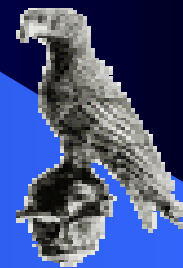


VOLUNTEERISM – OLYMPIC SPIRIT – UNIVERSITY SPORT

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Interdisciplinary approach of Olympic mind, Volunteerism and University sport with the view of Leisure Science.

Try to show the:

- Social pedagogic Dimension of Leisure Time in University sport in relation with the Olympic Mind and Volunteerism and**
- Basic principals of pedagogic of Leisure Time and how those can help to establish a new social perceptions for the Greece thought the development new ways of “team work”, voluntarism, Olympic spirit and sportsmanship.**

The providers of services and facilities for leisure recreation of students come mainly from the public, institutional, voluntary and commercial sector; with dominant the commercial leisure industry.

The Leisure Science

coming from:

1. Pedagogic, Education
Science and

2. Leisure studies.

(? paschowski 1996, 14).

That is the principal point, with what kind of activity, is man to occupy his leisure. (Aristotle)

To have “leisure”, to live the life we want to live, to do the things we want to do, freed from undue constraints, and to be all that we want to be , is a dream few achieve and some might not even want because with such freedom comes the responsibility to make “good” choices.

Yet, we have more knowledge, more resources and more opportunity than before, in which to have a fullness of living, undreamed of in time past. The question is has leisure a central role in a way of life that harnesses opportunities for self-fulfillment, both at harmony with oneself and the world.

The leisure needs of students, namely:

1. New experiences like adventure.
2. Relaxation, escape and fantasy.
3. Recognition and identity.
4. Security – being free from thirst, hunger or pain
5. Dominance – to direct others or control one's environment
6. Response and social interaction, to relate and react to others.
7. Mental activity – to perceive and understand.
8. Creativity.
9. Service to other – the need to be needed.
10. Physical activity and fitness. (Tillman 1974, 57).

THE NEEDS OF STUDENTS FOR LEISURE TIME

- 1. RECREATION, RELAX, WELLNESS**
- 2. BALANCE, ENJOY**
- 3. KNOWLEDGE, EDUCATION**
- 4. KNOW MYSELF, SELECT EXPERIENCE**
- 5. COMMUNICATION, SOCIAL CONTACTS**
- 6. ADAPTATION**
- 7. PARTICIPATION**
- 8. PRODUCTIVITY, CREATIVITY**

Play, recreation and leisure are both different from and similar to each other. Leisure is perceived in different ways – time, activity, experience, state of being, a way of life, and so on. It is in a way multidimensional (Torkildsen 1993, 120)

Influences on leisure participation (Torkildsen 1993, 90)

Personal	Social and Circumstantial	Opportunity Factors
Age	Occupation	Resources available
Stage in Life-cycle	Income	Facilities – type and quality
Gender	Material wealth and goods	Awareness
Personal obligations	Time available	Perception of opportunities
Attitudes and motivation	Duties and obligations	Recreation services
Skill and ability – physical, social and intellectual	Home and social environment	Choice of activities
Personality and confidence	Friends and peer groups	Transport
Interests and preoccupations	Education and attainment	Costs: before, during, after
Resourcefulness	Cultural factors	Management: police and support
Leisure perceptions	Population Factors	Marketing
Will and purpose in life		Organization and leadership

**THERE IS NEED OF THE MODERN SOCIALITY
FOR PADAGOGIC FRAMEWORK, IN WHICH PLAY,
EDUCATION, ENTERTAINMENT, RECREATION AND
CUMMUNICATION ARE CONNECTING IN A
CREATIVITY, ENJOYABLE, PRODUCTIVE
SYNTHESIS WITH “BRING” KNOWLEGDE,
VOLUNTARISM, TEAM-WORK, CULTUREL
DEVELOPMENT, MOTORIC, CRITICAL THINK FOR
THE REALLITY AND IMPROVEMENT OF
EXPERINCES.**

The pedagogic of Leisure time is a bridge between school education and social pedagogic and social medicine (body, emotional and mental health, recreation, rehabilitation e.t.c.)

The social research there is the term of theory “the long Arm of the Job”. Today there is “the long arm of the leisure”. The limits between work time and leisure time going more and more flexible. The leisure time is subjective in the mind of person (Opaschowski 1980, 27).

