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Impact of Olympic Value Education Program on Sri Lankan Youth's Sport Involvement and Pro-Social Behavior

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Abstract

Impact of Olympic Value Education Program on Sri Lankan Youth's Sport Involvement and Pro-social Behavior

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For the first time in the history of Olympic Solidarity, the National Olympic Committee of Sri Lanka (NOC SL) launched the "Olympic Value Education Program – Debater' (OVEP Debater) in 2017. 20 schools including different ethnicities, religions, and language groups participated in the program. Compared to other integrated Olympic value education programs, this was specifically a knowledge-based approach held in a structure of a debate.

Since there is no research to be found on 'OVEP Debater', this study addressed the impact program left on youth along with a comparison between

OVEP participants and non-participants. The focus was set on sport involvement and the prosocial behavior of youth to support the comparison.

The researcher's objective was to evaluate the pilot project of OVEP Debater. The evaluation can assist to foster future Olympic value education within the country. Further, it can help to improve youth's motivation into sport involvement. It will also address the importance of OVEP to inculcate values into the youth. These objectives are supported throughout the research from the perspective of both OVEP participants and non-participants.

Data for this study were analyzed in a quantitative method. An online survey was used for data collection. 50 OVEP participants out of 60 were part of the sample of the research, while 63 were non- participants. Results from multiple regression analysis showed knowing Olympic values can predict more sport involvement. Furthermore, gender alone was a unique predictor of sport involvement and OVEP participation.

This study provides recommendations for project organizers such as the National Olympic Committees, National Federations, Ministry of Education, and schools to spread the Olympic ideals among society.

The absence of a pre-evaluation of OVEP Debater was a major limitation in this study. Further, a low number of the target population was

another restraint of this study. It cannot be generalized as the research is set in the Sri Lankan context. Thus, this research is not without limitations.

This research on OVEP Debater can set an example for future stakeholders, who intends to implement OVEP, to assess their approach to promote Olympism among the youth through sport involvement.

Keywords: OVEP, Olympic Education Values, Sport Involvement, Prosocial Behavior, OVEP Debater

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Chapter 1. Introduction

1.1 Background

Olympic education has become a well known subject around the world. Currently, including but not limited to sports activities as a method, many educators use this education to inculcate values into youth. In 2017, the National Olympic Committee of Sri Lanka (NOC SL) implemented an Inter-School Olympic Value Education Program Debater (OVEP Debater) to introduce Olympism and Olympic values to the young people.

1.1.1 Olympic Education in Sri Lanka

The NOC SL, with its history running back to 1937, has been a leading body in South Asia to pay more attention to uplift the Olympic education development and promotion within the country.

National Olympic Academy (NOA) in Sri Lanka, which is one of the successful Olympic value education projects, was initiated in 2001 and has been conducted as an annual program with participation of youth specifically from universities. The NOA program, which is similar to the International Olympic Academy (IOA), is designed to assist the NOC SL to propagate 'OLYMPISM' through education and expand its function within the Olympic Charter to achieve the objectives of Olympic movement. Academic activities

included in the NOA are Olympic educational sessions, field trips, cultural exchange programs, and sports activities.

In each annual session, 75% of participants are from selected universities while the rest come from other parties such as forces, media, and athletes from National Federations (NFs). However, with its broad wings, NOA was unveiled to the international participation from its 10th session onwards. South Asian Regional Olympic Committee participants from India, Pakistan, Maldives, Bangladesh, and Nepal have been involved in the NOA in the international journey. The prominent aim of the International Olympic Committee (IOC) through the NOAs around the world is to exchange ideas, knowledge, and culture to empower youth in sport and to disseminating the fundamental and educational principles of Olympism. To uplift and reach this target, the NOC SL has conducted 15 courses so far and approximately 1000 local youths and 75 South Asian regional participants have participated in the NOA in Sri Lanka. To encourage future participation, and to create an opportunity to explore Olympism contribution to humanity, one male and female participant gets the chance to take part in the IOA which is annually organized by the IOC in Athens, Greece.

Another noticeable reason for the NOC SL to support the Olympic movement within the country is annual Olympic Day Celebrations along with

value-based education programs for both youth and teachers who are involved in physical education, in Sri Lanka. Every year, the theme of art presentation is related to Olympic Educational Values. The main target of every annual Olympic day is to promote Olympic ideals among the society and to get more youth involved in sports while promoting healthy life.

1.1.2 OVEP Debater 2017

In 2017, the NOC SL has taken a step forward to promote Olympic ideals among the schools involving students. It started an Integrated Olympic Values Education Program in a structure of debate and discussion along with 20 schools from two districts, Colombo and Kandy, in Sri Lanka. The OVEP Debater targeted students aged between 15 to 20 and was intended to enrich the learning culture of the school system in Sri Lanka.

