

MOTIVES OF JUNIOR VOLLEYBALL PLAYERS TO START AND CONTINUE VOLLEYBALL AND THEIR EXPECTATIONS FOR THE FUTURE

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ABSTRACT

The goal of this research is to analyze the reasons why junior volleyball players start and continue volleyball and their expectations from future. The study sample includes 359 sportsmen that have participated in the finals of Turkey Junior Volleyball championship in 2010-2011 volleyball seasons in Afyonkarahisar and Isparta cities. Data collection tool of the research is a survey made of three scales and personal features. Reliability analysis, frequency and percentage distribution, arithmetical average, standard variation, t-test, variance analysis and correlation analysis are used in order to analyze gathered data. At the end of the research, it is determined that the most effective reason why students start volleyball is "The wish to be a member of National Team"; the most effective factor in continuing to play volleyball is "To love volleyball" and the most significant expectation from volleyball is "Being a national team player". On the other hand, it is determined that views of junior players on the scales used in the research have some significant changes according to personal features. There are found to be medium-level positive correlations among scales.

Keywords: Volleyball, junior volleyball player, volleyball tendency, volleyball expectations

YILDIZ VOLEYBOL OYUNCULARININ VOLEYBOLA BAŞLAMA VE DEVAM ETME NEDENLERİ İLE GELECEĞE YÖNELİK BEKLENTİLERİ

ÖZET

Bu araştırmanın amacı, yıldız voleybol oyuncularının voleybola başlama ve devam etme nedenlerine ilişkin faktörlerin etki düzeyleri ile voleybol sporundan geleceğe yönelik beklentilerinin incelenmesidir. Araştırmanın örneklem grubu, Afyonkarahisar ve Isparta illerinde gerçekleştirilmiş olan 2010-2011 voleybol sezonu yıldızlar Türkiye voleybol şampiyonası final müsabakalarına katılan 359 sporcudan oluşmaktadır. Araştırmada veri toplama yöntemi olarak üç ölçek ve bireysel özelliklerden oluşan anket kullanılmıştır. Elde edilen verilerin analizinde güvenilirlik analizi, frekans ve yüzde dağılımları, aritmetik ortalama, standart sapma, t testi, varyans analizi, korelasyon analizi kullanılmıştır. Araştırma sonucunda, yıldız sporcular için voleybol sporuna başlamada en etkili faktörün "Milli takım sporcusu olma isteği", voleybol sporunu devam ettirmede en etkili faktörün "voleybol sporunu sevmek" ve voleybol sporundan en yüksek beklentinin ise "Milli takım sporcusu olmak" olduğu tespit edilmiştir. Diğer taraftan, yıldız sporcuların araştırmada kullanılan ölçeklere ilişkin görüşlerinin bazı bireysel özelliklere göre anlamlı farklılıklar gösterdiği saptanmıştır. Ayrıca, ölçekler arasında orta düzeyde pozitif korelasyonlar tespit edilmiştir.

Anahtar Kelimeler: Voleybol, Yıldız voleybolcu, Voleybola yönelme, Voleyboldan beklentiler

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INTRODUCTION

Participation in sports is effective in forming desired behaviors of children and protecting them from undesired behaviors [1]. Children become aware of their personal abilities and get the chance to compare their abilities with others thanks to sports –especially team sports- and it helps physical, mental and social development of children. As sports have the goal to protect health and strengthen people besides to discharge physical energy and emotional stress, it has the function of treatment [2,3,4]. Family, socio-economic level, environment, school, mass medium and the motive to make oneself accepted among social environment can be effective in starting sports [5]. Besides this, children start sports in order to have fun, increase abilities, become a member of a group, and be successful, to be recognized and be healthy. Ewing and Seefeldt, asked 26.000 students whose ages varied between 10 and 18 about why they did sports; the answer was mostly “to have fun” which was seen as the basic reason by researchers [6]. Kleiber and Robertss, made a study on the relation between turning to games and sports and found that games that are played during childhood increase tendency to sports [7]. Volleyball, as one of the most loved sports, is one of the best sports for children [8]. Volleyball can be defined as a branch of sports which develops personality, intelligence, cooperation, wish for struggle and self-confidence, and it is a team sports which socialize individuals [9].

