Fairness in Sport and the Factors that Influence Athletes in Sport and Life: Case of Japan

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Outline

1. Research Background
2. Research objectives and methods
3. Outlining the Japanese ‘fairness’ perception in sport
4. The factors that influence the athletes in sport and life
5. Construct the effective and smart education programme
1. Research Background

“Global Anti-Doping Movement”

World Anti-Doping Code

WORLD’s Rule for ALL Sport, for ALL countries

- WADA established, 1999
- Code adopted, 2003 → effective in 2004, for Athens Games
- Revised, 2007 → effective in 2009
- Revised, 2013 → in force 2015.1.1
World Anti-Doping Code

World’s Rule for ALL Sport, for ALL countries

Fundamental principles – Anti-Doping Program:

“To preserve what is intrinsically valuable about sport”

Intrinsic value = “the spirit of sport”

“It is the essence of Olympism, the pursuit of human excellence through the dedicated perfection of each person’s natural talents. It is how we play true. The spirit of sport is the celebration of the human spirit, body and mind, and is reflected in values we find in and through sport...”
“Education” ⇔ “Information”

World Anti-Doping Code – Article 18

“The basic principle for information and education programs for doping-free sport is to preserve the spirit of sport...from being undermined by doping.”

➢ Primary goal = prevention

➢ Research = promotion of the goals of the principles of the Code

Information program

Basic anti-doping updated + accurate information

Immediate impact
Knowing “rules” – condition for participating in sport

Education program

Values-based, focus on prevention

Values-based, Long-term impact – making right choice/decisions
Developing “Effective and Smart” Values/Ethics-based Education programme

1. Research Background

**Targets**
- Risks in sport
- National significance
- Age
- Environment

WHEN
School/Youth/pre-RTPA/RTPA

WHAT
Education vs Information

HOW
Effective methods
Materials/Approach

BY WHOM
Family/Coach/Teacher Etc...
2. Research objectives and methods

**Aim:**
- To identify the sport values that can effectively be delivered to different levels of athletes as well as young people in general
- To construct more effective education and information programme for different levels of athletes and young people in general – based on evidence
- To address issues in sport and compare how those issues are identified by the athletes and general public for further policy development
2. Research objectives and methods

Research objectives:
- Compare between different performance levels
- Compare between different environment where the athletes belong to

1) How do Japanese athletes percept ‘fairness’ in sport

- Not equal conditions
- Against the spirit of sport
- Against the values of society
- Against the human ethics/norm
- Not respecting other competitors
- The expectations of other people (e.g. parents, sponsors, fans etc.)
- Not good for me
- Don’t know

2) How and by Whom the Japanese athletes are influenced?

Who is the influencer for you?
→ Age/Performance level
→ As a human being
→ As an athlete
## 2. Research objectives and methods

<table>
<thead>
<tr>
<th>Categories</th>
<th>Definitions</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance levels</td>
<td></td>
</tr>
<tr>
<td><strong>Top-Level Athlete [n=541]</strong></td>
<td></td>
<td><strong>Elite [n=246]</strong></td>
</tr>
<tr>
<td><strong>Non-Elite [n=295]</strong></td>
<td>Participated in the <strong>World level</strong> competitions</td>
<td>Obtained a <strong>national grant</strong></td>
</tr>
<tr>
<td></td>
<td>(Olympic Games, World Championships, or other international competitions including the Asian Games)</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Top Level Athlete [n=1,401]</strong></td>
<td>Participated in the <strong>national level</strong> competitions</td>
<td>Belong to a <strong>university</strong></td>
</tr>
<tr>
<td><strong>Non-Athletes/ Public [n=4,733]</strong></td>
<td>General public (occasional participation in sport/ physical exercises)</td>
<td></td>
</tr>
</tbody>
</table>

*Athletes = Collected Questionnaire / Non-Athletes = Web-monitoring
2. Research questions and methods

10 different ‘issues’ in sport ➔ Fair/Unfair ➔ Reasons?

1) Taking banned substances – Knowing your rival takes the prohibited substances, you also take the prohibited substances in order to compete in the same condition as your rival

2) Different sanctions with doping – Even though the same prohibited substance is used, you received 3-month sanction, but the other athlete in different sport received 2-month sanction

3) Energy drink – Because you did not sleep well in the previous night, you drink the energy drink for competing today’s event

4) Carbon-fibre leg running blades – You are born in an economically privileged environment, and equipped with the latest technology of Carbon-fibre leg running blades

5) Laser eye surgery – You used to wear glasses for competitions, but you took a laser eye surgery. Thereafter, you had a huge improvement in your record and won championships
2. Research questions and methods

◆ 10 different ‘issues’ in sport → Fair/Unfair → Reasons?

