



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

MASTER'S THESIS

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

**An exploration of the effects of using experiential approach  
to teach Olympic values of fair play to school children. A  
case study of selected pupils at Chalimbana Primary School  
in Chongwe District - Zambia**

Edward Kalumba

**Supervisor:** Deanna. L. Binder  
Adjunct Professor

Sparta, February, 2015





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It was approved by the Advisory Committee on the 3rd of February 2015

Deanna. L. Binder  
Supervising Professor  
Adjunct Professor

Costas Mountakis  
Member 1  
of supervising committee  
Emeritus Professor

Paraskevi Lioumpi  
Member 2  
of supervising committee  
PhD Doctorate

Sparta, February, 2015

Edward Kalumba

Master's Degree Holder of University of Peloponnese

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## **DEDICATION**

I dedicate this thesis to my dear wife Mable, my lovely children Chisala Annie Kalumba, Chewe Mary Kalumba and Nkole Ruth Kalumba.

## ACKNOWLEDGEMENTS

In putting this thesis together, I would like to firstly thank my supervisor Professor Deanna L Binder for making me believe in intellectual spaces without boundaries. Your invaluable guidance, patient support and feedback are what made me to forge ahead and encouraged me to believe that all things are possible. I feel privileged and proud to be under your tutelage. Without you there is no thesis. My sincere gratitude goes to the co-supervisors Professor C. Mountakis and Dr. P. Lioumpi for accepting to supervise me and providing advice. Thanks to Professor Mary Hassandra for allowing me to use some of her published works in journals. Thanks to Olympic Youth Development Centre (OYDC) Director Mr. Clement Chileshe and the Program Manager Mr. M. Sombwa for accepting my request to incorporate some of their staff into my research project. Your unfailing support helped me to accomplish what I have achieved. My sincere thanks and appreciation goes to my fellow facilitators involved in the research project Joseph Daka, Rodgers Chishimba, Jason Miti, Emmanuel Tembo and Clive Chisanga for your commitment and contribution to the study. Without you, the task could have been too huge for me to overcome. My appreciation cannot be complete without acknowledging the assistance rendered to me by the school administration at Chalimbana Primary School. You gave me permission to use school facilities and pupils to participate in the project which was a great favour that helped me conduct my research project with minimal difficulties. To the grade 8 pupils at Chalimbana Primary School who participated in research study, I say thank you so much. I experienced one of the best moment of my teaching career with you. I thank my dear friend Jephias Mwape who always was ready to advice and encourage me whenever I was down and discouraged. To all my classmates I say thank you. You were so wonderful and made my academic experience at IOA memorable. I thank all people who contributed towards the research project. Finally I thank the Almighty God Jehova for giving me power, intellect and good health to go through this rigorous academic exercise without breaking down. May God be praised and exalted.

## **ABSTRACT**

The case study explores the effects of teaching fair play values using experiential approaches on pupil's attitudes, behaviour, social and physical skills.

The case study was a four (4) weeks teaching project with three (3) lessons per week targeting grade 8 pupils at Chalimbana Primary School in Chongwe district – Lusaka, Zambia. The researcher assumed the role of a participant observer which enabled him to become immersed, impart knowledge and actively seek information to reveal the truth (Mutch, 2005) while ensuring the effective tracking of data through interviews and other strategies which were carefully conducted thus providing a platform for participant voice.

The case study used an interpretive, constructivist paradigm where the views and observations generated by participants were used to interpret the social experiences of the learners. The case study adopted the qualitative mixed methodology research design which blended with quantitative data collection using a pre-post test questionnaire with follow-up interviews and, participant observations interpreted qualitatively through narration and coded themes.

The research revealed that experiential teaching approaches were appropriate and could be adopted in Zambia to teach Olympic values of fair play. Experiential learning strategy is an inductive, learner centered and activity oriented approach where personalised reflections about an experience and the formulation of plans to apply to learning to other contexts are critical factors in effective experiential learning (Najeeb, 2011). The research demonstrated its effectiveness in changing pupils' attitudes and behaviours towards fair play. The method proved to be effective, also, in teaching social skills of fair play. The research study concluded that the values of Olympic movement- in particular fair play- could be effectively introduced into the Zambian education system using experiential teaching approaches.

The main recommendations of the study were: the introduction of Olympic education in the national curriculum, establishing of the National Olympic Academy to spearhead the Olympic education programs and the training of the human resource in Olympic education teaching methods.

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## **Abbreviations and Acronyms**

E.L. – Experiential Learning

IOC – International Olympic Committee

MESVTEE – Ministry of Education, Science, Vocational Training and Early Education

MOE – Ministry of Education

NGOs – Non Governmental Organizations

NOA – National Olympic Academy

NOCZ – National Olympic Committee of Zambia

O.E. – Olympic Education

OYDC – Olympic Youth Development Centre

PEO – Provincial Education Office

PES – Physical Education and Sports

SESO – Senior Education Standard Officer

SIA – Sports In Action

SPSS – Statistical Package of Social Science

## CHAPTER ONE

### INTRODUCTION AND BACKGROUND

#### **Introduction**

This study explores the effects of using an experiential learning / teaching approach to teach Olympic values of fair play to school children in Zambia. It focuses on a case study carried out with selected pupils at Chalimbana Primary school in Chongwe district of Zambia. This chapter focuses on the background of the study, statement of the problem, main research question and sub-research questions. The chapter also focuses on the significance of the study, as well as the limitations of the study.

#### **Background of the Study**

A great significance of the Olympic movement is concerned with education. Olympic education initiatives are motivated by the second fundamental principle of Olympism which outlines the educational mandate. It states that “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 found in effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles” (IOC, 2013:11). From this fundamental principle, Muller (2004:7) emphasized the role of Olympic education as one which endeavors to provide a universal education or development of the whole individual, in contrast to the increasingly specialized education encountered in many specialized disciplines.

Though the educational values and principles of the Olympic movement originated from European philosophy and traditions, yet they have resonated well in about 200 nations belonging to the Olympic family. The biggest challenge is how these values could be taught in these nations with cultural and tradition diversities. Najeeb (2011) pointed out that the basic duty of the educators will be to explore ways that Olympic principles can join with existing educational priorities and to adapt and use various activities appropriate to the realities of local belief systems and situations. Therefore

the main challenge for Olympic educators in all cultural traditions is how to assist young people to develop values that are associated with the concept of Olympism.

However, Binder (2005:6) noted that the pedagogy of Olympic values are rarely addressed, including such questions as how fair play and ethical behaviors are learned, and how they can be taught. These concerns are rarely addressed in papers and presentations at Olympic sport and Physical education conferences. It has been observed that research studies in the teaching of Olympic values in schools are quite limited. Hansandra, et al (2007: 101) noted that there was limited research regarding the promotion of fair play in school settings and that the few studies that have been conducted have indicated that learners acquire fair play values.

Based on research findings that most learners remember 20% of what they hear, 40% of what they see, and 80% of what they discover for themselves, activities and practical hands-on experience that promote active involvement in learning is essential (Nieuwenhuis, 2007:11). These research findings have revolutionized the process of teaching and learning as the process is seen to be more effective when there is an element of fun and enjoyment attached to it. Understood in this context, this study undertook to use experiential learning strategies which Najeeb (2011) described as inductive, learner centered, and activity oriented teaching strategies.

### **Statement of the problem**

In Zambia the national curriculum has no provision for Olympic education despite the country being the member of the Olympic family as far back as 1964 when Zambia got its independence. At that time, athletes who attended the Tokyo Olympic Games had the privilege of marching under the new flag of independent Zambia. Olympic education is in its infancy in Zambia. We have seen some efforts being done by the Olympic Youth Development Centre (OYDC)<sup>1</sup> management through their youth sports program to reach out to young people through sports. Unfortunately, the National Olympic Committee of Zambia (NOCZ) has not yet established a National Olympic Academy but has only managed to create a National Olympic Academy Committee (interview with the Executive Director, NOCZ on

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<sup>1</sup> The Olympic Youth Development Centre (OYDC) of Zambia was opened on 11<sup>th</sup> May 2010 to spearhead Olympic sport, education among the youth



14/11/2014) to spearhead Olympic Education in Zambia and not much has been done and achieved in this area.

It is from this background that the study was conducted in the school setting using a project method case study to try and establish whether learners in an African cultural setting could as well acquire fair play values using experiential teaching strategies as opposed to traditional teaching methods used in Physical Education and sports in Zambia.

## **Research Questions**

### **Main Research Question**

The key research question is; Will learners in a rural district of Zambia brought up in the Zambian traditional culture acquire the claimed universal Olympic values of fair play as a result of a curriculum intervention using the experiential teaching approach?

### **Subsidiary Research Questions**

- Are experiential approaches to teach Olympic values of fair play appropriate and effective in the Zambian cultural context?
- What are the effects of this approach on children's attitudes and behavior?
- How can experiential teaching strategies be integrated in teaching Olympic values in Zambian schools?

### **Significance of the Study**

There has been an assertion among researchers and academicians in Olympic education that the Olympic values of fair play are universal. This assertion is mostly based on research findings done in western cultures. The findings from this study in the Zambian context would provide evidence as to whether the universality of the Olympic values of fair play is correct in the Zambian context. The study will also seek to lay the foundation and provide knowledge regarding the teaching of Olympic values using an experiential approach and specifically in Zambian schools. Additionally, it will increase awareness of Olympic values education in Zambia which is almost non-existent at present. It is also hoped that the research study would generate interest for

further studies in Olympic education in our country and hopefully influence policy makers to consider the inclusion of Olympic education in the *Zambian* curriculum.

### **Limitations of the study**

The main limitations of the study were; firstly, the language problem – some pupils were not competent enough to receive instructions in English. The researcher had some communication problems and could not effectively communicate with them in Nyanja the local language most of them were comfortable with because he was just learning the local language. However, the class teacher translated where possible into the local language to ensure pupils understood correctly what they were supposed to do. Secondly, limited time to carry out the research project was another challenge. The period when the research was conducted was during the third term of the school calendar when the final examinations are held for grade 7, 9 and 12 classes. The research which was intended to last for six weeks was compressed to four weeks to avoid running into the examination period. Thirdly, taking a role of a participant observer has its own merits and demerits. The researcher is aware that the results from a study involving the researcher as a participant in the teaching process can be criticized for bias and for pre-determining results (Scheurich, 1995, Ogden, 2008,). However, Mutch (2005) argues that the strength of the qualitative research is the researcher's ability to become immersed, impart knowledge and actively seek information to reveal the truth. Therefore the researcher is able to get an 'inside' viewpoint and the information may be much richer than that obtained through the systematic observation (Patton, 2002). Fourthly, financial constraints on the part of the researcher limited the implementation of some planned activities. Pupils were unable to undertake study tours due to lack of funds to hire transport for pupils.

### **Outline of this Thesis**

This thesis is presented in five chapters

Chapter one comprises the introduction and rationale for the case study. The research questions are presented and the significance of the study is suggested.

Chapter Two reviews the academic literature around Olympic values education, with emphasis on fair play values and experiential learning and teaching approaches.

Chapter Three presents the research methodology used in the study. It outlines the case study research design, the population and the selection of the sample, data collection methods, analysis of data.

Chapter Four interprets and discusses the research findings.

Chapter Five presents the recommendations and conclusion

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter provides a literature review on the effects of using an experiential approach to teach Olympic values of fair play to school children. The overarching purpose of the chapter was to interpretively and purposefully review literature addressing the following key areas of the topic:

- Principles and practices of experiential education methodologies
- The meaning and application of the concept of fair play as a key sport and Olympic value
- Olympism, Olympic values education and approaches to the teaching of Olympic values

#### **Experiential Learning Approach**

When we talk of experiential strategies to teaching and learning we refer to specific teaching behaviors or actions or tactics that educators could use in a classroom situation and are designed to highlight particular aspects of learning within the lesson (Laker, 2001). Experiential learning strategy is an inductive, learner centered and activity oriented approach where personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning (Najeeb, 2011). Therefore, Experiential Learning (E.L) is considered as a useful tool in teaching Olympic values and social skills because it helps to make the abstract more tangible (Schroeder & Gendens, 2011). Others consider E.L. as an effective pedagogical tool for engaging students as they construct conceptual and practical knowledge in real life situations (Penny, Frankel & Mothersill, 2012). The experiential approach to learning provides a learning environment for individual learners to play an active part in their own learning. Experience in this context is not what happens to a child but it is what the child does with what happens to him / her (Schroeder & Gendens, 2011).

Many educators have tried to explore the various diverse meanings of E.L. but the main principles of the concept are almost the same. It is defined as the sense-making process of active engagement between the inner world of the person and the

outer world of the environment (Beard & Wilson, 2006). It is a learning process where learners take part in an experience, then they are encouraged to reflect on what they had done, seen, felt or said during the experience and then they are helped to draw conclusions from the experience and finally try to apply those conclusions in future situations. Siberman (2007) defined E.L. as the involvement of learners in concrete activities that enable them to 'experience' what they are learning and the opportunity to reflect on those activities while Eickmann, Kolb & Kolb (2004) argued that E.L. encompasses the totality of the human learning process, where experience forms the foundation of four modes of learning; feeling, reflecting, thinking and acting. In this context the learning model shows two dialectically related modes of grasping experience that is concrete experience (feeling) and abstract conceptualization (involving thinking and reflecting) and active experimentation (acting).

### **Theoretical assumptions and principles of Experiential Learning**

Experiential learning which emphasizes learning by doing is not a new concept. The philosophical understanding about the importance of experience can be traced as far back as the ancient Greek philosophers such as Plato, Aristotle, Socrates (Allison, Carr & Stonehouse, 2009). However, most of the theoretical underpinnings of experiential learning have been drawn from the works of prominent 20<sup>th</sup> century scholars who gave 'experience' a central role in the theories of human learning and development (Passarelli & Kolb, 2009, Kolb, Boyatzis & Mainemelis, 2000). Notable scholars who contributed much to this theory of learning are John Dewey (philosophical pragmatism), Kurt Lewin (social psychology), Jean Piaget (cognitive development), Lev Vygotsky, Carl Jung, Paulo Freire, Carl Rodgers and others.

A research study conducted by Boud and others (1993) advanced the following assumption on which teachers could base the experiential learning of their children;

- Experience is the foundation of and the stimulus for learning
- Learners actively construct their own experience
- Learning is an holistic process
- Learning is socially and culturally constructed
- Learning is influenced by the socio-emotional context in which it occurs

One fundamental principle that could be drawn from the assumptions is the understanding that learning is enhanced when students discover things for themselves, through their own emotional engagement with the topic. This is supported by Boud et al (1993) who suggested that experiential based learning demands involvement of the whole person, that is, the intellect, feelings and senses. The process of playing or acting in these activities typically involves the intellect, other senses and a variety of feelings. It is from this perspective that educators have recommended a variety of learning activities in EL such as outdoor activities, games, video projects, drama / role play, expeditions, field trips, art, stories, metaphors, guided fantasy, reading, critical writing, cartoons (Beard & Wilson, 2007).

The other important cornerstone of EL is the value of problems in the learning environment. (Beard & Wilson, 2007) noted that without problems it would be unlikely for learners to change what they usually do and thus no progress in learning is recorded. In meeting the challenges the learners are given opportunities to grow. This could also depend on continuous reflection, recognition and active use of the learners' relevant life experiences and learning experiences that could help them to have deeper understanding and transform them by acquiring new knowledge. For example Olympic Values could best be understood and integrated in learners in Zambia if they are taught in relation to their relevant life experiences that is the Zambian traditional culture. This is the maxim of learning proposed by Kolb (1984:38) when he stated that "learning is the process whereby knowledge is created through the transformation experience".

The other important principle that could be drawn from the assumption is the principle of transforming the learning environment. In EL the learning environment is effectively transformed, it goes beyond the classroom, reaching out to the community and creating a variety of opportunities to learn. Modification could also be effected when we use specialized people as facilitators. Teachers, youth leaders, coaches get involved and may influence the outcomes due to the level of skill they could use. However, EL strongly emphasizes relatively equal relationships between the facilitator and the learner and the use of negotiation strategies could give learners enough latitude to experience autonomy, freedom and considerable control over their own learning experience (Boud et al, 1993).

Assessment is another key factor to be considered in EL. Assessment in EL is focused on the process of learning as the outcome of learning and the assessment procedures should be done formatively in order to effectively assess the process of learning. Therefore assessment strategies such as individual or group projects, reading logs, learning journals, negotiated learning contracts, peer and self assessment, oral presentations, debates, could be used by teachers in O.E classes.

### **Experiential Learning Styles and its Application in Olympic Education**

Educational researchers in EL have found that there is not one learning style that could fit all learners but rather each learner has his / her own preferences of learning styles (Clark, Ewing & Threton, 2010). Kolb one of the leading scholars in the field of EL identified four learning styles which according to him are a product of two choices that people make in the learning process. The first choice is through Active experimentation (doing) or through Reflective Observation (watching) and the second choice is through Concrete Experience (feeling) or through Abstract Conceptualization (thinking). From these, four learning styles were identified namely; Diverging, Assimilating, Converging and accommodating which Chapman (2013) explained could serve as guidelines rather than rules, though in most cases learners show a clear learning style preference.

Clark, Ewing and Threton (2010) briefly outlined these learning styles that could be useful to educators in O.E. when choosing teaching strategies

- Converging (Abstract Conceptualization and Abstract Experimentation)  
Learners that prefer this style tend to excel at finding pragmatic mythologies of working with ideas and theories and are inclined to be good at problem solving and technical tasks. A call for O.E. teachers to include problem solving tasks like dilemmas, projects in their lessons.
- Diverging (Concrete Experience and Reflective Observation). Learners that prefer this style tend to perform well in situations that call for generation of ideas (brain storming)
- Assimilation (Abstract Conceptualization and Reflective Observation).  
Learners that prefer this style of tend to excel at understanding and organizing a range of information and would rather work with concepts than people

- Accommodating (Concrete Experimentation and Reflective Observation).  
Learners that prefer this style tend to excel at hands on learning activities and enjoy completing new experiences and complex tasks.

The reflection involved in EL can be very effective for youngsters because it involves a holistic approach. It is the mechanism by which people learn through experience by looking at your experience and connecting with your feelings (Marsick, 1988, Schon, 1987, Edwards, 1999). We see learners engaged intellectually, emotionally, socially and physically in their own learning making them to be active participants and not spectators. The task of the teacher is to help each child to have a sense of ownership for learning (Giesen, 2011) by employing different learning styles and adopting ethical practices such as respect, validation, trust, openness and concern for the well-being of the learner.

### **Experiential learning in the context of Zambian culture and educational traditions**

Long before western education was introduced in Zambia, the people as in other parts of Africa, had evolved their own system of education (Mwanakatwe, 1965) which was recognized as traditional education to differentiate it from western education. The native education was essentially practical training and was designed to provide a good upbringing of individual members of a given group to live a useful, happy life in society (Mwanakatwe, 1965). Much of the education depended on the environmental factors which to a large extent determined the curriculum and methods of teaching. Snelson (1974) explains that children received instruction in the history and traditions of the clan and the tribes, heroic deeds of ancestors, the myths, rites and ceremonies, songs and wise sayings, the dances and games, customs and beliefs. Through observation, imitation and repetition, apprenticeship, children were inducted into society through traditional education which was concrete and concerned with practical activity, not abstract generalization. Mwanakatwe (1965) narrates how the young boy would accompany his father on a hunting expedition into the bush; there he learnt the names and uses of many herbs, flowers, fruits, shrubs and trees. He was shown how to set traps for animals, shoot animals using arrows, read the wind and weather patterns and how to find his way back home without getting lost. Children



were given tasks to solve under close supervision of elders. Kakuwa (2005) also noted that children sometimes used trial and error method to acquire skills to play traditional games and dances.

In contemporary Zambian education system, efforts are being made to encourage teachers to adopt teaching methodologies that are learner centered, that place greater emphasis on self-initiated and self-sustained learning, the principle which was clearly stated in the educational policy document “ Educating our Future” (MOE, 1996). Additionally, the Patriotic Front government in its manifesto promised to re-orient the curriculum for primary and secondary schools to put emphasis on life skills - subjects to enable learners to cope with the demands of self-employment and the labour market (Office of the Secretary General, 2011). This entailed changing teaching strategies that would enhance skill acquisition such as experiential learning which focus on learning by doing.

However, experiential teaching and learning approaches are not very popular in Zambian schools due to many factors such as the examination-oriented curriculum which tends to place more emphasis on academic excellence than skill acquisition. Other challenges includes: lack of knowledge in this type of teaching strategy by teachers, over crowded classes and over loaded timetables, lack of facilities and lack of finances to undertake education tours and education projects. Some Non-Governmental Organizations (NGOs) involved in youth and community sport like Sports In Action (SIA)<sup>2</sup>, the Olympic Youth Development Centre (OYDC) use teaching approaches that are based on experiential learning principles. For example, the SIA Resource Training Manual on traditional games, emphasizes learners’ involvement, group discussions and free expression. The key features of their lessons include; motivation, learners’ activities, variation of activities and teaching strategies, cooperative and individual learning activities and evaluation (Chileshe, 2004). According to Chileshe (2004), performance must not be given precedence over learning an important guiding principle in experiential learning.

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<sup>2</sup> Sports In Action is the first Zambian sports Non-Governmental Organization to operate in Zambia, aims at child empowerment through sport and traditional games by teaching life skills in HIV / AIDS, child rights and alcohol / drug abuse

From the above literature, we see that traditional education was to some extent experiential because of its emphasis on learning by doing and continuous review of learners progress, though it was not properly planned. However, with the introduction of formal western education, we saw a major shift in teaching approaches which emphasized knowledge acquisition at the expense of skill acquisition. The curriculum innovations undertaken by the Patriotic Front government of creating the academic and technical educational pathways for pupils may lead to the enhancement and popularization of pupil-centered teaching strategies like experiential teaching and learning approaches.

