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**EXAMINING THE INTEGRATION OF OLYMPIC EDUCATION
IN THE EDUCATIONAL SYSTEM**

DOCTORAL DISSERTATION

THESES

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1. INTRODUCTION AND CHOICE OF TOPIC

Examining the integration of Olympic education in the educational system is an interdisciplinary research field that has not been studied before in Hungarian language or in the Hungarian educational system. It concerns both sports science and education, and the results of the research are relevant to both disciplines. The fundamental aim of the educational process (as well as of Olympic education) is the personal development of students. Olympic education offers an interesting and novel content to achieve these goals, which can also facilitate the work of teachers by helping them to provide general moral education for pupils through the inclusion of specific content. Olympic education is closely linked to education through sport and physical activity, as the programmes use primarily physical activities and examples of athletes and Olympians as a context. However, Olympic education is not limited to physical education, as it can also be integrated into many other subjects (or non-curricular programmes).

My aim was to carry out a comprehensive research to explore the current state of Olympic education in international and national public education and higher education. The research topic is highly motivating, as it touches on new areas that have not been explored before. Olympic education is general and includes a broad set of moral-ethical educational principles based on the principles of Olympism. Olympic education programmes are educational initiatives that aim to develop personalities through examples from Olympic history.

The positive impact of Olympic education on personal development can be more effective if programmes are designed and adapted in the light of scientific findings. The study of the Olympic values inherent in education is therefore essential to ensure that subsequent Olympic education programmes achieve their aim of general and multifaceted personal development.

2. LITERATURE REVIEW

Olympic education is general and broad, aimed at the development of the whole human person and based on fundamental human values. *Naul (2008)*, in his book *Olympic Education*, identifies eight Olympic values: fellowship, peace, joy found in effort, solidarity, harmonious body and mind, mutual respect, nobility and fair play. Based on the definitions of studies published in the *Olympic Review*, *Teetzel (2012)* distinguishes three main areas of Olympism: 1) fair play, 2) equality and 3) ethical behaviour.

I consider an Olympic education programme to be "any educational initiative or practice that can be associated with the values of Olympism" (*Chatziefstathiou*, 2012, p. 391). By the term 'Olympic education', I refer to both the moral and ethical principles that underpin the philosophy and understanding of Olympism (Olympic values) and the programmes and specific initiatives based on these values (Olympic education programmes).

Teetzel (2012) notes that there is a need for a constructivist approach to Olympic education programmes. A stronger learner-centeredness would break current trends. *Lenskyj* (2012) argues that programmes that promote critical thinking and are underpinned by pedagogical goals are needed. Rather than imparting pre-processed knowledge to students, teachers should encourage students to develop personal understanding. *Kohe* (2010) points out that the field of Olympic education is changing, with new methodological approaches replacing the traditional interpretation.

The most important Olympic education programmes are those of the *International Olympic Committee*, of which the *Olympic Values Education Programme* (OVEP) (*International Olympic Committee*, 2017) is the most modern. The OVEP has been tested or used in several countries; it is the result of a long development process. It supports the teaching of Olympic values for students of any age or cultural background. In several phases of my research, I conducted investigations along the five Olympic educational values discussed in the programme, which are 1) fair play, 2) pursuit of excellence, 3) balance between body, will and mind, 4) joy of effort and 5) practising respect.

In Hungary, Olympic education is mainly provided through the activities of the *Hungarian Olympic Academy*. The Academy organises a number of programmes; it runs Olympic schools and kindergartens. In the field of public education, students can learn about the Olympics and sports history in sports schools. In higher education, sports science courses require students to complete at least one course in sport or Olympic history. Research in the field of the Olympics in Hungarian language is mainly of a historical and socio-economic nature, or focuses on the concept of fair play. Empirical studies are few in number; and their results and conclusions are limited.

