

# The Reasons Why Adolescence Volleyball Players Start and Continue Volleyball and Their Future Expectations

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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 347 sportsmen that have participated in the finals of Turkey Junior Volleyball championship in 2010-2011 volleyball seasons in Ankara. 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 highest expectation from volleyball is "Being a national team player".

**Keywords:** *Volleyball, Junior Volleyball player, turning to Volleyball, Expectations from Volleyball*

## INTRODUCTION

As a significant social concept, sports is an activity group that is rich in terms of its aspects such as movement, game, fun and competition which are also its basic and characteristic features ( Karaküçük 2012 ). It is known that children and the young attend sports activities in order to improve their skills, learn new abilities and have fun (Gill et al 1983). Studies show that children attend sports activities because of different reasons. Aim of participation in sports vary according to each individual and it is special (Scanlan 1989). Roberts emphasizes that sports create a significant learning environment for children. Children perceive and interpret the world, events and concepts around them different from adults. Although children are different from one another physically, they have two common points. The first of these is that they want to play game and the second is that they take pleasure from games ( Ceylan et al 1999). Volleyball is one of the proper sports for children as it includes different sportive abilities and it is a popular team play (Barth/Heuchert 2009). Family, socio economic level, environment, school, mass media and the wish to prove himself can be effective in turning to sports (Korkmaz 2003). Volleyball is known to be a sports branch which develops personality, intelligence, wish for cooperation and competition, increase self esteem (Aslan 1979). So, volleyball has important effects on physics, psychology and social aspects of children ( Bengü 1983, Vurat 2000). Psychological and social effects of volleyball are two intertwined concepts. Volleyball has two dominant features. The first of these aspects is that as there is a "net" between teams, it "prevents violence"; the other is that it is a "team play". Besides this, it increases the feeling of cooperation, puts forward the strength of children, increase the feeling of responsibility at an early age, strengthen communicational skills and children can determine and create solutions to problems with the help of this sports branch (<http://www.esvoleybol.com/voleybol/Edman03.asp>).

As volleyball is a sports branch that enables development of players in many ways, it is loved widely and it is easy to play, it is important to determine the reasons of turning to volleyball, continuing and future expectations.

## METHOD OF THE RESEARCH

The sample group of the research includes 347 sportsmen that have participated in the finals of Junior Turkey Volleyball championship in 2010-2011 volleyball seasons in Ankara; there were 135 male 212 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 students continue playing volleyball; there are 10 items in the last section which explain the expectations from volleyball. Scales designed by Kılıçgil (1998), Sunay and Saracaloğlu (2003) and Sunay et al. (2007) were taken into consideration while preparing the scales in the research.

In the research, Cronbach's Alpha coefficients were calculated for reliability analysis of the scales; 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 independent samples and t-test for independent samples were used in the comparison of participator's views on three scales according to their personal features. Tukey test –one of the multiple comparison tests- was used in order to put forward the source of the differences. On the other hand, relations between scales were tested with Paerson correlation analysis. 18.0 for windows package program was used in the analysis of the gathered data.

## FINDINGS

Cronbach's Alpha values of reliability analysis that were used in the research's scales are presented in Table 1. According to this, reliability coefficients of scales are: 0,787 for "the reasons why players start volleyball" that is made of 11 items; 0,776 for "the reasons why players continue volleyball" that is made of 9 items, and 0,878 for "expectations from volleyball" that is made of 10 items. These values show that reliability of scales is high enough.

**Table 1:** Reliability coefficient of scales used in the research

Item Number	Scales	Cronbach's Alpha
11	The reasons why people start volleyball	0,787
9	The reasons why people continue volleyball	0,776
10	Expectations from volleyball	0,878

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

According to Table 2, %71, 5 of sportsmen participated in the study were at 14 age group. %61, 1 of sportsmen that participated in Turkey Junior Volleyball Championship was female and %81 of them –which is a significant amount- were going to public schools. %5, 5 of participators were living in village/towns while %51, 6 were living in metropolis. When mother education level of participators was analyzed, it was seen that most of them (%30, 0) were graduated from primary education and when father education level was analyzed, it was seen that %34, 6 of fathers were graduated from high school. According to the distribution of sibling amount; %3, 2 had 4 or more siblings, and %55, 9 had one sibling. When family income level of participators was analyzed, it was seen that %45 had low income, %48, 1 had middle income and %6, 9 had high income. It was determined that %17 of participators' close relatives did sports and %38, 6 participators' mother or father did sports.