### **Fair play: Concept and meaning**

Fair play is a sports concept, which today is used widely in many different life experiences, and is a key value of the philosophy of Olympism (see next section) and of sport in the context of the Olympic Movement. Sport and its moral ideas are as old as the human race. Historians Finley and Pleket (1976) vividly described the ideals of sport in the ancient world. From the historical perspective, fair play ideals were closely linked to warrior ethos, which emphasized honorable and just conduct (Loland, 2000). In ancient Greece, Olympic athletes fought for victory and honor in front of their gods to ensure conformity to the rules and to remain true to their oaths, while judges ensured that athletes were ranked according to their performance based on equal opportunities provided during the contest. The desire for equal opportunities by contestants and judges could be seen in the way they conducted chariot races where they employed sophisticated starting procedures to ensure equality of opportunities were observed. Athletes who started off early before the signal in the running contest were sometimes flogged in public as a penalty for trying to win by unfair advantage while competitors who accepted bribes were heavily fined and humiliated in their own states (Loland, 2002). The concern for equal opportunities is seen and argued by many observers as the origin of the ideas we today refer to as fairness or simply fair play in sport (Wischmann, 1962, McIntosh, 1979).

However, others have argued that fair play ideals as we know them today had Roman- Celtic origins (Liponski, 1988). Proponents of this view explain that the Roman invasion and occupation of England during the medieval period brought with

them elite legions commanded by aristocrats or sons of affluent citizens who were well cultured and trained in noble etiquettes and had pledged to act in accord to rigid moral codes. Honorable and just conduct in battle was supremely held as a basic quality of a good soldier. It is argued that the Roman warriors left lasting impression on the Celts who kept this tradition called 'eques cataphractarius.' Thus the knight of the middle ages kept alive this value, long after the Romans withdrew from northern Europe in the 5<sup>th</sup> century A.D. (Liponski, 1988). Wischmann (1962) suggests that the norms of conduct that were developed in medieval tournaments and later in sports competition in Europe were partly based on these ideals strengthening a Euro-centric view about the origin of fairness ideas in sport.

Gradually, the concept of fair play developed as a standard reference globally for morally right and justifiable good behavior in sports competitions. Modern sports historians believe that the passage of the concept of fair play into every day usage especially in sport is linked to the growth of sport in the 19<sup>th</sup> century English public schools such as Winchester, Eton, Harrow and Rugby as well as the sporting life at universities of Oxford and Cambridge (Loland, 2002). During this period Britain experienced what has been termed the age of the ideal of the 'gentleman amateur'. Young men were trained in physical and mental toughness and loyalty to their sports teams and schools. Therefore, practicing fair play virtues was regarded as a basic personal virtue above and beyond a formal norm of rule-adherence (Loland, 2002). Some commentators noted that sport was used for better or worse as a way of achieving of what was seen as an ideal masculine, moral and Christian upbringing (McIntosh, 1979, Mangan, 1981).

From the above literature we can conclude that fair play values came out of necessity to practice and enjoy sport in societies where sports were a common feature in the lives of the gentlemanly classes. We can also conclude that wherever sports was practiced, people came up with some control measures that provided equal opportunities for contestants engaged in sports activities. The fact that well documented evidence about the prevalence of fair play ideals in sports comes from the European countries especially Britain where most of today's conventional sports and games originated does not, however, rule out the possibility that other people in different communities of the ancient and medieval world practiced the spirit of fair

play in competitive and recreational sport. For example in Zambian / African cultures, fair play was represented in traditional games which had no written rules but were simply passed on from one generation to another (Kakuwa, 2005) through observation, imitation and repetition. In all traditional games we see the embodiment of the values of respect, hospitality, generosity, self-reliance, continuity and sustainability (Kakuwa, 2005) as participants are able to regulate and control themselves even without written rules or umpires as the case is with conventional games from western countries.

The concept of fair play has diverse meanings in different cultural and language traditions, but the central elements of the concept are similar. Keating (1964) defined fair play as adherence to the letter and the spirit of equality before the rules of sport and taking the view of sportsmanship he expanded the meaning as “the attitude that honors the winning during the competition (referred to as athletics) and has a generous and enjoyable spirit while doing recreational activities (referred to as sports)” (Keating, 2003:26). Simon (1991:35, 43) construes fair play as ‘commitment to the principles supported by the idea of ethically defensible competitions’ that is, competitions understood as a mutual quest for excellence in the intelligent and directed use of athletic skills in the face of a challenge. On the other hand Gabler (1998) viewed fair play as adherence to the rules, equality of opportunity and respect for opponents as person and partners. Other authorities have drawn a distinction between the narrow (formal) and broad (informal) understanding of fair play. Formal fair play is understood to mean conformity or compliance with sports rules while informal fair play goes beyond this. It refers to attitudes, commitments towards the sport for its own sake and all those involved in sport (Lenk. 1964, 1993, International Fair play Committee, 2010). In the context of formal fair play, the term relates only to events of the actual competitive event focusing on how sportspersons treat each other in the competitive situation. Additionally, it also means respect for the written and unwritten rules during the contest, respectful dealings with the opponents, teammates, coaches and officials in a specific sports event. It incorporates respectful and appropriate handling of victory or defeat as well as the safeguarding of equal opportunities during the sports contest (International Fair play Committee, 2010).

The broader perspective of informal fair play exists beyond the actual sports contest and covers both the training phase (before) and after the contest. It

encompasses the nature of the environment during the training and the contest as well as the individual sporting pursuit. It goes beyond the precinct of the sports contest and encompasses not only the behavior of the spectators and fans but also the officials of the sports clubs, sponsors of the event, medical personnel, parents and the media. More importantly it also takes into account the individual treatment of one's own body and health and the various cultural frameworks within which the sport is practiced (International Fair play Committee, 2010). It is from such understanding of the concept of fair play that proponents of Olympic values education have focused so much attention on teaching fair play values because they have significant impact on the nature of sport and overall life experiences.

### **Components of Fair play**

Fair play in sports or in any other experience is of great value and has to be taught because it is a concept that children seem to comprehend readily (Binder, 2003, Muller, 2004) and it is a useful concept that can be applied in a variety of educational situations (Bredemeier & Shield, 1995). It is therefore, important for educators to identify and comprehend the key elements of fair play. The International Fair Play Committee has outlined the five key elements of fair play which are deemed to be crucial in serving the educational purposes, these are;

- Performance and achievement
- Creating rules and complying with them
- Equal opportunities
- Respect
- Health (International Fair Play Committee, 2010).

### **Performance and achievement**

Performance and achievement is one of the aspects of fair play. It is crucial in sports competition and personal achievement. In this context fair play means doing your best and continually improving your performance within the confines of the rules of the sport while putting into account your own abilities (International Fair Play Committee, 2010). In this case performance and achievement is not seen in the context of winning but an act of commitment and personal effort without exerting too much

pressure on others to do well. Children are encouraged to compete against themselves because by nature children perform in their own world, focusing on learning new things and experience their own achievement.

### **Creating rules and respect for the rules**

Conventional sports have rules that are the same worldwide and cuts across all cultures, providing educators and researchers an interesting field of study on why it is possible for people from diverse cultures to agree to the rules. Fair play, therefore, is construed as accepting and complying with the rules of the sport. It involves compelling participants to behave in accordance with the rules and acting within the confines and spirit of those rules (International Fair Play Committee, 2010). However, these rules are not so rigid but could be changed in the interest of the sport and if the change is meant to fulfill the objective of the respective sport and the aspirations of the athletes. Fair play encourages the creation, amendment, application and enforcement of the rules for continuous improvement of the sport and for the promotion of the spirit of fair play. In O.E. pupils are encouraged to formulate their own rules in a particular sport in order to instill the sense of responsibility to appreciate and respect their own rules (Binder, 2003).

### **Equality of opportunities**

Equal opportunities in sports, is another important aspect in fair play. Fair play in this regard promotes the principles of equal opportunities in sport where everyone who would like to participate in the sport is given an opportunity (International Fair Play Committee, 2010). This maxim of fair play comes from the principle of ethical theories which states “it is unreasonable to treat persons unequally in essential matters based on inequalities that they cannot influence in any significant way” (Rawls, 1971:74, Beauchamp, 1991:372). This principle is against discrimination based on body size, sex, age, race or any disability. This component of fair play is at the heart of sport because it encourages equal opportunities in terms of conditions before, during and after the sporting contest for all participants. To safe guard young learners, some rights were promulgated based on the principle of equal opportunities such as the right to participate in sports which provide an opportunity to children to play a variety of

sports and positions. Educators and coaches are urged to adopt “child first – winning second” “Full participation for All – equal playing time in competition” philosophies (Martens & Seefeldt, 1979).

### **Respect**

Fair play emphasizes on respect as a special ideal in sports which is essentially indispensable because it concerns human relations. The International Fair Play Committee (2010) outlines some of the areas an individual could show respect and renounce selfish behavior:

- The dignity of the individual
- The sporting performance of every athlete
- The specific rule of the sporting system
- One’s own health and that of one’s fellow players
- The cultural differences and moral concepts
- The protection of the environment / nature

### **Health**

Health is a “state of complete physical, mental and social well – being and not merely the absence of disease” (World Health Organization, 2003). Health is a key component of fair play and construes health as respect for one’s own body and its abilities, consideration of one’s own needs and viewing one’s body as a partner (International Fair Play Committee, 2010). It is also considered as respect for the physical and mental health of others such as competitors, team mates as well as viewing the competitor as a partner in sports that is having regard for mutual dependence (International Fair Play Committee, 2010). In this case anyone engaged in sports activities need to play a critical role in ensuring one’s opponent health and acting in this same spirit to be responsible for his / her own health.

### **Importance of Fair Play in Sports & Olympic Education**

One of the aims of Physical Education and Sports / Athletics programs is to help students acquire or improve their social values (Green & Gabbard, 1999, Kirk, 1993). Researchers support the assertion that involvement in physical activities such as

Physical Education and Sport not only help children socialize (Ewing et al, 1996, Coakley, 2002, Wright & Cote, 2003) but also provide opportunities for children to develop their character (Bredemeier & Shields, 2005, Weiss & Smith, 2002). A research case study by Njelesani (2012) on implementing Preventive Education about HIV / AIDS through physical education in Zambia discovered that Zambian traditional games were a critical component for engaging students and for addressing HIV / AIDS. Additionally, it was observed that physical education and particularly traditional games were capturing the imagination of pupils, thus creating avenues for successful HIV prevention programs. In another case study, sports and physical education was used to address HIV /AIDS issues in Zambia's under-served community schools<sup>3</sup> and the results indicated positive change in terms of attitudes, life skills and knowledge in the prevention of the spread of HIV /AIDS (Mwansa, 2009). It is against this background that physical education and sports, especially the component of fair play in sports has proved to be an effective tool in shaping children's positive social values and character. In a world facing challenges such as bad attitudes, lack of respect, inappropriate behaviors by spectators and fans, win at all cost attitudes and the media's role of glorifying negative behaviors at sporting events (University of Maine News Release, March 9, 2004), the global moral degeneration with its elements of teenage pregnancy, violence, family disintegration, drug abuse is seen as a call to action for education (Nieuwenhuis, 2007). Teaching fair play values thus becomes an indispensable component of all education initiatives.

Fair play is a value and a value by definition is "an enduring belief that a specific mode of conduct or end-state existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (Rokeach, 1973:5). Therefore, fair play is affectively-laden and helps to develop positive socially acceptable emotions and feelings in children. Once these values are developed, they provide an important filter for selecting input and connecting thoughts and feelings to action (Nieuwenhuis, 2007). Such a process catalyzes reasoning and critical reflection before acting to any situation. Butcher & Schneider (2001) posits that teaching fair play aspect of respect for the game increases intrinsic motivation and teaching

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<sup>3</sup> Under-served Community schools are schools established by community members in poor societies to provide education to children who could not find school places in government schools.



motivation enhances fair play. The intrinsic motivation is what shapes the sporting habits of people as noted by Jenő Kamuti who declared that “fair play gives sport the character of beauty” (International Fair Play Committee, 2014). “Fair play is a common language, the cement of sport that is capable of gathering together the whole sports world. There are many champions, but the champion of champions is the one who trains, competes and lives the spirit of fair play” (International Fair Play Committee, 2014). It is an essential and central component of successful participation, promotion and development in sporting activities and daily life experiences. It can teach people tolerance and respect for others despite their cultural differences, nationality, race, gender and status in society.

Fair play is a value responsible for inculcating fairness and trustworthiness in children. Without fairness and trustworthiness the established order of our society is at risk because if we do not obey the rules, we effectively destroy the spirit of the game and the appreciation of human dignity. Fair play as noted by some proponents is capable of giving hope, pride and identity and it has what it takes to unite people of different nationalities, cultures, religions, different political orientations or ideologies and race where politics have failed (International Fair Play Committee, 2014).

Another positive attribute of fair play is that it enhances the social ability to be extremely scrupulous regarding the means of winning. Those who have been educated in fair play values refuse to pursue victory at any cost. Most of them appreciate the fact that winning using unfair advantage such as cheating, umpire’s error or unfair stroke of fate is not really winning. They have taken a dignified responsibility and they understand that acts of good sportsmanship that harm a most sort victory or carry other high costs are ethically more significant and praiseworthy than those that seem to bear fewer consequences (French Committee for Fair Play, 1974). The maxim of equity acknowledges the importance of each person; therefore, it is associated with the emotions of love, empathy, sympathy and enhances the sense of justice in children. Kretchmar (2011) posits that fair play increases understanding among students, that sporting activities are grounded in cooperative behaviors because fair play thrives under the umbrella of reciprocity that focuses on equitable cooperation.

## **Threats to fair play in school sports**

Unfortunately, the sports culture of today, especially the professional sports emphasizes on competition and win at all cost thereby undermining the development of fair play values among the children (Goldstein & Iso-Ahola, 2006). It's hard to see gracious losers and winners; instead we witness high levels of cheating, taunting and use of demeaning language, intentional fouls and violence as the norms of modern sport. Such sporting models are detrimental to young participants who glorify such sporting behaviors. Research suggests that ego-orientation is common among youth sport participants in schools. One study, for example shockingly discovered that 84% of teenage soccer players reported that they would deliberately foul an opponent to keep her or him from scoring (Raspberry, 1998). Another study reported that many coaches particularly in high profile sports for boys' basketball and football in the United States of America were teaching children how to cheat and cut corners (Josephson, 2007). Instead of promoting and encouraging fair play in school sports, some teachers, coaches, parents and spectators, the media encourage 'dirty play' considered by other stakeholders to be wrong. A dilemma is created in the minds of young people concerning the acceptable behavior in sport and community life.

## **Research evidence on impact of teaching of fair play values**

A variety of learning theorists attest to the fact that physical education and sports influence the development of moral character (Shields & Bredemeier, 1995). It had been noted that besides cultural influence, it is through deliberate educational processes like Olympic sports education, that values in society are nurtured, developed and stabilized (Sekot, 2011). Other scholars have attested to the fact that physical education and sports can promote good social behaviors of fair play or sportsmanship. For example, Sharpe, Brown & Crider (1995: 414) posited that good sportsmanship can be taught with a positive effect on social behaviors in other settings such as the classroom and that if social behaviors can be taught at an early age and appropriately generalized then a powerful academic tool may be available to help resolve issues of unresolved conflicts and violence among children. Others acknowledge the fact that sport is a arena in which children have the opportunities to establish positive relations within the groups and develop social skills such as cooperation, assertion,

responsibility and commitment (Wankel & Berger, 1990, Cote, 2002, Telama, 1999, Weiss & Smith, 2002). Others recognized the many opportunities through participation and competition for teachers and coaches to capitalize on teachable moments and promote good sportsmanship behaviors (Shields, Bredemeier & Power, 2001). Other authors suggest systematic strategies of teaching in order for students to learn good sportsmanship behaviors (Green, Gabbard, 1999).

Despite these discussions, we are able to witness high levels of unfair play behaviors in all competitive sports (Hopkins & Lantz, 1999). We have observed and witnessed a myriad of immoral sport-related behaviors such as aggression, cheating and disrespect (Bredemeier & Shields, 2006). For example an investigation of youth sports found out that 9% of the fifth through eighth grade athletes acknowledged cheating, 13% said that they had tried to hurt an opponent, almost a third acknowledged having argued with a sports official and 27% said that they had acted like a 'bad sport' (Shields, Bredemeier, LaVoi & Power, 2005). However, the major challenges Physical Education teachers and researchers are faced with is to identify effective teaching strategies to unlock the potential of physical education and sport that may best promote moral development in learners. The other challenge is conceptualizing and measuring moral development (Gibbons & Ebbeck, 1997). This argument was supported by other researchers who argued that sports can build character, only if coaches, teachers and sport administrators deliberately seek to do so and are adequately informed regarding the educational processes required (Bredemeier & Shields, 2006).

A research study conducted by Giebink & Mackenzie (1985) examining the effects of three social learning teaching strategies; modeling, praise and contingent reward on the sportsmanship behaviors of a small group of preadolescent boys during physical Education and recreational activities discovered that the reward system was the most effective of the three teaching strategies in effecting positive change in fair play (sportsmanship) behavior and reducing on occurrences on unfair play behaviors.

Experimenting on two junior high school basketball team with one serving as a control group, a nine weeks moral development program that incorporated a mix of social learning and structural- development strategies discovered that the experimental group that used discussions of moral dilemmas, the meaning of sportsmanship and

examples of good and bad pro-social behaviors during their practices showed significant gains in moral reasoning, sportsmanship than the control group (Wandzilak, Carroll & Ansorge, 1988)

A research study which was conducted to examine the relationship between children's moral reasoning and pro-social (fair play) behaviors by exposing fifth and sixth graders to hypothetical dilemmas from daily life and sports as well as teachers involvement in rating such behaviors as sharing, taking turns and adhering to the rules, discovered that pupils developed a moderately strong relationship between moral reasoning and pro-social behaviors (Horrocks, 1979).

A field experiment was conducted to investigate the effectiveness of teaching strategies selected from *Fair Play for Kids* (Binder, 1995) and considered the four indicators of moral development namely moral judgment, reason, intention and pro-social behavior. The study utilized a series of teaching strategies suggested in the Fair Play for Kids manual that focused on the development of attitudes and behaviors that shows fair play ideals such as respect for the rules, respect for the opponent, respect for officials and their decisions and self control. These strategies were applied on the experimental group. The control group was exposed to the teaching strategies specifically designated for Physical Education lessons. The results showed that pupils in the experimental group benefited more than the control group which supported the assertion that moral development was not an automatic outcome of the physical activities but depended much on the implementation of specific teaching strategies in order to produce positive change (Gibbons, Ebbeck & Weiss, 1995).

Hasandra et al (2007) also conducted a research study to evaluate the effectiveness of an intervention program aimed at developing fair play behaviors in a school Olympic Education program. The results revealed a significant improvement in fair play behaviors, classroom support and autonomy, orientation towards physical and intrinsic motivation among the experimental group than the control group. There are no research studies in Africa to date that explore the educational fundamentals for teaching fair play.

## **Olympism and Olympic Education**

^This section of the chapter introduces the concept of Olympic Education and Olympic values education, and explores how the concepts and principles of experiential and fair play can be used to develop and enhance effective programs based on the values of Olympism.

Olympic Education (O.E) is relatively a new concept in sports education, Olympic studies and research literature. It is a modern concept which only appeared in the 1970s (Muller, 2010). It has its roots from the philosophy of Olympism the word coined by the French born aristocrat Baron Pierre de Coubertin (1863 – 1937) whose primary aim was to reform the education through sports and education. He believed that Olympism was 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, 2011:10). Pierre de Coubertin’s Olympism philosophy is regarded by proponents around the world as one which include valuable life principles and beliefs that can be learned in and through physical education and sport (Binder, 2005, 2007, Muller, 2008, Naul, 2008, Parry, 2003). Coubertin, coming from the late 19<sup>th</sup> century liberalism era, emphasized the value of equality, fairness, justice, respect for persons, rationality and understanding, autonomy and excellence (Brownell & Parry, 2014). These are values which have been considered to be universal because they are considered to be values of humanism and have survived for over 3000 years of Olympic history though some of them may have been interpreted differently at different times. Even non- western societies such as the socialist societies of the eastern world, and the countries of Asia and Africa have found little difficulty in including Olympic ideals into their overall ideological stance towards sports. In the case of African traditional societies the concept of ‘ubuntu’ meaning human dignity has resonated well with the liberal humanistic ethos of Olympism as envisaged by Coubertin. The universalism of these values could also be seen in Coubertin’s passionate appeals “All sports for all people” (During & Brisson, 1994) and “All games, all nations” (de Coubertin, 1894 / 1934). His aims for the Olympic Movement

emphasized effort and excellence, friendship and solidarity, peace and international understanding as well as multiculturalism.

Two of the fundamental principles found at the beginning of the Olympic charter help Olympic educators to identify specific educational values of the educational philosophy of Olympism. One is the fundamental principle number 2 which was stated earlier. The other is fundamental principle number 6 which states that

*“the goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sports practiced without discrimination of any kind and in the Olympic spirit, requires mutual understanding with a spirit of friendship, solidarity and fair play”*,

The five values of Olympism according to the IOC’s handbook on Olympic education titled “Teaching Values: An Olympic Education Toolkit” (Binder, 2007) are:

- Joy of effort
- Fair play
- Respect for self and others
- Excellence
- Balance of body, mind and will

These are also the values identified by Peneva (2009). Parry (1994) noted that Olympism as a universal philosophy by definition, applies to everyone, regardless of nation, race, gender, social class, religion or ideology. He further noted that Olympism identifies a range of values to which nations of the world could sincerely commit themselves (p.182). Therefore, education through Olympism is universal because it is based on the fundamental human values and can be offered to pupils, students, adults in different context and not only in connection with sports. Coubertin seemed to have a clear foresight related to values development and values education achieved through participation in sport. He also seemed to understand that sport could provide means of contact and communication across cultures (Brownell & Parry, 2014).