3. RESEARCH PROBLEM AND OBJECTIVES

There is a growing number of academic research on Olympic education, but several researchers (*Binder, 2012; Lenskyj, 2012; Monnin, 2012*) note that there is a lack of data to measure the impact of Olympic education programmes. Although many Olympic education programmes have been developed worldwide, only a few have undergone rigorous scientific analysis (*Kohe, 2010, p. 488*). In this research, I will explore the topic of Olympic education and its potential for inclusion in education. The problem of the research stems from the isolation of the various sources of literature on international Olympic education (many separate studies that do not draw on each other's findings) and the lack of research on Olympic education in Hungary.

The aim of the research is to explore the potential of Olympic education in education. My aim was to do a research which, in addition to analysing and interpreting theoretical frameworks, would be useful in practice. The research is structured in several closely linked parts, which reflect on each other: analysing international research and educational programmes, examining educational documents and opinions of students and teachers (*Table*).

Table: Research design, role and location of the research components

	International	Hungarian
Theory	Research Part I Analysis and categorisation of international Olympic education programmes	Research Part II Analysis of the National Curriculum (2020)
Practice		Research Part III Examination of the knowledge of upper primary school students in Northern Hungary on Olympic education
		Research Part IV Examination of the Olympic education courses taught in the sport-specific courses of Hungarian higher education institutions

4. RESEARCH QUESTIONS AND HYPOTHESES

Research questions:

1. Research questions for analysis and categorisation of international Olympic education programmes:

- a) Is there a uniformly accepted method for assessing the impact of Olympic education programmes?
- b) Are there differences between the Olympic education programmes used in different countries in terms of content, application and success?
- c) How does the categorisation of Olympic education programmes contribute to the development of the research field?

2. Research questions for analysis of the National Curriculum (2020):

- a) Which of the Olympic education values are most frequently found in the curricula examined by learning areas and by school levels?
- b) What are the differences in the wording of the Olympic values by learning areas and by school levels?

3. Research questions for examination of the knowledge of upper primary school students in Northern Hungary on Olympic education:

- a) Do students in upper primary schools in the North-Hungary region have the knowledge about the Olympics required by the curriculum?
- b) Do the students' opinions and the curricular objectives match when looking at the prevalence of the Olympic values in the different learning areas?

4. Research questions for examination of the Olympic education courses taught in the sport-specific courses of Hungarian higher education institutions:

- a) What are the characteristics of the Olympic education courses taught in sport-specific courses in higher education institutions?
- b) What are the views and opinions of the teachers of the Olympic courses about Olympic education?

Hypotheses:

- H_{1a}:** International Olympic education programmes vary considerably in their content, application and success.
- H_{1b}:** The categorisation of programmes provides guidance on the content and application of programmes to be designed in the future.
- H₂:** Olympic education is present in the Hungarian educational documents, most typically in the field of physical education and health promotion.
- H_{3a}:** The knowledge of upper primary school students in Northern Hungary about the Olympics is below the expectations set in the curriculum.
- H_{3b}:** Students' views on the focus of Olympic education in the different learning areas are in line with the expectations set in the curriculum.
- H₄:** Olympic education courses in higher education institutions are characterised by elements of traditional Olympic education rather than a modern approach.

5. METHOD AND SAMPLE

The method of research part I is document analysis, in which I mainly systematized the research results on international Olympic education published in the last decade (from 2012). In addition, I analysed Olympic education programmes whose impact has been studied using scientific methods. I also highlighted the strengths and weaknesses of empirical research on these issues. This part of the research is theoretical-analytical in nature, and in addition to reviewing and systematising the international literature, it also seeks to critically analyse it. Aspects of my analysis included an examination of the 1) content, 2) application and 3) effectiveness of international Olympic education programmes. The categorisation of programmes was based on the separation of Olympic education and Olympism education, the scope of the programmes and their age-group orientation.

