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**Assoc. Prof. Dr. Metin YAMAN**  
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## Message from the Editors

I am pleased to announce second volume and first issue of The Online Journal of Recreation and Sport (TOJRAS) in 2013. As the mission of journal is to stress the significance of different practices in the field of education by academic efforts and researches, selected research papers enlighten valuable contributions by different practice on the base of qualitative and quantitative researches, especially mix approach.

As this issue promotes how the journal is developing as regards its vision and mission, there are valuable researches and their studies that contributed to the journal. Therefore, I would like to thank to editorial board, reviewers and the researchers for their valuable contributions to the journal and this issue.

Prof. Dr. Erdal ZORBA  
**Editor in Chief**

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It is a great pleasure for me as an editor of The Online Journal of Recreation and Sport (TOJRAS) to publish current issue of 2013. I would like to thank to all authors and associate editors for their contributions to the current issue of TOJRAS that selected papers reflect the journal developments and contributions by their rich research process. On behalf of the editorial team of The Online Journal of Recreation and Sport (TOJRAS), we will welcome to share your original and valuable researchers. All authors can submit their manuscripts to [tojras.editor@gmail.com](mailto:tojras.editor@gmail.com) for the following issues.

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# Comparing the Motivational Factors of Recreational Fishers and Hunters, Life Satisfaction Level of Participants and Non Participants in These Activities: Turkey Case

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## ABSTRACT

The aim of this study is to compare the motivational factors for participating in Recreational Hunting (RHG) and Recreational Fishing (RFG) and the Life Satisfaction (LS) level of Participants (PR) and Non-Participants (NP) of these activities with respect to some demographic variables in Turkey. This is a descriptive study and the sampling group of this study consists of 183 Recreational Hunters (RH) (Mage=35.96  $\pm$  10.53), 359 RF (Mage=35.90  $\pm$  9.80), 284 NP of these activities (Mage=31.35  $\pm$  11.601), totally 846 male participants (Mage=34.35  $\pm$  10.816). An electronic questionnaire form was sent to the RF and/or RH who are members of RHG and/or RFG groups and NP through social media as [www.facebook.com](http://www.facebook.com) by using the website [www.docs.google.com](http://www.docs.google.com) to gather data. The link was open for getting answers between the dates 01-12-2011 and 01-05-2012. In the process of assessing data, the descriptive statistic means such as frequency (f), percentage (%), average (M), standard deviation (SD), and to examine the correlation between demographic variables and the factors for RHG and RFG Pearson Correlation test and to examine the differences between demographic variables and the factors for RHG and RFG Independent Samples T-Test have been used. Results have been assessed according to significant level 0.01 and 0.05. As a result of this study, it was found that there aren't major differences between RH and RF in relation to the motivational factors for participating in RHG and RFG. There are no statistically meaningful differences between LS level of RH and RF and with respect to some demographic variables. But there were found meaningful differences between LS level of PR and NP with respect to some demographic variables except 15-24 age groups.

**Keywords:** *Recreational Fishing, Recreational Hunting, Motivational Factors, Life Satisfaction, Fishing in Turkey, Hunting in Turkey*

## INTRODUCTION

Recreation and leisure are important elements of human life, and both of them have multiple meanings on individual perceptions which provide a different meaning for each individual (McLean et al. 2008; Pigram and Jenkins 2006). As people used natural sources for nutritional purposes in ancient times, RHG and RFG can be accepted as the oldest outdoor activities which were obligated activities at that time. Today in modern society people participate in

these activities because of very different reasons. Main reasons for RFG can be ordered as pleasure, enjoyment of nature, relaxation, doing something different from work, excitement, being with the family, challenge, and physical health or exercise (Government of Alberta 1994). Burger (2002) stated in her study some reasons as relaxation, to be outdoors, get away from demand, challenge or sport, commune with nature, to be with friends, to eat, to give away, for fries and socials, to sell, and recreation. Hunt and Ditton (2001) pointed out some other reasons as to be close to water, to experience adventure and excitement, for the experience of the catch, for the fun of catching fish, to develop one's skills, and to test one's equipment besides same reasons of Burgers' (2002). On the other hand, according to the results of the studies made by Safak et al. (2010), Safak (2009), Igircik et al. (2005), Ay et al. (2005), "love of nature", "to make exercise", "to be with friends", "to shoot", "to accommodate one's to friends", "to hunt", "to be alone in nature", "to obtain food", and "to make benefit" were found as the factors motivating people for RHG.

RHG and RFG are very popular among recreational outdoor activities in many countries and the factors motivating people for exercising outdoor activities had drawn attention of researchers. Among the main reasons of rising demand to outdoor activities are industrialization, urbanization (Aslan 1993), the desire of city inhabitants to get away from routine and crowd (Sagcan 1986), increasing incomes and education level (Lee et al. 2001; Solop et al. 2001; Scott and Munson 1994), broadening adventure sports coverage in media, falling costs of equipment, changing traditional way of life, changing individual, family and social perception, increase of the inclination towards outdoor activities are thought (Ardahan, 2011).

Crandall (1980) claimed that the personality and conditions in which individual live may lead people participate in outdoor activities, and Levy (1979) claimed that a behavior emerge as a result of interaction between personality and social conditions. Many researchers have examined the cause of individual acts and the emerged data has been classified as motivational factors and needs (Ardahan and Yerlisu Lapa 2011). Scientists who worked on the motivational factors agreed on that needs are the main factors motivating people to participate in recreational activities. This was first claimed by Ibn-i Haldun, and then Maslow grouped the needs. According to Maslow's "hierarchy of needs", needs were divided in two groups. These are primary and secondary needs. The primary needs are food, security, warmth, belonging and mental fitness. Secondary needs are success, being with friends, creativeness, curiosity, risk, getting rid of ego, building self. According to a study conducted in Illinois University the factors relating primary and secondary needs which motivate people to exercise outdoor recreation are nature love, getting away from routine and family, escaping from responsibility, the need of physical activity, creativeness, relax, realization of self, improve, learning new skills, building relationships, making friends and observing them, expectation of meeting with a famous person, spend time with family, the desire to be recognized, helping other people, social responsibility, motivating and inviting factors as waterfalls, large forests, gaining social statue, the desire of success, rivalry (within and out), spending time and relaxation, intellectual esthetic (Ardahan and Yerlisu Lapa 2011; Ibrahim and Cordes 2002).

As a result of motivational factors given above, it is claimed that RFG provides numerous social benefits as providing a vehicle for family cohesion (Buchanan 1985; Dann 1993; Hunt and Ditton 2002; Knopf et al. 1973; Toth and Brown 1997), releasing stress and mental relaxation (Driver et al. 1991; Knopf et al. 1973; Toth and Brown 1997), being away from others (Fedler and Ditton 1994), and nature enjoyment (Ditton 2004; Toth and Brown 1997). Hunt and Ditton (2001) developed a scale to measure the perceived benefits from RFG under four constructs as "escaping, individual, and stressors", "being in a natural environment", "interacting with fish", and "achievement". These constructs have eleven items which are very similar to the benefits given above and is also basis of our study to measure strength of the reasons for RFG and benefits from RFG.

Another possible effect of participating in recreational outdoor activities is claimed to be seen on the LS level. The benefits given above which are obtained by participating both in general outdoor activities and specifically in RHG and RFG activities, may cause higher LS level (Ardahan 2011) which is defined in different forms. While Hong and Giannakopoulos (1994) define LS as individual's emotional acts which out of work life and as an general attitude towards life, Telman (2004) defines LS as the judgments relating quality of life and subjective prosperity which individual reach on the facts in his/her life. From this point of view, it can be claimed that having a hobby and/or participating in outdoor activities affect LS positively. To sum up, LS is the level of satisfaction which individual gain in turn of what s/he does throughout life. The LS of people exercising outdoor activities can be higher than the people who do not participate in outdoor activities (Ardahan 2011).

The factors affecting the LS of people are ordered by Dagdelen (2008), Otacioglu (2008), Schmitter (2003) as following; getting pleasure from daily life, finding life meaningful, harmony about reaching goals, positive individual personality, confidence on physical health, economic security and positive social relationships. On the other hand we believe that degree of effect on LS level by participating in outdoor activities may differ according to demographic variables as gender, marital status, age, income, occupation, education. It is claimed that the factors motivating

people to exercise outdoor activities and the level of benefit which people gain from participation differ from individual to individual (Ardahan and Yerlisu Lapa 2011; Ibrahim and Cordes 2002).

In spite of social and economic importance of RHG (Bauer and Giles 2002) and RFG, the profile of RH and RF, economic value of RHG and RFG, and related subjects haven't still been studied scientifically in Turkey. With current study, we hope to make up the lack of scientific studies on RHG and RFG.

The aim of this study is to compare the motivational factors for participating in RHG and RFG and the LS level of participants (PR) and non-participants (NP) of these activities with respect to some demographic variables in Turkey.

## METHODS

This is an online-based descriptive study which aims to compare the motivational factors for participating in RHG and RFG and the LS level of participants (PR) and non-participants (NP) of these activities with respect to some demographic variables in Turkey.

## INSTRUMENTATION AND GATHERING DATA

An electronic questionnaire form was used to gather data which involves questions prepared by researchers to define the profile of RF and RH and a list of questions to measure the factors motivating people for RHG and RFG which were used by different researchers in other studies (Safak et al. 2010; Safak 2009; Floyd et al. 2006; Igircik et al. 2005; Ay et al 2005; Ditton 2004; Burger 2002; Hunt and Ditton 2002; Hunt and Ditton 2001; Wilde et al. 1998; Toth and Brown 1997; Manfredo et al. 1996; Fedler and Ditton 1994; Dann 1993; Driver et al. 1991; Loomis and Ditton 1987; Buchanan 1985; Knopf et al. 1973) besides some other items which we added. The questionnaire form also contained the LS scale questions which were developed by Diener et al. (1985). The link was open for getting answers between the dates 01-12-2011 and 01-05-2012.

## SAMPLING

To gather data an electronic questionnaire form was prepared by using the website "www.docs.google.com". The link of this website was sent to the RH and RF who are members of RHG and RFG groups and NP through social media as www.facebook.com and RHG and RFG clubs by e-mail. Link was open for getting answers between the dates 01-12-2011 and 01-05-2012.

The number of RF is not known exactly in Turkey, because possessing any license for recreational fishing is not obligated. On the other hand, it was reported that there were 2,071,752 licensed RH in Turkey in year 1997 (Igircik et al., 2005). Survey was open for all fishing enthusiasts using different techniques of fishing as angling, spearing, hand gathering, and trapping. The sampling group of this study consists of 183 RH ( $M_{age}=35.96 \pm 10.53$ ), 359 RF ( $M_{age}=35.90 \pm 9.80$ ), 284 NP of these activities ( $M_{age}=31.35 \pm 11.601$ ), totally 846 males ( $M_{age}=34.35 \pm 10.816$ ). There were 12 females answered the survey, 11 RF and 1 RH. Because of the lack of numbers of females in RF and RH for statistical analyzing, 12 female participants were excluded.

## STATISTICAL ANALYSES

In the process of assessing data, the descriptive statistic means such as frequency (f), percentage (%), average (M) and standard deviation (SD), and to examine the correlation between demographic variables and the factors for fishing Pearson Correlation test (P) and to examine the differences between demographic variables and the factors for fishing One-Way ANOVA and Independent Samples T Test (t) have been used and Post-hoc Tukey test was run to find out the difference between groups. Results have been assessed according to significant level 0.01 and 0.05.

We presented the LS level in two rows. LS (a) row represents the difference between RH and RF in relation to age, education, and income. LS (b) row represents the difference between PR and NP in relation to age, education, and income.



## RESULTS

This study consists of 183 RH ( $M_{age}=35.96 \pm 10.53$ ), 359 RF ( $M_{age}=35.90 \pm 9.80$ ), 284 NP of these activities ( $M_{age}=31.35 \pm 11.601$ ), totally 846 males ( $M_{age}=34.35 \pm 10.816$ ). 67.4% of the participants were single; 61.1% was aged between 25 and 44 years; 72.0% of them had higher education which means at least 16 years schooling; monthly income of 58.6% was 800 € and less (Table 1).

