporty person, not very interesting to see others doing sports.</p>
<p>5. What the Games mean to you?</p>	<p>a) Sport festive</p> <p>b) Don't really mean much, cheering for Estonians</p> <p>c) High level sport</p> <p>d) A global, great and interesting sport event, important to all countries and to me as well.</p> <p>e) Great sport event</p> <p>f) People all over the world come together to see who is doing different events in what level.</p> <p>g) I don't follow everything, I mainly like to cheer for national athletes. But also to see the highlights.</p> <p>h) It is just a big sport event, doesn't affect me anyhow.</p> <p>i) No particular connections/associations</p> <p>j) I don't know- for me no particular meaning.</p> <p>k) It is a big sport competition.</p>	<p>Meaning of the Games to youth:</p> <ul style="list-style-type: none"> • <u>Mostly a big sport event/festive: ca half</u> • Cheering for national team: few • Highlights and high level sport: few • No particular meaning/connections: few

<p>6. Dreamt of participating in the Olympics? Why or why not?</p>	<p>a) Jess, because it is the greatest competition b) No, not interested c) No, my dreams are related with soccer and there is World Championships more important than the Olympics. d) No I haven't, it feels so distant e) Jess, because it is such a great/grand event f) No, because I would be too nervous. I don't feel comfortable in these kind of situations. g) I don't remember dreaming about it. I don't really have interest to run etc. h) Jess, to become famous. i) Couple of times maybe- to just be part of it! j) Jess, I have. I think I've got talent and it would be nice to get there. k) Maybe. Don't really remember.</p>	<p>Dreaming about participating at the Olympics:</p> <ul style="list-style-type: none"> • Jess, because it is the greatest sport event, to become famous: some • Maybe, don't really remember: in case then just to be part of it: some • No, because not interested, it feels so distant or my dreams are related to other sport events: some <p>Dreaming about participating at the Olympics - rather fifty-fifty.</p>
<p>7. To go to OG as a spectator? Why/Why not? Why would it be special?</p>	<p>a) Jess, it is such a great and powerful event. There are so many different events and crowd of people. b) Jess, good experience and it is still a big event, would be nice to be there. Special because it is still OG. c) Jess, great experience, big crowd. d) Jess, I think the crowd and the multicultural environment would be interesting- the atmosphere is the main reason! e) If I could have a chance I would go. Would be great to feel the atmosphere. f) Jess, it is such a grand event I believe there is besides sport a lot of other things to experience. The atmosphere is great! g) Jess, the atmosphere is probably</p>	<p>Majority would like to go to OG as a spectator, mainly because of the atmosphere and to be part of it. Minority is not interested to visit the OG as a spectator, because of no interest to watch sport at all.</p>

	<p>the main thing.</p> <p>h) No, I don't really like to watch sport competitions. I prefer doing sports than watching it.</p> <p>i) Jess, it would be nice to see everything yourself.</p> <p>j) It would be a proud feeling to see it yourself.</p> <p>k) Jess, I would like to feel the atmosphere there. It is not the same as to watch it via TV.</p>	
<p>8. Do you talk about the Games with people around you? Who?</p>	<p>a) Jess, with family and sporty friends, but mainly with my father.</p> <p>b) No.</p> <p>c) During the time it takes place, with mom and friends or anyone who is interested.</p> <p>d) Jess, with family and with friends even more. Mostly during the games or when there is some news about it.</p> <p>e) During the time it takes place – with friends and also with family.</p> <p>f) During the Games, with family (parents, grand-mother) and friends.</p> <p>g) Jess, with friends we discuss sometimes during the Games, also with family.</p> <p>h) During the event and with family.</p> <p>i) No, I don't.</p> <p>j) Very seldom, with friends at school.</p> <p>k) During the Games jess, with parents and friends</p>	<p>Majority talks about the OG during the event with their family and friends.</p> <p>Minority doesn't talk about the OG with people around them.</p>
<p>9. Discussed Olympics at school within your class? What has your teacher</p>	<p>a) Jess, we have discussed about it in our history lessons related to antiques Greece, and also nowadays Greece – but mainly about the culture aspect.</p> <p>b) In history (6th grade)- history of Antique-Greece; also in P.E. a</p>	<p>The majority has discussed Olympics at school within some class like history or P.E. (subtopics related to Ancient-Greece and the beginning of the Games, ancient and nowadays events</p>

<p>talked about it?</p>	<p>little</p> <p>c) In history: Antique-Greece- sport events at that time and nowadays.</p> <p>d) In P.E. – not really a lecture, but just some information. Also in history – not as a particular topic, but as related to other topics.</p> <p>e) Have written an essay about the Olympic winners, and watched some videos in P.E.</p> <p>f) Don't remember that we have.</p> <p>g) History: about Antique- Olympics and in Arts we had to draw the Olympic rings because there were school Olympic Games in our school</p> <p>h) Jess, in history: talked about how they got the name- that it started close to Olympos hill; we also talked about the events there.</p> <p>i) No, we haven't talked about it (5th grade).</p> <p>j) In history and P.E. I guess we discussed the events and about famous athletes participating there. And in history I guess we talked about the beginning of the Games.</p> <p>k) I don't think so.</p>	<p>at Olympics, famous winners).</p> <p>Minority hasn't discussed about the Games or don't remember doing that (in that group one was in 5th grade and Olympics topic starts at 6th grade in Estonian schools).</p>
<p>10. Compared to your parents – more, less or likewise interested of the OG?</p>	<p>a) More than mum, but less than father=> likewise</p> <p>b) Less.</p> <p>c) More</p> <p>d) More.</p> <p>e) More.</p> <p>f) Likewise.</p> <p>g) Less (or likewise).</p> <p>h) Less.</p> <p>i) More</p> <p>j) Likewise.</p> <p>k) Likewise.</p>	<p>Youth interest of the OG compared to their parents:</p> <ul style="list-style-type: none"> • More • Likewise • Less • Equally all answers.

C: Olympic Games, ideals, values, symbols

<p>1. Symbols you associate with the Olympics?</p>	<p>a) Olympic rings and related to that the flag. b) Olympic flame c) Rings, flame d) Rings, flame, torch, e) Rings, Olive wreath, f) 5 Olympic rings, gold, silver, bronze medals (though they are also used for other sport events), wreaths g) Olympic rings, mascots, flags of different countries, big stadium, big crowd. h) Torch and the rings i) Rings j) Rings, flame, big stadium, a lot of people, k) Flame, rings, birds, stadium</p>	<p>Symbols that associate with the Olympics:</p> <ul style="list-style-type: none"> • Rings: majority • Flame: ca half • Big stadium: some • Flag, torch, wreath, a lot of people: few • Medals, mascots, birds: one
<p>2. Showing the Olympic rings – what does this symbol mean? Meaning of 5 rings, their colours, why intertwined – does he/she know?</p>	<p>a) Continents, colours are somehow related to different countries flag colours, ? b) (Don´t really know anything). Remind 1) Audi symbol, 2) seems like German colours?, 3) some association c) Continents, each colour represents the continent, intertwined- meaning unity and tolerance d) Things that come to my head when I see that (Olympic rings on a white paper): OG, different countries, sport. Intertwined- united, all people come together. 5 Colours- different continents. e) 3 things in your mind: rings- colours of most countries flags, united rings- united countries, friendship games, 5 rings- 5 continents f) Olympic Games! The colours represent at least one colour of</p>	<p>Meaning of the Olympic rings (5 rings, colours, intertwined):</p> <ul style="list-style-type: none"> • Knows the meaning of the symbol: ca half (“colours of most countries flags, united rings- united countries, friendship games, 5 rings- 5 continents”; “I guess the rings represent the continents and they are intertwined because the world comes together for the Games”) • Knows more or less the meaning of the symbol: some (“School Olympic Games, a lot of countries and nations and competitions between them. Why 5 rings- don´t know. Why intertwined- don´t know. Colours

	<p>each flag. Intertwined- unity of people. 5 rings? - Don't know.</p> <p>g) School Olympic Games, a lot of countries and nations and competitions between them. Why 5 rings- don't know. Why intertwined- don't know. Colours represent – continents?</p> <p>h) Rings represent the continents; Intertwined- don't know; the colours – don't know.</p> <p>i) A lot of people, big stadium, high level results. But I don't know the meaning of rings, their colours, or why they are intertwined.</p> <p>j) There was some kind of meaning of each ring, but I don't remember. There is something to do with participation.</p> <p>k) Rings and the colours are the first things that come to my mind when i see the flag. I guess the rings represent the continents and they are intertwined because the world comes together for the Games.</p>	<p>represent – continents?"; "Rings represent the continents; Intertwined- don't know; the colours – don't know")</p> <ul style="list-style-type: none"> • Don't actually know the meaning of the symbol: some ("Remind 1) Audi symbol, 2) seems like German colours?, 3) some association")
<p>3. Values/Important things in life for him/her?</p>	<p>a) Good relationships, knowing that everything will be fine eventually.</p> <p>b) Friends, family, good relationships</p> <p>c) Being happy - complacence (Estonian: <i>rahulolu endaga</i>), family, harmony</p> <p>d) People around me, education, being happy! => Harmony</p> <p>e) Family/loved ones, education, being happy</p> <p>f) Family, friends</p> <p>g) Family, friend and community where I live, less important are personal aims (in basketball).</p>	<p>Values for youth:</p> <ul style="list-style-type: none"> • Loved ones (mainly family, but also friends) : majority • Being happy: some • Good relationships: some • Complacence/satisfaction with oneself; harmony: few <p>Also mentioned: education, health, home and feeling secure, community where one lives, personal aims (like in sport)</p>

	<p>h) To be satisfied with myself, to have family and loved ones around me</p> <p>i) Family</p> <p>j) Family, friends, home and feeling secure, communication and good relationships with others</p> <p>k) Health, loved ones</p>	
<p>4. Have he/she heard about Olympic values? If not, what could be important to the Games?</p>	<p>a) No, haven't heard about the values and ideals. But maybe it would be important to the Games, that everyone come together, be friendly and compete and forget all the past.</p> <p>b) No, haven't heard of Olympic values, ideals. Probably OG is organized so that the winning country will get new rewards. Athletes want to go there to show their skills.</p> <p>c) No, haven't heard of Olympic values, ideals. Probably for OG fair play, respect is important.</p> <p>d) No, haven't heard of Olympic values, ideals. For OG it is important to have fair play, peaceful behaviour. For athletes it is important to represent their country well, personal best (pursuit of excellence), fair play.</p> <p>e) Haven't heard. Important to OG- friendly behavior, peaceful world, for athletes indeed fair play</p> <p>f) Haven't heard of O. values and ideals. Important/value for OG: friendly relationships and peace in the world. Important/value for athletes: their skills/personal best.</p> <p>g) Maybe in history we have talked about it, but don't really</p>	<p>Heard about Olympic values and ideals:</p> <ul style="list-style-type: none"> • Haven't heard: majority • Maybe something: little • Have hear: none <p>Suggestions: important things for the OG:</p> <ul style="list-style-type: none"> • Peaceful and friendly behaviour and atmosphere: almost half • Fair play and respect between everyone: some mentioned • Good organization: few • To set and follow the rules: one <p>Suggestions: important things for the athletes:</p> <ul style="list-style-type: none"> • Fair play: some • To do personal best: some • To show ones skills: few • Participate: few • Represent their country well: few

	<p>remember what is it about (values & ideals). Important for OG: peace and friendly relations between countries; important for athletes: to win and do your best, but some are happy just to participate there</p> <p>h) Haven't heard of Olympic values and ideals. Important to Games: fair competition, respecting each other; important to athletes: the same things!</p> <p>i) I haven't heard about the Olympic values or ideals. I guess important to OG is to have a good organization of the event. And for athletes: good results!</p> <p>j) I think I haven't heard about Olympic ideals, and values. I don't know what could be important to OG, but I think for athletes it is important to represent the country and participate in the OG.</p> <p>k) I haven't heard about the Olympic values or ideals. For OG it's important to have good team work and rules; and for athletes it's important to know the schedule (event timetable), that no one disturbs them and to follow the rules (fair play).</p>	
<p>5. OG characteristics sheet</p>	<p>a) <i>No particular comments, just feels like that.</i></p> <p>b) <i>Comments: Associations: 10p for honourable, global – there are a lot of people together; Sponsorship and commercial- also a lot there; belonging- because they all belong together; festive- because of all these ceremonies. Losing is in some sense</i></p>	<p>Comment: NB! I used here the descriptive stat. to find the means for interview results and marked down here the ones which were over 8 at least. Also, I copied under each characteristic the comments youth made. For some there isn't any.</p>