In the second part of the research, I used content analysis to explore the specificities of the framework curricula related to the *2020 National Curriculum* in terms of Olympic values. The research method was quantitative and qualitative content analysis using *MAXQDA20* content analysing software. The reliability of the category system was ensured by intracoding. I conducted analyses along five Olympic education values: 1) balance between body, will and mind, 2) fair play, 3) practising respect, 4) pursuit of excellence and joy of effort, and 5) sport and Olympic education. I used stratified sampling to identify the five learning areas to be studied: 1) mathematics, 2) Hungarian language and literature,

3) history and civics, 4) ethics and religious education, 5) physical education and health promotion.

The third part of the research was conducted using written and oral interviews. Using a written questionnaire, I interviewed upper primary school students in the counties of Northern Hungary (Heves, Nógrád and Borsod-Abaúj-Zemplén) online about the topic of Olympic education. I interviewed the teachers who supervised the completion of the questionnaire to increase the reliability of results. A two-stage group sampling procedure was used to select the students who participated in the survey (N=617). Frequencies, correlation and difference analyses were also carried out.

To get a detailed insight into the characteristics of the higher education courses related to the Olympics, I conducted a semi-structured interview with the lecturers. To ensure the reliability of the qualitative analysis of the responses, the interview was audio-recorded and a full transcript was made. Using an expert sampling and snowball method, I included in the study instructors who have been involved in Olympic-related courses for many years and have an impact on the perceptions of students graduating from sports education courses (N=8).

6. RESULTS

The international Olympic education programmes studied are very diverse in their content, isolated from each other and do not use the research results of other programmes. An exception is the Hungarian experiment (*Vojtkó, 2017*), which was based on the OVEP. The dissemination of programmes is mostly local. The exceptions are New Zealand, where Olympic education has been integrated into the physical education curriculum (*Ministry of Education, 1999*); and IOC programmes (*Binder, 2012*). The effectiveness of programmes has been studied in only a few cases. The clearly successful programmes are those issued by the IOC (*Binder, 2012*) and the local initiative introduced in Sri Lanka (*Nanayakkara, 2016*).

The first criterion in categorising the programmes was to separate Olympic and Olympism education. The second criterion was to divide the programmes according to their fields of application. The narrowest interpretation is the Olympic programme in the physical education lessons, a wider field of use is the programme integrated in other educational contexts, and the broadest is when Olympic education is also present outside the educational context. The third grouping is by age group of those for whom a particular programme is designed. Programmes can be more varied if age groups other than school-

age are included in the programme, or if Olympic education is also present outside the educational environment.

In the 2020 framework documents, I have coded 1043 Olympic values related text segments. The most frequently occurring value is practising respect. The educational values are, in descending order of the number of coded segments: 1) practising respect (460); 2) balance between body, will and mind (252); 3) pursuit of excellence and joy of effort (162); 4) fair play (126); 5) sport and Olympic education (43). Almost half of the coded segments are in the framework curricula for physical education and health promotion (477). Comparing the quantitative and qualitative results, the most diverse wording was found in the history and civics learning area (75 different wording out of 137 segments). When examining the Olympic values, I found that the higher the total number of segments, the less diverse their wording.

The extent to which students in upper primary schools in Northern Hungary know about the Olympics is shown by the results of the questionnaire survey. The questionnaire included five questions measuring students' knowledge, and students were allowed to score a maximum of ten points. Students scored below the level expected by the framework curricula (which was 4 points), with an average of 3.4 points. There was a weak correlation between students' Olympic knowledge and their end-of-year results ($r=0.146$); and between their knowledge and the number of sports they played ($r=0.108$). There was a significant difference in students' knowledge only between the grades (grades 5-6 and 7-8) ($F=34.079$; $p=0.00$).

I asked students to select the subjects (up to three) in which they learn or hear most about the Olympic values. Based on the responses, the most frequently heard educational values in lessons were balance between body, will and mind and practising respect, which is in line with the expectations of the curriculum. In line with the results of the curriculum survey, students also perceived that the values most often taught were in the areas of physical education and health promotion and ethics and religious education.

