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스포츠 매니지먼트 석사 학위논문

Perception and Application of Olympic Values in Ghana:

Comparison of College Athlete and Non-athlete
Students

올림픽 가치의 인식과 적용:
가나 대학생 선수와 비선수의 비교

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데릭 옥포티 찰웨이

Derrick Okpoti Charway



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Abstract

Perception and Application of Olympic Values in Ghana:

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Derrick Okpoti Charway

Global Sport Management, Department of Physical Education

The Graduate School

Seoul National University

The Olympic Value education reflects the core essence of Olympism which interweaves sport and education as an integral component of the holistic development of humankind. The popularity and positive claims about the Olympic Values education are globally commended and applied by governments, educators, NGOs and youth sport leaders.

The purpose of this study was aim to examine the perception and application of the Olympic Values among the youth of Ghana by drawing

comparisons between college athlete and non-athlete students of Ghana who have been beneficiaries of the Olympic Values education taught as part of the Physical Education curriculum in Senior High Schools of Ghana.

The research sample included 440 college students (200 athletes and 240 non-athletes) between the ages of 19 and 30. Using the Cross-sectional Design, perception and application of the Olympic Values were determined by using the Olympic Questionnaire developed by Talema et. al. (2002).

With regards to perception of Olympic Values (i.e. four extracted values using Factor Analysis), the results showed that athletes scored significantly higher than non-athletes in Social Virtues of Olympism (Youth togetherness, Better world, Purity, and Gentlemen's behavior), Human Values of Olympism (Strength of will, Tolerance towards other nations and Moral principles), Personal Profit of Professionalism (Strength of will, Tolerance towards other nations and Moral principles) and Striving Towards Growth/Development (Focus on maximum effort, Joy of effort, Physical capacity and Cooperation).

The research result also showed that, at the significant point value ($p < 0.05$), athletes are more likely to integrate or apply the Olympic Values in their daily life activities than non-athletes.

The significant difference in both perception and application of the Olympic Values were established by comparing the “Means” (scores) of both athletes and non-athletes through the independent t-test method.

Keywords : Olympic Values Education, Perception, Application, Ghana, College Athlete and Non-athlete Students

Student Number: 2016-25160

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List of Acronyms

CEP	-	Cultural Education Program
GES	-	Ghana Education Service
GOC	-	Ghana Olympic Committee
HOV	-	Human Values of Olympism
IOC	-	International Olympic Committee
MESS	-	Ministry of Education, Science & Sports
MEYS	-	Ministry of Education, Youth & Sports
MOE	-	Ministry of Education
MOYS	-	Ministry of Youth and Sport
NGO	-	Non-Governmental Organization
OVEP	-	Olympic Value Education Program
PE	-	Physical Education
PPP	-	Personal Profit of Professionalism
RTP	-	Right To Play
RQ	-	Research Question
SHS	-	Senior High School
SOV	-	Social Virtues of Olympism
STP	-	Striving Towards Growth/Professionalism
UNICEF	-	"United Nations International Children's Emergency Fund
YDS		Youth Development through Sport
YOG	-	Youth Olympic Games

Chapter 1. Introduction

1.1. Background

Olympism is viewed as a philosophy of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles which applies to everyone (Parry, 1997; Motiejūnaitė, 2016). As an ideology of modern Olympic Games, Olympism have not just been relived on the fields of play but also expanded to cover both athletes and non-athletes from all facets of life. Müller (2006) noted that the greatest achievement of Olympism is the creation of a synergy between sport and education as well as reinforcing the notion of peaceful coexistence. In this light, the ideology of Olympism transcends mere participation in games.

To ensure the ideology of Olympism is not just an ideology, the Olympic Movement have introduced various educational initiatives and collaborated with countries and transnational organizations where the values of the Olympic Games have been emphasized in both school and community settings. Thus, the key pedagogical approaches of the Olympic Movement is the “Olympic Education” which comprise eight (8) key elements. Salient among the elements is the *“Education through Sport”*, on

which the Olympic Values Education Program (OVEP) is built.

The OVEP is regarded by academicians as the efficient way of education (Naul, 2008; Patsantaras, 2008; Georgiadis & Syrigos, 2009; Culpan & Wigimore, 2010) which provides a broad scope of lifetime development (Parry, 2012) as well as can be applied in varying contexts (Chatziefstathiou, 2012). In this light, Olympism is not only viewed as a static and narrow frame of values, but as a philosophy which has the flexibility to be adapted to varying contexts which extend beyond the strict sense of “Olympic education” (Chatziefstathiou, 2012).

Advancing the principles of Olympism in applicable and practical terms consequently led to the core Olympic Values such as respect, excellence, friendship. Other values connected to Olympism are determination, inspiration, courage, equality and fair play among others. The core values in particular have been the focal point of the Olympic Movement.

Despite the emphasis on the universality of OVEP (Naul, 2008), it has been noticed that the Olympic Movement’s Olympic Values education among students have not been widespread (Motiejūnaitė, 2016). This study examined the perceptions and applications of the Olympic Values by

athletes and non-athletes in Ghana who are particularly familiar with the Olympics, Olympic Movement or the Olympic Education.

1.2. Republic of Ghana: Geography, Education and Sport

Ghana is located in the Western part of Africa and officially referred to as the Republic of Ghana by its 1992 Constitution. Ghana practices a unilateral democracy and her capital city is called Accra. The name Ghana will be used throughout this research to denote “Republic of Ghana”. According to the 2010 Population Consensus, Ghana has a population of 24,658,823 with more females than males, where there are 12,633,978 females and 12,024,845 males (Ghana Statistical Service, 2012). Ghana has 10 administrative regions with each region having its own administrative minister who reports to the executive branch (led by president) of the country.

The bedrock of Ghana sport was laid when the British arrived in Ghana. In their quest to solidify their presence as well as trade and better understand the people of Ghana, the British transposed various cultures which included their educational policies, structures and concepts (Aare, 1982). The introduction of formal education in Ghana included the aspect of Physical Education (PE) which became the foundation for sport

development.

Sport and Education in Ghana over the years have been treated alike at both grassroots and governmental levels. For instance the teaching of value based sport programs in communities/grassroots have been run by sport for development organizations (such as Right To Play) while at the government level sport and education have either been merged or partnered over the years to undertake various programs and activities. For instance, from the year 1992 to 2000 Ministry of Youth & Sports (MOYS) and Ministry of Education (MOE) functioned separately. In 2005, both ministries were merged to form the Ministry of Education, Youth & Sports (MEYS). In 2006 the MEYS was renamed Ministry of Education, Science and Sports (MESS). From 2009 to date, sport and education was separated to recreate the Ministry of Youth & Sports (MOYS) and Ministry of Education (MOE)¹.

Notwithstanding the above changes between sport and education, the Ministry of Education in particular have embedded the importance of Olympics which include value based sport education program as part of its Physical Education program in all senior high schools in Ghana.

¹ http://moys.gov.gh/moys/?page_id=35

1.3. Ghana Olympic Committee, Ghana Education Service and Olympic Education

In Ghana the Olympic Movement is represented by the Ghana Olympic Committee (GOC). For being a part of the Olympic Movement, GOC has a mandate to develop and implement the ideals and principles of the Olympic Movement. The GOC was established by the Olympic Charter in 1951 and was duly registered at the Registrar General Department of Ghana as a non-profit making organization. In this light, the GOC serves in the interest of both the Olympic Movement and the Government of Ghana. With regards to the Olympic Games, the GOC prepares teams and athletes to represent Ghana. The GOC is made up of thirty-eight members which comprise thirty-seven Ghanaian sport associations/institutions (this includes the Ghana Education Service (GES) which is under MOE).

Guided by the operational standards of the Olympic Charter, the GOC outlined among its numerous objectives to cascade and reinforce the fundamental principles and values of Olympism. They did this by partnering and collaborating with Government, NGOs and educational institutions to integrate Olympism in their PE and sport pedagogy. In this regard GES has been pivotal in the teaching of the Olympic Education in schools.

The GES has been instrumental in ensuring that the Olympic Education forms part of GES's teaching syllabus for PE at the Senior High School (SHS). It is worth knowing that the GES programs covers both public and private schools. Students in SHS are taught about the importance of Olympism which includes the Olympic origin, values and its global relevance.

According to IOC (2016: 19), the Olympic Education is spread across a wide range of programs with different objectives. The GES however, covers teaching areas of the Olympic Education such as the origin of Olympics, importance of modern Olympic Games and benefits of the values of Olympism (Ministry of Education, 2010). With the Olympic Education being part of the SHS teaching curriculum of PE in Ghana, every Ghanaian student at college level is therefore expected to have been taught the importance of the Olympic value education.

The purpose of this study centered on the perceptions and applications of Olympic Values among youth of Ghana by comparisons between college athletes and non-athletes of Ghana who have been beneficiaries of the Olympic Values education in Ghana.

1.4. Statement of Problem

As noted in Olympic Movement's (IOC, 2016a) Olympic Values Education Program (OVEP), the aims of the Olympic Movement is as follows:

- i. To promote the development of those physical and moral qualities which are the basis of sport.
- ii. To educate young people through sport in a spirit of better understanding between each other, and of friendship, thereby helping to build a better and more peaceful world.
- iii. To spread the Olympic principles throughout the world, thereby creating international goodwill.
- iv. To bring together athletes of the world in the great four-yearly sport festival, the Olympic Games.

Though the Olympic Movement's OVEP adopts a universalistic approach to implementing and providing a sport value-base education to the youth (comprising athletes and non-athletes), it is important to note that there have been instances where the knowledge about and education of the Olympic Values have been called to question (Derwent & Yoruç Çotuk,

2013). With much emphasis placed on performance and winning at all cost in the Olympic Games, it is clear that there have been imbalance and knowledge gap about the Olympic Values (Derwent & Yoruç Çotuk, 2013).

This research examined the knowledge gap of the Olympic Values between athletes and non-athletes in Ghana. Thus, inquired about how athletes and non-athletes have applied the Olympic Values in their everyday life.

1.5. Significance of the Study

The emphasis on the Olympic Values education is very important because there is no literature in Ghana which covers the importance of the Olympic Values education in Ghana. Findings of this study will therefore contribute immensely to the following:

- i. Sport and Society – With sport viewed as an integral part of the society and the cultural context in which we live our lives, this study will contribute to a better understanding of our society by examining the Olympic Values among the youth which comprise athletes and non-athletes.
- ii. Policy formation – Currently Ghana has placed much emphasis on

the need for a holistic sport policy to guide sport implementation in Ghana. Findings of this research will therefore be important in this regard.

- iii. Academic Literature – This study will contribute to the academic literature of Olympic studies since there is little research that compares the knowledge and application of Olympic Values between athletes and non-Athletes.