	<p><i>important too (7p). It is important that an athlete feels good about what his/she is doing and enjoys the event (10 p for love for sport, athletes, determination, diversity, training, personal best, health, Olympic traditions).</i></p> <p>c) <i>Associations: being the best (10p)- everyone goes there with the idea to be the best; Estonia (6p) – it is very important; commercialization (8p) – it has become more commercialized lately; distant and aloof(3p)- it should reach everyone actually and it is not distant and aloof; exploitative -Companies use it (7p), countries (10p) –all countries together, discipline-very important (10p), fair play (9p)- sometimes someone gets caught with doping; humanity (8p)- people´s emotions etc; political (0p) there shouldn´t be any politics in sport; selfish (7p)- has to be; IMPORTNACE: money (6p)- can´t do sport without money; commercialization for me is not important at all (3p), losing is also important (7p); Fulfilment (7p) – you need to work for that; participating (10p) –for athletes as every athlete wants to get there, but for me 2p; cheating is not good, but if it becomes a problem, then it is important (6p).</i></p> <p>d) <i>ASSOCIATIONS: Friendship (9p)- good relations between countries; distant & loof (0p)- for me it is not so, doesn´t associate;</i></p>	<p>Associations: The <u>strongest</u> association youth have with the Olympic Games is with characteristics like:</p> <ul style="list-style-type: none"> • Global (there are a lot of people together) • Countries (all countries together) • Participation (related to the Olympic slogan; all athletes take part of it) • Medals • Striving (everyone striving very hard to get there and do their best) • Television (most of the people watch it via TV; I don´t really see everything via TV, but still) • fair competition (it isn´t always fair; not anymore because of doping cases; it must be fair play there; it should be, but it isn´t always; • festive (because of all these ceremonies) • sponsors (you don´t travel to Olympics and pay for it yourself; a lot there; already getting to the Olympics means you have to have sponsors; you have to have sponsors) • multicultural (a lot of cultures are involved) • honourable (there are a lot of people
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	<p><i>personal (8p)- you compete for your country, but it is also your personal effort; IMPORTANCE: commercialization (3p) not important; losing (10p) – you have to know how to loose and someone always loses; winning (6p)- not the most important thing; fair competition (10p) very important for OG; cheating (0p) – you shouldn't cheat.</i></p> <p><i>e) ASSOCIATIONS: distant and aloof (7p)- it is often far; peace (9p)- peaceful behaviour and relationships; spectacle (10p)- because of all these opening etc. ceremonies; IMPORTANCE: losing (3p)- not important at all; determination (9p)- it is quite important for sport and big events like this; winning (7p) is important, but not the most; participation (10p)- participation is more important than winning; SUM: for Olympics it is very important also the cultural side, not only sport side.</i></p> <p><i>f) ASSOCIATIONS: arrogant (0p)- doesn't relate at all; commercialization (10p)- there are a lot of sponsors; distant & aloof (9p)- it often is taking very far; sponsors (9p)- already getting to the Olympics means you have to have sponsors; fair competition (9p)- it should be, but it isn't always; unique (10p)- it is the biggest event at all; honourable (10p)- it is really an honour to get there and it means that you need to be a lot better than the rest to get there; peace (9p)- it isn't very peaceful there,</i></p>	<p><i>together; it is really an honour to get there and it means that you need to be a lot better than the rest to get there)</i></p> <ul style="list-style-type: none"> • exclusive <p><i>(mean association from interview data ca 8-7,27)</i></p> <ul style="list-style-type: none"> • discipline <p><i>(athletes need to follow the discipline; you can't really cheat there; very important)</i></p> <ul style="list-style-type: none"> • humanity <p><i>(people's emotions etc)</i></p> <ul style="list-style-type: none"> • being the best <p><i>(everyone goes there with the idea to be the best; I think everyone wants to be there the best)</i></p> <ul style="list-style-type: none"> • publicity <p><i>(it is everywhere; when it happens it is everywhere)</i></p> <ul style="list-style-type: none"> • amity (friendship) <p><i>(good relations between countries; all nations come together and are friendly to each other; people there must be friendly)</i></p> <ul style="list-style-type: none"> • celebration • belonging <p><i>(because they all belong together; I think athletes has this feeling)</i></p> <p>Importance: The most important characteristics to the OG in youth opinion are:</p> <ul style="list-style-type: none"> • athletes <p><i>(if there wouldn't be any athletes, there wouldn't be</i></p>
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	<p>but people ate very nice to each other there; striving (10p)- everyone striving very hard to get there and do their best;</p> <p>IMPORTANCE: athletes (10p)- if there wouldn't be any athletes, there wouldn't be the event;</p> <p>commercialization (3p)- it is not really needed there; winning (8p)- it is said that winning is not the most important thing, but I think it is for athletes; team work (9p)- depend of the event, but if it is pair rowing for example then I think it is very important;</p> <p>g) ASSOCIATIONS: a chance to escape (3p)- I don't change my daily habits meaning I will not go to trainings because I need to watch the Olympics, but I guess there are people who take out their holiday at that time;</p> <p>commercialization (8p)- it plays a big role there; sponsors (9p)- the athletes must have a lot of sponsors to get there; discipline (10p)- you can't really cheat there; educating (9p)- physically it must be, you can develop your skill through that; fair competition(10p)- it must be fair play there; multicultural (10p) – a lot of cultures are involved; participation (10p)- related to the Olympic slogan;</p> <p>IMPORTANCE: love for sport (10p)- very important, if you don't love to do sport then you probably won't even get there; justice (10p)- there has to be justice otherwise it is pointless to compete there; participation (5p)- it may be important to the</p>	<p>the event; it's all about them)</p> <ul style="list-style-type: none"> • training (very important) • love for sport (very important, if you don't love to do sport then you probably won't even get there (to the Olympics)) • fair play (it is very important at Olympic Games) • honesty • respect • justice (there has to be justice otherwise it is pointless to compete there; the referees need to be justice) • health (because of health problems, many athletes has been failing at Olympics, so it is very important) • competition • Olympic traditions (these are still kept alive like lightening the flame, but I guess many of old traditions are forgotten) • team work (depend of the event, but if it is rowing example with in a par the I think it is very important) • diversity • integrity • culture (there are a lot of cultures together) • confidence (you have to be confident to get there)
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	<p><i>athlete himself, but if you are not that popular and good, then for others it is not important; Show (6p)- is important, but not the main thing; cheating (0p)- it shouldn't happen at all</i></p> <p><i>h) ASSOCIATIONS: friendship (7p)- all nations come together are friendly to each other; belonging (6p)- I think athletes has this feeling; Estonia (5p)- not the best country in OG, but as home country it comes to my mind; sponsors (8p)- you don't travel to Olympics and pay for it yourself; fair competition (8p) – not anymore because of doping cases; festive (9p)- because of all the ceremonies; peace (6p)- I remember there used to be peace in Greece, but I think nowadays nothing really changes because of Games; participation (10p)- all athletes take part of it; personal (4p)- all people watch you and it is not that personal anymore; publicity (8p)- it is everywhere; show (6p)- it is all a show; television (9p)- most of the people watch it via TV; IMPORTANCE: athletes (10p)- (laughing) it's all about them; losing (6p)-quite important, very few wins; training (10p)- very important; fair play (10p)- it is very important at Olympic Games; unique (6p)- it is not that unique, so I guess it is not the most important thing about it; winning (8p)- everyone wants to win; justice (10p)- the referees need to be justice; participation (10p)- if nobody participates then</i></p>	<ul style="list-style-type: none"> • winning <i>(is important, but not the most; it is said that winning is not the most important thing, but I think it is for athletes; everyone wants to win)</i> • personal best • determination <i>(it is quite important for sport and big events like this)</i> • participation <i>(participation is more important than winning; it may be important to the athlete himself, but if you are not that popular and good, then for others it is not important; if nobody participates then there are no OG)</i> <p>The least important characteristic to the OG is <u>cheating</u>. However, it has been also marked as quite important as well and the comment was that “<i>cheating is not good, but if it becomes a problem, then it is important (to the OG)</i>”.</p>
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	<p><i>there are no OG; health (9p)- because of health problems, many athletes has been failing at Olympics, so it is very important; Olympic traditions (7p)- these are still kept alive like lightening the flame, but I guess many of old traditions are forgotten;</i></p> <p><i>i) ASSICIATIONS: friendship (8p)- people there must be friendly; being the best (10p)- I think everyone wants to be there the best; commercialization (9p)- there are a lot of selling-buying; sponsors (10p)- you have to have sponsors; confidence (10p)- you have to be confident to get there; cool (8p)- it is cool indeed, but maybe not the coolest; discipline (9p)- athletes need to follow the discipline; unique (7p)- It takes place so seldom; peace (3)- it is not very peaceful there; publicity (10p)- when it happens it is everywhere; television (8p)- I don ´t really see everything via TV, but still; IMPORTANCE: culture (10p)- there are a lot of cultures together; Exclusivity (10p)- there isn ´t anything like that;</i></p> <p><i>j) ASSOCIATIONS: fair competition (9p)- it isn ´t always fair; IMPORTANCE: loosing (2p)- it is not important;</i></p> <p><i>k) ASSOCIATIONS: selfish (5p) - quite low, because you are competing for and representing your country.</i></p>	
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D: Television coverage of the Olympic Games

1. Do you watch the OG from	a) Interesting and tension b) No, not really interested.	Watching the Olympics from TV:
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<p>TV? Why/why not?</p>	<p>c) Jess, because I'm interested of it. d) Jess, interesting to follow national team, and my favourite event (athletics) e) Show and also the sport. Special event as it takes place so seldom. f) When the national team members compete I follow it, but in generally quite seldom. g) Jess, the most interesting events or some highlights h) Jess, I like to follow some particular events or national athletes. i) Jess, why not. I like to cheer for home country athletes j) Jess, to learn from the athletes participating there – the techniques and behaviour. k) Jess, I like to follow national athletes and important finals. I like the tension and excitement!</p>	<ul style="list-style-type: none"> • Jess: majority Because: <u>tension & excitement, cheer for national athletes</u>, highlights, uniqueness, to learn the technique and behaviour. • No: one Because not really interested.
<p>2. Average hours he/she watches TV usually per week</p>	<p>a) More than normally, 1h/day b) Same as usually, not anymore because there are OG c) More than normally, ca 3h/day (21h/w) d) Definitely more than usually e) About 3-4 h/w- more than normally. f) A bit more than normally- 9h/w g) All most just as much as normally or a bit more: about 10h/w h) During the games I watch TV more, maybe 2,5h/day=> 17h/w i) More than normally: 28-35h/w j) About the same as normally: 17h/w k) As much as normally, just instead of TV program I follow the Games. (3h/w)</p>	<p>Watching TV during the Olympic Games: <u>Majority watches TV during the OG more than normally: majority</u> Minority watches TV during the Olympics just as much as normally: few</p>
<p>3. What channel</p>	<p>a) National official channel,</p>	<p>Majority follows the</p>

do you watch the OG?	<p>Eurosport</p> <p>b) National channels</p> <p>c) National channels</p> <p>d) National channels and in addition sometimes some other channels too</p> <p>e) National channels, also Eurosport</p> <p>f) National channels</p> <p>g) National channels, Eurosport</p> <p>h) National channels</p> <p>i) National channel</p> <p>j) National channels</p> <p>k) National channels</p>	Olympics via TV via national channel(s), only some uses additionally other channel (Eurosport)
4. What do you like the most when you watch the OG on TV?	<p>a) Tension- who wins</p> <p>b) Good way to spend time</p> <p>c) Comments from experts + you can see the action replay</p> <p>d) Comments from experts + you can see the action replay</p> <p>e) Can follow many events at once, cheer for national team</p> <p>f) You see everything much closer and have a better overview of the results etc. when you watch it from TV.</p> <p>g) Positive is that you can do something else at the same time when the TV is on.</p> <p>h) You don't need to do nothing and the weather doesn't affect you.</p> <p>i) Everything is brought to your home</p> <p>j) I can learn from that.</p> <p>k) That you see everything live and close (can follow the events and also organizational side).</p>	<p>Positive sides of watching the Games via TV:</p> <ul style="list-style-type: none"> • The main positive aspect of watching the Olympics via TV is that the you get a better overview and it is brought to your home (some), also you see the replays (few) and hear comments from experts (few) • Also (one) the weather doesn't affect you, you can do many things at once or don't actually need to do anything and you can have the overview of many events at the same time.
5. What do you like the least when you watch the OG on TV?	<p>a) If I could be there at the Games- it would be more interesting, but as from TV I can't really choose which events/competitions I watch, then it is not always that interesting.</p> <p>b) Nothing disturbs.</p>	<p>Negative aspects of watching the OG via TV:</p> <ul style="list-style-type: none"> • <u>There are too often commercial breaks: few</u> • Can't choose yourself what events to follow: few

	<p>c) Too much commercial- too many breaks</p> <p>d) Commentators can also disturb.</p> <p>e) Nothing disturbs</p> <p>f) You don't have the same atmosphere as at present.</p> <p>g) Commercial breaks too often.</p> <p>h) I think the long distance running events are boring, any kind of monotonous events are boring to follow.</p> <p>i) There is nothing that disturbs me.</p> <p>j) All is fine- nothing disturbs.</p> <p>k) Nothing disturbs me.</p>	<ul style="list-style-type: none"> • The atmosphere is not the same as at present: one <p><u>However, ca half of youth couldn't point out nothing that disturbs them when watching the Olympics via TV.</u></p>
<p>6. Most likely watching the Games with...</p>	<p>a) Alone or with dad.</p> <p>b) With family</p> <p>c) Alone or with mom</p> <p>d) Alone, with friends</p> <p>e) With dad</p> <p>f) With mom.</p> <p>g) With family mainly.</p> <p>h) With family, grandparents</p> <p>i) With dad and mom too!</p> <p>j) With mom</p> <p>k) With parents</p>	<p>Majority of youth watches the OG with their family, only some mentioned watching it alone or with friends.</p>
<p>7. What could make the Games on TV more interesting for you?</p>	<p>a) If I could follow the results/situation in live</p> <p>b) No need to change anything</p> <p>c) Don't really know</p> <p>d) More experts to comment the events</p> <p>e) Interviews with winners live</p> <p>f) No need to change anything.</p> <p>g) More interviews with starts after the events.</p> <p>h) I'd like to follow more these events that are short lasting like throwing and sprinting events etc. And maybe they could provide more information, if something changes in timetable.</p> <p>i) Don't know what to recommend- all is fine.</p>	<p>Youth suggestions to make the Games more interesting on TV:</p> <ul style="list-style-type: none"> • Live or instant interviews with winners or stars after the event: few • Live follow-up to get instant information about the changes in timetable or get fresh results: few • More expert comments: one • Two events on one screen: one <p><u>Quite many didn't point out</u></p>