**Table 1:** General Characteristics of RH, RF, and NP

|                     | RH                |       | RF               |       | NP                |       | Total             |       |
|---------------------|-------------------|-------|------------------|-------|-------------------|-------|-------------------|-------|
|                     | f                 | %     | f                | %     | f                 | %     | f                 | %     |
| Marital Status      |                   |       |                  |       |                   |       |                   |       |
| Married             | 71                | 38.8  | 116              | 32.3  | 82                | 28.9  | 269               | 32.6  |
| Single              | 112               | 61.2  | 243              | 67.7  | 202               | 71.1  | 557               | 67.4  |
| Education Level     | f                 | %     | f                | %     | f                 | %     | f                 | %     |
| High School and <   | 68                | 37.2  | 123              | 34.3  | 40                | 14.1  | 231               | 28.0  |
| University and >    | 115               | 62.8  | 236              | 65.7  | 244               | 85.9  | 595               | 72.0  |
| Age Classes (years) | f                 | %     | f                | %     | f                 | %     | F                 | %     |
| 15-24               | 21                | 11.5  | 36               | 10.0  | 102               | 35.9  | 159               | 19.2  |
| 25-44               | 118               | 64.5  | 261              | 72.7  | 126               | 44.4  | 505               | 61.1  |
| 45->                | 44                | 24.0  | 62               | 17.3  | 56                | 19.7  | 162               | 19.6  |
| Max-Min (years)     | 18-60             |       | 16-65            |       | 15-65             |       | 15-65             |       |
| $M_{age} \pm SD$    | 35.96 $\pm$ 10.53 |       | 35.90 $\pm$ 9.80 |       | 31.35 $\pm$ 11.60 |       | 34.35 $\pm$ 10.82 |       |
| Monthly Income      | f                 | %     | f                | %     | f                 | %     | f                 | %     |
| 0-800 €             | 103               | 56.3  | 193              | 53.8  | 188               | 66.2  | 484               | 58.6  |
| 801 € and over      | 80                | 43.7  | 166              | 46.2  | 96                | 33.8  | 342               | 41.4  |
| Total               | 183               | 100.0 | 359              | 100.0 | 284               | 100.0 | 846               | 100.0 |

Correlations between some demographic variables of RH, RF, and NP and factors motivating for RHG and RFG are shown in Table 2. There were found statistically meaningful positive correlations between demographic variables of RH and RF and factors motivating people for participation ( $p < 0.05$  and/or  $p < 0.01$ ). Age of RH was correlated with N15, N19, and N20 negatively which means younger RH participate in RHG for the factors “to be happy”, “to make exercise” and “to be called as a good hunter/fisher”, and age of RF was correlated with N10, and N18 positively, but with N11, and N16 negatively, which means if age of RF decreases, participation in RFG for the factors, “to develop skills”, “to get away from crowd and routine” increase, and as age of RF increases, participation in RFG for the factor “to affect health positively” and “to get away from responsibilities” increase, too.

Variable “education” of RH and RF was correlated with N1, N4, N11, and N17 positively which means as education level increases RH and RF participate in RHG and RFG for the factors “relaxation”, “challenge or sport”, “to develop skills”, and “to get away from family”. Besides common correlations of RH and RF, education of RH was correlated with N8 negatively, and N15 positively which means that as education level increases, RH participate in RHG for the factor “to give away” less, but for the factor “to be happy” more; and education of RF was correlated with N6, and N9 negatively which means that as education level of RF increases participation in RFG for the factors “to be with friends” and “for fries and socials” decreases.

Variables marital status, age, education, and monthly income were correlated with each other and statistically meaningful positive correlations between monthly income, education, and age of both RH and RF were found ( $p < 0.05$  and/or  $p < 0.01$ ). As income of RH was correlated with N8, N9, N12 negatively, income of RF was correlated with N6, and N14 negatively, but with N4 positively which means as monthly income of RH and RF increases, RH’s participation for the factors “to give away”, “for fries and socials”, “to enter into a new society” and participation of RF “to be with friends” and “o get rid of loneliness” decrease, but participation of RF for the factor “challenge or sport” increases. LS was correlated with monthly income of RH and RF and age of RF positively which means as monthly income of RH and RF increases, PR’s LS level increases, too, and older RF have higher LS.

**Table 2:** Correlations between Some Demographic Variables of RH, RF, and Factors Motivating for RHG and

## RFG

|  |   | RH       |           |          | RF       |           |          |
|--|---|----------|-----------|----------|----------|-----------|----------|
|  |   | Age      | Education | Income   | Age      | Education | Income   |
| N1: Relaxation                             | P | -0.17    | 0.158*    | 0.019    | -0.040   | 0.184**   | 0.018    |
| N2: To be outdoors                         | P | -0.051   | 0.145     | 0.120    | -0.043   | 0.063     | 0.005    |
| N3: To get away from demand                | P | -0.001   | 0.023     | -0.034   | -0.090   | -0.042    | -0.032   |
| N4: Challenge or sport                     | P | -0.064   | 0.279**   | 0.132    | 0.049    | 0.143**   | 0.115*   |
| N5: Commune with nature                    | P | -0.111   | -0.026    | 0.003    | -0.086   | 0.055     | -0.012   |
| N6: To be with friends                     | P | -0.070   | -0.130    | -0.053   | 0.033    | -0.118*   | -0.067   |
| N7: To eat                                 | P | -0.055   | 0.101     | 0.023    | -0.067   | 0.075     | -0.162** |
| N8: To give away                           | P | -0.017   | -0.184*   | -0.199** | -0.035   | 0.040     | -0.005   |
| N9: For fries or socials                   | P | -0.010   | -0.114    | -0.237** | 0.028    | -0.142**  | -0.096   |
| N10: To affect health positively           | P | 0.038    | 0.023     | -0.017   | 0.141**  | 0.071     | 0.056    |
| N11: To develop skills                     | P | -0.145   | 0.211**   | -0.080   | -0.120*  | 0.126*    | -0.038   |
| N12: To enter into a new society           | P | -0.023   | -0.069    | -0.208** | -0.028   | -0.011    | -0.091   |
| N13: To meet new people                    | P | 0.072    | -0.073    | -0.118   | 0.050    | -0.087    | -0.085   |
| N14: To get rid of loneliness              | P | -0.077   | 0.072     | -0.069   | -0.008   | -0.047    | -0.107*  |
| N15: To be happy                           | P | -0.168*  | 0.154*    | -0.111   | -0.101   | 0.098     | 0.032    |
| N16: To get away from crowd and routine    | P | -0.122   | 0.101     | -0.107   | -0.152** | 0.087     | -0.018   |
| N17: To get away from family               | P | -0.131   | 0.194**   | -0.054   | -0.071   | 0.202**   | 0.010    |
| N18: To get away from responsibilities     | P | -0.106   | -0.026    | -0.108   | -0.177** | 0.085     | 0.055    |
| N19: To make exercise                      | P | -0.151*  | 0.117     | 0.006    | -0.026   | 0.083     | -0.006   |
| N20: To be called as a good hunter/ fisher | P | -0.210** | 0.097     | -0.062   | 0.001    | -0.023    | -0.014   |
| LS   | P | 0.066    | 0.083     | 0.259**  | 0.109*   | 0.008     | 0.131*   |
| Age  | P | 1        | -0.086    | 0.207**  | 1        | -0.080    | 0.280**  |
| Education                                  | P | -0.086   | 1         | 0.473**  | -0.080   | 1         | 0.316**  |
| Monthly Income                             | P | 0.207**  | 0.473**   | 1        | 0.280**  | 0.316**   | 1        |

\*: The mean difference is significant at the 0.05 level, \*\*: The mean difference is significant at the 0.01 level.

Differences between RH and RF in relation to the factors motivating for RHG and RFG regarding the demographic variables are demonstrated in Table 3. The weakest factors motivating people for participation in these activities are “challenge or sport”, “to get away from family” and “to get away from responsibilities”. There were found statistically meaningful differences between RH and RF in relation to the factors N2, N6, N8, N11, and N20 ( $p < 0.05$ ).

Furthermore, it was found statistically meaningful differences between RH and RF who are in the same demographic classes in relation to the factors motivating people for participation. It was found statistically meaningful differences ( $p < 0.05$ ) as following: between married RH and RF in relation to the factors N7; between single RH and RF in relation to the factor N6; between 15-24 year aged RH and RF in relation to the factor N10; between 25-44 years aged RH and RF in relation to the factors N8, N11, and N13; between RH and RF whose education level is high school and lower in relation to the factor N11; between high educated RH and RF in relation to the factors N2, N19, and N20; between RH and RF whose monthly income is 800€ and less in relation to the factor N20; between RH and RF whose monthly income is 801€ and more in relation to the factors N2, N8, N11, N15, and N18. Additionally there were found statistically meaningful differences between almost all demographic variables of PR and NP except 15-24 years aged PR and NP in relation to the LS (LS b) ( $p < 0.05$ ). On the other hand, there weren't found any statistically meaningful differences between RH and RF from the same demographic classes in relation to LS (LS b) ( $p < 0.05$ ).

Table 3: Factors Motivating for RHG and RFG and Differences between RH, RF, and NP in relation to the Factors regarding Some Demographic Variables