Formal Education in Sri Lanka is provided through an extensive network of schools spread throughout 25 educational districts, 98 education zones, and 312 educational divisions in Sri Lanka. In 2017, the Sri Lanka school system consisted of 4,165,964 students supported with a teaching force of 241,591 in 10,194 schools. The student to teacher ratio was 18- 21 depending on the type of school. The current language medium in schools is Sinhala (native language only) or the mixture of three main languages

(Sinhala, Tamil & English). The number of female and male students is higher in Western and Central, compared to other provinces.

The main objectives of the "OVEP Debater" were to encourage mass participation and expansion of opportunities for sport and play, to assist individuals to gain knowledge, to inculcate the ethnic harmony and cultural exchange by respecting different views or ideas, to achieve excellence through propagating Olympic educational values, to initiate public debate on Olympic education values towards sports and culture and to strengthen ethnic foundation of sport, culture, and education with the combination of Olympism as a way to life.

1.1 Rationale of the Study

An evaluation to measure the success of one program is prominent from the organizers' perspective to assess such projects in the future.

The OVEP Debater is the first ever Inter School Olympic Education Program initiated by the NOC SL. It was implemented as a pilot program to introduce Olympic educational values to the youth in Sri Lanka. No evaluation has been done so far to research its impact on the youth. Thus, this study will focus on determining the impact of OVEP Debater on sport involvement and prosocial behavior along with a comparison between its participants and non-participants.

1.3 Significance of the Study

This study will enable the project organizers to improve the full-scale OVEP Debater program in the future. The results of the research will encourage future stakeholders to involve physical activities in future OVEP programs. This study will also help future researches to focus more on sport involvement and the prosocial behavior of the youth in Sri Lanka.

1.4 Hypothesis

H1. The OVEP participants would exhibit more prosocial behavior than non-participants.

H2. OVEP has a positive effect on sport involvement among youth

1.5 Research questions

RQ1. What are the differences in sports environment between OVEP participants and non- participants?

RQ2. What are the differences in prosocial behavior between OVEP participants and non-participants?

Chapter 2. Literature Review

2.1 Olympic Education

In his youth, Coubertin's never ending aim was to find a "new education" (Muller, 2000) for youth in France and finally was successful to follow ideas of Thomas Arnold, who was then director of Rugby College in England. T. Arnold espoused a psychological education that is capable of discovering hearts of flesh, making each individual responsible for his own power of invention; a moral education that gives full value to decision-making; and a physical education that entrusts the discovery of the secrets of wisdom to sport, making it an essential part of proper preparation for life (Muller, 2000)

Overwhelmed with this idea of education, Coubertin's thinking of pedagogy is 'aimed at the psyche of the person, their moral qualities' and his vision was '…social education. This means more than physical, mental and moral training.' He considered 'social education as essential to modern democracy. As a new, modern science, sociology helps with this.' (Muller, 2000)

Naul and Binder say that [t]he reforms in teaching and instruction methods that Coubertin wanted are based on the idea of the unity of mind

and body in the development of human beings and self- improvement through participation in sport" (Roland N. &., 2017)

This philosophy of Coubertin, the founder of IOC, is still supported and promoted in international and national level in the world. The first fundamental principle of the Olympic Charter denotes,

> Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles. (International Olympic Committee, 2015)

Meanwhile, as mentioned in the Olympic Charter, the role of the National Olympic Committees (NOCs) is,

"to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, …in all levels of schools, sports and physical education institutions and universities..." (International Olympic Committee, 2015)

In order to comply with the above responsibility and to build a better society, many NOCs are involved in promoting Olympic education among youth. OVEP factsheet updated in 2018 demonstrates 'Australia and Canada-[d]uring the 2016 Olympic Games, the respective National Olympic Committees (NOCs) have made available Olympic values-based teaching

resources…', 'Gautemala – a hybrid sporting programme in existence since 2012', 'Jordan – a working partnership between the Norwegian Refugee Council (NRC) and the Jordan Olympic Committee (JOC)', 'South Africa - [t]he "Coaching Development and Olympic Values Education" project' (fact sheet update OVEP, IOC). To ensure if youth has an access to proper education through values to apply in their day-to-today and sport activities is a vital task of every NOC. This study focuses on evaluating the influence of OVEP on pro-social behavior and sport involvement of Sri Lankan youths.

2.2 Olympic Value Education Program (OVEP)

A new concept for an Olympic value education project was discussed during a meeting conducted among the IOC department representatives in Lausanne in 2005. As a result, Teaching Values: An Olympic Education Toolkit was launched in 2007 in Tanzania (Binder, 2012). The second edition was published in 2016 (Roland N. , Olympic Education , 2010). The insight of the toolkit of the IOC was guided by the three Olympic-related curriculum projects conducted by the then-current educational theory. Thus, the IOC OVEP toolkit was an evolution of these three projects; "Come Together: The Olympics and You" produced by Calgary 1988, "Fair Play for Kids" produced by the government of Canada, "Be a Champion in Life" produced by the Athens Foundation of Olympic and Sport Education.

