



Determination of Awareness Towards Olympic Concepts of National Athletes Who Students in Düzce University Sport Sciences Faculty

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Abstract

The aim of this study was to determine the awareness towards olympic concepts of national athletes who students in Düzce University Sport Sciences Faculty. The research is a descriptive research and phenomenological design has been used. In the research, the method of "easily accessible situation sampling" was preferred. The study group of the research consists of nine national athletes from different branches studying at Düzce University in the 2015-2016 academic year. The data were collected using the interview technique. In the research, 11 questions were asked to the participants in order to measure their awareness of the Olympic concepts. The coding process was carried out by examining the data summarized and interpreted in the descriptive analysis in more detail. After the data was encoded, similar data were brought together and themed. As a result, It was observed that the knowledge level of national athletes participating in the study about the Olympics was not at the level expected from elite athletes. In addition to the elite performance training given to national athletes, it has become clear that training to raise awareness about the Olympics has emerged.

Key Words: Olympism, Olympic Awareness, National Athlete, Olympic Education

Düzce Üniversitesi Spor Bilimleri Fakültesi Öğrencisi Milli Sporcuların Olimpik Kavramlara Yönelik Farkındalıklarının Belirlenmesi

Özet

Bu çalışmanın amacı; Düzce Üniversitesi Spor Bilimleri Fakültesi öğrencisi milli sporcuların olimpik kavramlara yönelik farkındalıklarını belirlemektir. Araştırma betimsel bir araştırmadır ve fenomenolojik desen kullanılmıştır. Araştırmada "kolay ulaşılabilir durum örnekleme" yöntemi tercih edilmiştir. Araştırmanın çalışma grubu Düzce Üniversitesi'nde öğrenim gören farklı branşlardaki dokuz milli sporcudan oluşmaktadır. Veriler görüşme (mülakat) tekniği ile toplanmıştır. Araştırmada katılımcılara Olimpik kavramlara yönelik farkındalık düzeylerini ölçmek amacıyla 11 soru sorulmuştur. Betimsel analizde özetlenen ve yorumlanan veriler daha detaylı incelenerek kodlama işlemi gerçekleştirilmiştir. Verilerin kodlanmasının ardından benzer veriler bir araya getirilerek temalaştırma yoluna gidilmiştir. Sonuç olarak, araştırmaya katılan milli sporcuların olimpiyatlarla ilgili bilgi düzeylerinin elit sporculardan beklenen düzeyde olmadığı görülmüştür. Milli sporculara verilen elit düzeydeki performans eğitimi yanı sıra olimpiyat bilincine yönelik farkındalık kazandırma eğitimleri verilmesi gerekliliği ortaya çıkmıştır.

Anahtar kelimeler: Olimpizm, Olimpik Farkındalık, Milli Sporcu, Olimpik Eğitim

INTRODUCTION

Olympism is considered as one of the leading phenomena of our age as a philosophy of life that aiming at the development of human mind and personality along with physical skills, thus aiming at the development of all qualities of the human being in a symmetrical form and harmony. At this point, Olympism has literally educational and pedagogical aims and is described as a mood, lifestyle and view of humanity (13)

Olympism, which is a concept beyond sports competitions; friendship, fair-play, sports education, the effort to reach the perfect personality, peace, solidarity, equality, understanding, respect for rules and people, and honesty (11). The Olympic Movement has developed a global network to spread the Olympic values not only through the running of the Olympic Games, but also through the organization of Olympic training programs around the world. The view that values can be internalized and communicated through education is shared by many academics who have developed different approaches to how Olympism can be taught to young people (3).

The way that Olympism can achieve its high ideals; It is possible by bringing about a change, that is, through "education". Olympism chooses sports as a form of education in forming the common ideals of globalization (4). According to Erdemli (7), sports training is not done to create star athletes, on the contrary, it is done to create people who know Olympism. Sporting events that are done without the knowledge of Olympism always have the possibility to turn into a show of brute strength.