6) Losing intentionally – You lose intentionally in the final preliminary round because you thought you can have a better round in the final tournament.

7) Strategic avoidance to losing match (giving intentional walk) – In order to win the match as a baseball pitcher, you avoided to pitch and gave an intentional walk to the best batter/batsman.

8) Jeering the rival – You gave some jeer to your competing rival during your free time from the spectators sheet.

9) Not appealing for the ‘misjudgment’ - During the competition, you thought the referee’s call was not correct but did not say anything because it was in your favour.

10) Changing the nationality – In order to participate the world level athlete, you changed the nationality. This has brought the dis-election of the original national athlete.
10 different ‘issues’ in sport – Mapping out

**Pre-competition conditions**
(producing certain conditions before sport participation/ match)

- Inherent, mid-long term
- Short-term

1. Taking banned substances
2. Differences in sanctions against Doping offence
3. Energy drink
4. Carbon-fibre leg running blades
5. Laser eye surgery
6. Losing intentionally
7. Strategic avoidance to losing match
8. Jeering the opponents
9. Not appeal for the misjudgment
10. Changing the nationality

**In-competition**
(act during the field-of-play)

- Field of Play
  - 6) Losing intentionally
  - 7) Strategic avoidance to losing match
  - 9) Not appeal for the misjudgment
  - 8) Jeering the opponents

**Post-competition consequences**
(results of certain act)

- Theme: the conditions which those participating in sport have pre-condition or can decide during the match or in the field-of-play
- Theme: those participating in sport themselves can chose or decide during the match or in the field-of-play
- Theme: actions against those participating in sport

**Theme:** the conditions for those participating in sport have pre-condition or mid to long-term effect

**Theme:** the conditions which those participating in sport have choice or can decide (producing ‘advantages’ or ‘equal’ condition as opponents)

**Theme:** consequences (sanctions) against the particular act when participating in sport

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JADA - Japan Anti-Doping Agency
3. Results – ‘Unfair’ topics

**Top Athletes vs Non-top Athletes vs Non-Athletes**

<Comparison among performance level>

<table>
<thead>
<tr>
<th>The 5 highest ‘unfair’ topics</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top</td>
<td>Non-Top</td>
</tr>
<tr>
<td>1</td>
<td>Taking banned substances</td>
<td>Taking banned substances</td>
</tr>
<tr>
<td>2</td>
<td>Jeering the rival</td>
<td>Jeering the rival</td>
</tr>
<tr>
<td>3</td>
<td>Different sanctions</td>
<td>Different sanctions</td>
</tr>
<tr>
<td>4</td>
<td>Losing intentionally</td>
<td>Losing intentionally</td>
</tr>
<tr>
<td>5</td>
<td>Strategic avoidance to losing match</td>
<td>Strategic avoidance to losing match</td>
</tr>
</tbody>
</table>
3. Results – Reasons for Unfairness

**Top Athletes vs Non-top Athletes vs Non-Athletes**

<Comparison among performance level>

<table>
<thead>
<tr>
<th>Reason for Unfairness</th>
<th>Top Athlete [N=327]</th>
<th>Non-Top Athlete [N=838]</th>
<th>Non-Athlete [N=2,711]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not equal conditions</td>
<td>19.6</td>
<td>19.8</td>
<td>11.4</td>
</tr>
<tr>
<td>Against the spirit of sport</td>
<td>15.9</td>
<td>17.7</td>
<td>29.0</td>
</tr>
<tr>
<td>Against the values of society</td>
<td>48.6</td>
<td>48.3</td>
<td>33.5</td>
</tr>
<tr>
<td>Not respecting other competitors</td>
<td>2.7</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Not good for me</td>
<td>11.5</td>
<td>0.7</td>
<td>12.9</td>
</tr>
<tr>
<td>Against the human ethics/norm</td>
<td>0.9</td>
<td>0.6</td>
<td>0.7</td>
</tr>
<tr>
<td>The expectations of other people</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

◆ Top 2 ‘unfair’ topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Top Athlete [N=305]</th>
<th>Non-Top Athlete [N=687]</th>
<th>Non-Athlete [N=2,185]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking banned substances</td>
<td>5.9</td>
<td>5.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Jeering the rival</td>
<td>18.4</td>
<td>19.9</td>
<td>16.9</td>
</tr>
<tr>
<td></td>
<td>46.2</td>
<td>47.7</td>
<td>44.9</td>
</tr>
</tbody>
</table>