Table 1. Platform for Teaching and Learning

Core Olympic Values				
Excellence		Respect		Friendship
Educational Themes				
Joy of effort	Fair play	Practising respect	Pursuit of excellence	Balance between body will and mind
Young people develop and practice physical, behavioural and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport	Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning to play fair in sport can lead to the development and reinforcement of fair play behavior in one's community and in one's life	When young people who live in a multicultural world learn to accept and respect diversity and practice peaceful personal behavior, they promote peace and international understanding	A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do	Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning. This concept was the cornerstone of Pierre de Coubertin's interest in reviving the Olympic Games

Table 1. (International Olympic Committee, 2017) demonstrates how OVEP focuses on educational process of inculcating values where it suggests five main Olympic educational values in the learning methodology; joy of effort, fair play, practicing respect, pursuit of excellence and balance between body will and mind.

Naul (2010) identifies a necessity for a standard foundation for young people to study about Olympic values, since neither traditional pedagogical foundations nor IOC fundamental principles in the Olympic Charter specifically describe a method to educate children and youth about Olympic values. He also states no one can call "all kind of sport lessons to promote Olympic education" and for this reason a didactic approach to Olympic education is needed (Roland N. , Olympic Education , 2010).

Thus, Naul (2010) found a didactic matrix for Olympic education which focuses to develop youth's physical, social and moral behavior. In this matrix, sporting efforts stand for motor skills, which is not exactly an aim of Olympic education. It aims to teach social behavioral pattern both in sporting and everyday life. This social behavior is a basis of moral behavior. Finally, Olympic knowledge does not specifically stand for dates and facts of Olympic history but "values for one's own moral behavior when faced with conflict situations or dilemmas" (Roland N. , Olympic Education , 2010).

Table 2. Didactic Matrix for Integrated Olympic Education

		Disposal	Actions	Orientations
Education	Sporting efforts	To exercise in effort	To share competition	To behave fairly
	Social conduct	To aspire self perfection	To seek for good examples	To act in solidarity
	Moral behaviour	To adhere rules	To accept values	To respect different cultures
	Olympic knowledge	To acquire knowledge	To understand Olympic Values	To compare vision and reality of Olympic ideals

The didactic matrix as an integrated approach shows the disposals (to show achievements, desire to learn, to comply with rules, to acquire knowledge) the youth can achieve through sport as a tool. When interacting with children and youth in numerous social settings, social web can stretch to develop social actions such as to share competition, seek good examples, accept values and to understand Olympic values in both sports and everyday life. These personal behaviours can lead up to produce model attitudes as orientations for personal conduct in sports and day today lifestyle. For example, to behave fairly, to act in solidarity, to respect different cultures and to compare values and reality (Roland N. , Olympic Education , 2010).

"Early in the twenty-first century the focus of Olympic education began to shift from teaching 'about the Olympics' to 'teaching the Olympic values' (Roland, Binder, Rychtecky, & Culpan, 2017)

2.3 Impact of OVEP

Currently, every Olympic Games host cities focus on holding a value education program. It has become a challenge for every organization and personnel to evaluate value education programs at the end of the event. This is a challenge for those who believe that sport or physical activity can provide a context for learning about life.

Apart from value education projects during the Olympic games preparations, many OVEP projects have been conducted targeting the young generation around the world. Australia, Brazil, Canada, China, Czech Republic, France, Germany, Japan, New Zealand, Singapore, Spain have been actively conducting and researching on the Olympic education in and out of the school system. According to Antonin Rychteky, still problems remain related to Olympic Education as it is difficult to asses and to give a good explanation about how to create a consistent philosophy of Olympic ideal, does sport always have a positive impact on personal development, how the educators can bridge the gap between Olympic ideals and application of contemporary methods (Roland, Binder, Rychtecky, & Culpan, 2017)

2.4 Pro-social Behavior

'Dozens of empirical studies have been carried out to investigate prosocial behavior…In fact, prosocial behavior is one of the few areas in social psychology where much research has been done in the field.' (Bar- Tal, 1976)

"[P]rosocial behaviour is defined as voluntary behavior that is carried out to benefit another without anticipation of external rewards and is performed under two circumstances." (Bar- Tal, 1976)

Given the importance of understanding behaviours that benefit society, surprisingly few measures are available currently for studying prosocial behaviours, particularly in adolescents (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002)

> Existing measures of prosocial behavior can be classified into one of at least two categories, those that assess global prosocial behaviour or those that assess prosocial behaviour in a specific situation. The most common measures of prosocial behaviours are those that are designed to assess global prosocial behaviours (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002)

However, Carlo & Randall (2002) due to the necessity of standardized measure for the specific types of prosocial behaviour of late adolescents,

identifies four types of prosocial behaviours: altruistic, complaint, emotional and public based on prior researches.