|     |    | Total   | Married | Single | 15-24 years | 25-44 years | Over 45 year | High school and below | University and over | 0-800 € | 801 € and more |
|-----|----|---------|---------|--------|-------------|-------------|--------------|-----------------------|---------------------|---------|----------------|
| N1  | RH | 3.87    | 3.93    | 3.84   | 3.76        | 3.93        | 3.77         | 3.63                  | 4.02                | 3.85    | 3.90           |
|     | RF | 3.94    | 4.02    | 3.91   | 3.94        | 3.97        | 3.81         | 3.65                  | 4.09                | 3.92    | 3.96           |
|     | t  | -0.639  | -0.474  | -0.516 | -0.448      | -0.336      | -0.138       | -0.092                | -0.637              | -0.458  | -0.431         |
| N2  | RH | 4.32    | 4.45    | 4.23   | 4.43        | 4.32        | 4.25         | 4.13                  | 4.43                | 4.21    | 4.45           |
|     | RF | 4.10    | 4.29    | 4.01   | 4.28        | 4.09        | 4.06         | 4.01                  | 4.15                | 4.10    | 4.11           |
|     | t  | 2.240*  | 1.119   | 1.750  | 0.641       | 1.887       | 1.047        | 0.711                 | 2.442*              | 0.848   | 2.586*         |
| N3  | RH | 4.18    | 4.27    | 4.13   | 3.95        | 4.26        | 4.07         | 4.15                  | 4.20                | 4.21    | 4.14           |
|     | RF | 4.19    | 4.28    | 4.15   | 4.44        | 4.19        | 4.06         | 4.25                  | 4.16                | 4.22    | 4.16           |
|     | t  | -0.125  | -0.053  | -0.227 | -1.963      | 0.628       | 0.019        | -0.627                | 0.338               | -0.071  | -0.137         |
| N4  | RH | 1.73    | 1.66    | 1.77   | 1.76        | 1.65        | 1.91         | 1.34                  | 1.96                | 1.60    | 1.89           |
|     | RF | 1.66    | 1.62    | 1.68   | 1.44        | 1.69        | 1.68         | 1.47                  | 1.76                | 1.56    | 1.78           |
|     | t  | 0.698   | 0.275   | 0.732  | 1.659       | -0.334      | 1.023        | -1.127                | 1.577               | 0.373   | 0.711          |
| N5  | RH | 4.62    | 4.80    | 4.51   | 4.86        | 4.61        | 4.55         | 4.65                  | 4.61                | 4.62    | 4.63           |
|     | RF | 4.64    | 4.69    | 4.61   | 4.78        | 4.64        | 4.55         | 4.59                  | 4.66                | 4.64    | 4.63           |
|     | t  | -0.198  | 1.257   | -1.242 | 0.652       | -0.339      | -0.021       | 0.557                 | -0.716              | -0.270  | -0.015         |
| N6  | RH | 3.78    | 3.65    | 3.87   | 3.67        | 3.76        | 3.89         | 3.94                  | 3.69                | 3.83    | 3.73           |
|     | RF | 3.60    | 3.64    | 3.59   | 3.61        | 3.58        | 3.71         | 3.77                  | 3.52                | 3.67    | 3.53           |
|     | t  | 1.994*  | 0.065   | 2.552* | 0.232       | 1.658       | 0.918        | 1.110                 | 1.568               | 1.295   | 1.405          |
| N7  | RH | 2.95    | 2.76    | 3.06   | 3.00        | 2.98        | 2.82         | 2.79                  | 3.03                | 2.92    | 2.98           |
|     | RF | 3.08    | 3.10    | 3.06   | 3.17        | 3.10        | 2.90         | 2.96                  | 3.14                | 3.24    | 2.88           |
|     | t  | -1.264  | -2.284* | 0.006  | -0.643      | -0.944      | -0.372       | -0.889                | -0.829              | -2.356  | 0.621          |
| N8  | RH | 2.26    | 2.14    | 2.33   | 2.05        | 2.31        | 2.20         | 2.53                  | 2.10                | 2.46    | 2.00           |
|     | RF | 2.49    | 2.52    | 2.47   | 2.33        | 2.56        | 2.29         | 2.43                  | 2.52                | 2.49    | 2.48           |
|     | t  | -2.376* | -2.417* | -1.151 | -1.005      | -2.011*     | -0.427       | 0.575                 | -3.623              | -0.273  | -3.395*        |
| N9  | RH | 2.22    | 2.08    | 2.31   | 2.52        | 2.13        | 2.34         | 2.38                  | 2.13                | 2.45    | 1.94           |
|     | RF | 2.27    | 2.34    | 2.23   | 2.28        | 2.28        | 2.19         | 2.46                  | 2.17                | 2.35    | 2.17           |
|     | t  | -0.480  | -1.638  | 0.749  | 0.935       | -1.400      | 0.772        | -0.459                | -0.338              | 0.755   | -1.822         |
| N10 | RH | 4.04    | 3.96    | 4.10   | 4.10        | 3.99        | 4.16         | 4.01                  | 4.06                | 4.06    | 4.03           |
|     | RF | 4.00    | 3.90    | 4.05   | 3.56        | 4.02        | 4.16         | 3.90                  | 4.05                | 3.95    | 4.06           |
|     | t  | 0.485   | -1.031* | 0.419  | 2.231*      | -0.278      | -0.012       | 0.662                 | 0.096               | 0.852   | -0.285         |
| N11 | RH | 3.42    | 3.52    | 3.35   | 4.05        | 3.34        | 3.32         | 3.10                  | 3.60                | 3.50    | 3.31           |
|     | RF | 3.66    | 3.81    | 3.59   | 3.89        | 3.69        | 3.39         | 3.46                  | 3.76                | 3.70    | 3.61           |
|     | t  | -2.380* | -1.731  | -1.842 | 0.581       | -2.838*     | -0.297       | -1.978*               | -1.336              | -1.465  | -1.979*        |
| N12 | RH | 2.69    | 2.77    | 2.63   | 3.19        | 2.53        | 2.86         | 2.79                  | 2.63                | 2.90    | 2.41           |
|     | RF | 2.60    | 2.79    | 2.51   | 3.17        | 2.47        | 2.84         | 2.62                  | 2.59                | 2.69    | 2.49           |
|     | t  | 0.849   | -0.100  | 1.016  | 0.066       | 0.565       | 0.110        | 0.990                 | 0.263               | 1.545   | -0.530         |
| N13 | RH | 2.90    | 2.85    | 2.93   | 3.05        | 2.77        | 3.16         | 3.00                  | 2.83                | 3.01    | 2.75           |
|     | RF | 2.76    | 2.72    | 2.78   | 2.89        | 2.69        | 3.00         | 2.89                  | 2.69                | 2.85    | 2.66           |
|     | t  | 1.338   | 0.690   | 1.214  | 0.490       | 0.694       | 0.706        | 0.616                 | 1.152               | 1.234   | 0.571          |
| N14 | RH | 2.25    | 2.49    | 2.09   | 2.48        | 2.24        | 2.16         | 2.15                  | 2.30                | 2.31    | 2.16           |
|     | RF | 2.13    | 2.28    | 2.07   | 2.61        | 2.01        | 2.39         | 2.20                  | 2.10                | 2.23    | 2.02           |
|     | t  | 1.245   | 1.284   | 0.227  | -0.479      | 2.031*      | -1.083       | -0.319                | 1.800               | 0.712   | 0.984          |
| N15 | RH | 4.04    | 4.45    | 3.78   | 4.57        | 4.00        | 3.89         | 3.84                  | 4.16                | 4.14    | 3.91           |
|     | RF | 4.20    | 4.38    | 4.11   | 4.61        | 4.15        | 4.16         | 4.07                  | 4.26                | 4.17    | 4.23           |
|     | t  | -1.856  | 0.612   | -2.951 | -0.220      | -1.358      | -1.644       | -1.505                | -1.052              | -0.307  | -2.428*        |
| N16 | RH | 3.88    | 4.11    | 3.73   | 4.43        | 3.81        | 3.82         | 3.74                  | 3.97                | 3.78    | 4.01           |
|     | RF | 3.92    | 3.98    | 3.90   | 4.17        | 3.97        | 3.58         | 3.80                  | 3.99                | 3.94    | 3.90           |
|     | t  | -0.459  | 0.819   | -1.330 | 1.063       | -1.404      | 1.114        | -0.362                | -0.221              | -1.229  | 0.740          |
| N17 | RH | 1.85    | 1.94    | 1.79   | 2.29        | 1.81        | 1.75         | 1.60                  | 1.99                | 1.89    | 1.79           |
|     | RF | 1.87    | 2.07    | 1.77   | 2.22        | 1.82        | 1.87         | 1.60                  | 2.01                | 1.86    | 1.88           |
|     | t  | -0.253  | -0.845  | 0.112  | 0.246       | -0.133      | -0.787       | 0.010                 | -0.151              | 0.279   | -0.707         |
| N18 | RH | 2.02    | 2.04    | 2.01   | 2.43        | 1.98        | 1.93         | 2.06                  | 2.00                | 2.13    | 1.89           |
|     | RF | 2.13    | 2.34    | 2.02   | 2.72        | 2.10        | 1.87         | 1.99                  | 2.19                | 2.07    | 2.19           |
|     | t  | -1.022  | -1.635  | -0.096 | -0.808      | -0.962      | 0.340        | 0.401                 | -1.563              | 0.428   | -2.003*        |
|     | RH | 4.09    | 4.30    | 3.96   | 4.62        | 4.04        | 3.98         | 3.94                  | 4.18                | 4.09    | 4.10           |

|        |    | Total  | Married | Single | 15-24 years | 25-44 years | Over 45 year | High school and below | University and over | 0-800 € | 801 € and more |
|--------|----|--------|---------|--------|-------------|-------------|--------------|-----------------------|---------------------|---------|----------------|
| N19    | RF | 4.10   | 4.14    | 4.09   | 4.17        | 4.10        | 4.06         | 3.99                  | 4.16                | 4.11    | 4.10           |
|        | t  | -0.114 | 1.139   | -1.060 | 1.886       | -0.551      | -0.464       | -0.312                | 2.407*              | -0.192  | 0.025          |
|        | RH | 2.45   | 2.55    | 2.38   | 3.33        | 2.36        | 2.25         | 2.29                  | 2.54                | 2.51    | 2.36           |
| N20    | RF | 2.22   | 2.29    | 2.19   | 2.28        | 2.21        | 2.26         | 2.26                  | 2.20                | 2.24    | 2.20           |
|        | t  | 2.075* | 1.439   | 1.421  | 3.512*      | 1.209       | -0.032       | 0.183                 | 2.407*              | 1.974*  | 0.924          |
|        | RH | 3.36   | 3.37    | 3.35   | 3.29        | 3.35        | 3.43         | 3.29                  | 3.40                | 3.21    | 3.56           |
| LS (a) | RF | 3.38   | 3.24    | 3.45   | 3.28        | 3.36        | 3.55         | 3.38                  | 3.39                | 3.30    | 3.48           |
|        | t  | -0.332 | 1.106   | -1.251 | 0.036       | -0.090      | -1.011       | -0.757                | 0.223               | -0.965  | 0.854          |
|        | PR | 3.38   | 3.29    | 3.42   | 3.28        | 3.36        | 3.50         | 3.35                  | 3.39                | 3.27    | 3.51           |
| LS (b) | NP | 2.98   | 3.08    | 2.94   | 3.02        | 2.93        | 3.02         | 2.62                  | 3.04                | 3.12    | 3.41           |
|        | t  | 6.295* | 2.017*  | 6.332* | 1.773       | 4.446*      | 4.275*       | 4.780*                | 5.099*              | 4.776*  | 3.330*         |

\*: The mean difference is significant at the 0.05 level.

## DISCUSSION

As a descriptive study which aims to compare the motivational factors for participating in RHG and RFG and the LS level of PR and NP of these activities with respect to some demographic variables in Turkey consists of totally 846 RH, RF, and NP.

RHG and RFG are important outdoor recreational activities. It is claimed that 4.5% of the population, 14% of males aged between 20 and 59 years are recreational hunters in New Zealand (Fraser and Sweetapple 1992), and it was reported by U.S. Department of the Interior, Fish and Wildlife Service and U.S. Department of Commerce, Bureau of the Census (US DIFW) (1996) totally 40 million United States (US) residents had gone hunting, or fishing in 1996. It was reported that each tenth individual of active male population in Turkey is hunter and the number of licensed RH increased from 1,153,417 (1990) to 2,071,752 (1997) which points out an 8% average increase for each year (Igiricik et al. 2005). As it was expressed, participation of female RH and RF in the survey was lacking. However we believe that there are female RH and RF. On the other hand, it was concluded by many researchers that (Floyd et al. 2006; Lee et al. 2001; Manning 1999; Wearing 1999; Henderson and Bialeschki 1991) gender has a strong effect on recreational motivation in favor of males, namely men are advantaged because of social and traditional behaviors and attitudes which lead men participate in leisure activities more active and easier in general. More specifically for RFG, Wilde et al.'s (1998) study showed that men have hegemony in RFG. It is stated that fishing is more likely to be favorite type of activities for males (Government of Alberta 1994). As 27% of US males older than 16 years old are RF, only 9% of females older than 16 years old were RF in 1996 according to the US DIFW (1996). Similar results were found for RHG. Results of Ay et al.'s (2005) and Igiricik et al.'s (2005) studies show very clearly the hegemony of male gender in RHG. However Pinker (2008) stated that, interests and hobbies of women are broader than men in fact, while men more often focus on a few specific areas as fishing. But regarding the amount of free time, it was concluded that women were slightly more constrained than men (Harrington and Dawson 1995; Jackson and Henderson 1995). Shaw and Henderson (2005) stated that time stress and a lack of time are major constraints on women's leisure. While a lack of time can be an intrapersonal constraint, empirical evidence suggested that time is also a structural constraint for women. As a result of lack of free time, women continue to shoulder the majority of household responsibilities regardless of employment outside home. Further, behaviors of women as caring/looking after others may lead women to prioritize others' leisure before their own (Kindal et al. 2007; Herridge et al. 2003).

Most of the participants of current study are single RH and RF which may be caused that single people have less responsibility than married ones and relating to the variable marital status, it was found statistically meaningful differences between married and single RH and RF in relation to some motivational factors as N6, N7, N8, and N10. According to the results, married RH and RF participate in activities to get away from demand, "to get rid of loneliness", "to be happy", and "to get away from crowd and routine". On the other hand, single RH and RF prefer these activities "to be with friends", "to affect their health positively", and "to meet new people". Even in literature the relationship between marital status of RH and/or RF and the motivational factors hasn't been studied specifically, it can be thought that having meaningful and satisfying marriage can motivate people to participate in outdoor activities and can help building relations (Ardahan and Yerlisu Lapa 2010; Hicks and Platt 1970; Laws 1971). The results which were reached in the current study are supporting this conclusion as single RH and RF prefer participating in RHG and RFG "to be with friends", and "to meet new people", married RH and RF prefer these activities "to get away from demand", "to get rid of loneliness", "to be happy", and "to get away from crowd and routine". According to these

findings it can be claimed that RH and RF creates a runaway opportunity for married RH and RF. Similar findings were found in studies on outdoor recreation participation and LS by Ardahan (2011; 2012).