AREA OF LEISURE TIME OF STUDENT

TOURISM

SPORT

CULTURE

MEDIEN

CONSUME

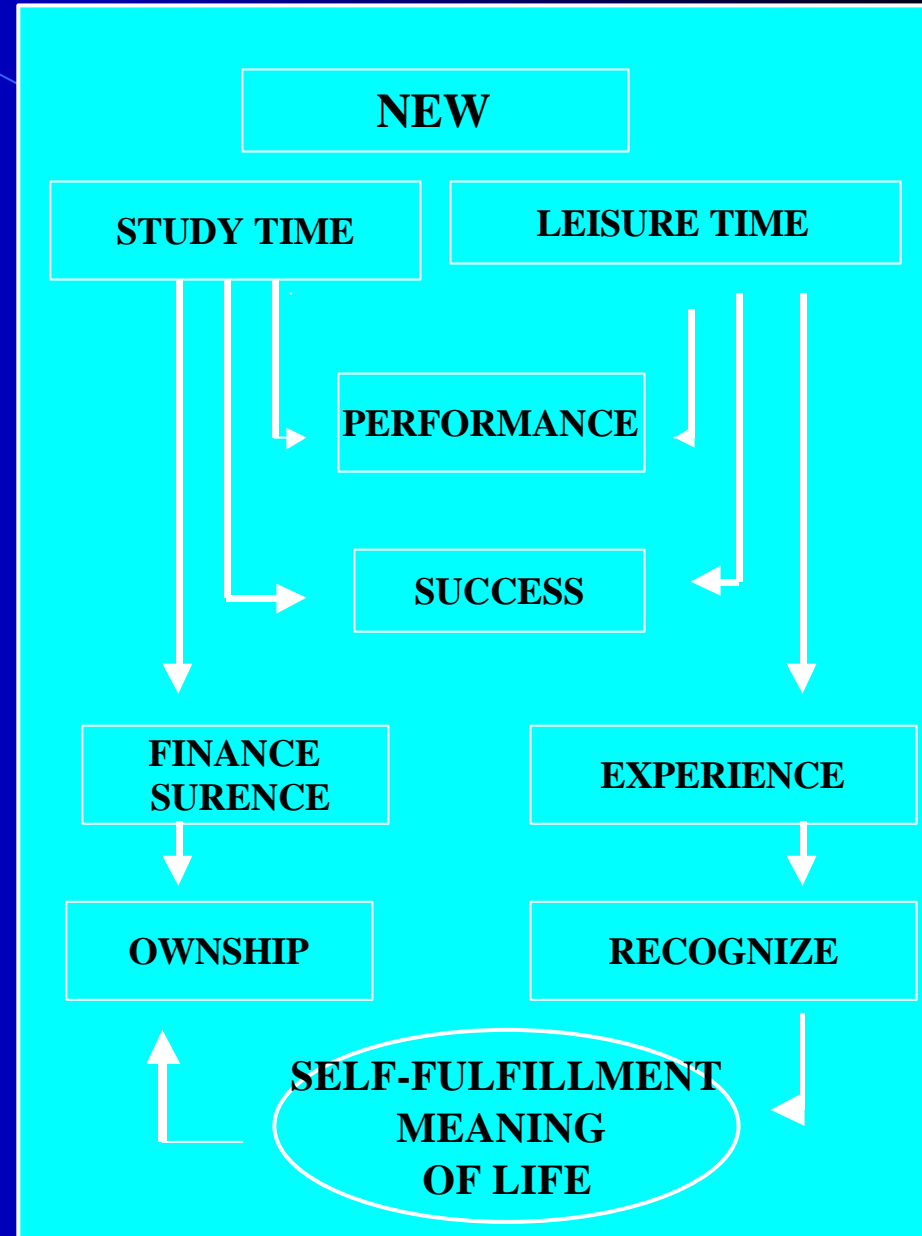
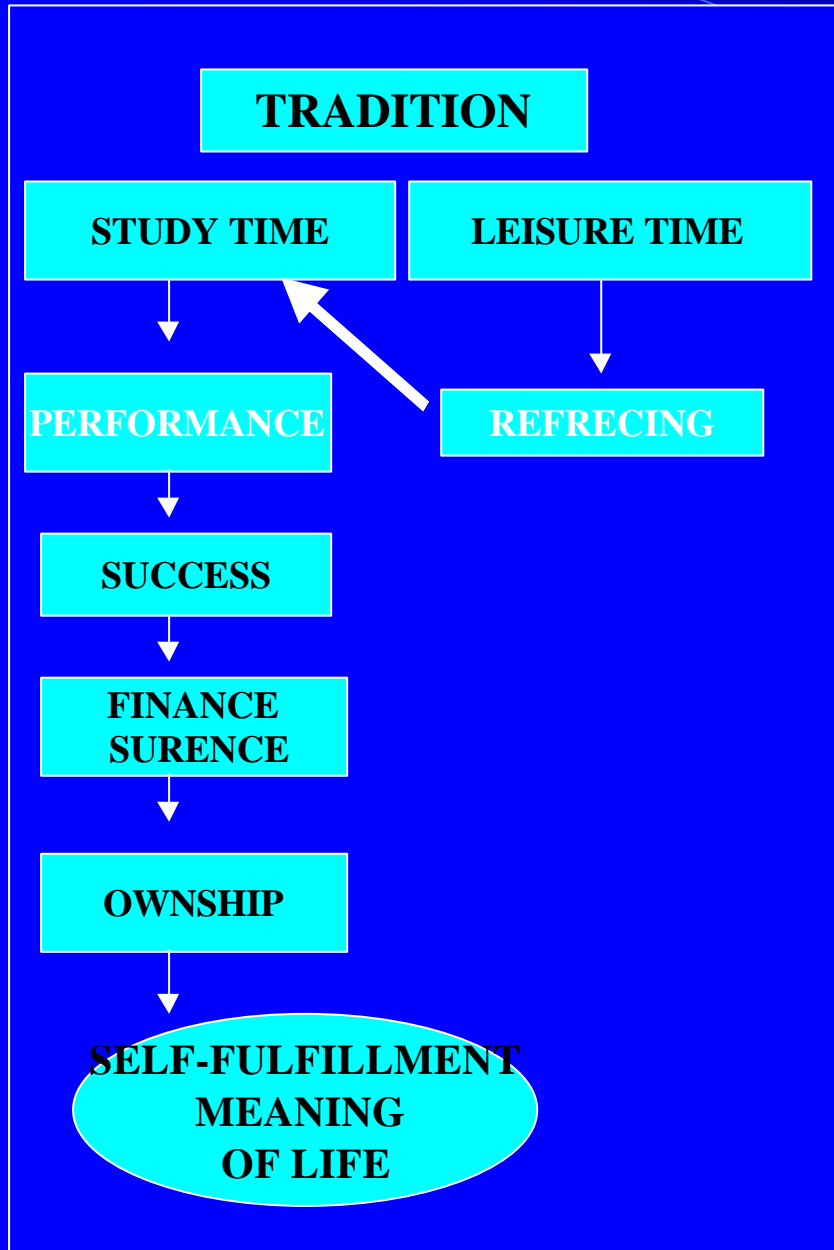
ENTERTAINMENT