1.6. Definition of Terms

This research used various terms and words that needs explanations. This is relevant because it reduces untoward ambiguity that might arise from the research. As noted by Bishop et. al. (2004), mindfulness and situational specificity should be operationally defined in order to avoid undue psychological and emotional stress. For the benefit of this research, the following terms and words will be defined:

- i. Athletes: College students who are athletes
- ii. Non-athletes: College students who are not athletes

- iii. Perception: The knowledge or the awareness of the Olympic values through means deem education, social media or programs associated with the Olympic Education.
- iv. Integration: Application of the Olympic Values in everyday living.
- v. Olympic Value Education: Wide range of values associated with the philosophy of Olympism that are used by educators, sport federations/associations, governments, NGOs to teach the youth.
- vi. Olympic Education: This is defined by the IOC as a variety of programs with different objectives and targeted audiences, albeit with great deal of overlap (IOC, 2016a: 19). It is an umbrella term which covers areas such as Olympic Value education, Olympic Day activities, High-performance training, Olympic museum networks, Olympic youth camps, halls of fame, art exhibitions and cultural events as well as Marketing and promotional campaigns run by Olympic sponsors and partners (IOC, 2015:13).
- vii. Olympism: A “*philosophy of life*” which represents sport at the service of creating of a harmonious development of humankind,

human right and occurs within the framework of society.

- viii. Olympic Values Education Program (OVEP): It is an IOC program which is made up of an educational tool kit which can be applied in different contexts. It provides recommendations and methodologies of Olympic Value education for members of the Olympic Movement, Governments, NGOs, educators and youth sport leaders.
- ix. Ghana: This is used to mean the official name which is “The Republic of Ghana”.

1.7 Research Questions

The research was be guided by the following Research Questions (RQ):

- RQ1. What are the core Olympic Values among college athlete and non-athlete students in Ghana?
- RQ2. Are college athlete students more likely to integrate the Olympic Values in their everyday life than college non-athlete students?

Chapter 2. Literature Review

2.1. Theoretical Review of Olympism

Dating back to antiquity Olympism as an ideology was entrenched in the mythology, social and political fabrics of the Greek culture (Monnin, 2012). Ancient Olympics, just like modern day Olympics occurred every four years. The four year period is known as the Olympiad and it is a period where athletes show their athletic prowess by showcasing their strength while they perform to the delight of all fans/or the audience. Within this period, disputes between warring states are ceased temporarily to allow the free flow of the Games (Müller, 2006). Like every cultural practice (Coakly, 2007), the Ancient Olympic Games and Olympism did not remained static in idealism but rather evolved overtime to adapt to modern trends of sociocultural and political development (Chatziefstathiou, 2009; 2011a).

In the late 19th century, there was change in the way the Olympic Games was organized and this led to the renaissance of modern day Olympics. To this end, Olympism was redefined by Pierre de Coubertine (founder of IOC), having been inspired by the British educational culture of synergizing sport and education. Having drawn inspiration from and influenced by the British School tradition of interweaving sport and

education, Olympism emphasizes on the role of sport in the global culture, international understanding, peaceful coexistence, social and moral education (Parry, 2012). Thus, the idea of globalization has led to the interconnection of persons from different parts of the world to come together to share common values (Maguire, 1999).

The IOC's core principles of Olympism is expressed profoundly in the Olympic Charter as a "*philosophy of life*" which embodies sports at the service of creating of a "*harmonious development of humankind*" (IOC, 2015:13). Furthermore, principles of Olympism sets a global platform for the creation of *Olympic Movement* which deems important, the practice of sport as a "*human right*" and "*occurs within the framework of society...*" (IOC, 2015:13). The accentuation of human rights and promotion of a peaceful society as a fundamental principle of the IOC fell in line with the vision of the United Nation. This led the president of the IOC attaining UN observer status in 2009 as well as becoming an integral player of advancing the Sustainable Development Goals (IOC, 2015).

Despite the glorification of Olympism as a concept for global culture, international understanding, peaceful society (Parry, 2012) as well as endorsement by the UN, it has come under the lens of criticism by some

scholars. Guest (2009) questions the homogeneity of the Olympic ideology and questions its indispensability on a grass-root sport programs in Africa. Olympism has also been touted as western culture and a new form of colonialism which seeks to transpose neoliberal ideologies and thinking practices to the rest of the world through sophisticated promotional strategies and advertisement (Lenskyj, 2012). The need for ideologies to be malleable and bend without breaking is important if it seeks to have a global face. This means that the Olympic ideals and principles should be subject to contextual interpretation.

Having mentioned the criticisms leveled against the ideology of Olympism, Parry (2006:91) stated that we cannot disregard the concept of Olympism as it finds “*different expressions of time and place, history and geography*”. Parry thence emphasize on the universal relevance of the Olympic Values as each nation can sincerely commit itself, “while at the same time finding for the general idea a form of expression (a conception) that is unique to itself, generated by its own culture, location, history, tradition, and projected future” (2006:200).

The fundamental principles of Olympism (IOC, 2015) are quintessential to the development of the Olympic Values which supports the

reinforcement of Olympism into practice (Parry, 2012). This means that ideologies will be enough, once accompanied by pragmatic steps through Olympic Values lens, to addressing social events or global issues as couched in the Olympic Charter.

It is worth noting that while Olympism is widely associated with athleticism, this study focused on the Olympic Values education based on the principles of Olympism which blends sport with culture and education as a way of life.

2.1.1. Olympic Values Education

The ideology of Olympism (by Pierre de Coubertine) from its inception has always shown a symbiotic relationship with education (Chatziefstathiou, 2012). According to the IOC (2016: 19), the Olympic education covers a variety of programs with different objectives and targeted audiences, albeit with great deal of overlap. The Olympic Education thus, covers the following programs (IOC, 2016a: 19):

- i. Academic research, courses and seminars at universities and Olympic studies centers.
- ii. Programs of national and international Olympic academies and National Olympic Committees.

- iii. Textbooks and guides, videos, CDs and TV programs about the Olympic Games.
- iv. Olympic Day activities, Olympic festivals and school/community competitions.
- v. High-performance training and physical education based on the Olympic Values.
- vi. “Education through sport”: integrated values-based teaching programs for children and youth.
- vii. Educational and youth programs run by Olympic Games Organizing Committees.
- viii. Olympic and sport youth camps.
- ix. Olympic museum networks, halls of fame, art exhibitions and cultural events.
- x. Marketing and promotional campaigns run by Olympic sponsors and partners.

As listed above, the fundamentals of the Olympic Values education falls within the section (vi.) earmarked, “*Education through sport*”. Based on the ideology of Olympism, the Olympic Values education is regarded by many scholars as one of the efficient way of education (Binder, 2001, 2005; Bronikowski, 2006; Parry, 2006; Naul, 2008; Patsantaras, 2008; Georgiadis

& Syrigos, 2009; Culpan & Wigimore, 2010). As noted by Parry (2012), the philosophy of Olympism provides a broad scope of lifetime development which focuses not just on professional athletes but also on everyone.

Though there have been much emphasis by the IOC with regards to the need for a formalized Olympic Values education program, it is worth mentioning that the term Olympic Education emerged only in the 1970s (Müller, 2004). Girginov (2010) also contends that there have been a lot of educational initiatives associated with Olympism but have gone unnoticed. Nonetheless, Olympic scholar and pedagogue, James Parry argued that Olympism could be very valuable to PE which has been losing its educational quality in schools. Parry therefore stated the following:

“... seek to develop an account of culture and human experience which gives due weight to those forms of athletic, outdoor, sporting, aesthetic activities which focus on bodily performance, and which are generally grouped under the heading of physical education. Such an account, combining claims about human capacities and excellences with claims about the importance of a range of cultural forms, would seek to develop

arguments which could justify the place of PE on the curriculum (Parry, 1988: 117).

In line with the above statement, Parry (1994) stalwartly held the view that, Olympic Values education and PE should be integrated in national education systems and taught in schools and colleges. Parry (2003) further mentioned that educators and coaches should avoid abstract teaching of the Olympic Values and adopt a holistic method of teaching where pragmatic approaches of teaching Olympic Values reflects in the lives of young people. Gessman (1991) mentioned the Olympic Values system as an effective way for the education and moral development of young people who will benefit from learning outcomes such as fair play, health, risk-taking and adventure, artistic and creative development, and sociability. Based on Pierre de Coubertin ideology of Olympism, Gruepe (1996) also referred to the Olympic Values as vehicle for education.

Encapsulating the ideology of Olympism as a “*philosophy of life*” and Olympic Values education as an indispensable initiative for moral development and reinforcement of positive behavior among children, Deanna Binder looked beyond PE at school settings, by focusing on the integration of the Olympic idea in everyday life (Binder, 2000). It was

Binder's work that formed the foundation for the international teacher's handbook on the values of Olympism. Accordingly, Binder's approach was further adopted by the IOC and closely knit with the Olympic Values Education Program (OVEP) which was launched by IOC in 2007. Led by Binder, OVEP became an educational tool kit for coaches and educators to teach the Olympic Values. Thus, OVEP was developed to promote global education based on Olympic Values and five shorter concepts which are: the joy found in physical effort; fair play; respect for others; achieving peak performance; balance between body, mind and spirit (Naul, 2008: 112). Naul (2008) believed that the five concepts developed by Dana Binder can "happen" in varied contexts (inside and outside school setting) as well as can take an "interdisciplinary form.

In summary, it is clear that the relevance of the Olympic Values have been held in high esteem by the IOC and scholars, however what remain uncertain is its universality. While adopting and applying the Olympic Values in diverse context have raised concerns, some scholars believed that a well-constructed curriculum for the Olympic Values education could have a positive reinforcement as well as have a lasting impact on the moral development of young people irrespective of they being an athlete or non-athlete.

2.1.2. IOC's Olympic Values Education Program (OVEP)

The Olympic Values Education Program is a sport based program which also provides practical guide to Olympic Values education (IOC, 2016a). According to IOC, the Fundamentals Manual of OVEP are “based on current educational theory about multicultural, intercultural and multiple-intelligence approaches to learning and teaching” (IOC, 2016: 14). OVEP is however used to advance the three core values of the Olympism such as respect, excellence and friendship. Nonetheless, other values such as determination, inspiration, courage, equality, perseverance and resilience, are interwoven within the core values (See Figure 1).

Based on the lore of Olympism, OVEP is delivered on five themes. These five themes that were developed from the earlier work of Dana Binder (Naul, 2008), are heavily linked with the core values of Olympics. OVEP as a teaching and an education manual provides guidelines for the members of the Olympic Movement, schools and Sport for Development organization to teach the youth social values and life skills. Captured in the Fundamentals Manual of OVEP, illustration in Figure 1 depicts the full details of how the three core Olympic Values are divided into five themes (IOC, 2016a).