Today many educators believe that Olympic Education (O.E) could be a powerful tool for contributing to the emotional education of our children, Sekot (2011)

notes the importance of schools in the teaching and modeling of good values. He suggests that in addition to cultural influences, it is also the educational processes which are involved in the development of values in society and contribute to its level of stabilization. Olympic values education can contribute to a society's goals to promote good social values.

### **Olympic Education Values**

Olympic education values have their roots from the philosophical ideas and principles of both the ancient and modern Olympic Games. Parry (1998) had translated them into few simple phrases representing what an ideal human being ought to be and aspire to be. In a summarized version, the principles of Olympism promote the individual all-round harmonious human development, human excellence and achievement through effort in competitive sporting activity. Additionally, it promotes mutual respect, fairness, justice and equality with a view of creating lasting human relationships and international friendship between peoples of the world in order to foster international peace, tolerance and understanding in a multicultural world (Parry, 1998, IOC, 2008).

From these Olympic ideals, educators and proponents of O.E., identified five values that are deemed to be critical in all-round human development because they incorporate the three domains of learning; cognitive, affective and kinesthetic (Binder, 2003). The five O.E. values as outlined by Binder (2003) are;

- Joy of effort a value which ensures young people are given opportunities to develop and practice physical, behavioral and intellectual skills. The joy is derived from engaging children in challenging physical activities, sports and skilled movements.
- Fair play; a concept that enhances the development of acceptable behavior in sports and every day life.
- Pursuit of excellence; learners are helped to make positive choices and strive to become the best that they can be in whatever they are engaged in.
- Balance between body, will and mind; this is the value that focuses on the holistic development of the child.

- Respect for others which teach young people to live in a multicultural world and to accept and respect diversity.

## **Experiential Learning and its Application in Olympic Values Education**

### **Didactic teaching approaches to Olympic values education**

The selection of didactic approaches as teaching strategies for Olympic value education was guided by three educational principles (British Columbia, 1995) namely;

- Active learning- children's imaginations, their bodies, minds and spirit should be engaged in group discussions, story telling, physical activities, art works and expressions.
- Cooperative learning- learning becomes a lived experience if individual learning is blended with group learning
- Learning styles – students learning differently, therefore teaching styles should offer opportunities for various kinds of learning activities

The three principles were compatible with the nature of Olympic education which is pluralistic, multicultural and global with the mammoth task of promoting shared values of Olympism. Naul (2002) identified four major teaching approaches world-wide from a pedagogical perspective. The four didactic approaches to teaching Olympic education identified in research include;

- The knowledge – oriented (Muller, 1998, Girginov & Parry, 2005). This is the most popular and dominant globally disseminated approach which explains the historical and cultural knowledge about the Olympic idea through educational materials (Naul, 2008b). Many books, booklets and brochures contain information that conveys a national and international view on the ancient and modern Olympic Games.
- The experience – oriented approach (Muller, 1998, Nikolaus, 2007) an approach that focuses on conducting lessons both in and out of school and promotes pupils' participation in school festivals, sports, art and music events (Naul, 2008b). It promotes meetings of groups of children and young people at sporting and cultural occasions. Nibert Muller (2004) has become a stronger supporter of this approach to Olympic education,



- The physical achievement – oriented or motor-skill-based approach an approach focused on self-actualization through performance achievement and personal social learning. This approach is linked to the works of Rolf Gessmann (2002, 2004) who defined Olympic education as “a sport-pedagogic doctrine that sees its educational potential in efforts to achieve a high degree of sporting performance for the individual through concentrated and systematic exercise and training” (Gessmann, 2002:16).
- The Life world - oriented teaching approach (Binder, 2000, Rychtecky & Naul, 2005). Canada, Australia, New Zealand and the USA. This approach combines Olympic principles with the children’s and young people’s social experience in their everyday life. It views Olympic ideals as a challenge to individual assignments in the whole context of the socialization of social values for children and young people’s behavior patterns. This ‘life-world-centered teaching approach has also become the baseline for the Olympic Value Education project (OVEP) of the IOC “ Olympic Education Toolkit” introduced by Deanna Binder (2006) at the 5<sup>th</sup> Olympic Forum in October 2006 in Beijing.

The four approaches to teaching Olympic education suggest an integrated approach because Olympic education in this sense is understood as an education that goes beyond the precinct of the school, depicting a school as only one educational setting among many (Naul, 2008b). Olympic learning is seen as an integration of the three didactic concepts ‘experience’, ‘ability’ and ‘knowledge’ into a global concept. To this end Olympic education according to Naul (2008b) is understood in a number of ways:

- As learning at a variety of locations that together embrace school and school sport, life-world and sport club, the world of sport and the Olympic Games as a social setting;
- As learning in a number of subject areas at school. Olympic education can be integrated as a cross cutting issue and taught using the four didactic teaching approaches;
- As learning in the various forms of Olympic education, as the integration of experience, ability and knowledge.

The President of the International Fair Play Committee Dr. Jenő Kamuti in his message of address explained explicitly the importance attached to fair play values by stating that “the idea of fair play is an integral part of both ancient and modern Olympic Games, without this value, the Olympic movement would lose of its credibility and its unique force to attract millions worldwide” (International Fair Play Committee, Feb. 7, 2014). It is on this premise that Olympic Education (O.E) has become the bedrock of Olympism to foster continuity and development of the great sporting movement of our modern times. Therefore, teachers are encouraged to plan learning experiences that would help learners own their learning experiences, experience the feeling of freedom and appreciate their own performance and sense of achievement rather than comparing oneself with others in competition. This could be achieved by teaching young people and children the concepts of human values such as fair play using didactic pedagogies like experiential approach that uses interactive learner centered methodologies such as role play, socio drama, simulations, cooperative games, debates, dilemmas, visualizations, problem solving that could enrich participants learning experience (Boud et al, 1993).

### **Summary**

The literature review has given us the insight about the experiential approach as one of the pedagogical approaches to teach Olympic values. The basic principles of learning embedded in experiential approaches provide us with strategies to teach Olympic values more effectively than the traditional methodologies used in physical education and sports (PES) lessons. Further we have discovered that values can only be acquired through a well planned educational process using participative learner-centered methods and one such a strategy is experiential approach, the strategy being applied in the research study to prove its effectiveness in teaching fair play values. The literature also looked at the concept of fair play, its meaning, its historical origin and its components that have educational value and how they can be taught to our children. The literature also examined some of the research studies that have been done so far on teaching fair play values and its impact on learners’ behavior. The final part of the literature explored the concept of Olympism, its values and how its principles can be applied in Olympic education using different didactic approaches



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This Chapter examines the research methodology used in the study. It outlines the procedures used to collect the necessary information required to answer the research questions and methods used to analyze the collected data.

The Chapter begins with the description of the research design, description of research methods and methods of data collection, The Chapter then gives a description of the sample methods and sampling procedures, data analysis and ethical issues.

#### **Research Design**

The research design for this study was to a large extent a qualitative interpretive case study, though the researcher also used a quantitative survey questionnaire to collect data and used simple quantifiable statistical methods to analyze some data. This qualitative case study explores the effectiveness and impact of using experiential approaches in teaching Olympic values of fair play to selected pupils at Chalimbana Primary School in Zambia. Mutch (2005:223) defines qualitative research as “a research approach that looks in depth at few subjects through rich description of their thoughts, feelings, stories and/or activities”. The researcher used an interpretative, constructivist paradigm, the paradigm on which both Stake (1995) and Yin (2003) base their approach to case studies because the views and observations generated by participants provide an interpretation of the social world in which we live (Denzin & Lincoln, 2000). Constructivists claim that truth is relative and that it depends on one’s perspective. The qualitative approach was adopted because the research paradigm aims at accurately capturing perspectives in natural settings allowing the researcher to become an instrument of data collection and interpretation, seeking to understand someone's world and various points of view. This is supported by some authors who posit that qualitative research provides complex, rich in-depth data based on subjects thoughts and understanding, which can help explain any subject’s relationship arrangements. They further state that qualitative approach adopts a flexible research strategy and conducts inquiry into natural environments, rather than

experimental or manipulated settings (Snape & Spencer, 2003). This is also in agreement with other scholars who stressed that qualitative research is particularly good at studying things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people attach to them (Denzin & Lincoln, 2005). In this case the researcher's opinions, feelings or preferences along with those of participants are therefore essential to the research design (Siegesmund, 2008). Additionally the quality of the research process would depend on the researcher's reflexivity and their ability to avoid subjectivity that could distort data collected, hinder the design and affect the sample (Hesse-Biber & Leavy, 2004). However, quantitatively, some data was collected using a survey questionnaire and statistical data was analyzed using SPSS software to support evidence gathered qualitatively.

## **Research methods of data collection**

### **Case study**

The researcher used multiple methods of the case study to collect data. A case study is defined as "a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (Bromley, 1990:302). Therefore, case study research - tends to explore certain phenomena and offer understanding in a particular context. This case study was used as a teaching strategy using the experiential approaches to teaching and learning to a group of grade 8 pupils. In this approach the researcher used various child centered teaching strategies such as role play, cooperative games, problem solving activities, simulations, dilemmas, video films, discussions, debates, story telling and dance. Qualitative case studies afford researchers opportunities to explore or describe a phenomenon in context using a variety of data sources. Some authors posit that the strength of a case study is the use of multiple data sources, a strategy which also enhances data credibility (Patton, 1990, Yin, 2003). The potential data sources may include direct observations, participant observation, interviews, questionnaires, documents, archival records, videos, discussions, participation and physical artifacts (Launiala, 2009). The data from these multiple sources are then converged in the analysis process rather than handled individually thus contributing to the researcher's understanding of the whole

phenomenon being studied. The converging of data adds to the strength of the findings as the various pieces of data are branded together to promote a greater understanding of the case.

### **Survey questionnaire**

The key research question of the study was to establish as to whether learners in a rural district of Zambia brought up in the Zambian traditional culture would acquire the claimed universal values of fair play as a result of a curriculum intervention using the experiential teaching approach. Therefore, one of the subsidiary questions of the study that needed to be answered was “What are the effects of this approach on children’s attitudes and behaviors?” A pre and post test Likert scale survey questionnaire with sixteen statements was administered on pupils to assess the attitudes of 50 randomly selected pupils before and after the research project in four components of fair play namely;

- honesty and integrity,
- respect for rules,
- respect for officials, opponents and team mates
- concern for the healthy of oneself and others

The survey questionnaire was quantitatively designed and analyzed using the SPSS software to come up with statistical data in form of frequencies, percentages and charts. The quantitative data was triangulated with qualitative data which were represented in form of narrations. Such an approach validates qualitative data and conclusions are more credible and acceptable when blended with quantitative data. This is supported by researchers who posit that if a more valid picture of the outcome of the study is to be realized, then different methods of sourcing data and carried out in different ways must be thoroughly considered (Hamersley and Atkinson 1995, Bryman 2004)

A four point Likert scale pre-test questionnaire was administered to 50 grade 8 pupils 3 days before the commencement of the case study. The pre-test questionnaire was aimed at assessing their understanding, behavior and attitudes of pupils towards fair play. The case study teaching project commenced on 23<sup>rd</sup> September 2014. A total of

eleven lessons were conducted in four weeks. Each lesson lasted approximately not less than 1 hour 30 minutes and lessons were conducted three times in a week (see the case study project indicated below). A post-test questionnaire was administered two days after the end of the case study project, aimed at assessing the impact of the fair play lessons on pupils' attitudes, behaviors and knowledge

### **Roles of the participant observer and the co-facilitators**

The case study teaching project was carried out by the researcher, assisted by the young leaders (peer educators) and the assistant teacher. The researcher assumed the role of a participant observer in order to increase the credibility of the case study. This is supported by Mutch (2005) who argued that the strength of the qualitative research depended on the researcher's ability to become immersed, impart their knowledge and actively seek information to reveal the truth. The researcher was actively involved in the project as a teacher and a learner. The researcher was involved in teaching volleyball skills, traditional games integrated with activities highlighting fair play values. Additionally, the researcher facilitated dialogue sessions, group discussions, dilemma and reflection sessions which aimed at ensuring participants' voices were heard. This somehow helped to ensure the researcher remained an objective participant observer. Being aware of the problem of researcher bias and how their presence could change the behavior of participants (Janesick, 2000), the researcher, at every stage of the lessons labored to provide a platform for free expression and was constantly engaged in the reflexive process as a way through which he could minimize researcher bias. The researcher was involved in writing field notes on daily basis and encouraged the facilitators and the pupils to record and make reflections in their logbooks.

The facilitators prior to the commencement of the research project underwent some training. The first training which was an initiative of OYDC training project was conducted by Mr. Pearson Banda the training program coordinator. The workshop aimed at training new peer educators in Olympic values pedagogies using the Olympic Education Training Manual Toolkit and the researcher was invited as an interested party and observer. The training workshop gave the researcher new ideas of involving some already trained and practicing peer educator who were also used as co-

facilitators during the workshop to be part of the research project. The second training was an orientation program aimed at inducting the peer educators in the pedagogies of experiential approaches. The training was conducted on 16<sup>th</sup> September 2014. After the training, we had to draw up the program schedule as presented below. The activities that were included were based on the expertise and specialization of the young leaders (peer educators). For example Jason Miti was a trainer in football skills, fun, simple movement games, Joseph Daka was a trainer in Athletics, Rodgers Chishimba was a trainer in handball, Emmanuel Tembo was a trainer of basketball and Clive Chisanga the PES teacher was teaching netball skills. The guiding principle in the preparation of the lessons and delivery was the blending of sports skills with motivating, challenging, funny activities that highlighted fair play values. The researcher provided a supervisory role and conducted discussion meetings with co-facilitators after each session. This approach worked well during the research project in that the peer educators who were relatively young in their early twenties acted as a bridge between the pupils and the researcher who was advanced in age. The peer educators used their experience and created activities that were fun, exciting and appealing to the pupils. The participation of the co-facilitators provided a variety and gave the researcher opportunities to experience what the learners were experiencing.

## **CASE STUDY PROJECT**

**Topic: Olympic value of Fair play**

**Age group:** 12 to 16 years

**Aim:** To make children understand the value of fair play both in the context of sport and their everyday life experiences

### **Objectives:**

- Engage pupils through knowledge-based, physical and creative activities
- Encourage cooperation through games
- Create emotional connection
- Emphasize communication through learner centered experiential teaching strategies
- Acquire fair play values



**Methodology:**

- 12 teaching units (lessons) lasting 1 hour 30 minutes each, 3 times a week for 4 weeks
- Learner centered methods such as discussions, debates, dilemmas, role play, story telling, performance, video shows & reflection activities

**Sample plan: lesson 1****Activity 1: Introduction to Aerobics**

- Pupils perform simple movement patterns as they dance following music rhythm
- Emphasize on following instructions, cooperation and team work – introduction to respect of rules, respect of individuals and equal opportunity

**Activity 2: Fair play survey**

Pupils divided in groups and attempts to answer the following questions

- Give examples of bad things or activities that you may have experienced or witnessed in school or community sport that you can term as unfair sports practices
- Give examples of good things or activities that you may have experienced or witnessed in school or community sport that you can term as fair sports practices
- What do you think fair play mean?
- When you play, do you play fair?

**Activity 3: Fun and movement games**

- Pupils are divided into two categories according to body sizes; tiny and short participants form one team (the red team) while the huge and tall participants form the green team. Pupils are asked to play chair ball where each team had a chair with a goal keeper standing on top of the chair. The chair is placed at the center of the circle with a radius of 3 meters to protect the goal keeper from being pushed off the chair. The goal keepers' chairs were placed 40 meters apart. The idea of the game is to pass the ball to your team mates by throwing or bouncing towards your goal keeper. The ball is finally passed to the goalkeeper outside the circle who is tasked to catch the ball while standing on top of the chair. The other team has to defend and ensure the ball is not passed

to the goal keeper outside the 3 meter defensive area. Extreme contacts and running with the ball are not allowed. To score a point the goal keeper should catch the ball and the team that scores more points wins.

- Reflections: pupils were asked to discuss what they observed to be the main barriers to fair competition in the game and to make suggestions on how it could be resolved.

### **Sample plan: Lesson 2**

#### **Activity 1: Athletics – teaching fair play values of respect for the rules**

- Pupils of different ages and abilities lined up at the starting point to compete in 100m dash without enforcing the rules for starting the race. This was done in groups and teams were picked randomly using lottery system of selection.
- Pupils after the race were engaged in the discussion to explain their experiences and identify the unfairness that they observed
- Pupils were tasked to create rules that would promote fair competition.

#### **Activity 2: cups and cones**

- Cones were scattered in playing area of about 40m x 30m. Some cones were lying flat on the sides (cups) and some were standing upright (cones).
- Pupils were divided according to gender, team A was for girls and team B for boys. Team A was tasked to ensure all the standing cones (cones) were to be knocked down and Team B was to ensure cones lying (cups) were made to stand on their bases. The instructions were that at the end, the number of cups and cones would be counted and the team with more cups or cones would win the contest.
- At the end judges were asked to declare the winners not only basing on the number of cones or cups but also on other practices such as cheating, sportsmanship conduct, unfair advantage by considering the number of participants per team.
- Pupils were asked to point out the unfair conduct exhibited by their opponents and reflect on their behaviors during the game.

### Activity 3: **Zambian Traditional game<sup>4</sup> - Nsale Nsale (Choice game)**

- Participants form teams according to gender and line up in extended lines 3 to 4 meters apart. A song is sung and one participant from the girls' side goes to the boys' side and pick up a boy of her choice. Alternatively, the boy will go and get the girl of her choice. This goes on until all the favorites are picked and the unfavored remain.
- Pupils reflect on the experience and discuss the feelings of those who are left out. Pupils are tasked to suggest ways of playing the game to ensure every one is embraced and not discriminated.

#### PROGRAMME SCHEDULE

WK	DATES	ACTIVITY	FACILITATORS
1	20/09/ 14 23/09/14  24/09/14	<ul style="list-style-type: none"> <li>• Ministering a pre-test questionnaire</li> <li>• Lesson 1 - Introduction to Aerobics – pattern movements &amp; dance</li> <li>• Introduction to Olympic Values – Good and bad practices experienced in school sport &amp; community sport</li> <li>• Fun and Movement Games</li> <li>• Lesson 2 Athletics – Fair play values of respect for the rules (fair and unfair practices experienced in school athletics)</li> <li>• Cups and cones fair play game</li> <li>• Traditional game – ‘ Ntole’ stone passing game</li> </ul>	E. Kalumba  C. Chisanga (Teacher)  Young Leaders
2	29/09/14	<ul style="list-style-type: none"> <li>• Lesson 3- Football: passing &amp; dribbling skills – Equal opportunity, respect for opponents</li> <li>• Traditional Games (‘Nsale nsale cinkamba’ choice game) – teaching value of equal opportunity and respect</li> </ul>	E. Kalumba  C. Chisanga (Teacher)  Young Leaders

<sup>4</sup> Zambian Traditional games are games that have been passed on from generation to generation with reference to a particular society or ethnic group in Zambia. The acquisition of movement skills is a primary focus of traditional games, helping children to become skillful, knowledgeable and expressive movers in a wide variety (Chileshe, 2008)

30/09/14	<ul style="list-style-type: none"> <li>• Lesson 4 Handball – Passing emphasize on health and respect</li> <li>• Lion in the jungle – determination and performance, creating and obeying rule</li> </ul>	
1/10/14	<ul style="list-style-type: none"> <li>• Lesson 5- Handball and Basketball – emphasis on equality, respect &amp; Health</li> <li>• Traditional Game - icindunu</li> <li>• Video films on fair play</li> <li>• Dilemma discussion</li> <li>• Focus group discussion</li> </ul>	
6/10/14	<ul style="list-style-type: none"> <li>• Lesson 6- Volleyball &amp; Netball skills- emphasis on equity, respect for rules, officials &amp; opponents</li> <li>• Role play – Game officials</li> <li>• Dilemma discussion</li> </ul>	E. Kalumba  C. Chisanga (Teacher)  Young Leaders
7/10/14	<ul style="list-style-type: none"> <li>• Lesson 7- Handball &amp; Basketball</li> <li>• Video film / discussions</li> <li>• Traditional Game - Isolo</li> </ul>	
8 /10/14	<ul style="list-style-type: none"> <li>• Lesson 8 – Basketball &amp; Netball</li> <li>• Role play</li> <li>• Athletics</li> <li>• interview</li> </ul>	
13 / 10/14	<ul style="list-style-type: none"> <li>• Lesson 9 – Netball &amp; Football</li> <li>• Video film / discussions</li> <li>• Traditional Game</li> </ul>	E. Kalumba  C. Chisanga (Teacher)
14/10/14	<ul style="list-style-type: none"> <li>• Lesson 10 – Hockey &amp; Handball</li> <li>• Role play</li> <li>• Focus group interview</li> </ul>	Young Leaders
15/10/14	<ul style="list-style-type: none"> <li>• Lesson 11</li> <li>• Olympic day</li> </ul>	
17 /10/14	<ul style="list-style-type: none"> <li>• Post – test pupils Questionnaire</li> </ul>	

### Interviews

Fontana & Frey (2005) identify the interview as a primary source of data collection and the most effective method of collecting data that addresses human

perceptions and opinions as this assists the researcher in comprehending “what the interviewee views as important in explaining and understanding events, patterns and forms of behavior” (Bryman, 2004:321). Kvale (1996) argues that an interview is a construction site of knowledge where two people are conversing about a theme of mutual interest and can often provide a deeper insight into the perceptions, reasons or experiences. Interviews can be classified as structured, semi-structured and unstructured. In this study face to face interviews were conducted with pupils, young leaders (peer educators), the PES class teacher, OYDC administrators, PES lectures and the Senior Education Standard Officer.