Students whose ages vary between 14 and 17 are the study samples of this research and they are in the most productive period of their development; and this analysis on determining the reasons why people start volleyball which enables the development of them in many ways is very important.

In this research, the goal is to analyze the reasons why junior volleyball players start and continue volleyball and their expectations from future.

MATERIAL AND METHOD

The sample group of the research includes 359 sportsmen that have participated in the finals of Junior Turkey Volleyball championship in 2010-2011 volleyball seasons in Afyonkarahisar and Isparta cities; there were 117 male 182 female volleyball players in this group.

A survey made of four sections was used in this research as data collection tool. In the first section, there are personal features of junior volleyball players; there are 11 items that explain the reason why people start playing volleyball in the second section; there are 9 items in the third section that explain the reason why people continue playing volleyball; there are 10 items in the last section which explain the expectations from volleyball. Scales designed by Kılıçgil, Sunay and Saracaloğlu, Bayraktar and Sunay were taken into consideration while preparing the scales in the research [10, 11, 12].

SPSS 18.0 for windows package program was used in the analysis of gathered data, Cronbach’s Alpha coefficients were calculated in the reliability analysis of the scales and junior players’ personal features and percentage distributions were presented with them. On the other hand, the reasons why junior players start volleyball, the reasons why they continue this sport and what they expect from this sport were explained through the calculation of frequency, percentage distribution, arithmetical average and standard deviation values. One way ANOVA and t-test for independent samples were used in the comparison of participator’s views on three scales according to their personal features. On the other hand, relations between scales were tested through Pearson correlation analysis.

RESULTS

Factor analysis performed for structure validity of scales and Cronbach's Alpha values of reliability analysis that were used in the research's scales are presented below in Table 1. According to this, reliability, coefficients of scales are: 0.729 for "the reasons to start volleyball"; 0.783 for "the reasons to continue volleyball", and 0.813 for "volleyball expectations". These values show that reliability of scales is high enough. In factor analysis it is defined that every scale has gathered under one factor. Explained variance ratios were found to be 71.2% for "the reasons to start volleyball"; 68.% for "the reasons to continue volleyball", and 73.4% for "volleyball expectations".

Table 1: Reliability coefficient of scales used in the research

| Item Number | Scales | Cronbach's Alpha | % of Explained Variance |
|-------------|------------------------------------|------------------|-------------------------|
| 11 | The reasons to start volleyball | 0.792 | 71.2% |
| 9 | The reasons to continue volleyball | 0.783 | 68.6% |
| 10 | Volleyball expectations | 0.813 | 73.4% |

Findings about the personal features of students in the research are presented below, in Table 2.

According to these findings, age, sex, school, settlement, mother-father education level, numbers of siblings, economic situation of family, and family-sports relation of 359 students in the research are shown in Table 2. According to Table 2, 36.5% was in 16 age-group. 49.3% of sportsmen who participated in the Turkey Junior Volleyball championship were female and 76.3% -a significant amount- were in public schools. 3.1% of sportsmen were living in villages and towns while 67.1% were living in metropolises. When family education level of players were analyzed, it was seen that most of the mothers and fathers (mother: 35.9%; father: 40.7%) were graduated from high-school. 13.9% of players had no siblings while 53.5% had one sibling. Family income level of volleyball players in the research was: 4.5% low income, 46.5% middle income, 49.0% high incomes. Finally, it was determined that 25.% of players' families had never done sports while 39.6% of players' mothers and fathers made sports.

Depictive statistics about the reasons why junior players start and continue volleyball and their expectation level are presented between Table 3 and Table 5.