(Opaschowski 1980, 27).

FORM OF LEISURE TIME OF STUDENTS:

- DAILY (5,5 hours),
- WEEKLY (Weekend Sa. 8 hours & So. 10 hours),
- ANNUAL (Vacation, a??e?),
- BLOC of leisure time (periods together),
- IN A PERIOD OF LIFE (free semester),
- WITH PROBLEM (health problem, unemployment).

LEISURE TIME AND LIFE STYLE



UNIVERSITY SPORT WITH DIRECTION THE LEISURE TIME

- INTERESTING FOR CONTACT, SOZIALISATION, ENJOYMENT, ENTERTAINMENT WITHOUT PRESSURE FOR PERFORMANCE AND WINNER
- EDUCATION THROUGH SPORT, PLAY.

LARGE FLEXIBILITY IN ORGANISATION OF EDUCATIONAL, SPORTIVE AND LEISURE SERVICES.

TRADITIONAL UNIVERSITY SPORT

- ✓ OBLIGATORY
- ✓ OUT - ORGANIZING
- ✓ CONCRET RULES
- ✓ FOCUS TO COMPETITION
- ✓ FOCUS TO MEASUREMENT RESULTS PERFORMANCE
- ✓ CONCENTRATION TO THE SPORT HIGH PERFORMANCE

UNIVERSITY SPORT ORIENTING TO LEISURE TIME

- VOLUNTARY
- SELF-ORGANISATION, MIX FORM
- VARIETY OF RULES
- ORIENTING TO TEAM WORK AND SOCIALISATION
- GIVE MOTIVES FOR SELF-EVALUATION PERSONAL PERFORMANCE (=NEW QUALITY)
- NO CONCENTRATION TO SPORT HIGH PERFORMANCE, COMPETITION