According to the findings, RH was mean aged  $M_{age}=35.96$  years, and RF was mean aged  $M_{age}=35.90$  years. Loomis and Ditton's (1987) study showed that tournament anglers  $M_{age}=38.9$  were younger than salt water sport fishermen  $M_{age}=47.0$ . Wilde et al. (1998) found that tournament anglers were mean aged  $M_{age}=39.9$  years and non-tournament anglers were mean aged  $M_{age}=42.9$  years which are similar to Loomis and Ditton's (1987) study. Burger (2002) found in her study that recreational fishers from different ethnic groups were mean aged between 40 and 47 years. US DIFW (1996) found that 27% of RH was aged between 35 and 44 years, 20% between 25 and 34, and 20% between 45-54 years. In the same study 27% of RF was aged between 35 and 44 years and 20% were aged between 25 and 34 years. On the other hand, studies which were made in Turkey presented different results. While Igircik et al. (2005) found that 44.1% of RH was aged between 35 and 49 years and 24% between 50 and 59 years, Ay et al., (2005) found that 47% of RH was aged between 41 and 50 years and 24.5% between 50 and 59 years. Safak (2009) found that 39.6% of RH was aged between 35-49 and 34.4% between 50 and 59 years. In current study it was found that 64.5% of RH was aged between 25 and 44 years, and 72.7 of RF were aged between 25 and 44 years. According to the results the majority of RH and RF are aged very close to each other. Compared to results of other studies, it can be stated that recreational fishers in Turkey are younger than the ones in the other countries, but RH in Turkey are aged similarly as the others. Ardahan and Yerlisu Lapa (2011) stated that age affects strongly the recreational preferences of an individual. According to Kelly (1983) as an individual gets older, his/her active participation in recreational activities decreases. Recreational fishing, especially angling, can be accepted as one of the activities in which participant doesn't need much strength and can be undertaken by elderly people. It is stated that as age increases, interest in recreational fishing increases, too (Government of Alberta 1994). In current study, age of RH and RF was correlated with the factors motivating for RHG and RFG. It was found that as people getting older, they go for fishing more for N10 which shows that people pay more attention on their health which was also stated by Ardahan (2012). But RF participate in RFG less for N11, N16, and N18. As age of RH increases, their participation for the factors N15, N19, and N20 decreases. On the other hand, statistically meaningful differences between RH and RF in relation to age classes were only found for the factors N11, and N21 (15-24 age class); N8, N12, and N15 (25-44 age class). Ardahan (2012) stated that 55 years and below individuals' participation in outdoor activities are statistically positive correlated with health related factors, but as age increases, challenge or sport and socialization/entertainment expectation decreases. But in current study, N4 was not correlated either with the age of RH or RF.

Related to educational level of RH it was found different results by researchers. Vast majority of RH was in high school and below education class in Safak's (2009) study. Ay et al. (2005) found that 16.2% of RH was in university and more education class. On the other hand, US DIFW (1996) stated that 44% of RH in US was in university and more education class. According to the current study, it was found that 62.8% of RH and 65.7% of RF are in university and more education class. According to the results of current study it can be claimed that educational level of both RH and RF are higher than general educational level of Turkish citizens, according to the education level data in 2011 which was presented by Turkish Statistical Institute (TUIK 2012), 9.6% of population had higher education. There were found differences between the current study and studies of Ay et al. (2005) and Safak (2009). It may be because of the choice of method. Because as they used interview techniques for the surveys, but for the current study it was chosen online survey application which needs internet connection and internet usage habit. On the other hand, the results are similar to the results of US DIFW (1996).

A positive correlation between educational level and participating in outdoor activities was claimed by different studies on outdoor recreation (White 1975; Bultena and Field 1980; Kelly 1983; Lucas 1990; Burger 2002). Namely, people who have higher educational level tend to participate in outdoor activities. Furthermore it was found statistically meaningful common correlations between RH's and RF's education level which are N1, N4, N11, and N17. Namely, as educational level of both RH and RF increases, participation for factors "relaxation", "challenge or sport", "to develop skills", "to be happy", and "to get away from crowd and routine" increase, too. In contrast, participation for the factors "to eat", "to give away" decrease. On the other hand, statistically meaningful differences between RH and RF from same education classes were found only in relation to N11 (High school and below education class), for the factors N2, N19, and N20 (University and over education class). These findings can be accepted as there are not many differences between RH and RF in relation to the factors regarding the educational level. However there are statistically common correlations between education and the factors of RH and RF.

Lee et al.'s (2001), Solop et al.'s (2001), and Scott and Munson's (1994) state that as income of individuals increase, their participation in outdoor activities increases, too. Individual's educational level affects his/her income and in the current study, education and monthly income were correlated positively with each other. The positive correlations between education and monthly income of both RH and RF points out that if educational level increases, monthly income increases, too. On the other hand, to become more income people need to work more which causes

time pressure and time stress. This statement is supported by the findings of current study as it was found high mean values for the motivational factors as N1, N1, N3, N5, N11, N17, and N20 both for RH and RF. According to the findings discussed above, RH and RF who have high educational level would like to relax and get away from crowd and routine. Aslan (1993) and Sagcan (1986) stated that as industrialization and urbanization increases, demand to outdoor recreation of people increases, and desire to get away from routine of life and to cope with depression are very important factors affecting participation in leisure activities for the people who live in urban areas (Sagcan, 1986). Aslan (1993) and Sagcan (1986) statements support the findings of the current study.

It is expected that people who participate in outdoor activities, in particular RH and RF have higher LS level than others who don't participate. According to the results of this study, this hypothesis was proved as it was found statistically significant differences between the LS level of PR and NP in relation to all demographic variables except age class 15-24 years. On the other hand, to claim that participation in outdoor activities, in particular RH, or RF is the only determinant for high LS level is not correct. Dagdelen (2008), Otacioglu (2008), and Schmitter (2003) stated that LS is affected by many other factors. On the other hand, it wasn't found any statically meaningful differences between the LS level of RH and RF in relation to none of demographic variables.

Variable monthly income of both RH and RF was correlated with LS positively. Namely RH and RF with higher income have higher LS level. The highest LS level was measured for RH and RF with 801 € and more monthly income.

As a result of this study, it can be stated that both RH and RF have similar motivational factors for participation in RHG and RFG. Furthermore, RH and RF have very close LS levels and there is not statistically meaningful difference between them. On the other hand, participating in RHG and RFG increases the LS level, so it was found statistically meaningful difference between PR and NP in relation to LS level. For that reason, people should be encouraged to participate in RHG and RFG particularly as well as outdoor activities.

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# Examinations of the Reasons for Participation of Children between the Ages of 9-16 to Summer Sports Schools (Instance of Malatya Province)

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## ABSTRACT

The aim of this study is to determine the reasons for participation of children between the ages of 9-16 to summer sports schools in Province of Malatya. "General survey model" which is one of the descriptive survey models has been used in this study. Population of the study has been constituted by students between the ages of 9-16 who participated in summer sports school in Province of Malatya in 2012 summer season; the sampling has been constituted by 240 participants selected randomly and casually among different age groups. Cronbach's Alpha reliability coefficient of the survey used in the study was recounted and determined as 0,76. Statistical package has been used in analysing of the survey data and in the course of data analysing; frequency (f), percentage distribution (%), arithmetical mean ( $\bar{x}$ ), and F tests have been used. In consequence of the survey, it has been determined that the participation status of children, in sampling, to summer sports school; sub-scale scores ( $\bar{x}=2,07$ ) for physical fitness which is one of the sub-dimensions of used survey and sub-scale scores ( $\bar{x}=1,96$ ) for entertainment status were in lower medium level. In this circumstance, it may be said that the children participating in survey generally participated in summer schools because they believe that it will improve their physical fitness and they want to make their free time more fun. It may also be concluded that there is a significant difference between the participation levels to summer sports school and entertainment sub-dimension taken place at lower medium level in regard to age variable of participants, whereas there is no significant difference between them in regard to physical fitness lower limit.

**Keywords:** *Summer Sports School, Child, Physical Fitness, Entertainment*

## INTRODUCTION

The reasons why people get involved in sports may vary from person to person and it may affect the duration of person's remaining in activity. When you direct someone to the question of "Why do you sport", you may be given many reasons concerning this issue. At the point of providing continuity of people in sports activity, determination of the reasons for involving in sports plays an essential role (Kazak, 2007).

Today, summer sports schools have become an important activity because of the fact that the most of children living in city reside in apartment blocks; being picked by school bus services instead of going by foot; being addicted to

TV and Computer; getting ill-tempered after receiving wrong reactions from their parents as a result of their tendency towards bad habits and negative effects of all these factors on relationship between students and families (Selçuk, 2010).

Children, by their nature, need to play games and in order for meeting this need children requires play grounds, the narrowing (in fact vanishing) of playgrounds in parallel with booming urbanizations has increased the importance of the summer sports school prioritizing the game as an essential instrument (Selçuk, 2010). It has been stated that the physical education activities being performed in summer sports school have improved the children's physical, mental development as well as their thinking. Game along with gymnastic and sportive activities provides a solid body, strong-thought and healthy mind for children (Arslan, 1979). Tamer (1987), in his research, has stated that the physical movements must be converted to life experience in line with a planned development.

Children may find a way out by explaining their emotional problems and also may be interested in surroundings and friends by getting rid of egocentrism. Thus, they may acquire sense of aesthetic by improving self-confidence as well as having a strong liking and happiness. They may learn and implement proper social skills such as socialization, respecting rights and freedoms of others, protecting their rights and freedoms, cooperation, sharing, solidarity, collaborating, and etiquettes (Atlı, 1986). It has been stated that the sports events, whether for the purpose of performance or make use of free time, would make contribution, to a certain extent, to development of personality and formation of individuality (İkizler 2000). It has been also stated that the person, who takes pleasure from competence motivation in success domains such as sports, tended towards mastery attempt and his/her perception of success in this mastery attempt enhance the positive and negative sense of feelings (Cox, 1998).

Children may have knowledge about them self and others, and may find out their capacity and limits and their differences with adults by means of sport activities thought in summer sports schools. Most of all, children may develop habits likes of organizing and inspecting their life. In this context, in order for children to be responsible and productive members as well as good citizens of future, family and educational institutions, in cooperation, must create well organized and game environment for children (Öztürk, 1998).

In today's technological age, It may be said that further studies on this issue must be carried out by the scientist working in the field of sports event such as notably physiology, psychology, sociology, philosophy, science, biomechanics and training all of which known as providing benefit to society in many ways (Koç, 1994). Nowadays, it is also observed that the importance of movement has been emphasised by specialist. It has been stated that the causes of most of the death in world today arises from cardiovascular diseases. It may be thought that person with sports habit gets over these problems with the least damage. In this sense, in this study; we will try to find answers to the questions in direction of determining the underlying reasons for participation of children, aged between 9 and 16, to summer sports schools, by taking some variables into consideration.

## METHODS AND METHODOLOGY

"General survey model" which is one of the descriptive survey models has been used in this study carried out in an attempt to determine the underlying reasons for the participation of children between the ages of 9-16 to the summer sports school in Malatya.

Population of the study has been constituted by students between the ages of 9-16 who participated in summer sports school in Province of Malatya in 2012 summer season; the sampling has been constituted by 240 participants selected randomly and casually among different age groups. The scale used in order to determine the research data was "Participation Motivation Questionnaire" developed by Gill, Gross and Huddleston (1983) to determine the underlying reasons for youths' participation in sports which adapted as "Katılım Motivasyonu Envanteri" to Turkish by Oyar,Aşçı, Çelebi and Mülazimoğlu (2001).

Cronbach's Alpha value has been determined as 0,76 by exercising validity and reliability of the scale used in the research. As Cronbach's Alpha value is above 0,70, it indicates the reliability of the survey (Arseven, 2001). Reliability is the characteristic for consistently and accurately displaying or explaining a thing wanted to be measured or described by a measurement or a scientific explanation (Gökçe, 1999). Statistical package has been used in analysing of the survey data and for data analysing; frequency (f), percentage distribution (%), arithmetical mean (x), and F tests have been used.