According to Table 3, which presents the findings about depictive statistics of why junior volleyball players start sport, the most effective factors respectively are: "The wish to be a national team player" (\bar{X} =3.96), "The wish to be like a very much liked volleyball player" (\bar{X} =3.93), "The wish to be a physical education teacher" (\bar{X} =3.62) "Mother, father and siblings" (\bar{X} =3.46). On the other hand, less effective factors respectively are: "Press Organs" (\bar{X} =2.16), "Advertisement on volleyball" (\bar{X} =2.19) and "Media organs" (TV, radio etc.) (\bar{X} =2.40). Junior players had negative attitude towards "The wish to be a national team player" with 16.8% answers "none" and "low"; 71% of them had positive attitude with the answers "high" and "completely". On the other hand, 65.5% of them had negative attitude towards "Press organs" with the answers "none" and "low"; 15% of them had positive attitude with the answers "high" and "completely".

Table 2: Distribution of students according to personal features

| Variable | Group | Number (f) | Percentage (%) |
|-------------------------------|------------------------|------------|----------------|
| Age | 14 | 45 | 12.5 |
| | 15 | 103 | 28.7 |
| | 16 | 131 | 36.5 |
| | 17 | 80 | 22.3 |
| Gender | Female | 177 | 49.3 |
| | Male | 182 | 50.7 |
| School | Private | 85 | 23.7 |
| | Public | 274 | 76.3 |
| Settlement | Village/Town | 11 | 3.1 |
| | District | 38 | 10.6 |
| | City | 69 | 19.2 |
| | Metropolis | 241 | 67.1 |
| Mother's Education Level | Primary school | 89 | 24.8 |
| | Secondary school | 48 | 13.4 |
| | High school | 129 | 35.9 |
| | University | 93 | 25.9 |
| Father's Education Level | Primary school | 41 | 11.4 |
| | Secondary school | 60 | 16.7 |
| | High school | 146 | 40.7 |
| | University | 112 | 31.2 |
| Siblings | None | 50 | 13.9 |
| | One | 192 | 53.5 |
| | Two | 71 | 19.8 |
| | Three | 22 | 6.1 |
| | Four | 10 | 2.8 |
| | Five and more | 14 | 3.9 |
| Economy | Low (1000 ₺ and less) | 16 | 4.5 |
| | Middle (1001-2500 ₺) | 167 | 46.5 |
| | High (2501 ₺ and high) | 176 | 49.0 |
| Family Member-Sports Relation | None | 92 | 25.6 |
| | Mother / father | 142 | 39.6 |
| | Sibling | 80 | 22.3 |
| | Close relative | 45 | 12.5 |
| TOTAL | | 359 | 100.0 |

Table 3: Depictive statistics of the reasons to start volleyball

| Items | | Effect Level | | | | | \bar{X} | SS | Order of Importance |
|---|---|--------------|------|--------|------|------------|-----------|------|---------------------|
| | | None | Low | Middle | High | Completely | | | |
| The wish to be a national team player | f | 30 | 30 | 44 | 74 | 181 | 3.96 | 1.31 | 1 |
| | % | 8.4 | 8.4 | 12.3 | 20.6 | 50.4 | | | |
| The wish to be like a very much liked volleyball player | f | 32 | 23 | 53 | 81 | 170 | 3.93 | 1.30 | 2 |
| | % | 8.9 | 6.4 | 14.8 | 22.6 | 47.4 | | | |
| The wish to be a physical education teacher | f | 60 | 36 | 38 | 70 | 155 | 3.62 | 1.52 | 3 |
| | % | 16.7 | 10.0 | 10.6 | 19.5 | 43.2 | | | |
| Mother, father and siblings | f | 48 | 44 | 77 | 76 | 114 | 3.46 | 1.39 | 4 |
| | % | 13.4 | 12.3 | 21.4 | 21.2 | 31.8 | | | |
| Increase in success percentages of clubs and national teams | f | 61 | 39 | 74 | 73 | 112 | 3.38 | 1.45 | 5 |
| | % | 17.0 | 10.9 | 20.6 | 20.3 | 31.2 | | | |
| Environment | f | 49 | 65 | 90 | 87 | 68 | 3.17 | 1.31 | 6 |
| | % | 13.6 | 18.1 | 25.1 | 24.2 | 18.9 | | | |
| A coach in close environment | f | 86 | 34 | 70 | 74 | 95 | 3,16 | 1,52 | 7 |
| | % | 24,0 | 9,5 | 19,5 | 20,6 | 26,5 | | | |
| Friends and peers | f | 75 | 54 | 87 | 89 | 54 | 2.98 | 1.36 | 8 |
| | % | 20.9 | 15.0 | 24.2 | 24.8 | 15.0 | | | |
| Media Organs (TV, radio etc.) | f | 119 | 87 | 77 | 43 | 33 | 2.40 | 1.30 | 9 |
| | % | 33.1 | 24.2 | 21.4 | 12.0 | 9.2 | | | |
| Advertisement on volleyball | f | 159 | 72 | 61 | 35 | 32 | 2.19 | 1.33 | 10 |
| | % | 44.3 | 20.1 | 17.0 | 9.7 | 8.9 | | | |
| Press Organs | f | 142 | 93 | 70 | 33 | 21 | 2.16 | 1.21 | 11 |
| | % | 39.6 | 25.9 | 19.5 | 9.2 | 5.8 | | | |