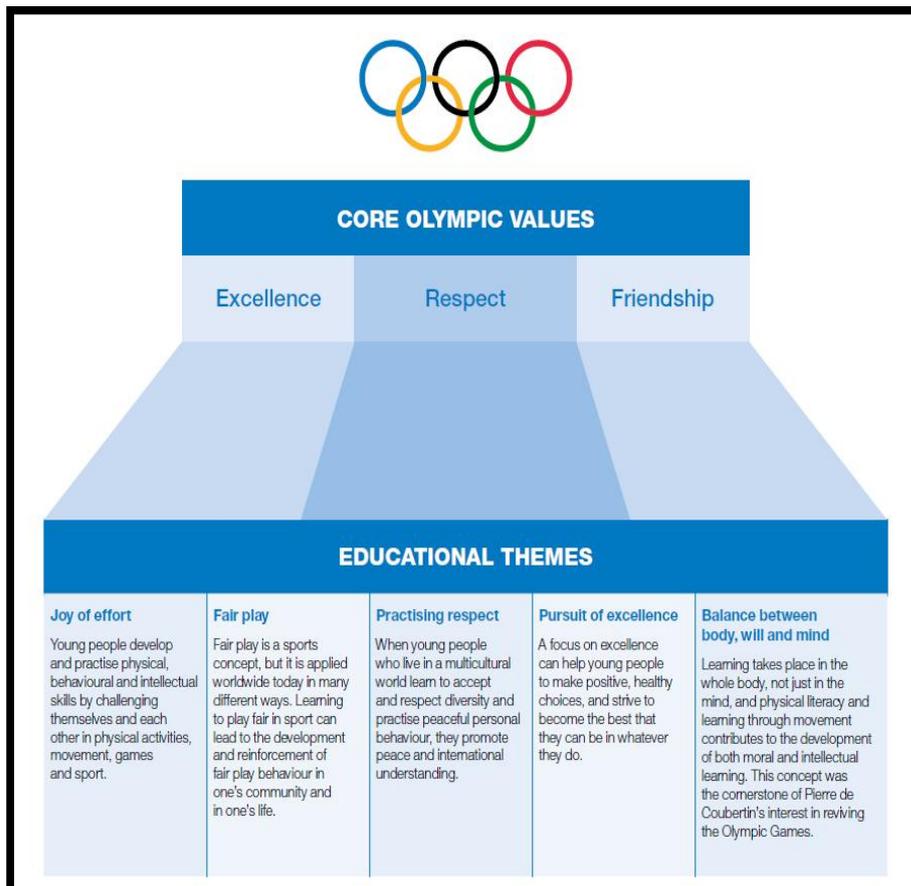


Figure 1. Platform for Teaching and Learning OVEP

2.2. Previous Research

Following the relentless effort by scholars and IOC with regards to setting up the Olympic Values as an educational tool kit which can be applied in diverse facets of life, the OVEP program provided

recommendations and methodologies for members of the Olympic Movement, educators, administrators, youth sport leaders and other sport federations. Since the inception of OVEP in 2007, several programs have been enrolled in different part of the world. It is intriguing to know that the popularity of the Olympic Values education have been noted and applied in schools (Binder, 2005). Also some sport organizations and national sport federations have adopted the OVEP methodology to educate their athletes.

It is worth noting that despite the projection of the Olympic Values as a relevant tool for the moral development of young people and ideal for everyday living (Binder, 2000), concerns about the actual benefits and applicability of the Olympic Values to athletes and young people have been called to question. This study reviewed recent studies of renowned Olympic Education scholars, whose researches have contributed towards shaping Olympic Values education programs. To this end, studies of the Olympic Values education by Chatziefstathiou (2012), Binder (2012), Dervent and Yoruç Çotuk (2013) and Šukys and Majauskienė (2013) were considered for the purpose of this research.

Delving into the work of *Chatziefstathiou (2012)*, which looked at “*Olympic education and beyond...*”, she questioned about what should

constitute the pedagogical approaches of the Olympic Education and the need for it to be applied to achieve its objectives in varied contexts. Prior to addressing the question, she outlined the historical controversies of Olympism. Thus, Houlihan highlighted that “the Olympics therefore provide a conveniently adaptable context for furthering of interests” (1994, 111). This means that the Olympic platform can also be used to promote all sorts of businesses such as political agenda. Also some critics have touted modern Olympics as a venture for multi-billion dollar global business, while questioning the IOC’s intention to disseminate the values and ideals Olympism as espoused in the Olympic Charter (Hoberman, 1986; Lenskyj, 2000; Milton-Smith, 2002; Tomlinson 2004). Hoberman’s (1986) criticism of a shifted focus from the Olympic Values (as mentioned in the Olympic Charter) to gravitating towards a profit-making Olympic Movement is very worrisome. Despite the criticisms, DaCosta held the view that if “one simultaneously compares some of the values as perceived nowadays, contradictions emerge”, but he further mused that “the traditional values of Olympism fulfil sufficient conditions to build a persuasive argument for the re-enactment of the ancient Greek axiological heritage” (DaCosta, 2010, 75).

Despite the inherent incongruities and paradoxes of the philosophy of Olympism, Chatziefstathiou (2012) agreed with DaCosta’s (2010)

argument that Olympism can serve as “moral agenda and source of inspiration in educational programs organized in the global cultural space of the Olympic Movement”. Chatziefstathiou further mused that, Olympic education should not just be seen as mere education but rather comprise series of actions and initiatives taking place in different contexts. Chatziefstathiou concluded by emphasizing on a better understanding of what Olympism means and the need for the Olympic Education to reflect on everyday life of young people in schools and communities.

Chatziefstathiou (2012) emphasized on the significance of Olympic values education and mentioned that many scholars (Binder, 2005; Gessman, 1991; Gruepe, 1996; Kidd, 1996 and Müller, 2000) have claimed that some schools have embraced and enrolled the Olympic Values education in their curriculum. However, what remain uncertain is whether students and young people have grasp the Olympic Values and used them in their daily life activities. There is therefore the need for a critical assessment of the awareness and the application of the Olympic Values. This will contribute to allaying suspected controversies associated with the ideology of Olympism.

In *Binder's (2012)* work, “*Olympic Values education: evolution of a pedagogy*”, she undertook an explorative study to outline the evolution of

the Olympism ideology and Olympic Education. Thus, while exploring the theoretical perspective of Olympism, she also outlined the antecedents that necessitated the development of the tool kit for the IOC's OVEP. Binder's work revolved around Naul's (2008) description of the Olympic Values education as "lifeworld orientation". Binder began her research by finding answers to the following questions:

- i. What current educational theory will best support the flexible delivery of Olympic-related activities in support of school-based learning outcomes?
- ii. How do children and youth learn positive behaviors and values, and what teaching methodologies support this learning?
- iii. Do the Olympic Values have relevance in cultural contexts other than the ones based on Euro-American traditions?
- iv. Are they, as the Olympic Movement professes, universal?
- v. Are the methodologies proposed for teaching values in Euro-American contexts appropriate in other cultural contexts?
- vi. How can international Olympic education and fair play initiatives represent global cultural perspectives?

In response to above questions Binder took heed to Gadema's (1989: 324) philosophical concept of how application co-determines understanding; Aoki's (1991:14) curriculum development which states that curriculum "essentially belongs to the world of the practical..."; and Smith (1997: 2) who suggests, "genuine theory always has a geography...".

Having analyzed and assessed three distinctive Olympic Education curriculum development projects, Binder consented with Naul's (2008) "lifeworld" approach. Binder concluded that the "lifeworld" provides an integrated approach which teaches value-based education in and outside schools. Binder however called for the need for a curriculum development that applies Olympic Values in different cultural and educational situations. It is however worth noting that Binder's assertions that legacy of the Olympic education at elementary and middle school is a necessary factor for excellence and goal attainment by athletes and young people who leaves their rooms/homes to find out about the effects of the Olympic Values on the lives of the student athletes and young people.

In relation to the emphasis on significance of the Olympic Values education, *Dervent and Yoruç Çotuk (2013)* undertook a study to outline the *"Perception of Olympic Values by Turkish athletes who participated in the*

first Youth Olympic Games” which was held at Singapore. Adopting a semi-structured interview their study examined the perception of Olympic Values by fifteen (15) Turkish athletes who participated in the maiden Youth Olympic Games (YOG) in 2010. With regards to the Cultural Education Program (CES) which was introduced in line with the YOG to provide education on Olympic Values and the ideology of Olympism, Derwent and Yoruç Çotuk (2013) assessed the 15 Turkish athletes’ change of their perception before and after the games. The effect of CEP was also assessed on the 15 athletes. It is worth noting that, the IOC accorded significance to the YOG and CEP by claiming that it is an important platform for young athletes to participate in sport, develop themselves and imbibe the Olympic Values (Altenberg & Hofmann, 2012; IOC, 2009).

The findings of Derwent and Yoruç Çotuk (2013), indicated that there was a knowledge gap about the Olympic Values among the 15 athletes. The responses from the athletes showed that even though the athletes were youth Olympians they were all not aware of the Olympic Values. The athletes however mentioned that much of their preparations for the YOG was directed towards physical training, performance, success and win at all cost. The study however revealed that, the athletes evaluated the CEP as a program that will be very important to their sport life as well provide them

with motivation as they develop.

Dervent and Yoruç Çotuk's (2013) study lays the foundation for further studies to probe not only awareness of the Olympic Values education at the YOG but also on wider ranges where both athletes and non-athletes could be assessed in diverse contexts. Thus, a further study to examine not just the immediate effect but also the lasting effects of the Olympic Values on young people as they progress in life is needed.

Lastly, *Šukys and Majauskienė (2013)* worked on *“the attitude towards Olympism values of pupils in schools implementing and not implementing integrated Olympic education”*. Based on previous literature they hypothesized that “in schools implementing integrated Olympic education program, pupils are more associated human values with Olympism than pupils in schools where this education program was not implemented”. Having drawn 30 schools from a population of Lithuanian schools (comprising main schools, secondary schools and gymnasiums), 2335 (1095 males and 1240 females) adolescents between the ages of 13 and 18 years were sampled. Using a quantitative approach to examine the data collected, Šukys and Majauskienė (2013) concluded by confirming the hypothesis that “Pupils at schools implementing Integrated Olympic

Education Program more often emphasized the importance of human and social values of Olympism compared to pupils from schools not implementing this program”.

As some researchers have mentioned (Patsantaras, 2008; Peneva, 2009), Šukys & Majauskienė’s (2013) research also confirmed that the Olympic Values education should be given the most attention and treated as an indispensable component of the Olympic education. Their research also shows that the Olympic Values education and application are not limited to only athletes but can also be applied to persons who are not athletes. This means that beyond the Olympic Games, the Olympic Values education programs can also benefit mainstream schools as part of the PE programs. Šukys and Majauskienė’s (2013) research also proved that the Olympic Education has the potential to develop pupil’s attitude and socially important values.

Although Šukys and Majauskienė’s (2013) confirmed the importance of the Olympic Values education among young people and in schools where the values were taught, it is important to evaluate the importance of the Olympic Values education among athletes and non-athletes who equally benefits from the Olympic Values education. This will

pave way to understand how attitudes of persons with different interests are affected by the Olympic Values

2.2.1. Implication of Previous Research

In summary it is important to take note of the followings:

- Pierre de Coubertin redefined Olympics as a “*Philosophy of life*” aimed at educating young people through sport. This shows a positive relationship between sport and education.
- Chatziefstathiou (2012) argues that Olympic values can serve as “moral agenda and source of inspiration in educational programs organized in the global cultural space”. Chatziefstathiou emphasize that Olympic Education values reflect on everyday life of young people in schools and communities.
- Binder (2012) mentioned that Olympic Values education provides a lifeworld orientation and an integrated approach which teaches value education in and outside of schools. Binder therefore, indicated the need for curriculum development that applies Olympic Values education in different contexts. Thus, integrating Olympic Values education and PE in school settings and beyond.

- Dervent and Yoruç Çotuk (2013), indicated that a knowledge gap about the Olympic Values among athletes could affect their moral and social development. Thus, the need for the Olympic Values education for young athletes
- Šukys and Majauskienė's (2013) indicated that Olympic Values education and application are not be limited to only athletes but can also be applied to persons who are not athletes. They however concluded that, Olympic Values are more likely to be integrated by students in schools implementing Olympic Values program than students in schools without the Olympic Values program

While the above summarized literatures have given credence to the Olympic Values education in varied context as well as can be taught to both athletes and non-athletes, it is worth noting that little research have been done on the comparison of the awareness and application of Olympic Values by athletes and non-athletes.