Table 2: Distribution of students according to personal features

Variable	Group	Number (f)	Percentage (%)
Age	12	9	2,6
	13	70	20,2
	14	248	71,5
	15	20	5,8
Gender	Female	212	61,1
	Male	135	38,9
School	Private	66	19,0
	Public	281	81,0
Settlement	Village/Town	19	5,5
	District	61	17,6
	City	88	25,4
	Metropolis	179	51,6
Mother's Education Level	Primary school	104	30,0
	Secondary school	58	16,7
	High school	103	29,7
	University	82	23,6
Father's Education Level	Primary school	64	18,4
	Secondary school	56	16,1
	High school	120	34,6
	University	107	30,8
Siblings	None	43	12,4
	One	194	55,9
	Two	65	18,7
	Three	23	6,6
	Four	11	3,2
Economy	Five and more	11	3,2
	Low (1000 ₺ and less)	156	45,0
	Middle (1001-2500 ₺)	167	48,1
	High (2501 ₺ and high)	24	6,9
Family Relation	None	76	21,9
	Mother / father	134	38,6
	Sibling	78	22,5
	Close relative	59	17,0
TOTAL		347	100

According to the findings of Table 3 in which depictive statistics of the reasons why volleyball players start volleyball, the most effective factors respectively are; "advertisements about volleyball" ( $\bar{X}=4,36$ ) and media organs ( $\bar{X}=4,24$ ). Besides this, the least effective factors in starting volleyball respectively are; "Increase in success percentages of clubs and national teams" ( $\bar{X}=2,24$ ), "Friends and peers" ( $\bar{X}=2,44$ ) and "environment" ( $\bar{X}=2,61$ ). %11,6 of junior players gave negative answers as "none" and "low" while %78,1 of them gave positive answers as "high" and "total" about the "advertisements about volleyball". On the other hand, %61,1 of junior players gave negative answers as "none" and "low" while %16,2 of them gave positive answers as "high" and "total" about the "Increase in international success percentages of clubs and national teams".

Table 3: Depictive statistics of the reasons why students start volleyball (n=347)

Items		Effect Level					$\bar{X}$	S.S.	Order of Importance
		None	Low	Middle	High	Total			
Advertisements about volleyball	f	20	20	35	61	210	4,36	2,97	1
	%	5,8	5,8	10,1	17,6	60,5			
Media organs (TV, radio etc.)	f	23	14	39	53	218	4,24	1,20	2
	%	6,6	4,0	11,2	15,3	62,8			
Mother, Father and siblings	f	57	28	31	67	164	3,73	1,51	3
	%	16,4	8,1	8,9	19,3	47,3			
Press organs	f	35	36	67	80	129	3,67	1,33	4
	%	10,1	10,4	19,3	23,1	37,2			
A coach in close environment	f	73	34	47	73	120	3,38	1,55	5
	%	21,0	9,8	13,5	21,0	34,6			
The wish to be a national team player	f	44	44	95	83	81	3,33	1,31	6
	%	12,7	12,7	27,4	23,9	23,3			
The wish to be like a very much liked volleyball player	f	52	65	94	87	49	3,05	1,27	7
	%	15,0	18,7	27,1	25,1	14,1			
The wish to be a physical education teacher	f	64	70	80	80	53	2,97	1,34	8
	%	18,4	20,2	23,1	23,1	15,3			
Environment	f	89	79	90	55	34	2,61	1,29	9
	%	25,6	22,8	25,9	15,9	9,8			
Friends and peers	f	122	73	65	48	38	2,44	1,38	10
	%	35,2	21,0	18,7	13,8	11,0			
Increase in international success percentages of clubs and national teams	f	129	83	79	35	21	2,24	1,22	11
	%	37,2	23,9	22,8	10,1	6,1			