Depictive statistics of the reasons why junior volleyball players continue sports are presented in Table 4. The most effective factors respectively are; "To Love Volleyball" ($\bar{X}=4.64$), "To take pleasure in success" ($\bar{X}=4.63$); on the other hand, the factors "To increase income" ($\bar{X}=2.75$) and "To see new places (cities, countries, etc.)" ($\bar{X}=3.75$) are the factors that were less effective when compared with the other factors. 3.6% of junior volleyball players had negative attitude towards "To love volleyball" with the answers "none" and "low"; 91.9% of volleyball players had positive attitude with "high" and "completely" answers. Additionally, 4.2% of junior players had negative attitude towards "To take pleasure in success" with the answers "none" and "low"; 91.6% had positive attitude with the answers "high" and "completely". Finally, 41.8% of junior players had negative attitude towards "To increase income" with the answers "none" and "low" while 33.2% of them had positive attitude with the answers "high" and "completely".

Table 4: Depictive statistics of the reasons to continue volleyball

| Items | Effect Level | | | | | \bar{X} | SS | Order of Importance | |
|--|--------------|------|--------|------|------------|-----------|------|---------------------|---|
| | None | Low | Middle | High | Completely | | | | |
| To love volleyball | f | 3 | 10 | 16 | 55 | 275 | 4.64 | 0.77 | 1 |
| | % | 0.8 | 2.8 | 4.5 | 15.3 | 76.6 | | | |
| To take pleasure in success | f | 4 | 11 | 15 | 55 | 274 | 4.63 | 0.80 | 2 |
| | % | 1.1 | 3.1 | 4.2 | 15.3 | 76.3 | | | |
| To develop the ability in volleyball | f | 10 | 7 | 35 | 90 | 217 | 4.38 | 0.94 | 3 |
| | % | 2.8 | 1.9 | 9.7 | 25.1 | 60.4 | | | |
| To be healthy by doing sports | f | 12 | 23 | 43 | 90 | 191 | 4.18 | 1.09 | 4 |
| | % | 3.3 | 6.4 | 12.0 | 25.1 | 53.2 | | | |
| Having a new social environment and making new friends | f | 15 | 27 | 71 | 78 | 168 | 3.99 | 1.16 | 5 |
| | % | 4.2 | 7.5 | 19.8 | 21.7 | 46.8 | | | |
| To be a sportsmen and known and liked by friends | f | 24 | 25 | 69 | 87 | 154 | 3.90 | 1.22 | 6 |
| | % | 6.7 | 7.0 | 19.2 | 24.2 | 42.9 | | | |
| To make use of positive recreation through sports | f | 27 | 37 | 53 | 92 | 150 | 3.84 | 1.28 | 7 |
| | % | 7.5 | 10.3 | 14.8 | 25.6 | 41.8 | | | |
| To see new places (cities, countries etc.) | f | 29 | 34 | 70 | 89 | 137 | 3.75 | 1.28 | 8 |
| | % | 8.1 | 9.5 | 19.5 | 24.8 | 38.2 | | | |
| To increase income | f | 107 | 43 | 90 | 71 | 48 | 2.75 | 1.41 | 9 |
| | % | 29.8 | 12.0 | 25.1 | 19.8 | 13.4 | | | |