Focus group interviews were conducted at the start of the case study and at the end of the case study using semi structured interview guide. The focus group interview lasted for almost 1 hour and audio recording was used. Sarantakos (2005: 182) explains that group discussions offer information about...processes, spontaneous feelings, reasons and causes through the views of respondents. The semi-structured guide stood out as the most appropriate means of exploring the attitudes and knowledge of respondents on fair play values because it allowed the researcher to ask pre-established key questions and at the same time probe more deeply in response to interviewees’ contributions (Hitchcock & Hughes, 1989). Informal and unstructured interviews were also conducted during group discussions and dialogues at the end of the lesson especially when it involved dilemma situations and reflection activities. It is worth noting, however that the interview as a method is prone to some limitations such as being open to misinterpretation due to educational, social and cultural differences between the interviewer and the interviewees. It is also susceptible to ethical dilemmas and depends on interviewees’ openness, honesty and circumstances at that particular time. The researcher therefore, had to rely on interpersonal skills, vigilance and proficiency in conducting interviews. The researcher also used other methods to collect data in order to compliment the limitations encountered in the interview. Triangulation of the two methods of data collection is recommended because of their ability to manufacture “different perspectives on the same issues” (May, 1993:94).

## **Observations**

In trying to understand what pupils were experiencing during lessons from a researcher's perspective, the researcher became a participant observer. This is similar to Patton's (2002) ideas that, to fully understand the complexities of situational contexts of the researched, direct participation in and observation of the phenomenon of interest maybe the best research method. The researcher spent hours teaching pupils at the same time observing them as they performed different tasks. The researcher took the participant observer approach. In this kind of observation, the researcher took a low profile whereby he tried to situate himself such that his presence should have minimal or no direct influence over the situation being observed (Hammersley & Atkinson, 1998). With the help of young leaders and the P.E. class teacher who were also facilitators during lessons, the researcher had the opportunity to participant actively as a learner and observer. The researcher used structured observation because he was able to organize and plan how to go about his observations before hand. Particular interest was focused on the attitude, behaviors, experiences, actions, expressions, feelings and interactions of participants during fair play activities.

## **Document analysis**

Document review is a systematic endeavor that involves identification, collection, analysis and interpretation of relevant knowledge found there in (Sarantakos, 1998, Bryman, 2004). In this study document review was considered as a useful tool in corroborating and confirming evidence from other sources as well as providing more details in many cases. The researcher was able to write down field notes on daily basis in the diary of observable actions and experiences during the case study project. Participants were also tasked to write in their log books on daily basis reflections about their feelings, learning experiences or anything that was of interest during lessons. The information from the logbooks were mediums through which social power was expressed (May, 1993) and gave the researcher the insight of participants' learning experiences.

## **Sampling**

Sample selection is often a challenge because it involves selecting a sample from a large population of similar characteristics. However the correct sample to a larger extent depends on the goal of the study on one hand and the nature of the population under scrutiny on the other (Cohen, Manion & Morrison, 2000). Thomas & Nelson (2001) posit that a group of participants within a study are referred to as a sample. A number of different non probability sampling techniques are linked to qualitative research (Miles and Huberman, 1994) such as convenience, snowball, quota, purposive and extreme or rare cases sampling. In this case study, the researcher used convenience and purposeful sampling techniques. Convenience sampling was used in selecting participants based on the proximity to researcher's work place. The research site was the school within the University campus and could easily be accessed by the researcher. Purposive sampling was used in this study because the intention was to select a typical group of participants who were to provide insight that are mostly likely to correspond with the research questions (Silverman, 2001, Bryman, 2004). The grade 8 pupils were chosen because it was a non examination class and was taught Physical Education and Sport (PES) from January to May 2014 when the administration removed it from the school time table for grade 8 classes. The other non examination grades, 5 and 6 could not be picked because the results from pre-test questionnaire which was administered as a pilot test indicated that pupils' level of understanding of the test items was very low because of lack of competence in English. Secondly, PES in lower grades has been combined with Music, Art and Home Economics (Creative Arts) and almost not taught in most schools. Additionally, there was limited provision for lower grades to learn PES lessons in a week because other subjects in Creative Arts were taught alternatively. Only grade 8 classes had free afternoons and an arrangement was made to use the afternoons for PES lessons. The pupils in grade 5 and 6 had very limited knowledge in physical education which compelled the researcher to purposively target grade 8 pupils. The total number of grade 8 pupils was 142 and 50 pupils were randomly selected as participants to the study.

Other participants to the study who were purposively selected were the four young leaders from the Olympic Youth Development center (OYDC) who are trained

facilitators in Olympic Education and are involved in teaching Olympic values in some satellite schools and community centers. Two administrators from OYDC who are the program managers of Olympic education were also purposively sampled to provide an insight on how Olympic education curriculum could be integrated in the school curriculum. In addition, one teacher who was the PES trained teacher was included in the study because he was the one who was teaching PES before it was removed from the class time table. The sample also included a Senior Standard Officer (SESO)<sup>5</sup> for Expressive Arts (a study area consisting PES, Music and Art and Design) from the Provincial Education Office (PEO)<sup>6</sup> to make suggestions on how Olympic education could be included in the national curriculum. The two PES lecturers in colleges of education were added to the list of respondents to provide insight on how Olympic education and experiential approaches to teaching and learning could be integrated into teacher training college course content.

### **Data analysis**

To produce significant, detailed results, it is necessary for the collected data to be analyzed in a methodological manner (Attride-Stirling, 2001). Therefore, the researcher had to ensure that each interview was audio-recorded and fully transcribed in written words and analyzed in form of descriptive narration. Additionally, the researcher considered various methods of analyzing data in case studies such as pattern matching, linking data to propositions, explanation building, time series analysis, logic models and cross-case synthesis (Yin, 2003). Other techniques for analysis that were considered by the researcher were categorical aggregation and direct interpretation (Stake, 1995). In this study, the researcher opted to combine categorization of data into themes and linking data to research questions which in this case serves as propositions. Yin (2003) notes that in any case study, it is important during analysis phase to return to propositions because the practice leads to a focused

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<sup>5</sup> Senior Education Standard Officer (SESO) A senior education officer at provincial level responsible for maintaining standards and quality of teaching and learning in specific study areas

<sup>6</sup> Provincial Education Office: the Ministry of education Headquarter for the province. Zambia has ten (10) provinces and each province has its on decentralization system to monitor education delivery and standards



analysis when the temptation is to analyze data that are outside the scope of the research questions. Data analysis of this rich resources on the other hand is based on examining, categorizing and tabulating evidence to assess whether the evidence supports or otherwise the initial propositions or research objectives of the study. The other technique that was used to analyze data collected through a questionnaire was quantitative technique using the Statistical Package of Social Science (SPSS) software. Responses from the questionnaires were coded into the SPSS in order to enable the researcher to generate frequency tables, charts and diagram which summarized the findings. In this way the data underwent the process of triangulation, that is converging data in the analysis process which gives strength to the findings as the various strands of data are braided together both qualitatively and quantitatively to promote a greater understanding of the case. All this was done in an effort to address the research questions in the study.

### **Ethical issues**

Silverman (2001: 200) argues that before qualitative methodology uses the views and opinions of people, it is vital that a study identifies “not only the values of the researcher but the researcher’s responsibilities to those studied”. This is important in case studies dealing with human beings especially when using interviews as a way of collecting data because extreme care must be taken to avoid any harm to them (Fontana & Frey, 2005). The researcher made an effort to brief the head of the institution and the respondents about the case study, the procedures and methods of collecting data, the methods of teaching and the content to be covered. They were told that participation was voluntary and their rights would be protected according to the laws of the land. The administration scrutinized the research plan and approved it because it was purely educational. The respondents were assured that their responses would remain confidential and only to be used for academic purposes.

### **Summary of the research methodology**

This chapter discussed the research paradigm which was largely a qualitative interpretive case study though quantitative methods of data collection and analysis were also used. The case study was used as a research method and a teaching /

learning project for grade 8 pupils using experiential teaching strategies. The researcher used the multiple data collection methods linked to case studies such as the questionnaires, face to face interviews, focus group discussions, participant observation and review of field notes recorded in daily respondents' logbooks and the researcher's own notes. The study used convenience and purposive sampling techniques to select the research site and the sample respectively. Data analysis process was mainly descriptive using theme narration and descriptive statistics in form of frequency tables, charts and diagrams.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS, ANALYSIS AND DISCUSSION OF RESULTS**

#### **Introduction**

This chapter represents the findings as per research questions outlined in chapter one and the research methodology used in chapter three. The qualitative data were summarized using descriptive theme narrative reports while quantitative data were presented in frequencies, percentages, tables and charts. The researcher analyzed the findings and evaluated the results of the findings by considering the pre and post test responses by respondents to the questionnaires, pupils' learning experiences during the case study project, researcher's observations and experiences, responses from other respondents and the information from the literature review. The presentation of the findings, analysis and discussion of the findings were presented strictly in relation to the research questions in order for the researcher to make informed judgment about each research question.

#### **Appropriateness and effectiveness of experiential approaches to teach Olympic values of fair play in the Zambian cultural context**

One of the subsidiary research questions was aimed at finding out as to whether experiential approaches to teach Olympic values of fair play were appropriate and effective in the Zambian cultural context. The researcher gathered the evidence from pupils' responses, pupils' learning experiences, young leaders' responses and teaching / learning experiences, class teacher's teaching / learning experiences and responses as well as observations and experience of the researcher during the entire period of the research project.

#### **Pupils' responses and experiences**

Pupils were quick to notice the different approaches that were introduced at different stages of the lessons. This was indicated in their logbooks where most pupils were able to mention such strategies like dance, role play, discussion, physical activities and participation as some of the activities they liked. One pupil wrote that

*“Mr. Jason (young leader) surprised me with the funny way he was introducing the activities. I enjoyed the activity where I was given the role of officiating because it was my first time for me to exercise authority over my friends”.*

The other one wrote, *“There were no dull moments because we were given different exciting activities to do”*. This was consistent with some of the responses pupils gave during individual and focus group interviews. When pupils were asked to mention some activities that they did that made their learning interesting, they mentioned activities such as watching video films which generated a lot of arguments during discussions, fun game movements, discovering new ways of dealing with activities, playing the roles of officials, dancing, playing traditional games and then making reflections about them. During focus group interviews pupils appreciated the idea of learning using different methods of teaching because it gave them chance to express themselves in different ways. When they were asked to express their thoughts about the idea of discussing after each activity, pupils were so happy with the approach. One pupil had this to say;

*“When we just play during PES lessons we do not address the ‘why’ part of the activities. We were given chance to discuss our own behaviors, actions, experiences during the lessons and we discovered that we sometimes do wrong things and hurt our friends in the name of playing and participating in sports”.*

The other pupil added that *“our teachers allowed us to participate freely and this gave us confidence to express ourselves freely. I was shy to mix freely with boys but the nature of activities allowed us to mix, I just find myself playing and discussing together”*. When they were further asked to explain why it was important to discuss after an activity, pupils gave reasons such as; it helps to remember the activity, we are able to look back at our own course of action and experiences, makes us to reason and discover new and better ways of doing things. Some pupils noted during the focus group interviews that they were accorded chance to do most things practically. Even the discussions were coming out of what they experienced practically. One of the pupils gave an example and explained that *we were given roles*

*to play as officials and then we were tasked to solve a very difficult situation or resolve a conflict fairly emanating from a game or video clip.*

From the above experiences and responses from pupils we can deduce that pupils were positively impacted by the new teaching strategies. The researcher applied action-regulating strategies to increase pupils' knowledge about fair play and influence moral attitudes using the various experiential learning strategies. Hands on experiences gave pupils real sporting experience which may not have been possible if it was solely competitive. Reflections on fair play activities was vital in the experiential learning strategies because each pupil was given chance to reflect on his / her own personal action which helped pupils to evaluate themselves and improve on their sporting behavior. Coupled with conversation and role play, pupils were able to express their opinion and disapprove unfair sporting tendencies. Pupils were able to put themselves in other peoples' shoes for example as referees and were able to learn to see things from the other's point of view. The evidence from pupils appreciating the way lessons were delivered and the variety of activities they were exposed to, gave the researcher some ideas that the experiential approaches were appropriate and effective for pupils at this school to learn fair play value.

### **Facilitators' responses and experiences**

The four young leaders and the class teacher who were facilitators in the case study project and directly involved in teaching were interviewed to establish the appropriateness and effectiveness of the experiential approaches to teach Olympic values of fair play. When they were asked to explain their teaching and learning experience with the pupils, all of them expressed satisfaction and confirmed that it was a wonderful experience. The class teacher (Chisanga Clive) confessed that it was his first time in his 10 years teaching experience as a teacher of PES to see so much interest, interaction and enjoyment from pupils. In his own words he was quoted saying

*"I'm privileged to be part of this research project because it has given me a rare opportunity to acquire new approaches to teach pupils physical education in a more exciting way. I'm elated to see my pupils so happy and absorbed in learning new things. You can*

*see pupils are not even ready to stop, they just want to continue with the activities”* (interview conducted on Wednesday, 8<sup>th</sup> October 2014).

One of the young leaders (Daka Joseph) explained that the new teaching strategy was unique because it was planned in such a way that pupils were given chance to reflect and reason critically concerning their course of action after the activities, giving them an opportunity to change their actions or behaviors if they find it inappropriate. When they were further asked to explain the teaching strategies that pupils liked most, they were able to mention dance, problem solving, dilemma dialogue which generated a lot of arguments and video clips followed by discussions. The facilitators were asked to explain why they thought the teaching strategies seemed to be effective to teach Olympic values and in response, they gave reasons such as high pupil involvement, pupils’ hands on experience, pupil involvement in problem solving and resolving conflicts, fun and enjoyment and observable change in attitude and behavior.

### **Researcher’s experience and observation**

The researcher being a participant observer noted and experienced a lot of things during the implementation of the study. The introduction of dance and traditional games helped the pupils to quickly adjust because Zambian children like dancing though aerobics was a bit different from the usual Zambian dances. However, the researcher used the Zambian music which had rhumba rhythm enjoyed by Africans. The traditional games were so exciting to pupils who were able to relive their childhood experience. What made them even more interesting were the discussions based on critical analysis of the games which helped them to discover new aspects of the games as learning tools of social behavior. In the field notes the researcher noted that *“Pupils were so excited and participated in the lessons with so much fun. The gender barrier between boys and girls which was earlier exhibited at the start, quickly melted away. Both the facilitators and the pupils were interacting freely as mere friends. The funny movement activities introduced by Jason (young leader) eased the tension among participants and encouraged social interaction”*.

The principle of active learning was demonstrated by pupils’ engagement in different activities. In one of the lessons, pupils were divided into four groups, one

group was tasked to play netball, the other group was tasked to identify unfair play behaviors of team players, the other group was tasked to identify fair play behaviors of team players. The fourth group was given the task to officiate the game. At the end of 15 minutes of play, pupils reported and discussed their experiences. It was the reflection part of the lesson which seemed to be new and interesting to the pupils. Pupils learnt to debate and criticize each others actions with a view of changing their behaviors. One pupil was quoted saying

*“At first I felt bad because of the criticism I was subjected to by my friends over my selfish and boastful behavior I displayed in the game because I was a better player than most of my friends but later I learnt to appreciate the efforts of others and became more willing to help them to improve and work together as a team”.*

The researcher observed that pupils’ attitudes and behaviors were slowly changing and the words unfair or fair play were frequently used during the lessons to describe what they perceived to be fair or unfair. The researcher also observed that pupils were quite creative in the way they were able to overcome some challenges. For example during the traditional game Nsale Nsale (choice game) pupils were faced with the challenge of overcoming the issue of discrimination which was identified as an unfair element of the game. Pupils devised a new approach to the game by picking a partner based on common features like having the same colors in the attire rather than basing a partner’s selection on looks or status. This was a friendly criteria of choosing and created no hard feelings on anyone who was left out because of not having any common color in the attire matching with the rest.

From the findings, we can deduce that experiential teaching strategies were appropriate and effective in teaching fair play values in the Zambian school at Chalimbana primary school despite the differences in culture. All the respondents attested to the fact that the various teaching strategies that were employed were appropriate both to the learners and the teachers. This was seen by the active involvement of pupils in their own learning, the excitement and fun that was generated during the lessons and the observable change of behavior experienced by learners. Teachers found the teaching strategies user friendly, motivating and flexible to apply in many learning environments. The immediate impact of the teaching methodologies

were enjoyment, fun, freedom of expression, pupils' active involvement, maximized social interaction, change of attitude and skill development. Therefore experiential approach could be applied in many situations, environment, in diverse cultures and to learners from different backgrounds.

### **Effects of experiential approaches to teach fair play values on children's attitude and behavior**

#### **Honesty and integrity**

Pupils were asked to indicate whether it was a good practice and acceptable for a coach to instruct a player to fake an injury to delay the game and reduce on playing time so that they could maintain a lead and eventually win. The pre-test responses are shown in the bar chart below

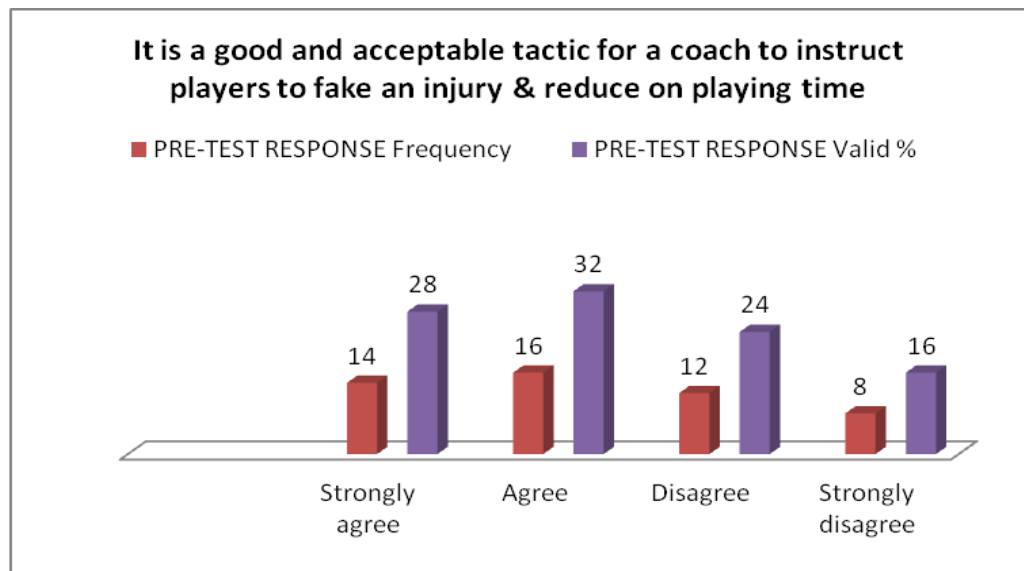


Fig. 1: Pre-test result

The pre-test responses showed that 14 pupils representing 28% of 50 respondents (pupils) strongly agreed and 16 pupils representing 32% agreed to the statement. Out of 50 respondents 12 pupils (24%) disagreed and 8 pupils (16%) strongly disagreed. Therefore more pupils were in favor of the idea of coaches instructing players to win games using unfair means. In total, 30 pupils out of 50 representing 60% agreed to the statement while 20 pupils representing 40% were not in agreement.



A post-test was conducted after 4 weeks teaching project

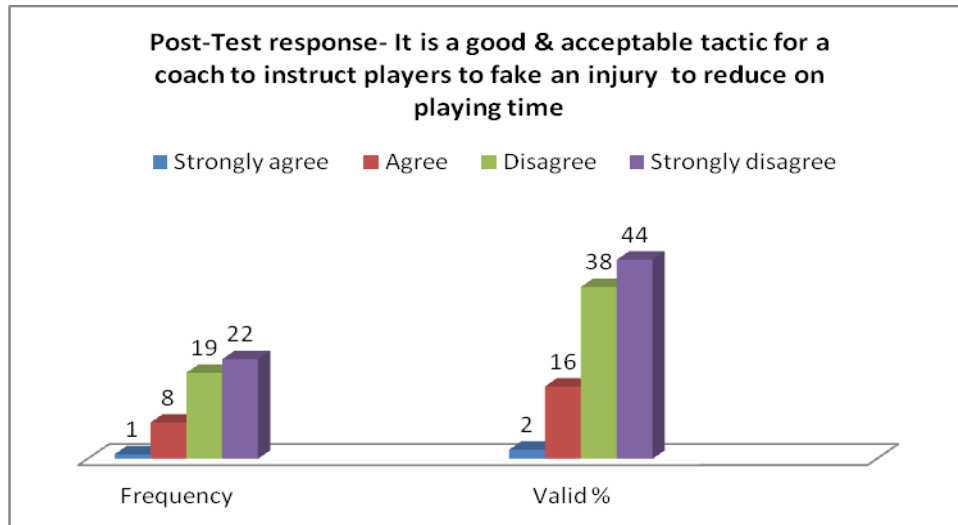


Fig. 2: Post-test result

The results indicated that 1 pupil (2%) strongly agreed and 8 pupils (16%) agreed to the statement while 21 pupils (42%) disagreed and 18 pupils (36%) strongly disagreed to the statement.

A total of 9 pupils out of 50 pupils representing 18% of the respondents were in favor of the statement while 41 pupils representing 82% of the respondents disagreed with the statement. The results showed a significant shift of attitude and behavior from the earlier held notion before the teaching intervention. Before the intervention, 30 pupils out of 50 representing 60% of the respondents held the notion in support of the statement while 20 pupils representing 40% were not in favor of the statement as indicated by the pre-test results. However, the post-test results indicated a marked reduction of pupils in support of the statement from 30 to 9 pupils and an increase in the number of pupils against the statement from 20 pupils (40%) to 41 pupils (82%). There was a significant gain of 21 pupils (42%) who changed their position from the earlier held notion indicating a change of attitude and behavior. The post-test results provide us with evidence to deduce that the fair play teaching project positively impacted on pupils' attitudes and behavior.

