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

**Knowledge of Olympic Games and attitudes towards Olympic values
of student teachers at selected colleges of education in Zambia**

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**KNOWLEDGE OF OLYMPIC GAMES AND ATTITUDES TOWARDS OLYMPIC VALUES
OF STUDENT TEACHERS AT SELECTED COLLEGES OF EDUCATION IN ZAMBIA**

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SUMMARY

Mubita Akatama: Knowledge of Olympic Games and Attitudes Towards Olympic Values
of Student Teachers at Selected Colleges of Education in Zambia

(Under the supervision of Deanna L. Binder, Adjunct Professor)

The present study aimed at finding out the knowledge and awareness of student teachers at selected colleges of education in Zambia. It also determined the values considered important by Physical Education lecturers in the colleges of education. 141 students were administered questionnaires while 5 were interviewed. 9 lecturers were also interviewed. The study found out that although some students had knowledge and were aware of the Olympic Games, Olympic values and the Olympic Movement their knowledge and awareness was low. It was also ascertained that there were similarities between the values in the curriculum and those students thought were emphasised by the curriculum as well as those held important by the Physical Education lecturers. The study is useful to Olympic educators, the Zambian curriculum developers as well as the NOCZ, OYDC and the IOC in exploiting the willingness to learn about the Olympic Games, the Olympic Movement and the Olympic values of student teachers. Acceptance of Olympic values can also be promoted as some values are also part of the local culture.

Keywords: Olympic values, student teachers, Olympic Education.

ABSTRACT

The Olympic Games are the acme of sports competition in the world. However, it is often emphasised that they are not just games like any other but go beyond mere celebration. They disseminate values that are aimed at turning young people into responsible citizens of the world. A number of studies have been conducted to determine whether these Olympic values

are disseminated by various stakeholders in the Olympic Movement. Many of them have concluded that much more needs to be done.

The purpose of this study was to find out the knowledge of Olympic Games and awareness of the Olympic Movement of student teachers at selected colleges of education in Zambia. The study also was to determine the values emphasised by the college curriculum as well as ascertain the values considered important by Physical Education lecturers in these colleges.

A total of 155 respondents participated in the study. 141 students were administered questionnaires, 5 were interviewed and 9 lecturers were also interviewed.

The study found out that although some students were aware of the Olympic Games and the Olympic Movement, their level of knowledge was low. The study also found out that there were similarities between the values stated in the curriculum as well as those students reported were emphasised by the curriculum, and those held important by Physical Education lecturers.

This study can assist stakeholders in Olympic Education such as Zambian educators, OYDC, NOCZ as well as the IOC to exploit the willingness of students to learn more about the Olympic Games, the Olympic Movement and Olympic values. It can also promote acceptance of the values as some of the values are part of the local culture.

DEDICATION

This thesis is dedicated to my late mother who taught me to work hard at everything I do. She impressed upon me with the adage: 'Chance comes but once'. I feel very unhappy that she has not been there to see me progress in life the way she taught me. However, I know that she would have been proud of me and encouraged me to go further.

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LIST OF ABBREVIATIONS AND ACRONYMS

CCE- Chipata College of Education

CLCE- Charles Lwanga College of Education

DALICE- David Livingstone College of Education

DRC- Democratic Republic of Congo

DVD- Digital Versatile Disc

IOA- International Olympic Academy

IOC- International Olympic Committee

KACE- Kasama College of Education

KICE- Kitwe College of Education

MACE- Mansa College of Education

MAMOCE- Malcolm Moffat College of Education

MESVTTEE- Ministry of Education, Science Vocational Training and Early Education

MOCE- Mongu College of Education

MUCE- Mufulira College of Education

NFs- National Federations

NOA- National Olympic Academy

NOC- National Olympic Committee

NOCZ- National Olympic Committee of Zambia

OVEP- Olympic Values Education Programme

OYDC- Olympic Youth Development Centre

SOCE- Solwezi College of Education

SPSS- Statistical Package for the Social Sciences

TESS- Teacher Education and Specialised Services

USA- United States of America

YOG- Youth Olympic Games

ZAMISE- Zambia Institute of Special Education

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Chapter 1:

1.0. Introduction

Although the Olympic Games are at the pinnacle of sports competition in the world (Bayliss, Butler, Klaczynski, Williams, Yip & Lui, 2004), there might be some parts of the world that do not have adequate knowledge about the Games or the Olympic Movement. Not all people know about the Olympic values; different peoples of the world have values of their own and may not know whether these values connect with Olympic values unless they come to know about the Olympic values (Huang, 2010). A distinguishing element of the Olympic Games from other world games is that the Olympics also aspire to transmit values that should inspire young people to become better athletes and better citizens of the world (Binder, 2007).

This study seeks to investigate the knowledge of student teachers as well as their attitude towards Olympic values at selected colleges of education in Zambia. The study will seek to establish the following: Firstly, it will establish the knowledge of the students of the Olympic Games and the Olympic Movement as well as Zambia's participation in the Olympic Games; secondly, the study will investigate the values that are emphasised by the Physical Education curriculum of the colleges of education in Zambia. Thirdly, it will also seek to establish what values the Physical Education lecturers in the colleges of education consider important.

1.1. Background of the Problem

The Olympics, it is presumed, are well known throughout the world as they constitute a mega event. Mega events are popular events that cut across a broad spectrum of nationality boundaries (Insight Department, 2012). Low (2006, p.3) explains the popularity of the Games:

The Olympic Games are singular. They are the largest regularly held gathering of citizens from different parts of the world...

While the fame of the Olympics is undisputed, there is still quite a good section of the world that remains either partially informed, misinformed or even uninformed about these very prestigious events. To compound this challenge, there are affirmations that the Olympics are not just sports festivals but go beyond mere celebration of athletic events. Jacques Rogge

former IOC president acknowledged this in the foreword to the Olympic Values Education Programme (OVEP) toolkit:

Sport is more than just competition. It is a state of mind. The challenge of the Olympic Movement is to educate and encourage young people to practise sport, and to teach them values (Binder, 2007 p.7).

The very essence of the Olympic Games, that of disseminating the Olympic values, is threatened because not many people know these values or at least relate them to the Olympics. Rhodes and Zlotnicki attest to the fact that not many people know the Olympic values:

...at the Olympic Games, including the London Olympic Games in 2012, more could have been done to intentionally educate athletes and coaches about issues connected to international learning, understanding, and thereby better support the ideals of the Olympic Games... While competition and athletic strength is the cornerstone of the games, the other goal of 'building a peaceful and better world' is not as easily addressed (Rhodes & Zlotnicki 2014, p.2).

The lack of knowledge of Olympic values by many people of the world cannot be over emphasised. If it can be seen that Olympic athletes and coaches need to be exposed to Olympic values to create a better world, it is most probable that the vast majority of the peoples of the world are lacking knowledge and information about the Olympic ideals. It follows that the knowledge or lack of it of Olympic values should be investigated. The student teachers in Zambia, who are the participants in this investigation, will help shed more light on the extent of the problem of lack of knowledge and information on the Olympic Games and Olympic values; they will also assist in understanding what Olympic values the lecturers of Physical Education consider important. Low (2006) has indicated the fame of the Olympics and Huang (2010) highlighted the lack of knowledge of Olympic values. It is therefore important to find out whether the teachers-to-be have knowledge about the Olympic Games and Olympic values. This is a contradiction as has been seen already as the popularity of the Olympic Games must go with the dissemination of its values. To widen the investigation further, it will also be necessary to find out the attitudes of the students towards the Olympic values; what values they consider important as well as those they think should be included in the Physical Education programmes. The study will also investigate what Olympic values connect with values in the Zambian culture. Further, it will also establish

what values the Zambian curriculum emphasises as well as what values Physical Education lecturers consider important.

1.2. Statement of the Problem

The Olympic Games are world famous sports festivals whose aim is also to transmit values to the youth that will, in the long run, assist in the creation of a better world. This aim seems farfetched as studies conducted in the area of Olympic values and Olympic Education have shown that very few people are well aware of the Olympic Values (Huang, 2010), although some have indicated that the Olympic Games are world famous sports festivals (Low, 2006). While it is fair to say that knowledge of Olympic values is generally lacking as was ascertained in a study by Huang (2010), it is unclear whether the majority of the people of the world are aware of the Olympic Games and their prestige. One other issue which is uncertain is whether people of the world are aware of the Olympic values as being part of their culture. If they are not aware of the Olympic values, it follows that they may not be aware that Olympic values are part of their culture or not. This is why this study will investigate whether students in some colleges of education in Zambia are aware of the Olympic values and whether they have knowledge of the Olympic Games and the participation of their country in these Games. It must also investigate the student's awareness of the connection between Olympic values and Zambian culture. Further, this investigation should establish the values students think should be part of the Physical Education programme. In addition, the study should also seek to establish what values the Zambian colleges of education curriculum emphasises and what values the college Physical Education lecturers hold important. This is the gap in the knowledge that must be filled after the study is completed.

1.3. Purpose of the Study

While a number of studies have illuminated information related to Olympic values and Olympic Education (Clarke, 1988; Lenk, 1964, 1976; Milton-Smith, 2002; Parry, 1988; Preuss, 2002; Tavares, 2006) others have also dealt with attitudes of participants to Olympic values (Bronikowska & Bronikowski, 2009; Preuss et al., 2014; Šukys & Majauskienė, 2013), this study will investigate knowledge of Olympic Games and Olympic values in Zambia among student teachers and what values the Zambian colleges of education purport

to transmit as well as what Physical Education lecturers consider as important values. This is the gap in the knowledge that must be filled in order to have a clear picture of what is possible on the ground within the context of Zambian culture and the Zambian education and sport systems.

1.4. Significance of the Study

It is important to conduct the investigation because the knowledge obtained will be useful in coming up with programmes that will disseminate more information about the Olympic Games if it is found that knowledge is lacking. Further, the Zambian curriculum can be improved to increase knowledge on the Olympic values beginning with the student teachers themselves. Also, it will assist in focussing on the Olympic values that are not part of Zambian culture while reinforcing those already in the culture. If it is also discovered that Zambian culture has some elements that connect with Olympic values, these can be further fostered to promote understanding among the various peoples, especially that Zambia is a multi-lingual country (Kashoki, 1990). In addition, students will have a chance to select Olympic values that can be part of Physical Education programmes, thus better citizens can be churned through Physical Education programmes that promote Olympic values if indeed these values are incorporated.