	<p>j) No need to change anything.</p> <p>k) To show example two events on one screen, so you can choose more what you follow/watch.</p>	<p><u>anything or mentioned that there is no need to change anything: ca half of youth</u></p>
<p>8. Where are you most likely watching the OG?</p>	<p>a) At home</p> <p>b) At home</p> <p>c) At home</p> <p>d) At home</p> <p>e) At home</p> <p>f) At home</p> <p>g) At home</p> <p>h) At home</p> <p>i) At home</p> <p>j) At home</p> <p>k) At home</p>	<p>Most likely everyone watches the Olympics at home.</p>
<p>9. Is there enough coverage of the OG on TV? Why/why not?</p>	<p>a) Coverage is OK, but when there are some very interesting competitions taking place at the same time, I wish there would be more channels.</p> <p>b) Enough!</p> <p>c) Enough</p> <p>d) Ok the way it is now.</p> <p>e) Enough</p> <p>f) Enough</p> <p>g) Enough</p> <p>h) Maybe even too much sometimes, during the games nothing else is basically broadcasted</p> <p>i) Enough</p> <p>j) Enough- all ok.</p> <p>k) Enough.</p>	<p>Majority of youth believes there is enough coverage of the OG on TV and all is fine the way it is:</p> <p>➔ One comment was made: “when there are some very interesting competitions taking place at the same time, I wish there would be more channels.”</p> <p>One has mentioned that maybe there is even too much coverage - during the games nothing else is basically broadcasted.</p>
<p>10. What interest you the most when you watch the Olympics on TV?</p>	<p>a) All events where Estonians compete, more particularly athletics.</p> <p>b) Winners (not only Estonians), finals.</p> <p>c) Competitions itself</p> <p>d) Athletics (discuss throw), any other events where there are some national athletes</p> <p>e) Mostly different events. Events</p>	<p>What interest youth the most when watching the Olympics on TV:</p> <ul style="list-style-type: none"> • <u>Sport competitions, mainly athletics events (short lasting events and finals are the most interesting ones): majority</u> • Cheer for national

	<p>where our athletes compete: discuss throw, decathlon, but also 100m sprint and swimming events.</p> <p>f) Cheering for and follow the national athletes/team.</p> <p>g) Athletics (running events like 100-400m), and star-athletes</p> <p>h) Short lasting events (sprint events); medal ceremony</p> <p>i) Ceremonies</p> <p>j) Athletic' events like sprint and technical events.</p> <p>k) I like to see my home country athletes competing, opening ceremony and some events like 100m finals</p>	<p>athletes: ca half</p> <ul style="list-style-type: none"> • Ceremonies: few • Follow star-athletes and winners: few
<p>11. If you were to pick one sport only to watch on TV, which one would it be?</p>	<p>a) Athletics</p> <p>b) Dancing</p> <p>c) Soccer</p> <p>d) Athletics</p> <p>e) Athletics</p> <p>f) Athletics (sprint)</p> <p>g) Athletics (sprints)</p> <p>h) Soccer, though I'm not such a big fan of that either</p> <p>i) Athletics (long distance running)</p> <p>j) Athletics</p> <p>k) soccer</p>	<p>Most preferred sports to follow:</p> <ul style="list-style-type: none"> • <u>Athletics: majority</u> • Soccer: few • Dancing: one

E: Other mediums used to follow the Olympics

<p>1. Have you ever visited the official Olympic Internet sites to obtain information on the Olympics? If yes – frequency?</p>	<p>a) Jess, maybe couple of times per year.</p> <p>b) No, never.</p> <p>c) Never</p> <p>d) Jess, during the Games sometimes</p> <p>e) Jess, when they take place and have visited related to school work.</p> <p>f) No, I haven't.</p> <p>g) No, don't remember.</p> <p>h) No I haven't</p>	<p>Majority has never visited the official Olympic Games internet sites.</p> <p>However some has visited the official sites, during the Games and quite seldom though.</p>
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	<p>i) No I haven't,</p> <p>j) No, I haven't, the official ones at least.</p> <p>k) No I haven't</p>	
<p>2. Do you read the newspapers, magazines to get information on the Olympics? If yes – frequency?</p>	<p>a) Jess, if there is anything related to Olympics – I read it.</p> <p>b) No.</p> <p>c) Reads newspapers and magazines and news about the Olympics all the time not just during the Games.</p> <p>d) Jess, I read all the news related to Olympics that catch my eye.</p> <p>e) During the games- every day.</p> <p>f) I don't really look for that information extra but if there is something interesting related to Olympics, I may read it.</p> <p>g) Mostly during the Olympics, like when I haven't had a chance to see the Games- to get the results.</p> <p>h) Jess I read newspapers maybe about once a day during the games to read about it. But in generally I don't read about the Olympics.</p> <p>i) I've read something maybe once, during the Games.</p> <p>j) Sometimes, during the Games.</p> <p>k) If I happen to read something then jess, but I don't particularly look for that information</p>	<p>Reading the newspapers, magazines to get information on the Olympics; frequency:</p> <ul style="list-style-type: none"> • No: one • When it catches my eyes, very seldom: few • Jess, always: few • <u>Jess, during the Games sometimes: ca half</u>

F: Interest in the Games versus other forms of entertainment

<p>1. Interest table:</p> <p>Other activities v OG</p> <p>Other sport events v OG</p>	<p>A * always OG, except doing sports</p> <ul style="list-style-type: none"> • 8 to soccer, because it is just so popular and actual; athletics and OG is just personal interest- that's why high scores; 7 to figure skating, interesting in another way. <p>B * watching OG, because I don't like to read, or play video games => watching the Olympic Games is rather just an alternative, not really an interest</p> <ul style="list-style-type: none"> • soccer (8p), because it is so actual at the moment • Would prefer more esthetical events (figure skating, dancing etc. -because they are nice events) <p>C * always OG, except doing sports</p> <ul style="list-style-type: none"> • Rather interested of events that he plays himself: soccer, athletics, basketball, but also OG are important. <p>D * always OG, because the Olympics take place so seldom and the activities offered in the list are not that interesting to me.</p> <ul style="list-style-type: none"> - Athletics events are the main interest (summer OG and Athletics competition BIG Golden League). Also like to follow the events where we have national athletes, except the soccer (world champ.); figure skating is more interesting after Estonia hosted the European Champ. At 2011. <p>E * prefers to Olympics going to movies, doing sport and chatting because the Olympics take place so seldom</p> <ul style="list-style-type: none"> - Highest evaluation (9p) goes to 	<p>Olympic Games and other activities: <u>Most of the youth answered here that they prefer to watching the OG only doing sports themselves, friends (chatting or on the phone) and to watch movies. However, at the same time many mentioned that preferences are associated with the fact that Olympics take place so seldom.</u> And also, in some cases it was an easier choice to just watch the Olympics than to do something different which is maybe not really their main interest anyway (E.g. reading books).</p> <p>Olympic Games and other sport events: Most interesting sport events to Estonian youth are Summer Olympic Games, Winter Olympic Games, European Football Championships, and FIFA World Cup, more or less equally. Popular are also BIG Golden League (athletics) and FIS Cross Country World Cup.</p> <p>Olympics are mainly popular because it is such a grand event. Also, as athletics is popular in Estonia and often most associated sports to</p>
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	<p>Summer OG, the other events that got higher scores were: tennis because she has played it and likes to follow; figure skating because the European Champ were held in Estonia just a year ago; soccer, because Estonians were just competing to get to European Championships; winter OG and skiing competitions are also preferred as skiing is popular in Estonia.</p> <p>F * Prefers watching OG to other TV shows, reading the book, doing sports, talking on a phone=> in these cases watching the OG seems more comfortable</p> <ul style="list-style-type: none"> - Soccer is easy to follow and watch – high evaluation, Summer/Winter Olympics- grand events and nice to see how professionals do different events. <p>G * prefers to watch the OG except going to the movies, or to do sports.</p> <ul style="list-style-type: none"> - Prefers all kind of extreme sport events, basketball and both winter and Summer Olympics (NB! Prefers Winter OG as there are also extreme sports represented). WRC race is popular in his family=> mainly the events that he has practiced himself or is in generally important like OG. <p>H * prefers OG to shopping with friends, reading the book, talking to a phone</p> <ul style="list-style-type: none"> - The first choice (9p) is soccer (World Champ.; European Champ. Etc), then (6p) summer OG and also local basketball and volleyball events; Winter OG is interesting only because of ski 	<p>Summer Olympics – it makes Summer Olympics highly important. Winter Olympics also associates with one of Estonian national sports- skiing, and therefore is an important event. Statements that athletics and skiing are popular sports in Estonia are proved with high evaluation to athletics event, BIG Golden League and to skiing event, FIS Cross Country World Cup. Soccer is also a popular sport and youth’s high interest in it is related to the fact that autumn 2011 Estonia was competing very hard to make it to European Football Championships. The sport as such has been lately very actual, though national team didn’t get through the Championships.</p> <p>Also, even though figure skating is not one of the most popular sport in Estonia, it was mentioned to be quite interesting as it is very esthetical event and because European Figure Skating Championships 2010 was held in Estonia.</p> <p>Overall, many of youth mentioned/ admitted that their interest in different sport event is related to the</p>
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	<p>jumps otherwise completely boring</p> <p>I * Prefers watching the Olympics except talking on the phone- I'm not crazy for Olympics, but as it possible to do other things at some other time as well, then that's why I prefer the OG.</p> <ul style="list-style-type: none"> - Mainly prefers Winter OG (7), and then Summer OG and BIG Golden League (athletics) (5) and other events follow them with lower scores. <p>J * Prefers watching the OG to other TV program, reading the books, doing sports, chatting, talking to phone =>Prefers movies and friends to Olympic Games.</p> <ul style="list-style-type: none"> - Other sports versus Olympics: prefers athletics competition (6p) and then comes world Cham. In Soccer and after that Winter and Summer OG equally with other soccer competitions. <p>K * Prefers movies, video games and doing sport himself to watching the OG. About OG – prefers to follow the finals and semi-finals, not quarterfinals tec.</p> <ul style="list-style-type: none"> - Prefers soccer, formula 1 and extreme sport all (10p) to both Olympics. (8p) the rest of the events got lower rate (starting with 5p). 	<p>sports they have practiced themselves or to sports that are more popular and actual in the country in general.</p>
<p>2. Is there any difference between the OG and other sports events?</p>	<p>A) At Olympics there are so many different sport events at the same competition – that's why special.</p> <p>B) Some are global, or actually it depends.... There is probably a little difference, but don't really know how to put it in words</p> <p>C) OG has a long history and old traditions</p>	<p>Majority of youth believes that there is a difference between the OG and other sport events, saying that the OG is grander and it takes place more seldom than other sport events, it is more global, it has its history and traditions and</p>

	<p>D) OG are more important, it is grander and takes place more seldom.</p> <p>E) Olympics more global and there are more events than other big sports events typically do.</p> <p>F) OG is more important- it is the biggest event, grander than the others.</p> <p>G) OG takes place so seldom- that's why they are more important.</p> <p>H) For OG the traditions are very important, but the rest is the same like in any other event</p> <p>I) The difference is mainly in which sport someone likes more, no other reason.</p> <p>J) I think there is a little difference between OG and other sport events - OG is more important.</p> <p>K) OG takes place more seldom than other sport events.</p>	<p>more different sports.</p> <p>Nevertheless, it was also expressed that the difference between the Olympic and other sport event is mainly in which sport someone likes more, no other reason.</p>
<p>3. Do you think the OG is more important, as important as or less important to stage than competitions mentioned above? Why/why not?</p>	<p>A) More important than other sport events, as it is more grand and is related to traditions etc.</p> <p>B) To me less important, but in generally probably important.</p> <p>C) As important.</p> <p>D) More important!</p> <p>E) More important, because the Olympics take place so seldom and because of its program and traditions.</p> <p>F) As important as the other competitions: it is grander than the others but for me it is the same as the other big events.</p> <p>G) OG is just as important as all other big sports events.</p> <p>H) A bit more important, because they join the whole world</p> <p>I) As important or maybe a bit more- it just feels like this.</p>	<p>More than half of youth believes that the OG are more important than other sport events, because it is grander, takes place more seldom, it has its traditions and also athletes seems to give more effort to get there. Additionally, it has its program and it joins the whole world.</p> <p>Some feel that the Olympics are just as important as any other sport event and it was also mentioned that it is less important than other sport events in personal prospective.</p>