The research therefore, compared the awareness of Olympic Values between athletes and Non-Athletes in Ghana. It further examined how athletes and non-athletes integrate the Olympic Values in their everyday life.

Chapter 3. Methodology

The purpose of this study was to examine the perceptions and applications of the Olympic Values in Ghana. The study examined the core Olympic Values among college athletes and college non-athletes and how they integrate the Olympic Values in their everyday life.

Researches usually connect philosophical assumptions, strategies of inquiry with specific research methods and often remain largely hidden in a research (Slife & Williams, 1995). Marsh and Furlong (2010) noted that a researcher's orientation to his/her subjects is shaped by his/her ontological (nature of existence) and epistemological (how knowledge is acquired) position. Marsh and Furlong (2010) identify two broad ontological positions. The first position, "foundationalism", posits that there exists a real world which is independent of our knowledge, whereas the second called "anti-foundationalism", sees the world as socially constructed.

In epistemological terms this study adopted the foundationalism ontological positions which emphasize on careful observation and measurement of objectivity when inquiring about knowledge of the unmediated world (Creswell, 2009; Marsh & Furlong, 2010). In this regard the quantitative methodology is used as the strategy of inquiry to examine

the perceptions and applications of the core Olympic Values of athletes and non-Athletes in Ghana.

3.1. Research Method – Quantitative Methodology

The quantitative analysis provides the means for testing objective theories, avoiding bias, controlling extraneous variable as well as having the tendency to generalize and replicate findings (Creswell, 2009). The quantitative method was chosen for this study because of the large size of the sample as well as its significance to identifying the collective strength of multiple variables (Creswell, 2009). Thus, the quantitative method was used to compare Olympic Values among athletes and non-athletes. Furthermore, it was also used to measure how the athlete and non-athlete students integrate the Olympic Values in their daily life activities.

3.2. Study Population and Sample

Though the study focused on comparing Olympic Values between athletes and non-athletes in Ghana, the study population was college students of Ghana.

The sample of the study was 440 college students from the University of Ghana. The 440 students was made up of 200 athletes and 240

non-athletes.

3.3. Strategy of Inquiry – Survey (Online)

The research took a descriptive approach that examined the Olympic Values among athletes and non-athletes. Thus, using the cross-sectional method, survey design formed the main strategy for data collection.

The survey was important for the purpose of this research because the researcher adopted an internet survey approach where online survey questionnaires was administered to respondents/participants (Nesbary, 2000; Sue & Ritter, 2007). The choice of the survey strengthen the relevant of this research because survey designs are less costive, convenient for data gathering, highly representative as well as significant for statistically analysis Creswel (2009).

3.3.1. Survey Questionnaire

The survey questionnaire comprise three sections (See Appendix 1). The first section entailed the personal data of the respondents/participants while the remaining two sections were aligned to each of the Research Questions (RQ) as described in Table 1. Responses from and evaluations of the survey questions were rated on a 7 point scale (from 1 = absolutely

disagree to 7 = strongly agree).

Table 1. Research Question Categories

No.	Research Question	Survey Questionnaire
RQ 1	What are the core Olympic Values among college athlete and non-athlete students in Ghana?	<p><u>Section 1.</u> The “<i>Olympic Questionnaire</i>” which consists of 52 values (Telama et. al., 2002) was grouped into four (4) factor variables namely; Social virtues of Olympism, Personal profit of professionalism, Human values of Olympism and Striving towards personal growth/development.</p>
RQ 2	Are college athlete students more likely to integrate the Olympic Values in their everyday life than college non-athlete students?	<p><u>Section 2</u> The “<i>Olympic Value Test²</i>” which is used to test the “integration” of the Olympic Values in the everyday life was adapted for this section. The adapted questions were further grouped under the 4 Olympic Values extracted from the “<i>Olympic Questionnaire</i>” of Telama et. al., (2002)</p>

3.4. Data Analysis

Given the multiple variables used in this research, data analysis was used to identify relationships between variables, compare the variables and also identify the difference between variables. Thus, based on the 4 main variables of Telama et. al. (2002), 4 hypothesis each were generated from

² https://olympicday.fusesport.com/_uploads/res/2245_8190.PDF

the two research questions of this research (see Table. 2)

Table 2. Data Analysis Overview

Research Question (RQ)	Null Hypothesis (H₀: μ=μ)	Data Analysis Method
RQ 1 What are the core Olympic Values among college athlete and non-athlete students in Ghana?	H1. There is no Significant difference in Social Virtues of Olympism between Student Athletes and Non-athletes H2. There is no Significant difference in Human Values of Olympism between Student Athletes and Non-athletes H3. There is no Significant difference in Personal Profit of Professionalism between Student Athletes and Non-athletes H4. There is no Significant difference in Striving to Towards Growth/Development between Student Athletes and Non-athletes	Factor Analysis for dimension reduction and Independent t-test to compare means
RQ 2 Are college athlete students more likely to integrate the Olympic Values in their everyday life than college non-athlete students?	H1. There is no Significant difference in Social Virtues of Olympism between Student Athletes and Non-athletes H2. There is no Significant difference in Human Values of Olympism between Student Athletes and Non-athletes H3. There is no Significant difference in Personal Profit of Professionalism between Student Athletes and Non-athletes H4. There is no Significant difference in Striving to Towards Growth/Development between Student Athletes and Non-athletes	Independent t-test

Data collected in relation to the two Research Questions of the study, were grouped under the 2 main research questions with each of the

question having corresponding sub-questions. Thus, the 2 main questions were statistically analyzed using Factor Analysis and t-test method (See Table 2). The analysis were done through the Statistical Package for the Social Sciences (SPSS).

Factor Analysis: Factor analysis is relevant for RQ1 because it is an interdependent method where all variables are simultaneously considered. Thus, initial factor loadings regarding the 52 Olympic Values (Telama et. al., 2002) were extracted using the Maximum Likelihood method. The Varimax with Kaiser Normalization method was used rotation of the factors. Thence, based on eigenvalues of 1, four components were extracted on a Scree Plot. Consequently, the final extractions of factors were made based on a loading value of 0.5 and above. The extracted factors were separately grouped under the four main Olympic Values (Social virtues of Olympism, Personal profit of professionalism, Human values of Olympism and Striving towards personal growth/development) of Telama et. al. (2002). Following this, a reliability test was carried out for each value.

Independent t-test: Following the final extractions and the reliability test of RQ1, the independent t-test was used to compare means of athletes and non-athletes on their perceptions about each of the 4 Olympic

Values. Regarding RQ2, reliability test of the collected data was carried out. Thence, the independent t-test method was used to compare the mean scores of athletes and non-athletes regarding their application of each of the 4 Olympic Values in their everyday life activities.

3.5. Ethical Consideration

Approval to conduct the research was attained from Dream Together Master Program of Seoul National University (See Appendix 2) while request to collect data and conduct the research was granted by Sport Directorate of the University of Ghana (See Appendix 3).

Informed consent was used in the research to maintain confidentiality and anonymity of the research (See Appendix 4). A written consent which entails research information was made available to the participants. This provided participants with complete information to understand the purpose of and their role in the study (Best & Khan, 2006).

The research largely conformed to the laid down ethical considerations at the Seoul National University. Also integrity and professionalism was ensured to maintain high standards of the research.

Chapter 4. Results

The purpose of this study is to compare the awareness of Olympic Values between athletes and non-Athletes in Ghana. This study also examined how athletes and non-athletes integrate the Olympic Values in their everyday life.

4.1. Descriptive Analysis

The data was collected from a total of 440 college students (200 athletes and 240 non-athletes) to form the sample for the analysis and interpretation needed for the study. Under the descriptive analysis, collected data about college students (athlete and non-athlete) mainly covered biographic information such as age, gender, high school attended, how they learnt about the Olympic Values, favorite Olympic sport, college year and also the sport discipline of the athletes.

Furthermore, the data shows an overview of frequencies and percentages of the biographic information collected from athletes and non-athletes. Details of the data are presented in Table 3.

Table 3. Descriptive Statistics on Sample

Variable	Students / Frequency (%)		
	Students Athletes	Non-athletes Student	Total
Age:			
• 19 years or Less	37 (18.5)	68 (28.3)	105 (23.9)
• 20 years to 24 years	124 (62.0)	125 (52.1)	249 (56.6)
• 25 years to 29 years	31 (15.5)	35 (14.6)	66 (15.0)
• 30 years and more	8 (4.0)	12 (5.0)	20 (4.5)
Gender:			
• Male	100 (50.0)	120 (50.0)	220 (100)
• Female	100 (50.0)	120 (50.0)	220 (100)
Kind of Senior High Sch. Attended:			
• Government/ Public	151 (75.5)	123 (51.2)	274 (62.3)
• Private	49 (24.5)	117 (48.8)	166 (37.7)
Physical Education:			
• Taught in Senior High School	199 (99.5)	163 (67.9)	362 (82.3)
• Not taught in Senior High School	1 (0.5)	77 (32.1)	78 (17.7)
How Olympic Values was learnt:			
• Ghana Olympic Committee	11 (5.5)	1 (0.4)	12 (2.7)
• Physical Education at Senior High Sch.	132 (66.0)	152 (63.3)	284 (64.5)
• Online /Social Media	22 (11.0)	33 (13.8)	55 (12.5)
• Ministry of Youth and Sport	1 (0.5)	2 (0.8)	3 (0.7)
• Television	21 (10.5)	49 (20.4)	70 (15.9)
• During Olympic Games	11 (5.5)	3 (1.2)	14 (3.2)
• Others	2 (1.0)	0 (0.0)	2 (0.5)
Favorite Olympic Sport:			
• Soccer	43 (21.5)	45 (18.8)	88(20.0)
• Track & Field	25 (12.5)	50 (20.8)	75 (17.0)
• Handball	34 (17.0)	19 (7.9)	53 (12.0)
• Others	98 (49.0)	126 (52.0)	224 (50.9)
College Year:			
• 1 st Year Student	52 (26.0)	129 (53.8)	181 (41.1)
• 2 nd Year Student	78 (39.0)	62 (25.8)	140 (31.8)
• 3 rd Year Student	39 (19.5)	29 (12.1)	68 (15.5)
• 4 th Year Student	31 (15.5)	20 (8.3)	51 (11.6)

Student Athlete's Favorite Sport:

• Soccer	55 (27.5)	-	55 (27.5)
• Track and Field	17 (8.5)	-	17 (8.5)
• Handball	29 (14.5)	-	29 (14.5)
• Others	99 (49.5)	-	99 (49.5)

Table 3 (Descriptive Analysis) shows how the various variables of the research were distributed among athletes and non-athletes. With regards to Gender, 100 males and 100 females responded for athletes while 120 males and 120 females responded for non-athletes.