Olympic education in the light of the values of Olympism; It is a fundamental social movement that takes care of physical, intellectual and moral forces to improve the quality of life, raising overall development and international understanding. In the Global Era, Olympic education is vital to the vitality of free marketing and business thinking, as well as maintaining the traditional balance between nation states and global markets (14). Olympic Education does not only address young people with the potential to become Olympic athletes worldwide; At the same time, it is an interdisciplinary field that provides an opportunity for those who want to do the best they can and gives our youth the principles such as honesty, discipline, courage, determination, sportsmanship, self-orientation, keeping fit and moral values underlying the Olympics (10).

As a tool for promoting Olympism, the Olympic Training programs guide the global understanding in building the basic principles of the Olympic understanding on different cultures and social groups. Olympic Education is a learning process in teaching this understanding; participants are encouraged to gain knowledge, to understand, try and spread the Olympic principles. This learning process is based on deep educational knowledge and cultural principles of Olympic understanding. At the same time, the process lends the spirit of sportsmanship and enables the Olympic Games athletes to create a model for young people to follow in their lives (8).

The mission of the Olympic training; It can be said that it is to inform people more about the Olympic games, the structure of the Olympic movement and perhaps some of the ideals adopted and the problems encountered (17).

Establishing Olympic awareness is an inevitable necessity in order for sports to have positive effects on individual and social life. Olympic awareness can be expressed as the acceptance of sports as a way of life in the society, the formation of the Olympic spirit and Olympic understanding in the society, and the awareness of everyone, especially youth and athletes, about Olympic concepts. Elite athletes' distancing from Olympic values makes sports antipathetic and negatively affects people who do sports. For this reason, every individual who does sports needs to be educated about Olympic concepts. National athletes who have a high potential to participate in the Olympic games and represent their countries in the international arena are expected to have a high level of Olympic awareness.

METHOD

This research is a descriptive research. Phenomenology formed the pattern of the research. In the research, "easily accessible case sampling" method was preferred among the purposeful sampling methods. The study group consists of nine national athletes from different branches who voluntarily accepted to participate in the study, studying in Düzce University. It has been assumed that the national athletes who study sports sciences should have the highest Olympic awareness when all segments of the society are considered. Participants in the research belong to two different programs, 5 of which are Physical Education Teaching and 4 are students of Coaching Education. 4 of the participants are female and 5 are male students. Participants are

between the ages of 18-21. Data in the study were collected by interview (interview) technique.

Relevant question titles were determined by making a literature review. The questions were tested by conducting pre-interviews with two different participants, and the questions were arranged according to the data obtained. The questions added later in the semi-structured interview form used in the study were asked again to the other participants and the forms were arranged. Eleven questions were asked to the participants to measure the Olympic awareness. The interviews lasted an average of 15 minutes. The answers to the questions asked to the participants were recorded by the researcher and also notes were taken. The data obtained through open-ended questions were analyzed, codings were made with descriptive analysis and main themes were formed. Digitization of qualitative data is a method used to increase reliability and reduce bias in studies. Thus, it is possible to make comparisons between emerging themes and categories (24).

Firstly, descriptive analysis method was used in order to understand what the collected data express about the research problem or what results they reveal. The data, which was turned into prose in the computer environment by the researcher, was tabulated by putting the answers given by the participants to the same questions one after the other. With this method, the data are summarized, arranged and made suitable for content analysis.

The data were summarized and interpreted with descriptive analysis. Afterwards, the data was analyzed in detail and the coding process was carried out. The consistency between the codings was confirmed by comparing the codings made by three researchers who are experts in the field, and after the codification of the data, similar data were brought together and thematized. Thus, an inductive approach was used in the processes related to the analysis of research data.

In order to determine to which participant the interview notes belong, coding was made by giving letters and numbers (K1, K2, K3...). The coding system seen in the example description was developed by the researcher based on the coding systems in the literature.

RESULTS

In the research, firstly percentage and frequency distributions were used for the analysis of the data obtained regarding the awareness of "Olympic concepts" and then codings and themes were created. Percentage and Frequency Distributions of Awareness About Olympic Concepts

In this section, the percentage and frequency distributions of the answers given to the questions asked to the participants in order to understand the awareness of Olympic concepts are included.

