INFLUENCE OF THE OLYMPIC EDUCATION ON 12-13 YEAR OLD ADOLESCENTS’ EXPRESSION OF MORAL VALUES IN SPORT

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Abstract
The research aim - to determine 12–13 year old adolescents’ expression of moral values in sport and to measure efficiency of the Olympic education. The research sample consisted of 126 pupils. Out of the eight general education schools, participating in a diagnostic research in Lithuania, four schools were randomly selected with 12-13 year old adolescents making the research sample. Each of the four schools had one experimental (E) and one control (C) group. The experimental group had 60 sixth-formers and 66 sixth-formers comprised the control group. The research methods: scientific literature analysis, description of moral values, educational experiment, statistical analysis.

The results show that 12-13 year old adolescents in the experimental group were able to better define the essence of moral values as expression of their perception of values is higher, i.e. extensive and very detailed; grew significantly more than that of the control group participants. It was identified that data analysis of the empirical research conducted within a framework of the Olympic education manifested the expression of positive changes when contributing to the development of a moral value system, internalized by 12-13 year old adolescents. Therefore, it is highly important that adolescents’ value system would be constantly developed through the search for new ideas, pursuit of effective activity results, and use of the Olympic education.

KEYWORDS: Olympic education, adolescents, moral values in sport.

Introduction
The origin of moral values related expression in sport can be traced back to Ancient Greece. This suggests that moral values-based sporting activities have been developing for centuries and have been passed on from generation to generation. Mainstream schools have become a critical institution focusing on fundamentals of academics, however, failing to use the potential coming with the development of moral values. Regulations on State Strategy for Education 2003-2012 puts under an obligation to focus on moral education in particular. General Curriculum Framework for Primary and Basic Education (2008) considers their top priority to be the cross-disciplinary spread of moral values not only through the classes of moral philosophy (also known as ethics), but also physical education and other academic disciplines, built on tolerance, respect to others, etc. Introduction of a student into a world of moral values is an important task for both formal and informal educational process, which bears social and moral significance; therefore, a school, being one of the critical educational institutions for youth, must search for new and contemporary methods and approaches to teaching.

The only project that has been implemented in Lithuania Olympic Education of Children and Youth at Lithuanian Schools, organized by the Ministry of Education and Science of the Republic of Lithuania, the Department of Physical Education and Sports Under the Government of the Republic of Lithuania, the National Olympic Committee of Lithuania and Lithuanian Olympic Academy, seeks to consolidate the values of fair play and ethical (moral) behavior. Due to this, the Olympic education is one of the most popular forms of education amongst schools. This suggests that the issue of Olympic education, Olympic ideals and values is relevant even today. The academic literature, however, lacks in-depth, systematic empirical research on expression of moral values through the Olympic education.

Scientific research problems. This relevant scientific issue requires a deep theoretical and empirical analysis in order to answer the following questions: to what extent do the 12-13 year old adolescents appreciate the moral values as significant in sport through the Olympic education? To what extent do the 12-13 year old adolescents perceive the benefit of moral values in sport? How does the Olympic education can be used more effectively to express moral values in sport acquired by the 12-13 year old adolescents?"

The research object: expression of 12-13 year old adolescents’ moral values in sport through the Olympic education.

The research aim – to measure the expression of 12-13 year old adolescents’ moral values in sport and to evaluate effectiveness of the Olympic education.
Methodology of research

Research methods: Analysis of scientific research literature, abstraction and systemization, description of the moral values in sport, pedagogical experiment, and statistical analysis.