A wide spectrum of stakeholders can benefit from the investigation. Policy makers responsible for curriculum development will find this information useful if they are to improve knowledge of the Olympic Games among the citizens of the country. After all, it is a well known fact that the majority of countries of the world aspire to send athletes to these Games in order to reap medals. Physical Educators can also benefit from the investigation in that the knowledge obtained can be used to include more Olympic values based learning in order to encourage virtues that can be inculcated into young learners and would-be athletes. Teacher educators can find the information useful, especially those handling the areas of Physical Education and sport, in that they can come up with programmes that can enhance knowledge and understanding of the Olympics and the Olympic Movement. The National Olympic Committee of Zambia can seize an opportunity to come up with programmes to disseminate information about the Olympic Games and to raise awareness of Zambia's participation in the Olympic Games. This can help in soliciting support from the general public. The International Olympic Committee (I.O.C) can also utilise the information from

the investigation and find ways of raising awareness about the Olympics and the Movement as it is its mandate to do so (Olympic Charter, 2014).

1.5. Primary Research Questions

The following questions must be answered by the end of the investigation:

1. Are students aware and do they have knowledge of the Olympic Games and the Olympic Movement?
2. What values are emphasised by the colleges of education Physical Education curriculum?
3. What values do Physical Education lecturers consider important?

1.6. Research Design

The mixed research method will be used as data shall be collected by the use of questionnaires and interviews (qualitative) and the data shall be assigned numerical scores so that it can easily be interpreted and presented (quantitative). Students' knowledge, attitudes and thoughts will be brought to light through questionnaires. Also, interviews shall be used to investigate values considered important by Physical Education lecturers. In addition, the Zambian Colleges of Education Curriculum will be analysed to determine the values the curriculum emphasises. The data collected will be analysed quantitatively. The sample of student teachers will be drawn from three colleges of education in Zambia. The colleges that teach trainee teachers will be selected from the Western, Eastern and Central parts of Zambia; one college from each part of the country. The students will be randomly selected from 10% of students of Physical Education of each of the colleges. The sample of lecturers will be drawn from the Physical Education lecturers of 11 colleges of education viz: Charles Lwanga, David Livingstone, Mongu, Solwezi, Mufulira, Kitwe, ZAMISE, Kasama, Chipata, Mansa and Malcolm Moffat. At least one lecturer per college will be interviewed. The students shall be those pursuing their courses at the selected colleges of education namely: Western-Mongu College of Education, Eastern-Chipata College of Education and Southern-David Livingstone College of Education.

Data shall be collected from students by the use of physically administered questionnaires. Questionnaires shall be created by the researcher and a pilot study shall be

conducted in order to validate the questionnaire. If deemed suitable, the questionnaire can then be administered to the students who are going to participate in the investigation. The data collected shall be analysed using frequencies, percentages, graphs and charts.

1.7. Assumptions

A number of assumptions have been made in the investigation. One of the assumptions is that the participants shall answer from their own experiences. Secondly, Zambia is a multilingual country (Kashoki, 1990) and there are variations within the same culture; it is assumed that these variations will not affect the attitudes of participants being investigated as a whole. Thirdly, it is assumed that there will be no influence of participants by other participants in answering questions. Fourthly, it is also expected that the participants will have adequate knowledge to answer the questions in the questionnaire and interview schedule without much difficulty. Fifthly, the participants, it is assumed shall answer honestly and accurately in order to enhance the objectivity of the investigation.

1.8. Limitations

One of the limitations of the study is that the students selected come from only three colleges sampled from the 11 and this might not be overly representative of all the students in the colleges of education in Zambia. Conducting a census kind of survey evokes financial implications in terms of travel of the researcher as well as the sheer bulk of the questionnaires to be administered. An alternative would be an online questionnaire, but this is not feasible as not all students have access to a computer let alone a reliable internet connection.

Another limitation is that the instruments used may not measure exactly what they are supposed to measure. Further, as Zambia has as many as 72 languages and many among these have different cultures although there is some similarity, there could be some differences of opinions brought about by differences in culture.

1.9. Scope

The number of participants will be drawn from 10% of the population of all students of Physical Education in each selected college. There are 3 colleges selected from the 11 in Zambia namely those from Western Province, Eastern Province and Southern Province. The 3 colleges of education are Mongu (Western Province), Chipata (Eastern Province) and David

Livingstone (Southern Province). However, all the 11 colleges of education shall be selected for the purposes of interviewing the Physical Education lecturers.

1.10. Definition of Terms

College of education- learning institution that specialises in educating would-be teachers to teach in the pre-school, primary school or secondary school.

Students- students currently enrolled and pursuing Physical Education as one of the courses at the selected colleges of education.

Lecturers- these are the male or female lecturers teaching Physical Education at the designated college of education.

Grant aided institution- an institution run partly by government and partly by another organisation, usually a church organisation.

1.11. Summary

The investigation shall centre on the knowledge and awareness of Olympic Games and the Olympic Movement of students in selected colleges of education in Zambia. It will also analyse the Physical Education curriculum of the colleges of education to find out what values it emphasises. Also, it will investigate the values considered important by the Physical Education lecturers.

This investigation is necessitated by the fact that very few people are aware of the Olympic values that the Games purport to disseminate although the Olympic Games are considered mega events, and also that programmes can be made, if indeed this is true for Zambia, that can help raise awareness of the Games and the Movement. Additionally, curriculum developers can help make the colleges of education curriculum better.

The data shall be gathered through questionnaires administered to students and interviews with lecturers. The colleges of education curriculum shall also be analysed by the researcher. The questionnaire and interview questions shall be piloted in order to ensure that they are suitable.

Some of the assumptions made are that participants shall answer from their own experiences, with honesty and accuracy and that multiculturalism will not bring about

significant variations in responses. Also, that the participants shall not influence one another in responding to questions posed.

Limitations are that few colleges of education have been selected from among many for the administering of the questionnaires to students (3 out of 11). In addition, the instruments to be used may not measure what they are supposed to as there is possibility that some questions may be misunderstood. Furthermore, diverse culture may affect respondents and bring about significant differences in attitude that may affect the investigation. The investigation shall be carried out in 3 colleges of education in Zambia that are located in provinces in the Western, Eastern and Southern parts of the country (for student participants) while all the 11 colleges will be used for the purposes of interviewing the Physical Education lecturers. The selection of only 3 colleges of education out of more than 11 colleges for the student population sample is another limitation.

The next chapter shall critically discuss the literature that deals with the problem in order to go into greater detail about the topic and focus on how the research questions will be answered. However, new literature will also be introduced so as to back earlier claims and provide a clear picture of how the investigation shall proceed.

Chapter 2: Literature Review

2.0. Introduction

This chapter reviews the literature and focuses on the Olympic Movement, Olympic values; the location, background and participation of Zambia at the Olympic Games as well as the Zambian colleges of education curriculum.

2.1. The Olympic Movement, Games and Values

It is an undisputable fact that the Olympic Games are the world's most important sports festival. Bayliss et al. (2004, p.3) explain the popularity of the Games as follows:

The Olympic Games are a world-renowned sports competition. Athletes from all around the world gather together in one city and compete against each other in a variety of sports to realize their dreams of becoming Olympic champions. The popularity of the Games has dramatically increased with just 14 nations competing in 1896 whilst 199 nations competed in the Sydney Olympic Games (2000).

However, the Olympic Games do not just end at being a festival of athletes winning medals cheered by a world audience. The Olympic Games are part of a movement that seeks to transmit values that will promote friendship, respect and excellence. Thomas Bach, the current IOC president confirms this mandate in the foreword by a book edited by prominent scholars Chatziefstathiou and Muller:

The mission of the International Olympic Committee has always been faithful to this principle: helping young people around the world to connect and embody the values of friendship, excellence and respect (*foreword by Thomas Bach: Chatziefstathiou & Muller, 2014*).

This aspiration to promote world peace and understanding through the Olympic Games is supposedly conveyed through the Olympic Movement. The Olympic Movement is the cornerstone of all the IOC activities and is explained in the Olympic Charter (Johnson 2009, p.5):

The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the International Olympic Committee (IOC), of all individuals and entities who are inspired by the values of

Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games (IOC, 2009).

Despite the promise and the mandate of the IOC, there seems to be some parts of the world that seem not to be aware of the Olympic Movement and the values it purports to disseminate. It appears all starts and ends with the Olympic Games; the celebration of the games; victories, medals, fame and glory for the individual and country. This lack of understanding is a serious concern as has been seen because the essence of the Olympic Games is the Olympic values. Without the Olympic values, the Olympic Games are just another sport event that does not stand apart from others. Torres (2010) emphasizes this essential element of the Olympic Games:

Under the precepts of Olympism, sport, and consequently the Olympic Games, there lies an educational rationality, a means to advance and materialize a set of moral values through sport. Without these values, the Olympic Games would just be, to use Coubertin's phraseology, world championships, or 'simply games' (p. 5).

Mzali (1979, p.429) also conveyed the same idea about the Olympic Games earlier in time:

Coubertin did not view the Olympic Games as an aim in themselves, but rather as a means of communicating the ideal of sport and the Olympic values...

2.2. The Problem: Olympic Values Dissemination

The Olympic Games in themselves cannot teach values as has been evidenced in the past by acts of cheating by athletes and coaches, racism practices and intimidation of athletes by other athletes (Kidd, 2009; Milton-Smith, 2002; Rhodes & Zlotnicki, 2014; Wassong, 2009).

Kidd (1996:82) concurs that values cannot be taught by merely taking part in sports:

Despite the familiar claim that participation in the Olympic sports is broadly educational and developmental, a growing body of empirical evaluation suggests otherwise-so much so, that at the very least, beneficial results can no longer be left to chance.