Depictive statistics of the reasons why junior volleyball players continue sports are presented in Table 4; when the table is analyzed, it is seen that the most effective factors respectively are; "To take pleasure in success" ( $\bar{X}=4,83$ ), "To develop the ability in volleyball" ( $\bar{X}=4,63$ ) and "Positive recreation through sports" ( $\bar{X}=4,51$ ); it is also determined that the items "To love volleyball" ( $\bar{X}=2,26$ ) and "To be a sportsmen and known and liked by friends" are less effective in continuing sports. %1, 2 of junior volleyball players had negative attitude towards the effect level of "To take pleasure in success" with the answers "none" and "low"; %96, 3 of volleyball players had positive attitude with "high" and "completely" answers. Additionally, %2, 3 of junior players had negative attitude towards "To develop the ability in volleyball" with the answers "none" and "low"; %92, 5 had positive attitude with the answers "high" and "completely". On the other hand, %59, 1 of junior players had negative attitude towards "To love volleyball" with the answers "none" and "low" while %19, 0 of them had positive attitude with the answers "high" and "completely".

**Table 4:** Depictive statistics of the reasons why people continue volleyball (n=347)

Items		Effect Level					$\bar{X}$	s.s	Order of Importance
		None	Low	Middle	High	Total			
To take pleasure in success	f	2	2	9	26	308	4,8	0,	1
	%	0,6	0,6	2,6	7,5	88,8	3	54	
To develop the ability in volleyball	f	3	5	18	65	256	4,6	0,	2
	%	0,9	1,4	5,2	18,7	73,8	3	73	
Positive recreation through sports	f	7	6	29	66	239	4,5	0,	3
	%	2,0	1,7	8,4	19,0	68,9	1	87	
Having a new social environments and making new friends	f	12	13	40	71	211	4,3	1,	4
	%	3,5	3,7	11,5	20,5	60,8	1	04	
To increase income	f	15	29	60	66	177	4,0	1,	5
	%	4,3	8,4	17,3	19,0	51,0	4	19	
	f	20	35	48	71	173	3,9	1,	
To be healthy by doing sports	%	5,8	10,1	13,8	20,5	49,9	9	25	6
	f	29	43	60	66	148	3,7	1,	
To see new places (cities, countries etc.)	%	8,4	12,4	17,3	19,0	42,7	5	34	7
	f	36	49	51	71	140	3,6	1,	
To be a sportsmen and known and liked by friends	%	10,4	14,1	14,7	20,5	40,3	6	39	8
	f	143	62	76	40	26	2,2	1,	
To Love Volleyball	%	41,2	17,9	21,9	11,5	7,5	6	30	9
	f								

According to Table 5 which has depictive statistics about expectations from volleyball, the highest factors that show the expectations of players are: "To be a coach" ( $\bar{X}=4,80$ ), "To be a physical education teacher" ( $\bar{X}=4,42$ ) and "To be a national team player" ( $\bar{X}=4,41$ ); on the other hand it was determined that they had lower expectations about the items "To get financial income through volleyball" ( $\bar{X}=2,93$ ) and "To get scholarship from international universities through volleyball" ( $\bar{X}=3,22$ ). %2,1 of junior players had negative attitude towards the item "To be a coach" with the answers "none" and "low"; %95,1 had positive attitude with the answers "high" and "completely". On the other hand, %41,8 of junior players had negative attitude towards "To get financial income through volleyball" with the answers "none" and "low" while %38,0 of them had positive attitude with the answers "high" and "completely".

**Table 5:** Depictive statistics about the expectations from volleyball (n=347)

Items		Effect level					$\bar{X}$	s.s	Order of Importance
		Non e	Lo w	Middle	High	Tota l			
To be a national team player	f	8	8	38	72	221	4,4	0,	2
	%	2,3	2,3	11,0	20,7	63,7	1	94	
To be a famous player	f	13	15	45	74	200	4,2	1,	3
	%	3,7	4,3	13,0	21,3	57,6	5	08	
To be healthy and to protect health	f	42	40	75	79	111	3,5	1,	6
	%	12,1	11,5	21,6	22,8	32,0	1	36	
To have a good physical appearance	f	20	34	44	67	182	4,0	1,	4
	%	5,8	9,8	12,7	19,3	52,4	3	25	
To have sports education in University in the future	f	41	37	63	70	136	3,6	1,	5
	%	11,8	10,7	18,2	20,2	39,2	4	39	
To get scholarship from international universities through volleyball	f	59	55	74	68	91	3,2	1,	8
	%	17,0	15,9	21,3	19,6	26,2	2	43	
To get financial income through volleyball	f	83	62	70	60	72	2,9	1,	9
	%	23,9	17,9	20,2	17,3	20,7	3	46	
To be known as a popular person who plays sports in his/her social environment	f	45	56	86	76	84	3,2	1,	7
	%	13,0	16,1	24,8	21,9	24,2	8	34	
To be a coach	f	4	3	10	25	305	4,8	0,	1
	%	1,2	0,9	2,9	7,2	87,9	0	64	
To be a physical education teacher	f	11	17	27	57	235	4,4	1,	2
	%	3,2	4,9	7,8	16,4	67,7	1	04	