Description of the Moral Values in Sport (Lee, Cockman, 1995; Cruz et al. 1995) primarily aimed to identify the extent to which the 12-13 year old adolescents acknowledge a relevance of the fundamental moral values in sport. The list covers the following 7 core moral values: responsibility, dignity, respect, self-respect, self-discipline, integrity, and fairness. The research participants were asked to rate the extent of their appreciation related to the moral values in sport on a scale from 1 to 5. The collected data were categorized into three levels based on perception of value-attributed importance: high, medium, and low. The students also had to pick 2-3 values from the list and provide a comprehensive content description of such. The descriptions were then rated based on the extent of comprehensive perception of the moral values related benefit in sport. The answers were grouped into four levels: fully comprehensive, comprehensive, somewhat comprehensive, and incomprehensive perception.

Pedagogical experiment. The experiment was designed to promote dynamics of the dependent variable, i.e. change in cognitive, emotional, and behavioral aspects of the moral values in sport. The present article focuses merely on dynamics of the cognitive level. The independent variable in the experiment was the Program of the Moral Values Development in Sports through the Olympic Education, which emphasizes the importance of physical and spiritual harmony. The content of moral philosophy and physical education classes during the experimental program was designed in accordance with the General Curriculum Framework for Primary and Basic Education (Moral Education and Physical Education) 2008 by integrating promotion of moral values in the mainstream education programs. The program was also based on a single project developed in Lithuania in 2002-2005, known as The Olympic Education of Children and Youth at Lithuanian Schools, implemented pursuant to the agreement (2005–06–09, No. SVT-568) made by the National Olympic Committee of Lithuania (NOC), the Ministry of Education and Science of the Republic of Lithuania and Lithuanian Olympic Academy (LOA). The aim of the project was to promote integration of ideas rooted in the philosophy of Olympism into the general curriculum frameworks of all types of schools (pre-school, elementary, secondary, gymnasium, vocational education and training institutions). Therefore, our pedagogical experimental program was focused not only on sport, as a source of major achievements, but also on activity, which promotes fair play and friendliness and motivates the students to engage. The program is developed for the students not only to grasp the techniques of some physical exercises, activities, and sport, to practice them and improve, but also to create the foundation for the Olympic ethics, that is, to comply with principles of fair play, sport ethics, motivate to develop the virtues of respect, fairness, self-discipline, and others throughout the entire academic year.

Statistical analysis. The descriptive statistics used the method of percentage frequencies; Student T-test was conducted (to test hypothesis when more than two independent variables are present); one-way analysis of variance (ANOVA) was utilized in inferential statistics. Statistical analysis also used the methods of F-test (to test hypothesis with multiple dependent variables) and Factor Analysis (used to distinguish the most significant features of moral values formation in sport) (Kardelis, 2007; Cohen, Manion, Morrison, 2007). Research data were processed using the SPSS 12.0 (Statistical Package for the Social Science) software.

Research organization. The pedagogical experiment was started on September 15, 2008 and lasted until June 17, 2009. In total four schools with 12-13 year old adolescents were randomly selected from the eight mainstream education schools having participated in a diagnostic research of Lithuania: Klaipeda Verdene basic school (grades 6C and 6D), Plunge Rytas basic school (grades 6A and 6C), Raseiniai district Saltinis secondary school (grades 6B and 6C), Raseiniai district Vidukle S.Stanevicius gymnasium (grades 6A and 6B). Each of the four schools had one experimental (E) and one control (C) group formed. In total 126 students participated in the pedagogical experiment: the E group consisted of 60 six-graders, and the C group had 66 six-graders. Gender distribution of the E group was 59.3% female and 40.7% male, and the gender distribution within the C group was quite similar: 57.5% female and 42.5% male. Teachers of the moral philosophy and physical education subjects, who facilitated implementation of the research, were consulted by the author of the present article. During the course of the program, experimental results were measured twice, i.e. mid-experimental measurements were
completed: I mid-experimental measurement in September of 2008 and the II mid-experimental measurement in June of 2009. In order to promote the development of moral values in sport during the pedagogical experiment, the E group and their teachers of the moral philosophy and physical education classes were presented a Questionnaire on Olympic Achievements, modified by the author of the present article, which was originally used by E. Puišienė, V. Deksnys, P. Majauskas et al., 2007. At the beginning of the school year, the students from this group were introduced to the grading (grade accumulation and evaluation) system. The experimental program was conducted in three stages (school terms) based on the Olympic motto of *Citius, Altius, Fortius* (Faster, Higher, Stronger). The Olympic motto encourages every single student to reach the heights by overcoming and outrunning oneself not only in competition, but in real life as well. At the end of each term, the teachers added up the final scores and chose three students who achieved the aimed milestone of that term. The students were evaluated under the following criteria: grade point average, active participation in moral philosophy and physical education classes as well as activity in informal physical education process, accomplishment of classroom tasks (individual or group projects), and personal moral values. Participants of the E group evaluated their character features and that of their peers’ twice a month.