It is worthwhile to mention that out of the 440 (100%), 63.3% and 37.7% went to Public and Private Senior High Schools (SHS), respectively. Also, though Physical Education (PE) forms an integral part of the Ghana Education Service, 17.7% of the students were not taught PE as against 82.3% of students who were taught PE in SHS. With regards to the Olympic Values education in Ghana, 2.7% of the students indicated that they learnt it from the Ghana Olympic Committee while the SHS and Online/Social Media accounts for 64.5% and 12.5%, respectively. Among popular and favorite Olympic sports, college students most likely preferred Soccer (20%), Track and Field (17%) and handball (12%). Response came from 1st, 2nd, 3rd and 4th year college students who accounted for 41.1%, 31.8%, 15.5%, and 11.6% respectively.

4.2. Results of Research Question 1: Factor Analysis and Independent t-test

Through the SPSS, Factor Analysis was used to examine Research Question 1 (RQ 1) which is;

- *What are the core Olympic Values among college athletes and non-athlete students in Ghana?*

4.2.1. Reliability Test

In order to provide answers to RQ1 of the research, a reliability test was conducted on The “Olympic Questionnaire” which consists of 52 values (Telama et. al., 2002). There were a total of 440 college students who responded to each of the 52 values. Cronbach’s alpha showed the questionnaire reach acceptable reliability, $\alpha = 0.978$ (See Table 4)

Table 4. Reliability Test for Research Question 1

Case Processing Summary			Reliability Statistics	
Cases	N	%	N of Variables	Cronbach's Alpha
Valid	440	100.0	52	0.978
Total	440	100.0		

4.2.2. Determining the Number of Factors to Be Extracted

Factors based on eigenvalues of 1 or greater were considered to be

significant while all factors with eigenvalues less than 1 were disregarded. Thus, of the 52 values/variables, 4 initial un-rotated factors were extracted. This can be derived from the Scree Plot below which shows the eigenvalues (on the Y axis) against the number of factors in their order of extraction (on the X axis). See Figure 2 below:

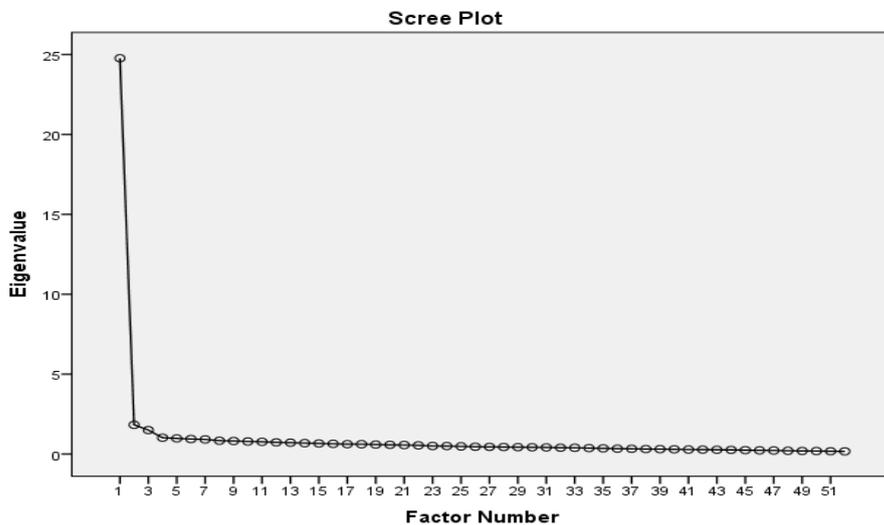


Figure 2. Factor Analyses – Scree Plot

4.2.3. Rotation of Extracted Factors

The Maximum Likelihood method was the method used for the extraction while the Varimax with Kaiser Normalization method was used for the rotation. This helped to first of all generate the initial extractions and

thence the final extractions. Both initial and final extractions are detailed below:

4.2.3.1. Initial Extraction of Factors

This section shows how the 52 values identified loaded on the 4 factors extracted. This is shown in the Table 5 below:

Table 5. Initial Extraction of Factors

No.	Variables	Components			
		1	2	3	4
1.	Youth togetherness	0.713	-0.076	0.238	0.026
2.	Virtue	0.688	-0.026	0.230	0.045
3.	Sincerity	0.706	-0.063	0.256	-0.168
4.	Better World	0.651	-0.055	0.236	-0.017
5.	Purity	0.644	0.164	0.367	0.055
6.	Gentlemen's behavior	0.656	0.067	0.310	0.017
7.	Amateurism	0.596	0.113	0.365	-0.002
8.	Goodwill	0.722	-0.132	0.075	-0.263
9.	Solidarity	0.746	-0.147	0.003	-0.111
10.	Peace	0.679	-0.323	-0.099	-0.143
11.	Friendship	0.710	-0.289	-0.044	-0.095
12.	Broad-minding	0.651	-0.115	0.080	0.265
13.	Absence of discrimination	0.702	-0.171	0.123	0.132
14.	Nationalism	0.671	-0.174	0.046	0.046
15.	Pride	0.545	0.128	0.214	0.016
16.	Obedience	0.712	-0.028	0.122	-0.173
17.	Modesty	0.696	0.027	0.096	0.012
18.	Equality	0.708	-0.180	0.067	0.180
19.	Beauty	0.606	0.270	-0.011	-0.075
20.	Honesty	0.723	-0.106	0.031	0.030
21.	Cultural richness	0.696	0.162	-0.045	-0.133
22.	Mutual respect	0.733	-0.156	-0.126	-0.063
23.	Cultural awareness	0.698	0.032	-0.031	-0.054
24.	Body and mind harmony	0.717	0.021	-0.071	-0.052
25.	Optimism	0.697	0.075	-0.003	0.082
26.	Strength of will	0.745	-0.046	-0.123	0.008
27.	Generosity	0.709	0.031	0.015	-0.015

28. Tolerance towards other nations	0.711	-0.198	-0.131	0.031
29. Honorable contention	0.733	0.055	-0.011	-0.037
30. Moral principles	0.751	-0.023	-0.051	-0.096
31. Freedom	0.708	0.030	-0.124	0.031
32. Financial (monetary) benefits	0.587	0.344	-0.028	0.131
33. Knowledge about drug abuse	0.614	0.299	-0.091	-0.083
34. Wealth	0.601	0.360	-0.083	-0.073
35. Recognition	0.659	0.204	-0.138	0.113
36. Professionalism	0.688	-0.006	-0.101	-0.089
37. The desire to earn	0.636	0.212	-0.138	0.042
38. Knowledge about deception	0.667	0.308	-0.056	-0.066
39. Popularity	0.633	0.209	-0.117	0.015
40. Career	0.725	-0.014	-0.202	-0.174
41. Victory at all costs	0.630	0.351	-0.073	0.002
42. Focus maximum effort	0.694	-0.056	-0.099	0.023
43. Self-monitoring	0.709	-0.018	-0.056	0.079
44. Sportiness	0.693	-0.114	-0.115	0.263
45. Artfulness	0.647	0.006	-0.056	0.118
46. Competitiveness	0.731	-0.035	-0.127	0.073
47. Respect for the rules	0.696	-0.121	-0.071	0.088
48. Joy efforts	0.674	-0.033	-0.086	-0.020
49. Winning	0.691	0.021	-0.002	0.077
50. Physical capacity	0.721	0.000	-0.185	0.058
51. Cooperation	0.663	-0.152	-0.127	0.115
52. Perfection	0.684	0.114	0.058	0.087

4.2.3.2 Final Extraction of Factors

The high loadings of the initial extraction may result in significant cross-loadings in which many factors are correlated with many variables and thus, makes interpretation of each of the 4 factor difficult. As a result, the factors were rotated in order to identify variables that loaded on one factor and not on another. Thus, factor variables with loading value of 0.5 and above were extracted while those below were disregarded. Summary of final extraction is presented below (See Table 6).

Table 6. Final Extraction of Factors

No.	Variables	Component			
		1	2	3	4
1.	Youth togetherness	0.405	0.231	0.639	0.121
2.	Virtue	0.342	0.213	0.735	0.034
3.	Better World	0.399	0.313	0.529	-0.037
4.	Purity	0.247	0.376	0.529	0.093
5.	Honesty	0.537	0.337	0.340	0.022
6.	Mutual respect	0.646	0.298	0.273	0.012
22.	Body and mind harmony	0.513	0.383	0.326	0.041
26.	Strength of will	0.566	0.387	0.297	0.166
28.	Tolerance towards other nations	0.708	0.229	0.196	0.088
30.	Moral principles	0.592	0.351	0.309	0.013
31.	Financial (monetary) benefits	0.225	0.548	0.304	0.171
32.	Knowledge about drug abuse	0.315	0.651	0.146	-0.191
34.	Wealth	0.238	0.629	0.242	-0.052
35.	Recognition	0.353	0.544	0.207	0.335
37.	The desire to earn	0.381	0.549	0.148	0.170
38.	Knowledge about deception	0.326	0.624	0.225	0.037
41.	Victory at all costs	0.241	0.637	0.223	0.148
42.	Focus maximum effort	0.539	0.352	0.268	0.069
43.	Self-monitoring	0.614	0.273	0.336	-0.021
45.	Sportiness	0.550	0.273	0.278	0.267
48.	Artfulness	0.513	0.308	0.315	-0.013
50.	Joy efforts	0.610	0.308	0.204	-0.046
51.	Cooperation	0.603	0.216	0.244	0.189

4.2.4. Descriptive Analysis for Final Extracted Factors

Assisted by Telama et. al. (2002) “Olympic Questionnaire”, the final extracted factor variable were carefully analyzed, named and grouped under 4 four Olympic Values namely, Social virtues of Olympism (contain 6 factor variables), Human values of Olympism (contain 5 factor variables),

Personal profit of professionalism (contain 6 factor variables) and Striving towards personal growth/development (contain 6 factor variables). Cronbach's alpha showed the final extracted factors reach acceptable reliability. Each of the 4 factors and its corresponding Cronbach's alpha is listed in Table 7 below:

Table 7. Reliability Test for Final Extractions

Olympic Values (Item)	Mean	Standard Deviation	Factor Loading	Cronbach's Alpha
1. Social virtues of Olympism				
• Youth togetherness	5.33	1.607	0.639	0.843
• Virtue	5.12	1.436	0.735	
• Better World	5.18	1.518	0.529	
• Purity	4.87	1.558	0.529	
2. Human values of Olympism				
• Honesty	4.99	1.505	0.537	0.885
• Mutual respect	5.24	1.486	0.646	
• Body and mind harmony	5.01	1.574	0.513	
• Strength of will	5.15	1.480	0.566	
• Tolerance towards other nations	5.18	1.438	0.708	
• Moral principles	5.20	1.526	0.592	
3. Personal profit of professionalism				
• Financial (monetary) benefits	4.99	1.639	0.548	0.871
• Knowledge about drug abuse	5.04	1.543	0.651	
• Wealth	4.94	1.542	0.629	
• Recognition	4.98	1.571	0.544	
• The desire to earn	5.00	1.549	0.549	
• Knowledge about deception	5.07	1.444	0.624	
• Victory at all costs	5.15	1.543	0.637	

4. Striving towards personal growth/development

• Focus maximum effort	5.06	1.567	0.539	0.859
• Self-monitoring	5.13	1.470	0.614	
• Sportiness	5.24	1.548	0.550	
• Artfulness	5.11	1.510	0.513	
• Joy of efforts	5.11	1.484	0.610	
• Cooperation	5.28	1.509	0.603	