BASIC PRINCIPALS OF PEDAGOGIC OF LEISURE TIME:

1. TERMS OF PARTICIPANTS

2. CONDITIONS OF PARTICIPATION,

3. POSSIBILITIES OF PARTICIPANTS

1. THE TERMS OF PARTICIPANTS:

- **AVAILABILITY:** (Place, time, information, motives in relation to activities),
- **Flexibility:** (participation, control of success, entry, flexibility to needs and wishes of participants e.t.c.)
- **CHARACTER OF MOTIVATION,**

CHARACTER OF MOTIVATION

1. Social ecological animation,
2. Material animation (e.g. Infrastructure, equipment),
3. Animation media (advertising, posters)
4. Personnel animation, motivation
(e.g. discussion with the interested participants
and the uninterested participants).

2. Condition of participation

- **flexible divider of time :**

Available time with possibility flexible divider of time and self organizing of time (duration, rhythmus, intensity and interruption)

- **Voluntarism:**

Spontaneity, Intensity and continuity of activity with results more participation according to condition, trends and interesting.

- **lack of obligations:**

Open conditions for execution, without difficult, stets rules, competitions and pressure for performance. Goal for every participant is to life and to control your ability for personal performance, communication and cooperation.

The lack of obligation in participation, the self - destination and the self - organization are necessary elements for flexibility, voluntary and creativity.

✓ 3. Opportunities of participants:

- Possibility of choice: between various possibilities and possibility change of activities.
- Possibility decision: ???at?t?ta participation in decision. (paralysis of decision or paralysis of analysis for decision).
- Possibility of undertaking initiations:
Supply of students' self needs and wishes.
Strategy for development of initiatives.

Basic Problem is that the students wait all thinks from teacher without activation of participants.

The motivator, animator must change the passive behavior to positive, active actions (Opaschowski 1977, 64).

METHODIC OF PEDAGIGIC OF LEISURE TIME

1. Consultancy - information:

- Information and consultancy in relation to offered activities,

2. Communicative animation:

- Planning animative programs,
- Animation and support activities Leisure time for target groups.

3. Participative planning:

- Support of initiatives (Support parties),
- Support of cooperation with authorities, federation, Clubs,
- Co-ordination with other authorities, Organizations etc. common offers services.

Methods

Three hundred students ((N= 300) participated in the research. They were asked and filled a questionnaire, which was a five- point statement Likert – type scale with 15 Items. For the processed and analysed answers we used descriptive statistics via the SPSS 11. This part of the questionnaire covered seven aspects of motivation (motive complexes): Fitness / health; appearance / body; psychic experience; knowledge; social aspects; performance and motoric aspects including various single motives in every motive complex.

Results

*** The descriptive statistic analysis shows that only 50,3% of students participated in sport clubs with means 7,05 hours / week and in cultural clubs 35,7% (3,59 hours / week). 45% of students reported that they are sport active 2 times per week.**

Participation in University sport activities among women originate from three motives complexes “fitness / health”, “physic experience” and “appearance / body”. The results from the male student top three motives list underline that, to a large degree, this group is health-conscious. In this respect we find listed in the first place on the top motive list the single motive “general improvement of body fitness”. The second position on the top three motives list is occupied by the motive “enjoyable and relax able exercise”, which belongs to the motive complex “psychic experience”.

Concluding, statistics show that women place greater emphasis on the complexes “cardiovascular health”, “fitness health”, while male students’ group are proved to be more concerned with the “weight loss” (appearance / body).

In details, male students (M=4.82, SD=0.39) have statistically displayed a significant difference compared to female students (M=4.68, SD=0.66) as far as the motive “general improvement of body Fitness” ($F_{287} = 5.12, p=0,024$), “weight loss” ($F_{279} = 11.92, p=0.001$), “Body shaping” ($F_{277} = 5.12, p=0.024$), “Balance of study stress” ($F_{278} = 4.71, p=0.031$), “Enjoyable and relaxing exercises” ($F_{271} = 4.21, p=0.041$) and “Information about exercise benefits” ($F_{270} = 9.28, p=0.003$) concerns them. Female students have statistically displayed a significant difference compared to male students as far as the motive “Bodybuilding” ($F_{267} = 28.53, p=0.000$), “Improving my sport” ($F_{269} = 6.90, p=0.009$).