Altruistic prosocial behaviours were defined as voluntarily helping motivated primarily by concern for the needs and welfare of another, often induced by sympathy responding and internalized norms/principles consistent with helping others (Eisenberg, Fabes, & Spinrad, 1998)

Complaint helping is more frequent than spontaneous helping and much of the research on this type of helping has been conducted with children rather than adolescents. (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002)

Emotional prosocial behaviours were conceptualized as an orientation toward helping others under emotionally evocative circumstances. (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002)

According to Carlo (2002) prosocial behaviours conducted in front of an audience are likely to be motivated, at least in part, by a desire to gain the approval and respect of others…and enhance one's self-worth. A tendency to perform prosocial acts in front of others was defined as public prosocial behaviours.

Anonymous prosocial behaviours were defined as helping performed without knowledge of whom helped. (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002)

Dire prosocial behaviour is helping in crisis or in an emergency situation. (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002)

2.5 Sport Involvement

Many researches have drawn attention to sport involvement and participation motivation and have addressed several concerns including gender, age, school to club transition, personality, modelling the participation process, sport policy concern.

Sport involvement is a subject area to find descriptive answers for who, what, where and why questions.

According to Kremer (1997), the recurring themes, that can be noticed in previous literature in sport involvement, are Activities (physical activity), Antecedents (factors which influence socialization into sport itself), Motivators or inhibitors (factors which encourage to continue participation or drop-out), and Outcomes (consequences of participation in competitive sport)

Kremer (1997) states that many researches can be found on 'Activities', specially on physical education in schools. However, sports

outside schools have become a spotlight for researches to dig deep into the subject. “In USA, Martens (1988) drew on a variety of sources when estimating the number of young people between the ages of 6 and 18 years who were thought to be participating in sports away from school” (Kremer, Trew, & Ogle, 1997).

Motivators and inhibitors have become a wide subject to many theoretical contributions. For examples, Bandura’s self efficacy theory, Harter’s theory of perceived self-competence, Deci’s cognitive evaluation theory and the work of Dweck, Maehr and Nicholls on achievement orientation (Kremer, Trew, & Ogle, 1997).

Many researchers have used ‘Antecedents’ or motivational factors to measure motivation. The general factors that appeared to be are perceived self-competence, fitness, affiliation, teamwork, competition and fun. However, these factors could vary according to gender, culture and age (Kremer, Trew, & Ogle, 1997).

More attention is set on ‘Outcomes’ of sport involvement as well. Demographic variables such as age, gender, class, family, background, and ethnicity were put in place in determining sporting opportunities and outcomes.

Chapter 3. Methods

This research is a non-experimental and descriptive comparison between OVEP participants and non- participants to see if their involvement in sports and pro-social behavior is different. As per many previous researchers, I conducted a quantitative research method to see the difference between these two groups.

3.1 Pro-social Tendencies Measure (PTM)

Carlo and Randol have developed Prosocial Tendencies Measure (PTM) by using the items from previously developed prosocial disposition and behavior scales and from responses to prosocial reasoning interviews with college students. It consists of 23 items and six sub-scales: public (four items), anonymous (five items), dire (three items), emotional (four items), complaint (two items) and altruism (five items) (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002).

This PTM has been used in various researches to find impact of Olympic value education on prosocial behaviour of adolescents. Prosocial Behaviour Rating Scale (PTM-R) was used to find pupils' prosocial behaviour expressions in schools of Lithuania where Integrating Children and

Youth Olympic Education is conducted (Carlo & Randall, The Development of a Measure of Porsocial Behaviours for Late Adoloscents, 2002).

Sukys and Majauskiene (2014) have researched the influence of Olympic value education program on adolescent athletes. PTM has been the main tool which has been used in this regard. (Sukys & Majauskiene, Effect of an Integrated Olympic Education Program on Adolescent Athletes' Values and Sport Behaviour , 2014)

The revised prosocial tendencies measure (PTM-R) by (Carlo, Hausmann, & Christiansen, Sociocognitive and Behavioural Correlates of a Maeasure of Prosocial Tendencies for Adoloscents , 2003) have been used to study how adolescents engage in prosocial behaviours in variety of situations (Sukys, Majauskiene, & Dumciene, The effect of a three year integrated Olympic education programme on adoloscents' prosocial behaviours, 2016) This study aimed three year integrated Olympic value education programme.

Choi and Min (2018) has researched prosocial behaviour on South Korean youth to find the difference of K-OVEP participants and non-participants. (Choi & Min, 2018)

PTM developed by Carlo is used to find the effect of OVEP Debater on prosocial behaviour on Sri Lankan youth. The two target groups were

asked to rate the extent to statements which describe themselves on a 5 Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3.2 Sport Involvement Survey

Sport Council for Northern Ireland (SCNI) assessed youth's involvement in sport to improve and understand the factors that can affect their involvement. SCNI developed a questionnaire on basic information, experience of all sports attempted and connection with the 'top sport' which sport the respondent is especially involved with.