4.2.5. Interpretation of Mean Differences by Athletes and Non-athletes

Following the reliability test, an Independent t-test was conducted to examine the actual awareness of each of the Olympic Values by comparing the means of both athletes and non-athletes. Table 8 shows how each of the 4 main scales of the Olympic Values are compared in relation to athletes and non-athletes:

Table 8. Mean difference by Athletes and non-athletes based on Perception and Application of Olympic Values

Variables (Items)	A *N	N-A N	*A Mean (*SD)	*N-A Mean (SD)	<i>p</i> Value
1. Social virtues of Olympism					
• Youth togetherness			5.61 (1.530)	5.10 (1.637)	0.001
• Virtue	200	240	5.26 (1.394)	5.00 (1.464)	0.059
• Better World			5.27 (1.469)	5.10 (1.556)	0.231
• Purity			5.18 (1.361)	4.61 (1.663)	0.001

2. Human values of Olympism

• Honesty			5.23 (1.376)	4.80 (1.582)	0.003
• Mutual respect			5.38 (1.351)	5.12 (1.583)	0.064
• Body and mind harmony	200	240	5.33 (1.345)	4.75 (1.702)	0.001
• Strength of will			5.37 (1.411)	4.97 (1.514)	0.005
• Tolerance towards other nations			5.42 (1.320)	4.99 (1.504)	0.002
• Moral principles			5.47 (1.326)	4.98 (1.645)	0.001

3. Personal profit of professionalism

• Financial (monetary) benefits			5.37 (1.375)	4.68 (1.772)	0.001
• Knowledge about drug abuse			5.12 (1.388)	4.98 (1.662)	0.327
• Wealth			5.02 (1.437)	4.88 (1.625)	0.358
• Recognition	200	240	5.25 (1.351)	4.76 (1.706)	0.001
• The desire to earn			5.17 (1.355)	4.86 (1.683)	0.038
• Knowledge about deception			5.13 (1.354)	5.02 (1.515)	0.430
• Victory at all costs			5.28 (1.410)	5.04 (1.640)	0.108

4. Striving towards personal growth/development

• Focus on maximum effort			5.36 (1.334)	4.80 (1.699)	0.001
• Self-monitoring	200	240	5.23 (1.452)	5.05 (1.483)	0.201
• Sportiness			5.56 (1.448)	4.98 (1.582)	0.001
• Artfulness			5.23 (1.380)	5.01 (1.607)	0.142
• Joy of efforts			5.30 (1.349)	4.96 (1.573)	0.016
• Cooperation			5.51 (1.352)	5.09 (1.605)	0.004

*A =Athletes

*N-A = Non-athletes

*SD = Standard Deviation

4.2.5.1. Social Virtues of Olympism

Table 8 revealed statistically significant differences in 2 (of the 4) sub-scales i.e. Youth togetherness and Purity. Thus, athletes scored significantly higher than non-athletes in all 2 sub-scales of Social virtues of Olympism: Youth togetherness, $M (SD) = 5.61 (1.530)$ versus $5.10 (1.637)$ respectively, $t(3.29) = 438$, $p < 0.05$; and Purity, $M (SD) = 5.18 (1.361)$

versus 4.61 (1.663) respectively, $t(3.86) = 438, p < 0.05$. There was however no statistically significant differences in athletes and non-athletes comparison of Virtue and Better World (See Table 8 for Means).

4.2.5.2. Human Values of Olympism

Summary of Table 8 revealed statistically significant differences in 5 (of the 6) sub-scales i.e. Honesty, Body and mind harmony, Strength of will, Tolerance towards other nations and Moral principles. Again athletes scored significantly higher than non-athletes in all 5 sub-scales of Human Values of Olympism: Honesty, $M (SD) = 5.23 (1.376)$ versus 4.80 (1.582) respectively, $t(2.98) = 438, p < 0.05$; Body and mind harmony, $M (SD) = 5.33 (1.345)$ versus 4.75 (1.702) respectively, $t(3.85) = 438, p < 0.05$; Strength of will, $M (SD) = 5.37 (1.411)$ versus 4.97 (1.514) respectively, $t(2.83) = 438, p < 0.05$; Tolerance towards other nations, $M (SD) = 5.42 (1.320)$ versus 4.99 (1.504) respectively, $t(3.14) = 438, p < 0.05$; and Moral principles $M (SD) = 5.47 (1.326)$ versus 4.98 (1.645) respectively, $t(3.36) = 438, p < 0.05$. There was no statistically significant differences in athletes and non-athletes comparison of Mutual respect (See Table 8 for Means).

4.2.5.3. Personal Profit of Professionalism

Table 8, revealed statistically significant differences in 3 (of the 7)

sub-scales i.e. Financial (monitory) benefits, Recognition and The desire to earn. Athletes scored significantly higher than non-athletes in all 3 sub-scales of Personal profit of professionalism: Financial (monitory) benefits, $M (SD) = 5.37 (1.375)$ versus $4.68 (1.772)$ respectively, $t(4.49) = 438, p < 0.05$; Recognition, $M (SD) = 5.25 (1.351)$ versus $4.76 (1.706)$ respectively, $t(3.24) = 438, p < 0.05$; and The desire to earn, $M (SD) = 5.17 (1.355)$ versus $4.86 (1.683)$ respectively, $t(2.08) = 438, p < 0.05$. There was however no statistically significant differences in athletes and non-athletes comparison of Knowledge about drug abuse, Wealth, Knowledge about deception and Victory at all costs (See Table 8 for Means).

4.2.5.4. Striving Towards Personal Growth/Development

Table 8 revealed statistically significant differences in 4 (of the 6) sub-scales i.e. Focus maximum effort, Sportiness, Joy of efforts and Cooperation. Once again, athletes scored significantly higher than non-athletes in all 4 sub-scales of Striving Towards Personal Growth/Development: Focus on maximum effort, $M (SD) = 5.36 (1.334)$ versus $4.80 (1.699)$ respectively, $t(3.76) = 438, p < 0.05$.; Sportiness, $M (SD) = 5.56 (1.448)$ versus $4.98 (1.582)$ respectively, $t(4.01) = 438, p < 0.05$; Joy of effort, $M (SD) = 5.30 (1.349)$ versus $4.96 (1.573)$ respectively, $t(2.42)$

= 438, $p < 0.05$; and Cooperation, $M (SD) = 5.51 (1.352)$ versus 5.09 (1.605) respectively, $t(2.92) = 438, p < 0.05$. There was however no statistically significant differences in athletes and non-athletes comparison of Self-monitoring and Artfulness (See Table 8 for Means).

4.2.6. General Implications of Mean Differences by Athletes and Non-athletes to perceive or know the Olympic Values

Overall, athletes recorded higher “Means” than non-athletes at each significant point value ($p < 0.05$) of the Olympic Values which rejected the null hypothesis. See Table 11.

Table 9. Implication of Hypothesis for RQ 1:

Research Question (RQ)	Null Hypothesis rejected at a significant point value ($p < 0.05$)
RQ 1	H1. There is significant difference in Social Virtues of Olympism between Student Athletes and Non-athletes
What are the core Olympic Values among college athlete and non-athlete students in Ghana?	H2. There is significant difference in Human Values of Olympism between Student Athletes and Non-athletes
	H3. There is no significant difference in Personal Profit of Professionalism between Student Athletes and Non-athletes
	H4. There is no significant difference in Striving Towards Growth/Development of Olympism between Student Athletes and Non-athletes

4.3. Results of Research Question 2: Independent t-test

The Independent t-test was therefore based on question Research Question 2

(RQ2) which is;

- *Are college athlete students more likely to integrate the Olympic Values in their everyday life than college non-athlete students?*

4.3.1. Reliability Test:

In order to provide answers to RQ2 of the research, a reliability test was conducted on 12 adapted questions based on the “Olympic Value Test” which is used to measure integrations of Olympic Values. Three of the 12 questions were further grouped under each of the 4 main Olympic Values (Telama et. al., 2002). There were a total of 440 college students who responded to the 12 questions. Cronbach’s alpha showed the questionnaire reach acceptable reliability (See Table 10).

Table 10. Reliability Statistics for Integration of Olympic Values

No.	Items	Code	*M	*SD	Cronbach's Alpha
1.	I show care/support for persons with infected diseases	*SVO1	5.23	1.472	0.788
2.	I am open and like to learn about other peoples' culture	SVO2	5.41	1.435	
3.	I encourage opponents and wish them luck	SVO3	5.42	1.537	

4.	I easily partner with people I just met	*HVO1	5.26	1.474	
5.	I am always ready to offer help irrespective of age, gender, disability, race or religion	HVO2	5.33	1.522	0.799
6.	I care about people who are bullied or in trouble	HVO3	5.33	1.450	
7.	I feel guilty when I fail to excel	*PPP1	5.15	1.540	
8.	During competition I avoid unfairness and deception	PPP2	5.37	1.593	0.747
9.	I stay active and strive to be healthy at all times	PPP3	5.47	1.465	
10.	I play/act by rules and respect authority	*STP1	5.45	1.469	
11.	I always give my best in any event/assignment	STP1	5.41	1.484	0.799
12.	I am able to work together with people in team tasks	STP1	5.42	1.502	
*SVO = Social Value of Olympism		*PPP = Personal Profit of Professionalism			
*HVO = Human Value of Olympism		*STP = Striving Towards Growth/Development			
*M = Mean		*SD = Standard Deviation			

4.3.2. Interpretation of Mean Differences by Athletes and Non-athletes

Following the reliability test, an independent t-test was conducted to examine whether college athletes students are more likely to integrate the Olympic Values in their everyday life than college non-athlete students. The results showed a smaller statistical significant difference in Social virtues of Olympism, while showing a larger difference in Human virtues of Olympism, Personal profit of Professionalism and Striving towards personal growth/development. The following will show how each of the 4 main scales (with its corresponding sub-scales) of the Olympic Values were

compared in relation to athletes and non-athletes.

4.3.2.1. Social Virtues of Olympism

Table 11 revealed statistically significant difference in only 1 (of the 3) sub-scales (i.e. SVO3) of Social Virtues of Olympism. Athletes scored significantly higher mean than that of non-athletes in SVO3 of Social virtues of Olympism: SVO3, $M (SD) = 5.46 (1.346)$ versus $5.09 (1.578)$ respectively, $t(2.66) = 438, p < 0.05$. There was however no statistically significant differences in SVO1 and SVO2.

4.3.2.2. Human Values of Olympism

Between athletes and non-athletes, Table 11 revealed a statistically significant differences in all 3 sub-scales (i.e. HVO1, HVO2 and HVO3) of Human Values of Olympism. Athletes scored significantly higher than non-athletes in Human Values of Olympism: HVO1, $M (SD) = 5.64 (1.382)$ versus $5.23 (1.634)$ respectively, $t(2.81) = 438, p < 0.05$; HVO2, $M (SD) = 5.55 (1.466)$ versus $5.15 (1.547)$ respectively, $t(2.80) = 438, p < 0.05$; and HVO3, $M (SD) = 5.51 (1.371)$ versus $5.19 (1.501)$ respectively, $t(2.30) = 438, p < 0.05$.