The inadequacy of knowledge of athletes and coaches about Olympic values is a source of concern not only to the Olympic Movement but to all interested in the Olympic Games and

its ideals (Rhodes & Zlotnicki, 2014). This may follow that the majority of citizens of the world have no knowledge or are simply unaware of Olympic values (Huang, 2010). Many projects have been initiated to deliberately teach Olympic values such as the Calgary 1988 Olympic Winter Games curriculum program (Binder, 1986), *Fair Play for Kids* (Binder, 1995) and *Be a Champion in Life* 2000 (Binder, 2000). There was realisation that young people had to be taught these values and also be given more information about the Olympic Games before these projects were initiated. It can be said therefore that without deliberate efforts to teach Olympic values, the vast majority of the people of the world will remain in the dark. There are, however, efforts made such as those referred to earlier, to disseminate the Olympic values.

In addition, other institutions such as the National Olympic Committees (NOCs) have initiated programmes to inform young people about the Olympic values. For example, the National Olympic Committee of Zambia set itself the following targets regarding Olympism and Olympic Education in its 2013-2016 Strategic Plan:

Table 1: NOCZ strategic plan 2013-2016

<p>Olympism</p> <p>Raise the level of Olympism Awareness in NFs</p> <p>Promote Olympism to at least 200 Primary Schools across the country.</p> <p>Olympic Values Education</p> <p>Implement Olympic Value Education Program in 100% of NFs and 200 (Primary Schools across the country).”</p> <p><i>Extract from the NOCZ Strategic Plan 2013-2016(www.nocz.co.zm).</i></p>
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The Olympic Youth Development Centre (OYDC) of Zambia, a multi-sport facility initiated by the IOC that develops young talent, also has such programmes to educate youths about the Olympic Games and ideals (<http://www.oymc.org.zm/health-education/>). Below is an extract from the OYDC website that explains and gives examples of the types of programmes that help disseminate Olympic values:

The Olympic Values Education Programme (OVEP) is a deliberate program aimed at teaching Olympism and the Olympic values for holistic development of the athletes. This program is delivered not just to OYDC athletes but also to satellite teams and the surrounding communities.

However, some of such programmes cannot reach the majority of the population because they are meant for athletes and those coming into contact with them. Other programmes have huge financial implications (Georgiadis, 2010), which cast a doubt as to whether they go according to plan or ever take off.

If Olympic values, as former IOC president Jacque Rogge says, ‘have a universal appeal’ (Huang, 2010); then the education mandate must be taken to scale to all parts of the world. Georgiadis (2010) although recognising the problems faced by National Olympic Academies (NOAs), NOCs and other organisations in implementing Olympic education programmes concludes that Olympic education enjoys international recognition.

The IOC also took a giant step by introducing the Youth Olympic Games (YOG) for the first time in 2010 in Singapore (Doll-Tepper, 2011). This effort is probably one of the IOC’s biggest undertakings as far as the combination of sports with the dissemination of values to the youths is concerned. Torres (2010) hailing the introduction of the YOG quotes the former IOC president Jacques Rogge as saying:

These Youth Olympic Games should not be seen as mini-Olympic Games. Rather, Rogge explained, there will be competition, of course, but the main goal . . . is not competition as such. The main goal is to give the youngsters an education based on Olympic values (p. 2).

The IOC has recognised the need to educate people about the Olympic Games and values and has now made it mandatory for hosting cities to, in addition to many other requirements, have educational programmes according to the Agenda 2020 Recommendation 22 (IOC, Agenda 2020). However, not much has been done in the past in the area of education as far as Olympic values are concerned. Garcia (2009), discussing the London 2012 Games, also contends that despite the number of cities given the opportunity to host the Olympic Games in the past the efforts to balance the areas of sport, culture and education has suffered setbacks:

While many other host cities have aspired to achieve synergy between culture, sport and education, success in this area has eluded most previous Games.

The question is: Are all these efforts adequate? Or does the Olympic Movement need more action in order to make the Olympics and its values totally or at least more universal? What about the cities that do not have a chance at ever hosting the Olympic Games in the next 30 or 40 years? Perhaps the IOC will need to move from the recommendations laid out in the Olympic Agenda 2020 and swing into action to address such issues.

If it is found that a good number of people that are not directly influenced by the Olympics or the Olympic Movement are not knowledgeable enough about them, then it follows that the same people may, most likely, be unaware of the Olympic values. It would then be appropriate to find out what attitudes they have towards Olympic values and whether these values may be connected to their culture. Additionally, educators can shed more light on what values they consider more important in their course of work.

2.3. Zambia at the Olympic Games

2.3.1. Location of the Country

The country Zambia lies between longitude 22⁰ E to 34⁰ E of the Prime Meridian and latitude 8⁰ S to 18⁰ S of the Equator. It is a landlocked country in the South Central part of Africa, surrounded by eight countries namely: Angola, Mozambique, Namibia, Zimbabwe, Botswana, Congo DRC, Tanzania and Malawi. The area of Zambia is 752, 614 sq km ("*Zambia.*" Microsoft® Encarta® 2009 [DVD]). The land is mainly plateau, with gentle slopes, and is between 900m and 1200m above sea level. However, some parts of the country are less than 900m and others more than 1200m above sea level.

Zambia has a total population of 13,092,666 (according to the country's official 2010 census) and is divided into ten provinces. Because the research focuses on three provinces, it is important to look at these. The three provinces are Western, Eastern and Southern Provinces.

The Eastern Province, as the name says, is an area 69, 106 square kilometres in the east part of the country. The area is mainly a plateau region with land rising 1, 200 metres above sea level on average. However, the western part of the province is a valley. The eastern part of the region is important for growing of crops and commercial cattle ranching. Crops

such as tobacco, groundnuts, cotton and maize are important for its economy (Naidoo and Bwalya, 2010). The capital, Chipata, is a tourist stopover for those visiting the South Luangwa Game Reserve.

Southern Province is also a mainly agricultural region. Crops such as maize are grown substantially here producing the highest number of tonnes in the whole of the country. Maize is important to Zambia as it is the staple crop. Beef and dairy cattle are also reared in the province. However, some of the parts of the province are hot with very unreliable rainfall patterns (Naidoo and Bwalya, 2001). Despite this, the province has one of the country's most important tourist destinations. The world famous Victoria Falls is found in Livingstone in the Southern Province.

On the West part of the country is the Western Province which stretches over an area 126, 386 square kilometres (Naidoo and Bwalya, 2010). The region is covered by a vast plain known as the Buluzi Plain on which the people of the province rely. Fishing is a very important economic activity here. The agricultural activities are mainly for subsistence purposes as the soil is infertile in some parts while the alluvial soils of the plain are sometimes covered with flood waters destroying crops and forcing the people to move to higher ground. The movement of the people from the flood plains to higher ground was long ago turned into a ceremony known as the Kuomboka which means literally 'coming out of water'.

2.3.2. Background of the Country

Zambia is a multi lingual country with 72 spoken languages (Kashoki, 1990). There are seven national languages that are regional in nature and are used in the media as well as for educational purposes. However, the official language is English. It is the language of government, education and commerce.

Although Zambian culture has a number of commonalities in it, it cannot be surmised that Zambian culture is the same for all the ethnic groups that exist therein. What can be concluded is that Zambian culture is diverse in its richness (Guhrs, 2008).

The people of Eastern Province belong to three main ethnic groups known as the Chewa, Kunda and Ngoni. Traditionally the Ngoni are cattle rearers, the Chewa are farmers, hunters and fishermen whereas the Kunda are subsistence farmers and hunters. The Kunda

are said to have come from the Luba Kingdom which was in present day Congo DRC while the Chewa are from Malawi and the Ngoni came from South Africa (ibid).

The people of Southern Province are mainly from the ethnic group called Tonga although there are other smaller groups such as the Toka, Leya, Ila, Lenje, Subiya and Totela in the province. The Tonga, traditionally, rear cattle and grow crops for their livelihood. They follow a matrilineal type of kinship. The Tonga people are one of the oldest inhabitants of Zambia.

The Western Province's largest ethnic group is the Lozi. The Lozi migrated from the Lunda of Congo DRC and some parts of Angola. The group is a well organised entity politically with levels of leadership from the lowest to the highest. At the peak of leadership is the king called the Litunga.

2.3.3. Zambia's Participation at the Olympic Games

The participation and performance of Zambia at the Olympic Games is a vital part of this study. This is because the study seeks to explain the knowledge and understanding of students about the Olympic Movement as well as of Olympic values including Zambia's performance at the Olympic Games. This knowledge of Zambia's participation and performance will assist readers to understand the study better in the context of facts given and participants' understanding and knowledge of the country's participation and performance. Additionally, this knowledge will assist the researcher in making informed interpretation of the findings.

Zambia became independent on 24th October, 1964. The country is known to have participated in the Olympics as Rhodesia in 1960. It was formerly known as Northern Rhodesia. It first appeared at the Olympic Games in 1964 as Northern Rhodesia. Zambia made its very first appearance under the new name in the 1968 Mexico Games. The country has only participated in the Summer Olympic Games since 1968 and was once absent in the 1976 Montreal Games due to a boycott led by Tanzania protesting the participation of New Zealand for touring apartheid South Africa. Zambia has always sent participants in all the Summer Olympics so far held from 1968 except the Montreal Games referred to earlier.

(http://en.m.wikipedia.org/wiki/National_Olympic_Committee_of_Zambia)

However, performance has not been good despite the near perfect participation record. Zambia can only boast of having secured only two medals so far. The first was a bronze in the 1984 Los Angeles Games by a boxer named Keith Mwila in the light flyweight category. The 1996 Atlanta Games saw the second medal earned by Samuel Matete in the men's 400 metres hurdles, a silver medal (www.nocz.co.zm). See Table 2 below for further details on Zambia's participation.

Zambia has never participated in the Winter Olympic Games as earlier alluded to.

In the Paralympic Games, Zambia first appeared in the 1996 Summer Paralympic Games held in Atlanta, USA. The country only had one athlete in the men's track and field, Lango Sinkamba, who however did not start although he was scheduled to compete in heat 2 of the men's 1500m. In the 2000 Sydney Games, two representatives were sent in the track and field category. The two were Lango Sinkamba and Nancy Kalaba who competed in the men's marathon and women's 100m respectively. However, both did not win any medal as Sinkamba finished last in the men's marathon and Kalaba finished fourth in the 100m heat and therefore could not advance.