## FINDINGS

In this section, data obtained from children between the ages of 9-16 and the statistical data related to these findings will take place:

**Table 1.** Demographic information of the children taken part in the research

|     |              |            |            |
|-----|--------------|------------|------------|
| Sex | Female       | 84         | 35,0       |
|     | Male         | 156        | 65,0       |
|     | <b>Total</b> | <b>240</b> | <b>100</b> |
| Age | 7-9          | 34         | 14,2       |
|     | 10-12        | 119        | 49,6       |
|     | 13-16        | 87         | 36,3       |
|     | <b>Total</b> | <b>240</b> | <b>100</b> |

It has been determined that 65% (f=156) of the children taken part in the research were male and 35% (f=84) of the children taken part in the research were female. Considering the age groups, it has been determined that 49,9% (f=119) of them were between the ages of 10-12, and 36,3% (f=87) of them were between the ages of 13-16.

**Table 2.** General arithmetical mean of answer scores of the questions addressed to the children taken part in the research

| Question Addressed                                     | X    | Ss   |
|--|------|------|
| I want to consume my energy                            | 2,27 | 0,81 |
| I would like to exercise                               | 2,19 | 0,90 |
| I like travelling                                      | 2,04 | 0,80 |
| I would like to relive my stress                       | 2,09 | 0,93 |
| I like entertainment                                   | 2,01 | 0,86 |
| I would like to be physically healthy                  | 1,97 | 0,95 |
| I like excitement                                      | 1,96 | 0,83 |
| I would like to be popular                             | 1,88 | 0,78 |
| I like challenging                                     | 1,87 | 0,77 |
| I would like to keep fit                               | 1,81 | 0,90 |
| I like going out                                       | 1,81 | 0,76 |
| My family and my friends want me to play               | 1,51 | 0,73 |
| I would like to be with my friends                     | 1,37 | 0,61 |
| I would like to meet new friends                       | 1,30 | 0,55 |
| I like competing                                       | 1,26 | 0,79 |
| I would like to gain status and prestige               | 1,25 | 0,78 |
| I like team spirit                                     | 1,22 | 0,49 |
| I like leaders, trainers and instructors               | 1,22 | 0,47 |
| I like teamwork  | 1,17 | 0,45 |
| I like to cope with things                             | 1,16 | 0,45 |
| I like movement  | 1,16 | 0,45 |
| I like winning   | 1,15 | 0,41 |
| I like winning awards                                  | 1,14 | 0,41 |
| I like feeling of being important                      | 1,14 | 0,38 |
| I would like get promoted in my branch                 | 1,12 | 0,45 |
| I like to be in a team                                 | 1,11 | 0,39 |
| I would like to gain new skills                        | 1,06 | 0,29 |
| I would like to do things in a subject I am good at it | 1,06 | 0,29 |
| I would like to improve my skills                      | 1,05 | 0,65 |

\*Table-2 General Arithmetical Mean has been listed top-down.

\*General Arithmetical Mean has been determined as ( $\bar{X}=1,49$ ).

Considering the general arithmetical mean of children's reasons for participating in summer sports schools, it has been determined that it is at "low-level" with points of  $\bar{X}=1,49$ . Examining survey articles by one by, it has been observed that the average mean obtained from the articles varies between "low-level" ( $\bar{X}=1,05$ ) and "lower medium level" ( $\bar{X}=2,27$ ).

It has been also observed that the participation behaviours of the participants described such as "I want to

consume my energy", "I like travelling", "I would like to relive my stress", "I like entertainment", "I would like to be physically healthy", "I like excitement", "I would like to be popular", "I like challenging", "I would like to keep fit", "I like going out" have remained at "lower medium level" with the points varying between ( $x= 2,27$ ) and ( $x= 1,81$ ) with reference to survey scoring.

**Table 3.** Analysis of significance among physical fitness sub-dimensions in regard to age groups of children taken place in the research

| Age          | N          | X    | Ss  | Variance Source | Sum of Squares | Sd  | Average of Squares | F      | p   |
|--------------|------------|------|-----|-----------------|----------------|-----|--------------------|--------|-----|
| 7-9          | 34         | 2,22 | ,51 | Inter-groups    | ,967           | 2   | ,483               |        |     |
| 10-12        | 119        | 2,05 | ,47 | Intra-groups    | 51,857         | 237 | ,219               | 2,2087 | ,11 |
| 13-16        | 87         | 2,02 | ,44 | Total           | 52,824         | 239 |                    |        |     |
| <b>Total</b> | <b>240</b> |      |     |                 |                |     |                    |        |     |

No significant statistical differences [ $F = 2,2087$ ,  $p>.05$ ] among participation reasons of the children participated in summer sports school has been determined in reference to age variable of children taken place in research. Considering the arithmetical means in regard to age groups, it has been determined that the children between the ages of 7-9 with  $x=2,22$  have attached great importance to their physical development in lower medium level.

**Table 4.** Analysis of significance among entertainment sub-dimensions in regard to age groups of children taken place in the research

| Age          | N          | X    | Ss  | Variance Source | Sum of Squares | Sd  | Average of Squares | F     | p            |
|--------------|------------|------|-----|-----------------|----------------|-----|--------------------|-------|--------------|
| 7-9          | 34         | 1,83 | ,43 | Inter-groups    | 1,401          | 2   | ,701               | 4,003 | ,02          |
| 10-12        | 119        | 1,93 | ,41 | Intra-groups    | 41,473         | 237 | ,175               |       |              |
| 13-16        | 87         | 2,05 | ,41 | Total           | 42,874         | 239 |                    |       | Significance |
| <b>Total</b> | <b>240</b> |      |     |                 |                |     |                    |       | <b>3-1</b>   |

A significant statistical difference [ $F = 4,003$ ,  $p<.05$ ] among participation reasons of the children participated in summer sports school has been determined in reference to age variable of children taken place in research. As a result of Scheffe test carried out to find the source of difference, it has been concluded that the reason of 13-16 age group's ( $x=2,05$ ) participation to the summer school was for more entertainment, in comparison to 7-9 age group ( $x=1,83$ ).

## DISCUSSION AND RESULT

It has been found out that the children taken place in this study carried out in order to determine the participation reasons of children between the ages of 9-16 to summer sports schools in Province of Malatya mostly consisted of males ( $f=156$ ) among 10-12 age group ( $f=119$ ) (Table-1). In a similar study performed by Kazak (2007), it has been observed that in comparison to females, males provided more participation, and the participants' age group generally were 12.

Considering the general arithmetical mean of participants' participation reasons to summer sports school, it has been determined that it was at "low level" with  $\bar{x}=1,49$  points. Examining survey articles by one by, it has been observed that the average mean obtained from the articles varies between "low-level" ( $\bar{x}=1,05$ ) and "lower medium level" ( $\bar{x}=2,27$ ) (Table-2).

It has been also observed that the participation behaviours of the participants described such as "I want to consume my energy", "I like travelling", "I would like to relive my stress", "I like entertainment", "I would like to be physically healthy", "I like excitement", "I would like to be popular", "I like challenging", "I would like to keep fit", "I

like going out” have remained at “lower medium level” with the points varying between ( $x= 2,27$ ) and ( $x= 1,81$ ) with reference to survey scoring.

No significant statistical differences [ $F = 2,2087$ ,  $p>.05$ ] among participation reasons of the children participated in summer sports school has been determined in reference to age variable of children taken place in research (Table-3). Considering the arithmetical means in regard to age groups, it has been determined that the children between the ages of 7-9 with  $x=2,22$  have attached great importance to their physical development in lower medium level. In another study carried out by contrast this, it has been stated that age groups of 12 and above had performed their sports activities more caringly in summer sports schools (Kazak, 2007). It is related with changes and equilibrium process in function of physical development, physical structure of individual, nervous and muscular systems (Hickson and Rosenkdetter, 1981). In this case, it may be stated that physical appearances in activities can come into prominence with increasing age and entering puberty.

A significant statistical difference [ $F = 4,003$ ,  $p<.05$ ] among participation reasons of the children participated in summer sports school has been determined in reference to age variable of children taken place in research (Tablo-4). As a result of Scheffe test carried out to find the source of difference, it has been concluded that the reason of 13-16 age group's ( $x=2,05$ ) participation to the summer school was for more entertainment, in comparison to 7-9 age group ( $x=1,83$ ). In support of our finding, Toros (2001), in his research, has come to conclusion that main participation reasons of the individuals decided to take place in physical activity were delight and pleasure. In another research carried out on this issue, it has been determined that a significance dimension was absent between age and entertainment sub-dimension (Kazak, 2007).

As a consequence, it has been determined that the physical subscale points ( $x=2,07$ ) and entertainment subscale points ( $x=1,96$ ) for summer sports schools participation status of children in the sampling were at lower medium level. In this case, it can be said that children in this study participated to summer sports school because they wanted to improve their physical developments and make their free time more fun. It has been concluded that there is a significant difference between the participation levels to summer sports school and entertainment sub-dimension taken place at lower medium level in regard to age variable of participants, whereas there is no significant difference between them in regard to physical fitness lower limit.

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# Investigating Free Time Motivation Scores of Physical Education and Faculty of Education Students According To Different Variables

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## ABSTRACT

The aim of the study is to survey and compare the reasons how university students, going to Physical Education and Sports Faculty and College of Education, assess their leisure time, which activities they participate in and the factors that motivates them. For this purpose "Free Time Motivation Scale", developed by Pelletier and its Turkish version, validity and reliability practiced by Mutlu and friends, was used. Turkish version of scale is consisted of 22 questions and five factor structures. 245 students from Dumlupınar University Physical Education and Sports Faculty and College of Education revised the study. During the evaluation of data, in addition to descriptive statistic methods such as frequency (f), and percentage (%) Independent Samples t-tests and ANOVA used to determine whether a significant difference has emerged between age, gender and school division of the participants. As a result significant differences have emerged on the free time motivation scores of the participants according to gender, age and school division variables.

**Keywords:** *Time, Free Time, Motivation*

## INTRODUCTION

As a definition, time is "a continuous process in which events come today from past and follow each other through future" (Akataş, 2003). With another definition, time is "the cosmic process in which there is existence and which surrounds the movement and existence" (Kır, 2007). Then it is possible to clarify the time as "a kind of sensation that is too hard to define and that is perceived in consequence of several events by our sense organs" (Başak, Uzun & Arslan, 2008). And according to some researchers, in order to be able to make a definition for the time concept, it should be divided into parts (Karaküçük, 2005). These are;

- Time of existence
- The time that is spent for compulsory jobs
- Free time (Karaküçük, 2005; Karaküçük, Gürbüz, 2007).

Free time concept has an universal definition, however, free time is typically defined as "the time period in which activities that are done for gaining pleasure with free will are fulfilled" (Kindal, Shores & Stephanie, 2010). And according to several scientists, free time is defined as "a time period in which we fulfill activities, both the ones we wish or suggested ones, with our own wish and without any physical earning" (Sındık, Puljic, 2010). So, free time is a time period in which person escapes from all difficulties and connections both for him/herself and other people and s/he will get busy with and activity that s/he will select willingly (Güngörmüş, Yetim & Çalık, 2006). So, free time

concept includes the time period in which person doesn't work (Balci, İlhan, 2006).

Sport, free time and recreation are the elements of society that are used as intensively in all areas (Forsyth, 2005). Throughout the history, while working times damaged people, free times allowed people to make something for themselves, refresh themselves and start to the life again and again (Çınar, Sanioğlu, 2004). Thus, to utilize the time as the best must be an important job for today (Özdağ et. al., 2009).

There are several factors that influence the participation of people to free time activities (Demir, Demir, 2006). Among these factors, "free time motivation" has been one of the principal matters of investigations that are conducted about free time (Manfredo, Driver, 1996).

Motivation comes from a Latino word that means "to move". Consequently, motivation can be considered as a trigger (Deniz, Aşaroglu & Fidan, 2006). So, motivation is to activate and to put into motion the inner energy in order to direct it through certain targets (Karaköse, Kocabaş, 2006). With its broadest meaning, motivation can be defines as various inner and outer factors that encourages the organism to the behavior, determines the continuity, gives direction and aim to the behavior and as mechanisms that supply them to work (Aktaş et. al., 2006). People acts with different reasons. The basis of these reasons is the inner motivation that the activity is enjoyable, interesting and enthusiastic. And the other reasons are outer motivation (Gencay, Gencay, 2007). In the inner motivation, individuals act with interest and curiosity by having inner pleasure, however, in outer motivation, individuals act with the aim of gaining some privileged consequences (Mutlu et. al., 2011).