Table 1. Do you know the Olympic flag? Can you describe it?

	f	%
5 rings	K1, k3, k5, k6, k7, k8, k9	77.78
4 rings	K2	11.11
6 rings	K4	11.11

In Table 1, "Do you know the Olympic flag, can you describe it?" contains the answers to the question. According to the data in the Table 1, 77.78% of the participants (7 participants) defined the Olympic flag as 5 rings, on the other hand, 1 participant was defined as 4 rings and a participant as 6 rings.

Table 2. What is the name of the top organization of the Olympic movement in our country?

	f	%
TMOK	K1, k2, k4, k5	44,44
No idea	K3, k7, k8, k9	44,44
TOHM	K6	11.11

In Table 2, "What is the name of the top organization of the Olympic movement in our country?" contains the answers to the question. According to the data in the Table 2, 44.44% of the participants (4 participants) stated that the top institution of the Olympic movement in Turkey is the Turkish National Olympic Committee (TMOK), 44.44% of the participants (4 participants) stated that the top institution of the Olympic movement in Turkey, they have no idea about it, one participant stated as Turkey Olympic Preparation Center (TOHM).

Table 3. What is the name of the top organization of the Olympic movement in the world?

	f	%
IOC	K1	11.11
No idea	K2, k3, k5, k6, k7, k8, k9	77.78
World Olympic Committee	K4	11.11

In Table 3, ". What is the name of the top organization of the Olympic movement in the world?" contains the answers to the question. According to the data in the Table 3; 11.11% of the participants (1 participants) stated that the olympic movement in the world is the International Olympic Committee (IOC), 11.11% of the participants (1 participants) stated that World Olympic Committee and 77.78 % of the participants (7 participants) stated that they don't have any idea.

Table 4. What is the motto of the Olympic Games?

	f	%
No idea	K1, K2, k4, k5, k6, k7, k8, k9	88.89
Torch	k3	11.11

In Table 4, " What is the motto of the Olympic Games?", contains the answers to the question. According to the data in the Table 4; 88.89% of the participants (8 participants) stated that don't have any idea about it and one participant expressed it as a torch.

Table 5. In which city were the 2014 Winter Olympic Games held?

	f	%
No idea	K4, k7, k8	33,34
Russia	K1, k2	22,22
London	K3, k9	22,22
Moscow	K5	11.11
Erzurum	K6	11.11

In Table 5, " In which city were the 2014 Winter Olympic Games held?", contains the answers to the question. According to the data in the Table 5; 33,34 % of the participants (3 participants) stated that don't have any idea, 22,22 % of the participants (2 participants) says Russia, 22,22 % of the participants (2 participants) says London, one participants says Moscow and one participant says Erzurum.

Table 6. In which city will the 2016 Summer Olympic Games be held?

	f	%
Rio-Brazil	K1, k2, k5, k9	44,44
Japan	K4	11.11
Tokyo	K6	11.11
No idea	K3, k7, k8	33,33

In Table 6, " In which city will the 2016 Summer Olympic Games be held?", contains the answers to the question. According to the data in the Table 6; 33,33 % of the participants (3 participants) stated that don't have any idea, 44,44 % of the participants (4 participants) says Rio-Brazil, one participants says Tokyo and one participant says Japan.

Code and Themes for Awareness of Olympic Concepts

The codes and themes that emerged in the research based on the data obtained from the participants' expressions about their "awareness of Olympic concepts" are shown in Figure 1. When Figure.1 is examined, the themes that emerge are; Paralympic, fair-play, olympic education, determined as the aim of the olympics and olympism.

There are codes obtained from evaluations of the Paralympic concept of Olympic awareness. While 5 of the participants expressed the paralympic concept as the Olympics for the disabled, 3 of the participants expressed the paralympic concept as the sport of the disabled. In addition, participant 8 stated that he has no idea about the paralympic concept. When we look at the expressions of the participants regarding the paralympic concept, it is seen that almost all of them have the same findings with the meanings of this concept in the literature. The codes that emerged from the evaluations regarding the fair-play theme of the awareness of the Olympic concepts in the study are as shown in Figure 1. Accordingly, 5 participants expressed the concept of fair play as respect for the opponent, while 3 participants expressed honesty. In addition, 2 participants state the concept of fair play as obeying the rules and helping each other. Likewise, as in the paralympic concept, the participants expressed the concept of fair-play with keywords in accordance with the definition available in the literature.