According to Table 5 which has depictive statistics about expectations from volleyball, the highest factors are: “To be a national team player” (\bar{X} =4.45), “To be a famous player” (\bar{X} =4.24), “To be healthy and to protect health” (\bar{X} =4.23); on the other hand, students had less expectations about “To be a coach” (\bar{X} =3.23) and “To be a physical education teacher” (\bar{X} =3.07). 6.1% of students had negative attitude towards “To be a national team player” with the answers “none” and “low”, while 84.4% of them had positive attitude with the answers “high” and “completely”. 8.7% of participators stated that they had little expectations with their answers to the factor “To be a famous player” with the answers “none” and “low”. while 80.8% of them had high expectations with the answers “high” and “completely”. 6.5% of students stated that they had negative attitude with their answers to the item “To be healthy and to protect health” with the answers “none” and “low”, while 79.9% of them had positive attitude with the answers “high” and “completely”. On the other hand, while 34.5% of junior volleyball players stated that they had little negative thoughts with their answers to the factor “To be a coach” with the answers “none” and “low”, while 47.9% of them had positive thoughts with the answers “high” and “completely”. 39.5% of students had negative attitude towards with their answers “none” and “low” while 43.7% of them had positive approach with their answers “high” and “completely”.

Table 5: Depictive statistics of the expectations from volleyball

| Items | | Level of expectation | | | | | \bar{X} | SS | Order of Importance |
|--|---|----------------------|------|--------|------|------------|-----------|------|---------------------|
| | | None | Low | Middle | High | Completely | | | |
| To be a national team player | f | 12 | 10 | 34 | 52 | 251 | 4.45 | 1.00 | 1 |
| | % | 3.3 | 2.8 | 9.5 | 14.5 | 69.9 | | | |
| To be a famous player | f | 16 | 15 | 38 | 89 | 201 | 4.24 | 1.09 | 2 |
| | % | 4.5 | 4.2 | 10.6 | 24.8 | 56.0 | | | |
| To be healthy and to protect health | f | 11 | 12 | 49 | 97 | 189 | 4.23 | 1.01 | 3 |
| | % | 3.1 | 3.4 | 13.7 | 27.1 | 52.8 | | | |
| To have a good physical appearance | f | 12 | 13 | 49 | 109 | 176 | 4.18 | 1.02 | 4 |
| | % | 3.3 | 3.6 | 13.6 | 30.4 | 49.0 | | | |
| To have sports education in University in the future | f | 28 | 24 | 60 | 71 | 176 | 3.96 | 1.28 | 5 |
| | % | 7.8 | 6.7 | 16.7 | 19.8 | 49.0 | | | |
| To get scholarship from international universities through volleyball | f | 25 | 41 | 63 | 83 | 147 | 3.80 | 1.28 | 6 |
| | % | 7.0 | 11.4 | 17.5 | 23.1 | 40.9 | | | |
| To get financial income through volleyball | f | 19 | 40 | 65 | 108 | 127 | 3.79 | 1.19 | 7 |
| | % | 5.3 | 11.1 | 18.1 | 30.1 | 35.4 | | | |
| To be known as a popular person who plays sports in his/her social environment | f | 31 | 26 | 88 | 102 | 112 | 3.66 | 1.23 | 8 |
| | % | 8.6 | 7.2 | 24.5 | 28.4 | 31.2 | | | |
| To be a coach | f | 70 | 54 | 63 | 69 | 103 | 3.23 | 1.49 | 9 |
| | % | 19.5 | 15.0 | 17.5 | 19.2 | 28.7 | | | |
| To be a physical education teacher | f | 92 | 50 | 60 | 56 | 101 | 3.07 | 1.56 | 10 |
| | % | 25.6 | 13.9 | 16.7 | 15.6 | 28.1 | | | |

Effect level of the reasons why the participants start volleyball and why they continue besides the comparison of t-test and variant analysis results of participants' expectations from volleyball in terms of their personal features are given in Table-6.