	<p>J) OG seems more important, because athletes seem to give more effort there and it is more broadcasted.</p> <p>K) OG is more important than other sport events, because they take place more seldom and all athletes need to give more effort to get there.</p>	
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G: Organization of the Olympic movement

<p>1. Does the OG have any relevance to you outside of the Games themselves? If so, what? (Do they know that the Games are the blend of sport, culture, education, concern for the environment? Is it their interest?)</p>	<p>A) Jess, it has its traditions and other events like culture program etc. But when follow it from distance the most important is still sport. But in generally I like all about it.</p> <p>B) No other meaning except sports competition. Though there are some old traditions. Blend of different aspects don't interest her.</p> <p>C) No. It is interesting, but less important to me than sport is self.</p> <p>D) Somehow relates with patriotic feelings, representing the country. Blend of sport, culture, etc. is interesting, but I would follow the OG also if it would be only sport event.</p> <p>E) It is more than just the sporting event: global aspect and the co-existence of all these different sport events. It is also common to some other events, but for me it is more emphasized during the Olympics. And I like it.</p> <p>F) No relevance outside of the Games themselves. I've heard that is blended of culture etc, but don't know much about it.</p> <p>G) It symbolizes the peace between</p>	<p>To youth the OG is rather just a sports competition than any bigger meaning. Though the Games relate to youth with traditions, peace between the countries, cultural program, patriotic feelings, global reach and co-existence of all these different sport events, they enjoy the most the sporting side of the event.</p> <p>Comments:</p> <ul style="list-style-type: none"> - "No relevance outside of the Games themselves. I've heard that is blended of culture etc, but don't know much about it." - "No relevance outside the Games itself. Fact that the Games are the blend of sport, culture, education, concern for the environment makes them more valuable, but it doesn't affect me to follow them more." - "Jess, it has its traditions and other events like culture program etc. But when
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	<p>the countries: he is familiar that the OG is more than just sport, but it is not that important to him.</p> <p>H) Besides the sporting side there are also these traditions, but it doesn't really affect me. I know that OG are a blend of culture, education etc, but it doesn't really interest me. I only care about the sport events.</p> <p>I) It is just a sports competition to me. Haven't heard that it is a blend of culture, education etc. It sounds interesting as it makes the Games different.</p> <p>J) It doesn't have any specific meaning to me. I've heard it is a blend of culture and education etc. but i haven't paid attention to it. It is Ok, but doesn't attract me so much.</p> <p>K) No relevance outside the Games itself. Fact that the Games are the blend of sport, culture, education, concern for the environment makes them more valuable, but it doesn't affect me to follow them more.</p>	<p>follow it from distance the most important is still sport. But in generally I like all about it.”</p> <p>More or less half of youth knows that Olympics is a blend of sport, culture, education, concern for the environment and about half of them doesn't. And the same applies to their interest in it – half of them are interested and half of them not.</p> <p>Comments:</p> <ul style="list-style-type: none"> - “It is just a sports competition to me. Haven't heard that it is a blend of culture, education etc. It sounds interesting as it makes the Games different.” - “Besides the sporting side there are also these traditions, but it doesn't really affect me. I know that OG are a blend of culture, education etc, but it doesn't really interest me. I only care about the sport events.”
<p>2. How is it decided which city will host the next Games?</p>	<p>A) Don't know</p> <p>B) Don't know</p> <p>C) There is some kind of elections.</p> <p>D) Don't know, maybe some elections.</p> <p>E) Don't know.</p> <p>F) Don't know maybe that each OG takes place on different continent.</p>	<p>Majority of youth doesn't really know how it is decided which city will host the next Games. Thus, some mentioned that probably there is some kind of election.</p>

	<p>G) The winner gets to organize the games. Which winner then? I don't really know.</p> <p>H) Some committee is deciding, this time I think there were 3 candidate cities</p> <p>I) Don't know- maybe they choose somehow, or at winners' home country?</p> <p>J) Some kind of the draw</p> <p>K) IOC decides among the candidates.</p>	
<p>3. Who is responsible for organizing the OG?</p>	<p>A) IOC, organizing country</p> <p>B) Don't know</p> <p>C) The country and some sport unit.</p> <p>D) IOC, organizing country</p> <p>E) IOC, Organizing Committee</p> <p>F) Don't know.</p> <p>G) The hosting city.</p> <p>H) IOC (all over things) and NOC (local things)</p> <p>I) The organizing country</p> <p>J) Someone has been chosen to do that.</p> <p>K) The country, city and organizing committee of the Games.</p>	<p>According to youth the organizing country and IOC are responsible for organizing the Games. In youth opinion there probably involved also organizing committee, host city, NOC and some sport unit. Majority of youth knows more or less who is responsible for organizing the OG.</p>
<p>4. Do you know how the Olympics are financed?</p>	<p>A) No, maybe sponsors?</p> <p>B) Don't know</p> <p>C) The country and some sport units.</p> <p>D) Don't know.</p> <p>E) Don't know</p> <p>F) Mainly from the organizing country, sponsors from other countries + other countries pay so that their athletes could compete there.</p> <p>G) Hosting city, sponsors, country</p> <p>H) Sponsors (big sponsors), organizing country's budget is involved I think, and maybe also IOC a bit?</p> <p>I) Don't know.</p>	<p>More than half of youth knows more or less how the Olympics are financed pointing mainly to sponsors and organizing country . However, some sport unit, other countries, host city, IOC, commercials and competitions fees were also suggested to be the finance sources. At the same time some doesn't know or doesn't have any suggestions.</p>

	J) Sponsors, K) Sponsors, supporters, commercial, competition fees	
5. Who pays for all the athletes' training for the Olympic Games?	A) Sponsors B) Don't know C) Sport units and sponsors. D) Country, sports units, E) Country, sponsors F) Sponsors. Also, sometimes athletes get paid when they do good at some competitions G) Sponsors H) Athletes' personal sponsors D) Sponsors. J) Sponsors K) NOC, sport units, supporters, sponsors	According to majority of youth the athletes' training for the Olympic Games is supported by sponsors. Thus, some suggest that some sport units may pay for that as well. Also, it was suggested that possible income may come from the country, NOC or other competition awards money.

H: Olympic Sponsors and commercialization

1. Do you know what sponsorship means? Explain?	A) Jess – she knows. B) Jess- she knows. C) Jess, he knows. D) Jess, she knows. E) Knows F) Knows G) Knows. H) Knows I) Knows almost- who supports the athlete. J) Knows more or less K) Knows very well!	Most of the youth knows very well the meaning of sponsorship. (There was no one who doesn't know it more or less).
2. Can you name the official sponsors of the OG?	A) Samsung, but don't know more B) Can't remember any C) No. D) Don't know. E) Nike, Adidas, McDonalds F) Don't know. G) Nike, Adidas, Puma, TV channels H) I don't know exactly, for Estonian team I guess there was Estonian Air I) Don't know.	Majority of youth cannot name the official sponsors of the OG. Only 2 official sponsors were mentioned: Samsung and McDonalds. Some named the brands like Nike, Adidas, and Puma etc. which are not official sponsors of the Olympics, however often associated with the Olympics. Further, the national team's

	<p>J) Don't know</p> <p>K) Nike, Sergio, some transportation company- can't remember any more</p>	<p>official sponsor was pointed out- Estonian Air.</p>
<p>3. Is it good to have companies that give money, products and support (sponsor) the OG? How you feel about it?</p>	<p>A) It is really OK, the money has to come somewhere</p> <p>B) Really OK.</p> <p>C) Jess, all fine.</p> <p>D) Very OK.</p> <p>E) Positive.</p> <p>F) Positive</p> <p>G) OK.</p> <p>H) Jess, it is positive</p> <p>I) Jess, it's Ok.</p> <p>J) Ok, positive</p> <p>K) It's positive</p>	<p>All youth feel very positive about companies sponsoring the Olympic Games.</p>
<p>4. What do you think companies gain from sponsoring the OG?</p>	<p>A) Sponsors get (positive) commercial</p> <p>B) Commercial</p> <p>C) More commercial and fame.</p> <p>D) Commercial, positive image</p> <p>E) Profit, good image</p> <p>F) Commercial</p> <p>G) Positive commercial</p> <p>H) Commercial and fame</p> <p>I) Commercial</p> <p>J) Don't know</p> <p>K) Sponsors get more fame and positive imago- people will know that they have helped to make something big (like OG) happening.</p>	<p>According to youth companies that sponsor the OG gain positive commercial and awareness, and also a good imago.</p> <p>Don't know: really few mentioned</p> <p>Profit: really few mentioned</p>
<p>5. Does this enhance your feelings about this company or do they remain the same?</p>	<p>A) A bit, if they are already OG sponsor</p> <p>B) Better reputation</p> <p>C) Better reputation</p> <p>D) Better reputation</p> <p>E) Better reputation</p> <p>F) Doesn't change anything to me- remains the same.</p> <p>G) It does enhance.</p> <p>H) It doesn't change anything</p> <p>I) It doesn't change anything</p>	<p>About half of the youth said that their feelings regarding the companies who are sponsoring the Olympics have enhanced and half of the youth said their feeling remained the same.</p>

	J) It enhances K) It doesn't enhance	
6. Would you be more willing to buy a product if you knew the company was an official sponsor of the OG?	A) Not important in that sense B) No preference C) Not important in that sense D) Possibly, maybe somehow affects E) Doesn't really affect my consumption behaviour F) No, it doesn't affect me. G) Maybe it will affect me a little. H) No, it doesn't affect me I) No, it won't affect me. J) I think it will affect me. K) No, I won't be affected	Majority of youth believes they are not somehow willing to buy a product if they knew the company was an official sponsor of the OG. Comments: - "Not important in that sense" - "Doesn't really affect my consumption behaviour" Minority of youth thinks that they may be a bit more willing to buy product if they knew the company was an official sponsor of the OG. Comment: - "Maybe it will affect me a little."
7. What do you think about the commercialization of the OG today? Is it too much, ok, not enough?	A) It is OK, the way it is now. B) Too much commercialization. C) Too much commercialization. D) A bit too much, but doesn't really disturb. E) So far ok. F) I think it is ok, I don't really know so well about it. G) It is Ok. H) It is quite OK, doesn't disturb me. I) Ok. J) Ok. K) It is enough, though they are commercialized indeed	Majority of youth believes that the commercialization of the OG today is fine the way it is, or in some opinion maybe even a bit too much. Comments: - "It is (<i>commercialized</i>) enough, though they are commercialized indeed." - "A bit too much, but doesn't really disturb." - "It is OK, the way it is now."

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

1. What are the events that are more interesting to you?	A) Medal ceremony, records B) Medal ceremony, records C) Competitions itself D) Medal ceremony, records, highlights	The more interesting events related to Olympic Games to youth are medal ceremony and to see new records, according to majority of
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<p>(Opening /closing ceremony etc.)</p>	<p>E) Opening ceremony, medal ceremony, records, F) New records, medal ceremony G) Medal ceremony, highlights, records H) Records, Medal ceremony I) Final ceremony, medal ceremony, records J) Records, medal ceremony, opening ceremony K) The competition itself</p>	<p>youth. Mentioned were also highlights, opening ceremony, competition itself and final ceremony.</p>
<p>2. What elements/ parts of the Games are of interest to you? (Your country wins etc.)</p>	<p>A) I like the feeling of being united. A good result from fellow countryman is important; extremely talented athletes are always interesting to watch. B) National winners (good results). C) National country wins, takes part; great skills of some athlete. D) When my country wins; real emotions of athletes, excellence of the athletes E) Home country wins, new world record, good results, excellent results/skills, F) Home country wins, G) Home country wins, great skills of some athlete. H) When your home country wins I) When my home country wins J) Records, when my home country wins K) When my home country wins or performs well; also world records.</p>	<p>According to majority of youth the most interesting element/part of the Games to youth is certainly when home country wins, some mentioned also just performs well – (comment: probably related to a small size of nation and it is already a big thing to our country to make it to the Games and make a good result there.) To half of the youth – excellent skills/talent of some athlete is interesting and to some to see the records. Mentioned were also united feeling and real emotions of the athletes.</p>
<p>3. Name some sports presented at the summer OG</p>	<p>A) Athletics, rowing, epee fencing, wrestling, cycling, triathlon B) High jump C) Athletics, soccer, basketball, wrestling, sailing, weight lifting, boxing, volleyball, modern pentathlon, D) Athletics, rowing, swimming,</p>	<p>The most know sport presented at the summer OG is athletics. Better known are also basketball, epee fencing, volleyball and swimming. A bit less known are rowing, cycling, wrestling, soccer,</p>