Paralympic	fair-play	Olympic Education	Olympism	Aim of the Olympics
<ul style="list-style-type: none"> • disabled sports(k1,k2,k5) • disabled olympics(k3,k4,k5,k6,k7) • no idea (k8) 	<ul style="list-style-type: none"> • keep the rules(k3,k6) • respect for opponents(k4,k5,k7,k8,k9) • honesty(k1,k4,k8) • helping each other (k5,k1) 	<ul style="list-style-type: none"> • sports education (k1,k2,k4,k5,k6,k7,k8,k9) • promotion of the sports branch(K3,K4,K5) • socialization (k5) • spectator education (k1) • fair-play (k2) 	<ul style="list-style-type: none"> • sports education(k6,k5,k8,k4,k3) • spirit of the olympics(k1,k5,k9) • living the sports(k1,k5) • friendship (k9) • no idea(k7) 	<ul style="list-style-type: none"> • sociliaze(k1,k4,k5,k6,k7,k8,k9) • economic benefit(k4,k5,k1,k2,k6,k7,k8,k9) • country promotion(k3,k4,k6,k8) • friendship(k9)

Figure 1. Codes and Themes for Awareness Related to Olympic Concepts

The evaluation of the answers given to the question of what the concept of Olympic education is in order to measure the Olympic awareness is presented in figure 1. Most of the participants are Olympic education; They expressed it as sports education. However, three participants stated that the Olympic education is the promotion of the sports branch. In addition, the participant 1 gave spectator education and participant 2 fair-play meaning to the Olympic education. When the expressions of the participants are examined, they evaluated the Olympic education as education and it is seen that these evaluations are close to the definition in the literature.

When the findings arising from the expressions about what the concept of Olympism is evaluated; While 5 of the participants see Olympism

as a sports education, 3 participants see Olympics as the spirit of the Olympics. In addition, 2 participants express this concept as living the sports, while participant 9 associate it as friendship. Participant 7 stated that he has no idea about the concept of olympism. In general, the participants' evaluations of the concept of olympism show that they do not have much interest and knowledge on this subject.

The evaluations of the question of what is the aim of the Olympics, which are asked to understand the awareness of the Olympic concepts in the research, are given in Figure 1. Accordingly, while most of the participants see the aim of the Olympics as social cohesion and economic benefit, 4 participants see it as the promotion of the countries. In addition, participant 9 stated that the purpose of the Olympics is friendship.

DISCUSSION AND CONCLUSION

There are 3 main symbols that give identity to the Olympic movement and Olympic games and are included in the Olympic Treaty. These symbols are the Olympic Motto, the Olympic Torch and the Olympic Rings (21). The Olympic flag, presented to the Paris Congress by Pierre de Coubertin in 1914, was adopted and represented in this flag as five interlocking rings representing the unity of the five continents and the gathering of athletes from all over the world at the Olympic Games (15). It is possible to say that the participants (77.78%) generally know the Olympic flag in this study, which investigated the awareness of national athletes on Olympic concepts.

The Olympic movement emerged, which aims to ensure the education of young people through sports, based on the understanding of "every sport is for every person" by Coubertin, was a part of the "International Peace Movement" and the "International Sports Movement" at the end of 19th century. It is also a concept based on the understanding of Olympism (1). The three main parts of the Olympic Movement are the International Olympic Committee (IOC), the International Sports Federations (IFs) and the National Olympic Committees (NOCs) (15). In the light of these explanations, the participants were asked what is the highest organization of the Olympic movement in the world and in our country. It has been revealed that 77.78% of the participants do not know the IOC, and 44.44% know the Turkish National Olympic Committee. In this regard, it can be said that the participants do not know the IOC, which has a place in the Olympic consciousness and therefore in the sports culture and is the highest organization of the Olympic movement in the international arena, although they partially know the NOC of Turkish, which is the highest organization in Turkey. A similar result emerged in a study by Çoknaz et al. (4), entitled Physical education and sports school students' awareness of Olympic subjects and their evaluations of Olympic concepts and in this study, it was determined that 78.93% of physical education and sports high school students did not know IOC and 71.07% did not know NOC of Turkish. It is a situation that needs to be thought about that our national athletes, who have the potential to represent our country in the Olympic games, have insufficient knowledge on these issues as sports culture.