In literature, several investigations are conducted in order to determine the factors that motivate individuals to participate to free time activities.

While Manfredo and Driver (1996) investigate the free time motivation of individuals, Alexandris and Carrol (1997) investigate the relationship of sports activities with motivation and being unmotivated. And, Baldwin and Calwell (2003) investigate the free time motivation of young people in their research. In their research that they conducted on sport men who play in regional ping pong league, Sindik and Puljic (2010) investigated the way of these players to utilize free time and the reasons that motivate them for this.

And when we look at the research conducted in our country, it is seen that studies on this area are relatively based on free time activity participation reasons and choices. Güngörmüş and his friends (2006) investigated lecturers' free time utilizing styles who are working in Ankara Physical Education and Sport Faculty. When we look at the researches that are conducted on university students, similarly their choices of activity types in their free times, how often they participate to these activities and factors that will be able to effect them to participate to these activities are focused (Çınar, Sanioğlu, 2004; Balci, İlhan, 2006; Özdilek, Demirel & Harmandar, 2007; Demirel, Harmandar, 2009; Sabbağ, Aksoy, 2011).

Through this information, the aim of this study is to investigate the factors that motivate university students in utilizing free times from the angle of different variables.

## **MATERIAL METHOD**

### **Extent and Sample**

While the extent of the study is formed by Dumlupınar University Physical Education and Sport Faculty students, the sample of the study is formed with 110 students from Dumlupınar University Physical Education and Sport Institute with 135 students from Dumlupınar University Education Faculty, in total 245 students who are selected by random sampling method.

### **Data Gathering Tool**

As a data gathering tool in this study, an questionnaire that is prepared in order to obtain information such as age, gender, economical situation, living place of the participants and "Leisure Motivaton Scale" (LMS) that is developed by Pelletier, Valerand, Blais and Brairre (1991) and which's Turkish adaptation and validation with reliability are done by Mutlu and his friends (2011) are used.

The original scale consists of 7 sub dimensions and 28 items. While the items 2, 9, 16, 23 forms instrict motivation to know sub dimension and items of 6, 13, 20, 27 form instrict motivation to accomplish sub dimension and the items 4, 11, 18, 25 form instrict motivation to experience stimulation sub dimension and 3, 10, 17, 24 form extrinsic motivation identified and the items of 7, 14, 21, 28 form extrinsic motivation introjected and 1, 8, 15, 22 form



extrinsic motivation external regulation sub dimension, the items of 5, 12, 19, 26 measures amotivation sub dimension. Because 6 items in the original scale has the factor analysis burden under 40, they are taken out of the scale. The Turkish version of the scale consists of 22 items and 5 sub dimensions as (1) amotivation, (2) instrict motivation to know and accomplish, (3) instrict motivation to experience stimulation, (4) extrinsic motivation identified, and introjected, (5) exstrinsic motivation external regulation. The items in the scale are evaluated as "Not at all" (1) and "I completely agree" (5). The total inner coherency score of the scale is calculated as .77 (Mutlu et, al., 2011).

#### **Gathering Data and Statistical Analysis**

After all administrative permissions are taken in the stage of gathering data, by getting an appointment from lecturers and after all essential explanations in the monitor of the lecturer are done, it is filled by using paper-pencil method,

In the evaluation of the data, SPSS 16 Package Program is used. In addition to descriptive statistics methods such as percentage (%) and frequency (f), Independent Samples t- test and ANOVA analysis are used in order to test if there is any meaningful difference in static meaningfulness level ( $p < 0,05$ ) in free time motivation scores of the participants according to age, gender and the faculty in which they educated in.

## FINDINGS

**Table 1.** Information about Demographic Features of The Participants

|   |   | N          | %            |
|---|---|------------|--------------|
| <b>Age</b>  | 17–19                                   | 62         | 25,3         |
|   | 20–22                                   | 129        | 52,7         |
|   | 23–25                                   | 43         | 17,6         |
|   | 26 and over                             | 11         | 4,5          |
|   | <b>Total</b>                            | <b>245</b> | <b>100,0</b> |
| <b>Gender</b>   | Male                                    | 99         | 40,4         |
|   | Female                                  | 146        | 59,6         |
|   | <b>Total</b>                            | <b>245</b> | <b>100,0</b> |
| <b>Faculty</b>  | Physical Education and<br>Sport Faculty | 104        | 42,4         |
|   | Education Faculty                       | 141        | 57,6         |
|   | <b>Total</b>                            | <b>245</b> | <b>100,0</b> |
|   |   |            |              |
| <b>The free time period<br/>that you have</b>                       | 1–5 hours                               | 46         | 18,8         |
|   | 6–10 hours                              | 69         | 28,2         |
|   | 11–15 hours                             | 56         | 22,9         |
|   | 16 hours and more                       | 74         | 30,2         |
|   | <b>Total</b>                            | <b>245</b> | <b>100,0</b> |
| <b>How often do you have<br/>difficulty in utilizing free time?</b> | Always                                  | 22         | 9,0          |
|   | Sometimes                               | 179        | 73,1         |
|   | Never                                   | 44         | 18,0         |
|   | <b>Total</b>                            | <b>245</b> | <b>100,0</b> |
| <b>How do you utilize<br/>your free time?</b>                       | Indoor Activities                       | 101        | 41,2         |
|   | Physical Activities                     | 53         | 21,6         |
|   | Cultural Activities                     | 53         | 21,6         |
|   | Outdoor Activities                      | 38         | 15,5         |
|   | <b>Total</b>                            | <b>245</b> | <b>100,0</b> |
| <b>Where do you spend<br/>your free time?</b>                       | In the campus                           | 30         | 12,2         |
|   | Out of campus                           | 215        | 87,8         |
|   | <b>Total</b>                            | <b>245</b> | <b>100,0</b> |

In Table 1, there is the distribution of personal information of the participators. In the study, 4-age interval is

used. According to this, it is understood that % 25,3 of the students who participate to the study are aged of 17-19, % 52,7 of them are aged of 20-22, % 17,6 of them are aged of 23-25 and % 4,5 of them are aged of 26 and up. According to the data, it is seen that % 40,4 of the participants are "Male" (N=99) and % 59,6 of them are "Female" (N=146). And it is seen that % 42,4 of the participants are students of "Physical Education and Sport Faculty", % 57,6 of them are students of "Education Faculty", % 30,2 of them have 16 hours of free time and more in a week, % 73,6 of them "sometimes" have difficulty in utilizing their free times, % 41,2 of them spend their free time by "participating to indoor activities", % 87,8 of the participants spend their free time "out of campus".

**Table 2. t-test results according to gender of the participants**

|  | Gender | N   | $\bar{X}$ | SS   | t     | P    |
|--|--------|-----|-----------|------|-------|------|
| Amotivation                                      | Male   | 99  | 2,13      | 1,02 | 3,093 | ,002 |
|  | Female | 146 | 1,76      | ,83  |       |      |
| Instrict Motivation to Know and Accomplish       | Male   | 99  | 3,57      | ,87  | ,941  | ,348 |
|  | Female | 146 | 3,47      | ,76  |       |      |
| Instrict Motivation to Experience Stimulation    | Male   | 99  | 3,51      | ,86  | -,222 | ,824 |
|  | Female | 146 | 3,54      | ,85  |       |      |
| Extrinsic Motivation Identified, and Introjected | Male   | 99  | 3,56      | ,75  | -,232 | ,817 |
|  | Female | 146 | 3,58      | ,68  |       |      |
| Extrinsic Motivation External Regulation         | Male   | 99  | 2,55      | ,93  | 3,197 | ,002 |
|  | Female | 146 | 2,19      | ,81  |       |      |

In Table 2, there are t-test results according to genders of the students who participated in the study. According to these results, it is seen that in free time motivation scores of [  $t(245) = 3,093$ ;  $p < 0,05$  ], [  $t(245) = 3,197$ ;  $p < 0,05$  ] "Amotivation" and " Extrinsic Motivation External Regulation" sub dimensions, meaningful differences appeared ( $p < 0,05$ ).

**Table 3. t-test results according to the variables of Faculty in which the participants take education**

|  | Faculty            | N   | $\bar{X}$ | SS   | t | P          |
|--|--------------------|-----|-----------|------|---|------------|
| Amotivation                                      | Physical Education | 104 | 1,96      | 1,02 |   |            |
|  | And Sport Faculty  |     |           |      |   | ,662 ,534  |
|  | Education Faculty  | 141 | 1,88      | ,85  |   |            |
| Instrict Motivation to Know and Accomplish       | Physical Education | 104 | 3,69      | ,85  |   |            |
|  | and Sport Faculty  |     |           |      |   | 3,037 ,003 |
|  | Education Faculty  | 141 | 3,38      | ,76  |   |            |
| Instrict Motivation to Experience Stimulation    | Physical Education | 104 | 3,61      | ,96  |   |            |
|  | and Sport Faculty  |     |           |      |   | 1,287 ,199 |
|  | Education Faculty  | 141 | 3,47      | ,76  |   |            |
| Extrinsic Motivation Identified, and Introjected | Physical Education | 104 | 3,61      | ,78  |   |            |
|  | and Sport Faculty  |     |           |      |   | ,758 ,449  |
|  | Education Faculty  | 141 | 3,54      | ,66  |   |            |
| Extrinsic Motivation External Regulation         | Physical Education | 104 | 2,45      | ,97  |   |            |
|  | and Sport Faculty  |     |           |      |   | 1,855 ,065 |
|  | Education Faculty  | 141 | 2,24      | ,79  |   |            |

In Table 3, there is the t-test results according to the variable of departments in which the students who participate to the research study. According to the data, it is seen that there is meaningful difference ( $p < 0,05$ ) in "Instrict Motivation to Know and Accomplish" sub dimension of free time motivation scores according to the variable of department in which the participants take education [  $t(245) = 3,037; p < 0,05$ ].

**Table 4.** ANOVA Test results according to age of the participants

|             | Age   | N  | $\bar{X}$ | SS  | F | P | Tukey |
|-------------|-------|----|-----------|-----|---|---|-------|
| Amotivation | 17–19 | 62 | 1,93      | ,94 |   |   |       |

|                             |              |            |             |            |       |           |
|-----------------------------|--------------|------------|-------------|------------|-------|-----------|
|                             | 20–22        | 129        | 1,92        | ,91        |       |           |
|                             | 23–25        | 43         | 1,95        | 1,06       | ,361  | ,781      |
|                             | 26 and older | 11         | 1,63        | ,52        |       |           |
|                             | <b>Total</b> | <b>245</b> | <b>1,91</b> | <b>,93</b> |       |           |
| Instrict Motivation to      | 17–19        | 62         | 3,68        | ,85        |       |           |
| Know and Accomplish         | 20–22        | 129        | 3,44        | ,78        |       |           |
|                             | 23–25        | 43         | 3,47        | ,89        | 1,244 | ,294      |
|                             | 26 and older | 11         | 3,53        | ,45        |       |           |
|                             | <b>Total</b> | <b>245</b> | <b>3,51</b> | <b>,81</b> |       |           |
| Instrict Motivation to      | 17–19        | 62         | 3,46        | ,92        |       |           |
| Experience Stimulation      | 20–22        | 129        | 3,53        | ,81        |       |           |
|                             | 23–25        | 43         | 3,54        | ,96        | ,714  | ,544      |
|                             | 26 and older | 11         | 3,87        | ,56        |       |           |
|                             | <b>Total</b> | <b>245</b> | <b>3,53</b> | <b>,85</b> |       |           |
| Extrinsic Motivation        | 17–19        | 62         | 3,61        | ,72        |       |           |
| Identified, and Introjected | 20–22        | 129        | 3,55        | ,68        |       |           |
|                             | 23–25        | 43         | 3,49        | ,81        | ,957  | ,414      |
|                             | 26 and older | 11         | 3,87        | ,50        |       |           |
|                             | <b>Total</b> | <b>245</b> | <b>3,57</b> | <b>,71</b> |       |           |
| Extrinsic Motivation        | 17–19        | 62         | 2,54        | ,93        |       |           |
| External Regulation         | 20–22        | 129        | 2,35        | ,85        |       |           |
|                             | 23–25        | 43         | 2,11        | ,85        | 3,581 | ,015 1–4* |
|                             | 26 and older | 11         | 1,79        | ,65        |       |           |
|                             | <b>Total</b> | <b>245</b> | <b>2,33</b> | <b>,88</b> |       |           |

In Table 4, there are the ANOVA results according to the ages of the participants. According to the data, free time motivation scores of [  $F(3-241) = 3,581; p < 0,05$ ] according to ages of the participants showed meaningful difference in "Extrinsic Motivation External Regulation" sub dimension. Tukey HSD multiple comparison test results that is conducted with the aim of determining between which groups this meaningful difference is shown, are on the table.