The country did not participate in the 2004 Athens Paralympic Games but later appeared in the 2008 Beijing Paralympic Games with only one representative named Lassam Katongo who competed in the 800m and the 1500m for men. He came out fifth in heat 4 of the 1500m and fourth in heat 3 of the 800m, he did not advance (See table 2).

Table 2. Full results for Zambia at the Paralympics (Courtesy of Wikipedia: http://en.m.wikipedia.org/wiki/National_Olympic_Committee_of_Zambia)

Name	Games	Sport	Event	Score	Rank
Lango Sinkamba	1996 Athens	Athletics	Men's 1,500m T52-53	scheduled to run in heat 2, but did not start	DNS
Lango Sinkamba	1996 Athens	Athletics	Men's 800m T53	scheduled to run in heat 1,	DNS

Name	Games	Sport	Event	Score	Rank
				but did not start	
Lango Sinkamba	1996 Athens	Athletics	Men's Marathon T52-53	3:09:17	56th (last of those who completed the race)
Nancy Kalaba	2000 Sydney	Athletics	Women's 100m T12	15.88 (heat 2)	4th; did not advance
Lango Sinkamba	2000 Sydney	Athletics	Men's Marathon T54	2:51:55	45th (last of those who completed the race)
Lassam Katongo	2008 Beijing	Athletics	Men's 1,500m T13	4:28.80 (heat 4)	5th; did not advance
Lassam Katongo	2008 Beijing	Athletics	Men's 800m T12	2:09.03 (heat 3)	4th; did not advance

Table 3. Zambia, Medals Table (1960-2012) (Courtesy of Wikipedia:
http://en.m.wikipedia.org/wiki/National_Olympic_Committee_of_Zambia)

Medal Tables: Zambia

Medals by Games						
Games	Athletes	Gold	Silver	Bronze	Total	<u>Rank</u>
1960 Rome	<i>as part of Rhodesia (RHO)</i>					
1964 Tokyo	12	0	0	0	0	=
1968 Mexico City	7	0	0	0	0	=
1972 Munich	14	0	0	0	0	=
1976 Montreal	<i>did not participate</i>					
1980 Moscow	40	0	0	0	0	=
1984 Los Angeles	16	0	0	1	1	43
1988 Seoul	31	0	0	0	0	=
1992 Barcelona	9	0	0	0	0	=
1996 Atlanta	8	0	1	0	1	61
2000 Sydney	8	0	0	0	0	=
2004 Athens	6	0	0	0	0	=

2008 Beijing	8	0	0	0	0	=
2012 London	7	0	0	0	0	=
Total		0	1	1	2	118

Table 4. Zambia, Medals by sport (1960-2012) (Courtesy of Wikipedia:

http://en.m.wikipedia.org/wiki/National_Olympic_Committee_of_Zambia)

Medals by sport

Sport	Gold	Silver	Bronze	Total
 Athletics	0	1	0	1
 Boxing	0	0	1	1
Total	0	1	1	2

Table 5. Medallists, Zambia (1960-2012) (Courtesy of Wikipedia:

http://en.m.wikipedia.org/wiki/National_Olympic_Committee_of_Zambia)

Medallists

Medal	Name	Games	Sport	Event
Silver	Samuel Matete	1996 Atlanta	 Athletics	Men's 400 metres hurdles
Bronze	Keith Mwila	1984 Los Angeles	 Boxing	Light flyweight (-48 kg)

2.4. Important Values for Olympic Competition

Binder (2007) defined a value as:

...what is considered important in life; what makes life worth living. A value is also something that helps people decide what is right or wrong in moral terms (p.11).

This definition explains very simply that values are part of life and that they help people see what is right and what is wrong for them in moral terms. 'Them' in this context means society. In the terms of the Olympics, the values are universal therefore the society is the world.

Teetzel (2010) also defines values in very simple terms as follows:

Used in a very simplistic sense, the term 'values', in this context, means little more than the positive characteristics, feelings, and attitudes that the organizers hope the participants will gain through participation (p. 3).

This definition by Teetzel goes further stating that values are characteristics, attitudes and feelings acquired through participation. Whether this is true is a debatable issue because as was seen earlier Kidd (1996) does not agree with the proposition that athletes will develop these attitudes just by participating in a sport. Another definition of values is put forward by Talbot (2013) which states that values can be defined as:

...principles or standards, judgements of what is important or valuable in life (p. 191).

She goes on to stress that these values are 'selected or chosen' and that they are 'not inevitable'. As understood from the definitions given, if these are values that the Olympic

Games aspire to then these values are what make the Olympic Games different from other mega sports events. The Olympic Movement, as has been seen already, attempts to transmit values that are important through the Olympic Games. According to the Olympic Charter these values are envisaged in Olympism:

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles (IOC, 2014 p.11).

From the Olympic Charter attempts have been made to explain the ‘fundamental ethical principles’. There have been a quite a substantial amount of literature extracting and explaining Olympic values from the Olympic Charter. What has come out of these attempts is at best diverse and sometimes confusing (Parry, 1998).

Coubertin, the founder of the modern Olympics himself, put down the values that the Olympic Movement sought to convey to the youths in his time and probably beyond. The following were the Olympic values according to Pierre De Coubertin (Preuss, Schutte, Konecke, & DaCosta, 2014): equality, fairness, justice, respect for persons, rationality and understanding, autonomy and excellence. Thomas Bach, the current IOC president, narrows down the values to only three:

The mission of the International Olympic Committee has always been faithful to this principle: helping young people around the world to connect and embody the values of friendship, excellence and respect (*foreword by Thomas Bach: Chatziefstathiou and Muller, 2014*).

However, a good number of other values have been extracted from the Olympic Charter by many writers. Parry (1998) has given a glimpse of such attempts to list the values of Olympism. But as has been pointed out before, the attempts have created more bewildering results. The OVEP toolkit points out what are referred to as educational values. As a matter of course, because this study is concerned with students in education, it would be most appropriate to focus also on the educational values. The values mentioned in the OVEP toolkit are: joy of effort, balance between body will and mind, respect for others, fair play and the pursuit of excellence (Binder, 2007 p.13).

Parry (1998, p.2) also brings out some values when he attempts to define Olympism:

For Olympism is a social philosophy which emphasises the role of sport in world development, international understanding, peaceful co-existence, and social and moral education.

Parry has essentially brought two salient values: understanding and peace, education may also be included if it is considered a value.

Preuss et al (2014) also state that the Olympic values are found in the first six fundamental principles of Olympism and they quote the Olympic Charter of 2013:

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, social responsibility and respect for universal fundamental ethical principles.*
2. *The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.*
3. *The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.*
4. *The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.*
5. *Recognising that sport occurs within the framework of society, sports organisations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance.*
6. *Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.*

From the six principles above, ten values may be extracted and these are: balance between body, will and mind, joy of effort, good example, social responsibility, peace, preservation of human dignity, non-discrimination, friendship, solidarity and fair play.

In all, the following are the values that have been noted from the above discourse for the purposes of this study:

1. Balance between body, will and mind
2. Understanding
3. Joy of effort
4. Social responsibility
5. Peace
6. Preservation of human dignity
7. Non discrimination
8. Friendship
9. Solidarity
10. Fair play
11. Equality
12. Justice
13. Respect for others
14. Pursuit of Excellence

These are the values that will be used in the investigation. Their appeal lies in their simplicity and straight forwardness.

2.5. The Zambian Colleges of Education Curriculum

The Constitution of Zambia explains about national values and principles and lists a number of these values. Interesting among the values are those listed in Part II, Number 8:

The national values and principles are—

- (d) Human dignity, equity, social justice, equality and non-discrimination;

(Constitution of Zambia, Amendment No. 2 of 2016, p.12)

The colleges of education curriculum currently are uniform for trainee teachers who are educated under the Zambia Primary Teachers' Diploma Syllabi of 2014. Therefore, it is most appropriate if this syllabus is the one that is analysed as it is uniform in all the colleges of education including those selected for the purposes of selecting student participants.

This syllabus was produced by the Teacher Education and Specialised Services (TESS) which is a directorate under the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE). It was designed to give guidance for the education of trainee teachers who would become primary school teachers. The teachers are supposed to teach 7-13 year olds after their course of 3 years full time study.

The syllabus combines Physical Education with Music and Art and Design into what is known as the Expressive Arts. The introductory part of the Expressive Arts Education portion of the syllabus states in part:

The *Expressive Arts* (Art and Design, Music and Physical Education) play an important role in development of teaching and learning competences of the trainee teacher. This learning area introduces (the) trainee teacher to the nature of teaching and learning and the role of the teacher in enhancing learning. It prepares the trainee teacher to be competent in a range of skills related to effective teaching. It further encourages the exploration of values, fosters imagination and creativity, develops practical and perceptual skills and promotes intellectual and aesthetic development (MESVTEE, 2014 p.86).

This syllabus also stipulates the general outcomes of the Expressive Arts Education Course as follows:

1. Develop knowledge, skills and values in Art and Design, Musical Arts Education and Physical Education.
2. Equip students with knowledge and skills to plan and prepare to teach Expressive Arts.
3. Acquire knowledge, skills and values to perform various sports activities, games, music and dances
4. Acquire knowledge to design and develop crafts skills using materials found in the environment.
5. Acquire knowledge, skills and values in Entrepreneurship.
6. Develop skills that improve neuromuscular coordination in a variety of activities for fitness, manipulation, co-ordination, correlation, observation and self-expression.
7. Acquire knowledge and skills in drawing, painting and pattern designing (p. 86, 87).

Furthermore, the trainee teachers are expected to acquire the competences stated below:

KEY COMPETENCIES

1. Develop the ability to: create artefacts and products in Expressive Arts.
2. Develop teaching and learning materials for Expressive Arts.
3. Demonstration of social character traits such as teamwork.

4. Demonstration of skills such as: problem-solving, decision making, creative thinking, interpersonal relationships, analytical thinking and effective communication.
5. Demonstration of team work, fair play, discipline, respect for human rights, moral and spiritual (...) (p. 87).

The syllabus, as can be deduced from the citations, brings out some values such as teamwork, fair play, respect for human rights, discipline and others. However, the syllabus does not state at which point these values must be taught or acquired. It appears the values have to be disseminated by the educator in the course of his or her duties.