The survey is based on demographic and background information of respondent such as sports which have been tried by respondent, sports which they would like to try if given the opportunity, 'top sport' which the respondents specifically involved in. This questionnaire was conducted among Northern Ireland students through three-part of interviews. The final questionnaire was broken down into demographic and background information, sports which had been tried before by the respondents, sports which respondents would like to try if the opportunity is given, sporting involvement of other family members and two closest friends, and 'Top sport' which the respondent was closely associated with.

Many researches have been conducted on sport involvement in related to motivational concept. These were more common with professional and

elite sports. This study used a quantitative survey to measure the OVEP participants and non-participants' involvement in sport.

3.3 Data Collection

Data was collected through an online survey. Since I was the coordinator to the OVEP Debater program in 2017, it assisted me to easily reach and collect data from the participants. However, I received more assistance from the NOC SL, and instructors/ teachers in schools. The date was collected from 21st September to 09th November 2019. The participants were from 20 schools in two districts namely, Colombo and Kandy. School students were randomly selected for the OVEP non-participants' category from the same 20 schools that represented the OVEP Debater. The survey was distributed among all the participants (60) and fifty students replied to the survey, while 63 were non-participants.

3.4 Design of Questionnaire

The questionnaire was developed for a quantitative analysis and was an online survey. The first part included questions related to youth's sport involvement. The second part consisted of questions on prosocial behavior with 23 items and six sub-scales. The last part focused on demographic and general information of respondents.

3.5 Data Analysis

The analysis of differences between OVEP participants and non-participants was tested by using independent sample T-test. The survey reliability was tested through Cronbach's alpha and the relationship between variables was tested via multiple regression with correlation coefficient.

The latest version of 25.0 of Statistical Package for Social Studies (SPSS) program was used for all the data analysis process.

Chapter 4. Results

This chapter focuses on the results of data analysis. The first content includes a descriptive analysis of data and Cronbach's alpha reliability test. The second part represents the analysis from independent sample T-test and multiple regression along with correlation coefficient.

4.1 General Description of Data

The total number of samples selected for the data analysis was 113. The sample included both male and female participants of "OVEP Debater" and non-participants. This section presents the descriptive analysis of both independent variables (gender, participation in the OVEP, approximate age, knowledge about OVEP, knowledge about Olympic values) and dependent variables (sport involvement and prosocial behavior) of the study. The samples in the initial stage was 134, but 21 was removed as they were not in the required age group (15-20).

Table 3. shows how variables such as gender, knowledge of values, knowledge of OVEP, approximate age, are distributed among OVEP participants and non-participants. Participants include 27 (54%) males and 23 (46%) females, while 15 (23.8%) males and 48 (76.2%) females are non-participants. The targeted age group for this study was from 15 to 20.

Table 3. Demographic Descriptive Statistics

Variable	OVEP Participants		Non-OVEP participants	
	N	%	N	%
Gender				
Male	27	54.0	15	23.8
Female	23	46.0	48	76.2
Know values				
Yes	50	100.0	15	23.8
No	-	-	48	76.2
Know OVEP				
Yes	50	100.0	11	17.5
No	-	-	52	82.5
Age				
15	5	10.0	1	1.6
16	15	30.0	2	3.2
17	16	32.0	13	20.6
18	14	28.0	8	12.7
19	-	-	16	25.4
20	-	-	23	36.5

While the age group of participants was from 15 to 18, the majority of the non-participants responded for the survey were from 17 (20.6%), 19 (25.4%) to 20 (36.5%) age groups. While every OVEP participant knows about Olympic values, 48 (76.2%) out of the total number of OVEP non-participants do not know about them. 52 (82.5%) of non-participants have no knowledge about OVEP.

4.2 Reliability Test

The researcher has developed questions from the SCNI questionnaire by Sports Council for Northern Ireland to measure involvement in sports. Sport involvement consisted of three subscales. They included different 5 Likert scales; Sport involvement level (1 = not active at all, 2 = less active, 3 = neutral, 4 = active, 5 = very active), frequency of sport involvement (1= not at all, 2 = once a month, 3 = once a week, 4 = twice a week, 5 = three or more days a week), participation in sport (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The researcher used Prosocial Tendencies Measure (PTM) of Carlo and Randol to measure the pro-social behavior of participants and non-participants of OVEP. The participants rated each item on a 5 Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).

The reliability test was conducted to measure the internal stability within the survey. Cronbach's alpha for sport involvement was .831 which indicates a good internal consistency. Prosocial behaviour consisted of six subscales. Cronbach's alpha showed a good level of internal consistency among six scales as a whole. It was .797.

4.3 Independent Sample T-test

RQ1: What are the differences in sports environment between OVEP participants and non- participants?