## CONCLUSION

In this study, Physical Education and Sport Faculty and Education Faculty students' free time motivation levels are investigated according to variables: gender, age and faculty that they are educated in.

According to statistical analysis, considerable differences were found between students' free time motivation

level and their gender. It is obviously indicated in a similar research made by Culp (1998) that gender has an important effect on attending the free time activities. In a study which is aimed at university students made by Demir& Demir (2006), it is determined that gender plays an effective role on attending free time activities. Similarly, the study which is made by Sindik et.al (2009) supports the conclusion that gender factor plays an effective role on the point of attending the free time activities. Studies also indicated that gender affects the university students' free time activity choices and there are differences in these choices (Özdilek, Demirel&Harmandar, 2007; Yerlisu Lapa, Ardahan, 2009).

According to statistical analysis, in this study, it is found that there are considerable differences between sample group's ages and their free time motivation levels. This conclusion is parallel with the study made by Kaya (2011). The study that made by Baldwin and Calwin (2003) to determine the free time motivation levels of 12-15 years old individuals, carried out that there is a positive relation between the age factor and individuals' free time motivation levels.

In the study, also there are considerable differences between the individual's faculty variable and their free time motivation levels. This conclusion resembles to the study, made by Kaya (2011), which aimed to research university students' free time motivation levels. Tolukan (2010) is reached the conclusion that according to branch variable, Physical Education Institute students have less difficulty while filling their free time than Painting and Music Institute students. And this supports the conclusion that we reached.

The findings in this study says that Physical Education and Sport Faculty students' and Education Faculty students' free time motivation levels considerably changes according to sex, age and faculty that they are studying.

Free time is a legal and valuable area that teenagers could find their own personalities. Because of this, university administrations should develop healthy and high quality recreations, suitable opportunities and programs should be equally reachable by students from each region.

Also, it makes a detailed analysis of the ways of individuals especially university students' utilizing the free time and the factors that are effective in this utilizing essential that free time industry is a very big industry (tourism, recreation etc.).

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# The Comparison of Elderly and Young's Attitude towards Indigenous and Native Plays of Azerbaijan

Mohammad Taghi Aghdasi [1], Nasrin Tuba [1], Mohammad Jahangirzadeh [3]

## ABSTRACT

The part of culture of any nation will be transferred from the generation to other generation in the form of indigenous and native plays and the maintaining of these plays in over time is the cultural needs of society. To this purpose, the attitude of two groups (young and elderly) of Maragheh people (one of the historical cities of East Azerbaijan State) was studied about indigenous and native plays using the survey method. 100 subjects were randomly selected (50 subjects of young and 50 subjects of elderly people) from men and women of Maragheh city. The data was collected using the researcher-made questionnaire includes personal information and cognitive, affective, and behavioral dimensions of attitude towards indigenous and native plays. After analysis of data by the independent t-test ( $\alpha=0.05$ ), the results showed that there is no significant difference between young and elderly people in cognitive dimension but was observed a significant difference between these groups in the other dimensions of attitude, the elderly people in affective dimension and the young people in behavioral dimension gained better grades. Therefore, the authorities should develop the knowledge of new generation by taking the advantage of new facilities of information technology about the indigenous and native plays.

## Keywords:

## INTRODUCTION

Play is not the regular, serious, and organized activity, it involves a free choice activity that is self-motivated, enjoyable, voluntary, and process oriented (Dworetzky, 2010). Not only play is fun, but it is also important for healthy development (Evans, 2000). It is the "work" and their way of learning about the world. Through play, persons try out new skills, explore their imagination and creativity, and develop relations with other people in their lives (Frost, et al., 2001). Play has intrinsic motivation in the human. The human body grows to 25 years, but the mental development continues in all periods of life. Play has had the role in this development and it causes the favorable thinking and launched freshness and exhilaration in the two dimensions of body and soul (Khodadi & Askariyan, 2010). According to Morris, et al.'s theory, plays can use for the gaining of these goals:

1-Emotional- social development 2-skill and sport training 3-fun and entertainment 4-perception and recognition (Khodadi & Askariyan, 2010).

Indigenous sports are those sports that are in the relationship with the culture of a particular nation (Kashef, 1999). Native sports includes the activities that in principle, is rooted in our national culture and it may not be in relationship with inside of the particular nation, in other words, it is as the usual and common sport exclusively in a



region, whether it has arose from that region or from other regions (Kashef, 1999). Indigenous and native sports are one of the attractive sports and sports for all, in real, indigenous and native sports are part of our heritage and those can show part of our cultural heritage in the area of sport (Akbari, et al, 2007). These sports are the most important components of the people's culture of each area, moreover the aspects of vitality and freshness for the deep continuity with people's life and livelihood during the past (Evanz). The term indigenous sport refers to a specific group of activities, certain of whose characteristics set them apart from those forms of sport which are played on an international basis. The term indigenous sport is itself defined as native or belonging naturally (to the soil). In that sense, any sporting activity is indigenous to some community or country (the country of origin) (Beacom, 1998 ).

Participation in indigenous sports plays a vital role in improving the health and wellbeing of Indigenous people and their communities. It provides a range of benefits including increased self esteem, social and community cohesion, improvements in health and overall wellbeing (Khodadi & Askarian, 2010). Indigenous sports bring together of indigenous and non-indigenous people and help reconnect urban Indigenous youth to their culture and those promote reconciliation. In addition, Indigenous sports can boost education retention (i.e. attendance at school) and provide essential training in social interaction, also enhance physical health. Many people see the indigenous sports as a strong indicator that their culture can survive (Hassan Poor, 2011). In this way traditional games are not only helping Aboriginal youth to get physically fit but also inspiring older members of the Indigenous community. The indigenous sports resource has been designed for people of all ages (Rezvan poor & Pormun, 2010). In this level of social and cultural of people that the traditional cultures exposed to the cultures of industrial development and production of machinery industry, it is important to consider the studies about the historical values of man-made cultural life (Khodadi & Askarian, 2010). The indigenous and native plays in every country are the best factor of healthy, enlivening, creative, and instructive recreations and entertainments for the cultural, artistic, and hobby interests and tendencies in the different regions (Alavi, et al, 2010). The best characteristics of these plays is their simply (Akbari, et al, 2007). According to the mentioned characteristics of indigenous and native plays and their benefits in the numerous domains, they are an instrument for the transition of cultural concepts too and they prevent the cultural gap between the generations moreover their physical, mental, and physiological benefits. Therefore, the preservation and transmission of these plays is from the cultural issues of every nation and civilization. To this basis in this study was tried to compare the older and younger generation's attitude in one of Azerbaijan regions of Iran about the indigenous and native plays for the determination of their rate of transition and resistance from the previous to present generation.

## THE STUDY

The method of research was survey. The statistical population of study was young and elderly people of Maragheh city (one of the big and historical cities of East Azerbaijan State). 100 subjects were randomly selected, 50 subjects of young people (Mean<sub>age</sub> = 24 ± 0/82) and 50 subjects of elderly people (Mean<sub>age</sub> = 65 ± 0/81) from the men and women of Maragheh city.

The required data was collected using the researcher-made questionnaire that it was included the personal information and the cognitive, affective, and behavioral dimensions of attitude towards the indigenous and native plays.

The independent t-test was used for the analysis of data ( $\alpha=0.05$ ).

## FINDINGS

**Table 1:** The results of independent t- test for the comparison of cognitive - affective - behavioral components of indigenous and native plays between the young and elderly people

| Variable   | Group   | Mean | Standard of Deviation | t     | df | Sig   |
|------------|---------|------|-----------------------|-------|----|-------|
| Cognitive  | Young   | 2/7  | 0/59                  | -1/85 | 98 | 0/066 |
|            | Elderly | 2/6  | 0/55                  |       |    |       |
| Affective  | Young   | 3/47 | 0/89                  | -3/23 | 98 | 0/002 |
|            | Elderly | 4    | 0/73                  |       |    |       |
| Behavioral | Young   | 1/92 | 0/86                  | 5/03  | 98 | 0/000 |
|            | Elderly | 1/17 | 0/59                  |       |    |       |

According to the results of table 1, there is a significant difference between the young and elderly people in the affective and behavioral components ( $P \leq 0/05$ ). So that the elderly people have the high amount in the affective component but the young people have the high amount in the behavioral component. Also, there is no significant difference between young and elderly people in the cognitive component ( $P = 0/0666$ ).

## CONCLUSIONS

According to the results of this study, the elderly people have still good feelings about these plays and the young people have a good tendency towards the indigenous and native plays in the behavioral domain. However, a similar study was not done in Iran unite we compare the results but due to the elderly people were valued weaker than the young people in the practical and behavioral tendency towards these plays, perhaps the reason of it is the elderly people's age and physiological conditions and physical fitness moreover their feelings were still maintained towards these plays. In all, according to the results it seems that the Iran Sport for All Federation has abled to maintain the young's attitude towards the indigenous and native plays by its programs and actions. It is recommended to expand the revival the indigenous and native plays in every region, state, country, or continent through the holding of festival of these plays in every region. The lugging of indigenous and native plays in the instructional programs of schools and universities will has their continuity in the community moreover for their revival. We can provide a fertile field for the globally expanding of these plays by trying to designate an international day of indigenous and native plays. The efforts of governments and sport federations such as sport for all federation for the promoting and revival of these plays will prevent from the forgetfulness of these plays and will provide the field of their expanding.

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# The Effect of 800m Running In the Field and On the Treadmill in Some Physiological and Kinematical Responses

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## ABSTRACT

The current study aims at finding out the effect of running 800 m in an equal intensity in the field and treadmill on some physiological and Kinematical responses. The sample of the research consisted of (6) athletes. The researcher applied descriptive method due to its appropriateness with the nature of the research. The researchers applied test and measurements as tools to collect the required data. The test was running 800 m twice throw 3 days. The first was running 800m on the field and after 2 days, they applied the second test which also was running 800 m but on treadmill. Then after two tests immediately, the researchers measured the physiological variables which included the measuring of (Hr, Sbp, Dbp, RR) as well as the time of running, the researcher calculated the kinematical variables too which included the length, time, speed, frequency of the step. The researchers applied the following statistical tools: (Mean, Slandered deviation, variance, coefficient, percentage T-test for independent sample).The results show significant differences when comparing the values of physiological and kinematical in pre 800m running using field pre using treadmill.

**Keywords:** *Perception, Sport for All, World, Turkey*

## INTRODUCTION

Sports' exercises are considered the only means to develop the physical work to access a best performance. It is something given that these physical exercises vary in the way of performance whether using certain tools or without using them as well as diversity in terms of utilizing the elements of loads' training. a similar Researches was done like Hall, C., et., al study (2004) : Energy Expenditure of Walking and Running: Comparison with Prediction Equations . This study established the published prediction equations for the energy expenditure of walking and running compared with the measured values. To make this comparison we first determined whether differences exist in energy expenditure for 1600 m of walking versus running, and whether energy expenditure differences occur due to being on the track or treadmill. and Crouter, S. et al., study (2001) : Comparison of incremental treadmill exercise and free range running. The aim of this study was to compare physiological during incremental treadmill exercis and free range running. The importance of the research is in revealing the functional responses and kinimatical variations the act causes on the treadmill when running a certain distance in a certain intense compared with performing the same act in the racetrack reaching to suitable recommendations. Research problem appears when using the treadmill by some trainers in performing running exercises as a substitute of the race track in training unit without being aware that training by using the treadmill has the effect in racetrack by affecting some reflecting functional & kinimatical variables of the outer load , which represents a problem must be considered .