Outlining the Japanese ‘fairness’ perception in sport
### 3. Results – Comparisons

**Top Athletes = Elite vs Non-Elite**

*<Comparison among environment>*

<table>
<thead>
<tr>
<th></th>
<th>Unfair</th>
<th>Fair</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elite Athlete [N=235]</td>
<td>75.3</td>
<td>10.6</td>
<td>14.0</td>
</tr>
<tr>
<td>Non-Elite Athlete [N=287]</td>
<td>55.7</td>
<td>13.6</td>
<td>30.7</td>
</tr>
</tbody>
</table>

#### Issues related to “Field of Play”

- **Taking banned substances**
  - Elite Athlete [N=231]
  - Non-Elite Athlete [N=284]
  - (‘Top’ – 64.6% Unfair)

- **Not appealing for the misjudgment**
  - Elite Athlete [N=231]
  - Non-Elite Athlete [N=284]
  - (‘Top’ – 25.8% Unfair)
3. Results – Comparisons

**Elite vs Non-Elite**

<Comparison among environment>

- Not equal conditions
- Against the spirit of sport
- Against the values of society
- Not respecting other competitors
- Against the human ethics/norm
- The expectations of other people

### Taking banned substances

**Elite Athlete** [N=175]

- 13.7%
- 55.4%
- 5.1%
- 14.3%
- 8.6%
- 2.0%

**Non-Elite Athlete** [N=152]

- 26.3%
- 40.8%
- 5.3%
- 17.8%
- 7.9%

### Not appealing for the misjudgment

**Elite Athlete** [N=72]

- 5.6%
- 47.2%
- 1.4%
- 27.8%
- 4.2%
- 13.9%

**Non-Elite Athlete** [N=49]

- 32.7%
- 32.7%
- 2.0%
- 22.4%
- 6.1%
- 4.1%
4. Results

The factors that influences in sport and life
<Comparison among performance level & environment>

By Teammates

Elite Athlete
- As an Athlete
- As a Human

Non-Elite Athlete
- As an Athlete
- As a Human

Non-Top Athlete
- As an Athlete
- As a Human
4. Results

The factors that influences in sport and life
<Comparison among performance level & environment>

By Role Model Athlete

Who is the influencer for you?

Elite Athlete
- As an Athlete
- As a Human

Non-Elite Athlete
- As an Athlete
- As a Human

Non-Top Athlete
- As an Athlete
- As a Human
5. Discussions (1)

- Degrees of different influences by different actors

- Influence as an Athlete
  - Parents
  - Top-level athletes
  - Coach at sports clubs
  - Teammates
  - Coach in school
  - Coach in the national team

- Influence as Human being
  - Degree of influence for Elite athletes
  - Degree of influence for Non-Elite Athletes
5. Discussions (2)

◆ Dimensions of “Fairness” Perception

Athletes

- Human Ethics
- Sporting Ethics
- "Fairness"
- Equal conditions
- Equality
- Respect for competitors

Non-Athletes / Public

- Human Ethics
- Sporting Ethics
- "Fairness"
- Equal conditions
- Equality
5. Discussions (3)

- Different cognitions of the correlations between “Field of Play” and spirit of sport between Elite Athletes and Non-Elite Athletes

<table>
<thead>
<tr>
<th>Pre-Competition conditions (outside of field of play)</th>
<th>Actions in competition (inside of field of play)</th>
</tr>
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<tbody>
<tr>
<td>Inherent Mid-Long term</td>
<td>Short term</td>
</tr>
</tbody>
</table>

Field of Play for Elite Athletes

- Laser eye surgery
- Carbon-fibre leg running blades
- Changing the nationality

Field of Play for Non-Elite Athletes

- Energy drink
- Taking banned substances
- Not appeal for the misjudgment
- Jeering the opponents

Respect

- Spectators
- Referee
- Opponent
- Athletes

Action in competition (inside of field of play):
- Respect
- Spectators
- Jeering the opponents
- Taking banned substances
- Not appeal for the misjudgment

Pre-Competition conditions (outside of field of play):
- Laser eye surgery
- Carbon-fibre leg running blades
- Changing the nationality
5. For the effective and smart education programme

The values and ethics-based education programs should be:

i) more tailored to elite athletes and to non-elite athletes differently

ii) delivered by the respective strongest influencers
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