Looking at these results of the total random sample it is evident, that male as well as female university sport active students have a high “external” motivation, apart from “enjoyable and relax able exercises”, which is an intrinsic motive. But in the long run “external”, utilitarian motives are not enough to make someone stick to university sports. This probably explains the relatively low participation in university sport activities. Internal motivations can only develop their incentive potential only, when external motives are satisfied to large extent.

SPORTS MOTIVES		Female		Male		Total	Sign.
		N		N			
Fitness / Health	General improvement of body Fitness	90	90.9%	193	96.5%	94.3%	.024
	Cardiovascular health	69	69.7%	139	69.5%	69.3%	.222
	Positive influences body injuries	68	68.7%	152	76.0%	73.3%	.506
Appearance / Body	Weight loss	59	59.6%	158	79.0%	72.3%	.001
	Body shaping	65	65.7%	152	76.0%	72.3%	.024
	Bodybuilding	53	53.5%	43	21.5%	32.0%	.000
Psychic Experience	Balance of study stress	60	60.6%	133	66.5%	64.3%	.031
	Enjoyable and relaxable exercises	74	74.7%	159	79.5%	77.7%	.041
Knowledge	Continuous instruction and control of exercise	40	40.4%	107	53.5%	49.0%	.064
	Information about exercise benefits	52	52.5%	135	67.5%	62.3%	.003
Social Dimension	Self-planning of athletics activitie	51	51.5%	103	51.5%	51.3%	.757
	Executing with a partner	47	47.5%	99	49.5%	48.7%	.344
Performance	Athletic performance	43	43.4%	64	32.0%	35.7%	.142
Motoric Dimension	Improving my sport	52	52.5%	79	39.5%	43.7%	.009

**Frequency of participation School's students in the leisure time to Clubs
and educational private providers (N= 720)**

	Participation		No participation		Total	
	N	Percent	N	Percent	N	Percent
Sport clubs	226	31.4%	494	68.6%	720	100.0%
Cultural clubs	139	19.3%	581	80.7%	720	100.0%
Sunday School	167	23.2%	553	76.8%	720	100.0%
Scouts	15	2.1%	705	97.9%	720	100.0%
Foreign Language	458	63.6%	262	36.4%	720	100.0%
Second Foreign Language	114	15.8%	606	84.2%	720	100.0%
Prepare School	189	26.3%	531	73.8%	720	100.0%
Music Lessons	59	8.2%	661	91.8%	720	100.0%
Fitness center	152	21.1%	568	78.9%	720	100.0%

Leisure Providers	Educational Level				TOTAL
	Primary	Gymnasio	Lyzeum	ÔÅÉ	
Second Foreign Language	21 18.3%	89 77.4%	3 2.6%	2 1.7%	115 100.0%
Prepare School	33 17.2%	129 67.2%	30 15.6%		192 100.0%
Music Lessons	17 28.8%	38 64.4%	4 6.8%		59 100.0%
Fitness center	33 21.3%	98 63.2%	17 11.0%	7 4.5%	155 100.0%
Foreign Language	122 26.5%	316 68.7%	21 4.6%	1 .2%	460 100.0%
Sports Clubs	58 26.2%	148 67.0%	15 6.8%		221 100.0%
Sunday School	61 35.7%	92 53.8%	16 9.4%	2 1.2%	171 100.0%
Scouts	2 13.3%	12 80.0%	1 6.7%		15 100.0%
Cultural Clubs	34 24.6%	90 65.2%	13 9.4%	1 .7%	138 100.0%

Means of hours per week of students in several Educational Level

Leisure provide	Educational Level					TOTAL
	Primar	Gymnas	Lyceum	ÔÅÉN=35 / N= 300		
Sport clubs	2.50	3.73	2.88	6.5 / 7.0		3.48
Cultural clubs	2.09	2.04	1.33	3.25 / 3.5		2.11
Sunday School	1.29	1.13	1.00	1.29		1.25
Scouts	2.00	1.91	1.00	1.00		1.80
Foreign Language	2.82	3.82	3.33	4.60		3.55
Second Foreign Language	2.14	3.20	3.00			3.02
Prepare School	2.97	3.11	5.52	3.67		3.41
Music Lessons	1.60	2.22	5.50	3.00		3.48
Fitness center	2.19	3.85	4.33	3.50		2.11

Means of time per week of primary 's students

	N= 682 Thoidis 1999	N= 160 Tosunidis 2002
Athletics clubs	1.73	2.50
Cultural clubs	.61	2.09
Sunday School	.44	1.29
Scouts	.12	2.00
Foreign Language	3.12	2.82
Second Foreign Language	.27	2.14
Prepare School	.04	2.97
Music Lessons	.36	1.60
Fitness center	.25	2.19

CONNECTION OF UNIVERSITY SPORT WITH OLYMPIC MIND

The Agon (Game) in old Greece was one educational tool, with pedagogic, social and cultural influences.