The Olympic slogan expressing the historical aims of the Olympic Movement; "CITIUS, ALTIUS, FORTIUS" (Faster, Higher, Stronger) is included in

the Olympic treaty. The Olympic Slogan, which is referred to as the best of an athlete's goal rather than being the first, was a close friend of Coubertin, Priest Didon, inscribed "CITIUS, ALTIUS, FORTIUS" on the club flag of the school where he teaches. Coubertin also adopted this phrase for sports and spread it everywhere (22). Therefore, the Olympic slogan is a concept that every athlete who aims to compete in the Olympic games should know and comprehend. In our research, national athletes were asked what the Olympic Slogan was and it was revealed that 88.89% of the participants did not know this concept. In addition, one participant identified the Olympic Slogan as the torch. It can be said that this concept, which reflects the aim of the Olympic competitions, is important for every athlete who has the chance to compete in the international arena to know as a culture and to live this purpose. For this reason, the fact that every athlete who has reached the level of nationality as a sportsman does not know these concepts as a sports culture can be expressed as a situation that should be discussed in terms of the education of elite athletes in our country.

The Olympic games are held every four years in different cities as summer and winter games. In the study, the participants were asked in which city the Olympic games were held and in which city the Olympic Games will be held in the nearest time. In this direction, it was asked which of the 2014 Winter Olympic Games will be held. It has been revealed that the participants generally have no idea about which city the games are held in. However, two participants stated that the games were held in Russia, although they did not know which city the 2014 winter games were. Therefore, it can be stated that countries are remembered rather than cities. In the study, the participants were asked where the 2014 winter games were held, as well as in which city the 2016 summer games would be held. While 44.44% of the participants answered correctly both as a city and a country with the expressions Rio-Brazil, the city and country where the 2016 summer games will be held, two participants expressed the next 2020 summer games as Japan and Tokyo answers separately. Based on this, it can be said that the Summer games are followed more than the Winter games.

In the later stages of the research, codes and themes related to these codes were created together with the evaluation of expressions about Olympic concepts. Based on participant statements, the themes of paralympic, fair-play, olympic education, olympism and the purpose of the olympics have emerged. It is seen that the participants explained the

Paralympic theme with the expressions disabled sport and disabled Olympics. One participant stated that he did not have any idea. The word Paralympic, which is expressed as the Paralympic Games, is formed from the combination of the words 'para' and 'Olimpic' taken from the Latin alphabet(20). Participants generally associate the concept of paralympic with disabled sports, as expressed in its definition, and express it as disabled sports organization, disabled Olympics.

Today, sport is a way of life and a means of education. It is seen that sports are practiced at different levels by individuals living in society. Among the factors that direct individuals to sports are successful athletes and their earnings, the popularity of the athletes and their recognition all over the world, the fact that the athletes are mediatic, etc. can be listed as (19). In recent years, the concept of fair-play in sports has come to the fore (16). In addition, fair play is the understanding of love, friendship and brotherhood(5). In this study, within the scope of Olympic concepts, the participants expressed the concept of fair-play as obeying the rules, respect for the opponent, honesty and cooperation. Similarly, in another study, fair play was shaped by the themes of respect in sports, friendship in sports, peace in sports, honesty in sports, fair play in sports, obeying the rules in sports, and ethics and morality in sports (4).

As a tool for promoting Olympism, the Olympic education programs guide the global understanding in building the basic principles of the Olympic understanding on different cultures and social groups. Olympic Education is a learning process in teaching this understanding; participants are encouraged to gain knowledge, to understand, try and spread the Olympic principles. This learning process is based on deep educational knowledge and cultural principles of Olympic understanding. At the same time, the process lends the spirit of sportsmanship and enables the Olympic Games athletes to create a model for young people to follow in their lives (8). The purpose of Olympic education is not only to appeal to young people who have the potential to become world-class Olympic athletes, but also to provide an opportunity for those who want to do their best. In addition, it is to teach young people the principles of the Olympics such as honesty, discipline, courage, determination, sportsmanship, self-direction, fitness and moral values. More importantly, it is to enable all people to accept and better understand themselves, the society and the world they live in (9). In this context, to the