	<p>epee fencing, tennis, basketball, volleyball, judo, cycling,</p> <p>E) Athletics, swimming, basketball, volleyball, soccer, rowing, cycling, epee fencing, wrestling</p> <p>F) Athletics, there must be some more but I don't remember more</p> <p>G) Tennis, athletics, cycling, rowing, basketball, volleyball, soccer,</p> <p>H) Athletics, table tennis, tennis, judo</p> <p>I) Don't really remember.... Athletics!</p> <p>J) Athletics, epee fencing, basketball, gymnastics, swimming, tennis, badminton</p> <p>K) Soccer, basketball, athletics, swimming, volleyball</p>	<p>tennis and judo.</p> <p>Mentioned were also triathlon, sailing, weight lifting, boxing, modern pentathlon, table tennis, gymnastics and badminton.</p>
<p>4. Name some sports presented at the winter OG</p>	<p>A) Skiing, skating, curling, bobsledding</p> <p>B) Skiing</p> <p>C) Skiing, skating, hockey,</p> <p>D) Skiing, biathlon, skating, sledging, ice-hockey,</p> <p>E) Skiing, skating, sledging, ice-hockey</p> <p>F) Skiing, skating, bobsledding</p> <p>G) Skiing, skating, ice-hockey, (extreme sport included!)</p> <p>H) Skiing</p> <p>I) Skiing, skating</p> <p>J) Skating, skiing</p> <p>K) skiing (extreme sports), ice-hockey, skating</p>	<p>The most know sport presented at the winter OG is skiing. Further, a very well known winter OG sport is skating and also well known is ice-hockey. Mentioned were also bobsledding, sledging, biathlon and curling.</p>
<p>5. (List) What are the sports you prefer the most at the summer/winter OG?</p>	<p>A) Football, Rowing, Athletics, Swimming, Volleyball, Gymnastics, Biathlon, skiing, skating</p> <p>B) Football, basketball, horseback riding, swimming, water ball, ice-hockey, skiing, skating (team sports are more interesting!)</p>	<p>The sports that youth prefer most at the summer/winter OG are athletics and skiing.</p> <p>The next preferred sports are football, rowing and swimming, biathlon and</p>

	<p>C) Football, basketball, rowing, Athletics, wrestling, Biathlon, ice-hockey, skiing</p> <p>D) Rowing, Athletics, swimming, volleyball, diving, gymnastics, biathlon, skiing, skating</p> <p>E) Athletics, Swimming, rowing, skiing</p> <p>F) Athletics, skiing,</p> <p>G) Football, <u>Basketball</u>, boxing, cycling, athletics, wrestling, tennis, swimming, epee fencing, weightlifting, water ball, diving, biathlon, bobsledding, ice-hockey, skiing, skating</p> <p>H) Football, boxing, rowing, athletics, epee fencing, diving, bobsledding, skeleton,</p> <p>I) Athletics, skiing</p> <p>J) Athletics,</p> <p>K) Football, athletics, skiing (extreme sports)</p>	<p>skating, basketball, ice-hockey and diving.</p> <p>Less mentioned were also volleyball, gymnastics, water ball, wrestling, boxing, epee fencing, bobsledding and horseback riding, cycling, tennis, weightlifting, and skeleton.</p>
<p>6. Are there sports in this list that you don't know?</p>	<p>A) Skeleton, modern pentathlon</p> <p>B) Modern pentathlon, taekwondo, curling, bob-sledding, skeleton,</p> <p>C) I've heard all of them.</p> <p>D) I've heard all of them</p> <p>E) Skeleton</p> <p>F) Field hockey, synchronized swimming, modern pentathlon, triathlon, skeleton</p> <p>G) Field hockey, modern pentathlon, triathlon, taekwondo, skeleton,</p> <p>H) Modern pentathlon</p> <p>I) Field Hockey, synchronized swimming, modern pentathlon, curling, bobsledding, skeleton,</p> <p>J) Modern pentathlon; triathlon, curling, bobsledding, skeleton,</p> <p>K) Modern pentathlon,</p>	<p>According to majority of answers, the most unknown Olympic sports for Estonian youth are modern pentathlon and skeleton.</p> <p>Also, not that well known is curling, bobsledding, field hockey, triathlon, taekwondo and synchronized swimming. Some declared that there aren't any Olympic sports that they don't know.</p>
<p>7. Are there sports in this list that you</p>	<p>A) Archery, Weigh lifting sport</p> <p>B) I've only watched skiing, skating and athletics, but the rest I've</p>	<p>There are many sports mentioned by youth that they have never seen in the</p>

<p>have never seen in the Olympics?</p>	<p>never seen at the Olympics.</p> <p>C) Pulling, Field hockey, cycling, handball, synchronized swimming, archery, water ball, diving</p> <p>D) Curling, skeleton, archery, taekwondo</p> <p>E) Field hockey, boxing, horseback riding, handball, archery, taekwondo, skeleton</p> <p>F) Soccer, judo, basketball, table-tennis, field hockey, boxing, handball, synchronized swimming, wrestling, modern pentathlon, sailing, badminton, tennis, triathlon, epee fencing, archery, taekwondo, weightlifting, water ball, diving, gymnastics, curling, sledging, bobsledding, ice-hockey, skeleton</p> <p>G) Judo, table tennis, horseback riding, handball, synchronized swimming, shooting, modern pentathlon, sailing, badminton, triathlon, archery, taekwondo, water ball, gymnastics, curling, sledging, skeleton,</p> <p>H) Field hockey, boxing, modern pentathlon, archery. Taekwondo, bobsledding and skeleton</p> <p>I) A lot- almost all.</p> <p>J) Quite a lot- I've mainly seen athletics and skiing/skating.</p> <p>K) Table tennis, field hockey, boxing, horseback riding, cycling, handball, modern pentathlon, sailing, badminton, tennis, archery, volleyball, taekwondo, water ball, gymnastics, skeleton</p>	<p>Olympics (32 Olympic sports mentioned out of 37), and some mentioned that they have only seen couple of events like athletics, skiing and skating.</p> <p>The most mentioned Olympic sports that youth have never seen in the Olympics are archery, skeleton and taekwondo, field hockey and handball.</p> <p>Many mentioned also water ball, boxing, modern pentathlon, and synchronized swimming, curling, horseback riding, table tennis, sailing, badminton and gymnastics.</p> <p>Sports that were also mentioned as never seen in the Olympics are weight lifting, cycling, diving, judo, tennis, triathlon, bobsledding, pulling, soccer, basketball, wrestling, epee fencing, ice-hockey, shooting, sledging and volleyball.</p>
<p>8. What are the sports that</p>	<p>A) Taekwondo</p> <p>B) Judo, wrestling, field hockey.</p>	<p>There are 19 different Olympic events named that</p>

<p>you dislike the most?</p>	<p>C) Can't name any. D) Can't/don't want to name any. E) Archery would change to something, maybe even just remove it. F) There are so many events I haven't seen or never even heard about- would be interesting to see them. So can't say yet which ones i don't like. G) Table tennis, field hockey, horseback riding, synchronized swimming, shooting, modern pentathlon, sailing, badminton, triathlon, archery, water ball, gymnastics, curling, sledging, H) I don't like skiing (except ski jumps), skating, table tennis – these are events I would leave out! I) Don't know many of them, I would maybe leave out taekwondo. J) I don't mind that there are events that I don't follow. K) I would maybe leave out sports like: horseback riding and water ball as they seem to me the most pointless ones.</p>	<p>youth dislike: taekwondo, field hockey, archery, table tennis, horseback riding, water ball, judo, wrestling, synchronized swimming, shooting, modern pentathlon, sailing, badminton, triathlon, gymnastics, curling, sledging, skiing and skating.</p> <p>However, some said that they can't name any sport they dislike as they haven't even seen all of them or doesn't mind having in this list some sports they don't follow themselves.</p>
<p>9. If you could replace some of those sports at the summer/winter OG to make them more interesting, for which would you replace them? Why?</p>	<p>A) If at all then maybe modern heptathlon but don't know with what B) Instead of wrestling I'll add golf? Because I don't like wrestling. C) I wouldn't change. Nothing to add. All the events are interesting in their own way. D) I wouldn't really leave out anything, maybe they are in interest of some other. I don't think there should be anything added. E) Wouldn't really replace anything,</p>	<p>In generally more than half of youth wouldn't really changes anything or at least wouldn't leave out any sports there are now. They are happy to follow the sports they like. All the events are interesting in their own way and maybe some sports are in interest of some other. Some suggested adding sports like car rally, more shooting events, extreme</p>

	<p>I'm happy to follow the ones I like.</p> <p>F) No idea what to change or leave out.</p> <p>G) Would like to add some extreme sports to summer and winter OG (martial arts)</p> <p>H) I don't have nothing to add. I think it is good there are a lot of events, though I don't want to watch all of them.</p> <p>I) I don't have nothing to add.</p> <p>J) I would leave out diving and synchronized swimming. Maybe there could be more of some shooting events. And some car rally.</p> <p>K) I wouldn't really replace or add nothing. I'm just not sure whether there is a point to have Olympics in soccer, basketball, tennis and volleyball as these events have very big and important separate competitions anyway.</p>	<p>sports and martial arts.</p> <p>Couple of replacements was suggested like wrestling to golf and modern pentathlon to something different.</p> <p>Further, there was a doubt whether there is a point to have Olympics in soccer, basketball, tennis and volleyball as these events have very big and important separate competitions anyway.</p>
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J: Ethical Matters and the Olympic Games

<p>1. Can you name some problems encountered at the Olympic Games (regarding athletes etc.)?</p>	<p>A) Extra tension can ruin good relationships</p> <p>B) Injuries</p> <p>C) Cheating, racism, injuries, doping</p> <p>D) Not respecting the others -> racism</p> <p>E) Racism, unfair behaviour from referees, not following the fair play principles</p> <p>F) Don't know.</p> <p>G) Don't know.</p> <p>H) Doping, sabotage</p> <p>I) Don't know</p> <p>J) Racism/arrogant behaviour, doping</p> <p>K) Match-fixing or any kind of lying</p>	<p>Most named problems encountered at the Olympic Games are any kind of cheating (including doping) and racism.</p> <p>Youth also mentioned injuries and extra tension the Games can cause, and at the same time some couldn't name nothing at all.</p>
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	(anything that doesn't follow the fair play principle)	
2. Do you know what sportsmanship and fair play mean? Do you think that in the context of the Olympic Games, we respect these values?	<p>A) Knows and believes that these values are respected in the context of the OG.</p> <p>B) Fair play- no cheating; but sportsmanship- don't know. But I think these values are respected at the OG.</p> <p>C) Sportsmanship- chivalry, respect for the opponents; fair play- respect the rules: these values are respected at the OG.</p> <p>D) She knows: fair play- everything across the rules, respecting the rules and the opponent; Sportsmanship- you know how to behave- knowing how to win and lose. These values are in most cases respected in the context of the OG.</p> <p>E) Knows. Sportsmanship: fair and polite behaviour; fair play- no doping, no cheating, following the rules=> these are followed in the context of Olympics.</p> <p>F) Fair competition and polite behaviour- these values are respected in the Olympic context</p> <p>G) Sportsmanship: physically in good shape or something; fair play: you show respect to the others, don't cheat; I believe these values are respected in OG context.</p> <p>H) Sportsmanship- you respect your fellow athletes, fair play- you follow the rules; Jess I think these values are respected at the Olympics</p> <p>I) Sportsmanship- don't know; fair play- don't cheat, being honest: jess these values are respected in the context of OG.</p>	<p>Meaning of fair play is very well known along youth as all youth know the meaning of it more or less. The meaning of sportsmanship is was a bit confusing to some, but in generally also well known as the concept of fair play.</p> <p>Youth believe that these values are respected in the context of the Olympic Games.</p>

	<p>J) Sportsmanship- don't know. Fair play: you don't make mistakes, and follow the rules. I think these values are more or less respected in the context of the OG.</p> <p>K) Jess, I know what they mean and I believe these values are respected in the context of the OG.</p>	
<p>3. Do you think that there is cheating in the Olympic competitions ? How?</p>	<p>A) In some range indeed.</p> <p>B) I think so.</p> <p>C) Not really, but there has been some cases.</p> <p>D) I guess there is a bit.</p> <p>E) There probably are cases, can't remember any at the moment.</p> <p>F) Maybe some cases, but not much.</p> <p>G) There are some doping cases.</p> <p>H) There are doping cases, so jess.</p> <p>I) I haven't heard.</p> <p>J) Seldom, but it may happen.</p> <p>K) I don't know any case within the Olympics. Even if there has been then I think people don't get to know that.</p>	<p>Majority of youth suggests that there have been some cheating cases in the Olympic competition, but doesn't actually remember them so well.</p>
<p>4. Do you think the organizers are doing all that they can to prevent this cheating? Can you give examples?</p>	<p>A) There is doping control, but maybe there could be more judges, referees?</p> <p>B) I think there are some restrictions. Probably they won't be allowed to compete.</p> <p>C) I think so. There are these competing proscriptions.</p> <p>D) Doping control. Have more supervisors and referees at the Games.</p> <p>E) Doping control</p> <p>F) Doping control before and after the competitions</p> <p>G) Doping control, there are hard security rules</p> <p>H) I think they are doing all they can to prevent using doping, they keep updating their methods to discover</p>	<p>Most of the youth believes that organizers are doing all they can to prevent cheating in the OG and were able to name something that is done to prevent cheating. Most often mentioned was doping control, one even named photo finish in sprints, and cameras on takeoff points in jumps, and also a control of clothing and equipment. Some youth suggested having more judges and referees.</p>