It is therefore, important to find out whether these values are indeed taught or transmitted through various activities. The lecturers will also shed some light on what they consider to be important values as they teach.

Chapter 3: Research Methodology

3.0 Introduction

This chapter takes the reader through a description of the research design; how the participants were selected, the instruments used to collect the data, the procedures followed in collecting the data and the statistical methods employed in the analysis of data in the study. The following research issues will be addressed using the methods and procedures described in the chapter:

- Are students aware and have knowledge of the Olympic Games and the Olympic Movement?
- What values are emphasised by the colleges of education Physical Education curriculum?
- What values do Physical Education lecturers consider important?

3.1 Research Design

This study utilises a mixed research approach; qualitative and quantitative methods.

Creswell, Plano, Clark, Gutmann and Hanson (2003) in Hanson, Creswell, Clark, Petska and Creswell (2005, p.224) define mixed methods research as:

...the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research.

More simply, Onwuegbuzie and Collins (2007) have a definition of the mixed research approach as follows:

Studies that combine or mix qualitative and quantitative research techniques fall into a class of research that are appropriately called mixed methods research or mixed research (p. 281).

The use of the survey to collect descriptive factual data by questionnaires; and interviews to assess knowledge, attitudes and values are the main data collection techniques employed. This is the case because participants will be asked questions so as to elicit responses about their knowledge, attitudes, values and understanding of the Olympic Movement, Olympic values and the Olympic Games. Furthermore, participants will give opinions about what they believe should be disseminated as regards Olympic values. This is the more reason for using the qualitative methods. Ogula (1998, p.57) explains the relevance of survey designs:

Surveys are used to gather systematically factual information necessary for decision making. They are an efficient method of collecting descriptive data regarding:

- ❖ The characteristics of the population,
- ❖ Current practices, conditions or needs, and

- ❖ Preliminary information for generating research questions.

The quantitative approach will be employed as the responses will be quantified so as to come up with frequencies, percentages, means and standard deviations as a way of measuring the responses and establishing relationships among them. Magiro and Magangi (2011, p.3757) explain the advantage of using the mixed research method:

When used in combination in one study, quantitative and qualitative methods compliment (complement) each other and allow for a more complete analysis of the research problem...

3.2 Participants

Participants in this investigation will be drawn from 10 % of the population of students taking Physical Education courses for each selected college of education. The participants are student teachers who are enrolled at the colleges of education in varying years of study of the course they are undertaking. The sample will be selected at random but according to the classes that take Physical Education courses with one half comprising male students and the other half will be for female students in order to make the required numbers. This will reduce on having to spend time searching for students who may be selected but absent at the time of need. The process will also be less redundant when classes are called in order to administer questionnaires.

The students will come from three selected colleges of education in the Western, Eastern and Southern Provinces of Zambia. These students will be those that take Physical Education courses as earlier alluded to. This is the case as what they will be asked has direct bearing on what they are doing as well as what they are going to do in future. In addition, five students from each of the selected colleges shall be interviewed (a total of 15).

The other participants, Physical Education lecturers, will come from 11 colleges of education with at least one lecturer from each college of education who will be interviewed.

3.3 Instrumentation

The questionnaires and the interview schedule were created by the researcher. The questionnaires and interview questions will be piloted at one of the colleges before they are

administered to the sample (preferably in the Western Province for convenience). Ogula (1998) explains the need for pre-testing the questionnaire:

The provisional draft of the questionnaire should be pre-tested on a pilot group similar to the sample to whom the questionnaire will be given. The pilot run will provide a check on the feasibility of the proposed procedure for coding data and show up flaws and ambiguities. It also yields suggestions for improvement (p. 70).

After they are seen to be suitable, the questionnaires and interview questions will then be put to scale in the selected colleges. This will ensure validity and reliability of the instruments. The questionnaires for students will have four parts A, B, C and D. The contents of the parts are as follows:

- Part A has the demographics such as the name of the college, year of study, gender and age.
- Part B asks the students to identify their sources of information on the Olympic Games and simply requires yes or no answers. It is important to know how the students acquired the information about the Olympic Games as this will guide the researcher on whether the students were taught or found out for themselves.
- Part C has multiple choice questions that measure the knowledge of the students on the Olympic Games. There are four options for each question and this ensures that guessing correctly on the part of the student is reduced.
- Part D contains questions on values, a table with four columns has a list of values in the first column, requires participants to list five (5) values in order of importance beginning with the most important in the second column, the third column asks the participants to list five (5) values promoted by the Olympic Games, the fourth column asks respondents to list five (5) values promoted by Physical Education and sport and the fifth column requires a list of five (5) values which should be promoted by the Olympic Games, sport and Physical Education.

The last portion of Part D asks why students chose the first three values on the list of the order of importance.

The lecturer's questionnaire has parts A, B and C only. Part A is for demographics, B has multiple choice questions and C is on values just as in the student questionnaire.

However, although the lecturer's questionnaire is very similar in some parts it does not contain the part that asks for the sources of information.

The interviews for both sets of participants (students and lecturers) will be structured in such a way that open-ended questions are asked. This will enable the researcher to gather qualitative data. The students will participate by self-administered questionnaires whereas the lecturers will be emailed the questionnaires. The students in the selected colleges will be interviewed through person to person as only five will be selected from each college for the interviews.

3.4 Procedures

The participants will be informed that they have been selected at random although consideration was done for those taking Physical Education courses as they are directly involved. However, they would still be informed that they are free to participate in the investigation or not as it was within their power to participate or to choose not to.

Furthermore, they will be informed that the investigation seeks to establish how much knowledge they have about the Olympic Games. In addition, the participants will be told that the information they provide will be kept confidential and that the interviews and questionnaires do not have provision for indicating names. This will ensure their anonymity in the whole process of participation and even after the investigation is complete.

3.5 Statistical Analysis

The knowledge of both students and lecturers will be determined by 10 multiple choice questions administered to each group. Considine and Thomas attest to the fact that multiple choice questions are a common means of measuring knowledge:

Multiple choice questions (MCQs) are often used to measure knowledge as an end-point... (2005, p. 19).

P. N. K. Lau, S. H. Lau, Hong, and Usop (2011) also echo the same view about multiple choice questions:

Multiple-choice (MC) tests continue to be the most common format for assessing knowledge, ability, or performance of students (p. 99)

Both groups of participants' attitudes to values (whether to Olympic, sport or Physical Education values) will be found out through the table mentioned in the instrumentation.

Interviews selecting five participants from each of the selected colleges will assist in gathering qualitative data. The data will be analysed using the statistical package software SPSS. The package will also assist in presenting the data in graphical form, identifying relationships among responses and reducing the data to manageable form.

3.6 Summary

The data shall be gathered through questionnaires administered and interviews conducted involving both students and lecturers of Physical Education. The participants' awareness, knowledge and attitudes will be brought to light by the instruments chosen for the purpose. The data collected will then be analysed through SPSS.

The next chapter presents the data collected in table, chart, graphical and narrative forms.

Chapter 4: Results

4.0 Introduction

The investigation centres on the knowledge and awareness of the Olympic Games and the Olympic Movement of students in selected colleges of education in Zambia. It also focuses on the Physical Education curriculum of the colleges of education to ascertain what values it emphasises. Also, the values considered important by the Physical Education lecturers will come under scrutiny.

The presentation shall focus on the research questions and will present the data that gives information that will assist in answering the research questions. Data shall be presented by the use of tables with relevant explanations.

4.1 Order of Presentation

The data shall be presented as follows:

- Demographics of the participants
- Knowledge and awareness of students of the Olympic Games and the Olympic Movement
- Values emphasised by the colleges of education according to the participants
- Values considered important by the Physical Education lecturers

4.1.1. Demographics of the Participants

Section A on the questionnaire required respondents to state their college name, year of study, gender and age. A total of 150 questionnaires were distributed to student participants and of those 141 responded, nine did not return the questionnaires. There were 50 respondents from Mongu College (MOCE) and another 50 from David Livingstone (DALICE) each contributing a total of 35.46%, while Chipata College (CCE) had 41 respondents giving a percentage of 29.08. All 141 participants were valid respondents and their characteristics are shown in the tables that follow:

Table 6. Valid respondents

Name of College	Number	Percent	Valid percent	Cumulative percent
MOCE	50	35.46	35.46	35.46
CCE	41	29.08	29.08	64.54
DALICE	50	35.46	35.46	100
Total	141	100	100	

4.1.2 Distribution by Gender

The respondents according to gender were 75 males and 66 females, males contributing 53.19% and females 46.81%. Although a 50-50 distribution was not achieved, the percentage of females is quite close to those of male respondents. The distribution of the participants by gender is shown below:

Table 7. Distribution by gender of respondents

Gender	Number	Percent	Valid percent	Cumulative percent
Male	75	53.19	53.19	53.19
Female	66	46.81	46.81	100
	141	100	100	

4.1.3 Age Distribution

The age of the respondents was in the ranges shown 18-22 (51.06%), 23-27 (41.13%) and 28-32 (7.80%) as shown in the table:

Table 8. Distribution by age range of respondents

Age range	Number	Percent	Valid percent	Cumulative percent
18-22	72	51.06	51.06	51.06
23-27	58	41.13	41.13	92.20
28-32	11	7.80	7.80	100.00
	141	100.00	100.00	

4.1.4. Distribution by Year of Study

The colleges offer three year diploma courses and the distribution of the participants by year of study is as follows: 75 were in their first year contributing 53.19%, 36 were in the

second year making up 25.53% and only 30 were third year students contributing 21.28%. See Table 9.

Table 9. Distribution by year of study of respondents

Year of study	Number	Percent	Valid percent	Cumulative percent
First	75	53.19	53.19	53.19
Second	36	25.53	25.53	78.72
Third	30	21.28	21.28	100.00
	141	100.00	100.00	

4.2. Sources of Information

Section B of the questionnaire asked the participants yes/no questions where they were required to state their sources of information on the Olympic Games, Olympic Values and the Olympic Movement. 136 (96.45%) participants responded that they have heard about the Olympic Games, 121 (85.82%) reported that they have learnt about Olympic Games at college but only 24 (17.02%) reported that they have learnt about the Olympic Games at OYDC while 48 (34.04%) said they have learnt about the Olympic Games at primary or secondary schools and 102 (72.34%) stated that their knowledge is based on the media. Only 27 consented that they have been to the OYDC (19.15%), 66 (46.81%) reported that they know about the Olympic Movement, 88 (62.41%) are aware of the Olympic Values and 139 (98.58%) responded that they would like to learn more about the Olympic Games.