According to the findings in Table-6, the effect level of the reasons why students start volleyball do not change significantly according to the variables sex, school, age, settlement, father's education level and family income level ($p>0.05$). On the other hand, there are significant relations between the effect level of reasons why students start volleyball and mother education level, number of siblings and family-sports relation variables ($p<0.05$). According to this, it was determined that the effects of the factors why students start sports affect junior volleyball players who have 4 and more siblings, whose mothers are graduated from school and whose siblings play sports are effected more when compared with the other groups.

When findings in the Table 6 are analyzed, it can be seen that the effect level of factors about the reasons why students continue volleyball had a significant difference according to sex, school, age and family income level of junior players ($p<0.05$). Mean values show that influence degree of the factors -male junior players, continue public school, 14-17 ages old and students who have low income- are higher than the other groups in terms of the reasons why students continue volleyball.

Table 6: Comparison of the reasons why participants start and continue volleyball in terms of their personal features

| Variable | Group | Start | | | Continue | | | Expectations | | |
|-------------------------------|------------------|-----------|------|---------|-----------|------|----------|--------------|------|----------|
| | | \bar{X} | SS | P | \bar{X} | SS | p | \bar{X} | SS | p |
| Sex | Male | 3.19 | 0.76 | 0.150 | 4.13 | 0.68 | 0.000*** | 3.92 | 0.78 | 0.131 |
| | Female | 3.07 | 0.80 | | 3.89 | 0.66 | | 3.80 | 0.72 | |
| School | Private | 3.03 | 0.80 | 0.181 | 3.79 | 0.65 | 0.000*** | 3.61 | 0.71 | 0.000*** |
| | Public | 3.16 | 0.77 | | 4.08 | 0.68 | | 3.94 | 0.75 | |
| Age | 14 | 3.12 | 0.81 | 0.492 | 4.08 ac | 0.57 | 0.023* | 3.99 | 0.63 | 0.432 |
| | 15 | 3.05 | 0.80 | | 3.87 b | 0.71 | | 3.77 | 0.74 | |
| | 16 | 3.21 | 0.75 | | 3.99 a | 0.70 | | 3.88 | 0.76 | |
| | 17 | 3.11 | 0.79 | | 4.18 c | 0.62 | | 3.88 | 0.80 | |
| Settlement | Village/Town | 3.03 | 0.90 | 0.221 | 3.84 | 1.22 | 0.361 | 3.83 a | 1.29 | 0.047* |
| | District | 3.09 | 0.62 | | 4.13 | 0.57 | | 3.96 b | 0.61 | |
| | City | 3.30 | 0.82 | | 4.08 | 0.60 | | 4.06 b | 0.60 | |
| | Metropolis | 3.09 | 0.78 | | 3.98 | 0.68 | | 3.79 a | 0.77 | |
| Mother's Education | Primary School | 3.17 a | 0.72 | 0.030* | 4.10 | 0.75 | 0.082 | 3.94 a | 0.79 | 0.000*** |
| | Secondary School | 3.39 b | 0.76 | | 4.17 | 0.59 | | 4.11 b | 0.70 | |
| | High School | 3.11 a | 0.78 | | 3.93 | 0.66 | | 3.88 a | 0.72 | |
| | University | 2.98 a | 0.81 | | 3.95 | 0.67 | | 3.62 c | 0.73 | |
| Father's Education | Primary School | 3.23 | 0.77 | 0.206 | 4.06 | 0.87 | 0.473 | 3.92 | 0.92 | 0.101 |
| | Secondary School | 3.23 | 0.74 | | 3.99 | 0.66 | | 3.91 | 0.75 | |
| | High School | 3.16 | 0.79 | | 4.06 | 0.64 | | 3.94 | 0.72 | |
| | University | 3.00 | 0.78 | | 3.93 | 0.67 | | 3.71 | 0.70 | |
| Number of Siblings | None | 3.00 a | 0.86 | 0.040* | 3.86 | 0.79 | 0.212 | 3.67 a | 0.71 | 0.009** |
| | One | 3.07 ab | 0.76 | | 3.99 | 0.66 | | 3.79 a | 0.77 | |
| | Two | 3.24 b | 0.77 | | 4.05 | 0.63 | | 3.99 b | 0.67 | |
| | Three | 3.05 ab | 0.91 | | 4.07 | 0.77 | | 4.04 b | 0.85 | |
| | Four | 3.49 c | 0.62 | | 4.42 | 0.45 | | 4.38 c | 0.64 | |
| | Five and More | 3.62 c | 0.40 | | 4.12 | 0.60 | | 4.19 bc | 0.52 | |
| Income Level | Low | 3.11 | 0.84 | 0.982 | 4.21 a | 0.98 | 0.032* | 4.11 a | 0.93 | 0.021* |
| | Middle | 3.14 | 0.80 | | 4.09 b | 0.65 | | 3.95 b | 0.76 | |
| | High | 3.12 | 0.75 | | 3.92 c | 0.66 | | 3.75 c | 0.71 | |
| Family Member-Sports Relation | None | 2.92 a | 0.90 | 0.005** | 3.92 | 0.76 | 0.291 | 3.81 | 0.72 | 0.242 |
| | Father/Mother | 3.12 b | 0.76 | | 3.996 | 0.66 | | 3.80 | 0.73 | |
| | Sibling | 3.34 c | 0.65 | | 4.06 | 0.67 | | 3.95 | 0.83 | |
| | Close Relative | 3.18 b | 0.67 | | 4.14 | 0.54 | | 4.00 | 0.71 | |