**Results of the research**

The present research has analyzed and compared the results of 12—13 year old adolescents’ cognitive aspect of the moral values in sport, obtained during the I mid-experimental measurement (Fig. 1 and 2), II mid-experimental measurement (Fig. 3-4), as well as changes in results between the I and II pre-experimental measurements (Fig. 5-6) were recorded. When analyzing the change trends in the cognitive level of 12-13 year old adolescents involved in the pedagogical experiment (E group) and the ones left outside (C group), researchers have particularly focused on changes in acknowledgement of moral value relevance in sports and perception of their benefit, therefore, the researchers have compared the results, obtained in respect to acknowledgement of moral values related relevance in sport within the experimental group, expressed in percentages. The present research analyses results of high level relevance acknowledgment only (Fig. 1).

![Fig. 1. High level of adolescents’ value relevance acknowledgement (%)](image)

*I mid-experimental measurement results.* The results have revealed that prior to the pedagogical experiment, both C and E groups shared a similar attitude towards the moral values in sport, the difference, however, was not statistically significant. It has been noticed that prior to the pedagogical experiment, C group showed an outstanding interest in specific moral values such as self-discipline (72.8%), responsibility (59.1%), and fairness (59.0%). These values were more important for the C group as opposed to the E group of 12-13 year old adolescents. The data illustrating perception of significance attributed to the moral values in sport are presented in Fig. 2.
Having compared the perception of moral values related significance in sport, results have shown that 12-13 year old adolescents of both (E (48.3%) and C (40.0%)) groups are able to grasp the essence of moral values only to a level of somewhat comprehensive.

The research results show that both groups find it difficult to define moral values, their attributes, or content to a fully comprehensive or comprehensive level, i.e. precisely and non-superficially. Even though the research did not yield statistically significant difference in results, however, the percentile distribution of results shows that both E and C groups share similar extent of perception related to significance of moral values in sport.

II mid-experimental measurement results. At the end of the pedagogical experiment a repeated measurement of the results was conducted. Collected data pertaining to relevance of moral values in sport for 12-13 year old adolescents are presented in Fig. 3.

Analysis of the research data revealed a change in the E group’s results as opposed to such of the C group. The groups did not acknowledge all of the moral values as equally important in sport. More than half (59.0%) of the C group named respect as one of the key values and similar results were gathered within the E group—58.4%. Considering self-discipline, similar differences were observed: self-discipline for the majority (77.3%) of C group participants was more important than that for the members of the E group (73.4%). More significant differences have been recorded with the 12-13 year old adolescents within the group E, who claimed a significance of dignity (10.7% difference), responsibility (6.1% difference), and integrity (6.0% difference). Less significant difference was recorded in fairness (5.0% difference) and the least difference was observed in the value of obedience (3.8% difference) and self-respect (2.7% difference).
The investigation sought to identify a change in perception of moral values related significance in sport (Fig. 4). Having compared the results obtained from both groups, it is obvious that fully comprehensive (4.5% difference) perception of values within the E group and comprehensive (5.0% difference) perception of moral values in sport within the C group have increased. Incomprehensive perception of moral values is more typical to the C group (20.2%) rather than to the 12-13 year old adolescents from the E group (13.4%).