	<p>doping all the time</p> <p>I) I think so, I don't have any examples.</p> <p>J) Jess I think they are doing all they can. Like doping control.</p> <p>K) Jess, there are photo finish and cameras even on takeoff points in jumps and doping control. Also there is a control of clothing and equipment.</p>	
<p>5. What do you think about athletes taking performance-enhancing drugs while competing in the Olympics? (if they say it is wrong – when why?)</p>	<p>A) It is wrong and not fair with others.</p> <p>B) It is not fair with others.</p> <p>C) Doping is not ok. Everything that is legal is ok- to recover better for example.</p> <p>D) It is rather a wrong way to behave- not fair with the others.</p> <p>E) Wrong- not fair to the others.</p> <p>F) Wrong- it is not fair for the others, then he/she is not using his/her real skills/abilities</p> <p>G) Wrong- because these are not your real skills/abilities</p> <p>H) It is wrong and against the rules and it is also ethically wrong</p> <p>I) Wrong- it is not an equal situation.</p> <p>J) It is not ok, it is not fair. Then the results are not reflecting athletes' abilities anymore.</p> <p>K) It is not fair- it would be wrong and pointless to have these Games if some uses the drugs and the others don't.</p>	<p>All respondents declared that an athlete taking performance-enhancing drugs while competing in the Olympics is wrong. Mainly mentioned that it would not be fair competition anymore, but some also mentioned that then the athlete is using his/her real skills/abilities, it would be against the rules and ethically wrong.</p>
<p>6. If it were legal and everybody did doping, would it then be OK?</p>	<p>A) No!</p> <p>B) No, the competition wouldn't be the same anymore.</p> <p>C) Not ok, it can destroy your health and it is not very human anymore.</p> <p>D) In these words it would be ok.</p> <p>E) Meaning all are in the same position- ok, but ethically it is not</p>	<p>About half of the respondents said that it is not OK and with doping being legal and everybody doing it the Games would not be the same anymore. The other half said that in these words it would be ok</p>

	<p>Ok.</p> <p>F) Ok, but it may ruin your health.</p> <p>G) No, because then they would poison their body. And probably some people wouldn't take it anyway and then it is not the same starting point for all.</p> <p>H) If it is allowed for all then it is ok, but it is not really ok, for ethical reasons. The competitions should be between the athletes not between doping methods.</p> <p>I) I guess it is ok.</p> <p>J) No, it is bad for your health. Then the Games have no point anymore.</p> <p>K) Then it would be Ok, because then there is equality.</p>	<p>as everyone would be equal then. However, some of them mentioned that ethically it still wouldn't be acceptable.</p>
<p>7. Do you think there are sanctions for athletes who cheat by taking drugs? Are they enough? What else could we do?</p>	<p>A) Jess they lose their medal and can't compete for some years anymore. Maybe it would be good idea to never let the cheaters to compete again in big competitions like OG and World/Continent Championships.</p> <p>B) The results don't count. They shouldn't be allowed to compete any more.</p> <p>C) The sanctions are hard enough.</p> <p>D) The sanctions are hard enough.</p> <p>E) Jess, they can't compete for some time. It could be lifetime sanctions- can't ever compete anymore.</p> <p>F) Jess, there are sanctions: maybe some fees. I guess it depends how many times you've been caught. I think the sanctions are hard enough.</p> <p>G) It is enough. The ones who have cheated can't compete any more (for some period or lifetime), also there are some fees.</p>	<p>Most of the youth knows sanctions for athletes who cheat by taking drugs and many of them believe that these sanctions are hard enough. However, some mentioned being in favour of lifetime bans.</p>

	<p>H) They are not allowed to compete any more. Sometimes these restrictions are not hard enough and sometimes it is too hard (like when it is not even sure, was it really doping or athletes body was producing something itself). Lifetime bans would be too hard.</p> <p>I) I don't know about these situations, I haven't heard much about it.</p> <p>J) Athletes lose their sponsors and other's respect. I haven't really heard about the sanctions, but I believe there are some.</p> <p>K) I think the sanctions are hard enough like a ban to compete. Maybe they could add some fees as well.</p>	
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K: General interest in the Olympics

<p>1. Do you know where the next summer OG is going to be held?</p>	<p>A) London 2012 B) Don't know C) London 2012 D) London. E) London. F) London G) I've heard, but don't remember. H) London, 2012 I) I've heard something, but don't know. J) Don't know K) London.</p>	<p>Next Summer OG are going to be held:</p> <ul style="list-style-type: none"> • Don't know: some • At London (2012): more than half
<p>2. Do you know where the next winter OG is going to be held?</p>	<p>A) Sochi B) Don't know C) Don't remember D) Don't know at the moment. (Remembered when I told her) E) Sochi F) Don't know. Last time they were in Canada. G) Don't know. H) Don't know. (Remembered when I</p>	<p>Next Winter OG are going to be held:</p> <ul style="list-style-type: none"> • Don't know: majority • Sochi: few

	<p>told him)</p> <p>I) Don't know.</p> <p>J) Don't know</p> <p>K) Somewhere in Russia, Sochi?</p>	
<p>3. With the Games being held in different countries, do you enjoy learning about other cultures?</p>	<p>A) Jess, I do enjoy.</p> <p>B) I like it that there are different countries.</p> <p>C) I like it- I prefer it this way.</p> <p>D) I enjoy it indeed!</p> <p>E) I enjoy it. It is nice.</p> <p>F) Jess, I think it is nice.</p> <p>G) Jess, it's rather cool.</p> <p>H) The main thing is not the culture, but I think it is good to change the location.</p> <p>I) Jess I enjoy.</p> <p>J) Jess, I enjoy</p> <p>K) I think it's good that there is always a new place.</p>	<p>Youth opinion about Games being held in different countries and a chance to learn about other cultures:</p> <ul style="list-style-type: none"> All enjoy/like that Games are being held in different countries and it gives a chance to learn about other cultures as well. <p>Comments: the main thing is not the culture; rather cool.</p>
<p>4. Who is or are your favourite athlete(s)?</p>	<p>A) All Estonian athletes, but most favourite is discus thrower Gerd Kanter</p> <p>B) I don't have any favourites</p> <p>C) G. Kanter, Therry Henry.</p> <p>D) G. Kanter</p> <p>E) Trey Hardee (USA- decathlon)</p> <p>F) I don't have favourite athlete.</p> <p>G) Lakers team, U. Bolt, A. Veerpalu, G. Kanter</p> <p>H) I don't have one.</p> <p>I) I don't have one.</p> <p>J) I don't have one.</p> <p>K) I don't have a favourite athlete.</p>	<p>Youth's favourite athletes/teams:</p> <ul style="list-style-type: none"> Don't have any favourites: 6/11 Gerd Kanter (Estonian discus thrower, Olympic winner 2008): 4/11 Athletes mentioned once (Therry Henry, Trey Hardee, Lakers team, Andrus Veerpalu)
<p>5. Can you name 5 athletes that participated in the OG?</p>	<p>A) Bolt, Powel, G. Kanter, A. Tammert, E. Nool</p> <p>B) A. Veerpalu, E. Nool, don't know anyone else.</p> <p>C) G. Kanter, V. Alekna, T. Peetre, M. Green, U. Bolt</p> <p>D) Kanter, Nool, E. Salumäe, K. Smigun, A. Veerpalu</p> <p>E) E. Nool, E. Salumäe, G. Kanter, T. Peetre, J. Jaanso</p>	<p>Naming 5 athletes who have participated in the Olympics - Athletes mentioned:</p> <ul style="list-style-type: none"> Usein Bolt: ca half mentioned Gerd Kanter: majority Erki Nool: majority Andrus Veerpalu: majority

	<p>F) G. Kanter, A. Veerpalu, E. Nool, M. Pahapill, K. Smigun</p> <p>G) U. Bolt, K. Kanepi, G. Kanter, A. Veerpalu, E. Nool</p> <p>H) U. Bolt, E. Nool, J. Jaanson, V. Alekna, T. Pitkämäki</p> <p>I) E. Nool, A. Veerpalu, K. Smigun, don't know more.</p> <p>J) U. Bolt, G. Kanter, E. Nool, A. Veerpalu, A. Tammert</p> <p>K) G. Kanter, U. Bolt, M. Pahapill, A. Veerpalu, K. Smigun</p>	<ul style="list-style-type: none"> • Kristiina Smigun: some • Eerika Salumäe; Aleksander Tammert, Taavi Peetre, V. Alekna, Jüri Jaanson, Mikk Pahapill: few • A. Powel, M. Green, T. Pitkämäki: really few <p>Comments:</p> <ul style="list-style-type: none"> - Majority of youth could name 5 athletes. - Out of 15 athletes mentioned 9 were Estonians.
<p>6. Do you think that you have more, less or equal interest in the OG than your parents?</p>	<p>A) More than mom, less than dad.</p> <p>B) Less.</p> <p>C) More.</p> <p>D) More.</p> <p>E) More</p> <p>F) Equal interest</p> <p>G) Rather a bit more!</p> <p>H) Less</p> <p>I) More.</p> <p>J) Equal interest</p> <p>K) Equal interest</p>	<p>Youth's interest in the Olympics compared to their parents:</p> <ul style="list-style-type: none"> • Equal to parents: some • Less: few • More: ca half

L: Recommendations – Olympic Games

<p>1. Do you feel that the Olympic Movement (through commercials, publicity, broadcasting...) relate with the youths of your generation, your age group?</p>	<p>A) Jess, I think it is all good.</p> <p>B) Rather boring. Not interesting enough to youth.</p> <p>C) It is everywhere in news, and if you are interested then you know about it and it reaches you.</p> <p>D) I think the OG is modern and interesting enough to youth.</p> <p>E) OG reaches me -I think the mascots etc. are attractive to Youth.</p> <p>F) Not that well- It rather depends on whether you like sports or not.</p> <p>G) I think it reaches a bit.</p>	<p>Olympic Movement reaching youth:</p> <ul style="list-style-type: none"> - Jess, it reaches youth: some (mascots is a really good idea) - No, not really: some (rather boring) - Related to interest in sports not with any age group: some
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	<p>H) Sport is popular among youth and I think O. Movement can reach youth.</p> <p>I) For some people it is boring anyways.</p> <p>J) Not as much as they could - the OG are targeted to grownups.</p> <p>K) No, I don't think it reaches the youth.</p>	
<p>2. What recommendations would you make for the Olympics to be more appealing to your age group/generation?</p>	<p>A) Who likes sport and Olympics fill follow it anyways. Don't know what to add.</p> <p>B) I don't think it is possible to make them more interesting for youth. It is rather related to age (older ones like it and younger ones not), or how much you are interested in sports.</p> <p>C) Youth OG could be there. Are there these already?</p> <p>D) No recommendations. It is rather related to interest of sport.</p> <p>E) More information at school</p> <p>F) Again, it is more related to your interest in sports than age.</p> <p>G) Don't know what to recommend. It is rather related to interest level in sport.</p> <p>H) I don't know.</p> <p>I) I don't have any recommendations.</p> <p>J) Maybe there could be some childhood videos of different athletes who are stars now- to see how they started and motivate the youth through that.</p> <p>K) There isn't anything to change, it's rather related to sport interest.</p>	<p>Recommendations for Olympics to be more appealing to youth:</p> <ul style="list-style-type: none"> - It is more related to your interest in sports than age: more than half of youth - Don't know/nothing to recommend: few <p>Recommendations:</p> <ol style="list-style-type: none"> 1) Some childhood videos of different athletes who are stars now- to see how they started and motivate the youth through that 2) More information at schools about Olympics 3) To organize Youth Olympic Games!

M: Youth Olympic Games

<p>1. What do you think about Youth Olympic Games?</p>	<p>A) I know them exist, but not more. I guess it is a good motivator for young athletes.</p> <p>B) Never heard of it. If they would exist, it might be quite interesting.</p> <p>C) Good chance to bring the OG to youth!</p> <p>D) I think it is a cool idea! But it doesn't reduce the value of the real OG. The value of YOG is not as high as real OG. Good chance for youth!</p> <p>E) Haven't heard, but it is a very good idea!</p> <p>F) Haven't heard, but it's really cool- a good chance to get experiences before the real Olympics.</p> <p>G) I think I've heard of them, but don't know much. I think it is really cool idea- more interesting to youth.</p> <p>H) I've heard of YOG. It is a positive idea, it is still global and for youth particularly!</p> <p>I) Maybe I've heard of them, don't remember. It sounds cool.</p> <p>J) I haven't heard of YOG, but it would be nice to get there.</p> <p>K) I know that YOG is meant for youth and I guess there are same events as at real Olympics. I think it is necessary and cool for those who can compete there.</p>	<p>Youth opinion about Youth Olympic Games:</p> <ul style="list-style-type: none"> • No negative comments, nor neutral. • Positive attitude: all Comments: motivating, good chance, more interesting for youth, global and for youth particularly, experiences before the real Olympics, value of the real Olympics is still higher
<p>2. Would you want to watch YOG from TV?</p>	<p>A) Why not, I could follow it from TV.</p> <p>B) Probably I'd like to follow them from TV. More of some videos or anything like that would be interesting. Would be good idea to use other channels as well</p>	<p>Watching YOG from TV:</p> <ul style="list-style-type: none"> • Not interested to follow the YOG from TV: really few • Possibly or for sure would like to watch the YOG from TV: majority

	<p>besides TV.</p> <p>C) Would be good idea to broadcast it via TV, but maybe not as much as normal ones as they are not so well known yet.</p> <p>D) I would like to watch it, but maybe wouldn't follow it the way I follow the real OG.</p> <p>E) Jess, I would like to follow the YOG via TV. Maybe to use some other media channels would be good extra way too, but TV is the main still.</p> <p>F) Jess, it would be interesting to follow as well.</p> <p>G) It would be more interesting to follow the athletes in your age and see what they can do. Some internet based channel besides TV would be good too!</p> <p>H) I think it would be even more interesting to follow than the real OG.</p> <p>I) I think I would watch it via TV as much as real Olympic Games.</p> <p>J) I think I would watch the YOG equally to real OG.</p> <p>K) I don't think I'd like to watch it.</p>	<p>Comments:</p> <ul style="list-style-type: none"> - Besides TV have some other channels as well. - Internet based channels? - To broadcast it via TV, but maybe not as much as normal Olympics. - It would be more interesting than real Olympics as athletes are at the same age.
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Appendix E: Descriptive statistics of interviewees' opinion regarding association and importance of different characteristics to the Olympic Games.