4.3.2.3. *Personal Profit of Professionalism*

Again, between athletes and non-athletes, Table 11 showed statistically significant differences in all 3 sub-scales (i.e. PPP1, PPP2 and PPP3) of Personal Profit of Professionalism. Athletes scored significantly higher than non-athletes in of Personal Profit of Professionalism: PPP1, $M (SD) = 5.40 (1.407)$ versus $4.94 (1.617)$ respectively, $t(3.10) = 438, p < 0.05$; PPP2, $M (SD) = 5.77 (1.359)$ versus $5.04 (1.697)$ respectively, $t(4.93) = 438, p < 0.05$; and PPP3, $M (SD) = 5.89 (1.245)$ versus $5.13 (1.546)$ respectively, $t(5.57) = 438, p < 0.05$.

4.3.2.4. *Striving Towards Personal Growth/Development*

Table 11 revealed statistically significant differences in all 3 sub-scales (i.e. SPT1, SPT2 and SPT3) of Personal Profit of Professionalism. Athletes scored significantly higher than non-athletes in of Personal Profit of Professionalism: SPT1, $M (SD) = 5.76 (1.308)$ versus $5.20 (1.547)$ respectively, $t(4.08) = 438, p < 0.05$; SPT2, $M (SD) = 5.71 (1.344)$ versus $5.16 (1.550)$ respectively, $t(3.91) = 438, p < 0.05$; and SPT3, $M (SD) = 5.70 (1.364)$ versus $5.18 (1.574)$ respectively, $t(3.61) = 438, p < 0.05$.

Table 11. Mean difference by Athletes and Non-athletes based on integration of Olympic Values to everyday living

Olympic Values / Variables	A *N	N-A N	*A Mean (SD)	*N-A Mean (SD)	P Value
<u>Social virtues of Olympism:</u>					
• SVO1			5.28 (1.422)	5.18 (1.513)	0.475
• SVO2	200	240	5.53 (1.341)	5.30 (1.504)	0.100
• SVO3			5.46 (1.314)	5.09 (1.578)	0.008
<u>Human values of Olympism:</u>					
• HVO1			5.64 (1.382)	5.23 (1.634)	0.005
• HVO2	200	240	5.55 (1.466)	5.15 (1.547)	0.005
• HVO3			5.51 (1.371)	5.19 (1.501)	0.022
<u>Personal profit of professionalism:</u>					
• PPP1			5.40 (1.407)	4.94 (1.617)	0.002
• PPP2	200	240	5.77 (1.359)	5.04 (1.697)	0.001
• PPP3			5.89 (1.245)	5.13 (1.546)	0.001
<u>Striving towards personal growth/development:</u>					
• STP1			5.76 (1.308)	5.20 (1.547)	0.001
• STP2	200	240	5.71 (1.344)	5.16 (1.550)	0.001
• STP3			5.70 (1.364)	5.18 (1.574)	0.001
*A =Athletes *N-A = Non-athletes *SD = Standard Deviation					

4.3.3. General Implications of Mean Differences between Athletes and Non-athletes to Apply or Integrate of the Olympic Values

The overall scores showed that, athlete recorded higher “Means” than non-athlete at each significant point value ($p < 0.05$) of the Olympic Values. This therefore reject the null hypothesis as shown in Table 12.

Table 12. Implication of Hypothesis for RQ 2

Research Question (RQ)	Null Hypothesis rejected at a significant point value ($p < 0.05$)
RQ 2 Are college athlete students more likely to integrate the Olympic Values in their everyday life than college non-athlete students?	H1. There is no significant difference in Social Virtues of Olympism between Student Athletes and Non-athletes H2. There is no significant difference in Human Values of Olympism between Student Athletes and Non-athletes H3. There is no Significant difference in Personal Profit of Professionalism between student Athletes and Non-athletes H4. There is no significant difference in Striving Towards Growth/Development of Olympism between Student Athletes and Non-athletes

Chapter 5. Discussion

The study on the perceptions and applications of the Olympic Value education is without doubt an important discourse that requires careful examination and scrutiny. This section adds up to the argument regarding the relevance and supposed impact of the Olympic Value Education worldwide.

In cognizance of the study results, the Discussion first looks at the relevance of the Olympic Value Education and then discusses the findings of how college athlete and non-athlete students perceive and integrate the Olympic values in their daily life activities.

5.1. Relevance of Olympic Value Education

Olympism is seen as a philosophy of life but the Olympic Value education provides the essence and practical meaning of the Olympic ideas. The IOC has grown from strength to strength over years and its popularity have not waned. What has however remained silent is the emphasis placed on the relevance of the Olympic Value Education. Academics and Governments have embraced the Olympic Value education as an integral part of the teaching curriculum of PE and Sport as well as regarded as one

of the efficient way of education (Binder, 2001, 2005; Bronikowski, 2006; Parry, 2006; Naul, 2008; Patsantaras, 2008; Georgiadis & Syrigos, 2009; Culpan & Wigimore, 2010). It is also believed that the Olympic value education provides a lifeworld orientation and can thrive various settings and culture (Naul, (2008).

Despite these claims Guest (2009) questions the homogeneity of the Olympic ideology and questions its indispensability in Africa. Olympism has also been seen as a western culture and a new form of colonialism which seeks to transpose neoliberal ideologies and thinking practices to the rest of the world through sophisticated promotional strategies and advertisement (Lenskyj, 2012).

Though this research sought to examine the perceptions and applications of the Olympic Values in Ghana, it was clear that the Olympic Value Education is not new in Ghana. Usually the Olympic Education programs are heard during biddings to host the Olympic Games. As a means of attracting more potential votes, bidding nations come out with all kinds of value based education themes and programs alongside the bidding. These value based education programs suffer a peripheral status because it has never been seen as the central focus. In essence, the Olympic Education

which provides the bridge between sport and education has over the years played a supporting role.

Ghana has never hosted the Olympic Games before, nonetheless the importance of Olympics and value based education through sport have been integrated into the teaching curriculum of PE at the Senior High School level. It is important to state that integration of the Olympic Values education in the PE curriculum is not enough since it does not guarantee that students will learn and apply the Olympic Values in their daily life activities. There is therefore the need for more research regarding how students apply the Olympic Values in daily life activities.

In cognizance to the results of this research, some students indicated that they were never taught PE in SHS though it forms an integral part of the Ghana Education Service (GES) educational curriculum. This also means that students does not have the chance to be taken through a thorough Olympic Value education. The descriptive analysis in Table 3 shows that 17.7% of college students were not taught PE in SHS as against 82.3% of students who were taught PE in SHS. Though a relatively small percentage (17.7%) for students who were not taught PE in SHS, it is important for GES to ensure that school children and SHS students are taught PE.

The results also showed that students always found a way to learn about the relevance of the Olympic Values. Apart from the classrooms where 64.5% of the students indicated that they learnt about the Olympic Values, the descriptive analysis result (Table 3) showed that 15.9% learnt the Olympic Values from watching television, 12.5% from online/social media, 3.2% during Olympic Games, 2.7% from the Ghana Olympic Committee, 0.7% from Ministry of Youth and Sport and 0.5% from other programs.

Like the International Olympic Committee's OVEP, the PE curriculum in Ghana is a unique education manual which teaches young people about social values, human/moral values, personal profit of professionalism, and life essential skills.

This research therefore confirms claims by Chatziefstathiou (2012), and Binder (2012) to demonstrate that Olympic Value Education programs can be run anywhere and involve young people from all walks of life.

5.2. Knowledge and Awareness of Olympic Values in Among Athletes and non-athletes in Ghana

Using the Olympic Questionnaire of Telama et. al. (2002), the results of the first research question indicated that, athletes are more likely to

know/perceive the Olympic Values in their life than non-athlete, thereby rejecting the null hypothesis. This means that, there is no significant difference in Social Virtues of Olympism between athletes and non-athletes with regards to their perception/awareness of all the 4 Olympic Values (Social Virtue of Olympism, Human Virtue of Olympism, Personal Profit of Professionalism and Striving towards Growth/Development). Though the significant difference in the perception of the Olympic Values among athletes were recorded, it is important to mention that it only satisfies one side of the Olympic Value education because it does not really tell whether athlete's knowledge about the Olympic Values impacts their life.

Furthermore, the results also indicates that the Olympic Values goes beyond just the three core Olympic Values (Respect, Excellence and Friendship). Thus, the 4 main Olympic Values (Social Virtue of Olympism, Human Virtue of Olympism, Personal Profit of Professionalism and Striving towards Growth/Development) that were extracted from this research comprise 52 different values associated with the Olympism. This falls in line with the IOC's Fundamentals Manual of OVEP which is "based on current educational theory about multicultural, intercultural and multiple-intelligence approaches to learning and teaching". The OVEP for instance contain wide range of Values categorized under 5 main themes (See Figure 1)

which are determination, inspiration, courage, equality, perseverance and resilience, are interwoven within the core values (IOC, 2016a:18).

Despite the seemingly importance attached to Olympic Value education and its popularity the research results agrees with Derwent and Yoruç Çotuk (2013) that there can be knowledge (perception) gap if the Olympic Value education are not well implemented.

5.3. Integration of Olympic Values in Everyday Living by Athletes and non-athletes in Ghana

Results of Research Question 2 showed an integration gap with regards how athletes and non-athlete apply the Olympic Values in their everyday life.

The research of Šukys and Majauskienė's (2013) indicates that students of schools implementing Integrated Olympic Education Program more often emphasized the importance of the Olympic Values as compared to student from schools not implementing this program. In contrast, this research showed significant difference among athletes and non-athletes even though they have been taught or learnt about Olympic Values.

Scholars have claimed that the philosophy of Olympism provides a

broad scope of lifetime development which focuses not just on professional athletes but also on everyone (Binder, 2001, 2005; Bronikowski, 2006; Parry, 2006; Naul, 2008; Patsantaras, 2008; Georgiadis & Syrigos, 2009; Culpan & Wigimore, 2010). Despite these positive claims, DaCosta (2010, 75) cautioned by stating that Olympism and its values “*fulfil sufficient conditions to build a persuasive argument...*”. Most of the claims by scholars do not provide much evidence about the extent of impact that Olympic Values education have on young people irrespective of whether they are athletes or non-athletes.

The significant difference or gap in the application of Olympic Values between athletes and non-athletes indicates the need for scholars to engage in researches that substantiate claims about the actual impact of Olympic Value education programs in areas where they are run.

5.4. Limitation of the Research

This study mainly focuses on literature from the Global North since there is little research about the Olympic Education in the Global South. Thus, the settings, programs and organizations of the related research considered for this research differ from Ghana.

The research was mainly quantitative and thus, loses the thorough

or in-depth analysis and discussions that comes with qualitative analysis. For instance a mixed method approach could have provide explanations to factors that accounted for the significant difference in the perception and application of the Olympic values among athletes and non-athletes.

The research also focused on only college students while leaving PE teachers out. Again the significant differences recorded among college athlete and non-athlete students could have been explained if teachers were involved in the research.

This research is only limited to examine the perceptions and applications of the Olympic Values but did not focus on how the Olympic Value education is implemented alongside PE.