![Fig. 4. Adolescents’ perception of moral values related significance in sport (%)](image)

The E group demonstrated a more significant difference related to incomprehensive perception of moral values (6.8%). The data analysis shows that the issue of perception of moral values in sport is still relevant, however, not to the extent as it was before the pedagogical experiment. The results allow the researchers to presume that the experimental program and integration of moral values into the classes of moral philosophy and physical education during the pedagogical experiment highlighted the relevance and significance of moral values.

**The assessment of change in I and II mid-experimental measurement results.** The comparative analysis of E group’s results prior to and after the pedagogical experiment yielded both statistically significant and insignificant differences (Fig. 5).

![Fig. 5. Changes in acknowledging the relevance of moral values in sport within the experimental group (%)](image)

The percentage-based difference has been recorded in only three moral values in sport (integrity (16.6% difference, p > 0.055; t = 1.938), dignity (11.6% difference, p > 0.058; t = 1.914), and self-discipline (8.4% difference, p > 0.062; t = 1.883). The change in results, however, is not statistically significant. The major changes in acknowledging the relevance of moral values have been observed with the self-respect (18.3% difference, p < 0.004; t = 2.936) and respect (16.4% difference, p < 0.016; t = 2.455). A lesser statistically significant difference has been recorded in obedience (11.7% difference, p < 0.012; t = 2.564) and responsibility (10.1% difference, p < 0.040; t = 2.074), and only minor a change has been recorded in fairness (4.7% difference, p < 0.002; t = 3.141). The obtained results are statistically significant. Having analyzed the answers provided by the experimental group on perception of moral values related significance in sport, generated data are presented in Fig. 6.
Having compared the perception of 12-13 year old adolescents within the E group on moral values related significance based on I and II mid-experimental measurement results, such analysis yielded statistically significant differences (p < 0.001; F = 4.350; t = 3.447) in favor to the II mid-experimental measurement. The results show a clear improvement in comprehensive perception (by 20.0%) of moral values in sport, while fully comprehensive perception witnesses a positive 8.3% change. Further, a lower number of 12-13 year old adolescents now defined moral values to a level of only somewhat comprehensive (15.0% difference) and incomprehensively (13.3% difference). The changes lead to think that the results presented by the 12-13 year old adolescents from the E group were influenced by the program implemented during the pedagogical experiment, which not only facilitated a more profound perception of moral values related significance in sport, but their relevance as well.

Discussion

Results obtained during the conducted research demonstrate that school learners at the age of 12—13 years fail to receive a decent attention given to expression and promotion of moral values in sports within the mainstream school environment. Lithuanian researchers mainly analyze the Olympic education by conducting quantitative research with adolescents and youth of an older age (Smalinskaitė, 2003; Miškinis, 2003; Karoblis, Majauskienė, Paulauskienė, 2009 et al., Šukys, Majauskienė, 2012; Žilionytė, Poteliūniene, 2012).

Research conducted by I. Smalinskaitė (2003) revealed that 41.8% of respondents (at the age of 13–15) would play fair and notify the referee of a violated rule, 32.7% of learners would act as if nothing had happened during the game, however, afterwards would talk to the coach and teammates, and 25.5% of respondents would not even respond to a foul play. The researchers have noted that school learners at this age (63.3%) tend to respect sportsmen, who play rough and win the game, as opposed to 35.7% of respondents who claim respecting sportsmen abiding by the rules, and playing fair, however losing the game. K. Miškinis (2003), having researched the attitude of 13–18 year old respondents towards Olympic education at schools and their knowledge of Olympic values, proposes that more than half of active (59.4%) and inactive (52.7%) school learners considered the sport to be a positive influential factor on an overall development of personality, 60.0% of active and 58.0% of inactive school learners claimed that sport facilitates the improvement of one’s personal values. Obtained results demonstrate that a surprising number of schools (84.0%) from which the learners participated in the research, fail to organize events, promoting the values rooted in the Olympism, and the larger half of information related to Olympic values that children receive comes from many sources, such as the mass media, peers, coaches, but not the school.