Table 10. Sources of information of respondents

Number	Question	Yes	Yes %	No	No %
1.	Heard about Olympic Games	136	96.45	5	3.55
2.	Learnt about Olympic Games at College	121	85.82	20	14.18
3.	Have been to OYDC	27	19.15	114	80.85
4.	Learnt about Olympic Games at OYDC	24	17.02	117	82.98
5.	Learnt about Olympic Games at primary/secondary school	48	34.04	93	65.96
6.	Knowledge based on media	102	72.34	39	27.66
7.	Knows about Olympic Movement	66	46.81	75	53.19
8.	Aware of Olympic Values	88	62.41	53	37.59
9.	Likes to learn more about Olympic Games	139	98.58	2	1.42

4.3. Knowledge of the Olympics

Section C was knowledge based and had the following parts:

- Questions 1-5 tested knowledge on history and general knowledge of the Games:
 1. **The first modern Olympic Games were held in the year...**
(a) 1896 (b) 1900 (c) 1892 (d) 1904
 2. **The country where the first modern Olympic Games were held is...**
(a) France (b) Greece (c) Italy (d) Rome
 3. **The city where the first modern Olympic Games were held is...**

(a) Paris (b) Athens (c) Rome (d) London
 4. **The Summer Olympic Games are held every_____ years.**

(a) two (b) three (c) four (d) five
 5. **The founder of the modern Olympic Games is...**

(a) Pierre De Coubertin (b) Thomas Bach (c) Demetrius Vikelas (d) Lord Killanin
- Questions 6-9 tested the knowledge of participants on Zambia's participation
 6. **Zambia first participated in the Olympic Games under its new name in...**
(a) 1964 (b) 1968 (c) 1972 (d) 1984
 7. **Zambia earned her first Olympic medal in...**
(a) 1984 (b) 1992 (c) 1996 (d) 1980
 8. **The first Olympic medallist in Zambia is...**

(a) Sidney Siame (b) Samuel Matete (c) Keith Mwila (d) Lottie Mwale
 9. **Zambia holds her current silver medal in the Olympics in the men's...**

(a) 100 metres (b) boxing (c) 400 metres hurdles (d) 800 metres
- Question 10 tested their knowledge on Olympic Values.
 10. **Which of the following is not promoted by the Olympics?**

(a) respect (b) excellence (c) winning (d) friendship

The table shows the question numbers and how the respondents fared in answering the questions as well as the percentages.

Table 11. Knowledge test results

Question	Correct	Correct %	Wrong	Wrong %
1.	73	51.77	68	48.23
2.	124	87.94	17	12.06
3.	92	65.25	49	34.75
4.	75	53.19	66	46.81
5.	89	63.12	52	36.88
6.	26	18.44	115	81.56
7.	32	27.70	109	77.30
8.	13	9.22	128	90.78
9.	24	17.02	117	82.98
10.	64	45.39	77	54.61

More participants responded correctly on the questions on Olympic history and Olympic values than on questions on Zambia's participation and her Olympic heroes.

The overall score of the respondents is shown in the table on the basis of whether or not they scored below or higher than 50% of the questions.

Table 12. Overall score of participants on knowledge test

Score	Number	Percent	Valid percent	Cumulative percent
50% & above	66	46.81	46.81	46.81
Below 50%	75	53.19	53.19	100.00
	141	100.00	100.00	

More than half of the respondents scored below 50% on the knowledge. This means that the majority of the respondents scored less than 5 correct responses out of 10 questions given.

4.4. Questions on Values

Section D asked the respondents to list values as follows:

- in order of importance beginning with the most important
- values promoted by the Olympic Games
- values promoted through sport and Physical Education
- values which should be promoted by the Olympic Games, sport and Physical Education.

Here is how they listed the values in order of importance beginning with the most important. The values chosen (first column) are indicated by the number of respondents and percentage for each value i.e. whether the value was chosen as first, second, third, fourth or fifth on the list of the respondent in order of importance.

Table 13. Values in order of importance

	First		Second		Third		Fourth		Fifth	
	No	%	No	%	No	%	No	%	No	%
Joy of effort	2	1.42	1	0.71	4	2.84	7	4.96	19	13.48
Friendship	16	11.35	30	21.18	12	8.51	17	12.06	8	5.67
Peace	47	33.33	24	17.08	17	12.06	8	5.67	6	4.26
Fair play	7	4.96	9	6.38	11	7.80	13	9.22	15	10.64
Equality	7	4.96	10	7.09	13	9.22	17	12.06	6	4.26
Pursuit of excellence	6	4.26	6	4.26	9	6.38	3	2.13	11	7.80
Solidarity	6	4.26	8	5.67	6	4.26	8	5.67	14	9.93
Balance between body, will & mind	14	9.93	3	2.13	9	6.38	4	2.84	4	2.84
Understanding	3	2.13	7	4.96	9	6.38	14	9.93	8	5.67
Respect for others	13	9.22	12	8.51	24	17.02	18	12.77	11	7.80
Justice	11	7.80	16	11.35	10	7.09	7	4.96	10	7.09
Social responsibility	3	2.13	5	3.55	7	4.96	8	5.67	11	7.80
Non-discrimination	2	1.42	7	4.96	7	4.96	9	6.38	12	8.51
Preservation of human dignity	4	2.84	4	2.84	6	4.26	4	2.84	5	3.55

The values selected by bigger numbers of respondents are shown in bold in the table above. These were the values offered top priority by the respondents. From the Table 13, it can be seen that the values chosen as first, second and third are indicated by the largest numbers which are peace, friendship and respect for others.

The following table shows the numbers of respondents and the values they selected as those: promoted by the Olympic Games, promoted by sport and Physical Education and those which should be promoted by sport, Physical Education and the Olympic Games.

Table 14. The top 5 values promoted by Olympic Games, sport and Physical Education

	Values promoted by the Olympic Games		Values promoted by sport and Physical Education		Values which should be promoted by sport, Physical Education and the Olympic Games	
	No.	%	No.	%	No.	%
Joy of effort	38	26.95	53	37.59	31	21.99
Friendship	90	63.83	61	43.26	59	41.84
Peace	78	55.32	45	31.91	78	55.32
Fair play	75	53.19	72	51.06	76	53.90
Equality	57	40.43	50	35.46	64	45.39
Pursuit of excellence	52	36.88	33	23.40	38	26.95
Solidarity	41	29.08	35	24.82	39	27.66
Balance between body, will & mind	32	22.70	92	65.25	35	24.82
Understanding	22	15.60	62	43.97	46	32.62
Respect for others	66	46.81	50	35.46	64	45.39
Justice	55	39.01	28	19.86	57	40.43
Social responsibility	29	20.57	40	28.37	37	26.24
Non-discrimination	40	28.37	36	25.53	53	37.59
Preservation of human dignity	23	16.31	28	19.86	26	18.44

The top 5 values as selected by respondents are shown in bold for the Olympic Games, sport and Physical Education and all three (Olympic Games, sport and Physical Education).

The last part asked the respondents to give reasons for their selection of the three most important values according to them since the participants already ranked the values in order of importance beginning with the most important. The 3 most important values are those from the second column of the table in the questionnaire on the question on values. They were asked why they chose the first 3 values in their list of 5 most important values. The reasons were grouped into 7 as shown in the table that follows. Here are the reasons given and numbers of respondents for each reason.

Table 15. Reasons for Selecting 3 Most Important Values

Reasons	Number	%	Valid %	Cumulative %
Competition to run smoothly	57	40.43	40.43	40.43
Promote physical fitness	8	5.67	5.67	46.10
For Well being	5	3.55	3.55	49.65
Unity	27	19.15	19.15	68.79
Promote rights	2	1.42	1.42	70.21
Peace	32	22.70	22.70	92.92
Other	10	7.09	7.09	100.00
Total	141	100.00	100.00	

By the figures shown in the table above much larger numbers of respondents gave three reasons for selecting the top 3 values as follows: for competition to run smoothly-57 (40.43%), to promote unity-27 (19.15%) and to promote peace-32 (22.70%). The top 3 values as has been seen already are peace, friendship and respect for others. One respondent in giving reasons for choosing the top 3 values writes:

“This is because when the Olympic Games are held people from different parts of the world come together, therefore these games promote peace, friendship and respect for others and this will enable the games to run smoothly from time to time.”

4.5. Interview of Students

Only 5 students were interviewed by the researcher and all of them were from MOCE. Their ages ranged from 18 to 32 years. 2 students were in their first year whereas 3 were in their third year of study. 2 were male and 3 were female. They were asked to state 5 values from the list given the ones they thought were emphasised by the college curriculum. Another question asked them to list 5 values from what they were given they thought were part of Zambian culture. Their choices looked like this:

Table 16. Students: Values emphasised by curriculum
and those considered part of Zambian culture

	Values emphasised by college curriculum	Values considered part of Zambian culture
	Number	Number
Joy of effort	2	2
Friendship	1	2
Peace	3	4

Fair play	0	2
Equality	5	3
Pursuit of excellence	3	0
Solidarity	0	1
Balance between body, will & mind	2	1
Understanding	0	0
Respect for others	2	5
Justice	1	3
Social responsibility	1	0
Non-discrimination	2	1
Preservation of human dignity	3	1

It appears the students were in favour of 4 values going by the numbers of respondents for each of the questions put to them. The numbers of respondents for the favoured values are bold. When asked why they thought the values they chose were emphasised by the curriculum, their answers were in 3 categories:

1. the values help develop learners
2. are necessary for peace
3. Important to human beings.