Pupils were asked to respond to another statement that assessed their values on honesty and integrity in sports. The researcher wanted to find out the views of the

pupils on whether it was acceptable or not for one to bend the rules of the game to gain advantage of the other team.

**Statement: In sports it is acceptable that one can bend the rules of the game to gain advantage of the other team**

The pre-test and post-test results showed the following results as indicated in the tables.

<b>Value Label</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percentage</b>
Strongly Agree	7	14	14
Agree	21	42	56
Disagree	12	24	80
Strongly Disagree	10	20	100
Total	50	100	

Table.1: Pre-test results

The results indicated that 28 pupils out of 50 representing 56% of the respondents were in support of the idea of some one (probably the official) to bend the rules in order to gain advantage of the other team while 22 pupils representing 44% of the respondents were against the idea. This meant that more than half of the respondents saw nothing wrong in gaining advantage over the other team if the official misapplied the rule to their advantage.

Value Label	Frequency	Percent	Cumulative Percentage
Strongly Agree	2	4	4
Agree	8	16	20
Disagree	24	48	68
Strongly Disagree	16	32	100
Total	50	100	

Table 2: Post- test results

The post-test results showed that 10 pupils out of 50 pupils still held the notion that it was acceptable to bend the rules to gain advantage of the other team while 40 pupils could not agree with the idea. We therefore, see a significant change of attitude by pupils with an additional of 18 pupils changing their attitude and taking a stand against unfair practice of dishonesty in sports competition.

The use of drugs in sports is an issue of great concern in sports circles which has contributed to eroding of fair play values. The researcher wanted to find out the views of pupils in relation to the use of drugs in sports as a way of enhancing their performance. Pupils were asked to respond to the statement **“I would take drugs if it will help me not to get tired and gain more strength in a game”**. The pre-test results from the questionnaire showed that 3 pupils strongly agreed and 20 pupils agreed to the statement, while 14 pupils disagreed and 13 strongly disagreed. This was out of 50 pupils who participated in the research study. This showed that a good number of pupils believed that drugs could be used in sports to enhance performance. This could be a result of wrong models from peers and street stories about the potency of drugs in enhancing performance. After the curriculum intervention, a post-test was taken and the results showed that 3 pupils (6%) strongly agreed, 6 pupils (18%) agreed to the statement while 19 pupils (38%) disagreed and 22 pupils (44%) strongly disagreed. The results showed a positive impact on pupils’ perception and attitude towards the devastating effects of drugs. At the end of the curriculum intervention, out of the 23 pupils who had agreed to the statement in the pre-test only 9 pupils remained in support of the idea of using drugs in sports to enhance their performance. The results could also

suggest that out of the 9 pupils, some may be involved in drug taking and see nothing wrong in using drugs. In Zambian traditional society, some parents use marijuana (Ichamba<sup>7</sup>) to enhance their performance in manual work especially in farming. Therefore, they act as role models to their children who may decide to follow their lifestyles. In addition, due to high unemployment levels among the youths most of the youths spend their lives on the street as street kids and involve themselves in taking illegal drugs such as marijuana. Some school going children admire street kids because of their courage and tough life they experience as homeless children and imitate their lifestyles.

When pupils were asked to respond to the statement which suggested whether or not it was acceptable for a player to deny having handled the ball in the penalty area during a football game to avoid being scored, 9 pupils representing 18% strongly agreed, 20 pupils representing 40% of the 50 respondents agreed to the statement while 11 pupils representing 22% disagreed and 10 pupils representing 20% strongly disagreed. Therefore a total of 29 pupils (58%) out of 50 pupils were in support of the idea of cheating in order to avoid loss and disadvantage the other team while 42% were against such a practice. The bar chart below illustrates the results of the pre-test questionnaire responses.

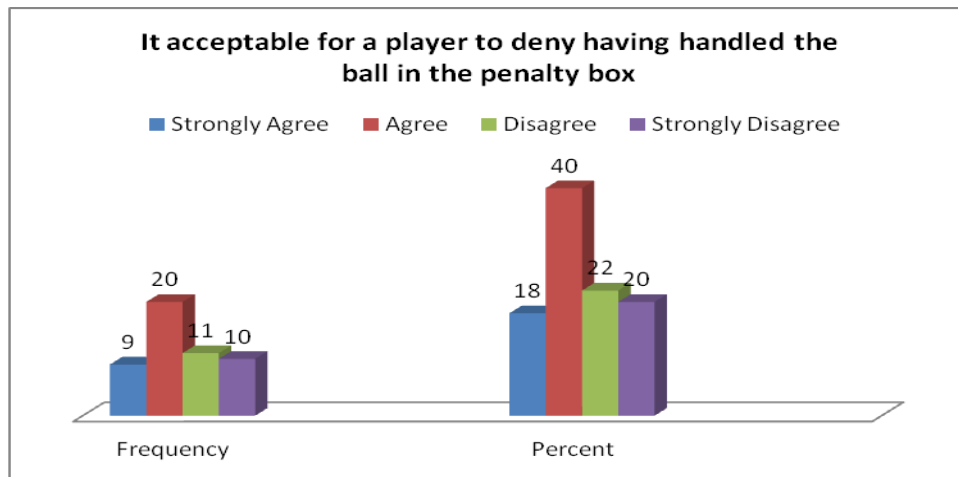


Fig. 3 Pre-test result

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7. Ichamba local name in Bemba language for the type of marijuana grown illegally in villages and used by some people as performance enhancing drug

The same pupils were made to respond to the same statement after four weeks curriculum intervention by engaging in fair play lessons. The results indicated a significant change in their perception towards cheating. The results are illustrated in figure 4 below.

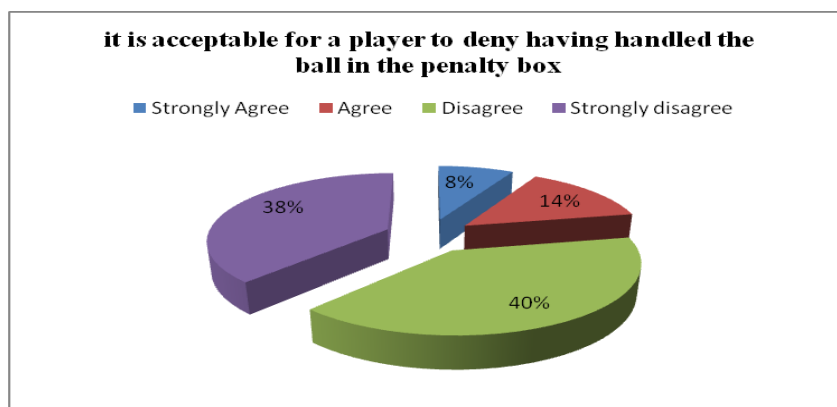


Fig. 4 Post-test results

Four (4) pupils representing (8%) strongly agreed and seven (7) pupils representing (14%) agreed out of 50 pupils that responded to the statement. Conversely, twenty (20) pupils representing 40% and nineteen (19) pupils representing 38% of the pupils disagreed and strongly disagreed respectively to the statement which encouraged players to deny having handled the ball in the penalty box.

The results also indicated a marked change of attitude and behavior by some pupils from their earlier view of cheating to gain advantage to a new perception of honesty in sports. This meant that pupils were no longer ready to sacrifice their honesty and integrity at the expense of winning by default or cheating.

The pupils were again tested in the component of honesty in sports. They were asked to give their views on the issue of using over aged players in order to win in a crucial cup final by the coach. Pupils were asked whether or not it was acceptable for a coach to use over aged players in order to win. The results in the pre-test showed that 5 pupils representing 10% of the total respondents strongly agreed and 19 pupils representing 38% agreed while 12 pupils (24%) and 14 pupils (28%) disagreed and strongly disagreed respectively to the statement. Conversely, when pupils were accorded an opportunity to respond to the statement after the four weeks learning experience, some changed their views towards cheating, an indication of change of attitude. The results indicated a significant gain in the number of pupils who were against the idea of

using over aged pupils to play in the cup final at the expense of young team players. Out of 50 respondents, 5 pupils (10%) strongly agreed and 5 pupils (10%) agreed to the statement while 16 pupils (32%) and 24 pupils (48%) were opposed to the idea, disagreed and strongly disagreed respectively to the statement. It could also be observed that of all the six statements related to cheating, this was the only statement where pupils in support had low scores in the pre-test. This could be due to the fact that young players are not given chance in school teams but older pupils are preferred to young ones even when the competitions is for under 14 years pupils. The overwhelming response against the use of over aged players was a protest and those who were in support were the over aged pupils who were 16 years and above.

From the above findings it was observed that the pre-test responses by pupils revealed pupils' weak stance towards cheating. Above 50% of the respondents were in a compromised state to cheat and gain unfair advantage over their friends. Cheating in sports was seen as a normal practice that was well established in the minds of pupils. However, after the intervention, above 60% of the pupils changed their attitudes and behaviors towards cheating and dishonesty in sports. Most of the respondents appreciated the importance of honesty in sports and winning or losing with honor. Their experience, actions during lessons was reflected in their post-test responses.

### **Respect for rules**

The researcher wanted to find out on the attitude of pupils towards sports rules. The pupils were asked to respond to the statement which was suggesting whether it was acceptable or not for some one to bend the rules of the game to gain advantage of the other team.

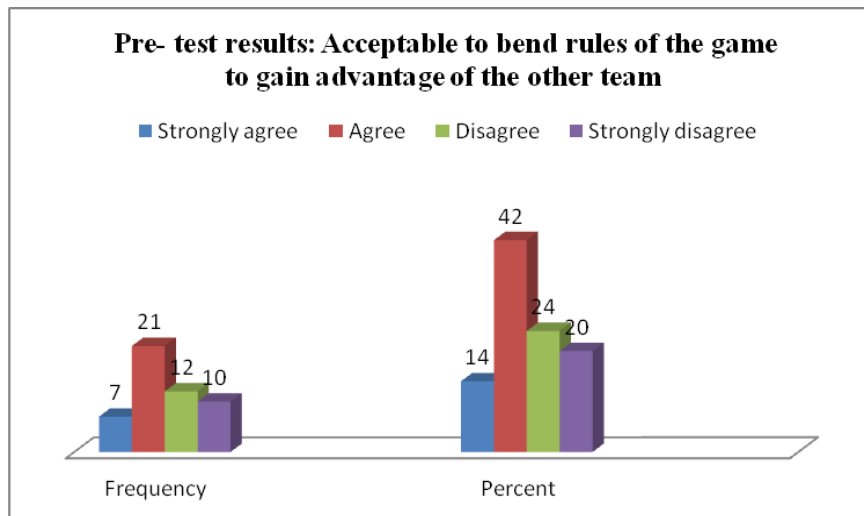


Fig. 5 shows Pre-test results

The pre-test results indicated that 7 pupils representing 14% of the respondents strongly agreed to the statement and 21 pupils representing 42% of the respondents agreed to the statement. Conversely, 12 pupils representing 24% and 10 pupils representing 20% of the respondents disagreed and strongly disagreed to the statement respectively. The results showed that 28 pupils out of 50 pupils representing 56% were in favour of the idea of bending the rules of the game to gain advantage of the other team while 22 pupils representing 44% of the respondents were against the idea. The result coincide with one of the study where it was found that 84% of teenage soccer players reported that they would deliberately foul an opponent to keep her or him from scoring (Raspberry, 1998). The results showed lack of respect for the rules among some respondents an indication that fair play values could not be valued in such an environment.

A four weeks curriculum intervention was conducted in form of fair play lessons. A post-test was later conducted and the results for the post-test questionnaire responses are represented in the fig.6 below.

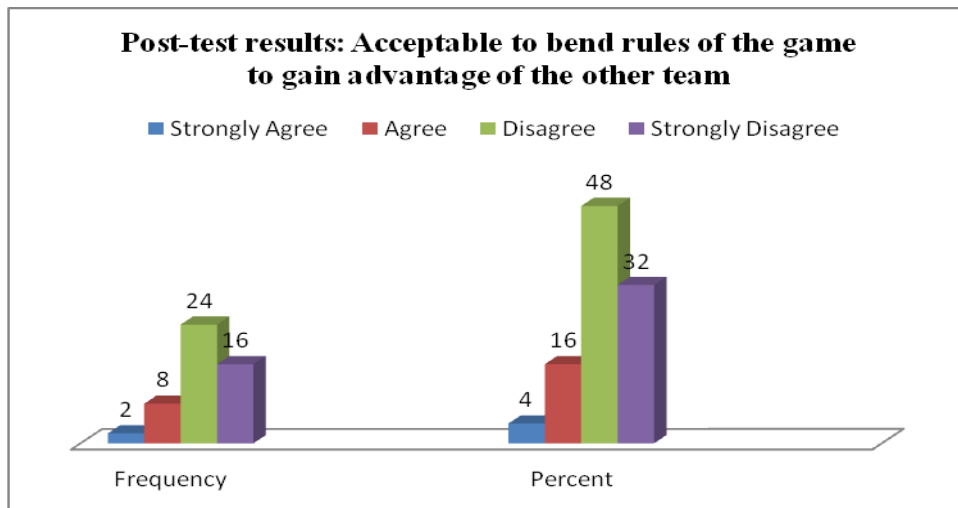


Fig. 6

Results showed that 2 pupils representing 4% of respondents strongly agreed and 8 pupils representing 16% of the respondents agreed to the statement. Conversely there was a marked increase in the number of respondents who were against the idea of bending rules to favour one team and gain advantage with 24 pupils representing 48% and 16 pupils representing 32% of the respondents disagreeing and strongly disagreeing to the statement respectively. Therefore a total of 80% of the respondents were against the idea of bending the rules after the curriculum intervention.

When pupils were asked to state whether it was possible for a team or player to do well and win if rules are strictly followed. A good number of the respondents were not in favour of the idea of strictly following the rules of the game in order to win.

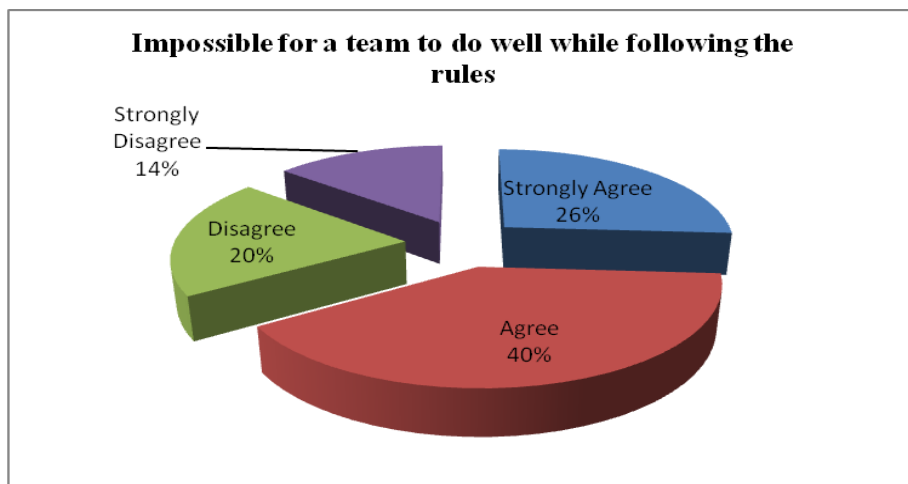


Fig. 7 Pre-test results



Out of 50 respondents, 13 pupils (26%) and 20 pupils (40%) strongly agreed and agreed to the statement respectively. On the other hand 10 pupils (20%) and 7 pupils (14%) disagreed and strongly disagreed to the statement respectively. In total 33 pupils (66%) of the respondents believed that it was impossible for a team or player to do well while strictly following the rules of the game. To them, rules often disadvantaged and limited their abilities to perform to their best. From the results we could deduce that 66% of the respondents had less or no regard for the rules of the game and could easily flout them in order to gain unfair advantage and win using unfair means.

After the curriculum intervention, the 50 respondents were asked to respond to the same statement. There was a significant change of views among respondents.

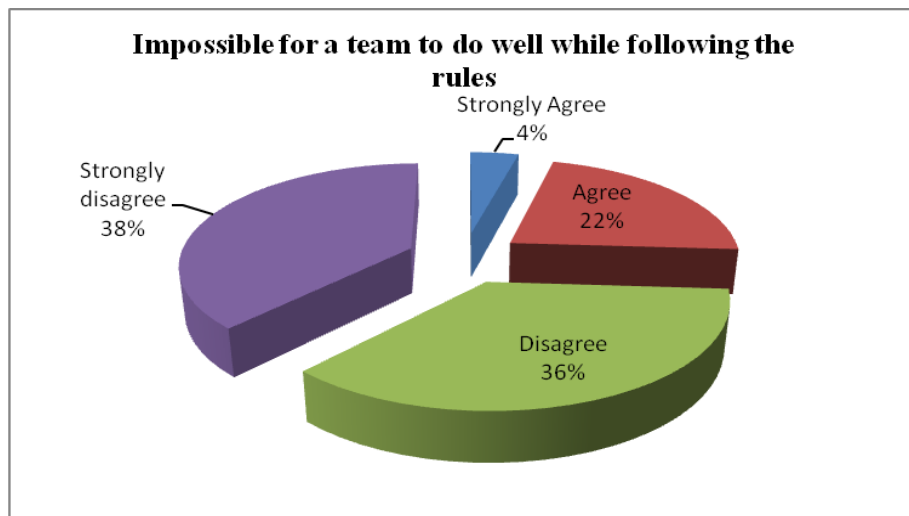


Fig. 8 Post-test results

Out of 50 respondents, 2 pupils (4%) strongly agreed and 11 pupils (22%) agreed with the statement while 18 pupils (36%) disagreed and 19 pupils (38%) strongly disagreed with the statement. From the post-test results we can deduce that the intervention positively impacted on the respondents' attitudes and behaviors towards rules of games. The post-test results are shown in fig. 8

From the research findings, it was established during the pre-test that over 60% of the respondents had less or no regards for game rules which could be translated into unfair play attitudes and behaviors. This was evidenced by pupils' resistance to follow simple instructions at the beginning of the research project. For almost one week pupils had difficulties to adjust and respect the rules of the games that were introduced. Some pupils had exaggerated behavior and used to treat others unfairly

especially when they were left alone to do certain group tasks. Some girls were complaining of the behavior of Brian who used to tease them and took advantage of them because they were girls. However, after three weeks of learning, pupils started responding well to instructions and were able to point out unfair display of behavior or attitude in a game or discussions. Brian was sometimes given responsibilities to judge and identify unfair experiences in a game which helped him to change. The post-test results agrees with results from a series of studies conducted by Gibbons and her colleagues when they evaluated the Canadian initiative, Fair Play for Kids. The program was focused on respect for rules, respect the officials and their decisions, respect your opponent, equal chances to participate and self control. The results showed that experimental groups scored significantly higher measures of moral development than the control groups that were not exposed to such instructions (Gibbons & Ebbeck, 1995; Gibbons, Ebbeck & Weiss, 1995). The post-test results provide evidence to deduce that the lessons on fair play had positively impacted on pupils' views to respect the rules of the game.

This however, contradicts the research findings where it was discovered that high school students involved in sports cheat in school at a higher rate than their non sports classmates. This was in a case where nearly two thirds (65%) of the boys and girls participating in sports cheated in an exam in comparison to 60% of the total high school population. The results were based on a 2006 Josephson Institute survey of 35 000 students. (Josephson, 2007). The result from this survey demonstrated the weakness of school sports which emphasizes more on winning at all cost using even unfair means such as cheating at the expense of honesty. Contrary to unfair sports practices, Olympic education promotes values of honesty, integrity, fair competition, participation in sports for enjoyment and fun rather than winning at all cost. This was the focus of the project and the results showed a positive impact on pupils' values of good sportsmanship.

### **Respect for officials, opponents and team mates**

The researcher wanted to know the views, attitudes and behaviors of the respondents concerning one of the component of fair play, that is respect for officials, opponents and team mates. When the 50 respondents were asked to respond to the

statement which was suggesting that it was acceptable for the player to protest or argue with the official when a referee or sports official makes an error and wrongly penalize you, most of the respondents responded in the affirmative. The results are diagrammatically presented in fig. 9

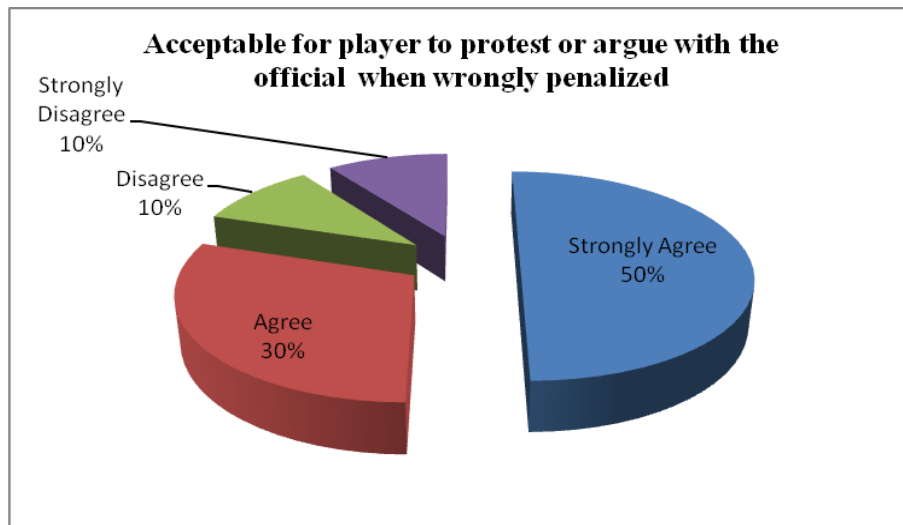


Fig. 9 Pre-test results

25 pupils (50%) out of 50 pupils strongly agreed and 15 pupils (30%) agreed to the statement. In total 40 pupils out of 50 pupils accepted the idea of a player arguing with the referee if that player was wrongfully penalized. Conversely, 5 pupils (10%) disagreed and an additional 5 pupils (10%) strongly disagreed to the statement.