5.5. Conclusion and Recommendation for Future Research

There have been a wide glorification about and gargantuan investment into the Olympic Games while the Olympic Value education is seen as a side attraction to hosting the Olympic Games. Despite the positives attached to and the opportunistic characteristics of the Olympic Games, the Olympic Values education remains a shadow to the ideology of Olympism. Accordingly, to contribute to community development, the IOC, through its Olympic Movement needs to adopt an approach where the

Olympic Values are consciously applied as spelled in the Olympic Charter or given equal attention as it is done with the Olympic Games

The Olympic inspiration is felt all over the world and Ghana is not an exception. Hosting the Olympic Games might seem impossible for Ghana now but successfully hosting the Olympic Education program is not far-fetched. Though the Ghana Education Service (GES) have been running the Olympic Education over the years, the Ghana Olympic Committee (GOC) have been dormant in this regards. Thus, complementing the efforts of GES, it is imperative for GOC to collaborate with sport for development organizations (like RTP and YDS), UNICEF and other NGOs who are already working with young people. There should be emphasis on OVEP because it provides a holistic approach to delivering and implementing value and leadership based through sport.

The Olympic Value education as noted is good in itself but largely remain less cultivated. Topics such as followings could be explored for future research:

- i. This research can be replicated in other contexts to check reliability of the results. Thus, the same research methodology can be applied.
- ii. Though this research involved some special need students, it is

indispensable to have a similar research about the perceptions and applications of Paralympic Values.

- iii. Future research could also be done on finding out the effect of the Olympic Values on anti-social behavior.
- iv. This research is limited to finding out the perceptions and applications of Olympic Values but did not focus on how the Olympic Value education is implemented alongside PE.

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APPENDIX

Appendix1: Online Survey Questionnaire (Sample)

Perception and Application of Olympic Values in Ghana: Comparison of College Athlete and Non-athlete Students

Survey Questionnaire

Personal Profile

- i) **Date of Birth:**
➤ Year..... Month..... Day.....
- ii) **Sex (Please Tick):**
➤ Male Female
- iii) **Which Senior High School did you attend in Ghana? (Please Tick or Write)**
➤ Government/Public Private Other
- iv) **Did you learn Physical Education at the Senior High School?**
➤ Yes No
- v) **How did you first hear and learn about the importance of the Olympic Values and Olympic Games?**
➤ Ghana Olympic Committee Physical Education Classes Online / Social Ministry of Youth and Sport Television During Olympic Games Other.....
- vi) **What is your favorite Olympic sport? You can mention one or more sport disciplines. e.g. Track & Field, Handball, Netball, Soccer Volleyball etc...)**
➤ Please specify here
- vii) **Can you indicate your year as a student at the University/College?**
➤ 1st Year Student 2nd Year Student 3rd Year Student 4th Year Student Master Student Phd. Student Other.....
- viii) **Are you an athlete at University/College?**
➤ Yes No
- ix) **If you indicated that you are an athlete, then which sport discipline do you play or participate for your Hall of Residence or for the University? (You can mention one or more sport disciplines. e.g. Athletics [Track and field], Basketball, Goal-ball, Handball, Netball, Soccer, Volleyball etc...)**
➤ Please specify here

KINDLY TAKE TIME TO RESPOND TO THE FOLLOWING QUESTIONS

1. Which of the following values represent the Olympic Values? Responses should be rated as follows: 1 = Strongly Disagree ---- to --- 7 = Strongly Agree

No.	Values	Strongly Disagree							Strongly Agree
		1	2	3	4	5	6	7	
1.	Youth togetherness								
2.	Virtue								
3.	Sincerity								
4.	Better World								
5.	Purity								
6.	Gentlemen's behavior								
7.	Amateurism								
8.	Goodwill								
9.	Solidarity								
10.	Peace								
11.	Friendship								
12.	Broad-minding								
13.	Absence of discrimination								
14.	Nationalism								
15.	Pride								
16.	Obedience								
17.	Modesty								
18.	Equality								
19.	Beauty								
20.	Honesty								
21.	Cultural richness								
22.	Mutual respect								
23.	Cultural awareness								
24.	Body and mind harmony								
25.	Optimism								
26.	Strength of will								
27.	Generosity								
28.	Tolerance towards other nations								
29.	Honorable contention								
30.	Moral principles								
31.	Freedom								
32.	Financial (monetary) benefits								
33.	Knowledge about drug abuse								
34.	Wealth								
35.	Recognition								
36.	Professionalism								
37.	The desire to earn								
38.	Knowledge about deception								

39.	Popularity									
40.	Career									
41.	Victory at all costs									
42.	Focus on maximum effort									
43.	Self-monitoring									
44.	Sportiness									
45.	Artfulness									
46.	Competitiveness									
47.	Respect for the rules									
48.	Joy efforts									
49.	Winning									
50.	Physical capacity									
51.	Cooperation									
52.	Perfection									

2. How do you integrate the Olympic Values in your everyday living? Responses should be rated as follows: 1 = Strongly Disagree ---- to --- 7 = Strongly Agree

No.	Values	Strongly Disagree						Strongly Agree
			2	3	4	5	6	
1.	I encourage opponents and wish them luck							
2.	I feel guilty when I fail to excel							
3.	I show care/support for persons with infected diseases							
4.	I play/act by rules and respect authority							
5.	I am open and like to learn about other peoples' culture							
6.	I easily partner with people I just met							
7.	I am always ready to offer help irrespective of age, gender, disability, race or religion							
8.	I care about people who are bullied or in trouble							
9.	I always give my best in any event/assignment							
10.	I am able to work together with people in team tasks							
11.	During competition I avoid unfairness and deception							
12.	I stay active and strive to be healthy at all times							

THANK YOU FOR YOUR TIME AND EFFORT

Appendix2: Thesis Approval Letter



서울대학교 국제스포츠경영기초학사과정 | 011-742-8100 | 서울특별시 관악구 관악로 1 | 우편번호 151-742
Division of Global Sport Management Talent Development Division,
Seoul National University Building 103, Room 316, 1 Gwanak-ro, Gwanak-gu, Seoul, 151-742, Republic of Korea
Tel : +82-2-880-2994, 2995 Email : snugpm@snu.ac.kr Homepage: http://gsms.snu.ac.kr/0174

September 25th, 2017

Student Name: Charway, Derrick

Student Number: 2016-25160

Dear Derrick,

Approval of your Master's thesis proposal

I am delighted to inform you that your Master's thesis proposal was approved by consensus of your thesis evaluation committee: Prof. Kang, Joon Ho, Prof. Lee, Chung Gun and Prof. Park, Il Hyeok.

I wish you the very best for your thesis work, and I look forward to the conferral of your Master's degree.

Yours sincerely,

Joon-ho KANG

Director & Professor, Dream Together Master
Global Sport Management Graduate Program
Seoul National University

Tel: +82-2-880-7799

E-mail: kangjh@snu.ac.kr



Appendix2: Permission Letter from University of Ghana



UNIVERSITY OF GHANA SPORTS DIRECTORATE

Ref. No.:SDI-15.....

November 9, 2017.

Derrick Okpoti Charway,
DTM Global Sport Management Graduate Program,
Seoul National University,
South Korea.

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH ABOUT PERCEPTION AND APPLICATION OF OLYMPIC VALUES BETWEEN UNIVERSITY OF GHANA STUDENTS ATHLETES AND NON-ATHLETES

Your letter dated 6th November, 2017, on the subject above refers.

We write to acknowledge your request and also grant you permission to conduct your research regarding *"Perception and Application of Olympic Values in Ghana: Comparison of College Student Athletes and Non-athletes"*.

The University of Ghana Sport Directorate has a common interest in your research as it seeks to find out how value based programmes through sport influences actions of both athletes and non-athletes. We will therefore be very glad if you can share the findings of your research with us.

We wish you good luck with your research.

Yours sincerely,

Mrs. Regina Afari Boateng
(Assistant Registrar)

for: Director of Sports



Appendix 4: Participant Consent Form

PERCEPTION AND APPLICATION OF OLYMPIC VALUES IN GHANA: Comparison of College Athletes and Non-athlete Students

RESEARCHER: Derrick Okpoti Charway

ADDRESS: Seoul National University, Dream Together Master Global Sport Management Graduate Program. Phone: +82-2-880-2984/5. Fax: +82-2-888-2985. Email: snugsm@snu.ac.kr Bldg.153 #316 Seoul National University 1 Gwanak-ro, Gwanak-gu, Seoul, Republic of Korea 08826)

PARTICIPANT CONSENT FORM

In satisfaction of Master of Sport Management at the Seoul National University, South Korea, I will like to entreat you to participate in the aforementioned research.

I will be asking you to contribute to this research by finding out about your awareness of the Olympic Values and how it has been beneficial to you. This will take you between 3 to 5 minutes to complete the survey questionnaire.

Kindly note that your earnest and sincere responses are confidential and the answers you provide will not be disclosed to anyone. Nonetheless, results of your responses which will be statistically analyzed will be shared with institution such as Seoul National University, Ghana Olympic Committee, Ghana Education Service and the Ministry of Youth and Sport of Ghana.

There are no compensation packages in the form either in cash or kind for participants. Your participation is voluntary and you may withdraw at any time without your rights being affected.

Kindly contact Derrick Okpoti Charway through (derrick_c_okpoti@yahoo.com) for any information regarding this research.

THANK YOU.

국 문 초 록

올림픽 가치의 인식과 적용:

가나 대학생 선수와 비선수의 비교

데릭 옥포티 찰웨이

글로벌 스포츠매니지먼트 전공

체육교육과

서울대학교 대학원

올림픽 가치 교육은 인류의 전체적 발전에 통합적 요인으로서 스포츠와 교육을 혼합한 올림피즘의 핵심 요소를 반영한다. 올림픽 가치 교육에 대한 인기와 긍정적인 요구는 정부, 교육자, 비정부 기구, 그리고 청년 스포츠 지도자들에 의해 세계적으로 언급되고 적용된다.

이 연구의 목적은 가나 고등학교의 체육 커리큘럼의 일부인 올림픽 가치 교육의 수혜자인 대학생 선수들과 비선수들을

비교하여 묘사함으로써 가나 청년들의 올림픽 가치 인식과 적용을 검증하는 것이다.

연구의 표본은 19세에서 30세의 대학생 440명(선수 200명과 비선수 240명)이다. 횡단적 연구 방법을 사용하였으며, Talema 등(2002)에 의해 개발된 올림픽 질문지를 사용하여 올림픽 가치의 인식과 적용을 측정하였다.

올림픽 가치에 대한 인식 (요인 분석을 사용한 4 가지 추출 값)과 관련하여 다음과 같은 항목에서 선수가 비선수보다 유의하게 높은 점수를 보였다: 올림픽의 사회적 덕목 (청소년 공동성, 더 나은 세상, 순결, 그리고 신사적 행동), 올림픽의 인간적 가치 (의지력, 다른 국가에 대한 관용과 도덕적 원칙), 전문성의 개인적 이익 (의지력, 다른 국가에 대한 관용과 도덕적 원칙)과 성장/발전을위한 노력 (최대의 노력, 노력의 즐거움, 육체의 능력과 협력).

연구 결과에 따르면, 주요한 값 ($p < 0.05$)에서 운동 선수는 비운동 선수보다 일상생활 활동에 올림픽의 가치를 더 많이 적용하거나 적용할 가능성이 높은 것으로 나타났다.

독립적 t-test에서 선수와 비선수의 "평균"(점수)을 비교함으로써 올림픽 가치의 인식과 적용 모두에서 중요한 차이가 있음을 알 수 있다.

주요어: 올림픽 가치 교육, 인식, 적용, 가나, 대학생 선수와 비선수

학 번: 2016-25160