To reject the null hypothesis that the two groups do not differ in the sport environment, an independent samples t-test was conducted. The results of Leven's test, F (111) = .029, p = .866, indicated that the variances of two populations are assumed to be approximately equal. While the OVEP participants' sport involvement level is M = 3.02 (SD =.94), OVEP non-participants (63) are also associated with sports numerically a closer level to participants' involvement M = 3 (SD = .90). The results, t (111) = .10, p = .92, indicated that there is no significant difference in sport involvement between OVEP participants (M = 3.02, SD = .94, N = 50) and non-participants (M = 3, SD = .90, N = 63).

RQ2: What are the differences in prosocial behavior between OVEP participants and non-participants?

In the occasion, where the independent t-test was used to find the difference in prosocial behaviour between OVEP participants (M = 3.39, SD = .43, N = 50) and non-participants (M = 3.45, SD = .44, N = 63), it was found that there are no statistically significant results, t (111) = -.84, p = .404.

The null hypothesis that the two groups do not differ in prosocial behaviour was not rejected as well.

4.4 Multiple Regression

In multiple regression, the demographic variables of age, gender and OVEP participation were taken as independent variables, while sport involvement and prosocial behavior were dependent variables in each analysis. The researcher conducted multiple regression analysis to identify strength of the dependent variables on sport involvement and prosocial behavior of OVEP participants and non-participants.

A multiple regression was calculated to predict sport involvement of both groups based on their age, gender and participation in OVEP Debater. No significant result was found with age and participation in OVEP program on sport involvement as per the Table 4.

Table 4. Impact of OVEP Participation on Sport Involvement

Independent Variable	B	Std. Error	Beta	t	p
Approx_age	0.068	0.072	0.088	0.946	0.346
Partpnt_OVEPdbtr	-0.129	0.179	-0.07	-0.722	0.472
Gender	-0.461	0.184	-0.245	-2.501	0.014
(Constant)	2.078				
R2	0.066				
R	0.257				
N	113				

Impact from gender on sport involvement (ß = -.245, p < .05) along with the effect of age and OVEP participation (p < .05, adjusted R2 = .066) is statistically significant in Table 4. It is to be noted that the analysis depicted only gender (ß = -.265, p < .05; F = 3.16, p < .05, adjusted R2 = .105) as a significant predictor of sport involvement.

Apart from the above, the researcher furthermore analyzed the effect of knowing Olympic values on sport involvement among non-participants. According to the Table 6., the impact of knowing Olympic values is significant on sport involvement among non-participants (ß = .286, p = .02).

Table 5. Impact of Olympic Values on Sport Participation

Independent Variable	B	Std. Error	Beta	t	p
Gender	-0.694	0.252	-0.331	-2.752	0.008
Approx_age	0.013	0.081	0.02	0.167	0.868
Know_valus	0.599	0.252	0.286	2.378	0.021
(Constant)	3.133				
R2	0.166				
R	0.408				
N	63				

Table 6. shows that all the independent variables of age (ß = .058, p = .54), gender (ß = .139, p = .168), and OVEP participation (ß = -.039, p = .696) have insignificant prediction and impact on prosocial behaviour.

Table 6. Impact of OVEP Participation on Prosocial Behaviour

Independent Variable	B	Std. Error	Beta	t	p
Approx_age	0.021	0.035	0.058	0.608	0.545
Partpnt_OVEPdbtr	-0.034	0.086	-0.039	-0.392	0.696
Gender	0.123	0.089	0.139	1.389	0.168
(Constant)	2.973				
R2	0.026				
R	0.16				
N	113				

Thus, the hypothesis of OVEP participants would exhibit more prosocial behavior than non-participants, was rejected as multiple regression did not indicate any significant impact of independent variables (age, gender and OVEP participation) on prosocial behavior.

4.5 Summary

The results of the t-test conducted to find the difference between the two groups were not significant. Multiple regression stands out to give a more descriptive result of the relationship between OVEP participation and sport involvement. Non- participants who know Olympic values show a positive impact on sport involvement. Prosocial behavior numerically does not show any difference between the groups.

Chapter 5. Discussion

Olympic value education is a worldwide educational approach to develop the inner skills of youth through "a global set of shared values, the so-called Olympic values" (Deanna Binder, 2012). The approach can be different from one context to another. In this chapter, the researcher discusses the results of this study, implications to relevant stakeholders, limitations, and recommendations.

The researcher conducted this research as an evaluation of the pilot project of 'OVEP Debater'. The main focus was to determine how the program can influence on its participants. Since no research has been conducted so far on this pilot program, this study was conducted to find the difference between OVEP participants and non-participants.

A t-test was conducted to find a difference between these two groups. The results derived through this t-test were not numerically significant which indicated the idea that OVEP Debater participants and non-participants did not specifically differ related to sport involvement and prosocial behavior.