When the 50 respondents were asked to respond to the same statement after 4 weeks curriculum intervention in form of lessons on fair play, the results showed a significant change of views, attitude and behavior which could be attributed to the lessons and experiences they went through during the research project. The results are shown in fig. 10

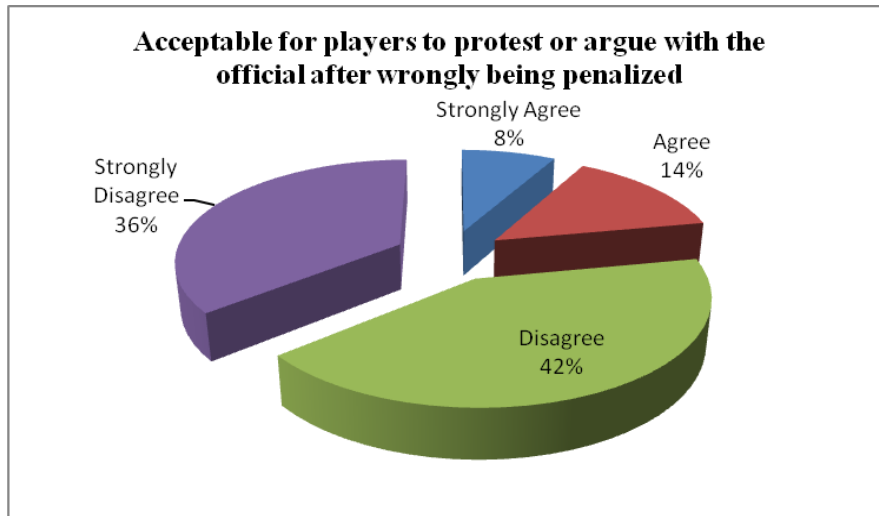


Fig. 10 Post-test results

Out of 50 respondents 4 pupils (8%) indicated a strong agreement to the statement and 7 pupils (14%) agreed to the statement. Conversely, 21 pupils (42%) disagreed and 18 pupils (36%) strongly disagreed with the statement. This could simply mean that 39 pupils representing 78% out of 50 pupils saw the importance of respecting the officials despite the decision that might be meted against them erroneously.

Pupils were requested to state their views on the issue connected to respect of opponents. When they were asked to state whether it was acceptable and part of the game for supporters to sing songs that demean their opponents when their team has won, most of the respondents responded in the affirmative.

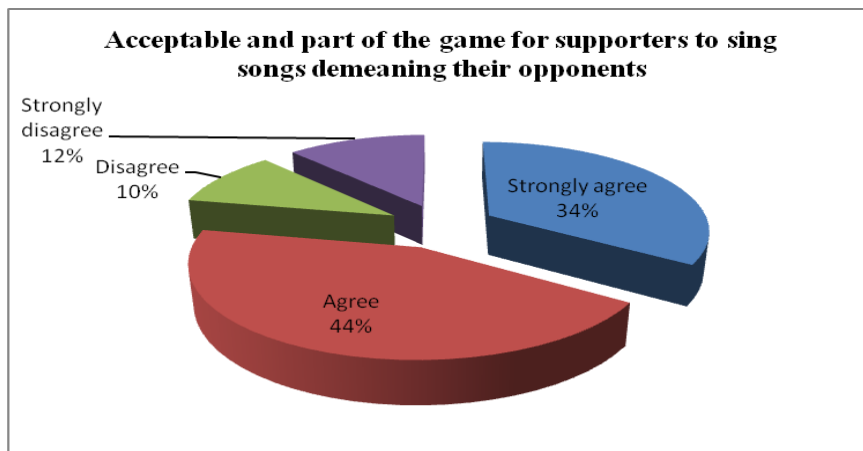


Fig.11 Pre-test results

Of the 50 respondents, 17 pupils (34%) strongly agreed and 22 pupils (44%) agreed and supported the notion of singing mockingly, demeaning their opponents. In the

Zambian context, this is the common feature in school sports. Pupils compose songs to boost the morale of their players at the same time demean their opponents. One pupil attested to this fact when she was interviewed when she explained that *morale boosting songs are part of the game. This is what makes the game and without such songs you cannot enjoy the game. The losers should be ready to be mocked.* There is a strong belief among Zambian school going children that singing and dancing is what constitute competitive school sport and defeated opponents deserves to be ridiculed and mocked. The pupils were able to display a win-at-all-costs mind set which was expressed in the pre-test responses. Out of 50 pupils only 5 pupils (10%) disagreed and 6 pupils (12%) strongly disagreed to the statement.

However, when the same respondents were asked to respond to the same statement after the intervention, there was a significant shift of views and attitude towards mockery singing.

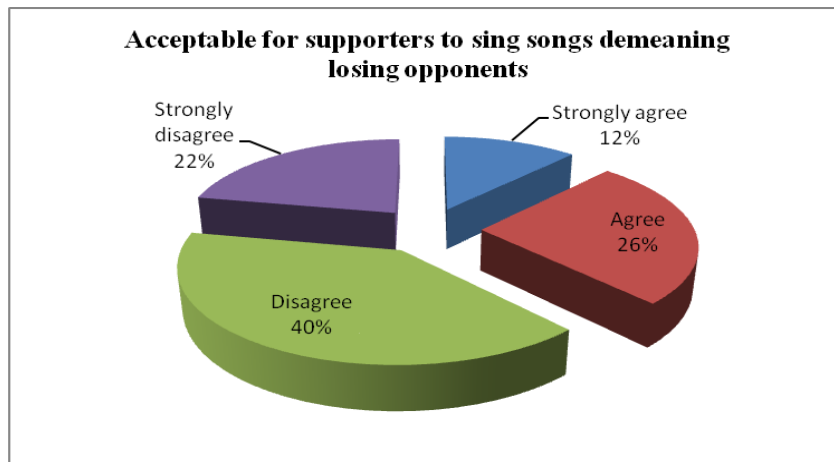


Fig. 12 Post-test results

Out of the 50 pupils, 6 pupils (12%) and 13 pupils (26%) maintained their views about mockery singing and strongly agreed and agreed to the statement respectively. Conversely, 20 pupils (40%) and 11 pupils (22%) disagreed and strongly disagreed to the idea of singing songs that could demean their opponents. A total of 31 pupils (62%) out of 50 pupils made a stand against demeaning opponents through songs. This was as a result of cooperative games and team spirit lessons, dilemma activities and experiences that they went through which taught them to be supportive in times of winning or losing. One pupil remarked during the dialogue session. *It is important for all of us to know that sport is not all about winning but to participate and enjoy*

*playing the game. When we compete we should compete as friends and not enemies.* However, some pupils were not so convinced and could not easily change their position because mockery singing was an acceptable norm in school sports competition. The results are shown in fig. 12 above.

When pupils were further asked to express their views concerning the statement that wanted to find out whether or not, it was acceptable for players after scoring to mockingly dance in front of their opponent as they celebrate the goal, most of the pupils responded in the affirmative. The pre-test results are presented in the pie-chart in fig.13

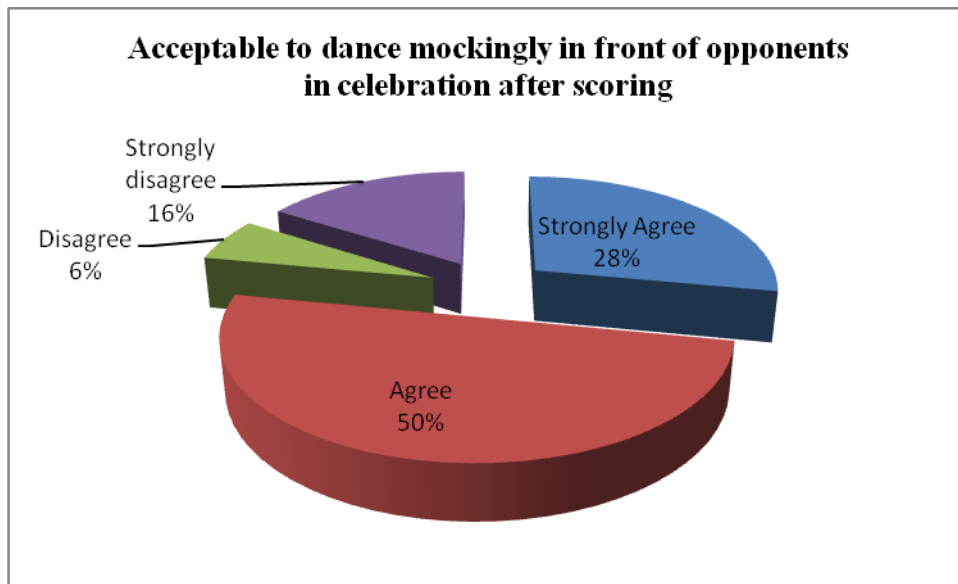


Fig. 13 Pre-test results

The pre-test results showed that 14 pupils (28%) and 25 pupils (50%) out of 50 pupils strongly agreed and agreed respectively to the statement. This again is a reflection of the belief system in Zambian context as far as school sports competition is concerned where pupils and players believe that opponents in sports are enemies who deserves to be defeated at all cost and demeaned as a sign of superiority over vanquished opponents.

A post- test results showed a significant change of pupils' views and attitude towards treating their opponents as subjects of abuse. The pie-chart in fig. 14 summarises the results

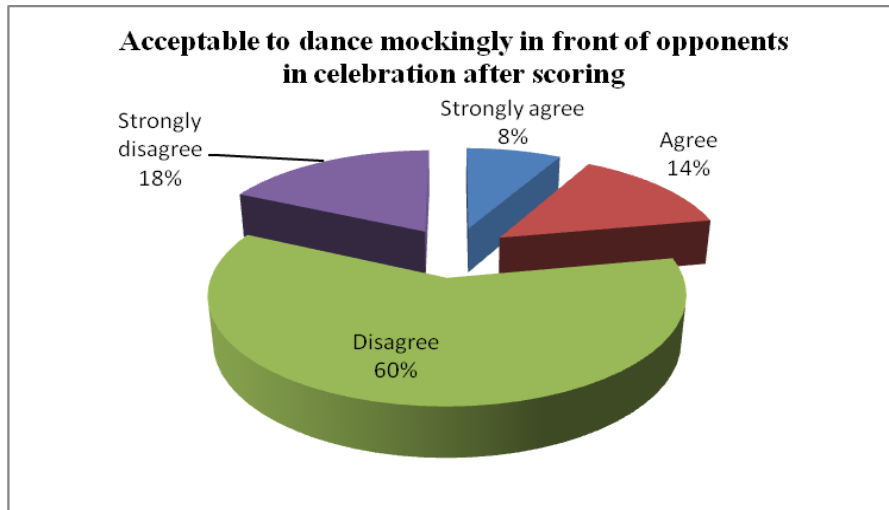
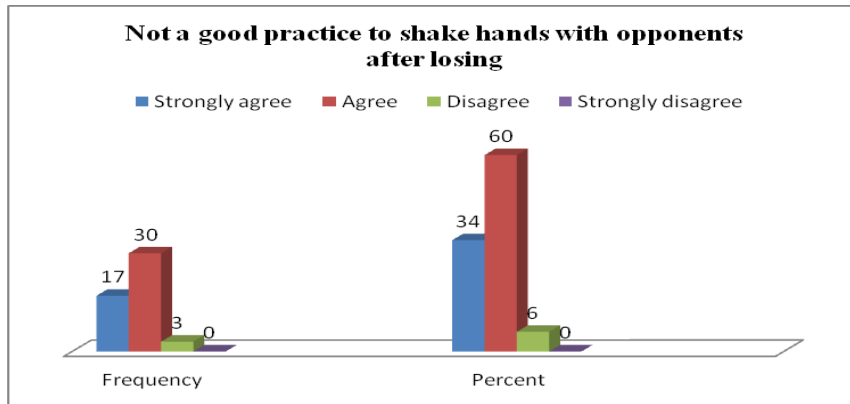


Fig. 14 Post-test results

Out of 50 pupils, 4 pupils (8%) and 7 pupils (14%) maintained their position and strongly agreed and agreed respectively to the statement. Conversely, 30 pupils (60%) and 9 pupils (18%) disagreed and strongly disagreed respectively to the statement. In total 39 pupils (78%) out of 50 pupils were not in favour of players dancing mockingly in front of opponents as opposed to the earlier position where 78% of the pupils were in support of the action. From the post-test result we can deduce that the fair play intervention program had to a large extent positively impacted on pupils' behaviors towards respecting opposing teams.

A further investigation was conducted to find out the kind of views and attitude pupils had in respect of showing respect and friendship to opponents. The respondents were asked to respond to the statement suggesting that it was not a good practice to shake hands with your opponents after you have lost the game. The results are shown in the bar-graph in Fig. 15



The pre-test results showed that 17 pupils (34%) and 30 pupils (60%) out of 50 pupils strongly agreed and agreed respectively to the notion of not shaking hands with opponents who could have defeated you in a game. Pupils have been initiated in beliefs that regards opponents as enemies and shaking hands is a sign of being compromised with your enemy. One pupil remarked during a reflection session when the pupils were discussing on the issue of shaking hands after watching a video showing football players shaking hands after the game “ *Our sports teacher always emphasize to us that friendship is not on the pitch but outside. Even your brother or sister is considered an enemy in a competition as long as he or she is in another camp*”. Therefore pupils demonstrated their strong belief concerning the issue of shaking hands with opponents.

A post-test was later conducted after a fair play intervention project and the results showed a significant change in pupils’ attitudes and views concerning how the treat their opponents.

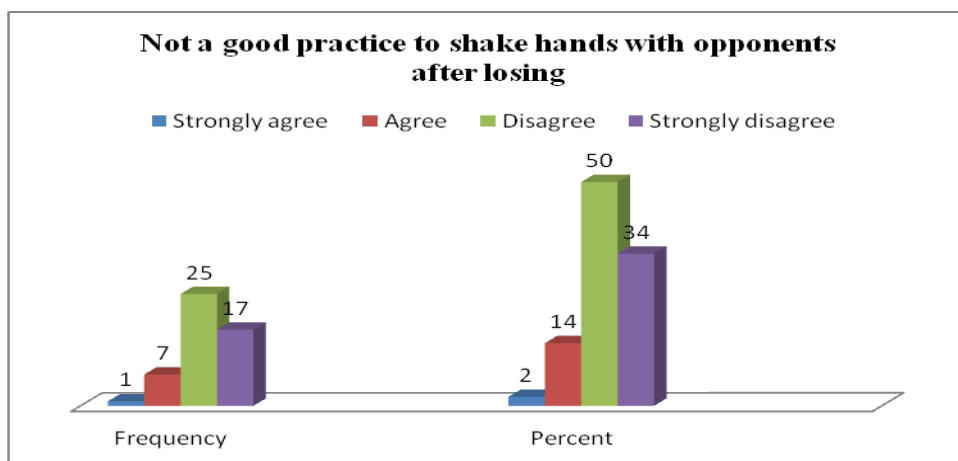


Fig. 16 Post-test results



1 pupil (2%) still strongly believed that it was not a good practice to shake hands with opponents while 7 pupils (14%) simply agreed to the statement. Conversely, 25 pupils (50%) disagreed and 17 pupils (34) strongly disagreed respectively to the statement. Pupils were exposed to various experiences during the project where they were supposed to break barriers to friendship and respect between competing teams. Therefore we can deduce that fair play lessons and experiences positively impacted on the pupils who acquired new values of respect for opponents. The bar chart shows the results.

The researcher wanted to find out about the perception of pupils on how they can treat erring teammates. When the pupils were asked to respond to the statement suggesting whether it was sometimes necessary to shout at a teammate who was not playing well, 9 pupils (18%) and 20 pupils (40%) out of 50 pupils responded in the affirmative by strongly agreeing and agreeing respectively to the statement thus supporting the notion of shouting at a teammate who was not playing well. The other 12 pupils (24%) and 14 pupils disagreed and strongly disagreed respectively to the statement. The pie-chart shows the results of the pre-test.

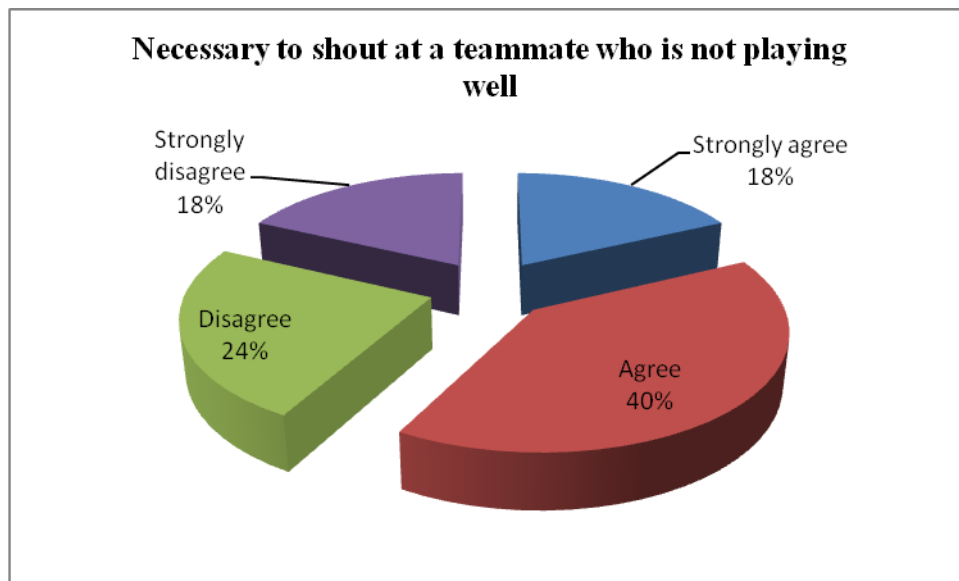
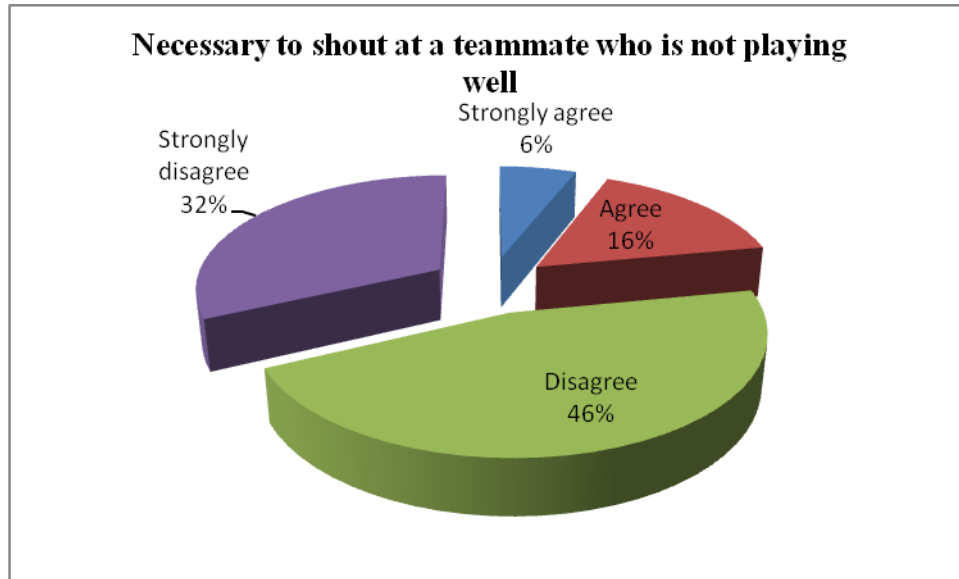


Fig. 17 Pre-test results

However, a post-test was conducted after the curriculum intervention and the results indicated that most pupils had changed their views and opted to disagree with the notion of not respecting your teammates by shouting at them when they seem not to

perform well. Out of 50 respondents, only 3 pupils (6%) strongly agreed and 8 pupils (16%) agreed to the statement. Conversely, 23 pupils (46%) disagreed and 16 pupils (32%) strongly disagreed with the statement an indication that pupils realised the value of respecting each other as teammates despite the shortcomings that may be experienced by some team members. The post-test results are presented in the pie-chart fig.18



The pre-test results on the issue of respect for officials, teammates and opponents indicated that most pupils had scored lowly and had less regards for others. The fair play value of respect for officials, opponents and teammates was not so much valued which also contradicted the traditional norms found in Zambian societies of respecting each other especially the elderly. The problem could also emanate from lack of skills to transfer already acquired skills and knowledge to new situation, in this case applying traditionally acquired value of respect to a competitor. This problem of poor sporting behaviors were also highlighted at the Maine Sports Summit of 2004 where issues of bad attitudes, inappropriate behaviors by parents and fans, win at all cost attitudes, and the media's role of glorifying negative behavior at sporting events were identified (University of Maine News Release, March 9, 2004). The evidence was significant enough to conduct an intervention program in order to try and change the mind set of pupils. The intervention included cooperative games, solving dilemma and social conflict situations through discussions and role play, team spirit building

activities as well as watching the behavior of sports stars towards others in video clips. The teaching strategies that were employed are supported by other researchers who suggested that teaching strategies that focus on moral development must provide a student with the opportunity to experience real moral dilemmas, practice resolving moral dilemmas and conflicts, practice dialoguing with peers and identify moral balance (Hann, et al, 1985) It is also in agreement with suggestion from other researchers who indicated that positive sportmanship behaviors include good decision-making, cooperation, effort, conflict resolution, leadership, respect for other players and authority and being a good winner and loser (Tenoschok, 2001, Sharpe, Brown, & Crider, 1995) which could only be developed by systematic teaching strategies (Green & Gabbard, 1999). The post-test results provided evidence to show the significant change in the mind set of respondents after the research project. We can therefore deduce that experiential teaching and learning strategies had the potential of changing pupils' behaviors and attitudes towards officials, opponents and teammates by teaching them fair play value of respect.