***p<0,001 **p<0, 01 *p<0, 05 ^{a,b,c}Differences in between groups that include different letters in the same column are significant.

It was determined that there are significant relations between the expectations of junior volleyball players and school, settlement, mother's education level, number of siblings and family income level variables (p<0.05). When average values were analyzed, it was seen that junior players who go to public school, live in city or towns, whose mothers were graduated from secondary

school, who have more than one sibling and whose income level are low have higher expectations from volleyball when compared with other groups (Table 6).

Paerson correlation coefficient of the relation among scales is given in Table 7. According to this, it was found that all of the correlation coefficient among scales scores were significant ($p<0.05$). When correlation coefficient were analyzed, it was found that: There were medium positive relations between the effect level of factors about the reasons why players start volleyball and the reasons why they continue volleyball ($r=0.429$); there were medium positive relations between the effect level of factors about the reasons why players start volleyball and expectations from volleyball ($r=0.430$); there were medium positive relations between the effect level of factors about the reasons why players continue volleyball and expectations from volleyball ($r=0.577$). In other words, the significance level of the factors about the reasons why players continue this sport and expectations from volleyball increase in parallel with the increase in the effects of the above mentioned factors about the reasons why players start volleyball.

Table 7: Correlation coefficient among scales in the research

| Scales | | Effects of the factors related to reasons to continue volleyball | Volleyball expectations |
|--|---|--|-------------------------|
| Effects of the factors related to reasons to start volleyball | r | 0.429 | 0.430 |
| | p | 0.000* | 0.000* |
| | n | 359 | 359 |
| Effects of the factors related to reasons to continue volleyball | r | 1 | 0.577 |
| | p | - | 0.000* |
| | n | - | 359 |

* $p<0, 05$

DISCUSSION AND CONCLUSION

The aim of this research is to determine the reasons why junior volleyball players –whose ages are between 14 and 17-, start and continue volleyball and their expectations from it; 36.5% of these players were at the age of 16. 49.3% of players that participated in the finals of Turkey Junior Volleyball championship were female sportsmen; 76.3% of participators were going to public schools. It was determined that 3.1% of the players were living in villages and towns while 67.1% were living in metropolises. When students' father-mother education levels were analyzed, it was seen that most of them (mothers-35.9%; fathers-40.7%) had high school education. As for siblings; 13.9% had no siblings, 53.5% had one sibling. When family income levels of students were analyzed, it was seen that 4.5% had low income, 46.5% had middle income and 49.0% had high level of income. 25.6% of students' families had never made sports, 39.6% of students' mother and father made sports.