The games was builted to “êáëüò êáéáãáèüò” of Plato. Plato in the “Í üì ï éêáéĐï ëëãã” said for the new educational system it was thought the gymnastic and the music.

Connections of school pedagogic with social pedagogic and many common elements from the pedagogic of leisure time.

(European year of education through sport 2004).

Aims

- to take advantage of the values conveyed by sport to increase knowledge and skills, enabling young people to develop their physical capabilities and inclination to personal effort, as well as social capabilities such as teamwork, solidarity, tolerance and fair play in a multicultural context.**
- to establish a better balance between intellectual and physical activities during university life by encouraging sport in university activities.**
- to raise awareness of the positive contribution made by voluntary work to informal education, particularly for young people**

(European year of education through sport 2004).

- **Projects providing for joint activities involving students from different sociocultural backgrounds, particularly disadvantaged backgrounds**
- **Projects aimed at identifying priority themes for youth work that sporting activity can promote, such as teamwork , participation, solidarity, tolerance and mutual understanding in a multicultural environment**
- **Projects intended to create extensive partnerships, including non-traditional partners such as the media, youth organisations and voluntary groups.**
- **Cooperation Projects between educational institutions, sporting organizations and public authorities to create sporting activities that meet the needs of informal education and ensure the exchange of best practices**

Actions:

- **Teaching of history of old Greece through interdisciplinary view. (history, philosophy).**
- **Teaching of modern Olympic history (from 1986 Athens Games)**
- **Study about the Olympic games in Athens 2004 (Sport Infrastructure, ecological and economical dimension, the tourism, events management).**
- **Benefits of sports to body, mental and emotional health.**
Sport for all.
- **Cooperation and friendship between of students in the team activities.**
- **Self-esteem and self-respect with giving initiative and responsibilities.**
- **Motivation for active actions**

✓ **The global and permanent introduction in the educational, sport and cultural process of basic principals of social pedagogic and of the pedagogic of leisure time with emphasis in voluntary, Olympic spirit are the key for a new quality social perception as the final benefit of the Olympic game 2004.**

? ??a? p ??ta?e?s ???e??μ??a s ?st?μata -
t??p ??d??s??, p ?? ?e? ?????a? ? ? ? ??s?,
?p? ?:

- Management thought ,
- Management thought example,
- Management thought authorization,
- Management thought objectives goals.

Management of Total Quality (is a alternative solution, because there is change of customs – users and the personnel in different providers.

The new style of management need one other teamwork culture, change of values, structure, art with the persons work together and how participate in the situations, which are yours business (Olian & Rynew 1991), (Boaden & Dale 1993).

(Gilbert 1991, 183).	Management of total Quality	Classic Management
<ul style="list-style-type: none"> ● Quality Ensure 	Educational employers we respect and we let us free for quality.	Special controllers improve the quality. There is not ?e? de???ete epp?t?s??? st??? e??a??µe?????.
2. Motivation	Employer self motivate.	The staff establish system of outside motivations.
3. Rules of Work	The employers help and educate to execute work,	Very special work, concrete standards, small limit for free action.
4. Solving of problems	Team work in every situation solve the problems	Specialists in staff team, give solutions of problems.
5. Employment - Leadership	The employer are consumes of Administration	The employers are resources, who need control.
6. Evaluation of performance	Various information and feed back for decision.	Evaluation from Head
7. Participation in benefits - profits	The employers participate in profits – benefits, who come from the best productivity.	The management or Boss take the benefits from big productivity.

THE CULTURE OF QUALITY MEANS CHANGE

from only to speak

to listen

**from identifying mistakes &
making bad criticism**

to recognize

**from the one person,
who knows everything**

**to many persons &
free action**

from the hierarchy

to team work

from the suppression

to prevention



**THANK YOU
FOR YOUR ATTENTION**