### **Valuing the health of players**

Concern for the health of players is one of the components of fair play that the researcher focused on in the research project. The researcher had to assess pupils' attitudes, behaviors and views on issues related to the health of others at the start of the research project and after the curriculum intervention. Pupils were given a questionnaire which had some of the statements related to health. In the first statement the researcher wanted to know how pupils felt about violence in sports and pupils were to respond to the statement which suggested that violence in sport is part of the game in some types of sport. This statement was trying to bring out the attitudes of pupils towards violence which could endanger the lives of others and create health problems. The results are shown in fig.19

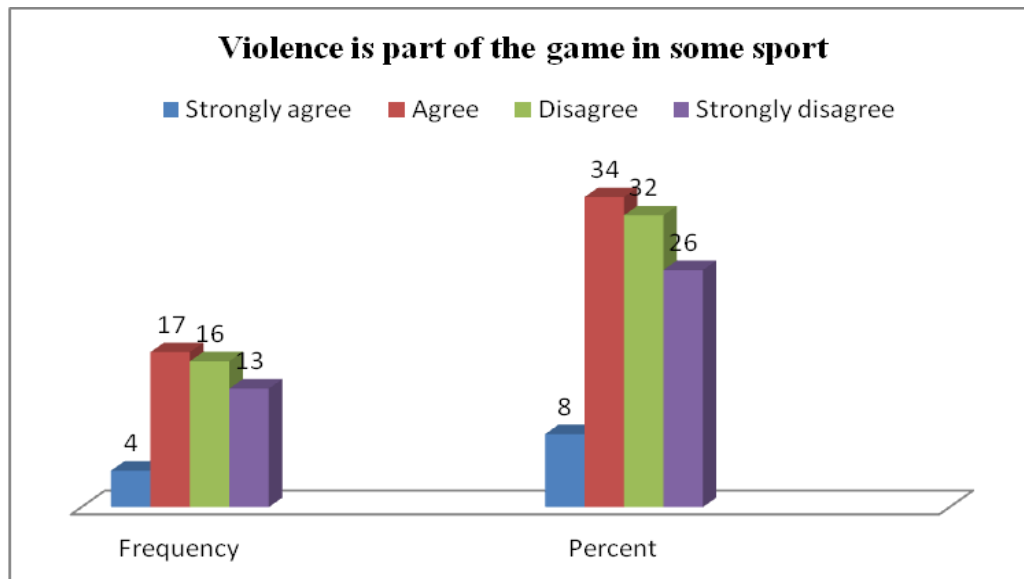


Fig. 19 Pre-test results

Out of 50 respondents, 4 pupils (8%) strongly agreed and 17 pupils (34%) agreed to the statement. In total 21 pupils (42%) responded affirmatively to the statement thus acknowledging that violence is part of the game in some sports. The result was quite surprising in that Zambians value peace and the tenets of peace are so much emphasized in schools. However, with such views, it could also be true to state that games could not be played in a fair atmosphere where some pupils could accept violence as part of the game. The results also showed that 12 pupils (24%) were against or disagreed and 10 pupils (20%) strongly disagreed with the statement making it almost an evenly contested statement.

When a post-test was conducted after the research project, there was a major shift in opinion by respondents who could not accept any form of violence in sports. Fig. 20 shows the post-test results.

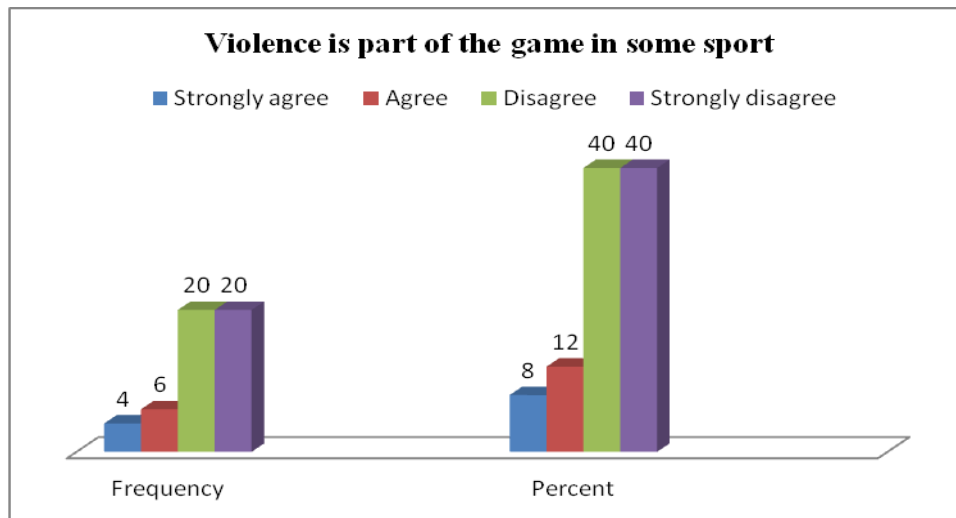


Fig. 20

4 pupils (8%) maintained their earlier views and strongly agreed and 6 pupils (12%) agreed to the statement. Conversely, 20 pupils (40%) disagreed and 20 pupils (40%) strongly disagreed with the statement. When the issue of violence was further probed in one of the discussion sessions after watching two video clips showing violence in rugby and soccer games, one pupil explained that *“we enjoy watching games that involve some violent acts because we learn to fight our way in order to survive in this world where peace seem not to be attainable”*. The other pupil commented that *“we always watch films that are full of violent actions and that is life for real men. Films with no such actions are boring and does not excite us”*. Such comments could explain the mind set of most young people in Zambia who spend most of their time watching films. Today, most Zambian families even in rural areas have television sets and decoders and children are exposed to all sorts of films. The post-test result however, provided us with evidence that we can still reverse the trend by providing effective intervention projects that would help children acquire social skills like fair play values. The evidence from the post-test indicated that the curriculum intervention had a positive impact on most pupils, leading to change of attitudes and behaviors.

When pupils were asked to state how they would react if the opponent intentionally fouled them some of the pupils indicated that they would do the same as a way of revenge. The pie-chart in fig. 21 summarises the results

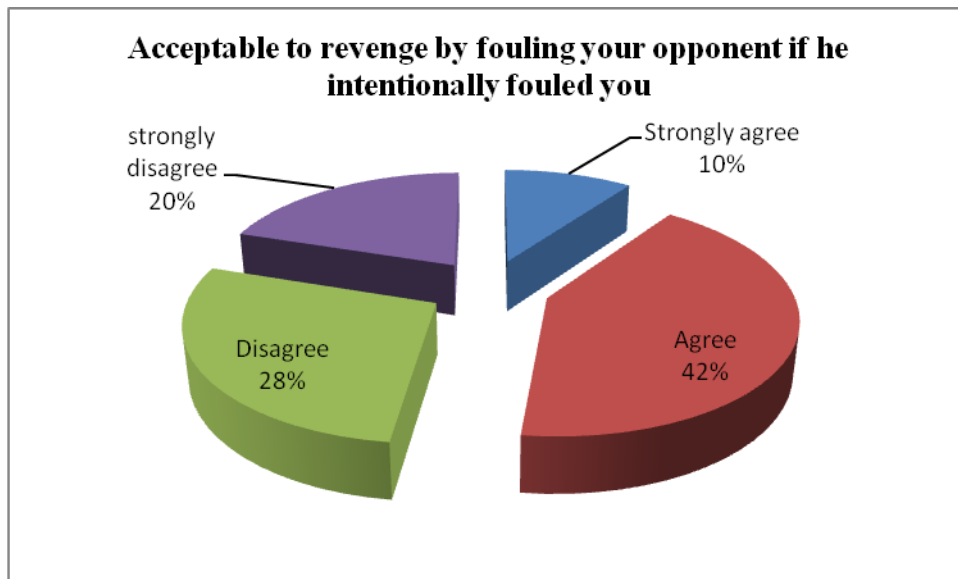


Fig. 21 Pre-test results

Out of 50 pupils, 5 pupils (10%) strongly agreed and 21 pupils (42%) agreed to revenge by fouling the opponent if they were intentionally fouled. However, 14 pupils (28%) disagreed and 10 pupils (20%) strongly disagreed with the statement. The results from the pre-test showed that slightly over half of the respondents believed in revenge as a way of settling scores in a game rather practising sportsmanship. Therefore we can deduce that half of the respondents lacked fair play value of showing concern for the health of others and avoiding injuring others intentionally.

A post-test result that was conducted showed a significant change in views, an indication of change of attitude and behavior towards the health of others. Fig.22 shows the post-test results.

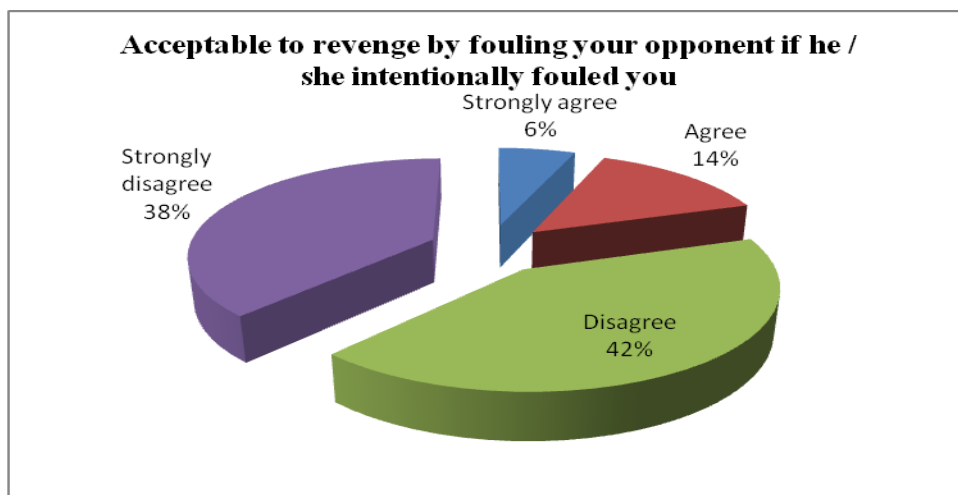


Fig. 22 Post-test results

Out of 50 pupils only 3 pupils (6%) strongly agreed and 7 pupils (14%) agreed to the statement. Conversely, 21 pupils (42%) disagreed and 19 pupils (38%) strongly disagreed with the statement. This clearly showed a change of behavior by pupils after the experiential teaching approach fair play project. The lessons emphasized on friendship, cooperation, participation, care and non-competitiveness using practical activities which helped pupils to experience real situations. The post-test outcome demonstrated that with good teaching methodologies change in children could be possible.

When pupils were asked to express their views over the issue of the coach using an injured best player in a crucial game, most of the pupils favoured the idea of using such a player. Out of the 50 pupils, 8 pupils (16%) strongly agreed and 25 pupils agreed to the statement while 12 pupils (24%) and 5 pupils (10%) disagreed and strongly disagreed respectively. This meant that pupils were more concerned about winning at the expense of the player's health. In societies like the rural parts of Zambia where health services are so limited and rare, pupils are likely to portray a behavior that is less concerned with health issues. Pupils when they are sick usually prefer to stay home than seeking health services at health centres. In such an environment, it could be possible for pupils to respond to such health issues in the way they responded. The results are shown in fig. 23

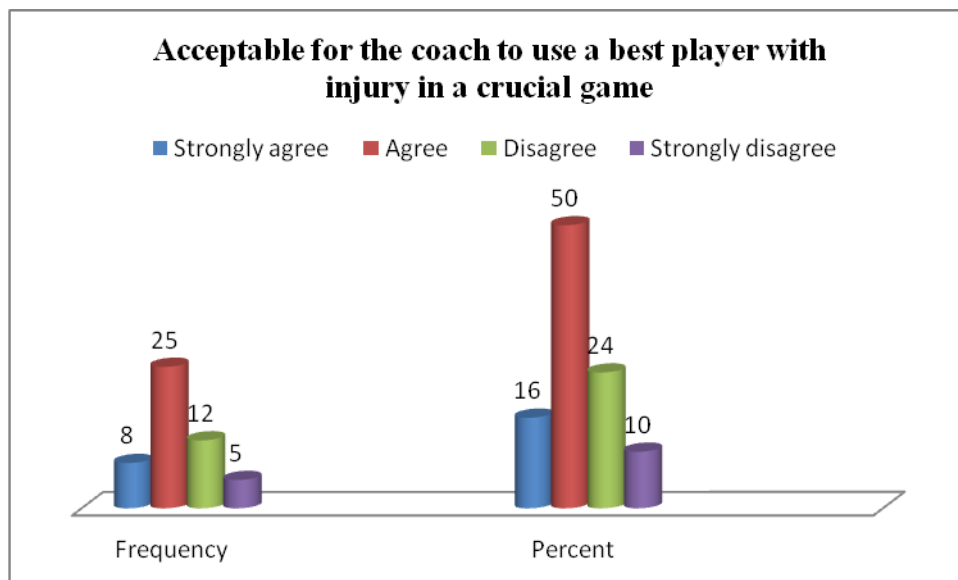


Fig. 23 Pre-test results

At the end of the research project pupils were asked to respond to the same statement concerning the use of an injured player by the coach. Fig. 24 presents the results graphically.

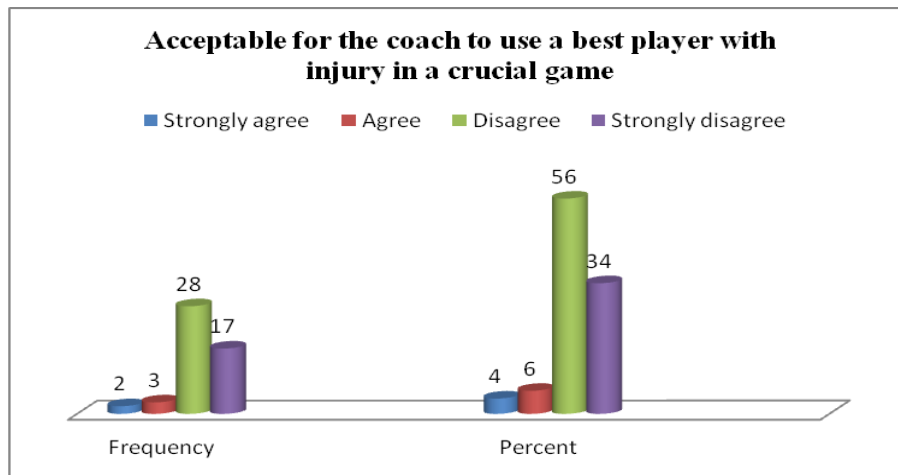


Fig. 24 Post-test results

The post test result indicated that only 2 pupils (4%) and 3 pupils (6%) out of 50 pupils strongly agreed and agreed to the statement respectively. Conversely, 28 pupils (56%) and 17 pupils (34%) disagreed and strongly disagreed to the statement. The significant change of opinion could be attributed to the lessons and practical hands on experience pupils experienced during the period of study. Activities that focused on concern for health of friends and taking care of individual health problems helped pupils to make informed decisions. Pupils were able to discuss health challenges they faced in school sport and how they could overcome such challenges. From the outcome we can deduce that pupils acquired knowledge and values to respect and care for their own health and that of their friends.

When pupils were asked to respond to the statement suggesting that it was not possible to avoid injuring an opponent or commit a foul on an opponent in some sports, many respondents agreed to the statement. The pre-test results are shown in fig.

25



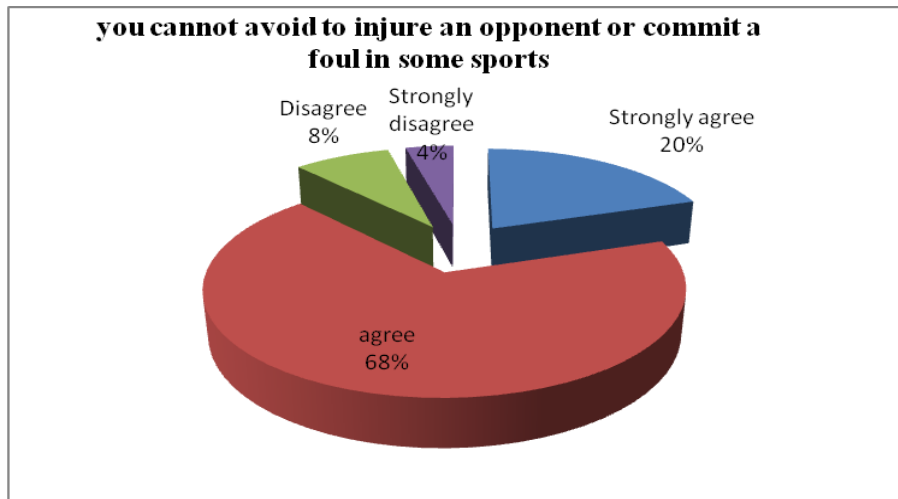


Fig. 25 Pre-test results

Out of 50 respondents, 10 pupils (20%) strongly agreed and 34 pupils (68%) agreed to the statement while 4 pupils (8%) and 2 pupils (4%) disagreed and strongly disagreed to the statement respectively. Pupils in this regard believed that in any competitive game committing fouls and injuring an opponent was part of the game and acceptable. It could also mean that pupils were not so much concerned about the health of others and lacked the sense of empathy for opponents.

When the post-test was conducted at the end of the research project, it was observed that many pupils expressed a different view concerning the issue of committing fouls and injuring opponents. The results are shown in fig.26

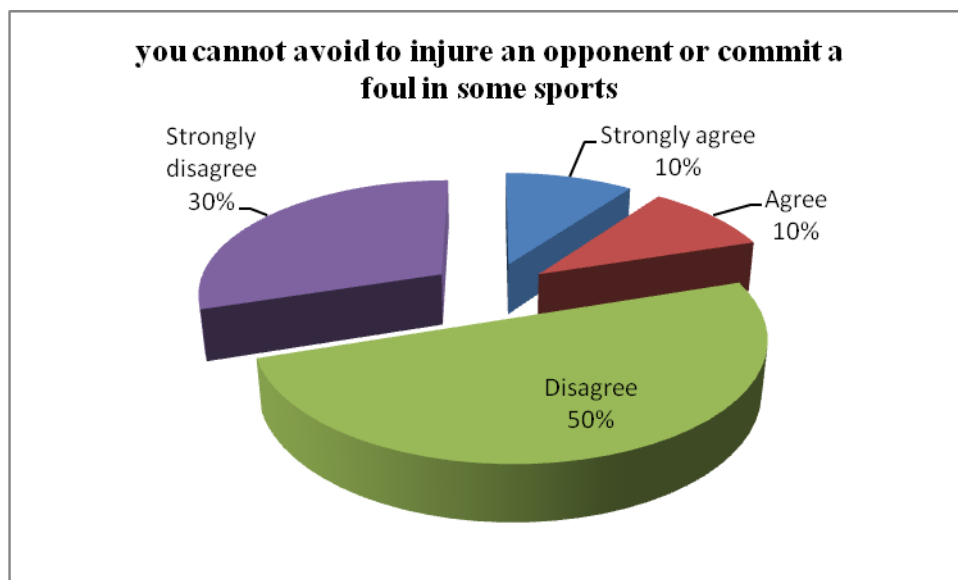


Fig. 26 Post-test results

Out of 50 respondents, 5 (10%) pupils, strongly agreed and the other 5 (10%) pupils agreed to the statement. Conversely, 25 pupils (50%) disagreed and 15 pupils (30%) strongly disagreed. Most of the lessons and activities emphasised on value of empathy in sports as well as building health relationships. Pupils were encouraged to demonstrate the spirit of sharing and cooperation in diversity. We can therefore, deduce that the intervention had positively impacted on pupils' attitude and behavior.

The pre-test responses concerning the attitude of most of the respondents towards the health of players indicated that pupils lacked the value of empathy. They lacked prosocial skills of fair play and had less concern for the health problems that could occur due to intentional fouls they might commit. This kind of behavior was observed at the start of the program where some of the respondents could not follow simple clear instruction, thus risking the safety of other people during play. Activities that focused on following and obeying rules and instructions were deliberately introduced as part of the intervention because fair play emphasizes on conformity to rules respect of officials and their decisions, and respect for fellow competitors. Pupils were given different roles so that they could role play and experience the reality of each role. Role playing according to Binder (2007) offers learners opportunity to step into the shoes of someone else and make the experiences described in writing come alive through dramatization. Therefore when the post-test questionnaire was conducted, pupils expressed themselves according to the new experiences they had acquired. There was a major shift of opinion concerning health issues and above 70% of the respondents disapproved any suggestion that were contrary to the promotion of health and safety of players. The results are supported by some research findings for example Bredemeier & shields (2006) discovered that sports constitutes an environment that produces emotional experience and at the same time provides opportunities for developing empathic skills. Pupils demonstrated empathic skills that they had acquired after being exposed to activities that emphasized on the need of taking care of one's health and that of others.