Since graduates in higher education can influence students' attitudes towards Olympic education, I considered it important to investigate the knowledge and attitudes they can acquire during their training. An examination of the Olympic education courses taught in the sports programmes of Hungarian higher education institutions shows that all the universities surveyed have a compulsory course in sports or Olympic history; and that there are also optional seminars on the Olympics.

Teachers of sports history courses mainly structure the content chronologically and add thematic contents. It is typical that the instructor aims to provide students a comprehensive approach; and to interpret sporting events in their historical, social and economic context. I have collected the topics that the instructors consider to be of particular importance and recommend their inclusion in the courses to other colleagues. I have grouped the instructors' methods that they found effective into three categories: 1) interactivity, 2) games and fun activities and 3) illustration. Their methodological principles include providing variety and actively involving students in the learning process. The educational effects of the courses mentioned in the interviews include general attitude formation and personal development. The courses help students to understand the context and to think critically. The instructors aim to teach sportsmanship and acceptance. The methods used in the courses develop, for example, cooperation and adaptability; literacy, speaking and presentation skills. The courses also help students to engage and overcome challenges.

7. DISCUSSION - THESES

T1a: Analysis of the Olympic education programmes has led me to conclude that there is considerable variation in their content, application and effectiveness.

- I recommend that during the development and implementation of programmes, planned, scientifically rigorous research and empirical studies should be carried out, supported by pedagogical objectives, in order to objectively determine which programme is more effective and which achieves the desired effect.

T1b: The categorisation of programmes has shown that the global trends in education are also to be found in Olympic education. The ideological, positivist approach is replaced by a critical-constructivist one.

- The categorisation of programmes highlights new trends and provides guidance on the aspects to consider when designing new programmes.

T2: In the analysis of the curriculum, I found that the documents of Hungarian public education contain a significant number and a great variety of segments related to Olympic values. The most common value is practising respect, so teachers are expected to pay special attention to this. Curriculum of the physical education and health promotion learning area has the highest number of coded segments.

- My results confirm that although Olympic education is general and broad, its close link with sport and physical education is indisputable.
- The values of Olympic education are close to the goals set in the field of education and are present at the level of aims and expectations set in the curriculum.

T_{3a}: The results of the third part of the research showed that students' knowledge of the Olympics does not meet the curriculum requirements.

- I found that the age of the students is the main determinant of their knowledge of the Olympics.

T_{3b}: When the values were examined, students' opinions were consistent with the results of the curriculum analysis.

- Based on the results of the curriculum analysis and the questionnaire survey, I found that Olympic education can be most effectively integrated into the physical education and health promotion learning area.

T₄: The content of courses on the Olympics in higher education suggests that the teaching of sport history, which typically emphasises facts and figures, is increasingly being replaced by a complex and critical interpretation of events. There is a great variety in the methods used by the instructors, both in their lectures and in the seminars.

- Teachers achieve an educational impact through both the topics covered and the methods used.
- I have found that the whole atmosphere of the courses is educational, with an overall personality development effect.
- The studying of the courses revealed what knowledge and attitudes about the Olympics students acquire during their training, which they can use to influence public education in their future work.

8. RECOMMENDATION

In the light of the research findings, my aim is to make recommendations for the application of Olympic education in schools.

- As for learning theory, I propose a critical-constructive approach.
- I consider the OVEP to be the most outstanding of the programmes, and I recommend its use in Hungary.
- I think it would be worthwhile to use Olympic education as widely as possible, including it in physical education, ethics and homeroom lessons.
- For trainers, I recommend the use of a collection of themes and methods based on the interviews.

9. CONCLUSION

In my research, I examined the integration of olympic education in public and higher education.

- The significance of my findings is that it is the first comprehensive analysis of the research area in Hungarian language.
- In addition to enriching theory, results that can be put to good use in practice as well.
- My findings will help to evaluate and adapt existing and future programmes; and to explore student and teacher attitudes towards Olympic education.
- The research helps to design modern programmes based on constructivist theory and encourages their use in schools.
- I provide suggestions on content and methodology that can be used not only by researchers, but also by teachers.

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