P. Karoblis, D. Majauskienė, J. Paulauskienė et al. (2009), having analyzed the perception of Olympic movement and Olympic values, expressed by 11–17 year old school learners (in Belgium, Czech, Estonia, Finland, Germany, Hungary), note that adolescents are aware of the principles of fair play, however, in a real life situation, respondents would disregard such principles of conduct. 11.4% of respondents would use drugs pursuing the Olympic medal, 25.0% of females and 32.3% of males would use an eye for an eye strategy, if they witnessed their competitor playing unfair. S. Šukys, D. Majauskienė (2012) propose that the content of the Olympic education program being integrated into the education of children and youth allows integration of olympism-based values and ideas into various academic
disciplines as well as school events; however, the Olympic education is more focused on human values, fair behavior. Results, obtained during their research do not confirm that children would be more prone to appreciate good relationships if they attend a school, where the Olympic education program is implemented.

V. Žilionytė, S. Poteliūnienė (2012) noticed that almost all of the teachers, participating in their research, indicated a rather successful implementation of the Olympic education program at mainstream schools of Lithuania, since they have observed significant results not only with learners’ behavior, but they also noticed that teachers started to perceive the value attributed to this activity. This demonstrates that the Olympic education program has a positive influence on learners’ involvement not only in the fields of sport and social life, but their moral values as well. Research, conducted by the authors, has demonstrated that since moral behavior was an object of their focus, the participants have become intolerant to disgraceful sport-related behavior and a need to talk about, discuss the Olympic values and their manifestation in everyday life has emerged.

It is evident that Lithuanian researchers have rather extensively analyzed the issue of Olympic education, however, their mainly quantitative research was focused on a cognitive aspect of moral values in sport, i.e. Olympic knowledge and moral values.

K. Willimczik (2002) discovered that appreciation of a fair play among 13–15 year old adolescents has lost its importance. Every third learner would play unfair if witnessed others doing likewise, and every fourth claim absence of these ideals in real life. R. Naul (2007) having investigated opinions, expressed by 945 (at the age of 12–15) school learners, has recorded that results were very similar gender wise, though a number of older girls, claiming that Olympic ideas are not relevant in real life, is higher. However, almost all of the respondents, i.e. 90.0% (12 year-olds – 94.0%, 15 year-olds – 91.0%), support Olympic ideas and believe that fair play is meaningful. 74.0% of 12 year-olds and 63.0% of 15 year-olds believe that a game is fair. About 17.0% of females and 27.0% of males of the same age claim that a foul play can be justified. It was observed that the older the school learners are, the higher the acceptance of unfair play is and in cases a competitor uses an unacceptable behavior, a majority of learners would not mind it. Such is consistent with the results of K. Willimczik (2002) research: the older the learners, the higher the number of learners favoring the unfair play.

Results of research, conducted in Lithuania and abroad, demonstrate that Olympic education can positively influence formation of learner’s moral values, perception of fair and respectable behavior as well as allows to lift the personality to a higher spiritual level. Such education attests to development of personal physical and spiritual powers. Nonetheless, analysis of research has demonstrated that potential that the fair play has embraced has not been sufficiently exploited for the overall education. Hence, future research should search for effective teaching strategies, facilitating moral education of learners. This is considered to be one of the principal approaches allowing to integrate cognition of the Olympic ideals and values into the general curriculum framework of physical education and other academic disciplines.