participants in the research, what is the Olympic education? has been asked. The participants tried to explain the Olympic education with the concepts of sports education, sports branch promotion, socialization, audience education and fair-play. It can be stated that although the participants associate the Olympic education with the concept of education, they still have a lack of knowledge on this subject. At this point, the personal interests of elite athletes are as important as the education they will receive in educational institutions. A similar statement was revealed in the study conducted by Pehlivan (18) that the participants in the study had their own personal interests as the primary reason for their awareness of Olympic concepts and their efforts to spread Olympism. In this direction, it is seen that both the use of training and their own personal interests are one of the main factors in changing the behavior of athletes to understand the world and each other.

The Olympic Charter is a systematic compilation of fundamental principles, rules and practice texts adopted by the International Olympic Committee (IOC). The two items in the Olympic Charter regarding Olympism are as follows; a) Olympism is a philosophy of life: it elevates and balances the unique qualities of body, will and mind. The aim of Olympism is to create a life style based on happiness by combining sports with culture and education, the educational value of good examples and respect for universal basic moral principles. b) The aim of Olympism is to ensure that sport serves harmonious human development everywhere, thereby playing an encouraging role in the creation of a peaceful society that meticulously protects human dignity (22). In addition to the olympic charter definitions, many writers regarding and Olympians have made different definitions about this concept until today. In this research, the participants used concepts such as sports education, Olympic spirit, living sports and friendship while explaining Olympism. It is possible to say that the participants in the study had difficulty in making a clear statement about Olympism. A similar result emerged in the study conducted by Atalay (1). In the related research, the participants stated that the meaning of Olympism was not known exactly and it was confused with the Olympic Games. Erdemli (7), in explaining the Olympics, stated that even people who think they are authority in sports are limited to very superficial explanations.

The power of sport is recognized by all countries at international level. Sport is the common language of societies. While the international sports organizations that are organized primarily ensure the

recognition and development of new sports branches and all branches of sports; the integration of societies, the formation of common cultural values; It enables many nations to show themselves, exhibit their cultural characteristics and make their existence accepted. This situation causes sports organizations to become the center of attention of all societies today (13). The modern Olympic Games are seen as an "image race" in which the host countries and cities attempt to be "better" and "different" from the previous ones, as well as the sporting achievements of the players. The basis of this conflict between countries is the opportunity to promote cities around the world through sports events and media, as well as sporting events. With the understanding that there is a serious income and development opportunity for the cities hosting the Games, the Olympics has moved to a different stage where many political, cultural, scientific and economic factors are used together. The biggest factor in this matter is; The budget allocated for the preparations of the organization will make a significant contribution to meeting the needs of a city such as infrastructure, transportation, open space, new building that may be completed in 50 years, and to have a development plan to be prepared to increase the social, economic and environmental value of the city (5). In particular, countries are in a race to host the Olympic Games, which are the largest sports organizations in the world. Because the city that hosts the Olympic games, and therefore the country, provide a lot of added value, such as economic promotion, cultural interaction, tourism, etc. Finally, the participants were asked what the purpose of the Olympic games was. Participants tried to express the purpose of the Olympic games as cohesion, economic benefit, country promotion and

friendship. When these expressions are evaluated, it can be said that each of them are situations that occur during the Olympic games.

As a result, it was seen that the general knowledge level of the national athletes participating in the study about the olympic movement was not at the level expected from elite athletes. In addition to the elite performance training given to national athletes, the necessity of providing training for sports and Olympic awareness has emerged. At this point, it can be suggested that stakeholder organizations, together with the Turkish National Olympic Committee, should work to increase Olympic awareness. In order to raise awareness of elite athletes at the national athlete level, trainings on Olympic subjects should be given by the Federations they are affiliated with. In addition, it is recommended that institutions providing sports science education make necessary arrangements in the course content of Olympic education. However, all other relevant institutions and organizations should make an effort in this regard. Because, as a country that has expressed to host the Olympic Games in every medium, all relevant institutions and organizations must do their part in the creation of Olympic awareness.

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