	N	Minimum	Maximum	Mean	Std. Deviation
How "a chance to escape" associates with Olympic Games to youth	11	0	8	1,82	2,442
How "amitié" associates with Olympic Games to youth	11	3	10	7,36	2,111
How "american" associates with Olympic Games to youth	11	0	5	2,36	1,804
How "being the best" associates with Olympic Games to youth	11	5	10	7,73	1,849
How "belonging" associates with Olympic Games to youth	11	5	10	7,27	1,737
How "arrogant" associates with Olympic Games to youth	11	0	3	1,27	1,272
How "estonia" associates with Olympic Games to youth	11	2	10	6,27	2,796
How "celebration" associates with Olympic Games to youth	11	4	10	7,36	2,157
How "commercialisation" associates with Olympic Games to youth	11	1	10	6,55	2,659
How "distant & aloof" associates with Olympic Games to youth	11	0	9	5,55	2,806
How "exploitative" associates with Olympic Games to youth	11	0	7	2,00	2,145
How "sponsors" associates with Olympic Games to youth	11	7	10	8,73	1,191
How "confidence" associates with Olympic Games to youth	11	0	10	7,00	2,608
How "cool" associates with Olympic Games to youth	11	2	10	7,18	2,857

How "countries" associates with Olympic Games to youth	11	8	10	9,55	,820
How "determination" associates with Olympic Games to youth	11	4	10	7,09	1,868
How "discipline" associates with Olympic Games to youth	11	4	10	7,91	2,023
How "educating" associates with Olympic Games to youth	11	2	9	5,73	2,370
How "exclusive" associates with Olympic Games to youth	11	4	10	8,09	1,814
How "fair competition" associates with Olympic Games to youth	11	6	10	9,00	1,183
How "festive" associates with Olympic Games to youth	11	5	10	8,82	1,601
How "global" associates with Olympic Games to youth	11	9	10	9,91	,302
How "honourable" associates with Olympic Games to youth	11	7	10	8,55	1,293
How "humanity" associates with Olympic Games to youth	11	5	10	7,73	1,794
How "medals" associates with Olympic Games to youth	11	8	10	9,18	,874
How "multicultural" associates with Olympic Games to youth	11	3	10	8,55	2,115
How "peace" associates with Olympic Games to youth	11	3	10	7,18	2,401
How "participation" associates with Olympic Games to youth	11	8	10	9,55	,820
How "patriotic" associates with Olympic Games to youth	11	2	10	6,64	2,803
How "personal" associates with Olympic Games to youth	11	0	9	5,45	2,697

How "political" associates with Olympic Games to youth	11	0	7	4,64	2,501
How "publicity" associates with Olympic Games to youth	11	2	10	7,64	2,618
How "selfish" associates with Olympic Games to youth	11	0	7	2,82	2,483
How "showy" associates with Olympic Games to youth	11	0	8	3,27	2,867
How "spectacle" associates with Olympic Games to youth	11	2	10	6,55	2,544
How "striving" associates with Olympic Games to youth	11	8	10	9,18	,874
How "television" associates with Olympic Games to youth	11	7	10	9,00	1,095
How important is "love for sport" to Olympic Games in youth opinion	11	8	10	9,55	,688
How important is "money" to Olympic Games in youth opinion	11	2	8	5,27	1,794
How important are "athletes" to Olympic Games in youth opinion	11	8	10	9,64	,674
How important is "commercialisation" to Olympic Games in youth opinion	11	2	7	4,36	2,014
How important is "competition" to Olympic Games in youth opinion	11	5	10	9,00	1,483
How important is "confidence" to Olympic Games in youth opinion	11	4	10	8,36	1,748
How important is "culture" to Olympic Games in youth opinion	11	6	10	8,45	1,293
How important is "losing" to Olympic Games in youth opinion	11	0	10	4,55	2,979
How important is "determination" to Olympic Games in youth opinion	11	5	10	8,09	1,578

How important is "diversity" to Olympic Games in youth opinion	11	6	10	8,55	1,128
How important is "training" to Olympic Games in youth opinion	11	7	10	9,64	,924
How important is "fulfilment" to Olympic Games in youth opinion	11	5	10	7,55	1,809
How important is "fairplay" to Olympic Games in youth opinion	11	8	10	9,55	,688
How important is "excellence" to Olympic Games in youth opinion	11	4	9	7,27	1,555
How important is "exclusivity" to Olympic Games in youth opinion	11	4	10	7,82	1,779
How important is "winning" to Olympic Games in youth opinion	11	6	10	8,27	1,191
How important is "honesty" to Olympic Games in youth opinion	11	8	10	9,55	,820
How important is "integrity" to Olympic Games in youth opinion	11	7	10	8,45	1,036
How important is "justice" to Olympic Games in youth opinion	11	7	10	9,18	1,168
How important is "sharing" to Olympic Games in youth opinion	11	5	10	7,64	1,748
How important is "participation" to Olympic Games in youth opinion	11	2	10	8,00	2,720
How important is "passion" to Olympic Games in youth opinion	11	3	10	7,73	1,902
How important is "fun" to Olympic Games in youth opinion	11	6	10	7,82	1,168
How important is "personnel best" to Olympic Games in youth opinion	11	5	10	8,18	1,779
How important is "respect" to Olympic Games in youth opinion	11	8	10	9,18	,874

How important is "health" to Olympic Games in youth opinion	11	8	10	9,09	,701
How important is "spectacle" to Olympic Games in youth opinion	11	3	9	6,91	1,578
How important are "olympic traditions" to Olympic Games in youth opinion	11	7	10	8,91	1,221
How important is "team work" to Olympic Games in youth opinion	11	5	10	8,82	1,471
How important is "cheating" to Olympic Games in youth opinion	11	0	6	1,27	1,849
Valid N (listwise)	11				

Appendix F: Descriptive statistics regarding questionnaire sample

QUESTIONNAIRE SAMPLE

(Data gathered: November & December, 2011)

Table 1. Student's Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	146	36,8	36,8	36,8
Female	251	63,2	63,2	100,0
Total	397	100,0	100,0	

Table 2. Student's Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Thirteen	48	12,1	12,1	12,1
Fourteen	67	16,9	16,9	29,0
Fifteen	45	11,3	11,3	40,3
Sixteen	100	25,2	25,2	65,5
Seventeen	62	15,6	15,6	81,1
Eighteen	65	16,4	16,4	97,5
Nineteen	10	2,5	2,5	100,0
Total	397	100,0	100,0	

Table 3. Student's School

	Frequency	Percent	Valid Percent	Cumulative Percent
Kärdla Gymnasium	66	16,6	16,6	16,6
Tartu Kivilinna Gymnasium	109	27,5	27,5	44,1
Tartu Kunsti Gymnasium	75	18,9	18,9	63,0
Jõgeva Gymnasium	74	18,6	18,6	81,6
Tallinna Prantsuse Lyseum	73	18,4	18,4	100,0
Total	397	100,0	100,0	

Table 4. Student's Grade

	Frequency	Percent	Valid Percent	Cumulative Percent
Seventh Year	64	16,1	16,1	16,1
Eighth Year	63	15,9	15,9	32,0
Ninth Year	32	8,1	8,1	40,1
Tenth Year	122	30,7	30,7	70,8
Eleventh Year	47	11,8	11,8	82,6
Twelfth Year	69	17,4	17,4	100,0
Total	397	100,0	100,0	

Table 5. Parents' country of origin

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Estonia	386	97,2	97,2	97,2
Russia	4	1,0	1,0	98,2
Spain	1	,3	,3	98,5
Finland	2	,5	,5	99,0
Other	4	1,0	1,0	100,0
Total	397	100,0	100,0	

Table 6. City of residence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid K�rdla	64	16,1	16,1	16,1
Tartu	161	40,6	40,6	56,7
J�geva	70	17,6	17,6	74,3
Tallinn	70	17,6	17,6	91,9
Other	32	8,1	8,1	100,0
Total	397	100,0	100,0	

Table 7. Place of residence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rural	75	18,9	18,9	18,9
Urban	322	81,1	81,1	100,0
Total	397	100,0	100,0	

Table 8. Sports activities practised

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Have participated in sports	346	87,2	87,2
	Have not participated in sports	51	12,8	100,0
	Total	397	100,0	100,0

Table 9. Level of Competition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Recreational	126	31,7	31,7
	Compete at national level	212	53,4	85,1
	Compete at professional level	15	3,8	88,9
	Don't do sports at all	44	11,1	100,0
	Total	397	100,0	100,0

Table 10. Occupation of parent 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed/At home	28	7,1	7,1
	Worker	219	55,2	62,2
	Official	33	8,3	70,5
	Mid-level Manager	77	19,4	89,9
	CEO/Director	17	4,3	94,2
	No answer/Don't know	23	5,8	100,0
	Total	397	100,0	100,0

Table 11. Occupation of parent 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Unemployed/At home	2	,5	,5	,5
Worker	183	46,1	46,1	46,6
Official	24	6,0	6,0	52,6
Valid Mid-level Manager	83	20,9	20,9	73,6
CEO/Director	53	13,4	13,4	86,9
No answer/Don't know	52	13,1	13,1	100,0
Total	397	100,0	100,0	

Table 12. Student's interest in sports

	Interest in Sports and Physical Activity	Interest in watching sport (TV)	Interest for attending sport events
N Valid	397	397	397
Missing	0	0	0
Mean	5,30	3,76	3,78
Std. Deviation	1,442	1,956	2,003
Minimum	0	0	0
Maximum	7	7	7

Appendix G: One-way ANOVA analysis of questionnaire responses between two groups of students regarding preferences between watching the Olympic Games and other forms of entertainment.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Student's preference regarding Olympic Games and going shopping	Between Groups	,005	1	,005	,020	,887
	Within Groups	97,733	395	,247		
	Total	97,738	396			
Student's preference regarding Olympic Games and going to movie theater	Between Groups	1,635	1	1,635	9,742	,002
	Within Groups	66,299	395	,168		
	Total	67,935	396			
Student's preference regarding Olympic Games and watching another TV programe	Between Groups	,304	1	,304	1,218	,270
	Within Groups	98,487	395	,249		
	Total	98,791	396			
Student's preference regarding Olympic Games and reading a book	Between Groups	,381	1	,381	1,804	,180
	Within Groups	83,347	395	,211		
	Total	83,728	396			
Student's preference regarding Olympic Games and playing a video game	Between Groups	,157	1	,157	,674	,412
	Within Groups	91,884	395	,233		
	Total	92,040	396			
Student's preference regarding Olympic Games and playing sports	Between Groups	,002	1	,002	,013	,908
	Within Groups	66,799	395	,169		
	Total	66,801	396			
Student's preference regarding Olympic Games and "chatting" in MSN/Facebook etc.	Between Groups	,254	1	,254	1,213	,271
	Within Groups	82,673	395	,209		
	Total	82,927	396			
Student's preference	Between Groups	,148	1	,148	,591	,443

regarding Olympic Games and talking on the phone	Within Groups	98,960	395	,251		
	Total	99,108	396			
Student's preference regarding Olympic Games and watching a movie at home	Between Groups	1,061	1	1,061	5,253	,022
	Within Groups	79,775	395	,202		
	Total	80,836	396			
Student's preference regarding Olympic Games and listening to music	Between Groups	1,136	1	1,136	5,460	,020
	Within Groups	82,194	395	,208		
	Total	83,330	396			

Appendix H: One-way ANOVA analysis of questionnaire responses between two groups of students regarding interest in different sport events.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Student's interest in FIFA World Cup	Between Groups	25,539	1	25,539	3,313	,069
	Within Groups	3044,692	395	7,708		
	Total	3070,232	396			
Student's interest in WRC rally	Between Groups	,859	1	,859	,097	,755
	Within Groups	3487,171	395	8,828		
	Total	3488,030	396			
Student's interest in European Football Championships	Between Groups	22,840	1	22,840	2,771	,097
	Within Groups	3255,830	395	8,243		
	Total	3278,670	396			
Student's interest in Simpel Session (extreme sport)	Between Groups	,059	1	,059	,005	,944
	Within Groups	4606,561	395	11,662		
	Total	4606,620	396			
Student's interest in Summer Olympic Games	Between Groups	8,441	1	8,441	1,000	,318
	Within Groups	3333,171	395	8,438		
	Total	3341,612	396			
Student's interest in Winter Olympic Games	Between Groups	9,549	1	9,549	1,167	,281
	Within Groups	3233,368	395	8,186		
	Total	3242,917	396			
Student's interest in European Championships in Figure Skating	Between Groups	4,281	1	4,281	,429	,513
	Within Groups	3938,520	395	9,971		
	Total	3942,801	396			
Student's interest in BIG Gold League (Athletics)	Between Groups	,161	1	,161	,020	,889
	Within Groups	3240,065	395	8,203		