Conclusions

Obtained results demonstrate that the major changes in acknowledging the relevance of moral values at a cognitive level among 12-13 year old adolescents’ have been observed with the self-respect and respect. A lesser statistically significant difference has been recorded in obedience and responsibility, and only minor a change has been recorded in fairness. Results have revealed that 12-13 year old adolescents of the experimental group were able to better define the significance of moral values in sport as an extent of their value perception-related expression at a comprehensive and fully comprehensive level has increased more than that of the control group. This finding allows to conclude that internalization of moral values in sport of the 12-13 year old adolescents from the experimental group is higher compared to the control group. Data analysis of the empirical research conducted on the basis of the Olympic education has confirmed an expression of positive changes in a moral value system of 12-13 year old adolescents. Therefore, it is very important that a value system of 12-13 year old adolescent would be constantly enriched through the search for new ideas and pursuit of effective activity results using the Olympic education. The research results argue that Olympic education could manifest itself as a multifaceted phenomenon both in formal and informal educational process and positively influence the entire value system of the 12-13 year old adolescents.
OLIMPINIO UGDYMO ĮTAKA 12—13 METŲ PAAUGLIŲ DOROVINIŲ VERTYBIŲ SPORTE RAIŠKAI

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Santrauka

formavimu. Sportinėje veikloje, ypač varžybių metu, tenka analizuoti situaciją, apmąstyti poeligus, ketinimus, pasiekimus, klaidas ir tarpusavio santykius.

Tyrimo objektas — sportuojančų ir nesportuojančių 7-8 klasių moksleivių dorovinių sprendimai.

Tyrimo tikslas — nustatyti ir įvertinti sportuojančių ir nesportuojančių 7-8 klasių moksleivių dorovinių sprendimų ypatumus.

Tyrimo tikslo pasiekti buvo iškelti tokie uždaviniai:
1. Išanalizuoti mokslinę, metodinę literatūrą, atskleidžiančią dorovinių sprendimų sampratą, raišką ir ugdymo ypatumus.
2. Ištirti 7-8 klasių moksleivių dorovinių sprendimų ypatumus pagal fizinį aktyvumą.
3. Atskleisti sportuojančių ir nesportuojančių 7-8 klasių moksleivių dorovinių sprendimų ypatumus pagal lytį.

Darbė taikyti šie tyrimo metodai: literatūros šaltinių analizę, ankietinę apklausa, laisvo pasirinkimo situacijos, matematinę statistiką.

Anketinė 7-8 klasių moksleivių apklausa atskleidė, kad sportuojantys paaugliai (57,4 proc.) geriau negu nesportuojantys (46,0 proc.) gali atsispirti bendraamžių spaudimui nesilaikyti taisyklių, laikytis savo įsitikinimų, valdyti savo elgesį kai priešininkas elgiasi nesąžiningai, koreguoti savo elgesį pagal trenerio reikalavimus. Tai leidžia teigti, kad nesportuojantys moksleiviai (40,4 proc.) yra daugiau budingi spontaniški doroviniai sprendimai, o sportuojantys moksleiviai (50,0 proc.) geriau sugeba atsispirti kitų spaudimui, todėl jų doroviniai sprendimai yra mažiau apspėti kitų asmenų poveikio. Tai rodo teigiamą sporto įtaką sportuojančių paauglių elgesiui bei dorovinių sprendimų ugdymui.

Laisvo pasirinkimo situacijų rezultatai atskleidė, kad nesportuojantys moksleiviai (48,0 proc.) rečiau negu sportuojantys (52,2 proc.) susiduria su nesąžiningų žaidimu, taisyklių nesilaikymu, šiems moksleiviams yra nepriimtinas bet koks sportininko elgesys, kuris prieštarauja taisyklėms, jie rečiau patys sukaicia ir stengiasi nepakenkti varžovams. Tai rodo, kad sportuojantys moksleiviai (28,0 proc.) dažniau negu nesportuojantys (17,4 proc.) siekdamai geresnių sportinių rezultatų atsiduria situacijose, kuriose yra pasielgiama negarbingai.

RAKTINIAI ŽODŽIAI: olimpinis ugdymas, paaugliai, dorovinės sporto vertybės.