## RESEARCH AIMS:

Revealing some functional and kinematical variables values when running for a distance of 800 m with equal intensity in the track and on the treadmill and Recognizing the differences between them. when running for a distance of 800 m with equal intensity in the track and on the treadmill.

#### **THEORETICAL STUDIES :**

##### **Heart Rate(Hr):**

Performing a sport act that causes some functional changes in the heart to provide the muscle with the increasing demand of oxygen and food to exert that act, this is done via cardiac output(Co) and blood flowing speed (Divid,1978,199).Heart rate is one of the two basic specifier of cardiac output.Heart rate is considered partially important during medium and intensive exercises .There are a number of factors that affect it such as hormones, ions' concentration, change of the core temperature , exercises, sex and age .(Shi, 2002, 17)

##### **Respiratory Rate (Rr):**

Respiratory rate is considered one of the two basic variables in increasing or decreasing ventilation and breathing size as well. The increase of these two factors together or one of them leads to increasing lung ventilation (Ricci, 1970, 59).Number of breaths per a minute at a rest is (12-20) and raises to (50-60) per a minute at training (Abdullah, 2000, 36).

##### **Systolic and diastolic blood pressures(sBP&dBP):**

It can be defined as "the force imposed by the blood on the walls of blood vessels"(Herlihy & Maebius, 2003,30 ). Blood pressure is influenced by two factors, the cardiac output (CO) and Peripheral resistance (PR) .Seeley mentions that arterial blood pressure average =  $CO \cdot PR$  and that the increase or decrease of (PR) or the two cardiac output factors (HR,SV) that leads to increase or decrease of blood pressures (BP) .This equation explains the effect of (PR, SV, HR) on blood pressure and that any increase in any of these factors results in an increase in blood pressure , and vice versa (Seeley et al.,1998,680).

##### **Kinematics of the stride:**

When the athlete runs, he try s to cover some distance which depends on two important factors , firstly, is the covered stride(stride) distance and secondly, the frequency of the strides (James,1993 , 396), ,the length of the stride may be affected by the strength when the athlete pushes the ground and the angle of the taking off . As for frequency stride, it represents the number of strides used to cover a specific distance with a certain speed. ( Al-Fadhli et al.,2009) mentions that a stride frequency can be determined by the physiological structure of each athlete and can be controlled by the ability of nerves which stimulates the muscles and kind of fibers from which the muscle is formed as well as legs length where the more the individual has fast twitch fibers in a muscle (Al-Fadhli et al.,2009,2)

#### **RESEARCH PROCEDURES**

##### **Research Sample:**

The research sample has been deliberately chosen from the Basic Education college students. The sample consisted of (6) students / Physical Education Dept./ fourth-year .the (m $\pm$ sd)of the height , weight and age (172, $\pm$ 1.84), (64, $\pm$ 3), (22.1, $\pm$ 0.45) respectively.

##### **DATA COLLECTING MEANS:**

The researcher has used tests and measurements and he collected information to get his data.

##### **The Used Test:**

We used tow tests one of them is 800m maximum speed running test and the other is 800m running test on the treadmill.

Pre-and Post- anthropometrical & physiological measures:

Height and weight measurement .

**(Hr) measurement:**

It is done by using a stethoscope on the chest after running in the racetrack as well as determining pulse by a pulse sensor which specifies and shows pulse on the treadmill display while running on the device through sitting position for both tests.

**(RR) measuring:**

It is performed by observing athlete chest immediately before and after physical effort since the first minute duration and at sitting position with the unawareness of the athlete.

**(sBP) and (dBP) measuring :**

This type is performed by a specialist via using Sphygmomanometer immediately after and before exerting drill and at sitting position of the athlete.

**The Main Experience:**

The researchers has conducted the two tests shown in (3-5).The first experience has been conducted at 9 o'clock on where the sample has been under the test stress of running 800m in the standard racetrack .After two days the second experience has been conducted through running 800m on the treadmill as same as the first intensive physical effort in the racetrack, i.e. the same speed that has been calculated by dividing distance on performance time in the racetrack. Post-measures have been conducted directly which were similar to the pre-ones using the same devices and testers who have performed the pre-measures. Afterwards, the post-measures have been written down in data collecting form which also resembled pre-measures except for height and weight ones as well as calculating strides' number during running through observation .Measures have been completed directly after exerting the physical effort through the athlete sitting on a chair prepared for this purpose close to the end point in the first experience and close to the device in the second one.

**PRESENTING AND DISCUSSING THE RESULTS:**

**Table 1.** Shows the functional variables values immediately after the two exerting physical effort.

| Physio.variables | Running way | $\bar{x}$ | $\pm sd$ | Sig    |
|------------------|-------------|-----------|----------|--------|
| Hr               | Track       | 186       | 7.589    | 0.001* |
|                  | Treadmill   | 164.5     | 7.556    |        |
| RR               | Track       | 33        | 3.098    | 0.039* |
|                  | Treadmill   | 28.333    | 3.670    |        |
| sBP              | Track       | 176.667   | 9.309    | 0.885  |
|                  | Treadmill   | 175.83    | 10.206   |        |
| dBP              | Track       | 59.167    | 8.618    | 0.023* |
|                  | Treadmill   | 249.167   | 5.845    |        |

Our research conclusions agree with what (Macardle, 1971) mentions that there is a difference between walking on the treadmill and walking on asphalt or cement in terms of power the body needs (affecting functional variables)which estimated 10% less when walking on the treadmill in comparison with walking on a steady solid ground (Macardle,1971,124). Table (1) shows significant differences in post-running (Hr) in the racetrack and running in same intense on the treadmill. The advantage is for running on the treadmill in which (Hr) rate when running on the device is less and with an obvious significant difference . The researcher has ascribed that to running on the treadmill requires less physical effort due to mechanical assistance the device provides its user. It is something given that the more physical effort exerted, the more cardiac output required and consequently heart pulses increase as one of the cardiac output variables to provide a suitable cardiac output to the exerted effort. Heart beating response is due to a escalation and intensity of physical effort (Macardle,1971,205).In another place, he mentions that limbs muscles contractions result in heart beating and the cardiac output increases in a proportional relation as more effort exerted (Ibid,211-221). Concerning number of breaths(R.R) ,table (2) shows that there is a significant difference between its number rate during running on the device and on the ground for the benefit of the device too where number of breaths has been less . The researchers attributes that to the nature of working on the device, as we previously mentioned, which requires less effort and consequently less oxygen to perform the same distance with a same running speed in the racetrack. The more effort you exert, the more food metabolism you need, which requires more

oxygen carried by blood circulation, i.e. more cardiac output. In addition to the chemical effect on the Chemoreceptor in the (Hypothalamus) as a result of the increase in (PCO<sub>2</sub>) and decrease in (PO<sub>2</sub>) resulting from the difference between the hardness of the two efforts. (Al-Duhooki, 2007), quoted from (Al-Dori), mentions that a chemical inducer affects the respiratory center in the (Hypothalamus) as a result of the available quantity of CO<sub>2</sub> in the blood. If its quantity increased in the blood, breathing accelerated until getting rid of the excess quantity of CO<sub>2</sub> and blood reaction gets back to normal (Al-Duhooki, 2007, 78-79).

As for the significant difference in the diastolic blood pressure (dbp) between running in the racetrack and running on treadmill and in favor of running on the latter, table (1) shows a decrease in (dbp) when running on the treadmill. These results agree with what (Mohammed Tawfeeq, 2005) and (Al-Kali, 2009) reached where they found a significant decrease in (dbp) after a physical effort too (Al-Kali, 2009, 93) (Mohammed Tawfeeq, 2005, 131). The researcher ascribes that to the vasodilation in the Peripheral vascular as a result of the thermal dispersion, where the more the physical exercise or effort is intense, the more body heat is generated and therefore, the need for the mechanisms of heat dispersion to work more effectively arises, which led to more increase in the expansion of vascular when running in the racetrack compared to running on the treadmill in addition to the physiological reflections of cardiovascular which is directly proportional to the intensity of the exerted physical effort as perspiring leads to a decline in body fluids and consequently to a decrease in blood quantity and cardiac output and reduction of heart stroke volume (Al-Hajjar, 1994, 91). It may also be attributed to Potassium quantity resulting from the muscular effort which its released quantity could be proportional to the exerted muscular effort leading to a reduction in the peripheral resistance that might lead to a (dbp) reduction. This fact is supported by what (Berne & Slevy) mentioned in that released Potassium from the contracted muscles is considered one of the elements that extend blood vessels in the working muscles (Berne & Slevy, 2001, 273).

**Table 2.** Show of the kinematical variables values

| Kinematics variables | Running way | $\bar{x}$ | $\pm sd$ | SIG    |
|----------------------|-------------|-----------|----------|--------|
| Stride time/sec      | Track       | 0.584     | 0.045    | 0.007* |
|                      | Treadmill   | 0.700     | 0.067    |        |
| Stride Speed/m.sec   | Track       | 4.686     | 0.392    | 0.882  |
|                      | Treadmill   | 4.643     | 0.56     |        |
| Stride distance/m    | Track       | 2.724     | 0.068    | 0.001* |
|                      | Treadmill   | 3.213     | 0.01     |        |
| Stride rate          | Track       | 293.667   | 7.256    | 0.001* |
|                      | Treadmill   | 249.167   | 7.757    |        |

Concerning kinematical variables, the researcher ascribes the significant differences reason in time, distance and strides number for the benefit of running on the treadmill in comparison with running on the racetrack where time, distance and strides number for the treadmill are (0.7, 3.213, 249.167) respectively. While on the racetrack, they are (0.584, 2.724, 293.667) respectively too. The researcher attributes that to the strides number rarity the athlete performs to run 800m on the treadmill in comparison with racetrack as shown in table (2). It is also ascribed to the spacing of the fulcrum points on the treadmill compared to racetrack, which led to stride length and increase in its time and that the speed of the athlete is not real because it doesn't represent the athlete's speed only, but also the speed of the treadmill movement. Hence, this explains the decrease of the runner exerted effort on the treadmill in comparison with running in the racetrack although equal distance and performance speed.

#### RECOMMENDATIONS AND CONCLUSIONS :

In the light of the statistical processing and conclusion presentation, the researcher has come up with the following findings:

1. There is a decrease in the values of some physiological variables under study (Hr, R.R, dbp) when running a distance of 800m on a treadmill in comparison with the same distance and intensity in the racetrack.
2. The research results have shown an increase in time and stride distance and increase in stride numbers when running 800m on a treadmill compared to running in the racetrack in the same intensity.
3. It is necessary to be aware that using a treadmill doesn't provide the same physiological and kinematical reflections as running equal distances on the ground due to their effects in the results of training.
4. The trainers and researchers must be aware to give an extra physical effort, concerning intensity and size,

while using the treadmill to be equivalent to the real effort on the ground.

5. Future researches in the same conditions of the present exercise with controlling different slope degrees when using treadmill are to be conducted.

6. Future researches on different distances with different speeds and slopes are to be conducted.

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# 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  |                     |
| To be healthy by doing sports                           | f | 20           | 35   | 48     | 71   | 173   | 3,9       | 1,  | 6                   |
|   | % | 5,8          | 10,1 | 13,8   | 20,5 | 49,9  | 9         | 25  |                     |
| To see new places (cities, countries etc.)              | f | 29           | 43   | 60     | 66   | 148   | 3,7       | 1,  | 7                   |
|   | % | 8,4          | 12,4 | 17,3   | 19,0 | 42,7  | 5         | 34  |                     |
| To be a sportsmen and known and liked by friends        | f | 36           | 49   | 51     | 71   | 140   | 3,6       | 1,  | 8                   |
|   | % | 10,4         | 14,1 | 14,7   | 20,5 | 40,3  | 6         | 39  |                     |
| To Love Volleyball                                      | f | 143          | 62   | 76     | 40   | 26    | 2,2       | 1,  | 9                   |
|   | % | 41,2         | 17,9 | 21,9   | 11,5 | 7,5   | 6         | 30  |                     |

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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