	Total	3240,227	396			
	Between Groups	70,573	1	70,573	7,062	,008
Student's interest in NBA (basketball)	Within Groups	3947,155	395	9,993		
	Total	4017,728	396			
	Between Groups	6,789	1	6,789	,903	,342
Student's interest in Garnd Slam (tennis)	Within Groups	2968,944	395	7,516		
	Total	2975,733	396			
	Between Groups	15,357	1	15,357	2,721	,100
Student's interest in Grand Tour (cycling)	Within Groups	2229,344	395	5,644		
	Total	2244,700	396			
	Between Groups	1,462	1	1,462	,126	,723
Student's interest in Formula 1	Within Groups	4580,241	395	11,596		
	Total	4581,703	396			
	Between Groups	25,575	1	25,575	2,437	,119
Student's interest in Baltic Basketball League	Within Groups	4144,651	395	10,493		
	Total	4170,227	396			
	Between Groups	,327	1	,327	,030	,862
Student's interest in Champions League (football)	Within Groups	4260,061	395	10,785		
	Total	4260,388	396			
	Between Groups	1,968	1	1,968	,201	,654
Student's interest in FIS Cross Country World Cup	Within Groups	3875,356	395	9,811		
	Total	3877,325	396			
	Between Groups	13,913	1	13,913	1,608	,206
Student's interest in Schenker League (Baltic Volleyball club tournament)	Within Groups	3417,729	395	8,652		
	Total	3431,642	396			

Appendix I: Descriptive statistics of questionnaire respondents' opinion regarding association and importance of different characteristics to the Olympic Games.

	N	Minimum	Maximum	Mean	Std. Deviation
How "a chance to escape" associates with Olympic Games to youth	397	0	10	2,24	2,441
How "amitié" associates with Olympic Games to youth	397	0	10	4,38	2,829
How "american" associates with Olympic Games to youth	397	0	10	3,11	2,471
How "being the best" associates with Olympic Games to youth	397	0	10	7,97	2,470
How "belonging" associates with Olympic Games to youth	397	0	10	5,93	2,851
How "arrogant" associates with Olympic Games to youth	397	0	10	3,04	2,776
How "estonia" associates with Olympic Games to youth	397	0	10	5,78	2,781
How "celebration" associates with Olympic Games to youth	397	0	10	5,85	2,967
How "commercialisation" associates with Olympic Games to youth	397	0	10	4,64	2,835
How "distant & aloof" associates with Olympic Games to youth	397	0	10	4,86	3,093
How "being the best" associates with Olympic Games to youth	397	0	10	8,01	2,630
How "exploitative" associates with Olympic Games to youth	397	0	10	2,75	2,487
How "sponsors" associates with Olympic Games to youth	397	0	10	7,19	2,674
How "confidence" associates with Olympic Games to youth	397	0	10	4,33	2,916
How "cool" associates with Olympic Games to youth	397	0	10	5,64	3,014
How "countries" associates with Olympic Games to youth	397	0	10	8,16	2,296
How "determination" associates with Olympic Games to youth	397	0	10	5,79	2,874

How "discipline" associates with Olympic Games to youth	397	0	10	6,48	2,730
How "educating" associates with Olympic Games to youth	397	0	10	5,49	2,731
How "exclusive" associates with Olympic Games to youth	397	0	10	5,91	2,981
How "fair competition" associates with Olympic Games to youth	397	0	10	6,82	2,815
How "festive" associates with Olympic Games to youth	397	0	10	6,22	2,927
How "global" associates with Olympic Games to youth	397	0	10	8,83	1,825
How "honourable" associates with Olympic Games to youth	397	0	10	7,49	2,491
How "humanity" associates with Olympic Games to youth	397	0	10	6,50	2,649
How "medals" associates with Olympic Games to youth	397	0	10	8,97	1,790
How "multicultural" associates with Olympic Games to youth	397	0	10	7,94	2,486
How "peace" associates with Olympic Games to youth	397	0	10	4,83	2,876
How "participation" associates with Olympic Games to youth	397	0	10	7,54	2,488
How "patriotic" associates with Olympic Games to youth	397	0	10	5,77	2,889
How "personal" associates with Olympic Games to youth	397	0	10	4,46	2,859
How "political" associates with Olympic Games to youth	397	0	10	4,15	2,886
How "publicity" associates with Olympic Games to youth	397	0	10	6,19	2,818
How "selfish" associates with Olympic Games to youth	397	0	10	3,17	2,616
How "showy" associates with Olympic Games to youth	397	0	10	3,60	2,910
How "spectacle" associates with Olympic Games to youth	397	0	10	4,42	2,942
How "striving" associates with Olympic Games to youth	397	0	10	7,71	2,596

How "television" associates with Olympic Games to youth	397	0	10	8,58	2,013
How important is "love for sport" to Olympic Games in youth opinion	397	0	10	8,58	2,136
How important is "money" to Olympic Games in youth opinion	397	0	10	6,34	2,709
How important are "athletes" to Olympic Games in youth opinion	397	0	10	8,76	1,974
How important is "commercialisation" to Olympic Games in youth opinion	397	0	10	5,46	2,643
How important is "competition" to Olympic Games in youth opinion	397	0	10	8,61	2,020
How important is "confidence" to Olympic Games in youth opinion	397	0	10	6,05	2,788
How important is "culture" to Olympic Games in youth opinion	397	0	10	6,55	2,610
How important is "losing" to Olympic Games in youth opinion	397	0	10	5,36	3,127
How important is "determination" to Olympic Games in youth opinion	397	0	10	6,04	2,514
How important is "diversity" to Olympic Games in youth opinion	397	0	10	6,95	2,439
How important is "training" to Olympic Games in youth opinion	397	0	10	8,77	1,913
How important is "fulfilment" to Olympic Games in youth opinion	397	0	10	6,59	2,463
How important is "fairplay" to Olympic Games in youth opinion	397	0	10	8,10	2,460
How important is "excellence" to Olympic Games in youth opinion	397	0	10	6,41	2,664
How important is "exclusivity" to Olympic Games in youth opinion	397	0	10	6,50	2,719
How important is "winning" to Olympic Games in youth opinion	397	0	10	7,84	2,299
How important is "honesty" to Olympic Games in youth opinion	397	0	10	7,79	2,686
How important is "integrity" to Olympic Games in youth opinion	397	0	10	7,43	2,475
How important is "justice" to Olympic Games in youth opinion	397	0	10	7,78	2,540

How important is "sharing" to Olympic Games in youth opinion	397	0	10	6,00	2,830
How important is "participation" to Olympic Games in youth opinion	397	0	10	8,35	2,152
How important is "passion" to Olympic Games in youth opinion	397	0	10	7,84	2,679
How important is "fun" to Olympic Games in youth opinion	397	0	10	7,11	2,668
How important is "personnel best" to Olympic Games in youth opinion	397	0	10	8,27	2,240
How important is "respect" to Olympic Games in youth opinion	397	0	10	7,79	2,186
How important is "health" to Olympic Games in youth opinion	397	0	10	8,37	2,245
How important is "spectacle" to Olympic Games in youth opinion	397	0	10	5,86	2,681
How important are "olympic traditions" to Olympic Games in youth opinion	397	0	10	7,95	2,429
How important is "team work" to Olympic Games in youth opinion	397	0	10	8,08	2,272
How important is "cheating" to Olympic Games in youth opinion	397	0	10	2,70	3,098
Valid N (listwise)	397				

Appendix J: One-way ANOVA analysis of questionnaire responses between two groups of students' after factor analysis regarding associations of different characteristics to Olympic Games.

ANOVA

Factor 1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.468	1	.468	.192	.661
Within Groups	960.449	395	2.432		
Total	960.917	396			

ANOVA

Factor 2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.541	1	.541	.138	.711
Within Groups	1549.329	395	3.922		
Total	1549.870	396			

ANOVA

Factor 3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.627	1	.627	.164	.686
Within Groups	1511.999	395	3.828		
Total	1512.627	396			

ANOVA

Factor 4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.698	1	1.698	.444	.506
Within Groups	1509.865	395	3.822		
Total	1511.562	396			

ANOVA

Factor 5

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.763	1	5.763	1.335	.249
Within Groups	1705.251	395	4.317		
Total	1711.014	396			

ANOVA

Factor 6

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.824	1	3.824	1.268	.261
Within Groups	1191.376	395	3.016		
Total	1195.200	396			

ANOVA

Factor 7

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.750	1	.750	.143	.706
Within Groups	2075.438	395	5.254		
Total	2076.188	396			

Appendix K: One-way ANOVA analysis of questionnaire responses between two groups of students' after factor analysis regarding importance of different characteristics to Olympic Games.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Values	Between Groups	1.652	1	1.652	.442	.506
	Within Groups	1475.244	395	3.735		
	Total	1476.896	396			
Sport athletes	Between Groups	.100	1	.100	.045	.833
	Within Groups	889.532	395	2.252		
	Total	889.632	396			
Attitudes	Between Groups	6.132	1	6.132	1.812	.179
	Within Groups	1336.434	395	3.383		
	Total	1342.565	396			
Commerce	Between Groups	.057	1	.057	.011	.916
	Within Groups	2026.912	395	5.131		
	Total	2026.970	396			
Outcome	Between Groups	16.920	1	16.920	3.373	.067
	Within Groups	1981.249	395	5.016		
	Total	1998.169	396			

Appendix L: One-way ANOVA and statistics regarding youths' opinion of the Olympics, recommendations to the Games and opinion about Youth Olympic Games.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
What youth like about Olympic Games	Between Groups	,012	1	,012	,004	,952
	Within Groups	1337,308	395	3,386		
	Total	1337,320	396			
What youth do not like about Olympic Games	Between Groups	9,785	1	9,785	1,367	,243
	Within Groups	2827,122	395	7,157		
	Total	2836,907	396			
What youth recommend to make the Olympic Games more interesting	Between Groups	,000	1	,000	,001	,982
	Within Groups	282,836	395	,716		
	Total	282,836	396			
What is youth opinion about Youth Olympic Games	Between Groups	,006	1	,006	,014	,905
	Within Groups	153,606	395	,389		
	Total	153,612	396			
Would youth be interested of watching the YOG from TV	Between Groups	3,914	1	3,914	4,602	,033
	Within Groups	336,000	395	,851		
	Total	339,914	396			

Would youth be interested of watching the YOG from TV

Student's School		Frequency	Percent	Valid Percent	Cumulative Percent
nonOE	Valid				
	Not interested	58	33,1	33,1	33,1
	Maybe	24	13,7	13,7	46,9
	Interested	93	53,1	53,1	100,0
	Total	175	100,0	100,0	
OE	Valid				
	Not interested	96	43,2	43,2	43,2
	Maybe	30	13,5	13,5	56,8
	Interested	96	43,2	43,2	100,0
	Total	222	100,0	100,0	

What youth like about Olympic Games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Particular Sport	64	16,1	16,1	16,1
	Particular Event/Ceremony	23	5,8	5,8	21,9
	Athmosphere	166	41,8	41,8	63,7
	Nothing	26	6,5	6,5	70,3
	Unique event+values	25	6,3	6,3	76,6
	Cheering for national athletes and homecountry	59	14,9	14,9	91,4
	Everything	34	8,6	8,6	100,0
	Total	397	100,0	100,0	

What youth do not like about Olympic Games

	Frequency	Percent	Valid Percent	Cumulative Percent
Particulat Sport	32	8,1	8,1	8,1
Too much commercial	23	5,8	5,8	13,9
Too much buzz around it	12	3,0	3,0	16,9
There is nothing negative about OG	126	31,7	31,7	48,6
Hard rules/judges	6	1,5	1,5	50,1
Valid Doping and cheating	56	14,1	14,1	64,2
Last too long	28	7,1	7,1	71,3
Particular athletes	6	1,5	1,5	72,8
Other (boring etc).	94	23,7	23,7	96,5
Events at the same time and cant watch all	14	3,5	3,5	100,0
Total	397	100,0	100,0	

What youth recommend to make the Olympic Games more interesting

	Frequency	Percent	Valid Percent	Cumulative Percent
More of some sport/less of some sport	49	12,3	12,3	12,3
There no need to change anything	227	57,2	57,2	69,5
Valid Other (performances for audience)	91	22,9	22,9	92,4
Two events on one screen	19	4,8	4,8	97,2
Changing rules	11	2,8	2,8	100,0
Total	397	100,0	100,0	

What is youth opinion about Youth Olympic Games

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	252	63,5	63,5	63,5
Neutral	117	29,5	29,5	92,9
Negative	28	7,1	7,1	100,0
Total	397	100,0	100,0	