When asked how these values were taught they responded:

- a) through sport
- b) through subjects taught in college
- c) Through explanations by lecturers during the course of interaction with students

4.6. Interview of Lecturers of Physical Education

The researcher managed to interview 9 lecturers from 8 of the 11 colleges of education. Those interviewed were as follows: MOCE- 1 female, DALICE- 1 male, MAMOCE-1 female, ZAMISE- 1 male, KACE- 1 male, MUCE- 1 female, KICE- 2 females and CCE- 1 male. The lecturers were aged between 30 years and 55 years old and had experience ranging between less than 1 year to 15 years of teaching at their college. Lecturers from Charles Lwanga, St. Marys and Mansa Colleges of Education were not interviewed. The lecturers were asked to come up with 2 lists: one list was of values they considered the most important (5) of the values given to them in the list provided (see Appendix IV), and the other was to be a list of 5 values they thought were part of Zambian culture. This is how they chose the values:

Table 17. Lecturers: Most important values and those considered part of Zambian culture

	Values considered most important		Values part of Zambian culture	
	No.	%	No.	%
Joy of effort	5	55.56	1	14.29
Friendship	4	44.44	8	88.89
Peace	5	55.56	7	77.78
Fair play	7	77.78	3	33.33
Equality	2	28.57	1	14.29
Pursuit of excellence	1	14.29	3	33.33
Solidarity	2	28.57	1	14.29
Balance between body, will & mind	6	66.67	2	28.57
Understanding	2	28.57	0	0
Respect for others	5	55.56	8	88.89
Justice	1	14.29	0	0
Social responsibility	2	28.57	6	66.67
Non-discrimination	2	28.57	3	33.33
Preservation of human dignity	1	14.29	2	28.57

The most favoured values by the respondents are those in bold in the table above. The values considered important were: fair play (77.78%), balance between body, will & mind (66.67%), respect for others (55.56%), joy of effort (55.56%) and peace (55.56%). Those the lecturers considered part of Zambian culture were: friendship (88.89%), respect for others (88.89%), peace (77.78%) and social responsibility (66.67%).

It is important at this point to compare the values students and lecturers chose as this will assist in identifying similarities and differences. The following table now looks at all the choices of values made by the students and lecturers:

Table 18. Values selected by students and lecturers

values	Lecturers' choices		Students' choices				
	Most important	Part of Zambian culture	Emphasised by curriculum	Part of Zambian culture	Values promoted by O.G.s	Values promoted by sport	Values which should be

						& P.E.	promoted by O.G.s, sport & P.E.	
Joy of effort	√					√		√
Friendship		√			√	√	√	√
Peace	√	√	√	√	√		√	√
Fair play	√				√	√	√	
Equality			√	√	√		√	√
Pursuit of excellence			√					
Solidarity								
Balance between body, will and mind	√					√		
Understanding						√		
Respect for others	√	√		√	√		√	√
Justice				√				
Social responsibility		√						
Non- discrimination								
Preservation of human dignity			√					

4.7 Interpretations of Statistical Results

After having gone through the data, the following issues have been found:

1. The majority of the student participants are aware of the Olympic Games and Olympic Values but are not aware of the Olympic Movement. However, their level of knowledge of the Olympic Games and Olympic Values is low.
2. It is expected that students are supposed to have more knowledge about their country's participation in the Olympics, but the evidence suggests otherwise.
3. The college written curriculum (Primary Teachers' Diploma-Expressive Arts) lists a set of values but is not clear about when these values must be taught. It is assumed perhaps that these values are going to be disseminated at some point during the course of the lecturer's teaching. The student respondents brought out a list of values which they think are emphasised by the college curriculum. The lecturers also were emphatic

in their list of values they consider most important. There are slight similarities among the curriculum, student respondents' and lecturers' lists.

Chapter 5: Discussion

5.0 Introduction

This chapter will discuss the findings drawn from the data gathered and analysed. A summary of the findings will be given followed by conclusions based on the results. Recommendations for further research shall also be given.

The participants in the research were 155 in all. 141 student participants were administered questionnaires while 5 were interviewed making a total of 146 student participants. The lecturers were 9 altogether representing 8 colleges of education. Originally the 3 colleges of education selected for sampling student participants were MOCE, DALICE and MAMOCE. However, gathering data at MAMOCE proved very difficult and this forced the researcher to look elsewhere for participants. CCE was then selected and was a better choice as the difficulties encountered were not as those for MAMOCE. Also, the researcher abandoned the use of the questionnaire for lecturers and simply interviewed them. In addition, the 10% sample of participants from each college was not feasible as samples would have been too large to be managed by the researcher. Thus the researcher decided to randomly select 50 participants from each of the 3 colleges, 9 of the students from CCE did not turn in the questionnaires thereby giving 41 from that college and not 50.

5.1 Summary of Findings

Although the student respondents provided information to the effect that they:

- Have heard about the Olympic Games
- Know about Olympic values
- Have learnt about the Olympic Games at primary, secondary and college
- Have received information about the Olympic Games from the media

Their level of knowledge is low with 53.19% scoring below 50%. Despite their low overall score, it is amazing that the majority of the respondents scored highly on the history of Olympic Games and Olympic values (Questions 1-5 and 10 of the student questionnaire). It is, however, surprising that the same majority have very little knowledge about the participation of their country and their Olympic heroes. The respondents nevertheless expressed willingness to learn more about the Olympic Games, Movement and values.

The top 3 most important values according to the respondents are: **peace, friendship and respect for others** in that order with first being the most important. The respondents chose the following 5 values they thought were promoted by the Olympic Games: friendship, peace, fair play, equality and respect for others. Those they thought were promoted by sport and Physical Education were joy of effort, friendship, fair play, balance between body, will

and mind and understanding. Those they thought should be promoted by the Olympic Games, sport and Physical Education were: friendship, peace, fair play, equality and respect for others. Further, the respondents gave 3 reasons for choosing the top 3 most important values. They responded that these values promote:

- Smooth running of competition
- Unity and
- Peace.

The lecturers also stated the values they believed are most important and the majority selected: joy of effort, peace, balance between, body will and mind, fair play and respect for others. They also selected the following as being part of Zambian culture: friendship, peace, respect for others and social responsibility.

5.2 Conclusions Drawn by Results

The research has revealed that:

1. While the students have some knowledge and awareness of the Olympic Games and Olympic values, their level of knowledge is low and needs to be enhanced. The programmes of the NOCZ and those of the OYDC need to be improved further to have wider coverage, the colleges of education must also be involved to make the work of the NOCZ that of reaching 200 primary schools easier.
2. There were similarities in terms of participants' choices of values. For example, friendship, respect for others and peace were very prominent among values selected by students and lecturers alike. Stakeholders, whether they are the Zambian educators, NOCZ, OYDC, sports organisations and even the IOC can take advantage of this common feature coupled with the willingness to learn more about the Olympics and easily reinforce the values already held by students and lecturers in the colleges of education.
3. The written curriculum (Primary Teachers' Diploma Expressive Arts Syllabus, 2014) for the colleges of education in Zambia stipulates some values that are supposed to be taught at some point during the three year diploma course, however, the curriculum does not specify when these values should be taught. This situation must be changed if values are to be disseminated because, as has been pointed out earlier, the teaching of values cannot be left to chance (Kidd, 1996).
4. It is surprising that lecturers chose values such as **fair play and joy of effort** as some of the most important values but the students did not select them as the ones

emphasised by the curriculum. To the student, values such as fair play and joy of effort are taught through Physical Education and sport. The question required the students to state 5 values they thought were emphasised by the curriculum as a whole not just the Physical Education one. One student interviewed who was asked to explain why the choice of the values (which included fair play and joy of effort) emphasised by the curriculum responded:

“...because most of the values I picked are learnt through sports and Physical Education.”

5. According to the students the values that should be promoted by the Olympic Games, sport and Physical Education that were common to all 3 categories (Olympic Games; sport and Physical Education; Olympic Games, sport and Physical Education) were **fair play and friendship**. This ties with students' view that some of the values are learnt through Physical education and sport especially as regards fair play. But what is amazing is that the students leave out fair play on their list of most important values which are as follows in their order of importance beginning with the most important: **peace, friendship, respect for others, equality and joy of effort. Peace and respect for others** are also common to both groups of respondents on their lists of values considered part of Zambian culture. The emphasis on peace is not a surprising phenomenon because peace is a much talked about feature in the Zambian context. A look at the political history of central Africa will reveal that perhaps the most peaceful country in the region is Zambia, and has provided refuge to people fleeing conflict from Angola, DRC, Rwanda, South Africa, Zimbabwe and many others. Also, because **fair play** does not seem to be part of Zambian culture there is need to inculcate this through programmes such as the OVEP toolkit, Be a Champion in Life! and Fair Play for Kids (Binder, 2007, 2000 & 1995)
6. One other feature is that the value **joy of effort** is not chosen by students as emphasised by the curriculum. The reason is suggested in the respondent who was asked why he chose pursuit of excellence as a value emphasised by the curriculum who responded that the curriculum stressed this because students were always encouraged to work hard and emphasis was put on grades. That according to the student required 'pursuing excellence'.
7. What is of considerable concern is the low level of knowledge on the part of students as regards Zambia's participation in the Olympics. Questions 6-9 asked on Zambia's participation and correct responses by number of students were small: questions 6-9 numbers of students' correct responses were 26, 32, 13 and 24 (18%, 28%, 9% & 17%

respectively). This is an indicator that a lot needs to be done in terms of educating the students on their country's participation in the Olympic Games. This goes back to the involvement of colleges of education in disseminating of information on the Olympic Movement. Physical Education lecturers as well as students need a programme that will bring Olympic knowledge on board.

8. The students have stated the values they think are stressed by the curriculum and lecturers have also brought out what values they consider important, and some of these values are in the curriculum. There is need to synchronise the values in the curriculum, those considered important by lecturers and those perceived to be emphasised by the curriculum by the students. One way of doing this is to have a curriculum that will respond to needs of both students and lecturers as regards values taught.
9. The Olympic Games mainly disseminate the values of **respect, friendship and excellence**. The participants in the investigation mentioned two values common to both of them which they say are in Zambian culture: **peace and respect for others**. They also stated that the values of **friendship, respect for others and fair play** should be promoted by sport, Physical Education and the Olympic Games. Olympic Education programmes can bridge the gap between what is not in Zambian culture and what is already there as well as the values emphasised by the Olympic Movement.