The researcher focused on intrinsic motivation to propel pupils to develop an inner interest and appreciation of what they were engaged in and find meaning in what they were doing for their own benefit. This is in agreement with some sports scientists who stated that intrinsic motivation can only flourish in an atmosphere of self

determination or autonomy. If a young person feels that an activity is being done to earn pay or a reward, or is being forced by coercion, then his or her perception shift from a sense of autonomy to one of external control. Intrinsic motivation would then be undermined, leaving the individual likely to quit once the extrinsic inducement or coercion is eliminated (Whitehead & Corbin, 1997). Therefore, the researcher developed a positive learning environment in which children had opportunities to question and talk about fair play stories and dilemmas and to practice different ways of acting and behaving. The experiential strategies provided the atmosphere for active engagement, self determination and autonomy which encouraged pupils to freely express themselves. The fact that the activities were designed in such a way that it divorced itself from achievement-oriented competition performance, it accorded children enough opportunities to participate in various activities without limitation as is the case when activities are focused on competition (Hardman, 1998). Therefore we can deduce that the experiential teaching strategies were effective in fostering the acquisition of fair play values and changing the attitudes and behavior of pupils.

### **Integration of experiential teaching strategies in teaching Olympic values in Zambian schools**

The last research question was on how experiential teaching strategies could be integrated in teaching Olympic values in Zambian schools. The respondents that were involved in face to face interviews were the four youth leaders who were peer educators in Olympic education and worked with pupils as facilitators, the physical education class teacher, two senior officials at the Olympic Youth development Centre, One Senior Standard Education Officer at the Provincial Education Office responsible for monitoring, evaluation and maintaining standards in Expressive arts and two lecturers of physical education in colleges of education.

#### **Responses from youth leaders**

When the youth leaders were asked to mention some of the challenges they experienced in teaching Olympic education in communities and satellite schools, they mentioned lack of financial and material support, negative attitude by some school administrators and teachers, limited time for teaching, little or no information about Olympic education. One youth leader explained that;

*“ we have seen overwhelming response and interest from pupils to participate in Olympic education projects that we initiate in schools but the problem that we encounter is to find enough time to teach the children, the administration usually explain that the school has so many activities and the time table is overloaded to accommodate extra programs like Olympic education which has nothing to do with the national curriculum”* (interviewed Jason on 1st October, 2014)

When they were further asked to explain how Olympic education and teaching strategies can be integrated in the school curriculum, they suggested that Olympic education can be adopted as a school project. One of the youth leaders explained that;

*“ when we first started the Olympic education project in schools we could not be accommodated on the regular school time table until a suggestion was made to consider the program as an extra-curricula activity to be done after the normal school learning hours. We have somehow succeeded because we have at least some quality time of meeting the children though we do not meet them regularly and only a small section of the pupils have the opportunity to learn”* (interviewed Daka Joseph on 1<sup>st</sup> October, 2014)

The youth leaders also emphasized on training teachers in Olympic education methodology to equip them with active learning skills for them to succeed in teaching Olympic values.

### **Responses from the class teacher**

The class teacher for physical education was asked to explain the challenges faced in teaching the subject. He mentioned negative attitude by some teachers, lack of physical education equipment and facilities, low status given to physical education compared to other subjects, not examinable and as such it is considered as a subject of less value, not considered on the time table by administrators in preference to other subjects. The class teacher explained that;

*“ teachers of physical education are discouraged because of lack of support from the administration. Often times you have to fight for a slot on the school timetable. I had two grade 8 classes that were taking physical education but was abruptly removed and pupils were*

*told to replace it with Home Economics and Industrial Arts. This was a big setback in my career and I'm unable to teach the subject i'm specialised in".*

The teacher was further asked to give suggestions on how we can integrate Olympic education and experiential teaching strategies into the school curriculum? The teacher explained that;

*" Olympic education in Zambian schools is almost not there and as such efforts must first be channeled to the introduction and popularization of the subject. We need to fight for the introduction of Olympic education in schools and inclusion in the national curriculum. Looking at the curriculum framework, I would recommend the subject is either taught as a stand alone or integrated into physical education. Pupils could either choose to take up physical education or Olympic education if we opt to choose a stand alone model. This will not affect the already existing time table because periods already allocated to physical education would automatically become periods for Olympic education".*

When the teacher was further probed to specify how experiential teaching strategies could be integrated in the school teaching methodologies, the teacher explained that;

*" the experiential teaching strategies are pupil centered strategies that should be introduced in colleges of education<sup>8</sup> so that students teachers can acquire the methodology at the initial training and teachers who are already trained should undergo training through workshops, teacher group meetings and other professional meetings. The experiential teaching strategies can be used in all subjects but more emphasis should be placed in teaching physical education and Olympic education". (interviewed Chisanga Clive P.E teacher on 5<sup>th</sup> October, 2014)*

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<sup>8</sup> Colleges of Education are institutions that train teachers in Zambia (Teacher training colleges)

### **Responses from the OYDC administrators**

The researcher wanted to find out some of the challenges faced by teachers of physical education. The administrators mentioned lack of textbooks, sports facilities and equipment, subject not time tabled in most schools, negative attitude by some trained P.E. teachers and administrators, subject given a low status, lack of knowledge in handling pupils who were differently abled, lack of knowledge in handling gender issues and subject not examinable. When they were further probed on their views on how physical education was taught in schools in terms of the methodology and whether it was serving the purpose of teaching values of good sportsmanship, the administrators noted that physical education was still being taught using the traditional methods. One administrator had this to say;

*“ during my tour of duty and interaction with physical education teachers, I noted that teachers were using the same pattern of lesson delivery starting with warm ups, class activity, group activity and then cool down activities. The lessons lacked innovativeness and was characterised by instructions from teachers to learners. Pupils were given less opportunities to take full control of their own learning. Throughout the lessons pupils were not given chance to discuss and reflect on their own learning”*

The administrators noted that physical education was not serving the purpose of inculcating values of good sportmanship in pupils because it was viewed as a subject that promotes competition at the expense of participation and having fun. One administrator observed that during the lesson in netball at one of the schools he visited the teacher after some few drills, selected teams based on their performance and skill to play while the rest were allowed to watch. When they were asked to make suggestion on how Olympic education and experiential teaching strategies could be integrated in the school system, they responded by suggesting that Olympic education could be integrated as a school project because the subject is not included in the national curriculum. One administrator had this to say; *“ in the meantime there is no policy direction to compel teachers to teach Olympic education. However, with the pilot project that we have already initiated in some school, the Ministry of education have recognized the huge potential it could offer in teaching values to school going*

children. The various methods of teaching it offers makes it a very effective tool to teach values”. The administrators’ advice was to roll the program as a school project and train teachers in Olympic education methodologies and OYDC could be one of the training centers.

### **Responses from the Senior Education Standard Officer (SESO)**

#### **Expressive Arts**

When the SESO was asked to explain the difficulties teachers of physical education face in teaching the subject, the SESO Expressive Arts mentioned lack of textbooks, lack of equipment and sports facilities, overcrowded time table giving limited or no periods to physical education, lack of specialised trained physical education teachers, lack of support from school administrators and lack of commitment in some teachers.

The SESO was quoted saying

*“ I’m quite disappointed with the manner head teachers have handled the issue of optional practical subjects. Government showed the political will to raise the profile of practical subjects but what has happened is that most administrators have imposed on pupils to take either home management or industrial art as optional practical subjects. You can imagine the whole of Lusaka district less than 10 schools have opted to pick physical education and sports as a optional subject to be taught in their schools at grade 8 level. Physical education is systematically being eliminated from the school time table”* (Interviewed Oswell Nakachinda on 1<sup>st</sup> October, 2014)

When he was further asked to make suggestions on how Olympic education and experiential teaching strategies be integrated in Zambian education system, he suggested Olympic education to be taught either as a cross cutting issue in the school curriculum or be integrated in physical education and sports. He was not sure if it could be introduced as a stand alone subject because of so many subject areas in the school curriculum already in place. On the issue of integrating experiential teaching strategies, the SESO suggested that teachers needed to be oriented in the new teaching methodology and advised that teacher training colleges needed to add experiential teaching strategies component in their methodology course content because of its

effectiveness in teaching social values and physical skills. Making comments when he was invited to attend one of the sessions, he commented that;

*“ I had limited knowledge about experiential teaching strategies but now I have first hand information about how you can conduct PES lessons using this methodology. I appreciated certain key features of the lesson such as variety of activities that were designed to encourage pupils’ participation and self discovery, discussions and reflection after performance and the free atmosphere for self expression and engagement”.*

### **Responses from the physical education lecturers**

The lecturers were asked to comment on the challenges teachers of PES face in schools. They mentioned lack of equipment, textbooks and other sports facilities, negative attitude by administrators, subject not recognised and given low status, negative attitude by teachers of PES. When they were asked to suggest how Olympic education and experiential teaching strategies could be coopted into the existing school curriculum, they suggested that Olympic education which was not part of the school curriculum and only taught as a topic in the colleges of education but could be taught along side with PES. The new area of study could be introduced in the colleges of education curriculum together with its methodologies. Lecturers of PES should be trained in Olympic education and its pedagogy. Active learner centred methods were a new focus in colleges of education and the experiential strategies of teaching could be taught with other methods.

The research findings from the respondents highlighted several challenges connected to the teaching of PES which could have direct consequences to the integration of Olympic education methodologies into the school curriculum. The fact that PES has been given a low status and not time tabled in some schools is an indication that implementing Olympic education in Zambian schools would be a huge challenge. The mind set of school administrators, teachers and parents need to change and accept the major role PES play in the development of individuals and the nations.

From the findings it was established that Olympic education was not included in the school curriculum as a course but may be taught as a topic with main emphasis



on knowledge and not the acquisition of social skills. Therefore, there was general lack of knowledge about Olympic education and the teaching methodologies that could be used. Indication from the research showed that Olympic education teaching strategies could effectively be applied and integrated in Zambian school system due to the fact that the four weeks teaching study project that was conducted in this research yielded positive results. The response from the pupils and the teachers was overwhelming and observable indicators of change of attitudes in learners and the acquisition of new social skills were recorded. The strength of the argument also comes from the background that Olympic education projects that had already been initiated in some schools by OYDC have also yielded positive results though no research have been done. The experiential teaching strategies that were applied in this study were appropriate and user friendly to learners and teachers. The challenge that could be faced in integrating Olympic education teaching methods such as experiential approaches could only be logistical, that is, the school system accepting the course of study and including it in the national curriculum as well as initiating training programs for teachers in experiential teaching strategies. This maybe beyond the scope of this research but the whole issue require sensitization and lobbying for the inclusion of Olympic education in the national curriculum.

From the responses given by respondents, two main suggestions were made on how Olympic education could be integrated in the school curriculum. The first option is the school project which is workable in Zambian situation because of the non-existence of the course in schools and the overloaded time table. Introducing Olympic education as a school project could lay a strong foundation to roll the program national wide after successful implementation and sensitization of stakeholders. It could also provide a platform for Olympic education advocates to convince other educationist to see the value and the practical aspect of Olympic education. The school project is limited in scope and could only be applied to selected schools. The second option which was proposed was the integration of Olympic Education with PES. This could be done in two ways, either by fusing Olympic education course content into PES or teaching Olympic education as a stand alone optional subject along side with PES. The idea of introducing Olympic education as a stand alone subject could be more ideal because of its nature and to avoid losing its value – laden principles it stand for.

Olympic education requires adequate time and fusing it with PES would create more problems to the already content crisis problem experienced in PES. We can therefore, suggest that Olympic education can be integrated in the national school curriculum as a stand alone or as a school project before it could be rolled out national wide. We can also deduce that experiential teaching strategies could be integrated in Zambian school teaching methods. The experiential teaching strategies are viable in all teaching situations and can be used in all subjects.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter gives the conclusion of the study. It highlights the findings of the study, the conclusions drawn from it and the recommendations. Suggestions are also made for areas of future research.

#### **Conclusion**

Based on the research questions findings, the researcher made the following conclusions.

#### **Appropriateness and effectiveness of experiential approaches to teach Olympic values of fair play**

From the findings, we can conclude that experiential teaching strategies were appropriate and effective in teaching fair play values in Zambian cultural context. The assumption is based on the fact that the method succeeded in impacting positively on pupils' knowledge, attitude, behavior and physical skills. The maxims of experiential teaching strategies namely active participation, hands on experience, dialogue and reflection worked well among pupils who demonstrated the new methods of learning through active participation, freedom of expression, fun and enjoyment. The experiential teaching and learning strategies was user friendly and achievement levels were very high. The facilitators also appreciated the teaching strategies offered by experiential learning by stating that they were user friendly and effective in teaching Olympic values of fair play.

#### **Effects on children's attitude and behaviors due to curriculum intervention**

The pre-test and post-test responses in four components of Olympic fair play values; honesty and integrity, respect for rules, respect for officials, opponents, teammates and valuing health of others confirmed that the curriculum intervention that was conducted using experiential teaching strategies impacted positively on pupils' attitude and behavior. When statistical information for pre-test and post-test were compared, it was found that pupils' attitudes and behaviors towards fair play values

remarkably improved. Therefore we can conclude that experiential teaching strategies can promote fair play values and change pupils' attitudes and behaviors positively.

### **Integration of Olympic education and experiential teaching / learning strategies in Zambian schools**

From the findings, the researcher came to conclude that despite, Olympic education not included in the national curriculum, it was possible to introduce and integrate it in the Zambian curriculum. The study area can be introduced as either a stand alone or as a school project. The study also revealed that experiential teaching strategies could easily be adopted in Zambian teaching methodologies. This could be implemented through the inclusion of the experiential teaching strategies in the colleges of education curricula and through workshops, seminars and in-service training for already trained teachers. Therefore we can conclude that Olympic education and its teaching approaches can be introduced and integrated into Zambian school system as long as logistical issues are addressed by the government and other relevant stakeholders.

The researcher, who has been a physical education educator in colleges of education in Zambia, training student teachers since 1996 made the following observation; The traditional way of teaching physical education and sports in Zambian schools has contributed to low status placed on the subject because of failure to help learners develop and acquire social skills and values associated with sports and physical education. The pedagogies used are archaic and out of touch with reality and the modern methodologies of teaching social values. There is urgent need to review our teaching approaches and incorporate new teaching methodologies that are learner centered and effective in changing learners' behaviors and attitudes. Olympic education in this context, provide a broader platform and effective learner centered methodologies to help learners acquire and develop both sporting skills and universal human values which have been developed in the philosophies of Olympism.

In a nutshell, the case study project demonstrated and revealed that experiential approaches to teach Olympic education values of fair play proved to be an effective teaching methodological tool in the Zambian context. The study proved that the experiential teaching / learning strategies were appropriate and traversed the cultural

barriers found in traditional cultures found in rural societies of Chongwe district in Zambia that could impede the acquisition of social skills of fair play.

### **Recommendations**

Based on the research findings the following are some of the recommendations that needed to be considered.

- The Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) and other stakeholders such as the National Olympic Committee of Zambia should seriously consider the introduction of Olympic Education in the national curriculum and in all institutions of learning.
- The National Olympic Committee of Zambia (NOCZ) should streamline their operations and consider establishing the National Olympic Academy (NOA) by transforming the National Olympic Academy Committee into a full-fledged institution that will seriously spearhead the introduction of Olympic Education in schools.
- The Olympic Youth Development Centre (OYDC) and educationists in the Ministry of Education should develop a national curriculum and syllabi for Olympic education that will blend Olympic values and the Zambian cultural values. The OYDC could be used as the training centre for teachers in Olympic education until the ministry of education establishes its own Olympic education structures.
- Colleges of education and higher institutions like universities offering PES should consider drafting a course in Olympic education beside the existing PES course currently being offered. The two could be considered as optional courses and given the same status.

### **Areas for further study**

- Factors affecting the effective implementation of Olympic education in African countries.
- Comparative study of Olympic education values and African cultural values, a factor in promoting Olympic Education in Africa.

- Comparative study of the effects of different teaching approaches of Olympic education on pupils' attitudes, behaviors and acquisition of social skills in third world countries.

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## APPENDICES

### Appendix 1- Questionnaire survey

#### PRE & POST – TEST SURVEY QUESTIONNAIRE FOR PUPILS

**TITLE: AN EXPLORATION OF THE EFFECTS OF USING EXPERIENTIAL APPROACH TO TEACH OLYMPIC VALUES OF FAIR PLAY TO SCHOOL CHILDREN. A CASE OF SELECTED PUPILS AT CHALIMBANA PRIMARY SCHOOL IN CHONGWE DISTRICT – ZAMBIA**

Dear Pupil,

I'm a post graduate student at the University of Peloponnese in Greece, carrying out a research on the effects of using experiential approach to teach Olympic values of fair play to school children. The information shall be used purely for academic purposes and shall be treated with the strictest confidentiality. You are kindly asked to give honest answers to all questions.

#### **INSTRUCTIONS:**

#### **PART 1: Demographic data**

Fill in your details in the spaces below

Name of School.....

Grade.....

Age.....

Sex: Boy [  ] Girl [  ]

**PART 2:** Complete the statement by ticking (√) on the answer of your choice in the space provided.

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly disagree
1	When a referee or sports official makes an error and wrongly penalize you, it is acceptable for the player to protest or argue with the official				
2	It is a good tactic and acceptable for a coach to instruct a player to fake an injury to delay the game and reduce on playing time				
3	It is acceptable and part of the game for supporters to sing songs that demean their opponents when their team has won				
4	After scoring, it is acceptable for them that has scored to mockingly dance in front of their opponent as they celebrate the goal				
5	In sports it is acceptable that one can bend the rules of the game to gain advantage of the other team				
6	Violence in sport is part of the game in some types of sport				
7	If your opponent intentionally fouls you, it is acceptable to do the same as a way of revenge				
8	I would take drugs if it will help me not to get tired and gain more strength in a game				
9	It is alright for a coach to use the best player in a crucial game even if a player has some injuries				
10	It is impossible for a team or a player to do well and win if you strictly follow the rules of the game				
11	You can't avoid to injure an opponent or commit a foul on an opponent in some sports				
12	In sports it alright to be a little				

	selfish				
13	It is acceptable for a player to deny having handled the ball in the penalty box during a football game to avoid being scored				
14	It is not a good practice to shake hands with your opponents after you have lost the game				
15	Sometimes it is necessary to shout at your team mate who is not playing well				
16	It is acceptable for a coach to use over aged players in order to win in a crucial cup final				

## **Appendix 2 – SEMI STRUCTURED INTERVIEW GUIDE FOR PUPILS**

### **TITLE: AN EXPLORATION OF THE EFFECTS OF USING EXPERIENTIAL APPROACH TO TEACH OLYMPIC VALUES OF FAIR PLAY TO SCHOOL CHILDREN. A CASE OF SELECTED PUPILS AT CHALIMBANA PRIMARY SCHOOL IN CHONGWE DISTRICT – ZAMBIA**

#### **A. PUPILS ATTITUDES**

1. What bad things do you witness or observe in school sports competition?
2. Why do you think the things you witness or observe in school sports competition are bad?
3. What is your view about respecting the rules, game officials and opponents?
4. What are some of the activities athletes get involved in that might affect their health?
5. What is your view about giving equal opportunities to every one to participate in sports?
6. What should be done to avoid the bad things practiced in school sports/

#### **B. LEARNING EXPERIENCE**

7. What new things have you learnt about fair play?
8. Mention some activities that you do that makes your learning interesting
9. Why do you think it is important to have discussions after you have done an activity?



**Appendix 3 – SEMI STRUCTURED INTERVIEW GUIDE FOR PUPILS’  
FOCUS GROUP**

**TITLE: AN EXPLORATION OF THE EFFECTS OF USING EXPERIENTIAL  
APPROACH TO TEACH OLYMPIC VALUES OF FAIR PLAY TO SCHOOL  
CHILDREN. A CASE OF SELECTED PUPILS AT CHALIMBANA  
PRIMARY SCHOOL IN CHONGWE DISTRICT – ZAMBIA**

1. What bad things do you witness and experience which you think is unfair in school sports competitions?
2. Why is it important for athletes to respect the rules, officials and opponents?
3. What are your views about pupils who take some drugs in order for them to perform better or increase their confidence?
4. Why should we allow everyone to participate in sports without any discrimination?
5. What new things have you experienced in the way you have been learning?
6. Do you think it is a good practice to discuss after an activity and if so why?
7. What learning activities have you enjoyed most in your learning?

**Appendix 4 – SEMI STRUCTURED INTERVIEW GUIDE FOR TEACHERS & YOUTH LEADERS**

**SEMI STRUCTURED INTERVIEW GUIDE FOR TEACHERS, YOUTH LEADERS**

**TITLE: AN EXPLORATION OF THE EFFECTS OF USING EXPERIENTIAL APPROACH TO TEACH OLYMPIC VALUES OF FAIR PLAY TO SCHOOL CHILDREN. A CASE OF SELECTED PUPILS AT CHALIMBANA PRIMARY SCHOOL IN CHONGWE DISTRICT – ZAMBIA**

1. What can you say about your teaching and learning experience with your pupils?
2. What teaching strategies have you observed to be most liked and enjoyed by your pupils?
3. Why do you think these teaching strategies seem to be effective to teach Olympic values?
4. What is your view about using different teaching methods and activities?
5. Suggest ways in which we can introduce these teaching approaches in teaching Olympic values in Zambia.

## **Appendix 5**

### **SEMI STRUCTURED INTERVIEW GUIDE FOR OFFICIALS AT MINISTRY OF EDUCATION AND OLYMPIC YOUTH DEVELOPMENT CENTRE**

#### **TITLE: AN EXPLORATION OF THE EFFECTS OF USING EXPERIENTIAL APPROACH TO TEACH OLYMPIC VALUES OF FAIR PLAY TO SCHOOL CHILDREN. A CASE OF SELECTED PUPILS AT CHALIMBANA PRIMARY SCHOOL IN CHONGWE DISTRICT – ZAMBIA**

1. What are some of the challenges that teachers face that makes teaching of Physical Education ineffective and somehow boring to pupils?
2. How can we improve the teaching of Physical Education in schools?
3. Suggest ways we can integrate the teaching of Olympic values in the school curriculum