According to previous researches, a difference is visible between the young groups who attended and not attended an OVEP program. A case study on K-OVEP indicated a difference between the K-OVEP participants and non-participants in secondary sport involvement (attending sporting events,

watching sport-related programs on TV and reading sport-related articles on the internet) (Yujeong & Doosik, 2018).

Although it is difficult to grasp a reason for lack of difference between two target groups related to sport involvement, one such reason could be "due to a combination of contents and quality" (Yujeong & Doosik, 2018) of the OVEP Debater. The OVEP Debater focuses on an argumentative discussion on topics of Olympic values. The participants did not attend physical activities throughout the program.

Furthermore, the two selected districts for this pilot project, Colombo and Kandy, have significant distinctive education standards and facilities compared to other districts in Sri Lanka.

Therefore, the targeted students of this study could be more exposed to sports activities at school level which might be another reason why the study cannot show any difference in sport involvement between the two groups.

In contrast to the previous studies, the OVEP Debater participants do not significantly differ from the non-participants as both groups show a similar level of prosocial behaviour. Their evaluation level on prosocial behaviour is the same and this is evident in the mean difference of the two

groups; participants (M = 3.39, SD = .43, N = 50) and non-participants (M = 3.45, SD = .44, N = 63).

However, one previous research has indicated that the students who participated in a three-year integrated Olympic value education program, are inclined to prosocial behaviour (Saulius, Majauskiene & Dumciene, 2016). Another research revealed the effects of integrated Olympic education on adolescent athletes' prosocial behaviour in sports (Saulius & Majauskiene, 2014).

One of the reasons for the inconsistent result in prosocial behaviour, could be that the number of samples in this research is low compared to the previous researches. The present study was based on 50 participants and 63 non-participants. The researcher could not reach a larger number of OVEP participants as the OVEP Debater was a pilot program which only consisted of 60 students.

According to the theoretical framework of the didactic matrix for Olympic Education, one should be able to grasp the meaning of the values and develop a set of attitudes to conduct in sport as well as in everyday life. However, according to Naul (2010), one should receive the sport experience among other youth and learn and develop their actions in different social settings. This experience with other persons during their physical interaction

can be helpful to understand their behavioural attitudes (behave fairly, to act solidarity, respecting the diversity of different cultures, comparing values and reality).

In the "OVEP Debater", the students were confined to group discussion sessions and did not interact with one another through physical activities.

One unexpected significance in this research was that gender target population resulted as a unique predictor of sport involvement (Table 4.) and it had a significant correlation with both sport involvement and OVEP participation.

Unlike the results in the t-test, the results of the multiple regression indicated that sport involvement can be predicted by knowing Olympic values. Table 5. shows a significant result of non-participants, who knew the Olympic values, are more inclined to sport involvement ($ß = .286$, $p = .02$). OVEP is an ideal project to inculcate values in youth. According to the introduction of the OVEP by the IOC "…the Olympic Values Education Programme (OVEP) is a practical set of learning resources designed to inspire and allow young people to experience life values such as excellence, respect, and friendship" (International Olympic Committee). Therefore, the approach

to educate the youth through OVEP should be thoughtful, productive, and systematic and should carefully fit the target groups.

The results of this research will be helpful for stakeholders such as the National Olympic Committees, National Federations, Ministry of Education, and schools that intend to implement OVEP programs in the future.

Binder (2012) says curriculum decisions within the context of Olympic education are challenging. They involve ethical as well as cognitive content choices that need to be responsive to cultural differences, religious traditions, and educational systems.

Yujeong & Doosik (2018) say most of the programs lacked a systematic and structural framework, being implemented as a one-off event without serious investigation on Olympic values.

The addition of physical activities into an OVEP project can align with the theoretical framework of the didactic matrix of integrated Olympic education. Olympic education promotes and motivates youth in sport participation and apply the values both in sport and everyday life.

The results of this study suggest the necessity of focusing on sport involvement activities in the OVEP project. Therefore, the concept of 'OVEP Debater' should expand its horizon and search more avenues as the mode of the program seems to be compressing the idea of Olympic values. Along with

Olympic value knowledge, OVEP Debater can be more successful if the participants get an opportunity to interact with each other via sport activities; an experience which one could not achieve through no amount of debates.

5.1 Limitations

The study had its own challenges. Lack of a pre-evaluation in the field of OVEP Debater was a major restraint in this research. The target population was limited to 60 in amount. It focuses only on the OVEP in the Sri Lankan context. Given the features of the educational system are poles apart in each country, the results of this study is not universal and confined only to several countries. It was unable to control the other educational programs that the target group undergo during their studies.

5.2 Conclusion

Since this study exceptionally indicated a significant result from the gender over sport participation, future researches should focus more on why do males or females have more inclination towards sport participation when they know Olympic values.

Future researches should address the students' behavioural context after the program with another instrument and should consider the factors of participants' values. This research was merely a comparison between

participants and non-participants. Future researches should focus on participants before and after the program.