In the opinion of the researcher, the following issues were noted:

- a) Although it was expected that many participants would choose peace as a very important value, the large numbers of those that did so were not expected. It might be that the period in which the research was conducted was leading up to political elections and during this time there was a lot of importance attached to holding peaceful elections.
- b) It was surprising that so many respondents (students) stated that they knew about the Olympic Games. However, it was not perplexing that they scored low on the knowledge test. The low score is attributed to the lack of knowledge of Zambia's participation in the Olympic Games which had four questions.
- c) Some questionnaires were administered to lecturers, however, the researcher decided to abandon this as response rate was very low and the researcher sensed uneasiness on the part of the lecturers to be 'tested' on the Olympic Games. Those that agreed claimed they needed more time, probably to research before answering the questions.

There is a huge possibility that even among some lecturers knowledge of the Olympic Movement is lacking or at very low level.

5.3 Recommendations for Further Research

No research is perfect in its real sense that is why there must be further improvements in order to make it more reliable and more valid. Here are some of the recommendations for further research for this research and also for others:

- a) A larger sample of student participants could have been interviewed in order to gather more qualitative data. Instead of the 5 from one college, 10 more 5 from each of the selected colleges could have been added.
- b) With more time, all the colleges of education could be selected to collect information from samples of students in the 11 colleges instead of only 3.
- c) Additionally, the questionnaire could have been made easier to fill in especially on the values part. It would have been less time consuming for respondents to just tick their choices other than writing.
- d) The research can also be extended to primary and secondary school learners and even students of other learning institutions apart from these mentioned.

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APPENDICES

APPENDIX I

Questionnaire (administered to students)

OLYMPIC GAMES QUESTIONNAIRE

DEAR RESPONDENT,

Because you are a student of Physical education, this questionnaire is an attempt to find out how much you know about the Olympic Games.

However, it does not matter whether you know very little or very much. What is important is that you answer the questions truthfully and without any pressure from anybody. **Kindly note that the information you provide will be kept confidential and will be used purely for research purposes.**

The information you give will be very crucial for designing programmes that may help disseminate more information about the Olympic Games.

It is the dream of every athlete to go to the Olympic Games, you and I can assist these athletes and those aiding their careers by giving them information.

Please feel free to ask if you do not understand any of the questions before you answer.

Thank you for your cooperation.

A. DEMOGRAPHICS

Please tick appropriately (✓) where a space in parentheses is given or fill in the blank spaces.

1. Name of the college.....
2. Year of study.....(first, second, third or fourth)
3. Male () or Female ()
4. Age.....

B. QUESTIONS ON SOURCES OF INFORMATION

Please tick (✓) in the parentheses denoting your response as either Yes or No.

1. I have heard about the Olympic Games.
Yes () No ()
2. I have learnt about the Olympic Games at this college.
Yes () No ()
3. I have been to the Olympic Youth Development Centre (OYDC) in Lusaka.
Yes () No ()
4. I have learnt about the Olympic Games at the OYDC.
Yes () No ()
5. I learnt about the Olympic Games at primary or secondary school.
Yes () No ()
6. My knowledge about the Olympic Games is based on information from the media such as newspapers, TV, magazines or the internet.
Yes () No () Other _____
7. I know about the Olympic Movement.
Yes () No ()
8. I am aware of the Olympic values.
Yes () No ()
9. I would like to learn more about the Olympic Games
Yes () No ()

C. QUESTIONS ON KNOWLEDGE OF THE OLYMPICS

(a)

Please circle the letter of the answer you think is correct e.g.

11. The first modern Olympic Games were held in the year...
- (a) 1896 (b) 1900 (c) 1892 (d) 1904
12. The country where the first modern Olympic Games were held is...
- (a) France (b) Greece (c) Italy (d) Rome
13. The city where the first modern Olympic Games were held is...
- (a) Paris (b) Athens (c) Rome (d) London
14. The Summer Olympic Games are held every_____ years.
- (a) two (b) three (c) four (d) five
15. The founder of the modern Olympic Games is...
9. Pierre De Coubertin (b) Thomas Bach (c) Demetrius Vikelas (d) Lord Killanin
16. Zambia first participated in the Olympic Games under its new name in...
- (a) 1964 (b) 1968 (c) 1972 (d) 1984
17. Zambia earned her first Olympic medal in...
- (a) 1984 (b) 1992 (c) 1996 (d) 1980
18. The first Olympic medallist in Zambia is...
- (a) Sidney Siame (b) Samuel Matete (c) Keith Mwila (d) Lottie Mwale
19. Zambia holds her current silver medal in the Olympics in the men's...
- (a) 100 metres (b) boxing (c) 400 metres hurdles (d) 800 metres
20. Which of the following is not promoted by the Olympics?
- (a) respect (b) excellence (c) winning (d) friendship

D. QUESTIONS ON VALUES

On the next page is a table with a list of values:

- In the first column, read and carefully consider the values in the list.
- In the second column, **list five (5) values** in order of **importance beginning with the most important** down to what you consider the least important.
- In the third column, list **five (5) values** you think are **promoted** by the **Olympic Games**.
- The fourth column requires that you list the **five (5) values** you think are **promoted** by **sport and Physical Education**, and
- Finally in the fifth column list the **five (5) values** that you think are **promoted** by the **Olympic Games, sport and Physical Education**.

Values	List in order of importance (5 values only)	Values promoted by the Olympic Games (5 values only)	Values promoted by sport and Physical Education (5 values only)	Values which should be promoted by the Olympic Games, sport and Physical Education (5 values only)

Joy of effort				
Friendship				
Peace				
Fair play				
Equality				
The pursuit of excellence				
Solidarity				
Balance between body, will and mind				
Understanding				
Respect for others				
Justice				
Social responsibility				
Non-discrimination				
Preservation of human dignity				

Why do you think the values number 1, 2 and 3 you chose in the second column are the most important?

You have now reached the end, thank you very much!

APPENDIX II

Questionnaire (administered to PE lecturers)

OLYMPIC GAMES QUESTIONNAIRE

DEAR RESPONDENT,

Because you are a major player in the teaching of Physical education, this questionnaire is an attempt to find out how much you know about the Olympic Games.

However, it does not matter whether you know very little or very much. What is important is that you answer the questions truthfully and without any pressure from anybody. **Kindly note that the information you provide will be kept confidential and will be used purely for research purposes.**

The information you give will be very crucial for designing programmes that may help disseminate more information about the Olympic Games.

It is the dream of every athlete to go to the Olympic Games, you and I can assist these athletes and those aiding their careers by giving them information.

Please feel free to ask if you do not understand any of the questions before you answer.

Thank you for your cooperation.

A. DEMOGRAPHICS

Please tick appropriately (✓) where a space in parentheses is given or fill in the blank spaces.

1. Male () Female () ✓ tick
2. Ageyears
3. Years of experience as lecturer of Physical Education.....
4. Name of the college.....

B. QUESTIONS ON KNOWLEDGE OF THE OLYMPICS

Please tick (✓) against the response to what you think is the most appropriate answer.

1. The first modern Olympic Games were held in the year...
(a) 1896 (b) 1900 (c) 1892 (d) 1904
2. The country where the first modern Olympic Games were held is...
(a) France (b) Greece (c) Italy (d) Rome
3. The city where the first modern Olympic Games were held is...
(a) Paris (b) Athens (c) Rome (d) London
4. The Summer Olympic Games are held every_____ years.
(a) two (b) three (c) four (d) five
5. The founder of the modern Olympic Games is...
10. Pierre De Coubertin (b) Thomas Bach (c) Demetrius Vikelas (d) Lord Killanin
6. Zambia first participated in the Olympic Games under its new name in...
(c) 1964 (b) 1968 (c) 1972 (d) 1984
7. Zambia earned her first Olympic medal in...

- (a) 1984 (b) 1992 (c) 1996 (d) 1980
8. The first Olympic medallist in Zambia is...
- (a) Sidney Siame (b) Samuel Matete (c) Keith Mwila (d) Lottie Mwale
9. Zambia holds her current silver medal in the Olympics in the men's.....
- (a) 100 metres (b) boxing (c) 400 metres hurdles (d) 800 metres
10. Which of the following is not promoted by the Olympics?
- (a) respect (b) excellence (c) winning (d) friendship

C. QUESTIONS ON VALUES

On the next page is a table with a list of values in the first column which you are expected to read and carefully consider. In the second column, list the values in order of importance beginning with the most important down to what you consider the least important. In the third column, list the values you think are promoted by the Olympic Games. The fourth column requires that you list the values you think are promoted by sport and Physical Education, and finally in the fifth column list the values that you think are promoted by the Olympic Games, sport and Physical Education.

Values	List in order of importance (5 values only)	Values promoted by the Olympic Games (5 values only)	Values promoted by sport and Physical Education (5 values only)	Values which should be promoted by the Olympic Games, sport and Physical Education (5 values only)
Joy of effort				
Friendship				
Peace				
Fair play				
Equality				
The pursuit of excellence				
Solidarity				
Balance between body, will and mind				
Understanding				
Respect for others				
Justice				
Social responsibility				
Non-discrimination				

Preservation of human dignity				
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Why do you think the values 1, 2 and 3 you chose in the second column are the most important?

You have now reached the end, thank you very much!

APPENDIX III

Interview schedule (for Physical Education lecturers and students)

A. Demographics

1. Male () Female () ✓ tick
2. Ageyears
3. Years as student or lecturer of Physical Education.....
4. Name of the college.....

B. Questions

1. Given the list of values, which ones do you think are emphasised by the college curriculum?

2. Why do you think these values are emphasised?

3. How are the values in the college curriculum taught? (Please tick \surd in **a.** **b.** and **c.** or fill in **d.**).

a. Through sport _____

b. Through Physical Education _____

c. Through Sport and Physical Education _____

d. Taught in class _____

e. Other _____

f. Explain your answer

4. What five values do you think are part of Zambian culture in the list?

End of the interview, thank you for your time.

APPENDIX IV

List of values for the interview

Joy of effort

Friendship

Peace

Fair play

Equality

The pursuit of excellence

Solidarity

Balance between body, will and mind

Understanding

Respect for others

Justice

Social responsibility

Non-discrimination

Preservation of human dignity