In this study, the most effective reasons that affect starting volleyball are; to be a national team player, to be a famous player, to be a physical education teacher and mother-father and sibling factors. It was also determined with the studies of Kılıcıl, Aslan and Bařaran, Sunay and Saracalođlu, Wolfenden and Holt, Bayraktar and Sunay, Yıldırım and Sunay that family is a very significant factor in directing students to sports. In this research, media organs, advertisements on volleyball and press organs are found to be less effective than the other factors [10-15]. In a

similar study by Bayraktar and Sunay, Sunay and Saracaloğlu, it was determined that media organs' effect on starting sports are low [11, 12]. Although mass medium has a big effect on society, it was determined that the least effective factor in this study was media organs, this shows us that volleyball is not shown very much in media organs.

When the significance of factors that effect continuing volleyball is analyzed, it was seen that "to love volleyball" and "to take pleasure in success" are more important than the other factors. In a study by Bayraktar and Sunay on volleyball players, it was notified that "to love volleyball" is very important in continuing this sport [12]. On the other hand, it was seen that "to increase income" and "to see new places" are the least important factors. In a study by Bayraktar and Sunay, it was determined that increasing income is not a significant factor [12]. In a study by Şimşek and Gökdemir on athleticism sports, similar with the other studies, "to increase income" was found to be an insignificant factor when compared with other factors [16].

When expectations of 14-17 years old students who participated in the finals of Turkey Junior Volleyball championship and on whom a survey was conducted, to be a national team player, to be a famous sportsman, to be healthy, to protect health and to have a good physical appearance were the most significant factors. Karabulut et al. stated that one of the most important future expectations of field hockey sportsmen is "to be national team players" [17]. In a study by Alibaz et al., "to be a national team player" and "to continue a healthy life are significant factors [18]. Being coach and being a physical education player are the least significant factors in terms of future expectations from volleyball. In different studies made by Yıldırım and Sunay, Karabulut et al. and Bayraktar and Sunay on different groups, results support the findings of this research [12, 15, 17].

In this study, although there is not a meaningful relation between significance level and expectations from volleyball and sex of the participators, it was found that significance level in continuing volleyball are higher in males when compared with female players. It is thought that this situation is related with the marriageable age and increase in father control on puberty. On the other hand, it was seen that the factors which effect continuing volleyball and expectations are higher in public school students when compared with the players in private schools. The fact that private school students are effected less from the above mentioned factors can result from the worry that sports can decrease success. Besides this, it was found that players in 17- year-old age group were affected more from the above mentioned reasons why players continue volleyball. It is determined in the research that the significance level of the factors that affect the future expectations of volleyball players living in the cities is higher than the other settlements. Opening more sport facilities and clubs may have increased the expectations. It is determined that the significance level of the factors that direct students to volleyball and affect expectations of them are higher if students' mother is graduated from secondary school. It is also stated that volleyball players who have 4 or more siblings are affected more from the factors in terms of starting volleyball and expectations from this sports while players whose families have low income were affected more from the factors in terms of continuing volleyball and expectations from it. This result can be explained with the fact that these students want to be good sportsmen and make lots of money in the future. It was seen that if a student's brother/sister makes sports, this has a positive effect; but "to have a family member who makes sports" doesn't have a significant effect on the factors in terms of continuing volleyball and having expectations from it.

In the study, there was found to be a medium positive correlation between three scales about the reasons why players start volleyball, the reasons why they continue and their expectations. This situation shows that the influence degree of the factors about the reasons why students

continue volleyball and their expectations increase in parallel with the increase in the influence degree of the factors about the reasons why students start volleyball.

As a result, while “to love volleyball” is the most effective factor in directing the students (14-17 years old) continue volleyball is “to love this sport” while the factor “to be a national team player” is the most significant factor that directs starting volleyball and affects the expectation level. It is thought the reason of this is that our male and female volleyball players have success in the last few years in Europe. It is also thought that future researches on this issue should be done by using more sample groups in different periods in order to create a detailed literature and present more data to people that are interested in volleyball.

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