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

According to the findings in Table-6, meaningful relations were determined between the effect level of the reasons why students start volleyball and 12-15 ages volleyball players' sex, father's education level and family member-sports relation ( $p>0,05$ ). According to this, it was determined that the effects of the factors why students start sports affect junior volleyball players who are female, whose father is graduated from primary school and whose sibling is interested in sports are effected more when compared with the other groups.

When findings in Table 6 were analyzed, it was seen that the effect level of the factors about continuing volleyball had a meaningful difference according to junior players father education level ( $p<0,05$ ). When mean values were analyzed, it was seen that junior players whose father's education level is "graduated from primary school" are affected more from the factors about continuing volleyball when they are compared with the other groups.

**Table 6:** Comparison of the reasons why participators start and continue volleyball in terms of their personal features (n=347)

Variable	Group	Start			Continue			Expectations		
		$\bar{X}$	s.s.	P	$\bar{X}$	s.s.	P	$\bar{X}$	s.s.	P
Sex	Male	3,37	0,78	0,002 <sup>***</sup>	4,02	0,68	0,528	3,83	0,76	0,486
	Female	3,09	0,79		3,97	0,73		3,88	0,71	
School	Private	3,23	0,80	0,759	3,95	0,75	0,564	3,76	0,80	0,271
	Public	3,27	0,79		4,00	0,68		3,87	0,73	
Age	12	3,57	0,97	0,067	3,73	0,82	0,073	3,82	0,97	0,082
	13	3,12	0,84		3,90	0,77		3,67	0,85	
	14	3,30	0,77		4,05	0,64		3,90	0,67	
	15	3,07	0,81		3,76	0,94		3,77	0,97	
Settlement	Village/Town	3,59	0,89	0,079	4,23	0,57	0,519	4,29 a	0,58	0,016 <sup>**</sup>
	District	3,29	0,76		4,01	0,69		3,87 bc	0,61	
	City	3,35	0,78		3,98	0,72		3,91 b	0,69	
	Metropolis	3,17	0,78		3,98	0,70		3,76 c	0,80	
Mother's Education	Primary School	3,40	0,77	0,117	4,08	0,68	0,332	4,04 a	0,70	0,000 <sup>***</sup>
	Secondary School	3,29	0,79		4,03	0,72		3,97 a	0,67	
	High School	3,20	0,79		3,97	0,67		3,77 b	0,72	
	University	3,14	0,80		3,90	0,73		3,61 b	0,78	
Father's Education	Primary School	3,43 a	0,70	0,005 <sup>***</sup>	4,11 a	0,63	0,011 <sup>**</sup>	4,05 a	0,69	0,000 <sup>***</sup>
	Secondary School	3,29 b	0,81		3,99 a	0,80		4,04 a	0,72	
	High School	3,35 b	0,78		4,10 a	0,61		3,89 b	0,71	
	University	3,04 c	0,80		3,82 b	0,74		3,57 c	0,74	
Number of Siblings	None	3,05	0,87	0,151	3,97	0,77	0,655	3,77	0,85	0,210
	One	3,28	0,77		3,98	0,71		3,81	0,75	
	Two	3,21	0,74		3,98	0,65		3,83	0,69	
	Three	3,28	0,87		4,06	0,70		4,09	0,61	
	Four	3,70	0,96		4,05	0,67		4,10	0,67	
Income Level	Five and More	3,53	0,76	0,783	4,35	0,47	0,634	4,19	0,53	0,532
	Low	3,23	0,68		3,26	0,80		3,14	0,85	
	Middle	3,21	0,73		3,17	0,73		3,27	0,67	
Family Member-Sports Relation	High	3,28	0,75	0,019 <sup>*</sup>	3,25	0,55	0,370	3,32	0,96	0,078
	None	3,24 a	0,83		3,98	0,70		3,81	0,74	
	Father/Mother	3,11 b	0,80		3,96	0,75		3,75	0,80	
Family Member-Sports Relation	Sibling	3,44 c	0,74	0,019 <sup>*</sup>	4,12	0,57	0,370	4,02	0,64	0,078
	Close Relative	3,38 c	0,72		3,95	0,71		3,88	0,70	