The target group should expand from debater to more groups who are interested in OVEP education and who are more into sports. The OVEP in Sri Lanka should address hidden voices and hidden athletic talents within the country.

An evaluation at the end of a program is a vital point for every organization. As Yujeong & Doosik (2018) say an evaluation of a program helps educators to discover uncertain aspects of the program and determine the elements that are decisive for the success of the program. Therefore, this study will also be an initial approach to broaden research on future full-scale OVEP programs held under the NOC SL. Furthermore, it will be a step forward to encourage the implementation of OVEP culture within the school system in Sri Lanka.

This study will assist stakeholders, who attempt to improve sport involvement and prosocial behaviour through OVEP, to reassess their approaches in the future.

In summary, Olympic value education has the potential to help educators, coaches to help their students to see the world differently, change behaviour so they act differently, and come to understand and experience the

joy of achievement in the physical endeavor. OVEP could be a bridge between future world winners those who are grown towards excellence and students who dream big from the school age.

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Appendix

Section I – Sport Involvement

Below statements might or might not describe you. Tell me how much you agree with them. Remember this information does not reveal anything related to your identity and will not be used for any other purposes than the survey.

Sport involvement	Not active at all	Less active	Neutral	Active	Very Active
What is your involvement level in sport	1	2	3	4	5

Frequency of sport involvement	Can't remember	Once a month	Neutral	Once a week	Twice a week
On average, how often are you involved with sport?	1	2	3	4	5

Participation in sport	Strongly disagree	Disagree	Neutral	Agree	strongly Agree
Participation in sport is very fun	1	2	3	4	5
Participation in sport is very interesting	1	2	3	4	5
Participation in sport is very challenging	1	2	3	4	5
In future, I will continue participation in sport	1	2	3	4	5

Section II – Prosocial Behaviour

Below statements might or might not describe you. Tell me how much you agree with them.

Remember this information does not reveal anything related to your identity and will not be used for any other purposes than the survey.

Public Prosocial Behaviour	Strongly disagree	Disagree	Neutral	Agree	strongly Agree
I can help others to the best when people are watching me	1	2	3	4	5
When other people are around, it is easier for me to help needy persons	1	2	3	4	5
I get the most out of helping people when it is done in front of others	1	2	3	4	5
Helping others when I am in the spotlight, is when I work the best	1	2	3	4	5

Complaint Prosocial Behaviour	Strongly disagree	Disagree	Neutral	Agree	strongly Agree
When people ask me to help them, I don't hesitate	1	2	3	4	5
I never hesitate to help others when they ask for it	1	2	3	4	5

Altruistic Prosocial Behaviour	Strongly disagree	Disagree	Neutral	Agree	strongly Agree
I think that one of the best things about helping others is, that it makes me look good	1	2	3	4	5
I believe I should receive more recognition for the time and energy I spend on charity work	1	2	3	4	5
One of the best things about charity work, is that it looks good on my resume	1	2	3	4	5
I feel that if I help someone, they should help me in the future	1	2	3	4	5

Emotional Prosocial Behaviour	Strongly disagree	Disagree	Neutral	Agree	strongly Agree
I tend to help people who hurt themselves badly	1	2	3	4	5
I tend to help others particularly when they are emotionally distressed	1f	2	3	4	5
I respond to helping others the best when the situation is highly emotional	1	2	3	4	5
Emotional situations make me want to help needy others	1	2	3	4	5

Dire Prosocial Behaviour	Strongly disagree	Disagree	Neutral	Agree	strongly Agree
It is the most fulfilling to me when I can comfort someone who is very distressed	1	2	3	4	5
I tend to help people who are in a real crisis or in need	1	2	3	4	5
It is easy for me to help others when they are in dire situation	1	2	3	4	5

Anonymous Prosocial Behaviour	Strongly disagree	Disagree	Neutral	Agree	strongly Agree
I prefer to donate money anonymously	1	2	3	4	5
I tend to help needy others the most when they do not know who helped them	1	2	3	4	5
Most of the time, I help others when they do not know who helped them	1	2	3	4	5
I think that helping others without them knowing, is the best type of situation	1	2	3	4	5
I often make anonymous donations because they make me feel good	1	2	3	4	5

Section III – Demographic Information

1. Your date of birth or born year? _____
2. Your gender?

   FEMALE = 1; MALE = 2

3. Have you heard about OVEP Debater before?

   YES = 1; NO = 2

   (If yes, answer the 4th and 5th questions)

4. Do you know about Olympic Value Education Program (OVEP)?

   YES = 1; NO = 2

5. Do you know about Olympic Education values?

   YES = 1; NO = 2

6. Are you a participant in OVEP Debater? If yes, please answer he 7th and 8th question.

   YES = 1; NO = 2

7. Do you like to involve more in Olympic Value Education?

   YES = 1; NO = 2

8. Do you have any recommendations for future OVEP Debater program?