<sup>\*\*\*</sup> $p < 0,001$  <sup>\*\*</sup> $p < 0,01$  <sup>\*</sup> $p < 0,05$  <sup>a,b,c</sup> Differences between groups that include different letters in the same column are significant. ( $p < 0,05$ ).

It was determined that there are meaningful relations between junior players' expectations from volleyball and variables of settlement, mother-father education level ( $p < 0,05$ ). When average values were analyzed, it was seen that junior players who live in village and town, whose mother and father are graduated from primary school have higher expectations from volleyball when compared with other groups (Table 6).

## DISCUSSION AND RESULT

In this research the aim is to determine the reasons why volleyball players start and continue volleyball and their expectations from this sports; %71, 5 of sportsmen –which is a significant amount- that attended the research is at 14 age group. %61, 1 of sportsmen that attended Turkey volleyball championship are female and %81 of sportsmen go to public schools. It was determined that %5, 5 of students live in village and towns while %51, 6 of them live in metropolises. When sportsmen's mother-father education level was analyzed, it was seen that most of them (mother %30, 0; father %34, 6) have primary school education. According to the distribution of the number of sportsmen's siblings; it was determined that %55, 9 have one brother/sister. When family income level of sportsmen was analyzed, it was seen that %48, 1 of them –which is a significant amount- have middle income level and mother and father sports relation was found to be %38, 6.

In this research, it was found that advertisements about volleyball and media organs' effect level are high. In a similar study by Yıldırım and Sunay (2009), they determined that media organs' effect is high. It is thought that besides increase in the success of volleyball, as TV channels broadcast more volleyball games and successful players and increase in the number of sports channels have increased the interest in volleyball.

According to the result of the study, the most significant reasons why sportsmen continue volleyball sports are "To take pleasure from success", "To develop the ability", "Positive recreation" and "To have a social environment". In different studies by Sunay and Saracaloğlu (2003), Alibaz et al. (2006), Şimşek and Gökdemir (2006), Bayraktar and Sunay (2007) and Ölçücü et al. (2012), the item "To take pleasure in success" have been in the first few lines. It can be said that this is an expected result in the adolescence period during which distinguishing in society, attracting attention of people and gaining respect in society is important. In the studies by Karabulut et al. (2010) and Özbek and Şanlı (2011), the item "positive recreation" is in the first lines.

When future expectations of 12-15 age sportsmen that attended Turkey volleyball championship is analyzed, it can be seen that to be a coach, to be a national team player and to be a famous sportsmen are in the first lines. This is similar with the results of the studies made by Şimşek and Gökdemir (2006), Yıldırım and Sunay (2009) and Karabulut et al. (2010). In the study by Sunay and Saracaloğlu (2003), they stated that "to be a national team player" and "to be a coach" are in the first lines of students' expectations from this sports branch.

It was determined in the study that significance level of the effective factors in starting volleyball is higher for female players than male players. In this case, we can say that female players are more interested in volleyball and they prefer this sports branch more. Besides this, that significance level of the effective factors in starting and continuing volleyball is higher for sportsmen whose fathers are graduated from primary school and importance level of the factors effecting future expectations of sportsmen have higher mean values for the sportsmen whose mother-father are graduated from primary school. It is determined that there is a meaningful relation between family member- sports relation and starting to play volleyball. It can be said that if a family member did sports in the past, this is more effective than verbal encouragement. In the research, it was determined that importance level of the effective factors in expectations from volleyball is higher for children living in village and towns when compared with other settlements. It can be said that this situation results from the fact that children living in small places want to do sports under better conditions and they want to increase their life standards.

As a result, while advertisements and media organs are the most effective factors in directing the students 12-15 years old start volleyball, while the factor "to take pleasure from success and developing the ability" are the most significant factors that direct players continue volleyball; on the other hand the most effective reason in expectation level is to be a coach and a member of national team. It is 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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